



Student Equity and Achievement Program (SEAP) Funding Request 2021-2022 Academic Year

Deadline: Thursday, March 11, 2021 @ 12:00 noon

Funding request for the 2021-2022 academic year
(July 1, 2021 – June 30, 2022)

Please review this 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 Scoring Rubric](#)
(This worksheet will not be submitted; however, it will help you with your final submission.)
- [Download the Budget Request Excel Sheet](#)
(This excel sheet is to be submitted at the end of this proposal.)

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. Funds can support activities outside the classroom. This may include guest speakers or supplemental activities that occur beyond classroom time.
 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**
Yvonne Portillo
yportillo@gwc.cccd.edu
714-895-8794
- **Initiative/Project Title**
Through the Gate: Moving Students Through the Transfer Pipeline
- **Is this request for a new initiative/project or a renewal for continued funding?**
 - New Initiative (never funded through Equity)
 - Renewed Initiative (previously funded through Equity)
- **Division/Department/Program Name:**
Counseling
- **Requestor's Supervisor's Name:**
Robyn Brammer
- **Supervisor's Email:**
rbrammer@gwc.cccd.edu
- **I confirm that my supervisor has seen and approved this project.**
 - Yes
 - No

Step 2: Describe your Project**Describe your project (150 words or less):**

The Transfer Center Support project will assist with increasing the numbers moving through the transfer pipeline. Targeted outreach, using the "Through the Gate" transfer study (RP Group) will be utilized to outreach to students in a case-management method within three different target groups, starting with those who meet requirements, in progress to meet requirements in a given year, and new students who declare a transfer intent. Activities include directed transfer counseling in August during the Spring CSU Application period and in January supplemental application and updates are submitted. Academic year support will facilitate transcript evaluation, assisting with transfer-specific student questions, workshop facilitation, and student outreach for the year.

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:

A case management process will be used to sort students into three different groups: Transfer Achievers, defined as those who have completed the admission requirements and/or AA Degree requirements, but have not applied to a college/university, At The Gate students, which includes students who are in process of meeting transfer requirements within the next academic year, and Near the Gate, which includes students who have started and have declared an intent to transfer based on a program of study in an Associate Degree for Transfer major. A designated counselor and transfer success coach will work with each group to provide intensive outreach activities, including directed emails, phone, and text communication to determine their transfer goals, and year-long activities that include individualized counseling, application workshops, transcript evaluation, and creation of last-semester Student Educational Plans (when applicable), Additional support through the transfer process and assistance with the completion of supplemental applications for the university, sending transcripts, financial and scholarship workshops, and a "next steps" session for those admitted to assisting with clarification of required documents, selection of campus, and in the event of an admission denial, assistance with the appeal process or redirection/reapplication. The intensive services are needed for each subgroup as many in disproportionate impact groups are the first in their family to attend college, and often are denied university admission due to errors on application, not meeting admission requirements due to incorrect course choices, and missed deadlines due to the complex and varied university admission process.

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)

Estimated reach of all students that fall within a DI group (n=3000).

This will be accomplished by gathering data early in the academic year, using application data and 2020-2021 enrollment to specifically target those students who fall within a DI group, and are still enrolled during the Fall 2021 term.

Initial outreach will start in Summer, with recruitment activities of "Getting Ready To Transfer" starting with communication to students who fall within a DI group and have reached a threshold of 30-semester units. In past years, we've sent outreach to students at the 30-unit threshold, and completion of ENGL G100 and eligibility for college-level math blindly. In order to truly close gaps, we need accurate subsets of DI groups within those thresholds so that equity gaps can be directed contacted using a case management approach with a counselor and a professional expert (Transfer Success Coach) assigned to each group for tracking and monitoring. Beyond the tracking, the transfer counselor will work with the subgroup to allow for a deeper connection between the transfer center personnel and students, which can create more personalized, meaningful services to this population.

These students will then be filtered into "Transfer Pipeline" groups of: a) "Transfer Achievers": those ready to transfer for Spring 2022 with increased communication and transfer application information, b) "At the Transfer Gate": those ready to transfer in Fall 2022, with communication throughout the academic year and a year-long calendar of activities geared toward university admission, and c) "Near the Gate": those near transfer, with an outline of how they can prepare for transfer during the 2021-2022 year.

Transfer Achievers:

For the Transfer Outcome: A counselor well versed in not only transfer requirements, but admission standards would work with the Transfer Achievers in this group to make sure they are applying to schools that they meet admission selection, not just eligibility. One Transfer Success Coach will also be assigned to this group so that there is adequate support for data entry, and technical application assistance. Those who are Transfer Achievers will be given intrusive counseling, with pre-enrollment in application workshops and one-on-one application assistance. Specific and detailed information about which campuses they can easily gain admission will be given to increase the transfer trajectory, and students will be contacted repeatedly through the application cycle to make sure that applications were created, sent, and additional paperwork submitted. Communication will take place via email, phone, and when available, text messaging direct to each student. These students will also be given assistance with university appeals when admission offers are denied, and redirection information to other university options.

Vision Goal Completion: This group will also have graduation petitions filed in Summer and Fall, which nets a return to the college based on degrees and certificates posted. (Cost estimate for Counselor plus PE/Graduate Success Coach: \$23,715 for Summer Counseling in August for Spring admission, set up of student groups, calendar of events, Success Coach training, and overall transfer center coordination. Also includes January Overload for counseling to assist with final transcripts for Spring admits).

New student success funding is based on degree completion and transfer. Despite campus funding models, the Transfer center does not have dedicated staff to manage the number of students that are seeking services, and need assistance. There is currently only 1 staff member, and 1 counselor / coordinator for the entire campus.

Out of semester counseling is not available without additional funding, particularly during August, when students apply to the CSU for Spring admission, and in January, when application updates are needed.

In August 2020, 266 unduplicated students were helped with their Spring applications and Fall UC Transfer Admission Guarantee submissions resulting in a total of 1020 student contacts since students visit more than once (on average 3-4 times) during the application season.

In January 2021, 352 unduplicated students were helped with their application updates, and since students apply to multiple schools and often require multiple updates/supplemental applications, a total of 875 total contacts were entered into SARS.

August DI Groups:

Asian Female: 185 / Male 126

Black Female: 13 / Male 8

Hispanic Female 98 / Male 45

Two or more race female: 65 / Male 34

White female: 131, Male 54

Unknown race/gender 92

January

Asian Female 149 / Male 89

Black Female 5 / Male 3

Hispanic female 84 / Male 31

Two or more race Female: 96 / Male 33

White Female 88 / Male 66

Unknown Race/Gender: 53

At the Gate:

For the Transfer Outcome: A second counselor, also versed in the technical requirements of transfer selection, along with two Transfer Success Coaches will be assigned to the "At the Gate" group, and will provide intensive transfer activities, including campus exploration, campus choice, application support, and mentorship toward transfer achievement. This is the year-round group, and needs more intensive attention to motivate and support students through the year long application process. Often, students delay transfer due to missed deadlines, and missed information requests. This team would provide regular and sustained communication to ensure that these deadlines are being met. Additional support for completion of financial aid documents, assistance with explaining campus aid packages, and determining additional costs associated with transfer will be incorporated based on student needs.

The At the Gate students will be will also be pre-booked into application sessions and sent information about what they need to start their application. Additional follow-up with phone calls and reminders about application submission activities will occur throughout the fall semester. Messaging will take place via email and phone, and personalized follow-up content will be given to each student, and encouragement for enrollment in COUN G205: Navigating the Transfer Pathways. During the academic year, similar pre-enrollment in application workshops and other transfer activities will occur.

Vision Goal: This group will also have graduation petitions filed in Fall and Spring, which nets a return to the college based on degrees and certificates posted. The Counselor from the Transfer Achievers would provide additional support here in January when counselors are not typically assigned to the transfer center to provide assistance with the January application updates, supplemental applications, and assisting with final semester coursework changes, and other mid-year application requirements. (Cost estimate for Counselor plus PE/Transfer Success Coach: \$71,690.24). This year, activities led to an increase in graduation petitions in the first week of the filing period with 270 students. submitting a petition to graduate, 95% of those were petitioning for an ADT. Continued contact for those who have filed for transfer, but did not file for their degree increased an additional 77 student petitions for graduation or the ADT or local AA.

Additional Targeted Activities to DI groups:

To specifically identify students within each DI group, we will partner with Financial Aid and NextStep to further identify and target Homeless students and Foster Youth, the BSU and Umoja to target the Black Student Union, Puente, Mi Casa and other affiliated student groups for the Hispanic student groups, and the Veterans center to specifically target Veteran students. Additional collaboration will occur within the Title V STEM grant to reach Hispanic students in STEM.

Since transfer is often a 3-year process, the data below represents the students within each DI group served in the 2017-18 and 2019-20 academic year, and would be enrolled at the four-year institution now.

(Data Table Attached)

	No. of students served		No. who Transferred	% Transferred
Row Labels	Count	of Count	Sum of Transfer Record	Sum of %Transferred
Amer. Indian/Alaska Native	8		5	63%
Asian	968	518		54%

Black/Afr. American	86	29	34%
Hispanic/Latinx	1280	516	40%
Nat. Hawaiian/Pac. Islander	22	9	41%
Two or more races	154	75	49%
Unknown	152	6	4%
White	874	468	54%
Grand Total	3544	1626	46%

	No. of students	Transferred	% Transferred
Row Labels	Count of	Count	Sum of Transfer Record
foster youth	56	19	34%
Grand Total	56	19	34%

	No. of students	Transferred	% Transferred
Row Labels	Count of	Count	Sum of Transfer Record
DSPS	146	40	27%
Grand Total	146	40	27%

	No. of students	Transferred	% Transferred
Row Labels	Count of	Count	Sum of Transfer Record
Veterans	70	36	51%
Grand Total	70	36	51%

Near the Gate

Transfer Outcome: Those “Near the gate” will be tracked and encouraged to complete critical coursework, and collaboration with general counseling to ensure that academic requirements are outlined via the SEP are completed to move this group to an “At the Gate” status. One part-time counselor and one Transfer Success Coach will service this group and provide more generalized information, as well as mentorship for starting the transfer process early in their academic career. This group will collaborate with career services to include early decisions about the career and connections via Guided Pathways (Cost estimate for Counselor plus PE/Transfer Success Coach: \$30,520).

As students move through the pipelines, the counselor would move with them. In order to execute this project fully, additional counseling staff directly assigned to the transfer center and the ability to onboard graduate student professional experts in transfer would be added with the SEAP funding to create long-term and systemic change.

Near the Gate

Transfer Outcome: Those “Near the gate” will be tracked and encouraged to complete critical coursework, and collaborate with general counseling to ensure that academic requirements are outlined via the SEP are completed to move this group to an “At the Gate” status. One part-time counselor and one Transfer Success Coach will service this group and provide more generalized information, as well as mentorship for starting the transfer process early in their academic career. This group will collaborate with career services to include early decisions about the career and connections via Guided Pathways (Cost estimate for Counselor plus PE/Transfer Success Coach: \$30,520).

As students move through the pipelines, the counselor would move with them. In order to execute this project fully, additional counseling staff directly assigned to the transfer center and the ability to onboard graduate student professional experts in transfer would be added with the SEAP funding to create long-term and systemic change.

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 2022? How are you going to close the gap? (15 points)**

Using a case management approach, targeted pools will be gathered to create a set of students who are close to meeting transfer requirements, and are from one of the identified DI groups. The coordination of this project will need to start in the Summer, with the assistance of Institutional Research to set up an ARGOS reports that can be accessed by the transfer team. Current groups are established within these areas but need additional DI data to address additional concerns.

This “Transfer Continuum Dashboard” will ideally be a constant source of student data that can be accessed at multiple points in the academic year. Using the foundation of the Through the Gate transfer study (RP Group, 2019), population and data sources need to be established for three different levels of students: Transfer Achievers (students ready to transfer and/or have already transferred without a degree), At the Gate (transfer ready in the next year, but not yet transferred), and Near the Gate (transfer path, early in their academic journey and encouraged to complete coursework for university admission).

The establishment of more complex ARGOS data sets will allow for continuous access to the pool, and the ability to sort students based on one of the three criteria, through the lens of the DI group, and allow for targeted interaction and assistance to move students through as “Transfer Achievers” with a degree and university attendance. This specific area requires the most seasoned transfer counselors to not only examine transcript data for admission eligibility but also maintain the specific data codes needed to examine results.

Early summer outreach to the DI groups in the Transfer Achiever group will help with mid-year / Spring transfers, and early information to those in the At The Gate group, as their transfer activities will be a year-long focus.

Data collection will occur from a variety of methods, SARS-Grid appointment data for overall department contacts, exporting this data to Excel, and merging data from the ARGOS reports to track DI groups and where additional efforts should be targeted.

The excel tracking sheet will include students in each group and counselor notes based on individual student contacts to accurately report those who were contacted, participation in activities, and if needed, note those within an identified “transfer pool” who decided to opt-out of the transfer pipeline due to a non-transfer educational goal (CTE programs, career advancement, skill builders, etc.). The Transfer Success Coach in this area will perform the initial outreach and field generalized questions, and assist with application workshops and other transfer functions. The counselor will review transcripts for admission requirements, application entries for accuracy, and modify existing Student Educational Plans (or create them if not on file) to align to final semester coursework for degree completion and transfer admission.

The project essentially collapses two prior programs: The degree completion project, and the transfer readiness project, into a more unified pathway toward completion and transfer with an easily accessible and available data set at all times for year-round monitoring and tracking.

Initial goals for this project are to reduce by 2% the number of students disproportionately impacted in each group, and when possible, close gaps entirely with specialized and personalized transfer information given to the smallest DI groups, including the

In some DI groups, closing the gap is as few as 1-5 students. In other areas, it’s much larger. Having student data ahead of transfer activities allows for those gaps to be closed more efficiently, rather than casting a wide net within populations and hoping that these hit the targeted individuals. Access to the National Clearinghouse would also allow for us to obtain real-time data about where our students have enrolled post-transfer. This would help better define how our services are impacting transfer with respect to DI groups.

With the current DI groups, we believe we can reach every student within the smaller DI groups to provide transfer information and services (Black/African American males/females, Native Hawaiian / Pacific Islander males/females, and American Indian/Alaska Native), as well as contact each individual student within the “Near the Gate” group and provide more intensive services to close gaps completely. Early and sustained access to this data is vital to performing these activities. This means that the project will work with multiple years of student data, starting with the 2019-2020 academic year to target service in 2021-2022 as this is the “At the Gate” population.

Specific attention will be given to the African American Males / Females to both transfer and post a degree (completion), and nearly every other area to make sure that students within those groups are aware of graduation deadlines, and have submitted appropriate petitions for their award to post.

With respect to transfer, a similar focus on groups with lower DI rates will be included to continue to close those gaps completely in Black/African American males and females, Native Hawaiian/Pacific Islander males/females, and Foster Youth Males/females.

Hispanic/Latinx Males and Females, however, we will be providing additional outreach and directed transfer readiness alerts to Hispanic/Latinx students overall by partnering with the Title V STEM grant, and Early Alerts project to determine if any student in the "Transfer Pipeline" currently enrolled in a Math course is supported to completion of that course.

- **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)**
- Initial data will come from collaboration with Institutional Research and Coast District research team to further refine pools of students. Using a designated set of key transfer indicators as noted in the Through the Gate Transfer study with three data sets:
Transfer Achievers (transferred without a degree), At the Gate (transfer ready, but not yet transferred), and Near the Gate (transfer path, but missing key coursework for university admission).
- Additional demographic variables tied to DI groups including gender, race/ethnicity, age, first-generation status, and other identifiable fields.
- All activities will be tied to those students identified within the DI group data.
- Tracking of students will occur via an ARGOS report download and excel tracking with contact data, dates, and follow-up alerts to the student.
- Counselor notes related to personalized contact will be entered in this report.
- Additional student data will be collected from SARS-Anywhere for general intakes, workshop attendees, student intakes marked by "general counselors" (based on assignments), and participants in university representative appointments, transfer fairs, and transfer counselors appointments.
- The two sets of data will be merged and evaluated with Student ID matches to determine final outcomes and overall impact of case management and intrusive transfer counseling.
- Additional data from a newly developed Canvas Open Transfer Hub will track the number of overall visitors and student ID data will be merged with the ARGOS report. This is an open, self-enrollment Canvas site where on-demand transfer information will be held and is expected to go live for student self-enrollment July 1, 2021.

Finally, Student satisfaction surveys will be sent to students within each group to determine the effectiveness of the project and provide modifications where needed.

- **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)**

The RP Group conducted a statewide study using California Community College students as a model for identifying students who either met or were close to requirements but did not transfer (<https://rpgroup.org/Through-the-Gate>). Fullerton college adopted this model and created a year-long series of interventions and we're adopting that model in part, and will explore the full adoption pending available staffing to support year-round activities (<https://ccctransfer.org/wp-content/uploads/2020/03/TransferSummitPresentationCAEdits2.27.2020.pptx>).

Additional research has been conducted to justify the need for case management of students through the transfer pipeline: The Transfer Playbook of Essential Practices outlines Community College advising as key to facilitating transfer. The activities include continuous monitoring, frequent feedback, and prompt intervention when off track with completion. Additional guidelines include increased financial information related to costs of transfer, <https://ccrc.tc.columbia.edu/media/k2/attachments/transfer-playbook-essential-practices.pdf>

Finally, a study out of Oregon found that students often misinterpreted transfer admission information due to a lack of knowledge of where to find information. Further findings indicated that students "shared the sentiment that the requirements were "different for every institution [the students] might want to transfer to." This is not limited to out-of-state institutions despite the perception that the California Associate Degree for Transfer is a universal set of requirements for transfer. One of the key comments in the study noted that the "Community College" staff did not have enough staff members to do transcript evaluation for students prior to transfer. As a result, students are not aware of what credits and classes will transfer until right before they transfer. <https://www.oregon.gov/highered/Documents/HECC/Reports-and-Presentations/LegReports/UO-Transfer-qual-study-Jun-16.pdf>

This project will address many of these issues by providing a clear explanation of transfer admission requirements, transcript evaluation, understanding of financial resources to pay for college, and consistent monitoring of students along the transfer pathway.

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***

The Transfer Center has been able to reach students within various DI groups by targeting outreach and transfer information to specific student organizations (Puente, BSU, DSPS) and broad reach within the general student population via increased social media, regular Virtual Drop-In Transfer Services, online chat, and individual one-on-one appointments. This year, one Graduate Success Coach (unpaid) was onboarded and trained by the transfer center and works directly within the Puente program to assist students in current cohort, as well as tracking students in other cohorts.

In order to make a directed effort in reaching students, data sets with the students within each DI group must be obtained early, and they need to have the relevant transfer data needed to be able to perform the functions outlined in this project. While the data was obtained this year, it was delivered on October 29th, midway through the fall application filing period. When received this late, it's impossible to analyze the data, conduct the necessary outreach to students to advise them of their transfer options, and provide that personal attention that students within equity groups need. A generic email and text blast was sent, and final data analysis and comparison of those within each group compared to SARS Appointment intake is ongoing.

Although the overall numbers of students using the Transfer Center decreased from 2017-18 to 2018-19, the numbers increased in 2019-20 and 2020-2021 thus far. There has been an increase in the percentages of Hispanic and American Indian students, as well as foster youth, being served by the center.

One potential reason for the decrease is the loss of paid hourly assignments in the center. Our office works with local universities to fill gaps in coverage by using graduate students, and the inability to provide paid positions has led to a decrease in overall placement as individuals are accepting other options that include a hourly pay. While this may not seem directed toward the equity numbers, it inhibits our ability to continually contact students, serve all students who are seeking services, and accurately intake students who do visit the center. This request includes a yearly professional expert position for each graduate student to assist with these activities.

The additional barrier of the COVID-19 Pandemic impacted our ability to outreach to students, as we only had virtual services available, thus restricting access to critical transfer support to those who had access to a computer or smart phone. Students were often not aware that our phone lines were still active, despite announcements on social media, the GWC app, and "contact us" content in emails.

The transfer process is further inhibited by university admission space, particularly with the local CSU campuses. This year, the GPA for CSU Fullerton jumped to over a 3.0 for all local transfer students (those enrolled in an Orange County Community College). This has led to redirection to other non-impacted campuses (closest is Dominguez Hills in Carson, CA) and alternate pathways including online degree completion programs, and private schools.

Despite a slight decline in the overall students that are seeking services, we continue to serve no less than 10% of the total campus student population. While on the surface that may seem low, it's important to remember that not all students intend to transfer, not all students who do transfer seek out services.

The Transfer Center continues to exceed, or very closely meet the general campus transfer goals as reported by the Institutional Research. Uncontrolled factors such as university limits on admission, and the increasing GPAs required for admission to local universities negatively impact the transfer rates, as those who are "homebound" (cannot move to attend college) are restricted in their transfer options.

- **What activities and resources are necessary to sustain this project moving forward? (Renewal Only) - *Not Rated***
 - Sustained funding for transfer counseling and staff positions to maintain data collection, counseling interventions, transcript evaluations, and professional development as needed related to transfer policies. Other colleges in the Region 8 area (with one exception_ all have 100% dedicated Transfer Coordination, plus an additional full-time and 1-2 part-time transfer counselors working directly in the center. Staffing levels also vary, and many have additional part-time staff support and paid positions as Success Coaches in Counseling and Transfer to help with their transfer efforts.
 - Assistance from Institutional Research and District research to gain early access to pools of students, and on-demand data dashboards to allow for student data access at all times. Additional technology support with the addition of Signal-Vine to add text functions to the center will increase communication, as this is the preferred method for students.

Section 4: Budget

- **What is your total allocation request?**
\$128,925.98
- **Please upload the completed Budget Request Excel Sheet**
- **Please share any additional information that may help the reviewers better understand your project. – *Not Rated***

New student success funding is based on degree completion and transfer. Despite campus funding models, the Transfer center does not have dedicated staff to manage the number of students that are seeking services and need assistance. There is currently only 1 staff member, and 1 counselor/coordinator for the entire center.

Out of semester counseling is not available without additional funding, particularly during August when students apply to the CSU for Spring admission, and in January, when application updates are needed. In August 2020, 266 unduplicated students were helped with their Spring applications and Fall UC Transfer Admission Guarantee submissions resulting in a total of 1020 student contacts.

In January 2021, 352 unduplicated students were helped with their application updates, and since students apply to multiple schools and often require multiple updates/supplemental applications, a total of 875 total contacts were entered into SARS.

As compared to other colleges in the Region 8 area, the GWC center is severely understaffed and underfunded. Nearly every campus has a 100% transfer counselor (or 2 counselors assigned at 50% each), has dedicated counseling in the transfer center, and has additional staffing through paid Success Coaches. Comparable colleges include Irvine Valley College (student headcount = 15,000) , with a full time Counselor/Coordinator: 20% Coordinator/80% Coordination), one full time staff member, four part-time counselors (<http://students.ivc.edu/transfercenter/pages/staff.aspx>). While the campus population of OCC is much larger, the percentage of students that transfer annually is on par with GWC.

Thank you for completing this request!

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

Deadline	Logistic
February 11, 2021	RFP Application Opens
March 11, 2021	RFP Application Deadline (12:00 Noon)
March 12, 2021	RCC begins Rating Process
March 22, 2021	RCC Rating Process Deadline
March 23, 2021	RCC Reviews RFP Results and Begins Allocation Recommendation Process
April 13, 2021	RCC Finalizes RFP Allocation Recommendations to P&B
April 28, 2021	RCC RFP Allocation Recommendations Presented to P&B
May 12, 2021	P&B Finalizes RFP Allocation Recommendations to College President
May 14, 2021	College President Finalizes Allocations
May 17, 2021	Release RFP Allocations & Rationale

Additional information that may be useful:

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)

Below is the most recent data available showing equity gaps for the College.

Access, 2019-20 applicants

DI Group	Total students who applied at GWC	No. of students enrolled	No. of additional students need to close gap by 100%
Amer. Indian/Alaska Native - Male	29	13	1
Black/Afr. American - Female	268	118	7
Nat. Hawaiian/Pac. Islander - Male	56	25	1
White – Female	3,309	1,506	39
White – Male	2,511	1,101	34

Retention from Fall 2019 to Spring 2020 (Excludes those who earned award or transferred)

DI Group	No. enrolled in Fall semester	No. of students retained	No. of additional students need to close gap by 100%
Asian – Female	1,603	1,509	7
Black/Afr. American – Male	115	108	1
Hispanic/Latinx - Male	1,593	1,482	15

Completion of Transfer level Math and English by end of 2019-20 (First-time students)

DI Group	No. of first-time students enrolled in Fall	No. of students who completed transfer Math and English	No. of additional students need to close gap by 100%
Black/Afr. American – Female	5	0	1
Hispanic/Latinx - Female	409	73	30
Black/Afr. American – Male	11	0	3
Hispanic/Latinx – Male	393	65	28
White – Male	193	41	5
Amer. Indian/Alaska Native -Male	2	0	1
CalWorks – Female	3	0	1
CalWorks – Male	3	0	1
Foster Youth – Female	11	1	2
DSPS – Female	44	5	6
Veteran – Female	1	0	1
Foster Youth – Male	7	1	1
DSPS – Male	84	13	7
Economically Disadvantaged – Male	572	131	4

Certificates and Awards (Vision Goal Completion) for 2019-20

DI Group	Total number of students	No. of students who earned	No. of additional students need to close gap by 100%
Asian – Female	3,396	468	12
Black/Afr. American - Female	165	22	1
Hispanic/Latinx - Female	3,668	511	7
Nat. Hawaiian/Pac. Islander - Female	45	5	1
Black/Afr. American – Male	214	16	9
Hispanic/Latinx – Male	2,532	277	21
Nat. Hawaiian/Pac. Islander – Male	47	2	4
Veteran – Female	45	5	1
EOPS/CARE -Female	296	37	5
DSPS -Male	292	22	12
CalWORKS – Male	8	0	1

Fall 2016 student transfers within 3 years

DI Group	No. enrolled in Fall semester	No. of students who transferred	No. of additional students need to close gap by 100%
Black/Afr. American – Female	96	29	1
Hispanic/Latinx – Female	1,666	442	64
Nat. Hawaiian/Pac. Islander - Female	23	5	2
Amer. Indian/Alaska Native – Male	12	1	2
Black/Afr. American – Male	82	17	5
Hispanic/Latinx – Male	1,332	264	90
Nat. Hawaiian/Pac. Islander – Male	20	5	1
CalWORKS – Female	41	9	3
Foster Youth – Female	107	29	3
DSPS – Female	144	26	18
Foster Youth – Male	56	7	8
DSPS – Male	175	29	17

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. Applicant can leverage current outreach efforts.	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.
How will your project realistically help with this goal, and what are your expected outcomes to be completed by June, 2022? 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)

Visit our website to view RFP examples that were submitted for the 2020-21 funding cycle.