Student Equity and Achievement Program (SEAP) Funding Request 2020-2021 AcademicYear
Deadline: Monday, March 30, 2020 @ 12:00 noon

Funding request for the 2020-2021 academic year
(July 1, 2020 – June 30, 2021)

Please review the RFP Proposal Template and assemble all required information.
Regrettably, our current online form will not allow you to return to an incomplete form.
All required fields of the application must be completed at one sitting.
SEAP apologizes for the inconvenience.

Please complete the following steps:

- [Download the Budget Request Excel Sheet](#)
  (This excel sheet is to be submitted at the end of this proposal.)

- [Schedule a technical review session with SEAP Manager](#).
  (Susana Castellanos-Gaona will assist in reviewing your proposal and completing the budget request form.)

- [Download the RFP Proposal Template](#)
  (This template will not be submitted; however, it will help you with your final submission.)

- [Download the Scoring Rubric](#)
  (This worksheet will not be submitted; however, it will help you with your final submission.)

Checklist before starting.
Please confirm that you have completed and considered ALL of the following BEFORE starting this form:
- Scheduled technical review with SEAP Manager (link to sessions above)
- Completed the RFP Proposal Template (download link above)
- Completed Budget Request Excel Sheet (download link above)
- Obtained supervisor's verbal approval of project
- The following are non-allowable expenditures under the Student Equity and Achievement Program (SEAP):
  1. Gifts
  2. Stipends for Students
  3. Political Contributions
  4. Direct support for Instructional Courses Generating FTES
  5. Supplanting (which means using equity funds to cover expenses previously funded by other sources).

Please check all of the above and the rest of the document will appear.

Step 1: Demographics
- **Name, Email, Telephone**
  Frank Cirioni
  fcirioni@gwc.cccd.edu
  7148958700

- **Initiative/Project Title**
New Student Programs (formerly "GWC Welcome Day")

- **Is this request for a new initiative/project or a renewal for continued funding?**
  - New Initiative (never funded through Equity)
  - <mark>Renewed Initiative (previously funded through Equity)</mark>

Division/Department/Program Name: Campus Life, Counseling, and Outreach

Requestor's Supervisor's Name: Matthew Valerius, Dr. Carla Martinez, and Dr. Claudia Lee
Supervisor's Email: clee@gwc.cccd.edu
- (Note: a copy of this request will be sent to the supervisor; please receive approval for this request before submitting)

- **I confirm that my supervisor has seen and approved this project.**
  - <mark>Yes</mark>
  - No

Step 2: Describe your Project

Describe your project (150 words or less):

The New Student Program aims to provide incoming students with a personalized college transition experience. New Student Programs will address students' need to engage with Golden West College faculty, staff, and their peers. Additionally, incoming students will receive information regarding academic policies and procedures, understand their rights and responsibilities as college students, and learn about critical student support services. Grounded in student development theory and supported by recent longitudinal data, New Student Programs will promote retention and persistence to graduation for disproportionately impacted groups. Student participants will be invited to the event based on their chosen major and Guided Pathway. This level of personalization will allow students to interact more directly with their peers of similar academic interests and offer the opportunity to meet counselors and faculty within their academic discipline.

Which of the 5 Student Success Metrics are you employing and what are your proposed activities?
(Mark all that apply) (10 points)
- Access – Successful Enrollment (Enrolled at the same community college within one year of application)
- Retention – Fall to Spring (Retained from fall to spring at the same college)
- Transfer Math and English – (Completion & Readiness - within the first year and within the District)
- Vision Goal Completion – (Earned credit certificate over 18 units, associate degree, CCC bachelor's degree)
- Transfer to a four-year institution

Proposed Activities: New Student Programs is an integral part of a larger outreach, transition, and retention project for Golden West College. Starting with Huntington Beach Unified High School District College Night in the fall semester, Golden West College will invite prospective students to campus for several outreach and transition events, including Chicanx/Latinx College Day, Goldchella - High School Senior Day, Freshmen Priority Registration (FPR), and finally New Student Programs. All of these outreach and transition events focus on access to higher education for our community.

New Student Programs will host a series of new student sessions throughout the summer term and winter intersession for incoming students. Multiple sessions will be offered to maximize the opportunity for new students to attend. Moreover, sessions will be themed for specific Guided Pathways to strengthen cohort dynamics and build community among our new scholars. New students will experience the following activities during a new student session:

- Check-in and On-Site Registration
- Welcome and Introduction to NSP
- Community Building Activities
o Ice Breakers
o Team Builders
o Community Building Circles
- Comprehensive Guided Walking Tour of Campus
- Complimentary Lunch
- Academic and Student Services TED Talk-style Presentations
- Closing Community Activity and Reflection
- Guided visits to popular campus services including, but not limited to:
o Admissions & Records (Student ID card, OC Bus Pass, register for a class, etc.)
o Bookstore (order and/or pick up textbooks, supplies, etc.)
o Counseling (complete Student Education Plan, explore major/career pathways, etc.)
o Financial Aid (complete FAFSA, setup BankMobile, inquire about Golden Promise Program, etc.)
o Public Safety (order semester parking permit)

All aspects of the new student sessions are aimed at increasing retention rates for new students from their first semester to their next.

Which DI group(s) are you addressing? – *Not Rated*

- Current or former foster youth
- Homeless students
- Lesbian, gay, bisexual, or transgender students
- Low-income students
- Students with disabilities
- Veterans
- Racial/Ethnic Category: American Indian or Alaska Native
- Racial/Ethnic Category: Asian
- Racial/Ethnic Category: Black or African American
- Racial/Ethnic Category: Hispanic or Latino
- Racial/Ethnic Category: Native Hawaiian or other Pacific Islander
- Racial/Ethnic Category: White
- Racial/Ethnic Category: Some other race
- Racial/Ethnic Category: More than one race
- Additional categories of students determined by the governing board of the community college district.

What is the estimated number of disproportionately impacted (DI) students that will be served by your proposal and how will you engage/outreach these DI students in your project? (15 points)

In the 2018-2019 academic year, GWC Welcome Day served 750 new students (630 in the fall, 120 in the spring), which was more than the previous two years combined (490). For the 2019-2020 academic year, GWC Welcome Day served 604 new students (554 in the fall, 50 in the spring), which may be reflective of the college and district's declining enrollment.

In regards to serving DI students, the following data illustrates the fall semester to spring semester retention rates for students who participated in GWC Welcome Day:

Is Black or African American Is First Time In College Is Hispanic Is Native Hawaiian or Other Pacific Islander Is White Is Asian Gender (male) Total
Change 13.18% 11.96% 6.30% -0.06% 9.02% 19.06% 13.74% 11.41%
Total 17 593 295 12 245 170 357 606
Retained 15 516 240 9 206 160 317 524
% 88.24% 87.02% 81.36% 75.00% 84.08% 94.12% 88.80% 86.47%

Section 3: Data Collection

- **The goal is to close the gap for these DI groups. How will your project realistically help with this goal, and what are your expected outcomes to be completed by June 2021? How are you going to close the gap? (15 points)**

The goal of New Student Programs is to ensure DI students enroll for the subsequent semester at the rate of the campus average or higher. Previous data suggests that students who start their first semester at GWC connected with faculty, staff, and their peers, as well as fully equipped with a knowledge of and a personal connection to on-campus resources, will be less likely to drop out and more likely to continue with their courses.

- **What data will you collect as you continue through the project and what is the source of the data? What tracking mechanism will you follow to ensure monthly/regular progress towards your goals? (5 points)**

The Counseling department provides monthly reports on retention rates from Civitas Illume Students and BANNER. Working under the leadership of Dr. Claudia Lee, Vice President of Student Services, and in close partnership with the Student Services Team managers, the Counseling department is committed to generating monthly reports and providing

corresponding updates and presentations to the Student Services Team, as New Student Programs will serve an integral role in the larger Recruitment to Completion program.

- **What current research justifies the use of this program? How does your proposal align with industry best practices? If there is a national or State model for this program, please provide a link to their website. (5 points)**

New Student Programs is guided by current research on first-generation college students and the first-year experience. We are also inspired by the work of the Center for First-generation Student Success (https://firstgen.naspa.org/), an initiative of NASPA and The Suder Foundation. The following research justifies New Student Programs and aligns our efforts with best practices in community colleges, as demonstrated by El Camino College's First Year Experience program (https://www.elcamino.edu/student/academicsupport/fye/).

Delgado, V. (2020, April 12). Decoding the Hidden Curriculum: Latino/a First Generation College Students' Influence on Younger Siblings' Educational Trajectory. https://doi.org/10.31235/osf.io/p9mw5

Duran, A., Dahl, L.S., Stipeck, C., & Mayhew, M.J. (2020). A Critical Quantitative Analysis of Students' Sense of Belonging: Perspectives on Race, Generation Status, and Collegiate Environments. Journal of College Student Development 61(2), 133-153. doi: 10.1353/csd.2020.0014

Gonzalez, V. V. (2020). High-achieving first-generation Latino community college students: Their journeys, struggles, and stories of success. In S. J. Paik, S. M. Kula, J. J. González, & V. V. González (Eds.), High-achieving Latino students: Successful pathways toward college and beyond (pp. 63-79). Information Age Publishing.

Patfield, S., Gore, J., & Fray, L. (2020). Degrees of â€œbeing firstâ€: Toward a nuanced understanding of first-generation entrants to higher education. Educational Review. doi: 10.1080/00131911.2020.1740172

Potter, D., Jayne, D., & Britt, S. (2020). Financial anxiety among college students: The role of generational status. Journal of Financial Counseling and Planning. doi: 10.1891/JFCP-17-00033

Raposa, E. B., Hagler, M., Liu, D. & Rhodes, J. E. (2020). Predictors of close facultyâ'student relationships and mentorship in higher education: Findings from the Gallupâ'Purdue Index. Annals of New York Academy of Sciences. doi: 10.1111/nyas.14342

The following questions apply to renewal projects only. If this proposal is not a renewal, skip this section.

- **Please summarize your progress toward closing equity gaps for the targeted population(s) as detailed in your project proposal. Please upload data tables obtained from the Office of Research, Planning, and Institutional Effectiveness in the question below. (Renewal Only) - *Not Rated***

GWC Welcome Day successfully closed the gap for all identified DI students who participated in fall 2018 and spring 2019. The Planning Committee made several changes to this year's program. First, classified staff and managers from across the Student Services division called students directly to follow up on their online registration and encouraged them to attend their selected Welcome Day. Second, based on student survey feedback from the previous year, the program highlighted financial aid and counseling via large-group presentations for all incoming students. Third, each student was provided with a copy of their class schedule to refer to during their campus tour. This provided new students with an opportunity to locate their specific classrooms prior to the first day of classes. The implementation of these new ideas was well received by incoming students and reflected in their post-event survey. Most importantly, all students from DI groups enrolled in spring semester classes were at or above the campus average (no equity gaps).

In regards to data tables, the Office of Research, Planning, and Institutional Effectiveness does not track GWC Welcome Day, however, data tables from Civitas were previously submitted by the Counseling department.

- **What activities and resources are necessary to sustain this project moving forward? (Renewal Only) -** *Not Rated*

In an effort to expand opportunities for incoming students to participate in New Student Programs, the planning committee will continue to need financial resources to purchase the necessary supplies, rent equipment, and provide healthy lunch options to our incoming students. New Student Programs also relies on the volunteer hours of our Classified Staff, Managers, and Faculty, as well as a top priority in reserving on-campus facilities and spaces to host said events.

Section 4: Budget

- **What is your total allocation request?**
    $15160

- **Please upload the completed Budget Request Excel Sheet**

- **Please share any additional information that may help the reviewers better understand your project. –** *Not Rated*

Thank you for completing this request!

Below is the timeline that will be used for the review process.

RFP Timeline	
Release RFP Template	February 28, 2020
RFP Deadline	April 20, 2020 @ 12:00 noon
TRG Ratings Deadline	April 23, 2020
Present Ratings to RCC	April 28, 2020
Present Ratings to P&B	April 29, 2020
Release Funding Notifications	May 1, 2020

Additional information that may be useful:

Data for DI groups by Metric (Access): 2017-18 Academic Year

DI Group	Number of students enrolled	Total students who applied to GWC	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
Foster Youth - Female	135	352	11	28
Foster Youth - Male	77	306	26	65
LGBTQ+ - Female	516	1,204	16	41
Veteran - Female	29	93	6	14
Black or African American - Female	370	919	22	55
Black or African American - Male	361	850	13	32

| Hispanic/ Latinx - Female | 3,471 | 8,213 | 131 | 329 |

Data for DI groups by Metric (Retention): 2017-18 Academic Year

DI Group	Number of students retained from Fall to Spring semester	Total number of students enrolled in Fall semester	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
First Generation – Male	1,192	1,942	28	70
Veteran- Male	121	225	10	26
Black or African American – Female	56	114	7	18
Black or African American – Male	74	146	8	21
Filipino – Female	60	113	5	14
White – Male	966	1,548	16	46

Data for DI groups by Metric (Transfer Math and English): 2017-18 Academic Year

DI Group	Number of Students who completed both transfer Math and English	Total number of students who attempted to complete both transfer Math and English	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
Disabled - Male	3	63	3	7
First Generation – Female	75	592	7	18
First Generation – Male	69	532	6	14
LGBT - Female	4	76	3	8
LGBT – Male	2	34	1	3
Black or African American – Female	0	10	1	2
Black or African American – Male	2	37	2	4
Hispanic/ Latinx - Female	52	457	8	24
Hispanic/ Latinx - Male	41	443	11	35
Native Hawaiian or Other Pacific Islander – Male	0	11	1	2

Data for DI groups by Metric (Vision Goal Completion): 2017-18 Academic Year

DI Group	Number of students who earned certificate or associate degree	Total number of students	Number of additional degrees or certificates needed to close gap by 40% (3-year goal)	Number of additional degrees or certificates needed to close gaps (10-year goal)
First Generation – Male	125	4,395	19	47
LGBTQ+ - Female	17	639	3	8
LGBTQ+ - Male	14	381	1	2
Foster Youth - Female	9	247	1	2
American Indian or Alaska Native – Male	1	33	1	2
Black or African American – Female	9	343	2	4
Black or African American – Male	12	356	1	2
Filipino - Male	9	281	1	2
Hispanic/ Latinx - Male	129	3,661	6	14

Data for DI groups by Metric (Transfer): 2016-17 Academic Year

DI Group	Number of students who transferred to a 4-year Institution	Total number of students	Number of additional students needed to close gap by 40% (3-year goal)	Number of additional students needed to close gaps (10-year goal)
Disabled – Male	37	406	7	18
Foster Youth – Female	9	148	4	11
Foster Youth – Male	5	74	2	5
LGBTQ+ - Female	27	290	5	12
American Indian or Alaska Native – Male	1	17	1	2
Black or African American – Female	16	161	2	6
Hispanic/ Latinx – Male	183	1,815	25	63
Native Hawaiian or Other Pacific Islander – Female	3	30	1	2

What is Disproportionate Impact

Disproportionate Impact occurs when a subset of students based on student characteristics such as race, gender, and abilities are unjustifiably experiencing lower outcomes compared to the total student population.

Using cohorts and outcomes from the California Community Colleges Chancellor's Office (CCCCO) Student Success Scorecard and DataMart, this document presents two methodologies to measure disproportional impact for disaggregated subgroups within the California Community Colleges (CCC) student population: the 80% test and the proportionality test.

Golden West College uses the proportionality methodology. This compares the percentage of a disaggregated subgroup in an initial cohort to its own percentage in the resultant outcome group. The formula for proportionality is the percentage in the

outcome group divided by the percentage in the original cohort (outcome percentage/cohort percentage). For example, 7.9 percent of the first-time, "degree/transfer-seeking" cohort is comprised of African American or black students; whereas 6.0 percent of the students who achieved a successful outcome (i.e., degree, certificate, transfer, or transfer-prepared) were African American or black students. Dividing 6.0% by 7.9% we find a proportionality index of 0.76. The higher the proportionality, the higher the rate at which a subgroup has attained a desired educational outcome; the lower the proportionality index, the lower the attainment rate.

DI Groups. Colleges must assess the extent of student equity by gender for each of the following categories of students:
1. Current or former foster youth
2. Students with disabilities
3. Low-income students
4. Veterans
5. Students in the following ethnic and racial categories, as they are defined by the United States Census Bureau for the 2010 Census for reporting purposes:
   - American Indian or Alaska Native
   - Asian
   - Black or African American
   - Hispanic/Latinx
   - Native Hawaiian or other Pacific Islander
   - White
   - Some other race
   - More than one race
6. Homeless students
7. Lesbian, gay, bisexual, or transgender students
8. First-generation college students.
9. Additional categories of students determined by the governing board of the community college district.

Student Success Metrics. Colleges are required to set three-year goals from the SSM for the overall student population and for each student equity population shown to have disproportionate impact in the following areas:
1. Access – Successful Enrollment (Enrolled at the same community college within one year of application)
2. Retention – Fall to Spring (Retained from fall to spring at the same college)
3. Transfer to a four-year institution
4. Completion of transfer-level math and English (Readiness - within the first year and within the District)
5. Earned credit certificate over 18 units, associate degree, CCC bachelor's degree (Vision Goal Completion)

Scoring Rubric

Description	Points	Considerations made in point allocations	Example or scale
Which of the 5 Student Success Metrics are you employing and what are your proposed activities?	10 points	Applicant provides a clear list of all activities and the resources needed for each activity. Proposed activity timeline is included.	Access. The program involves creating tutoring centers at local high schools. Students will apply as non-credit students and work with their center to improve English and math scores. At the conclusion of the semester, when they reach college-level, they will be transitioned to a credit application and given a 1-year SEP.
What is the estimated number of disproportionately impacted (DI) students that will be served by your proposal and how will you engage/outreach these DI students in your project?	15 points	The total number of students served. The number of current programs that currently address the DI group selected. Applicant provides a realistic and effective outreach plan.	The program addresses Black student access and targets historically black communities for outreach. Coordinates with community leaders and creates an onboarding pipeline. Coordinates with the Black Student Union.

		Applicant can leverage current outreach efforts.	
How will your project realistically help with this goal, and what are your expected outcomes to be completed by June, 2021? How are you going to close the gap?	15 points	Applicant has realistic goals that directly align with project activities.	Proportionality test. 7.9 percent of the first-time, "degree/transfer-seeking" cohort is comprised of African American or black students; whereas 6.0 percent of the students who applicants enrolled. The goal is to increase the percentage to 7.0 in the first year.
What data will you collect as you continue through the project and what is the source of the data? What tracking mechanism will you follow to ensure monthly/regular progress towards your goals?	5 points	Includes a list of areas assessed, data needed for assessment, and data collection timeline.	
What current research justifies the use of this program? How does your proposal align with industry best-practices?	5 points	Applicant explains how their proposed program is influenced by other models and best practices. If program is a revised version of another model, changes are explained.	This program is based on Washington State University's adopt-a-school program, which coordinated outreach programs to high school junior students of color. See (provide html link)