

# Advancing Equity Project

Graduation Initiative 2025



## Year-End Report and Recommendations

June 3, 2022

### PROJECT SUMMARY

The Advancing Equity Project (AEP) launched in May 2021 with an ambitious action-oriented plan to reduce Chico State's graduation equity gaps. Following thorough [analysis of campus data](#) provided by Institutional Research, the plan focused on first-year student success as the area of highest potential impact. The Advancing Equity Plan was enacted by the full Graduation Initiative Advisory Team along with additional campus personnel who were recruited to serve based on their areas of campus activity and expertise. In all, seven Action Teams and four Inquiry Teams included 68 faculty and staff representing four divisions. A full list of team rosters can be found on the [GI Advisory Team website](#).

Team leads convened their groups and met regularly to enact their specific charges and complete deliverables. AEP Co-Chairs met regularly with team leads, and the full group met monthly for updates and collaboration. Weekly meetings of the Co-Chairs, Provost Larson, Vice Provost Grassian, and Interim Vice President of Student Affairs Tom Rios were vital to sustaining momentum and resolving emergent challenges.

In November 2021, the CSU Chancellor's Office released its own [GI 2025 Equity Goals Priorities](#) that included specific charges and targeted one-time funding for campus enactment. These priorities align quite well with the Advancing Equity Plan but added complexity and volume to the work. Relevant team members joined in regular meetings with Chancellor's Office leads for each priority throughout the winter and spring of 2021-2022 along with the AEP Co-Chairs. The prior formation of the Advancing Equity Plan and teams afforded us a critical running start on these priorities.

The report that follows provides a summary of the AEP teams' findings, major accomplishments and expenses to date, a budget overview, and 15 recommendations for the focus and structure of this work in AY 2022-2023. Full implementation of these recommendations would entail significant financial investments. Unspent one-time GI 2025 funds from 2021-2022 will support much of this work, but some long-term investment will be needed to sustain proposed innovations.

The AEP is by no means exhaustive of campus efforts to improve equitable outcomes for our students. We acknowledge the enormous accomplishments of the expanded [Basic Needs Project](#), the work of the Offices of Diversity and Inclusion and Academic Personnel to diversify our faculty and staff, and the tireless and often invisible work of student support programs and affinity groups that provide spaces of welcome and affirmation for our Latinx, African-American, Native American, Asian/Pacific Islander, low-income, and first-generation college students. We're grateful for these longstanding and dedicated campus partners and look forward to increased collaboration with them.

## HIGHLIGHTED FINDINGS

All Action and Inquiry Teams were charged with using campus data and published research on student success and equity to understand their areas of focus and identify best practices. Where needed, teams also conducted surveys and focus groups of students and campus and CSU system professionals. Our recommendations (beginning on page 6) are based on the following major findings.

### Area I Findings: First Year Grades and Equity Gaps

1. There is a high level of **multi-section variability in course pass rates and equity gaps**. In the same first-year course, DFW grades (D, F or Withdrawal) can vary from less than 5% of all grades to over 40% of all grades depending on the instructor, and the DFW equity gap between URM (underrepresented minority—Hispanic, Black, Native American) students and non-URM (White and Asian) can vary from zero to URM students being 50% more likely to get a DFW grade than non-URM students. (This variability predates the pandemic and has remained throughout.)
2. **Small class size** is generally correlated at Chico State with higher pass rates in lower division courses (and high enrollment courses are concentrated in the lower division). Courses with the highest enrollment (over 200) have twice the DFW rate of the smallest classes (fewer than 11 enrolled). The negative effect of large classes is highest for URM females. There are strong subject matter effects on DFW rates, with Math classes having an outsize impact. (These effects predate the pandemic and have remained throughout.) National research supports the benefits of smaller class size on instructor-student interaction and instructor ability to monitor progress and provide meaningful feedback ([Cuseo 2007](#), [Kokkelenberg et al 2006](#), [Chapman and Ludlow 2010](#))
3. **Social belonging in the classroom** has a significant impact on URM students' course outcomes. ([Columbia Guide for Inclusive Teaching](#), 2017; [Hausmann et al, 2007](#).)
4. The **courses that have the highest negative impact on first-year student success and equity gaps** are POLS 155, HIST 130, CMST 132, MATH 105, PHIL 102 and CHEM 111. See Recommendation 1 below.

### Area II Findings: First-Year Navigation and Engagement

1. Gaps exist in student and **family engagement and onboarding** in the period between Chico Preview and Welcome Week. Early engagement and onboarding events are delivered by different campus units with minimal to non-existent alignment. Family communication campaigns are needed on topics including demystifying and translating university systems (in multiple languages), mental health services, and financial literacy.
2. Gaps exist in campus-wide **professional development, training, and support of peer mentoring programs**. This Finding arose from focus groups and meetings with professional staff coordinating existing programs as well as peer leaders working within the programs.
3. Key middle-level managers **unevenly employ equity-centered models**, as the result of lack of proactive embrace of campus priorities or simply a lack of information. More support is needed to help units/departments enact activities and changes in business practices endorsed by the AEP.

## BUDGET OVERVIEW

The project was allocated \$1,355,000 in one-time GI 2025 funding out of the \$1,625,000 total initial one-time campus allocation (see Appendix 1 for details on campus use of these funds). Additional one-time funds were subsequently provided to campus by the Chancellor's Office to support CSU Equity Priority 2, Summer/Winter Session Enrollment (\$425,000). The latter allocation is entirely funding [Chico's 2022 Summer Boost program](#) (see Instructional Investment 3 below).

Funds were allocated to the AEP with the understanding that they would be used over the course of 2021-2022 and 2022-2023. To date, the project has expensed approximately 26% of the initial \$1,355,000 allocation. The majority of the work this year has involved research, analysis, consultation, and planning, thus incurring limited actual expenditure. The challenge of personnel capacity also limited the project's ability to enact all the worthy ideas initially slated for funding.

Expenses to date, as shown below under accomplishments,<sup>1</sup> include reduction and waivers of various student fees; class size reduction and embedded learning support; equity-related faculty and staff professional development; campus engagement events; and modest compensation to honor the additional work of key faculty, staff, and managers who took on lead roles for Action and Inquiry Teams. (See Appendix 2 for a detailed account of AEP budget, expenses, and balances.)

The project has also been supported by \$60,000 allocated to UED in GI 2025 base funding (out of the total \$3,593,000 allocated to the campus). These funds supported the hiring in UED of an ASC at .75 time-base and a 30% buyout of an Admin II manager of external resources and special initiatives.

## MAJOR ACCOMPLISHMENTS & EXPENSES

The Action Teams were encouraged to have an action orientation; that is, to *enact* equity-oriented improvements to campus activities wherever possible, even while pursuing additional understanding of challenges and potential innovations.

Accomplishments in the 2021-22 year include:

### Instructional investments

1. Departments with courses identified as having high equity gaps and low pass rates were provided one-time GI 2025 funding for reduced class sizes and embedded learning support in Spring 2022.

---

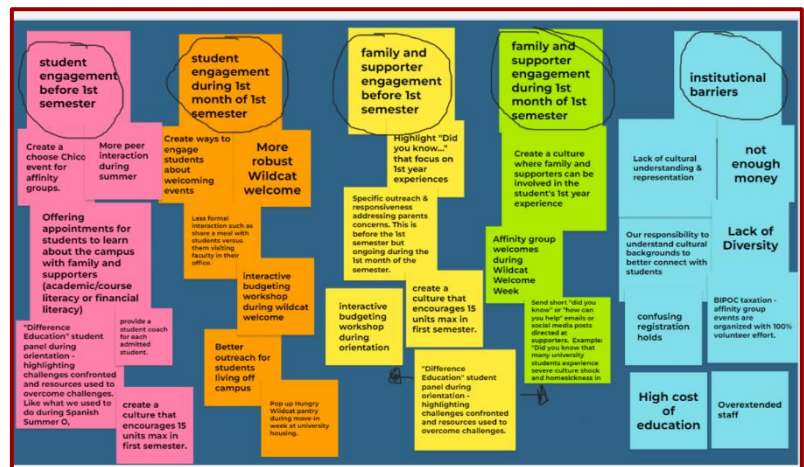
<sup>1</sup> Some small expenses not directly related to these accomplishments, including supplies, conference registration fees, and activities still in progress are not included in these summaries. These are included in the budget-to-actual report found in Appendix 2.

- Faculty in the departments of History and Philosophy participated in semester-long course-specific faculty learning communities in Spring 2022 to better understand equity gaps and improve course outcomes in HIST 130 and PHIL 102.
- Regional and Continuing Education is offering 13 no-cost [“Summer Boost”](#) sections of high DFW/high equity gap courses in summer 2022 for quick unit recovery at no cost to eligible students (URM, Pell eligible, unsuccessful in the course in the past three semesters). Data show these courses have a very high pass rate for students repeating them in the summer; this program removes the cost barrier to enrolling in them.
- General Education faculty representing the new GE minors convened for a full-day retreat to define learning outcomes and catalog descriptions for each minor and explore ways of integrating and assessing inclusive and anti-racist teaching practices, as required by [EM 21-023](#).



### Student and Faculty/Staff Surveys to identify best practices for first-year success

- A [student survey](#) developed by three Action Teams drew 540 responses and identified areas of focus for improved early engagement with students and families.
- Action Team II.C conducted a survey and held focus groups of academic and support program advisors to vet new First-Year Advising Student Learning Outcomes (see below under Advising and Mentoring Coordination).
- In alignment with their charge and with CSU Equity Priority 2, Inquiry Team III administered “Implementing Block Enrollment in the CSU” to registrars, advising directors, and others across the CSU system; 16 campuses have responded.
- A new Orientation Intake Survey will be administered to all Orientation participants with questions pertaining to confidence level upon entry, career aspirations, engagement interests, etc. Results will provide data to inform further enhancements of first-year support.



### Campus Engagement

- The AEP Action and Inquiry Team model successfully organized and advanced campus-wide equity analysis and activities. Every member of the Graduation Initiative Advisory Team served on one or more Advancing Equity teams (or on the Tipping Point planning committee). Additional campus personnel were recruited to serve on teams relevant to their areas of

campus activity and expertise. In all, the teams included 68 faculty and staff representing four divisions. Regular meetings of the teams, the team leads with project co-leads, and the full GI 2025 team kept activities aligned and mutually informed. A final convening of team members at the end of May provided a chance to share outcomes and gather recommendations for the future of the project.

2. The 4<sup>th</sup> Annual Tipping Point Student Success Summit in January 2022 drew over 500 participants to streaming sessions, with additional faculty and staff joining hybrid sessions in person. Squarely focused on the Advancing Equity Project, Tipping Point provided an opportunity for the greater campus to engage with and contribute to the project's goals.
3. A campus-wide Early Engagement convening in April brought together campus leaders and practitioners who engage with students and their families from the decision to enroll through first-term census. Facilitated by CSU Assistant Director of Student Success Dr. Cynthia Alvarez, this event reviewed student survey data and identified nine high-impact practices for better engaging the students and families we serve now. (See Recommendation 6 below.)



### **Policy and Practice Updates**

1. The replacement of “Academic Probation” language with “Academic Notice” in all University communications was approved by the Academic Senate on May 12, 2022. When enacted, this change will remove problematic associations with criminality that can further inhibit sense of belonging, especially for underrepresented students.
2. Changes to the Faculty Personnel Policies and Procedures approved by the Academic Senate on March 24, 2022 include equity-related teaching practices and efforts to close equity gaps as evidence of teaching effectiveness in the RTP process.
3. Effective summer 2022, Orientation and New Student Programs has implemented means-based Orientation fee reductions and fee waivers. Orientation will now include prominent EDI programming in each session as well as a closing Q &A session for parents and families facilitated by AEP Co-Chairs. Communication now includes clear expectations for student participation in Orientation.
4. One-time GI 2025 funds are being used to clear Spring 2022 students who have completed all graduation requirements but have not paid their graduation application fee (which includes the commencement fee).

### **Advising and Mentoring Coordination**

1. A set of common student learning outcomes for more coherent and comprehensive first-year academic advising has been drafted and will be embedded in Summer Orientation 2022. An AEP-funded training on June 6 will disseminate new learning outcomes and advising expectations to over 60 faculty and professional advisors and support program staff to ensure common and inclusive messaging.
2. Action Team II.D, informed by a thorough HEERF analysis of campus peer mentoring programs, developed a base-line definition of peer mentoring that can be used in efforts to align and expand this high-impact practice.

### Expenses Associated with 2021-2022 Accomplishments

<b>Instructional Expenses</b>	
BSS & NSC Class size reductions	\$18,680
HIST & PHIL FLCs	\$7,894
<i>Summer Boost 2022 (separate GI 2025 allocation)</i>	<i>\$425,000</i>
GE Faculty minors convening PD	\$36,368
	<b>\$487,942</b>
<b>Student and Faculty/Staff Survey Expenses</b>	
No expenses—incorporated into regular unit activities	
<b>Campus Engagement Expenses</b>	
AEP Action/Inquiry Team pay & bonuses	\$78,798
Tipping Point 2022	\$6,513
Early Engagement Convening	\$3,850
	<b>\$89,161</b>
<b>Policy and Practice Updates Expenses</b>	
Orientation fee reductions and waivers	\$100,000
Orientation pre-arrival web service and videos	\$9,750
Graduation application fee support Spring 2022	\$10,000
	<b>\$119,750</b>
<b>Advising and Mentoring Coordination Expenses</b>	
Summer Orientation 2022, faculty/staff training on new practices	\$12,000
	<b>\$12,000</b>

### RECOMMENDATIONS FOR 2022-2023

In keeping with the project’s action orientation, our recommendations for 2022-2023, all informed by the work of the 2021-2022 teams and outlined below, include (1) four major Action Areas; (2) four priorities for institutionalization of work accomplished; (3) five policy areas for Senate/EC consideration; and (4) three process improvements for the AEP. We have identified initial resource needs associated with each recommendation and provide a summary budget projection in Appendix 3.

#### Major Action Areas

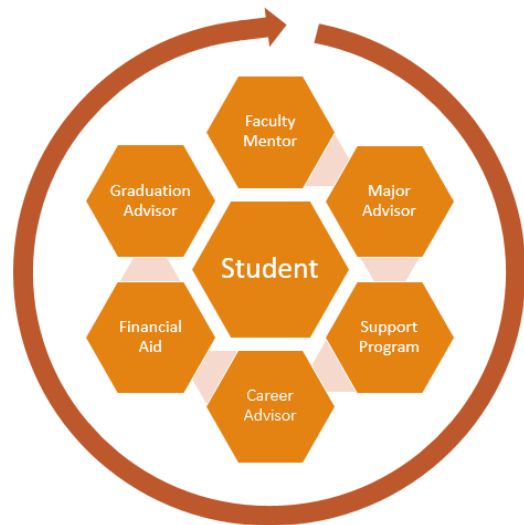
1. **Pilot a Critical Success Course model in one or more first-year GE courses for improved first year outcomes.** While we want universal adoption of best practices for equity-minded teaching and grading, it makes sense to target the critical first-year courses identified by our data (see Area I Finding 4 above). Rather than continued “one-off” efforts at faculty professional development and course redesign, we proposed a new model that establishes a special identity for and investment in these courses that are so critical to student success and equity. Key elements of this model might include the following.
  - a. Fund instruction of these courses at a higher level (modest additional compensation for instructors).



- b. In alignment with CSU Equity Priority 5, fund one Course Coordinator per course to ensure multi-section alignment and support adoption of best practices.
- c. Provide options for additional funded interventions (smaller class sizes or embedded learning support)
- d. Department/faculty requirements to receive funding
  - i. All sections taught in-person (with approved exceptions)
  - ii. To be assigned to these courses, Instructors undergo required (and paid) training in inclusive pedagogy, belonging strategies, and equitable grading, and demonstrate how these will be embedded. Establish a special designation for these faculty (“Critical Course Instructor” or the like.)
  - iii. Instructors offer limited out-of-class mentoring activities.
- e. Consider having participating course(s) pilot Canvas Early Alert function.
- f. For the courses identified by the AEP, annual costs would range from a low of \$40,000 (CHEM 111) to a high of \$70,500 (MATH 105). Estimated annual cost for all six courses is \$350,000.

**2. Implement a comprehensive Student Success Team model for holistic student-centered support.** Formalize a student support team model in which each student has designated go-to personnel in defined areas (Academic Advising Programs, College/Major advising, Graduation Advising, Financial Aid, Career Center, and support program (if applicable)). We are well placed to realize this model once the following conditions and supports are in place:

- a. Role and process definition: All students assigned to an advisor, training on advising SLOs, full advisor adoption of Chico State 360
- b. Sequenced Implementation of E-advising/planning tools (degree planner, course auditor) and Block Enrollment
- c. Integrated Early Alert pilot (CRM-Targetx/Salesforce & Canvas LMS)
- d. Aligned Peer support training and best practices
- e. Timely communication to faculty and staff for policy and practice alignment



**3. Design and Implement college-based equity action plans.** The work of the Area I Advancing Equity Teams laid the foundation for work that now must be enacted by academic units. Because there are difficult issues of shared governance and faculty rights involved, we imagine a team including deans/associate deans, CARS, faculty, and members of the Academic Senate and the Office of Academic Personnel might take on the initial challenge of establishing the conditions for prioritizing student success and equity in scheduling and course assignments, use of grade equity data, and requiring best practices in instruction and advising. Subsequent steps would involve:

- a. Establishing college- and department-level retention, graduation and equity gaps targets

- b. Identifying best use of any available incentive funding for reaching these targets, as well as levers of accountability for failure to do so
  - c. Strategies for building this into existing work routines of the colleges/departments
- 4. **Form a team to work proactively and collaboratively to institutionalize our HSI grants and expand intentional efforts to serve Latinx students.** Review of the campus Seal of *Excelencia* application will provide the opportunity to identify key action areas for intentional support of Latinx students and determine the roles of AEP and other campus leaders/units in enactment and assessment of these actions.

#### **Institutionalization of 2021-2022 Progress**

- 5. **AEP Co-Chairs will work with FDEV to disseminate best practices in grading and classroom-based sense of belonging.**
- 6. **University Diversity Council (UDC) Campus Climate workgroup will provide leadership for enacting four key priority actions** resulting from the *Student Engagement Survey* developed by Advancing Equity Area (II A., C. & D.) teams:
  - a. Develop “Did You Know” videos and engagement opportunities for students with underrepresented identities
  - b. Research the implementation of an anti-racism education similar to Alcohol EDU
  - c. Identify opportunities for students to engage with professors outside of the classroom and office hours
  - d. Create social engagement opportunities that include families during Orientation and Welcome Week
- 7. **If funding is available and pending successful outcomes in 2022, partner with RCE to offer free “Summer Boost” unit recovery opportunity in 2023.** See program description above under Major Accomplishments.
- 8. **Undergraduate Education and Academic Advising Programs continue collaboration to expand and support peer mentoring programs.** Longstanding peer mentor programs as well as the new Black Peer Mentor program will benefit from leadership on an infrastructure build-out. Such a collaboration will streamline efforts of existing programs, including formalizing a common definition of mentoring, continuity in offerings, developing assessment tools and strategies for improvement, and building a common training for all peer support programs.

#### **Policy Areas for EC/Academic Senate Consideration**

- 9. **Consider adjustment of student fee processes.** Establish more sustainable and equitable process of fee collection and reasonable thresholds for imposing registration holds and other penalties for non-payment of fees. This may include, for instance, decoupling graduation and commencement fees or bundling of others to reduce the number of potential holds.
- 10. **Consider adjustment of policy for dropping courses after week four.** Consider eliminating requirement for supporting documentation and review required signatures, possibly replacing dean’s signature with that of the academic advisor.
- 11. **Consider making additional equity-related academic data easily accessible to campus constituencies.** These would include DFW rates and equity gaps by college, department, major/GE area, course level, mode of instruction, class size, and course (where instructor anonymity can be protected).



12. **Consider revising letter grade definitions ([EM 10-018](#)) in alignment with equitable grading practices.** CSU Sacramento provides a good example based on achievement of learning outcomes.
13. **Determine process to enact [EM 93-008](#), Resolution for Creating and Implementing a Required Orientation Program for New Students.** This will allow campus to formalize the mandatory status of Orientation.

#### **AEP Process Improvements**

14. **Clear and transparent GI 2025 funding allocation process:** Should any GI 2025 funding (base and/or one-time) be allocated to campus for 2022-2023, implement a transparent allocation process that supports divisional enactment of identified Advancing Equity priorities. For example, implementation of block enrollment and early academic alert systems may require investment in short-term external technical and/or project management support. Funding decisions and their alignment with these priorities should be visible to the campus public as soon as they are made.
15. **CSU student success-related professional development opportunities:** Appoint the Advancing Equity Co-Chairs to coordinate Chico State's participation in the CSU Student Success Network's Middle Leadership Academy and Student Success Analytics Certificate Program to ensure alignment, maximize impact, and eliminate duplication of efforts.

### **ADDITIONAL CONSIDERATIONS**

In the course of working on this project we have identified areas of concern that go beyond the project's scope but shape its context and potential for success. We note these simply as areas for further attention at the campus leadership level.

- Staff and faculty capacity/climate for equity work. We are aware of significant levels of exhaustion and burnout among staff and faculty. In this context, expressions of appreciation for the work being done is increasingly important. The deep gratitude expressed by those who received modest compensation for leading Action and Inquiry teams was striking and demonstrated the value of even small gestures of appreciation.
- Cultural spaces/centers for specific populations. Physical space for cultural affinity groups remains a priority for many campus personnel. We are not aware of future plans for such spaces but know that campus repopulation raises new questions about how we allocate space in a post-pandemic era.
- Equity communications. There is room for stronger campus messaging about the AEP and many specific communication-related actions that can advance this work (e.g., translation of key public-facing materials).
- Equity issues related to distance learners. As this population grows we will want to consider their demographics, any evidence of equity gaps, and opportunities to better serve them.
- Ongoing challenge of coordination/duplication/access. The AEP made good progress in beginning to align parallel student support efforts (mentoring, learning support, etc.) but we have a long way to go to resolve the challenges of some students receiving duplicative services while others slip through cracks.

## NEXT STEPS

Pending Cabinet affirmation of the recommendations in this report, we will work through the summer to define action and inquiry teams, their charges and deliverables, and the funding needed to achieve them. A rough projection of funding needed to support the above recommendations can be found in Appendix 3.

June 6 - June 30:

- Review additional campus data in consultation with IR and set framework for 2022-2023 data needs (college and department level)
- Establish charge and deliverables for Action and Inquiry Teams aligned with above recommendations

July 1 - July 31

- Develop proposed AEP budget for 2022-2023 (rollover; possible new GI 2025, campus contribution)
- Formalize nomination process for Action and Inquiry teams
- Assess role of Graduation Initiative Advisory Team in relation to AEP

August 1 - August 22

- AEP Co-Leads meet with divisional leadership to ensure effective partnerships
- AEP Co-Leads confer with CSU CO personnel on project status in alignment with CSU Equity Priorities
- Identify opportunities to present AEP plan and progress at regional and national conferences
- Convocation and project launch for 2022-2023

We wish to express gratitude to President Hutchinson, Provost Larson, Interim VP Rios, and Vice Provost Grassian not only for entrusting us with and investing in this work, but also for their sustained engagement with the project and valuable feedback and contributions. This has been among the most challenging and rewarding endeavors of our careers. We hope to make continued progress in the 2022-2023 academic year, anticipating that evidence of success will soon emerge in reduced equity gaps in course outcomes and retention and graduation rates.

Respectfully submitted,

Kate McCarthy and Kaitlyn Baumgartner Lee, Project Co-Chairs

**Appendix 1**  
**One-Time GI 2025 Funding Allocations Two-Year 2021-2023**

**BUDGET - GI One-Time Funding**

**RECOMMENDATIONS FOR GI 2025 ONE-TIME FUNDING 2021-22 & 2022-2023**

*Developed by GE Co-Chairs Kate McCarthy and Kaitlyn Baumgartner Lee in consultation with Jerry Ross, Andy Miller, Registrar, EOP, TRIO-SSS, STAR Center, Graduation Advising, Career Center and UED program coordinators. We prioritized items that we believe directly support the action areas for this year's GI focus on closing equity gaps. Highlighted items focus specifically on students nearing graduation, as indicated in the CO memo.*

*\* Indicates funding identified as Advancing Equity Project (AEP)*

	AMOUNT	EXPENDITURE YEAR(S)
<b>EQUITY ACTION AREA 1: REDUCE FIRST-TERM DFWs/EQUITY GAPS FOR FTF</b>		
*Additional instructors to reduce class size in 100- and 200-level spring 2022 high enrollment high DFW courses (top 20 courses to be identified by action team)	\$125,000	2021-22, 2022-23
*Academic department trainings and incentives for reaching equity gap targets	\$140,000	2021-22, 2022-23
*Team leads consultation with CSU LA and other SoCal campuses	\$2,000	2021-22
<b>EQUITY ACTION AREA 2: ENGAGEMENT, ADVISING, MENTORING (FROM INTENT THROUGH FIRST YEAR)</b>		
*Faculty Advising fellows	\$40,000	2021-22, 2022-23
*Faculty/staff advising PD (paired training/conference, convenings)	\$60,000	2021-22, 2022-23
*Peer mentor training spring 2022 (2 instructors, 1 unit each)	\$6,000	2021-22
*Student engagement survey incentives (to drive early alert)	\$1,000	2021-22
*Summer Orientation fee support	\$100,000	2021-22, 2022-23
<b>EQUITY INQUIRY TEAM SUPPORT</b>		
*Early alert/case management consulting (IRES)	\$100,000	2021-22, 2022-23
*NSSE and FSSE costs	\$10,000	2022-23
<b>PROJECT SUPPORT (BOTH EQUITY AREAS)</b>		
*Buyouts/professional development/convenings/other support for Action Teams	\$100,000	2021-22, 2022-23
*Tipping Point	\$30,000	2021-22, 2022-23
*Flex fund for emergent needs	\$60,000	2021-22, 2022-23
*Emergency staff support	\$45,000	2021-22, 2022-23
*Cross-Divisional Equity 101 workshop (or series)	\$5,000	2021-22
<b>OTHER &amp; SENIOR YEAR PRIORITIES</b>		
**Summer/winter session grants	\$150,000	2021-22, 2022-23
*Paraprofessionals for aligned advising for success in the senior year (AAP, CSSC, EOP, STAR, TRIO/SSS, Grad Adv., Career Center, College Success Ctrs.). Also outreach to encourage students who have left and are near graduation to return.	\$135,000	2021-22, 2022-23
*Additional peer mentors (focused on students of color and first gen, low income students not in formal support programs)	\$70,000	2022-23
PeopleSoft consultant for substitution and waiver streamlining	\$30,000	2021-22, 2022-23
*Miscellaneous fee support for seniors (course materials fees, graduation costs, etc.)	\$65,000	2021-22, 2022-23
*Graduate school visits, test prep courses and test fees (EOP, STAR, TRIO, LBST program, Career Center, etc.)	\$40,000	2021-22, 2022-23
*Expand financial literacy/wellness program beyond formal support programs	\$15,000	2021-22, 2022-23
*GE equity curriculum development (faculty PD)	\$40,000	2021-22
Marketing for recruitment to close equity gaps (linked to 4-yr goals)	\$100,000	2021-22, 2022-23
Curriculum software	\$150,000	2021-22, 2022-23
*FOCUS 2 Assessment (Career Center)	\$6,000	2021-22, 2022-23
<b>Total One-Time GI Budget 2021-2022 &amp; 2022-2023:</b>		<b>\$1,625,000</b>

**Appendix 2**  
**Advancing Equity Project 2021-2022: Estimated Expenses**

**Advancing Equity Project - 2021-2022 Budget & Expenses**

Category/Description - Accomplishments	Budget	Expenses*	Balance
<b>Instructional Investments</b>			
Additional instructors to reduce class size in 100- and 200-level spring 2022 high enrollment high DFW courses (top 20 courses to be identified by action team)	\$125,000	\$26,574	\$98,426
Academic department trainings and incentives for reaching equity gap targets	\$140,000	\$0	\$140,000
Team leads consultation with CSU LA and other SoCal campuses	\$2,000	\$0	\$2,000
Summer/winter session grants	\$150,000	\$0	\$150,000
GE equity curriculum development (faculty PD)	\$50,000	\$36,368	\$13,632
<b>Student and Faculty/Staff Surveys</b>			
NSSE/FSSE implementation costs	\$10,000	\$0	\$10,000
Incentives - student	\$1,000	\$0	\$1,000
<b>Campus Engagement</b>			
Early alert/case management consulting (IRES)	\$100,000	\$0	\$100,000
Team Leads - Buyouts/Bonuses	\$80,000	\$78,797	\$1,203
Professional development/convenings/other support for Action Teams	\$20,000	\$16,633	\$3,367
Tipping Point and campus communication campaign	\$30,000	\$6,513	\$23,487
Flex fund for emergent needs	\$60,000	\$0	\$60,000
Early Convening Event - April 2022	\$0	\$3,850	-\$3,850
Summer Pre-Orientation web services and video access	\$0	\$9,750	-\$9,750
Cross-Divisional Equity 101 workshops/series	\$5,000	\$0	\$5,000
Emergency staff support	\$45,000		\$45,000
<b>Policy and Practice Updates</b>			
Miscellaneous fee support for seniors (course materials fees, graduation costs, etc.)	\$65,000	\$10,000	\$55,000
Summer Orientation advisor trainings June 2022	\$100,000	\$100,000	\$0
<b>Advising and Mentoring Coordination</b>			
Faculty Advising fellows (buyouts)	\$40,000	\$0	\$40,000
Peer mentor training spring 2022 (2 instructors, 1 unit each)	\$6,000	\$0	\$6,000
Faculty/staff advising PD (paired training/conference, convenings)	\$60,000	\$42,000	\$18,000
Additional peer mentors (focused on students of color and first gen, low income students not in formal support programs)	\$70,000	\$25,000	\$45,000
Graduate school visits, test prep courses and test fees (EOP, STAR, TRIO, LBST program, Career Center, etc.)	\$40,000	\$0	\$40,000
Paraprofessionals for aligned advising for success in the senior year (AAP, CSSC, EOP, STAR, TRIO/SSS, Grad Adv., Career Center, College Success Ctrs.). Outreach to encourage students who have left and are near graduation to return.	\$135,000	\$0	\$135,000
FOCUS 2 Assessment (Career Center)	\$6,000	\$0	\$6,000
Expand financial literacy	\$15,000	\$0	\$15,000

\* Estimates to 6/30/22

**Advancing Equity      \$1,355,000      \$355,485      \$999,515**

**Appendix 3**  
**Advancing Equity Project 2022-2023: Projected Expenses**

Recommendation	Projected Cost	Explanation
<b>Major Action Areas</b>		
1. Pilot Critical Success Course model with one high-impact GE course	\$58,500	Example is for HIST 130 <ul style="list-style-type: none"> <li>• Faculty training (10 instructors at \$1,000): \$10,000</li> <li>• Faculty additional salary (\$500 x 41 sections): \$20,500</li> <li>• Course Coordinator (1 course release per semester): \$13,000</li> <li>• Departmental funding (class size reduction or learning support): \$15,000</li> </ul>
2. Implement a comprehensive Student Success Team model.	\$25,000	<ul style="list-style-type: none"> <li>• Team leads, hospitality</li> <li>• Technology costs unclear</li> </ul>
3. Design and implement college-based equity action plans.	\$85,000	<ul style="list-style-type: none"> <li>• Compensation for initial planning team</li> <li>• College-based support</li> </ul>
4. Form a team to work proactively and collaboratively to institutionalize our HSI grants and expand intentional efforts to serve Latinx students.	\$20,000	<ul style="list-style-type: none"> <li>• Team leads, hospitality</li> <li>• Possible professional development</li> </ul>
<b>Institutionalization of 2021-22 Progress</b>		
5. Co-Chairs will work with FDEV to disseminate best practices in grading and classroom-based sense of belonging.	\$30,000	<ul style="list-style-type: none"> <li>• Materials development</li> <li>• Convenings, workshops, etc.</li> </ul>
6. University Diversity Council (UDC) Campus Climate workgroup will provide leadership for enacting four key priority actions	\$50,000	Pending information from Office of EDI
7. Pending successful outcomes in 2022, partner with RCE to offer free “Summer Boost” unit recovery opportunity again in 2023.	\$425,000	<ul style="list-style-type: none"> <li>• 13 sections of high DFW, high equity gaps courses, serving 350 students with prior non-passing grades</li> <li>• Possible additional CO funding for Equity Priority 2?</li> </ul>
8. Undergraduate Education and Academic Advising Programs continue collaboration to develop, expand and support peer mentoring programs.	\$90,000	<ul style="list-style-type: none"> <li>• Staff support/additional compensation</li> <li>• Additional peer mentor hours</li> </ul>
<b>Policy Areas for EC/Academic Senate Consideration</b>		
9. Consider adjustment of student fee processes.	None	Process adjustments should be revenue neutral

10. Consider adjustment of policy for dropping courses after week four.	None	Revise existing EM to parallel existing CSU EO
11. Consider making additional equity-related academic data easily accessible to campus constituencies.	None	
12. Consider revising letter grade definitions ( <a href="#">EM 10-018</a> ) in alignment with equitable grading practices.	None	
13. Determine process to enact <a href="#">EM 93-008</a> , Resolution for Creating and Implementing a Required Orientation Program for New Students.	None	
<b>AEP Process Improvements</b>		
14. Clear and transparent GI 2025 funding allocation process	None	
15. Coordination of CSU student success-related (MLA, Analytics Certificate) professional development opportunities	None	Pre-identify critical area(s) of focus to afford greater scaled campus enactment.
<b>Other</b>		
Project support TBD	\$100,000	<ul style="list-style-type: none"> <li>• Possible additional Action and Inquiry teams</li> <li>• Professional development</li> <li>• Convenings</li> <li>• Staff support for program implementation</li> </ul>
CSU Equity Priority implementation (TBD)	\$200,000	<ul style="list-style-type: none"> <li>• Development of block enrollment, re-enrollment campaigns, degree planner, etc.</li> </ul>
<b>TOTAL</b>	<b>\$1,083,500</b>	
Estimated available from 2021-2022 allocation	\$999,515	Very rough estimate. Information needed on funds allocated to IT and other units and activities in progress
Estimated new funding needed for 2022-2023	\$83,985	