



Student Equity and Achievement Program (SEAP) Funding Request 2020-2021 Academic Year

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**

Amy Jennings
ajennings13@gwc.cccd.edu

• Initiative/Project Title**Computer Request for Psychology Courses****• 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: Psychology Department

Requestor's Supervisor's Name: Laura Duvall, Alex Miranda

Supervisor's Email: lduvall1@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.**
 - Yes
 - No

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

This request seeks to purchase laptop computers for psychology students enrolled in Statistics (PSY 140) and Research Methods (PSY 280) courses. We have approximately 180-200 GWC students that take PSY 140 and PSY 280 each semester (2-4 sections of each offered on average per semester) and an important part of these courses is using statistical software for data analysis. This is a part of the course outline of record and is an articulation requirement. These courses use a free downloadable statistical software, however because learning this software is a part of the course, these courses need to be scheduled in a computer lab. For the past year it has become difficult to schedule all these courses in a computer lab. Many of these courses are scheduled in a regular classroom and must work with the Facilities Department to book a computer lab on specific days to use the software. This is somewhat difficult because each course section has more than 30 students and many computer labs on campus do not have more than 30 computers. In the past semester, this room change was somewhat difficult and stressful for the students. Also, in the semesters where these courses are taught in a computer lab during the class time for lecture the computers can be a resource of great distraction.

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

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)

We have approximately 180-200 GWC students that take PSY 140 and PSY 280 each semester (2-4 sections of each offered on average per semester) and the student population in the Psychology Department reflects the diversity of students at GWC in that Campus demographic data from 2019, indicates that approximately 35% of the students attending GWC are Hispanic and 10% are reported as Other (<http://research.gwchb.net/wp-content/uploads/2020/01/2019-Quick-Facts-Poster.pdf>). According to U.S. Census data estimates from 2019, only about 60% of Black and Hispanic households were likely to use the internet in their homes. Further, the 2019 Census data estimates show a consistent trend in Orange County that is seen in Huntington Beach and Westminster that only approximately 84% of households have a computer and broadband internet (<https://www.census.gov/quickfacts/orangecountycalifornia>).

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)**

According to U.S. Census estimates (<https://www.census.gov/quickfacts/orangecountycalifornia>) poverty rates in Orange County were 12.1% overall, with Huntington Beach having a lower rate of 9.8%, and Westminster having a higher rate of 17.6%. The per capita income for 2007-2018 was \$27,603 for Westminster. These numbers demonstrate that students in our service area could have a low income for their family and this could be a contributor to the lack of household access to computers for certain student populations. GWC students may have smartphones, but smartphones do not have the ability to run the sophisticated data analysis programs needed for Statistics, Research Methods, and other Social Science courses requiring data analysis. Students will be able to learn how to input data and conduct statistical analyses along with their instructors if they had access to laptop computers in class. Computer access in classes that require statistical analyses of data would benefit these students by helping them develop skills useful for transfer to 4-year colleges and the workplace. Having more access to computers in class would directly lead to helping us close achievement gaps and promote equity.

- **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)**

I would like to request laptop computers be purchased for the use of PSY 140 and PSY 280 courses to help us continue to increase enrollment and enhance student success. These computers would be stored in a secured location and be able to be used by any psychology or social science division department. Having the flexibility to use the computers when needed and removing them when not needed will be beneficial to the students and instructors. Having a check out system will make it easy to track the use of the computers by class. With the help of our division, we may even be able to have a computer lending program for PSY 140 and 280. The GWC Office of Research, Planning, and Institutional Effectiveness (ORPIE) will continue to provide data for our department on success, retention, and persistence rates. ORPIE will also continue to provide the demographic data for our psychology students.

- **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)**

Psychology and other Social Science students are required to take Statistics and Research Methods courses for a variety of degrees, certificates, and for CSU and UC transfer requirements. At GWC we offer these courses in the Psychology Department to help student to meet their goals of transfer or degree attainment. However, historically Statistics (PSY 140) and Research Methods (PSY 280) courses are difficult classes for students. Psychology courses/students overall have high success, retention, and completion rates, but these two courses have lower success and retention rates compared to other psychology courses. Also, the psychology statistics course (PSY 140) is a new course that counts the same as the Math Statistics course making it a very popular course, with laptop computers that could be used in a regular classroom more sections of this course could be offered. With high enrollment in these courses we should be doing all we can to increase success and retention of the students enrolled in PSY 140 and PSY 280. By increasing these students' success and retention we will increase the number of degrees awarded and the number of transfer students from GWC each semester.

According to CSU Mentor Social Science majors are in the top five most popular majors at CSULB and CSUF. These sources indicate a high level of student interest in Psychology and a positive job outlook for students who want to transfer or just need a few classes in Psychology for CTE certificates and programs. Of the transfer degrees awarded in 2018-2019, 176 degrees in Psychology were awarded. Many other ADTs such as Sociology, Political Science, and other Social Science degrees use PSY 140 and/or 280 as part of their degree requirement options. The Student Success Metric goals of Access and Student Success would be improved in terms of course success for DI groups (especially low income, see below) and increase transfer rates.

Additionally, according to IBM, most colleges already use their SPSS software:

- 80 percent of all U.S. colleges and universities
- All Ivy League schools
- All 25 of Forbes 2009 America's Top Best Colleges
- 97 percent of Forbes 2009 America's 100 Best Public Colleges
- 95 percent of Forbes 2009 America's 100 Best Private Colleges
- 9 out of the Top 10 Online Colleges

Locally, CSULB, CSUF, and UCI use the SPSS software for their statically and research courses. Most psychology majors at GWC have the goal of transferring to CSULB or CSUF, where they will be expected to know how to use SPSS in their upper division psychology courses. This is why we need to use the free version of this software (PSP) in more classes to help students succeed after transfer.

If this request is not funded, Student Success Metric goals of Access and Student Success might not be met in terms of course success and transfer rates.

According to U.S. Census estimates (<https://www.census.gov/quickfacts/orange-county-california>) poverty rates in Orange County were 12.1% overall, with Huntington Beach having a lower rate of 9.8%, and Westminster having a higher rate of 17.6%. The per capita income for 2007-2018 was \$27,603 for Westminster. These numbers demonstrate that students in our service area could have a low income for their family and this could be a contributor to the lack of household access to computers for certain student populations. GWC students may have smartphones, but smartphones do not have the ability to run the sophisticated data analysis programs needed for Statistics, Research Methods, and other Social Science courses requiring data analysis. Students will be able to learn how to input data and conduct statistical analyses along with their instructors if they had access to laptop computers in class. Computer access in classes that require statistical analyses of data would benefit these students by helping them develop skills useful for transfer to 4-year colleges and the workplace. Having more access to computers in class would directly lead to helping us close achievement gaps and promote equity.

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

Section 4: Budget

- **What is your total allocation request? \$6240.00**
- **Please upload the completed Budget Request Excel Sheet**
- **Please share any additional information that may help the reviewers better understand your project. – *Not Rated***

This request will directly benefit students enrolling in PSY 140 and PSY 280 that do not have access to computers off campus. It will also benefit other needy social science students by giving them a better learning environment, helping to close any possible achievement gaps, and increasing student success. This will also help the Psychology department and other Social Science Departments with schedule conflicts/issues with classroom space. These computers can be easily shared with other courses when not in use to fulfill a variety of needs in our division. With the Humanities Building gone our division does not have access to scheduling a computer lab for regular use. So, this request will benefit the department and programs that require their students to take PSY 140 and PSY 280. With these laptop computers more sections can be offered, and more students can be successful.

GWC seeks to provide a supportive environment to benefit students, faculty, staff, and the community, so having this additional classroom resource for psychology and social science courses will directly lead to a better more enriching classroom environment. This software will help students learn how to input and analyze data which will enhance their

learning in courses required for degree and certificate programs. This would also lead to quantitative skills that could lead to new or better jobs for our students. Without using PSPP/SPSS regularly in our psychology and social science courses, students will not have the experience they need to succeed in these courses and later in their academic careers.

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
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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. 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, 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)
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