



Welcome Center and supported program enrollment efforts for the K-12 population such as Senior Day and Super Saturday.

The Student Success Team project is designed based on the data that student will be more successful if they are receiving and utilizing our services, which ultimately impacts the Integrated Student Success goals of succeeding and completing.

Under the Welcome component, students received individualized welcome letters, phone calls, and emails from their peer coach. Peer coaches welcome students to visit the campus before the start of the semester and invite students to our Welcome Day event, designed and run by our Student Success Peer Coaches. Welcome Day is our staple event, creating space for students to get acclimated to the campus, become knowledgeable about campus services and departments, as well as meet their peer coach and other students within their house. This project has also staffed the Welcome Center and supported program enrollment efforts for the K-12 population such as Senior Day and Super Saturday.

Welcome	Guided	Engaged
<ul style="list-style-type: none"><li>• Welcome Center</li><li>• Senior Day</li><li>• Welcome Day</li><li>• High School Outreach</li><li>• Student Success Call campaigns</li><li>• Student Success Welcome Newsletter/Email</li></ul>	<ul style="list-style-type: none"><li>• Guided Workshops</li><li>• Early Alert</li><li>• Campus Planner</li><li>• Peer Coaching - Using Starfish</li><li>• Coaching on the go - Campus mobile app</li></ul>	<ul style="list-style-type: none"><li>• Student Success peer to peer skills sessions</li><li>• Student Success peer to peer "Student Talks"</li><li>• Student Success Team "Success Days" (Mid-term Jam, Finals Jam)</li><li>• Limitless - Women of Color Group</li><li>• Classroom visits</li><li>• Success Monthly Theme</li></ul>

The Student Success Team members guide students through their semester by offering one-to-one peer coaching. During coaching meetings, students have an opportunity to address barriers to success and speak with a peer coach to create success plans. Success plans include actions items, healthy success habits, and referrals to a campus or community services that can best support the student. Peer coaching is also offered on the campus mobile app. Students can message their peer coach on the app and receive the same coaching they would in person, giving student multiple ways to connect with their coach. Our project is the “go to” for faculty and staff who believe their students can benefit from extra support. The Student Success Team completes classrooms visits by request and also visits Counseling 270 classes to assist students in mastering campus systems and campus technology. We use and help design tools like the campus planner to help students get organized and stay up-to-date with campus events and District deadlines. Using events like our Mid-Term and Finals Jams, House meetings, and Student Success peer-to-peer workshops, we engage students with a wide range of activities. Peer coaches work with staff to develop content that is both fun and engaging, and also comes with stealthy messages of healthy success habits and tips. Using our retention themes below, we intentionally focus on a success topic every month to guide our engagement activities. We use our new Student Success Center to hold our workshops and discussions, and table on the campus quad and campus hallways at strategic times when the most students are passing through.



We have made a number of connections and have collaborated with campus services and departments to best serve our students. Most notably, CTE and ESL programs have been important collaborations for the Student Success Team. We have secured our own CTE Student Success Specialist to work directly with the CTE population here on the Petaluma campus under the Student Success Team project scope. There are Student Success Peer coaches designated to work with our Specialist and students under the House of Opportunity. Working with our ESL coordinator, Yesenia Hurtado, we have created multiple workshops and opportunities (Financial Aid, Road to Credit Courses, Understanding Orientation) to guide and engage with this population. Our collaboration with Work Experience and Career Hub services to hold workshops and career exploration conversations have been successful, creating an opportunity to expand on programming.

**2. Reflect on the data provided by the Office of Institutional Research.**

- a. Based on your project’s student population data, what student groups is your project serving? Please provide a brief explanation for these results.**

The Student Success Team mission is to Welcome, Guide, and Engage all new students on the Petaluma Campus. While new students are the primary focus of this program, our project serves any student that request our services. The majority of participants were LatinX, accounting for 50.6 percent of the students served vs the District average of 37.7 percent. 36.1 percent of the total students served were first generation students vs the District average of 23.7 percent. The student groups that are represented significantly in our outcomes reflect a population of students who believe that they can benefit from the components (peer success coaching, workshops, and events) of our program and our partnerships with other campus programs that see the benefits of their students working with a more seasoned student success peer coach.

- b. Based on the Student Equity Indicator data, did your project participants have better academic outcomes as compared to the District averages? Which outcomes and why?**

The Student Success Team project participants outperformed District averages across all of the academic outcomes except course GPA. The Student Success Team Fall to Spring persistence rates outperformed District averages by about 23 percent (88% vs. 65.8%), which represent the largest attainment in academic outcomes for the 17-18 year. The primary mission of the Student Success Team is to guide students from the moment of application to successful completion of the first semester, re-enrollment in the next, and to provide on-going support to educational goal

completion. All of the components of the program are designed specifically around the mission, which is evident through the Fall to Spring outcomes.

**c. Based on the Student Survey data, did your project impact the Integrated Student Success goals?  
Which goal area and why?**

The Student Success Team is rooted in the Integrated Student Success goals. Our program components, Welcome, Guide, and Engage, have been implemented and practiced since conception. Each component has distinct intentional activities that are timely, effective, and drive interventions that best serve our students. The data reflects that the Student Success Team project outperforms District averages in all three pillars. The practices and intentions of the project are in direct scope of the pillars, specifically aligning our activities and interventions with the project components, ultimately leading to the project's success in these areas. Our Welcome component aligns with the Invited & Welcomed Pillar, highlighting multiple activities that make our students want and feel like they want to be on campus and most importantly, stay on campus. The program outperformed the district average in this area, scoring a 3.39 vs the District average of 3.25. and we outperformed the District average. Our Guide component aligns with the Guided and Supported Pillar. Our Guide component consists of one-to-one coaching which is a staple of our project, and students surveyed shared that they felt more Guided and Supported as a result of the program, scoring a 3.39 vs the District average of 3.08 in this area. Our Engaged component aligns with the Engaged and Empowered pillar. We outperformed the District in the Engaged and Empowered pillar (3.21 vs 2.89 District average), noting our commitment to our Engage component, emphasizing the effectiveness of activities like Mid-term Jams and peer-to-peer workshops.

**3. Overall, how has your project helped SRJC make progress towards having equitable outcomes and achieving our Integrated Student Success goals?**

The Student Success Team project is a great representation of holistic student support and closing equity gaps, intentionally designing the program to be the epicenter of a student's academic journey. Through best practices that Welcome, Guide, and Engage students, the Student Success Team project is transforming the culture of the college by moving targeted SRJC messaging to the campus community. These messages are then translated into student voice by Student Success Peer Coaches and delivered to their peers. Utilizing the campus mobile app, peer coaches use this social platform to post on the campus wall, promote upcoming events and workshops, and provide individualized peer coaching on the go, thereby increasing access to our program and campus services. The Student Success Peer Coaches are experienced agents who have navigated campus systems and now have a vehicle using this project, to convey what they have learned and help other students on their journey. By hiring a diverse staff of Student Success Peer Coaches (ethnicity, academic goals, gender, etc.), our project reflects the District's student population, therefore encouraging the underrepresented equity populations to feel like they have a person from the college that reflects their values and could relate to their experience. The diversity in hiring and programming moves SRJC toward having equitable outcomes by leveraging peer-to-peer relationships in support of student development and intentionally recognizing that students who feel Welcome, and are Guided and Engage are more likely to be more successful and reach their academic goals. According to program participation rate, over 60 percent of program students belong to historically underrepresented and disenfranchised populations, including students of color, first-generation and low-income students, LGBTQ, foster youth, veterans, homeless, and DSPS eligible students.

**4. Is your project utilizing other methods to receive feedback or evaluate your project? If yes, please describe.**

Our project uses Survey Monkey to gather more feedback after students participate in one-on-one coaching with Student Success Peer Coach and after a Student Success Workshop. We ask students about their experience with a peer coach with questions like, “Did you accomplish one or more goals with you peer coach?”, and “How likely are you to recommend a Peer Coach to another student?” We also ask students to report on key topics that every coach meeting should cover such as, referrals to campus services and if coaching made you feel Welcomed, Guided, or Engaged. Based on the feedback, 98 percent of the students reported that they were referred to another service and 100 percent of the participants said they felt Welcomed, Guided, or Engaged. We use this information locally to evaluate our Student Success Peer Coaches and inform our training topics regarding best coaching practices every month.

**5. What is your long term vision for the project?**

The long term vision of this project is to create a sustainable District wide program that is a staple of the new student experience here at SRJC. We envision that our project would welcome every first year student, providing students the programming similar to what we currently offer and expanding our services by collaborating with faculty and staff to offer a Student Success Network. This Network would include a team of Student Success Peer Coaches along with a mix of faculty and staff that would work together to provide peer coaching, mentorship, and overall guidance for students. The Network would be tied to the District version of the Guided Pathways Initiative, coupling a Student Success Peer Coach with a pathway. We have already started to develop the bones of this additional piece of our project by creating “Houses”, based on academic interest areas. The Houses provide an opportunity to clearly define a student’s academic area and connect them with fellow students, faculty from the academic areas within that house, and a team of college practitioners to Welcome, Guide, and Engage each student. We have already seen success, creating a house specifically for CTE students (House of Opportunity), and hired a specialist to work with this population, creating workshops around career development, resume and cover letter enhancement, 21<sup>st</sup> century soft skills tutorials, and connection to job placement resources. Part of the long term vision is to equip each house to programming similar to the House Opportunity.

Furthermore, we want to create or be a part of a first year experience program here. We are already have the ideas and structure to be a first year experience program but we want to develop more comprehensive programming that includes a summer bridge program, designated coaching meetings with peer coaches, house activities, and the student success network mentioned above, all with a new incentive program in collaboration with the Student Engagement office that rewards students for completing activities within the first year.

**6. What can the Integrated Student Success Committee do to support your project?**

The Integrated Student Success Committee can help support our project by providing a way to collaborate with faculty/academic affairs in an effort to give more student support. It has been a challenge make a more substantial connection with faculty. Through building connections with our learning community faculty, we see the incredible impact that these relationships can have for students and our program. The Integrated Student Success Committee could help us facilitate our connection to academic affairs, ultimately encouraging or programming faculty to have their students visit our center or invite us into their classrooms during key times in the semester.

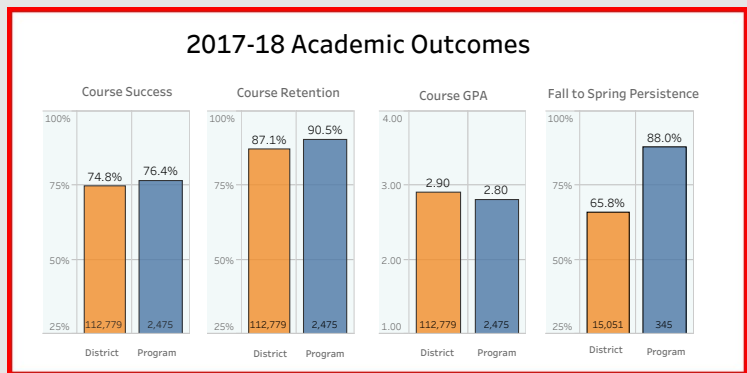
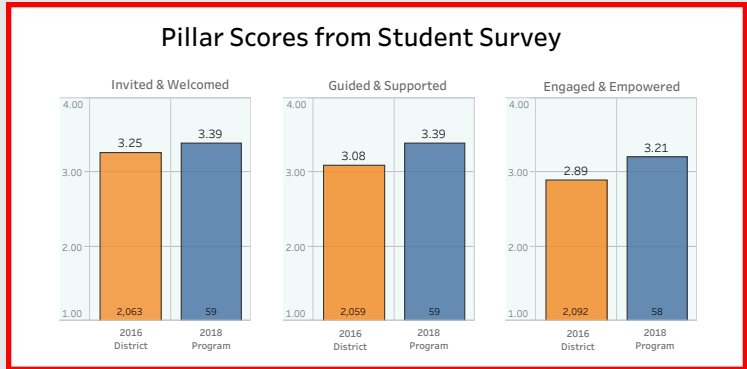
Along with more integration from faculty, we would like the committee to support our project with integration within the District’s matriculation process. We would like the committee to examine and give us recommendations on how to feature our project earlier in the matriculation and orientation process. We have found that students who identify us as a support system are more likely to use our services and connect with us. Any support in these areas will increase our visibility and increase the amount of students we can support.

***Please submit to [gbertone@santarosa.edu](mailto:gbertone@santarosa.edu) by September 17<sup>th</sup> 2018***

# Student Equity & Achievement Data: Petaluma Student Success Team: FA17 & SP18

Program	
Petaluma Student Success Team	
Gender	Ethnicity
All	All
First Gen	Financial Need
All	All
DSPS	Veteran
All	All
Foster Youth	Homeless
All	All
LGBTQ	FT/PT Status
All	All
Term	Matric Status
FA17 & SP18	All

Program Participation Rate		
	District	Program
African American	1,088 2.4%	5 0.6%
Asian	2,289 5.0%	33 3.9%
Latino	17,346 37.7%	425 50.6%
Multi-Ethnicity	2,571 5.6%	43 5.1%
Native American	279 0.6%	5 0.6%
Other	421 0.9%	7 0.8%
Pacific Islander	164 0.4%	0 0.0%
White	21,824 47.5%	322 38.3%
First Gen Student	10,900 23.7%	303 36.1%
DSPS	4,311 9.4%	105 12.5%
Veteran	1,712 3.7%	27 3.2%
Foster Youth	775 1.7%	6 0.7%
Homeless	187 0.4%	1 0.1%
LGBTQ	1,237 2.7%	26 3.1%



## Notes:

Selectable Filters (upper left):

Specify the groups to compare on the **Program Participation Rate** table and the **Pillar Score Survey** and **Academic Outcomes** charts - between the district population and selected program of interest.

Program Participation Rate:

Compares individual headcount and proportion (%) of district population with the selected program of interest (unduplicated by term).

Pillar Scores from Survey:

Measure to assess how **Invited & Welcome**, **Guided & Supported**, and **Engaged & Empowered** students feel at SRJC.

A subsection of questions from the 2016 SRJC Student Climate Survey, that touch on these topics, were administered to program participants in May 2018.

2017-18 Academic Outcomes:

Success, Retention, and GPA comparisons between district average and program of interest - individual students are duplicated by enrollments.

Fall to Spring Persistence Rate is based on unduplicated enrollments.

## Terms:

Unduplicated by term: A individual student is represented once per term, yet may be counted twice for the academic year if enrolled in both terms (select Term filter to disaggregate further).

Course Success: Passing grade of "C" or better.

Course Retention: Any non "W" grade.

Spring to Fall Persistence: Rate of students enrolled in Fall 2017 that continue and enroll in Spring 2018.