



**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.

**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 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 [scastellanos-gaona@gwc.cccd.edu](mailto:scastellanos-gaona@gwc.cccd.edu) 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**  
Yvonne Valenzuela Portillo.  
[yportillo@gwc.cccd.edu](mailto:yportillo@gwc.cccd.edu);  
x51051
- **Initiative/Project Title: Through the Gate: Moving Students Through the Transfer Pipeline**  
(Transfer Academy)
- **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 / Transfer Center / Transfer Center
- **Requestor's Supervisor's Name:** Robyn Brammer
- **Supervisor's Email:** rbrammer@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):**

The Transfer Academy and Pipeline 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 target groups: Those who meet requirements, in progress to meet requirements during the academic year, and new students who declare a transfer intent. Currently enrolled eligible students will be contacted in August during the Spring CSU Application period, September for UC-TAG, and through the rest of fall to support transfer applications for the following fall. Continued through January when 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. New students will be recruited through a new Transfer Academy learning community, and provided directed transfer counseling through their time at the college.

**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)
- ☒ Transfer to a four-year institution

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. Using specific ARGOs reports for students who have completed at least 30 semester units of transferable credit, and completion of college level English. Based on their individual profile, students will then be placed into "Transfer Pipeline" groups of: a) "Transfer Achievers": those ready to transfer for Spring 2023 with increased communication and transfer application information, b) "At the Transfer Gate": those ready to transfer in Fall 2023, 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 2024-25 year. This group will be participants in the new Transfer Academy, and will also enroll in a Counseling course during the Fall 2022 term (COUN G105: Student Success, or COUN G150 – G156: Pathways – 3 units), and COUN G205: Navigating the Transfer Pathway (1 unit) in the Spring 2023 semester.

Those who are Transfer Achievers will be given specific and detailed information about which campuses they can easily gain admission and 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.

The At the Gate students will be given year-round attention, with similar information about campus admission, and will 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.

Those "Near the gate" will be tracked and have Comprehensive Student Educational Plans created to complete critical Math, English, and intro coursework in their major early, and will be assigned a Transfer Success Coach to monitor communication, provide early referrals and interventions, and assist with programming to include events in collaboration within the Transfer Center. Collaboration with other campus-wide retention projects, such as the Puente Program, Early Alert, EOPS, DSPS, NextUp/Guardian Scholars, and campus tutoring will also enhance the transfer messaging to students.

**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.
- ☐ 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)**

Estimated reach of all students that fall within a DI group (n=2000). Target for new Transfer Academy = 250 students.

We will continue using the research and subsets of students from our prior project modeling the Through the Gate study by the RP group. This will be accomplished by gathering data early in the academic year, using application data for Fall 2022 entry, and 2022-2023 enrollment to specifically target those students who fall within a DI group.

These students will be filtered into “Transfer Pipeline” groups of: a) “Transfer Achievers”: those ready to transfer for Spring 2023 with increased communication and transfer application information, as well as those who may not have been admitted from the Fall 2022 transfer admission cycle, b) “At the Transfer Gate”: those ready to transfer in Fall 2023, with communication throughout the academic year and a year-long calendar of activities geared toward university admission, and c) “Near the Gate”: those who will receive early transfer information and comprehensive Student Educational Planning to ensure early clarification of goals and transfer coursework.

#### **Transfer Achievers:**

For the **Transfer Outcome**: A counselor well versed in not only transfer requirements, but admission standards, would work 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 the 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 including completion of the Free Application for Federal Student Aid (FAFSA) or California Dream Act Application. 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. Continued support will encourage completion of scholarship and continued financial literacy content as it relates to financing their degree. 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 for Spring transfer admission, which nets a return to the college based on degrees and certificates posted. This group would have met minimum admission requirements for the university, and the Transfer Counselor and Transfer Success Coach work with the student on completing graduation petitions, and evaluate completion of all awards.

(Cost estimate for Counselor plus PE/Transfer Success Coach: \$17,863.39 for Summer Counseling in August for Spring admission, set up of student groups, calendar of events, Transfer Success Coach training. Also includes January Overload hours for Counseling the At the Gate group for application updates/final semester course selection and for the Success Coach to assist with final transcripts for Spring admits, as well as application updates).

#### **At the Gate:**

For the **Transfer Outcome**: A part-time counselor, also versed in the technical requirements of transfer selection, along with one Transfer Success Coach (20 hours/week August – May) 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 via text, email, and phone to ensure that these deadlines are being met.

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 messages and calls with reminders about application submission activities will occur throughout the fall semester. Messaging will take place via text and email/phone. Personalized follow-up content will be

given to each student, and encouragement for enrollment in COUN G205: Navigating the Transfer Pathways during the fall semester. During the academic year, similar 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 PT Counselor plus PE/Transfer Success Coach: \$97,814.74).

Continuing students will receive “Getting Ready To Transfer” messaging, 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 will continue to target subsets of DI groups within those thresholds so that equity gaps can be directed contacted using a case management approach with a part-time counselor and a professional expert (Transfer Success Coach) assigned to each group for tracking and monitoring. Messaging will be conducted through multiple modalities including email and text messages using SignalVine, and our Canvas Transfer Hub.

#### **Near the Gate:**

The creation of a Transfer Academy will serve as our “Near the Gate” group and will be given designated case management style, intrusive counseling and transfer services. Initial outreach will start in Summer, with recruitment into the Transfer Academy through the My Academic Plan (MAP) process, and those who enroll in the appropriate Counseling Pathways course. The Transfer Academy will require students to enroll in the fall term in critical coursework and participate in related activities of a transfer orientation and counseling meeting by the end of the first semester. Those in the “Transfer Academy” will be given access to additional onboarding to the college including assisting first-time students with registration in appropriate coursework including transfer-level English/Math, Counseling Pathway course (COUN G150 – G157) and providing an online orientation to the transfer process. The Spring semester will consist of enrollment in the COUN G205: Navigating the Transfer Pathway course (1 unit). As part of the course, the Transfer Academy participants will be required to complete a Transfer Academic Planner profile, where grades and coursework can be updated for potential UC transferability.

Additional communication and messages can be sent directly through this system creating multiple touch points. Once students have completed their first year of coursework, they will be moved to a parallel Transfer Hub on Canvas allowing for continued references and information from the Counseling G205 course, and continued tracking and intrusive counseling and transfer services.

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.

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 completing their degree. Information on the 2020-2021 cohort was not available at the time of this report.

	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%
<b>Grand Total</b>	<b>3544</b>	<b>1626</b>	<b>46%</b>

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

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

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

**Transfer Outcome:** Those “Near the gate” will be provided expanded services via a case management style process and intrusive and sustained counseling outreach. Students will meet with a transfer counselor to develop their Comprehensive Student Educational Plan (CSEP), encouraged to complete critical coursework early, and collaborate with their counseling instructor in the Pathways course to provide additional early interventions for career exploration and identification of major and campuses for transfer direction. One full-time counselor, and one Transfer Success Coach will service this group and provide early and targeted transfer and financial information, as well as mentorship for navigating their transfer process early in their academic career. Participants in the Transfer Academy will also enroll in the COUN G205: Navigating the Transfer Pathways course in the Spring to ensure early information on transfer deadlines and campus specific coursework needed. (Cost estimate for PE/Transfer Success Coach: \$13,936.60).

As students move through the pipelines, the counselor would move with them to continue to provide services while onboarding a new cohort each year. In order to execute this project fully, additional counseling staff directly assigned to the transfer center and the ability to provide Transfer Success Coaches to support the data collection, student contacts, and communication with students would create long-term and systemic change and scale the program beyond the initial first-year cohort.

**Vision Goal:** This group will meet Vision Goal requirements of retention from Fall to Spring, enrollment and completion of Math and English courses within the first year, and with the comprehensive educational planning, tracking through the student’s time at the college to ensure that early interventions, sustained support, and timely enrollment in courses to allow for graduation and transfer.

#### **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.

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. The addition of a new Transfer Center Coordinator/Counselor will allow the current coordinator to move into a Transfer Counselor role to provide directed services to students, and collaborate with the new Coordinator to expand services provided from the 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 and graduation petitions are needed.

In August 2021, 382 unduplicated students were helped with their Spring applications (up from 266 in August 2020) and September Fall UC Transfer Admission Guarantee submissions, resulting in a total of 1182 student contacts (up from 1020 in 2020) since students visit more than once (on average 3-4 times) during the application season. The total student contacts in Fall



In Winter session, students submit application updates for the CSU, UC, and submit private school applications. Additionally, UC Berkeley, Cal Poly SLO, CSULB, and SDSU also require a secondary application that require staff assistance for submission. Graduation petitions also are submitted during this time for ADT candidates. A total of 327 unduplicated student contacts (450 total visits) were between from January 2 – 28, 2022. Services were heavily impacted from January 10<sup>th</sup> – February 1<sup>st</sup> due to final grade posting. This was an average of 25 students per day with just 1 counselor to assist them, along with 1 staff member. To date, this has generated 298 ADT graduation petitions in January alone, and 441 as of February 15, 2022, the ADT priority filing deadline.

### 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, the targeted pools were gathered to create a set of students who are close to meeting transfer requirements, and are from one of the identified DI groups. ARGOS reports were established and directed contact via SignalVine was sent to students who were a) identified as a member of a DI group, and b) enrolled in the Spring 2022 or Fall 2022 term.  
  
Further follow-up and referrals from the Early Alert project, and other campus outreach directed additional students to transfer services. Despite the remote learning environment from 2020 to now, our reach for students increased and we continued to provide virtual services to students who are identified within a disproportionally impacted group, and those who face other educational barriers. Over the last two years, we've seen an increase in the number of students visiting the Transfer Center during evenings and weekends via virtual workshops, and many of these students are working and cannot attend in-person services. The continued virtual option will allow for increased access to students who face additional barriers of family and work obligations and provide evening and weekend sessions for those who need assistance outside of our standard building hours.  
  
Data collection will continue to occur from a variety of methods including 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.  
  
Initial goals for this project are to reduce by 2% the number of students disproportionally impacted in each group, and when possible, close gaps entirely with specialized and personalized transfer information given to the smallest DI groups, including where a small number of gaps exist.  
  
In some DI groups, closing the gap is as few as 1-5 students. In other areas, it's much larger. 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 respect to transfer, 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 ARGOS reports that were established with unit and course completion parameters. Continued partnership with Institutional Research and the Counseling Dean will tie these student contacts to DI groups.
  - Tracking of students will occur via an ARGOS report download and excel tracking with contact data, dates, and follow up alerts to the student.
  - The addition of a part-time transfer counselor will allow for further case management style tracking of students and data collection.

- 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 counselor appointments. The addition of a Transfer Student Success Coach (graduate student intern) will assist with the expanded data collection and regular in-reach to students to ensure contact has been met within the targeted DI groups.
- 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 in June 2022, and align with the onboarding activities of MAP, the Transfer Academy, and other early alert projects.

- **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>).
  - Learning communities have shown to have a positive impact on student retention, particularly with students from equity groups, those who have been underserved, and for those who are the first in their family to attend college. Reports from the Lumina Foundation go back over 20 years, including a critical analysis on the effectiveness of practices increasing persistence and completion, the impact of counseling, mentoring, and orientation programs, and support for underprepared students. Bailey, T. R. & Alfonso, M. (2005). *Paths to persistence: An analysis of research on program effectiveness at community colleges*. Indianapolis, IN: Lumina Foundation for Education New Agenda Series. Recent studies have provided insight to the alternate modalities available to students, including online learning. (Wang, Lei. “Effects of Online Learning Communities on College Students’ Knowledge Learning and Construction.” *Journal of Interdisciplinary Mathematics*, vol. 21, no. 2, 2018, pp. 377–87.).
  - Currently, both Orange Coast College and Cerritos College have a transfer academy with designated counselors assigned to the students within that academy. Both programs have additional part-time counseling hours in the transfer center, and several paid interns. This model would mirror those programs.

**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 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 “placebound” (cannot move to attend college) are restricted in their transfer options.

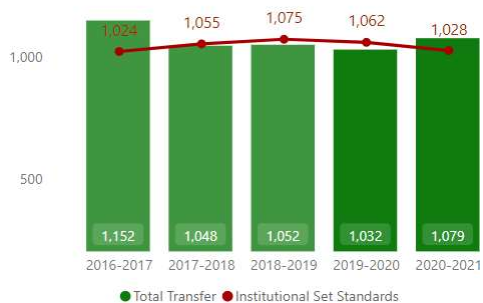
The Transfer Center has been able to reach students within various DI groups by targeting outreach and transfer information to specific student organizations (Puente, DSPS, ASGWC/Student Activities) and broad reach within the general student population via increased social media, regular Virtual Drop-In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

Although the overall numbers of students using the Transfer Center decreased from 2017-18 to 2018-19, the numbers continued to fluctuate in 2019-20 and 2020-2021. The overall number of contacts remains consistent and despite decreased enrollment at the college overall, our transfer group actually served an increasing number of students that transferred through multiple modalities. Despite the pandemic and in the numbers of students enrolled at the college, our transfer rates went up, and in the 2020-2021 academic year, exceeded the campus goals. While formal surveys are needed to explore the reasoning for



the increase, the Transfer Team suspects it's due to more one-on-one and intensive services provided with the smaller number of students.

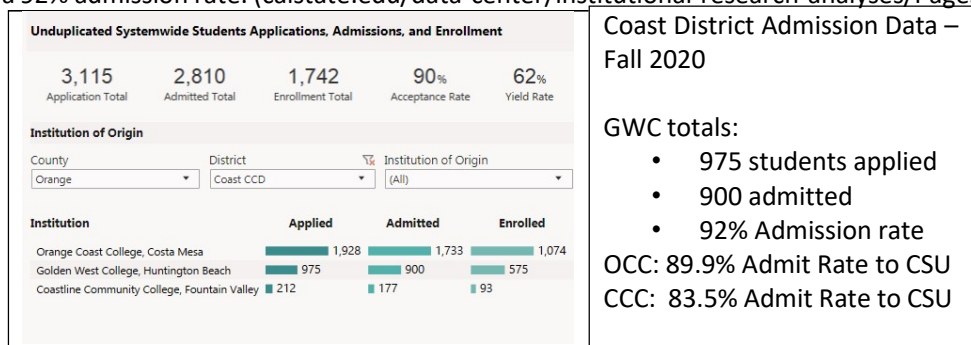
Total GWC Transfer vs. Institutional Set Standards



GWC Institutional Set Standard for Transfer

2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
1,024	1,055	1,075	1,062	1,028

This allowed for an exceptionally high admission rate for the CSU campuses, and exceeded our UC admission rate at several campuses over prior years. In the 2019-2020 academic year, we had 975 students apply to the CSU and of those, 900 were admitted resulting in a 92% admission rate. ([calstate.edu/data-center/institutional-research-analyses/Pages/enrollment.aspx](https://calstate.edu/data-center/institutional-research-analyses/Pages/enrollment.aspx))



Source: California State University Data Insights for transfer admits by college <https://calstate.edu/data-center/institutional-research-analyses/Pages/enrollment.aspx> and University of California InfoCenter Transfers by College (<https://www.universityofcalifornia.edu/about-us/information-center/transfers-major>)

Thus far, Fall 2021 numbers continue this trend but do not account for the Spring 2022 term as that data is not yet available.

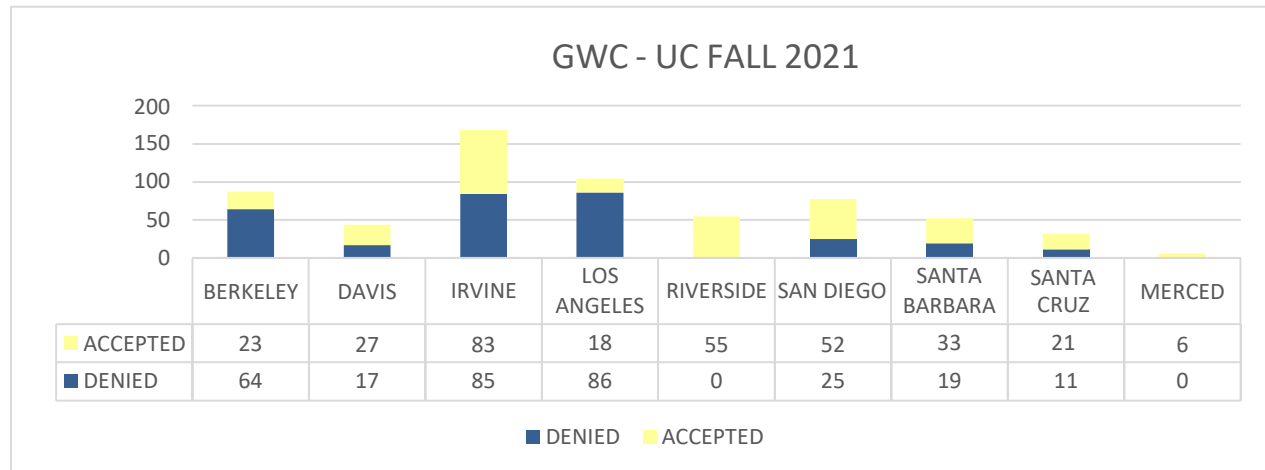
Campus	Applications	Admits	Percentage
GWC	897	787	87.73%
OCC	1794	1523	84.89%
Coastline	248	197	79.43%

For the University of California, rates of admission were also above previous year's rates, and at both UC Merced and UC Riverside, had a 100% admit rate.

BERKELEY    DAVIS    IRVINE    LOS ANGELES    RIVERSIDE    SAN DIEGO    SANTA BARBARA    SANTA CRUZ    MERCED

## RFP for Equity

APPLIED	87	44	168	104	55	77	52	32	6
DENIED	64	17	85	86	0	25	19	11	0
ACCEPTED	23	27	83	18	55	52	33	21	6
Admit Rate:	26.43	61.36	49.40	17.30	100	67.53	63.46	65.625	100



We also showed increases in the number of private schools transfers, in part, due to the increased admission criteria for our local campuses and the redirect to local In-State Private campuses that allow for transfer with the ADT completion.

## California Community Colleges Chancellor's Office ARCC Transfer Volume Summary Report

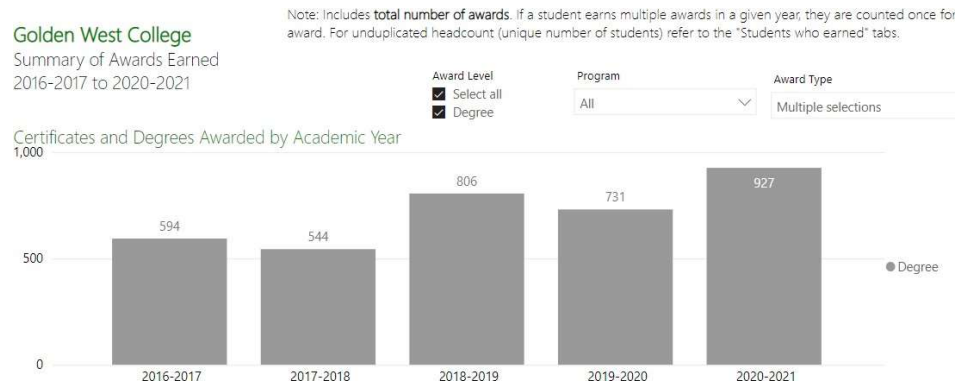
	2018-2019	2019-2020	2020-2021
Golden West Total	187	157	169
In-State-Private (ISP)	34	34	47
Out-of-State (OOS)	153	123	122

Source: CCCCO DataMart [https://datamart.cccco.edu/Outcomes/Student\\_Transfer\\_Volume.aspx](https://datamart.cccco.edu/Outcomes/Student_Transfer_Volume.aspx)

Despite our efforts, we were unable to obtain DI group data for these admits. We also cannot control for actual enrollment, as the cost of attendance, changes in student's financial status and pandemic job loss may have impacted the ability of those admitted to enroll.

The remote learning environment required the addition of chat services, and in the 2020-21 fiscal year, we answered a total of 903 online messages with via LiveChat, or through email responses to chats received after hours. Our virtual drop-in allowed for on-demand services from anywhere, and we serviced a total of 1,598 unique students from July 1, 2020 to June 30, 2021, and since student seek services multiple times, this resulted in an overall total of 4,163 student contacts. Since July 1, 2021, we have serviced a total of 1152 unique students, and a total of 2,779 student contacts, not including 465 responses via chat and email service.

We also had an impact on the completion and vision goal of degree attainment. All students served in the center are tracked for degree posting, contacted and provided assistance in completing their graduation petition, and in collaboration with our Graduation Office to confirm the petition and status, we verified a total of in 167 ADTs in Fall 2020 and 515 ADT for in Spring 2021. This is an overall total of 682 of the 927 ADT awards posted in 2020-2021, representing 73.5% of all awards in the 2020-2021 academic year.



Using the charts for DI groups in the 2020 and 2021 Equity RFP, we conducted a comparison in the overall number of students enrolled from the 2016 Cohort to the 2017 Cohort. The 2017 Cohort on a three-year transfer timeline would be admitted to the 4-year university in Fall 2020. Based on that data, we have made increases in the overall number of students that have been admitted to the university.

*Original data in the 2020 SEAP RFP*  
*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

*Fall 2017 student transfers within 3 years*

DI Group	No. enrolled in Fall 2016 semester	No. enrolled in Fall 2017 semester	No. of students who transferred from 2016 Cohort	No. of students who transferred in 2017 Cohort	Change From 2016 Cohort to 2017 Cohort	No. of additional students need to close gap by 100%
<b>Black/Afr. American – Female</b>	161	109	16	22	+6	6
<b>Hispanic/Latinx – Female</b>	N/A	2,216	N/A	483		87
<b>Nat. Hawaiian/Pac. Islander - Female</b>	30	28	3	5	+2	2
<b>Amer. Indian/Alaska Native – Male</b>	17	17	1	1	0	3
<b>Hispanic/Latinx – Male</b>	1,815	1,697	183	269	+86	94
<b>Two or more races – Male</b>	N/A	283	N/A	59		2
<b>CalWorks – Female</b>	N/A	53	N/A	9		5
<b>Foster Youth – Female</b>	148	76	9	18	+9	2
<b>DSPS – Female</b>	N/A	227	N/A	40		18
<b>Foster Youth – Male</b>	74	46	5	7	+2	3
<b>DSPS – Male</b>	406	281	37	45	+8	15

The additional barrier of the COVID-19 Pandemic impacted our ability to outreach to students, as we only had virtual services available (Phone, Zoom, and LiveChat), thus restricting access to critical transfer support to those who had access to a computer or smart phone. Students were often not initially aware that our phone lines were still active. Increased social media presence, and regular posting on the GWC App helped increase awareness.

The transfer process is further inhibited by university admission space, particularly with the local CSU campuses. For Fall 2021 admission, the GPA for CSU Fullerton jumped to over a 3.01 for all “local” transfer students (those enrolled in an Orange County Community College). This was a significant increase from Fall 2020 where the GPA threshold for admission was 2.80 (+0.21 increase). The impact also led to redirection to other non-impacted campuses (closest is Dominguez Hills in Carson, CA), and ADT students who were guaranteed a spot in the CSU system to be diverted to CSU Channel Islands. For students who are placebound and unable to move, they declined transfer and reapplied for the Spring 2022 term, while others sought alternate pathways including online degree completion programs, and private schools. We’ve started to pivot and maintain an extensive list of online and hybrid models, both in California and Out-of-State to provide the most flexible options to serve our student’s needs.

- **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 internships to help with their transfer efforts. The addition of a full-time transfer coordinator/counselor will help further reach these goals, allowing for a full-time counselor, but additional part-time counselors through the year, and out of semester counseling in August and January to support transfer students during their peak application periods.
  - 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.
  - Technology including Zoom Webinar and other virtual services to provide remote services to students and large groups.

**Section 4: Budget**

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

- \$129,614.70
  - Full Time Counselor Overload: August and January.
    - 30 hours total: \$3931.79
  - Part time counselors assigned to groups:
    - 1 x 20 hours/week Fall and Spring semesters: \$83,878.14
  - Success Coaches to support student contacts and data collection.
    - 2 Professional Experts/Transfer Success Coaches: 20 hours per week x 40 weeks (August – May) @ \$17/hr. \$27,873.20

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

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

- Student success funding is based on degree completion and transfer. Despite campus funding on these outcomes, the Transfer center does not have enough 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. The addition of one new Transfer Counselor/Coordinator will add to our resources, but additional support from part-time counseling, staff, and the campus community is needed to fully achieve outcomes. The total student contacts in Fall 2021 from August 1 – December 17, 2021 was 2,697. Even with 2 full time counselors serving students every 30 minutes we would not be able to meet the needs of all students seeking services.
  - Counselors serve 540 student contact hours per semester. Hour-long appointments would total 1080 appointment times for two counselors, and 2160 appointments in 30-minute sessions. With 2697 student contacts, we would be turning away 537 students requesting appointments for their transfer application process. This also does not account for time needed for workshops throughout the semester.
- 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 for both the UC and CSU. In August 2021, 382 unduplicated students were helped with their Spring applications (up from 266 in August 2020) and September Fall UC Transfer Admission Guarantee submissions resulting in a total of 1182 (up from 1020 in 2020) student contacts since students visit more than once (on average 3-4 times) during the application season.
- While the addition of a new Transfer Coordinator/Counselor will help, the overall number of student contacts continues to be a workload issue in the transfer center as compared to general counseling. In January 2021, the counselor assigned to the Transfer Center served 450 students (up from 331 in January 2020), accounting for an average of 25 students per day compared to general counseling (with more counselors scheduled each day) serving an average of 14 students per counselor. No other funding sources are available for this area, and counselors funded from other sources including categorical funds, Workforce Development, Title V grants are not authorized to complete their hours in the Transfer Center.

	Date	General Counselors	Transfer Counselors
	3-Jan	4	1
	4-Jan	5	1
	5-Jan	4	1
	6-Jan	4	1
	10-Jan	4	1
	11-Jan	3	1
	12-Jan	4	.5*
	13-Jan	4	0*
	14-Jan	1	0
	18-Jan	5	2
	19-Jan	5	2
	20-Jan	5	2
	21-Jan	5	1
	24-Jan	5	1

25-Jan	5	1
26-Jan	5	1
27-Jan	4	1
28-Jan	3	0
Number of counseling Shifts	75	17.5
Total students served	1045	450
Average per counselor per day	13.93333	25.71429
<i>*absent due to illness with no replacement. Without absence, average was 23.68</i>		

- Requests for funding for branded items for students, transfer fairs, and printing/materials are submitted to ASGWC annually, but the funding is not sufficient for counseling or staff needs.
- 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), have dedicated counseling in the transfer center, and have additional staffing through paid internships. 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 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 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 (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)

<b>DI Group</b>	<b>No. of first-time students enrolled in Fall</b>	<b>No. of students who completed transfer Math and English</b>	<b>No. of additional students need to close gap by 100%</b>
<b>Black/Afr. American – Female</b>	30	2	4
<b>Hispanic/Latinx - Female</b>	662	106	16
<b>Nat. Hawaiian/Pac. Islander - Female</b>	6	0	1
<b>Two or more races – Female</b>	86	13	3
<b>Black/Afr. American – Male</b>	38	2	5
<b>Hispanic/Latinx - Male</b>	476	72	18
<b>Nat. Hawaiian/Pac. Islander - Male</b>	11	1	1
<b>CalWorks – Female</b>	7	0	1
<b>DSPS – Male</b>	54	7	2
<b>Veteran – Male</b>	20	2	2

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

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

## Fall 2017 student transfers within 3 years

<b>DI Group</b>	<b>No. enrolled in Fall semester</b>	<b>No. of students who transferred</b>	<b>No. of additional students need to close gap by 100%</b>
<b>Black/Afr. American – Female</b>	109	22	6
<b>Hispanic/Latinx – Female</b>	2,216	483	87
<b>Nat. Hawaiian/Pac. Islander - Female</b>	28	5	2
<b>Amer. Indian/Alaska Native – Male</b>	17	1	3
<b>Hispanic/Latinx – Male</b>	1,697	269	94
<b>Two or more races – Male</b>	283	59	2
<b>CalWorks – Female</b>	53	9	5
<b>Foster Youth – Female</b>	76	18	2
<b>DSPS – Female</b>	227	40	18
<b>Foster Youth – Male</b>	46	7	3
<b>DSPS – Male</b>	281	45	15

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.  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.  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.
<b>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?</b>	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.
<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>	5 points	Includes a list of areas assessed, data needed for assessment, and data collection timeline.	
<b>What current research justifies the use of this program? How does your proposal align with industry best-practices?</b>	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.