

# SLEE: Student Life Programs (combined)



## SEA Project Annual Goals Cover Sheet

Over-arching issues we are trying address: *Retention, persistence, and completion*

Group Targeted for Intervention: SLEE Targets All Students				Metrics:		SEA Funding:
<input checked="" type="checkbox"/> LatinX	<input checked="" type="checkbox"/> All Students	<input checked="" type="checkbox"/> New Students	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Course Completion	<input checked="" type="checkbox"/> Matriculation	Number of Students Served <u>1,310</u> SEA Funding Amount <u>\$approx \$202,000 including mgr salary</u> SEA Accounts for <u>? %</u> of Program
<input checked="" type="checkbox"/> African American	<input type="checkbox"/> Female	<input checked="" type="checkbox"/> First Gen	<input checked="" type="checkbox"/> Homeless	<input checked="" type="checkbox"/> Retention	<input checked="" type="checkbox"/> Transfer	
<input checked="" type="checkbox"/> Asian	<input type="checkbox"/> Male	<input checked="" type="checkbox"/> DSPS	<input checked="" type="checkbox"/> Economically Disadvantaged	<input type="checkbox"/> xfer ENGL in 1 Year	<input checked="" type="checkbox"/> Degrees	
<input checked="" type="checkbox"/> Native American		<input checked="" type="checkbox"/> LGBT	<input checked="" type="checkbox"/> Adult ED/ESL	<input type="checkbox"/> xfer Math in 1 Year	<input type="checkbox"/> Certificates	
<input checked="" type="checkbox"/> Hawaiian/Pac Is.		<input checked="" type="checkbox"/> Veterans		<input type="checkbox"/> Access	<input type="checkbox"/> Attain Living Wage	
<input checked="" type="checkbox"/> _____		<input type="checkbox"/> Other _____		<input type="checkbox"/> Other _____	<input type="checkbox"/> Outreach	

PROGRAM PROCESS		PROGRAM RESULTS	
Resources (Inputs)	Activities (Outputs)	STUDENT OUTCOMES	PILLARS
What resources are you utilizing? <i>Check all that apply.</i>	What are you specifically doing? <i>Check all that apply.</i>	Areas where you expect to see change. <i>Check all that apply.</i> ( <a href="#">Credit to Learning Reconsidered 2</a> )	The impact you expect to have. <i>Check all that apply.</i>
<p>(O = Overall project/S = SEA funded)</p> <p><b>O   S</b></p> <p><b>Personnel</b> (working directly on project)</p> <p><input type="checkbox"/> Faculty</p> <p><input checked="" type="checkbox"/> Manager</p> <p><input checked="" type="checkbox"/> Classified Staff</p> <p><input checked="" type="checkbox"/> Student Employees (peers)</p> <p><input checked="" type="checkbox"/> STNC</p> <p><b>Materials</b></p> <p>Supplies</p> <p><input checked="" type="checkbox"/> Printing/Graphics</p> <p><input type="checkbox"/> Textbooks/Magazines/Periodicals</p> <p><b>Services</b></p> <p><input checked="" type="checkbox"/> Travel, Workshops</p> <p><input type="checkbox"/> Equipment Leases/services</p> <p><input type="checkbox"/> External services/contracts</p> <p><b>Equipment/Capital Outlay</b></p> <p><input checked="" type="checkbox"/> Furniture</p> <p><input type="checkbox"/> Technology equipment/software</p> <p><input type="checkbox"/> Instructional/Non-Inst. Equipment</p> <p><b>Direct Student Support</b></p> <p><input checked="" type="checkbox"/> Supplies given to students (meal vouchers, books, etc.)</p> <p><input type="checkbox"/> Childcare</p> <p><input type="checkbox"/> Awards (given for an award received)</p>	<p>(O = Overall project/S = SEA funded)</p> <p><b>O   S</b></p> <p><b>Direct Work with Students</b></p> <p><input checked="" type="checkbox"/> 1:1 work with students</p> <p><input checked="" type="checkbox"/> Work with groups of students</p> <p><input checked="" type="checkbox"/> Work with students prior to college entry (info desk)</p> <p><b>Support Activities</b></p> <p><input checked="" type="checkbox"/> Financial or material assistance (\$, books, etc.)</p> <p><input checked="" type="checkbox"/> Academic support or preparation</p> <p><input checked="" type="checkbox"/> Life, career or other skill building</p> <p><input checked="" type="checkbox"/> Matriculation step support</p> <p><b>Educational Activities</b></p> <p><input checked="" type="checkbox"/> Educational programs or workshops</p> <p><input type="checkbox"/> Educational planning</p> <p><input type="checkbox"/> Curriculum development</p> <p><b>Practitioner-focused Activities</b></p> <p><input checked="" type="checkbox"/> Professional/staff development</p> <p><input type="checkbox"/> Research</p> <p><b>Other</b></p> <p><input checked="" type="checkbox"/> Technology tools or software</p> <p><input checked="" type="checkbox"/> Marketing, Publicity, PR</p> <p><input checked="" type="checkbox"/> Referral/Utilization of services</p> <p>Other</p> <p><input type="checkbox"/> _____</p>	<p><b>Cognitive Complexity</b></p> <p><input checked="" type="checkbox"/> Critical thinking</p> <p><input checked="" type="checkbox"/> Reflective thinking</p> <p><input checked="" type="checkbox"/> Effective reasoning</p> <p><input checked="" type="checkbox"/> Intellectual flexibility</p> <p><input checked="" type="checkbox"/> Emotional/cognitive integration</p> <p><input checked="" type="checkbox"/> Identity/cognitive integration</p> <p><b>Knowledge</b></p> <p><input checked="" type="checkbox"/> Understanding knowledge from a range of disciplines (acquisition)</p> <p><input checked="" type="checkbox"/> Connecting knowledge to other knowledge, ideas, &amp; experiences (integration)</p> <p><input checked="" type="checkbox"/> Relate knowledge to daily life (application)</p> <p><input checked="" type="checkbox"/> Career decidedness</p> <p><input checked="" type="checkbox"/> Technological competence</p> <p><b>Humanitarianism</b></p> <p><input checked="" type="checkbox"/> Understanding and appreciation of human difference</p> <p><input checked="" type="checkbox"/> Cultural competency</p> <p><input checked="" type="checkbox"/> Social responsibility</p> <p><b>Civic Engagement</b></p> <p><input checked="" type="checkbox"/> Sense of civic responsibility</p> <p><input checked="" type="checkbox"/> Commitment to public life through communities of practice</p> <p><input checked="" type="checkbox"/> Engage in principled dissent</p> <p><input checked="" type="checkbox"/> Effective in leadership</p> <p><b>Inter/Intrapersonal Competence</b></p> <p><input checked="" type="checkbox"/> Realistic self-appraisal and self-understanding</p> <p><input checked="" type="checkbox"/> Personal attributes such as identity, self-esteem, confidence, ethics and integrity, spiritual awareness, personal goal setting</p> <p><input checked="" type="checkbox"/> Meaningful relationships</p> <p><input checked="" type="checkbox"/> Interdependence</p> <p><input checked="" type="checkbox"/> Collaboration</p> <p><input checked="" type="checkbox"/> Ability to work with people different from self</p> <p><b>Practical Competence</b></p> <p><input checked="" type="checkbox"/> Effective communication; capacity to manage one's personal affairs</p> <p><input checked="" type="checkbox"/> Economic self-sufficiency and vocational competence</p> <p><input checked="" type="checkbox"/> Maintain personal health and wellness</p> <p><input checked="" type="checkbox"/> Prioritize leisure pursuits</p> <p><input checked="" type="checkbox"/> Living a purposeful and satisfying life</p> <p><input checked="" type="checkbox"/> Media, Technology or Information literacy</p> <p><b>Persistence &amp; Academic Achievement</b></p> <p><input checked="" type="checkbox"/> Manage the college experience to achieve academic and personal success</p> <p><input checked="" type="checkbox"/> Leading to academic goal success including degree attainment</p> <p><input type="checkbox"/> <b>Other:</b> _____</p>	<p><b>INVITED &amp; WELCOMED</b> <input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/> Students feel a sense of belonging &amp; a part of the SRJC Community.</p> <p><input checked="" type="checkbox"/> Students introduced to campus activities, support services, and academic programs.</p> <p><input checked="" type="checkbox"/> Students' skills, talents, abilities &amp; experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.</p> <p><b>GUIDED &amp; SUPPORTED</b> <input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/> Students know about and utilize services and supports that help them form an opinion, make a decision, stay on track.</p> <p><input checked="" type="checkbox"/> Students have a goal and know how to achieve it.</p> <p><input checked="" type="checkbox"/> Students stay on track – keeping their eye on the prize.</p> <p><b>ENGAGED &amp; EMPOWERED</b> <input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/> Students actively contribute to the college community.</p> <p><input checked="" type="checkbox"/> Students feel they are reflected and represented in the campus culture and motivated to contribute.</p> <p><input checked="" type="checkbox"/> Students actively participate in class and extracurricular activities.</p> <p><input checked="" type="checkbox"/> Students feel somebody wants to help them succeed.</p>

# SEA Funded Project Review Form 2019-20

Project Name	Category	Contact	Students Served	Students Enrollments	Interactions per Student/Term	Sea Funding Received	SEA funds % of Project
<b>SLEE: All Students</b>	Engagement	R. Ethington G. Bertone H. Zarate	833	1,310	varies	\$252,000	%

## Summarize your projects' overall goals and/or intentions for students.

The relationship between student success and student engagement is well documented in the Educational Research literature (McClenny et al., 2012). For decades, studies have shown the more engaged a student is, with their peers, teachers, and subject matter, the more likely they are to complete their goals. The mission and vision of the Student Life, Equity, and Engagement department are in strong alignment with the [Learning Reconsidered](#) framework provided in the intentions sheet, as well as the [21st Century Skills](#) noted by employers. From day to day policies and practices to foundational student development approaches, these concepts frame our intentions and guide our program goals.

### SLEE Vision

To engage all students in transformative learning experiences that develop the whole person and inspire them to affect change in their lives and communities.

### SLEE Mission

To empower students and provide co-curricular learning environments that foster a sense of belonging and inclusivity, decrease barriers, and create meaningful opportunities in the following areas:

- Leadership Development,
- Advocacy & Activism,
- Problem-Solving & Critical Thinking,
- Civic Engagement,
- Anti-racism, social justice, and cultural awareness
- Personal Development,
- Sustainability (Equity, Environment & Economics).

### *Please describe the specific activities supported by SEA funds.*

- Student Government Advising and Support
- Club leaders and members
- Student Ambassadors
- Student Success Coaches (Intercultural Center)
- Basic Needs Navigators
- Club Sports
- P.E.E.R.S.
- Student Empowerment Academy program participants

Each of these programs provides advising, leadership development, soft skill development and support, and employs a variety of student development theory and co-curricular learning approaches. These efforts help to contextualize curriculum by bringing theory to life through real-world practice, policy, and program development.

# Data

Share any highlights or achievements your group had during the year – refer to the following data if applicable.

SLEE program participants were more successful in all areas of academic outcomes, but especially in the areas of persistence (both fall to spring and fall to fall).

Highlights include:

- Student Life, Equity, and Engagement program participants had an impressive **89.3%** fall to spring persistence rate as compared to the District average of **55%**.
- Student Life, Equity, and Engagement programs participants had a **60%** fall to fall persistence rate versus the District average of **42%**.

This is especially impressive when considering the high proportion of target pops the food Student Life, Equity, and Engagement programs serves. Food Student Life, Equity, and Engagement programs participants are “over represented” in the following areas:

- 7.7% of our students are African American, compared to district wide (2.5%).
- 42% of our students are Low Income, compared to district-wide (32%).
- 14% of our students are DSPS, compared to district-wide (7.6%).

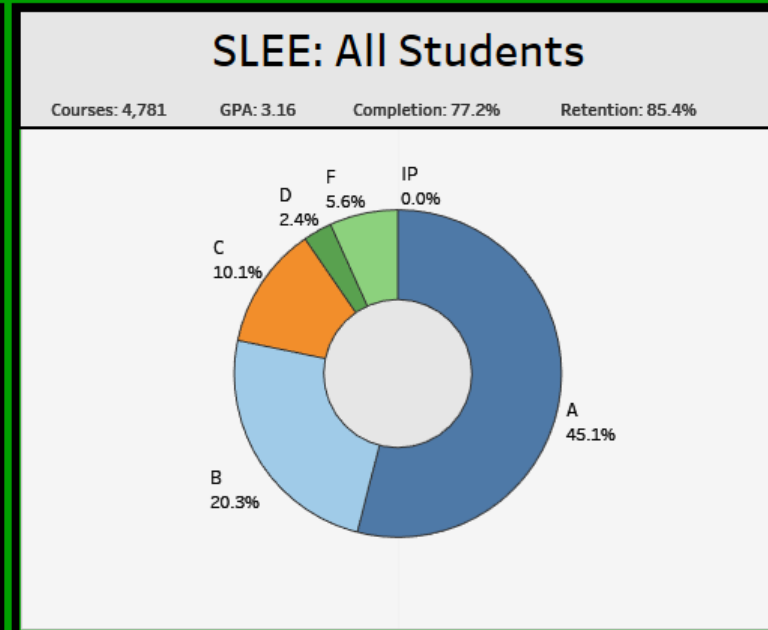
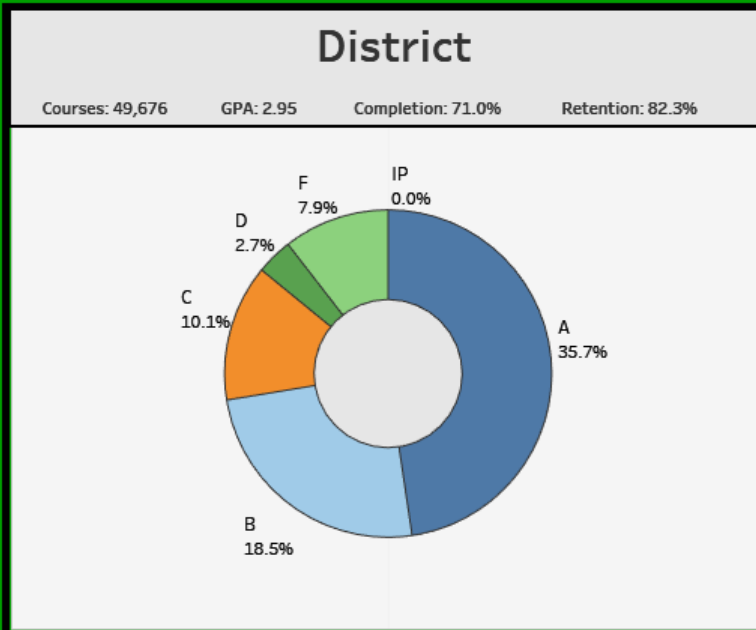
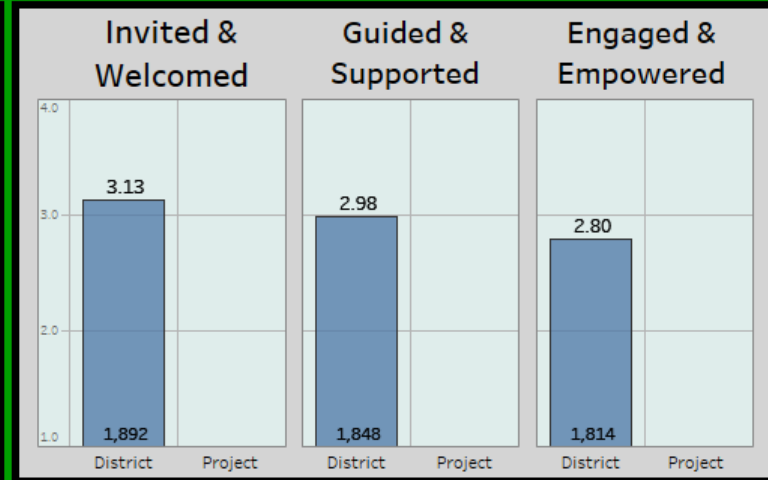
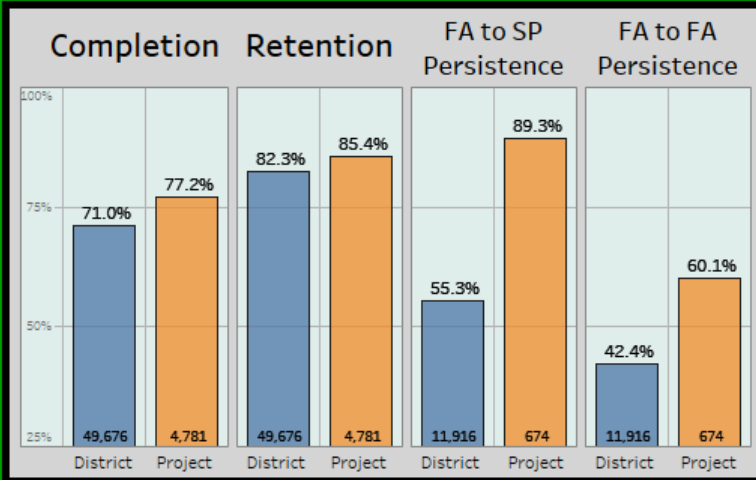
The OIR data show that SLEE students from target populations are more likely to complete their courses than their target pop peers that are not actively engaged in SLEE interventions.

# District & SEA Project Comparison

FA19 & SP20

FT & PT

SLEE: All Students



# District & SEA Project Comparison

FA19 & SP20

FT & PT

SLEE: All Students

Headcount & Proportion			Course Completion			Course Retention			Persistence <small>(FA19 to SP20 / FA19 to FA20)</small>			
	District	Project		District	Project		District	Project		District	Project	
African American	935 2.5%	101 7.7%	African American	59.2%	71.7%	African American	77.0%	84.7%	African American	47.2% 42.6%	90.0% 58.0%	
Asian	1,515 4.0%	109 8.3%	Asian	73.1%	83.3%	Asian	83.7%	89.4%	Asian	58.3% 49.0%	94.6% 73.2%	
Filipino	347 0.9%	10 0.8%	Filipino	69.2%	85.4%	Filipino	82.8%	85.4%	Filipino	51.4% 43.1%	100.0% 60.0%	
LatinX	14,230 37.5%	445 34.0%	LatinX	67.1%	72.3%	LatinX	80.9%	83.5%	LatinX	56.7% 45.9%	91.2% 60.4%	
Multi Ethnicity	2,182 5.8%	101 7.7%	Multi Ethnicity	72.1%	74.6%	Multi Ethnicity	82.4%	83.5%	Multi Ethnicity	56.2% 40.7%	82.7% 61.5%	
Native American	220 0.6%	2 0.2%	Native American	69.0%	90.0%	Native American	81.9%	90.0%	Native American	48.1% 40.3%	100.0% 0.0%	
Pacific Islander	158 0.4%	10 0.8%	Pacific Islander	63.7%	48.6%	Pacific Islander	82.1%	67.6%	Pacific Islander	43.8% 37.5%	100.0% 66.7%	
White	16,255 42.9%	479 36.6%	White	74.1%	82.6%	White	83.3%	87.5%	White	57.0% 42.1%	87.3% 56.3%	
First Gen	9,313 24.6%	261 19.9%	First Gen	68.9%	76.7%	First Gen	81.6%	84.8%	First Gen	55.3% 43.7%	91.1% 60.0%	
Low Income	12,174 32.1%	547 41.8%	Low Income	65.7%	72.5%	Low Income	79.0%	82.3%	Low Income	56.7% 45.5%	89.7% 61.4%	
DSPS	2,866 7.6%	191 14.6%	DSPS	74.2%	80.3%	DSPS	82.3%	84.0%	DSPS	71.8% 60.3%	89.4% 68.1%	
Veteran	519 2.4%	36 2.7%	Veteran	68.0%	80.8%	Veteran	83.3%	86.9%	Veteran	52.4% 37.2%	88.2% 70.6%	
Foster Youth	654 1.7%	24 1.8%	Foster Youth	53.4%	71.6%	Foster Youth	71.7%	75.3%	Foster Youth	47.7% 40.9%	81.8% 72.7%	
LGBTQ	592 1.6%	27 2.1%	LGBTQ	61.9%	67.4%	LGBTQ	77.9%	80.0%	LGBTQ	40.0% 29.4%	92.9% 78.6%	
Homeless	92 0.2%	6 0.5%	Homeless	35.7%	68.4%	Homeless	62.5%	78.9%	Homeless	21.4% 23.4%	100.0% 100.0%	
Totals	37,933	1,310	Averages	71.0%	77.2%	Averages	82.3%	85.4%	Fall to Spring	55.0%	89.2%	
									Fall to Fall	42.0%	60.1%	
			Combined Average	71.4%	DI < 69.4%	Combined Average	83.2%	DI < 81.2%	FA to SP Average	63.5%	FA to FA Average	46.9%