

Student Equity and Achievement Program (SEAP) Funding Request 2022-2023 Academic Year Deadline: Monday, February 28, 2022 @ 12:00 noon

Funding request for the 2022-2023 Academic Year (July 1, 2022 – June 30, 2023)

Please complete this RFP Proposal Template and assemble all required information.

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

Checklist before submitting RFP.

Please confirm that you have completed and considered ALL of the following BEFORE submitting this form:

- Scheduled technical review with SEAP Manager (email <u>scastellanos-gaona@gwc.cccd.edu</u> to schedule a meeting)
- Completed this RFP Proposal Template
- 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).

Step 1: Demographics

- Name, Email, Telephone: James Almy, jalmy@gwc.cccd.edu, 714-892-7711 ext 52150
- Initiative/Project Title: Role Models of Latinx and Black Chemists
- 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: Math & Science, Physical Sciences, Chemistry
- Requestor's Supervisor's Name: Rick Hicks
- Supervisor's Email: rhicks@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):

Without exposure to role models of successful Latinx and Black chemists, some of our Latinx and Black students find it difficult to picture themselves being successful in chemistry. This project seeks to expose Latinx and Black students to role models of successful Latinx and Black chemists. That exposure will be accomplished by way of a PowerPoint presentation displayed on a large computer monitor mounted on the wall in the lobby on the third floor of the Math & Science building, a location chosen because it's a high traffic area for students taking chemistry courses. The PowerPoint presentation will run on a continuous loop with each PowerPoint slide containing a head-shot image of a Latinx or Black scientist and some biographical information chosen to emphasize that the role model is (1) competent and successful and (2) meaningfully similar to our students.

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 (The proportion who enrolled in the selected year)
- ⊠ 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)
- $oxed{intermat}$ Transfer to a four-year institution

This project seeks to provide Latinx and Black students with race-matched role models. Exposure to these race-matched role models will be provided via a PowerPoint presentation displayed on a large computer monitor mounted on the wall in the lobby on the third floor of the Math & Science building. The PowerPoint presentation will run on a continuous loop with each PowerPoint slide containing a head-shot image of a Latinx or Black scientist and some biographical information chosen to emphasize that the role model is (1) competent and successful, (2) meaningfully similar to our students, and (3) one who's success is similarly attainable for our students.

During the fall 2022 semester my time will primarily be spent creating the PowerPoint presentation containing biographical information about each Latinx and Black role model. Beginning with the spring 2023 semester data on the effects of the project will be acquired. Near the end of that semester student surveys will be administered to determine whether students noticed the PowerPoint slide show in the lobby on the third floor of the Math & Science building, how many biographies they've read, and whether they viewed the biographies positively. After the semester is complete I will coordinate with ORPIE to acquire data to see if there was an increase in the success and enrollment of Latinx and Black student in chemistry courses. For the summer and fall 2023 semesters the same data acquisition will be performed, but three additional features will be examined: persistence of Latinx and Black students in chemistry courses, number of degrees awarded, and number transfers to four-year institutions.

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

- \Box 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.
- □ All above DI Groups are being addressed.

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)

I estimate my proposal will serve 300 disproportionately impacted students. This estimate is based on the number of Latinx and Black students who took chemistry courses during the 2020-2021 academic year. These 300 students will be engaged with by way of a PowerPoint presentation displayed on a large computer monitor mounted on the wall in the lobby on the third floor of the Math & Science building, a location chosen because it's a high traffic area for students taking chemistry courses. Students gather in the lobby while waiting for class to begin, study in the lobby in between classes, and perform classwork in the lobby during class. The PowerPoint presentation will run on a continuous loop with each PowerPoint slide containing a head-shot image of a Latinx or Black scientist and some biographical information chosen to emphasize that the role model is (1) competent and successful, (2) meaningfully similar to our students, and (3) one who's success is similarly attainable for our students. In addition to this passive engagement, I will make an announcement during my class about the presence of this presentation on the wall in the lobby and recommend my students take a look at it. I will also ask my colleagues teaching chemistry to make

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 (June 2023?)? How are you going to close the gap? (15 points)
 This project aims to increase Latinx and Black student motivation to succeed through what researchers call positive identity development, the belief that they can succeed. Research indicates that having race-matched role models results in higher academic achievement for underrepresented minority students than having no academic role models or unmatched ones. This project seeks to provide Latinx and Black students with race-matched role models. Exposure to these race-matched role models will be provided via a PowerPoint presentation displayed on a large computer monitor mounted on the wall in the lobby on the third floor of the Math & Science building. The PowerPoint presentation will run on a continuous loop with each PowerPoint slide containing a head-shot image of a Latinx or Black scientist and some biographical information chosen to emphasize that the role model is (1) competent and successful, (2) meaningfully similar to our students, and (3) one who's success is similarly attainable for our students. The expected outcome is that this project will increase the success, retention, and enrollment (access) of Latinx and Black student in chemistry courses.

The PowerPoint presentation will be created during the fall 2022 semester. The large computer monitor will be installed by the end of the fall 2022 semester. The PowerPoint presentation will begin playing by the beginning of the spring 2023 term.

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)

During the fall 2022 semester my time will primarily be spent creating the PowerPoint presentation containing biographical information about each Latinx and Black role model. I will be contacting potential role models, acquiring biographical information from them, and crafting that information into a PowerPoint slide. I will also be overseeing the installation of the large computer monitor on the wall in the lobby on the third floor of the Math & Science building. I will provide a monthly time-sheet of the hours worked on the project (up to a maximum of 60 hours), drafts of the PowerPoint presentation, and updates on the large computer monitor purchase and installation. The installation of the large computer monitor and completion of the PowerPoint presentation will occur by the end of the fall 2022 semester.

Beginning with the spring 2023 semester data on the effects of the project will be acquired. Near the end of that semester student surveys will be administered to determine whether students noticed the PowerPoint slide show in the lobby on the third floor of the Math & Science building, how many biographies they've read, and whether they viewed the biographies positively. After the semester is complete I will coordinate with ORPIE to acquire data to see if there was an increase in the success and enrollment of Latinx and Black student in chemistry courses.

For the summer and fall 2023 semesters the same data acquisition will be performed, but three additional features will be examined: persistence of Latinx and Black students in chemistry courses, number of degrees awarded, and number transfers to four-year institutions.

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 two articles I've found most helpful in designing this proposal are:

Aish, Nir; Asare, Philip; and Miskioglu, Elif Eda, "People Like Me: Providing relatable and realistic role models for underrepresented minorities in STEM to increase their motivation and likelihood of success" (2018). *Faculty Conference Papers and Presentations*. 51.<u>https://digitalcommons.bucknell.edu/fac_conf/51</u>

Gladstone and Cimpian, "Which role models are effective for which students? A systematic review and four recommendations for maximizing the effectiveness of role models in STEM" (2021). *International Journal of STEM Education*. 8:59. <u>https://doi.org/10.1186/s40594-021-00315-x</u>

Both of these articles highlight the link between higher academic achievement and race-matched role models for underrepresented minority students in STEM. Both of these articles provide recommendations for maximizing the effectiveness of STEM role models: the role model should be (1) competent and successful, (2) meaningfully similar to our students, (3) race-matched, and (4) one who's success is similarly attainable for our students. One of the articles provides

questions to ask of potential role models and recommendations for what to include in the biographical sketch. My project will be modeled on the research-based recommendations found in these articles. The ideal role model PowerPoint slide entry will be that of a former Golden West College student who completed a chemistry course or courses on our campus and then went on to achieve a level of professional success similar to that which our current students might aspire to.

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? \$6295.20 + the cost of purchasing and installing a large computer monitor
- Please upload the completed Budget Request Excel Sheet
- Please share any additional information that may help the reviewers better understand your project. Not Rated

Thank you for completing this request form! Please submit this RFP Proposal and all required information to https://gck.fm/ccpxg.

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

Deadline	Logistic
Monday, December 6, 2021	RFP application opens
Monday, February 28, 2022	RFP application deadline (12:00 Noon)
Tuesday, March 8, 2022	Applications are presented to RCC and ratings process begins
Friday, March 18, 2022	RCC member ratings deadline (12:00 Noon)
Tuesday, March 22, 2022	RCC reviews RFP ratings results and begins allocation recommendation process
Tuesday, April 12, 2022	RCC finalizes RFP allocation recommendations to Planning & Budget
Wednesday, April 27, 2022	RCC RFP allocation recommendations presented to Planning & Budget
Wednesday, May 11, 2022	Planning & Budget finalizes RFP allocation recommendations to College President
Friday, May 13, 2022	College President finalizes allocations
Monday, May 16, 2022	RFP allocations & rationale are released

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 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:
 - \circ $\,$ American Indian or Alaska Native $\,$
 - o Asian
 - o Black or African American
 - Hispanic/Latinx
 - Native Hawaiian or other Pacific Islander
 - o 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.

<u>Student Success Metrics.</u> 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 (The proportion who enrolled in the selected year.)
- 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, 2020-21 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	37	4	3
White – Male	3,873	776	250

Retention from Fall 2020 to Spring 2021 (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%
Amer. Indian/Alaska Native – Female	13	5	3
Black/Afr. American – Female	82	31	21
Hispanic/Latinx - Female	1,911	1,207	10
Nat. Hawaiian/Pac. Islander - Female	19	10	2
Two or more races – Female	233	147	1
Amer. Indian/Alaska Native – Male	6	3	1

Black/Afr. American – Male	103	58	5
White - Male	915	534	29
Veteran – Female	19	11	1

Completion of Transfer level Math and English by end of 2020-21 (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	30	2	4
Hispanic/Latinx - Female	662	106	16
Nat. Hawaiian/Pac. Islander - Female	6	0	1
Two or more races – Female	86	13	3
Black/Afr. American – Male	38	2	5
Hispanic/Latinx - Male	476	72	18
Nat. Hawaiian/Pac. Islander - Male	11	1	1
CalWorks – Female	7	0	1
DSPS – Male	54	7	2
Veteran – Male	20	2	2

Certificates and Awards (Vision Goal Completion) for 2020-21

DI Group	Total number of students	No. of students who earned	No. of additional students need to close gap by 100%
Amer. Indian/Alaska Native – Female	23	1	2
Asian – Female	3,405	405	17
Black – Female	176	15	7
Nat. Hawaiian/Pac. Islander - Female	32	2	2
Two or more races – Female	555	64	5
Black – Male	194	12	10
Hispanic/Latinx – Male	2,187	214	29
CalWorks – Male	5	0	1

Fall 2017 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	109	22	6
Hispanic/Latinx – Female	2,216	483	87
Nat. Hawaiian/Pac. Islander - Female	28	5	2
Amer. Indian/Alaska Native – Male	17	1	3
Hispanic/Latinx – Male	1,697	269	94
Two or more races – Male	283	59	2
CalWorks – Female	53	9	5
Foster Youth – Female	76	18	2
DSPS – Female	227	40	18
Foster Youth – Male	46	7	3
DSPS – Male	281	45	15

RFP for Equity 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, 2023? 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 previously submitted.