



**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**

Gonzalo Garcia  
ggarcia@gwc.cccd.edu  
17148958741

• **Initiative/Project Title**

Library Equity Project

• **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:** Library Division

**Requestor's Supervisor's Name:** Dr. Carla Martinez

**Supervisor's Email:** cmartinez@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):**

Our project will consist of the following requests.

**Online Textbook Collection.** The GWC Library would like to add an online textbook component to our existing print textbook collection to close the equity barrier for Disproportionately Impacted (DI) students.

**Gap:** Access to textbooks is a critical component of student success. Students of low economic status may not have the means to purchase their own textbooks. **Equity goal:** Provide support services that assists students in attaining their educational and career goals as they prepare to enter an increased online coursework through access of online textbooks.

**Current GWC Library Equity Initiative:** The library currently houses the Student Textbook Access Reserve (STAR) collection. Annually, librarians project funding area voids and proactively seek alternative funding. Currently, the library's STAR textbook collection consists, in part, of 567 physical textbooks. STAR materials can be checked out for a two-hour, in-library use loan period. Students are encouraged to scan and photocopy any pages they need. Scanning is free, and photocopying is ten cents per page.

Circulation statistics demonstrate that there is a high demand for textbooks: in 2015-2016, the total STAR circulations were 4,872, and in 2016-2017, the total circulations were 4,671.

**Equity RFP:** According to the Student Services Survey, students would like to check out course books for longer than 2 hours, and take them outside the LRC. Thus, this RFP is requesting Student Equity funds to create a virtual library of textbooks for students. This would eliminate barriers of: student expense, physical access, to name a few.

**Culturally Relevant Collection.** The GWC Library would like to expand our electronic book collection for Disproportionately Impacted (DI) students to include subjects and perspectives from ethnic studies, multi-cultural authors, gender studies, LGBTQ, women studies, minority cultures, etc. to address the needs of our diverse socioeconomic student populations.

**Gap:** The current annual general fund library budget is \$27,000 for the purchase of print books and electronic resources such as library databases of online newspapers, magazines, academic journals, government reports, print newspapers, and magazines, and online and physical media. With the rising cost of library materials, it is difficult to provide students with a current, well-rounded, inclusive collection that meets their research needs. Another concern is that, in an increased online course environment, print resources can only be accessed when the physical library is open. Thus, the library's need to increase its electronic book collection to make its resources accessible online with remote access off-campus.

**Equity goal:** Provide access to an inclusive, culturally relevant electronic book collection that assists students in attaining their educational and career goals as they prepare to enter an increased online coursework environment.

**Current GWC Library Equity Initiatives:** In making library material selections, the library attempts to include material representing differing points of view on controversial issues. The GWC Library General Collection Guideline approaches selection without censorship or prejudice when determining the collection's balance. In addition, the librarians seek material selection input from campus faculty as a librarian serves on Council on Curriculum and Instruction (CCI). As part of the CCI technical review process, the librarian works with faculty to identify new library materials to meet course requirements as well as completing a collection review in the new area to see if the library has adequate resources to meet the new course's research needs. All of these efforts are made to ensure that the library holds an inclusive library collection. However, the challenge remains funding for the library collection and specifically for culturally relevant materials.

**Equity RFP Goal:** Provide equitable access of library materials online via electronic books. Spend Student Equity funds to build an inclusive, culturally relevant electronic book collection that includes materials representing differing points-of-view to present balanced and unbiased perspectives.

**Faculty Training.** The GWC Library would like to provide a training session for faculty on the use of the electronic book and textbook collection.

**Gap:** Faculty are a critical piece in connecting students to library resources. Thus, it is important that faculty understand how to

use e-books in their courses. Equity RFP Goal: Faculty training expenses:

Have a librarian(s) provide 2 training sessions (virtual and/or in-person) for faculty, one hour each plus prep time.

Expense: \$344 (based on 4 hours using overload rate \$86/hour)

Librarian(s) preparation time: \$688 (based on 8 hours using overload rate \$86/hour)

Duties to include- create presentation, library research guide, marketing and advertising hours)

Material & Supply Budget:

Food and Beverages: (50 anticipated participants based on \$18/lunch)

Expense: \$1000

Copies/Handouts: \$100

Grand Total Training Expense: \$2,132

**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:**

The library's project will employ the following student success metrics: access, retention, completion and readiness, completion, and transfer. The library's project will provide online materials to DI students who would not have access to materials otherwise. The library will purchase online materials, process materials, market materials to DI students, and make resources available via the library's website for 24/7 access. The resources needed are Student Equity funding of \$20,000 to order online books and textbooks and \$2,132 for faculty

**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)**

Our proposal will serve a large number of disproportionately impacted (DI) students on and off campus. Because our proposal will be universal in scope and content, all DI groups will benefit immediately. To achieve this objective, the library will implement a dynamic marketing campaign promoting these new resources using its outreach program, web site, research guides, and social media platform. A particular focus will also be placed on students enrolled in online courses.

**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)**

As a learning and instructional center, the library closely adheres to the GWC campus value of Access, Equity, and Inclusiveness. The Library, therefore, has a central role on campus because we serve all students with our instructional program, services, materials, and online resources. The following proposal will give the library the necessary funds to focus on the needs of DI students by purchasing online textbooks and electronic books to help supplement campus programs to close the equity achievement gap.. The anticipated student success outcomes from our proposal are as follows: more students will have access to library materials via the online modality; students will succeed in their coursework being able to use online textbooks while taking online classes; student will be able to access online books and textbooks 24/7 from off campus at point of need; students can access online materials when the physical library is closed.

- **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)**

## Online Textbook Collection

Data Collection: Monthly student usage statistics through the Library Management System and online textbook vendor. The data will be compiled in Spring 2021 and submitted to the Equity Office.

## Electronic book collection

Data Collection: Monthly student usage statistics through the Library Management System and electronic book vendor. The data will be compiled in Spring 2021 and submitted to the Equity Office.

- **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)**

As outlined by the Association of College & Research Libraries (ACRL) and the ACRL framework for Information Literacy, best practices for libraries include having a robust and inclusive collection of materials and online resources in order to teach students information literacy skills. Our proposal will help supplement this framework.

## Citation:

"Framework for Information Literacy for Higher Education", American Library Association, February 9, 2015.  
<http://www.ala.org/acrl/standards/ilframework> (Accessed April 16, 2020)

**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?**

Online textbook and electronic book collection: \$20,000 Faculty Training Workshops: \$2,132.00 GRAND TOTAL: \$22,132.00

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

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

Thank you RCC for your time and consideration of our proposal. We are looking forward to hearing from you soon.

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  |
|---|-----------|---|---|
| <b>Which of the 5 Student Success Metrics are you employing and what are your proposed activities?</b>  | 10 points | Applicant provides a clear list of all activities and the resources needed for each activity.<br>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. |
| <b>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?</b> | 15 points | The total number of students served.<br>The number of current programs that currently address the DI group selected.<br>Applicant provides a realistic and effective outreach plan.<br>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.  |

|   |                  |  |  |
|---|------------------|--|--|
| <p><b>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?</b></p>                                   | <p>15 points</p> | <p>Applicant has realistic goals that directly align with project activities.</p>  | <p>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.</p> |
| <p><b>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?</b></p> | <p>5 points</p>  | <p>Includes a list of areas assessed, data needed for assessment, and data collection timeline.</p>  |  |
| <p><b>What current research justifies the use of this program? How does your proposal align with industry best-practices?</b></p>   | <p>5 points</p>  | <p>Applicant explains how their proposed program is influenced by other models and best practices.<br/><br/>If program is a revised version of another model, changes are explained.</p> | <p>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)</p>   |