Materials, Services, Facilities and Technology Fee
Fiscal Year 2016-2017 Budget Request Form*

DUE: Friday, January 15, 2016 @ 5:00 P.M.
Please return completed requests via email to gina.matibag@csuci.edu

If you have questions about this form, please contact Gina Matibag at (805) 437-3320
For additional information please consult the MSFT web page.

Project or Activity Title: Undergraduate Technology and Writing Assistant; Service Learning Coordinator

Name of organization requesting funds: ESRM Date: 1/12/2016

Requestor: **Kiki Patsch**; Clare Steele; Linda O'Hirok Phone Number: (805)437-2696
E-mail:kiki.patsch@csuci.edu

Amount of MSFT Funding Requested: $9,540

Date Funding needed by: As soon as funds become available; preferably at the start of the 2016-2017 Academic year

Will you receive funds from any other source(s)? YES (NO)
If yes, please detail amount requesting from other source(s) as well as your total request for fiscal year 2015-2016 (including request from MSFT).

Has this project or activity previously received MSFT funding? NO
If yes, please attach copy of report

1. **Brief Project Description.**

We are requesting funding for an undergraduate, upper-class ESRM student to serve as a technology and writing assistant/tutor and service learning coordinator for the Environmental Science and Resource Management Program. The student's primary focus will be on our multiple sections of *ESRM 100: Introduction to Environmental Science* but will benefit the ESRM Program as a whole. Responsibilities within the courses will be one-on-one material tutoring, writing assistance, and service coordinator/liaison between ESRM 100 students, ESRM capstone students, and outside community organizations that would like to use CI volunteers (e.g. National Park Service, Surfrider, and Mountains Restoration Trust). In addition, the student will develop a robust and informative ESRM

Program website using CI Keys with links to course information, webinars, program activities (e.g. Career Day, conferences, seminars, and public meetings) and our service to the community. During employment, we would like the technology assistant to aid students in developing videos of their service experiences to incorporate into our ESRM website. The assistant will also be responsible for organizing workshops on topics such as but not limited to literature searches, scientific writing, formatting references, avoiding plagiarism, using different modules to create presentations, effectively incorporating technology into the classroom, and review of challenging course material.

MSFT funds will be used to pay the salary of the student worker during the 2016-2017 academic year. This student will directly benefit ESRM 100 students enrolled in the classes as well as future ESRM students, capstone students, those interested in pursuing an environmental science related career, and those interested in volunteering for local environmental organizations regardless of their major. With the development of the website, tutorial videos and workshops (which will be videotaped), the benefits of this work will enhance the learning and community involvement of all ESRM students in the future. With an effective liaison, our relationships with community partners will be formalized and expanded to grow the service opportunities we can offer our students. As a result, our students will be more involved in the environmental community, both through formal initiatives and informal practices, and may find internship and employment opportunities. This will provide mutually beneficial and long-term partnerships between ESRM and community partners.

The introduction of an upper-division student into an introductory level class as a tutor and liaison between the students, professors, and community partners allows for better communication, more relatable assistance, peer mentoring, and more one-on-one interactions, all considered high-impact practices. It encourages our community partners to use our students as volunteers and helps guide new students through the often overwhelming service requirements associated with ESRM 100. The student worker can relate to the new ESRM students and understands the responsibilities of being a CI student and an ESRM major. The students in the classroom will gain confidence in the material covered, improve their comfort level with technology, presentations, and scientific writing, and understand the importance of community service learning. The student worker will also coordinate with ESRM Capstone students to organize brief presentations to the ESRM 100 classes to inform the students about the types of research projects senior ESRM students undertake to complete their Capstone requirement. If appropriate, ESRM 100 students will be invited to participate in Capstone field research to better understand environmental science through first hand investigative field experiences. This enables our upper-division ESRM students to take on mentorship roles for those students who are considering a major or minor in ESRM thus providing continuity and a stable support base while at CSUCI. Benefits to CI students as well as community partners will continue beyond the ESRM 100 courses with the durable content available on the newly created ESRM website.

This student will be working 20 hours per week, 15 weeks per semester, for two semesters. Work will be complete in accordance with the academic calendar.

2. **Project/Activity Budget.**

Undergraduate CI Student employment:
30 weeks (15 weeks per semester Fall 16; Spring 17)
20 hours / week
$14.65/ hour (Skill level 3)
Total Salary: $8,790

Paper, Photocopying and Supplies: $750
Pre- and post-assessments, advertisement of service opportunities, handouts for workshops etc.
Total Budget: $9,540

The Center for Community Engagement will provide office space for the ESRM student assistant to meet with students and prepare videos.

3. **Project Assessment.**

The effectiveness of the project will be assessed by the implementation of pre- and post-participation surveys given to undergraduates enrolled in ESRM 100 that will assess skills gained in writing, critical thinking, technical abilities and community engagement.

Feedback from enrolled students to evaluate the effectiveness of the support and tools provided by the student worker will be sought via surveys administered to the students at the end of the semester. These evaluations will be compiled and reviewed by the student worker and professors teaching ESRM 100. The professors involved will also conduct an evaluation of the student worker and provide personal feedback to them on the work done for the semester. Students enrolled in ESRM 100 will be informed that their student fees are used to contribute to the implementation of high-impact practices that contribute to overall student success. These high-impact practices include engaging students with service-learning, hands-on educational opportunities, critical inquiry, frequent writing, information literacy, and skills that develop students' intellectual and practical abilities.

This project endeavors to encourage early-career engagement in STEM by providing tools and support that will improve accessibility, retention and academic success for students enrolled in a lower division Environmental Science course. The project seeks to optimize service learning and hands-on educational opportunities relevant to Environmental Science because experientially based field study engages students in direct knowledge of environmental issues. The student worker will coordinate with enrolled students to encourage participation in on-campus events, activities and service learning with relevance to sustainability (e.g. Long Grade Creek restoration, Earth Day events).

The student worker will be able to assist the students in better understanding the scientific approach to sustainability. Additionally, communication and written skills will be improved through the use of a tutor, which will allow the students to have a more impactful voice in the conversation of sustainability.

Establishment of goals for the following year will be based upon our analysis of the overall project and objectives and identifying what worked and what needed improvement.

4. **Sources of Project Support.**
This is the first time this project is being conducted and thus there are no other funding sources for this project at this time and MSFT is the only source of support**.**