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Application Summary

Competition Details

Competition Title: MSFT Applications for 2020-2021

Category: Internal Funding

Award Cycle: 2020-2021

Submission Deadline: 4/10/2020 3:00 PM

Application Information

Submitted By: Marie Francois

Application ID: 291

Application Title: Embedded Peer Mentors in UNIV Experience Courses

Date Submitted: 3/1/2020 11:58 PM

Personal Details

Applicant First Name: Marie

Applicant Last Name: Francois

Applicant Department: Undergraduate Studies

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Who is the Staff Support for Project/Activity?: Angie Stamos

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Application Details

Proposal Title

Embedded Peer Mentors in UNIV Experience Courses

Brief Project Description

The **University Experience Program Embedded Peer Mentors** serve students in UNIV 198, UNIV 150, as well as UNIV 250 and UNIV 350, General Education Critical Thinking seminars. This request is for 15 mentors across three programs: First Year Experience, Second Year Experience, and Transfer Year Experience. Part of the Peer Education and Equity Program (PEEP), EPM funding began on HSI grants. First year mentors came off of Project ISLAS with one-time money since 1016 (AY 19-20 funding through a Strategic Initiative project); grant funding for the SURF LLC mentor, Second Year Experience mentors, and Transfer Year Experience mentors ends in Spring 2020.

EPMs get two weeks of training (May and August) on academic coaching and social integration strategies; large and small group facilitation; active learning strategies; and cultural competency. They continue training throughout the year in a weekly meeting with campus partners (i.e., Advising; CAPS; DASS; LRC; Centers) for resources for referring their students.

EPMs attend the UNIV class once a week, where they run a student success activity/intervention for 20-30 minutes, and then meet with groups of 5-6 UNIV students in Dolphin Interest Groups (DIGs) outside of class for an hour (each group every other week). They hold regular "student hours" to consult with mentees one-on-one. They collaborate with UNIV faculty partners on student success, and confer on students of concern. And they work in teams on instructionally-related student support projects.

EPMs provide support services for students in mission-aligned Learning Communities (LCs) and Living Learning Communities (LLCs). Historically-Underrepresented Groups (HUGs), low-income, and first-generation students are over-represented in LC and LLC enrollments. Dr. Leslie Abell's recent "Quantitative Assessment of CSU Channel Islands' Learning Communities" uses propensity score-matching analysis (to address selection bias) of 1,364 FTFT who participated in LC/LLCs from 2011-1018. Dr. Abell found that participating in a learning community is significantly associated with:

- Higher GPAs (both CI and total GPAs at end of first term and end of first year)
- More total units attempted in first year
- A higher probability of being retained to spring of first year and fall of second year
- Fewer DFWIs in first term
- A lower probability of being in bad academic standing at end of first term and end of first year

EPMs in the LC/LLC courses (UNIV 150 and 198) as well as those in UNIV 250 and UNIV 350 develop culturally-relevant professional competencies that promote equity through the academic success, social integration, and self-efficacy of their mentees. The DSA Dashboard for the fall 2018 cohort shows that Historically Underrepresented students who take courses with EPMs have better 1YR retention than those who do not. Keeping students in school is vital to improving graduation rates and eliminating the equity gap. Freshman and sophomores with EPMs also have higher GPAs than those without EPMs.

Semester	EPM-supported Course	Target	N with EPM	N w/o EPM	1 YR Retention	GPA
Fall 2018	U 150	Frosh	211; 140 HUGs*		82%; 84%*	2.92; 2.91*
Fall 2018	None	Frosh		1212; 778 HUGs*	75%; 76%*	2.64; 2.58*
Fall 2018	U 250	Fr/Soph	55; 39 HUGs*		85%; 87%*	2.95; 2.91*
Fall 2018	None	Fr/Soph		2087; 1308 HUGs*	80%; 81%*	2.78; 2.72*
Fall 2018	U 349	Transfer	108; 60 HUGs*		92%; 93%*	2.96; 2.78*
Fall 2018	None	Transfer		1037; 525 HUGs*	85%; 85%*	3.05; 2.96*

Mentees also assess the impact of EPMs. In the DIG Survey in UNIV 150, 198, 250 and 350 sections for Fall 2019, students ranked "learning about time management," "learning about academic support services such as the Library, University Writing Center, disability services, and tutoring," "getting extra help with my assignments," and "learning about Academic Advising and making an appointment" as the most helpful elements of DIG sessions with their EPM. The following questions from the survey indicate the effectiveness of the program.

Questions from Fall 2019 DIG Survey	Strongly Agree/Agree	Strongly Disagree/	N/A
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		Disagree	
My Embedded Peer Mentored helped me feel like I belong at CI.	128	17	0
Overall, DIGs made a relevant contribution to my transition at CI.	125	19	1
In DIGs, I made connections to my peers that I would not have made otherwise.	121	22	2
DIGs provided me with an academic support group.	115	27	3
I was able to effectively use Embedded Peer Mentor feedback to increase my academic success at CI.	129	24	2

Funding for embedded peer mentors supports multiple Strategic Initiatives (1.6, 1.7, 2.1, 2.2, and 3.6). This effective program was developed through substantial federal investment through the HSI program, and is an example of “big bang for the bucks” high-impact programming that will supports student success and advances GI 2025 goals.

Amount of MSFT Funding Requested

115,126

Project/Activity Budget Detail

The budget request of **\$115,126** is for 9 University Experience Associates (UEAs, in UNIV 150) and one Research Ambassador (RA, in UNIV 198) to support Learning Communities and Living-Learning Communities; 2 University Navigators (UNs) to support students in UNIV 250 Second Year Seminar, with a focus on service-learning and major and career exploration; and 3 Transfer Year Associates (TEAs) to support first semester transfer students in UNIV 350 (B/C/D) Transfer Year Seminars, for a total of 15 embedded peer mentors. UEAs support LC/LLC students throughout the year. UNs and TEAs have new students each semester (while still supporting past students). EPMS are embedded in EPMS are instructional student assistants, Unit 11 employees, and earn \$14 an hour (\$14.50 in January). EPMS work 15 hours a week, with 2 veteran UEAs and 1 UN and 1 TEA working 20 hours a week (supporting two UNIV sections/semester). Hiring takes place in April, with one week of training in late May and a second week in August before the semester starts.

Breakdown by team:

- University Experience Associates supporting students in First Year Seminars and Learning Communities, \$76,950;
- University Navigators supporting students in Second Year Seminars, \$16,673;
- Transfer Experience Associates supporting students in Transfer Year Seminars, \$20,503.
- Supplies for training and facilitation, \$1,000

Will you receive funds from any other source(s)?

No

Other Funding Sources

There are no dedicated funding sources for EPMS; each was started on HSI grants. The First Year Experience mentors were originally funded on Project ISLAS, then on one time-money from various sources since 2016 (in AY19-20 funded by Strategic Initiatives). The Second Year Experience mentors have been funded by Project OLAS, and the Transfer Year Experience mentors have been funded by Project ALAS. HSI funding has ended.

Has this project or activity previously received MSFT funding?

No

Acknowledgment

Fiscal Management

Project applicant/sponsor's unit or department may be responsible for incurred over and above what is funded through the MSFT. If support is requested for costs beyond initial award, or for use on activities or materials not included in approved proposals, the project sponsor must seek approval from the MSFT committee. The project applicant/sponsor will be responsible for managing purchases, transfers of funds, and all transactions related to approved projects

Please review MSFT webpage for information about the fund and its objectives before submitting your application.

**CSU Channel Islands
MSFT Proposed Budget
2020-2021**

Please layout in detail when various components of your plan will be complete in order to achieve key milestones. This information will be use to forecast the spending of MSFT within the fiscal year.
PS: all purchases/services need to be received and billed to CI before June 30th to account for the current fiscal year.

SAMPLE

Project or Acitivity Title

**Total Requested
\$\$**

Chemistry Laboratory Instrumataion Refresh

\$452,000

MSFT Planning Budget Calendar 2020-2021

Items or services requested to be funded	July 2020 -Period 1	August 2020-Period 2	September 2020 -Period 3	October 2020 -Period 4	November 2020 -Period 5	December 2020 -Period 6	January 2021 -Period 7	February 2021 -Period 8	March 2021 -Period 9	April 2021 -Period 10	May 2021 -Period 11	June 2021-Period 12	Grand Total
Purchase of UPS Power Conditioner				\$ 9,000.00									\$ 9,000.00
Purchase Glove Box			\$ 42,000.00										\$ 42,000.00
Purchase of Spectrohometer						\$ 156,000.00							\$ 156,000.00
Purchase of Fluorimeter							\$ 39,000.00						\$ 39,000.00
Purchase of Analytical Ultracentrifuge			\$ 198,000.00										\$ 198,000.00
Lab. Student assistant hours to set up equip.								\$ 2,000.00	###	\$ 2,000.00	###		\$ 8,000.00
Total	\$ -	\$ -	\$ 240,000.00	\$ 9,000.00	\$ -	\$ 156,000.00	\$ 39,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ -	\$ 452,000.00

CSU Channel Islands
MSFT Proposed Budget
2020-2021

Project or Activity Title

114,126

Please layout in detail when various components of your plan will be complete in order to achieve key milestones. This information will be used to forecast the spending of MSFT within the fiscal year.
 PS: all purchases/services need to be received and billed to CI before June 30th to account for the current fiscal year.

Univeristy Experience Embedded Peer Mentors

*formulas will calculate totals

MSFT Planning Budget Calendar 2020-2021

Items or services requested to be funded	July 2020 -Period 1	August 2020-Period 2	September 2020 -Period 3	October 2020 -Period 4	November 2020 -Period 5	December 2020 -Period 6	January 2021 -Period 7	February 2021 -Period 8	March 2021 -Period 9	April 2021 -Period 10	May 2021 -Period 11	June 2021-Period 12	Grand Total
UEA Training		\$ 4,200.00									\$ 4,350.00		\$ 8,550.00
UN Training		\$ 840.00									\$ 870.00		\$ 1,710.00
TEA Training		\$ 1,260.00									\$ 1,305.00		\$ 2,565.00
UEA Salaries			\$ 8,960.00	###	\$ 8,960.00	\$ 6,720.00		\$ 9,232.00	###	\$ 9,232.00	\$ 6,960.00		\$ 68,256.00
UN Salaries			\$ 1,960.00	###	\$ 1,960.00	\$ 1,470.00		\$ 2,025.00	###	\$ 2,025.00	\$ 1,522.50		\$ 14,947.50
TEA Salaries			\$ 2,800.00	###	\$ 2,800.00	\$ 2,100.00		\$ 2,025.00	###	\$ 2,025.00	\$ 1,522.50		\$ 18,097.50
Training and facilitation supplies		\$ 1,000.00											\$ 1,000.00
insert your items or service here													\$ -
insert your items or service here													\$ -
* you can add lines to your budget by inserting lines here													\$ -
Total	\$ -	\$ 7,300.00	\$ 13,720.00	\$ 13,720.00	\$ 13,720.00	\$ 10,290.00	\$ -	\$ 13,282.00	\$ 13,282.00	\$ 13,282.00	\$ 16,530.00	\$ -	\$ 115,126.00