



# 2023-2024 Student Equity and Achievement (SEA) Program Proposals

A guide to the timeline, process, and funding of EVC  
SEA Proposals for the 2023-2024 Academic Year.

# 2023-2024 SEA Proposal Timeline



The information provided within this page is intended to provide clarity and transparency to the Student Equity Committee SEA Proposal Process.

<b>May 1st</b> Initial Notification to Campus Regarding FY24 SEA Funding	An email was sent out to the campus on this date notifying the campus of the \$50,000 funding amount for the 2023-2024 Academic Year. In addition to the funding amount, the email included a Project Proposal Worksheet, link to the application, Zoom link for Student Equity Application workshop, and the application deadline date.
<b>May 5th</b> Reminder Email Sent to Campus	A reminder email was sent out to the campus on this date. The email reminder included a Project Proposal Worksheet, a link to the application, and the application deadline date.
<b>May 16th</b> Student Equity Application Workshop	The Student Equity Committee hosted a virtual application workshop for the EVC community. The workshop provided information to understand disproportionately impacted populations, the application process, tips for addressing application questions, and review of the timeline. The workshop was recorded and shared out to campus.
<b>May 25th</b> Final Reminder Email Sent to Campus	A reminder email was sent out to the campus on this date. The email reminder included the application deadline and the Zoom recording of the Student Equity Application Workshop.
<b>June 30th</b> Project Proposals Deadline	SEA Project Proposals were due on this date by 5:00pm.

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<b>April 17th</b> Student Equity Committee Meeting	The Student Equity Committee met to discuss the timeline and review process for the received Student Equity Proposals. Within the discussion, the Student Equity Plan metrics and disproportionately impacted groups were discussed.
<b>July 21st</b> Deadline for Student Equity Committee to Review Proposals	The deadline for members of the Student Equity Committee to complete their scoring for each of the submitted equity proposals was July 21st. Committee members were tasked in rating how well each proposal discussed closing the equity gaps for the identities DI groups and equity metrics.
<b>July 27th</b> Student Equity Plan Workgroup Meeting	The Student Equity Committee workgroup consisting of faculty, classified professionals, and administrators met to review the total scores received for each proposal and to discuss the funding amounts for the top rated proposals in alignment with equity metrics.
<b>August 21st</b> Email Notifications Sent to Funded Proposals	An email notification was sent to each of the leads of the funded proposals. Recommendations regarding assessment and recruitment of activities were made to certain proposals. The additional recommendations ensure that we are measuring progress towards the goals within the 2022-2025 Student Equity plan. This will be due to the workgroup in May 2024.
<b>August 21st</b> Proposal Funding	Notification of awarded proposal and proposal amounts were sent to Business Services. The estimated funding allocation was estimated between August 24, 2023 - August 31, 2023.



# Understanding Disproportionately Impacted (DI) Groups

In order to identify DI Groups, the Percentage Point Gap (PPG) is used to compare the outcomes of students in a specific student population to the outcomes of all other students. When the gap is larger than a specific threshold, that group is considered to be disproportionately impacted. The PPG also is used to examine disproportionate impact with both primary student characteristics (e.g., age, gender, race/ethnicity) and intersectional characteristics (e.g., gender and race/ethnicity). If the group is identified as DI, then the minimum number to meet the threshold and full number of students needed to close the equity gap are calculated.

It is important to note that although a group may not be identified as DI within the cohort data from CCCCO, the 2022-2025 Student Equity Plan can include students in categories of concern based on additional campus-level data. The additional campus-level data contributed to the three student subgroups identified. This information was shared as part of the application for the SEA Equity Proposals. In addition, submitters were given the chance to meet with EVC's Research Analyst to better understand the data in order to submit their proposals.

## Disproportionately Impacted Groups at EVC 2022-2025



Student Populations	Successful Enrollment	Completed Transfer-Level Math and English in Year 1	Persistence	Transfer	Completion
Hispanic/Latino		DI	DI		
Black/African American	DI				
Economically Disadvantaged				DI	DI

**The Student Equity Plan 2.0 is focused on the intentional planning of activities to address the largest gaps in disproportionately impacted groups. Rather than having a long list of student subgroups used as a checkbox, a shorter list of student populations was identified to guide activities over the next three years focused on moving the needle and closing gaps.**

**The committee recognizes that there are other student populations on EVC's campus that are also disproportionately impacted, however, lifting up our most disproportionately impacted students positively affects ALL students including those within groups not identified within this chart.**

# Review of Proposal Scores & Metrics

Seven of the nine assigned Student Equity Committee members reviewed the submitted proposals. Each proposal was scored based on the following instructions. The total points possible for each section is shown below. Five of the seven received proposals were funded. The scores for these funded proposals can be found on the following proposal pages.

<b>Total Points</b> <b>30</b>	<b>Project Rationale</b> Instructions: Identify and explain department, division, and/or college-wide need for the proposed project and how it ties into EVC's Student Equity Plan (*please use data if possible). Please describe the student population target in detail.
<b>Total Points</b> <b>15</b>	<b>Description of Activities and Timeline</b> Instructions: Please describe the project's objectives, timeline, and other pertinent logistical information. Please explain how the project's objectives relate to one of the four Guided Pathways pillars. Please describe the students who will be impacted by your project.
<b>Total Points</b> <b>10</b>	<b>Collaboration with Other Departments</b> Instructions: Please note any other departments, programs, or staff whose work may be impacted by this project.
<b>Total Points</b> <b>10</b>	<b>Person(s) Deliverables</b> Instructions: Please list all participants, the role they will play, and specific timeline and deliverables.
<b>Total Points</b> <b>15</b>	<b>Assessment</b> Instructions: Please explain how the project will be assessed. Remember to include any assessment costs in your requested funds.
<b>Total Points</b> <b>15</b>	<b>Requested Funds</b> Instructions: Provide a breakout by faculty paid time, supplies & materials, other expenses. Requested amount must be specific and include all expenses related to the proposal, including costs related to assessment and project summary.
<b>Total Points</b> <b>5</b>	<b>Dissemination</b> Please explain how the outcomes of the project will be shared with departments, divisions, or the campus community. A final report that briefly documents the project, its results and the outcomes is required by the end of the academic term as part of the funding.



It is our commitment to provide the best opportunities for our students to succeed academically, to persist from term to term, to complete their transfer-level Math and English, and to reach successful completion of their goals in a timely manner.

This vision strongly supports EVC Student Equity goals and will provide this much-needed support to students that are disproportionately impacted educationally.

- FYE

# Funded Proposals- First Year Experience

**Project Leads:** Sarai Minajres and Brandon Yanari

**Proposal Score:** 95.71

**Disproportionately Impacted Group:** Latinx Students

## **Metric Addressing:**

- Persistence First Primary to Second Primary Term
- Completion of Transfer-Level Math and English in First-Year

**Portion of Proposal Funded:** all with the exclusion of \$15,000 in textbook support, which will be funded through the campus basic needs allocation

**Funded Activities:** FYE Peer Mentor, Event Supply/Material, Math/English Support Material, and Assessment costs for improving survey numbers.

**Funding Amount:** **\$15,175**

## **Project Rationale**

First Year Experience (FYE) Program is a specially designed program to provide extra services and resources specifically tailored to first-time college freshmen, emphasizing serving first-generation, economically disadvantaged students at Evergreen Valley College. The first FYE cohort demographics reflect EVC's population with the largest population being 55% Hispanic/Latino, 23% Asian, and 9% Filipino making up the largest ethnic groups. There is a 2 to 1 ratio of females to males with the female demographic at 70% and the male demographic at 30%.

Academic counseling and priority registration support are provided to support semester-to-semester persistence, especially in the first year, and academic goal completion. In year one, 97% of FYE students met with a counselor at least once, and 87% were satisfied with an academic counselor at least twice in a school year. A priority registration support week is hosted every semester to provide one-on-one registration assistance to ensure a student persists. 90% of FYE students enrolled within Fall 2022 had registered for Spring 2023- demonstrating the important role FYE plays in addressing the Student Equity metric of Persistence.



# Funded Proposal- Library Course Reserves Collection

**Project Lead:** Lorena Mata

**Proposal Score:** 86.43

**Disproportionately Impacted Group:** Economically Disadvantaged Students

**Metric Addressing:**  
Completion

**A portion of the Proposal was Funded:** The entire funding request

**Funded Activities:** Amazon Fire Tables, print textbooks, e-textbooks

**Funding Amount:** \$5,000



Total checkouts of textbooks purchased with Student Equity Funding since Fall 2016:

17,429 checkouts

Based on the data, the Student Equity Funding we received over five years ago has positively impacted hundreds of students by providing free access to textbooks in support of course and degree completion.

- Library

## Project Rationale

Compared to the last academic year, course reserves usage statistics show a 20% increase in course reserves checkouts. The purpose of this project is to expand our collection of print and electronic textbooks located in the library course reserves collection. Making course textbooks freely available to EVC students supports the Student Equity Plan's goals of course, degree and certificate completion by providing textbooks to economically disadvantaged students. Expanding the library's course reserves collection will enable students, who may not otherwise be able to access their required textbooks because of financial barriers, to complete their homework and readings to prepare for classes.

The library will focus on purchasing high-cost textbooks to alleviate the financial burden of students who are economically disadvantaged. In addition, the library will purchase additional tablets that allow students access to e-text books for the entire semester.





# Funded Proposals- Historically Black College/University (HBCU) Tour

**Project Lead:** Claudia Barbosa

**Proposal Score:** 85

**Disproportionately Impacted Group:**  
Economically Disadvantaged Students

**Metric Addressing:**  
Transfer to a 4-Year Institution

**A portion of Proposal Funded:** HBCU Student Tour only

**Funded Activities:** attendance fee (which includes airfare and hotel cost) for ten (10) students and two (2) chaperones

**Funding Amount:** **\$24,850**



The qualitative data points include the actual impact that HBCU tours have had on economically disadvantaged students who participated in the tour, such as one student who stated "he was instantly connected to Hampton and Norfolk University. He stated that as an African student when he got off the tour bus and saw his county's flag (Ethiopia) standing amongst other African flags he knew he was home and in a place that accepted not only his growth but his country to grow and progress here".

-Dean Calderon

## Project Rationale

As an academic program at Evergreen Valley College, Umoja-AFFIRM is designed to increase the retention, matriculation, and transfer of African American students. The Umoja-AFFIRM program will work with key partners externally and internally in order to broaden the HBCU Tour into a full-fledged program that supports the transfer of economically disadvantaged students.

The HBCU Transfer Student Program will include opportunities to receive assistance in completing applications (to HBCUs that best fit their majors), to help develop and highlight their skills for transfer, to participate in our HBCU Day on the Green, and to provide them with an opportunity to meet and greet with HBCU alumni for opportunities for mentorship.

Through this program, students will themselves in a four-year university that supports historically marginalized populations. Our transfer agreement with HBCUs provides economically disadvantaged students the opportunity to attend HBCUs with the additional financial support that they provide.





# Funded Proposal- MSE Student Symposium

**Project Leads:** Darcy Ernst

**Proposal Score:** 81.86

**Disproportionately Impacted Group:** Economically Disadvantaged Students

**Metrics Addressing:**

- Completion
- Transfer to a -Year Institution

**Portion of Proposal Funded:** all funded, with the exception of funding request for food, which will be paid out of the campus basic needs allocation

**Funded Activities:** poster printing, purchase of name tag lanyards for presenters

**Funding Amount:** **\$2,975**



This project will allow students to complete a research project in their class and then disseminate this information as a poster presentation. By hosting an authentic professional research and presentation experience, economically disadvantaged students will have access to real world skills which will boost equity in success at EVC and beyond

- MSE Division

## Project Rationale

The MSE Division is composed of math, science, and engineering departments. Students within these divisions, who are pursuing degrees and careers in STEM, need authentic learning experiences, research experiences, and opportunities to communicate their work to the public. Research experiences and internships for undergraduates in the sciences are often unfunded, leaving only the economically privileged with the ability to participate in these experiences, which can influence post-graduation job attainment or determine whether a student gets into a graduate or professional degree program.

This project will allow students to complete a research project in their class and then disseminate this information as a poster presentation. This project brings together research skills, group work, scientific communication, and dissemination skills; all major skills needed for professional scientists. Access to opportunities to develop these skills, has been shown to improve retention and success for historically minoritized groups and economically disadvantaged students.



# Funded Proposal- Virtual Author Series

**Project Lead:** Judith Girardi

**Proposal Scores:** 81.57

**Disproportionately Impacted Group:** Black/African American Students

**Metric Addressing:**  
Enrollment

**Portion of Proposal Funded:** entire proposal

**Funded Activities:** annual subscription fee for author talks and access to back catalog of speaker recordings

**Funding Amount:** \$2,000



Our series will also help support faculty, encouraging them to 'seek out linkages between their discipline and social issues and issues related to identity, and to make space at the beginning or end of each class for key events in the news about race or racism' (Compton National Assessment of Collegiate College Campuses p.8). Giving Faculty more resources to strengthen the message of inclusion on a campus-wide level brings us closer to our Equity-Focused Enrollment goals.

-Library Department

## Project Rationale

In 2021, EVC's campus climate survey found that only 36% of Black/African American students agreed that they felt like they belong at EVC. Student focus groups were conducted to understand the EVC Black Student Experience. Identified friction points included the lack of courses related to the Black experience and the lack of activities promoting Black culture and achievement outside of Black History Month.

This project seeks to promote a highly visible, and inclusive campus-wide virtual author talk series. The virtual author series will present Black authors who have excelled in their field, from physicians to chefs to sociologists interested in changing the system. Students will have the ability to chat directly with an author about his or her path to success. This will allow students to envision their future path and how, by successfully enrolling at EVC, we can assist them in their journey and in reaching their goals.

By showcasing an interactive series, EVC will demonstrate its commitment to inclusion for Black students applying and enrolling at EVC.



**For more information please contact:**

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2023-2024 Student Equity Committee Members:

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Sylvia Anderson  
Ebonnie Berry  
Leticia Burke  
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Emon Graves  
Raniyah Johnson  
Bianca Lopez  
Baljit Nagi  
Jemima Olufade  
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