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# Application Summary

## Competition Details

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**Competition Title:** MSFT Applications for 2021-2022

**Category:** Internal Funding

**Award Cycle:** 2021-2022

**Submission Deadline:** 03/16/2021 10:00 AM

## Application Information

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**Submitted By:** Marie Francois

**Application ID:** 856

**Application Title:** UNIV Embedded Peer Mentor Program

**Date Submitted:** 03/15/2021 3:58 PM

## Personal Details

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**Applicant First Name:** Marie

**Applicant Last Name:** Francois

**Applicant Department:** Undergraduate Studies

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## Application Details

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### Proposal Title

UNIV Embedded Peer Mentor Program

### Brief Project Description

Housed in Undergraduate Studies, the **University Experience Embedded Peer Mentors (EPMs)** serve students in UNIV classes. Traditionally, they have served UNIV 150, 198, 250 and 350. This COVID year 20-21 we added embedded peer mentor support in UNIV 100, 105, and 300 as well (with no additions to the team), to better support campus retention efforts. This request is for 19 mentors for AY 21-22. Part of the Peer Education and Equity Program (PEEP), EPM funding began on HSI grants; grant support for EPMs has ended. As shown in data below, EPMs promote student success through better retention rates and GPAs for the students they mentor.

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 deliver a student success activity/intervention for 20-30minutes, 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 2019 "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. As shown below, the DSA Dashboard for the fall 2019 and 2020 cohorts shows that all students, and even more so Historically Underrepresented students, who take courses with EPMs have better 1YR retention and higher GPAs than those who do not (the exception to these better outcomes in the data for the last two years is for sophomores in UNIV 250 Fall 2020 – the UNIV 250s in Fall 2020 had almost as many third semester freshman as sophomores, not represented in the data; another factor relevant to this cohort is the fact that 1st and 2nd year students on academic probation are advised to take UNIV 250). Keeping students in school is vital to improving graduation rates and eliminating the equity gap. The academic coaching by EPMs puts mentees on stronger academic footing.

Cohort	EPM-supported Course	Target	N with EPM	N w/o EPM	N All Transfers	1 YR Retention	CSUCI GPA
Fall 2019	UNIV 150	Freshmen	146;108 HUGs*			96.6%; 95.4%*	2.93; 2.90*
Fall 2019	No U150	Freshmen		1,086;671 HUGs*		91.3; 91.1%*	2.62; 2.56*
Fall 2020	UNIV 150	Freshmen	162; 116 HUGs*			91.4%; 91.4%*	2.95; 2.83
Fall 2020	No U150	Freshmen		745; 492 HUGs *		85.8; 85.6%*	2.72; 2.69
Fall 2019	UNIV 250	Sophomores	33; 22 HUGs*			97.0%; 95.5%*	3.26; 3.14*
Fall 2019	No U250	Sophomores		729; 470 HUGs*		95.7%; 96.4%*	2.97; 2.9*

Fall 2020	UNIV 250	Sophomores	18; 12 HUGs*			83.3; 83.3%*	2.73; 2.87*
Fall 2020	No U250	Sophomores		798; 505 HUGs*		91.6; 92.5%	3.05; 3.03*
Fall 2019	UNIV 350	New Transfer	113;70 HUGs*			98.6%; 97.2%*	3.12; 3.16*
Fall 2019	All Transfers	New Transfer			1224; 661 HUGs*	94.7%; 95.0%*	3.05; 3.00*
Fall 2020	UNIV 350	New Transfer	67; 33 HUGs*			98.4%; 100%	3.35; 3.37*
Fall 2020	All Transfers	New Transfer			1195; 653 HUGs*	91.6%; 92.3%	3.09; 3.03*

Mentees also assess the impact of EPMs. In the Fall 2020 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 2020 DIG Survey	Strongly Agree/Agree	Strongly Disagree/Disagree
My Embedded Peer Mentored helped me feel like I belong at CI.	81	2
Overall, DIGs made a relevant contribution to my transition at CI.	83	6
In DIGs, I made connections to my peers that I would not have made otherwise	71	11
DIGs provided me with an academic support group.	64	9
I was able to effectively use Embedded Peer Mentor feedback to increase my academic success at CI.	73	6

Funding for embedded peer mentors supports multiple Strategic Initiatives (1.6, 1.7, 2.1, 2.2, and 3.6) and GI 2025 goals, including eliminating the equity gap. 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. Institutionalizing funding for EPMs is an investment in student success.

**Amount of MSFT Funding Requested**

138,212.5

**Project/Activity Budget Detail**

The budget request of \$138,212.50 is for 12 University Experience Associates (UEAs, in UNIV 150) and one Research Ambassador (RA, in UNIV 198) to support 13 Learning Communities and Living-Learning Communities, as well as students in UNIV 100 and 105; 2 University Navigators (UNs) to support students in 3 UNIV 250 Second Year Seminars, with a focus on service-learning and major and career exploration; and 4 Transfer Year Associates (TEAs) to support first semester transfer students in UNIV 350 (B/C/D) Transfer Year Seminars, for a total of 19 embedded peer mentors. UEAs support LC/LLC students throughout the year, and UNIV 100 and 105 students. UNs and TEAs have new students each semester (while still supporting past students), and TEAs also support students in UNIV 300.

EPMs are instructional student assistants, Unit 11 employees, and earn \$15 an hour (\$15.50 in January). Most EPMs work 15-16 hours a week, with 1 veteran UEA and 1 veteran UN working 20 hours a week (supporting two UNIV sections in fall semester). Hiring takes place in April, with one week of training in late May and a second week in August before the semester starts. In total, EPMs will provide services to approximately 600-650 students across the year (with lower caps in classes in the Fall due to social distancing needs, but planned "regular" caps in the Spring).

#### Breakdown by team:

- University Experience Associates supporting students in First Year Seminars and Learning Communities, and UNIV 100/105, \$81,300;
- University Navigators supporting students in Second Year Seminars, \$14,850;
- Transfer Experience Associates supporting students in Transfer Year Seminars, \$23,962.
- Supplies for training and facilitation, \$1,000

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 (inAY19-20 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 ISLAS and then ALAS. HSI funding has ended.

#### **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 (inAY19-20 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 ISLAS and then ALAS. HSI funding has ended.

#### **Has this project or activity previously received MSFT funding?**

Yes

### **Acknowledgment**

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#### **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
<b>Total</b>	\$ -	\$ -	\$ 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**

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.

**Project or Activity Title**

**Total Requested  
 \$\$**

Enter the title here

total amount

\*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		\$ 5,850.00									###		\$ 11,700.00
UN Training		\$ 900.00									###		\$ 1,800.00
TEA Training		\$ 1,800.00									###		\$ 3,600.00
UEA Salaries			\$ 11,760.00	###	\$ 11,760.00	\$ 8,820.00		\$ 9,920.00	###	\$ 9,920.00	\$ 7,440.00		\$ 81,300.00
UN Salaries			\$ 2,100.00	###	\$ 2,100.00	\$ 1,575.00		\$ 1,860.00	###	\$ 1,860.00	\$ 1,395.00		\$ 14,850.00
TEA Salaries			\$ 3,600.00	###	\$ 3,600.00	\$ 2,700.00		\$ 2,790.00	###	\$ 2,790.00	\$ 2,092.50		\$ 23,962.50
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													\$ -
<b>Total</b>	\$ -	\$ 9,550.00	\$ 17,460.00	\$ 17,460.00	\$ 17,460.00	\$ 13,095.00	\$ -	\$ 14,570.00	\$ 14,570.00	\$ 14,570.00	\$ 19,477.50	\$ -	\$ 138,212.50