

GI 2025 Student Success Awards 2018-2019

Proposer	Department/ Unit	Project Title/Description	Award
Ellie Ertle	First-Year Experience	U-Course development in high DFW first-year courses	\$11,600
<p>Outcomes: Redesigned 4 high DFW courses as U-Courses that will launch in spring 2020, serving 200 students. Summer work included course design and assessment plan focused on practices linked to persistence and improved academic performance.</p>			
Sandra Wright	ESL Resource Center/OIE	Strengthening support services for non-native English speakers	\$13,065
<p>Outcomes: Additional tutoring hours, tutor training, and workshop delivery for non-native English speakers. The number of tutoring visits continued to increase since first receiving GI funds in spring 2017 (up 13%); the number of "turn-aways" reduced from 21 to 9 from the prior year. Course outcomes data shows significantly higher grades for students who used ESL services</p>			
Josh Trout	Faculty Development	A faculty learning community for improved pedagogy	\$5,000
<p>Outcomes: 10 faculty participated in a 15-week FLC focused on inclusive pedagogy specifically aimed at focused on multiple groups including under-represented minorities, first-generation, Pell-eligible, as well as high-performing students. Redesigned courses have not yet been taught. FDEV plans to secure funding to run again in fall 2019.</p>			
Zahrasadat Alavi et al	EEC	Engineering math and projects boot camp to improve retention	\$32,254
<p>Outcomes: Report due December 2019 (extension approved 5/16/19)</p>			
Ryan Patten	BSS	Temporary SSP III retention specialist for BSS Student Success Center	\$40,580
<p>Outcomes: Currently in the process of hiring. Search has expanded off-campus. Moving forward, once the position is established, the Dean's Office will seek to add the salary and benefits to the permanent budget. [Update: hire made summer 2019]</p>			
Eric Wasinger	Chemistry and Biochemistry	Release time for the development of studio labs to improve success in high DFW Chemistry courses	\$15,583
<p>Outcomes: There has been significant progress toward our eventual goal of a new Studio Lab (SL) curriculum for 800 students annually. Progress points include: research, obtained lab equipment for testing, determined study skills to incorporate into lesson plans, selected a modifiable ePlatform to increase faculty feedback to students, developed two assessment surveys (pre-data is being analyzed now), two-fold increase in content understanding and three-fold increase for those who scored lowest on the pre-module assessment due to participation in the single VR chemistry module. The project will undergo a trial run in Spring 2020 with 2 groups of 24 students each, followed by a full roll-out in Fall 2020.</p>			
Betsy Boyd, Rick Ford	Math, AGR	One-time support for EO 1110-related extra math and science sections	\$34,100
<p>Outcomes: Increased the percent of underserved freshmen completing GE A4 before the beginning of their sophomore year (+168%). Increased the number of baccalaureate credits earned in the first year by underserved freshmen (+ 13.3%). Decrease the hours/dollars spent by faculty, staff, and students on pre-baccalaureate</p>			

coursework (Hours: -38%, \$\$: -35%). This project focused on Category 3 and 4 students needing extra support as mandated by EO 1110. The count of students served is roughly 680.

Hannah Aird, Rachel Teasdale	GEOS 101, 102	More accurate measures of student learning to mitigate the achievement gap	\$10,000
<p>Outcomes: Revised exams for GEOS 102 (70 students) to include more “aligned” and high-level questions, building on prior research about the impact of this strategy on closing equity gaps. Currently doing quantitative analysis but qualitative observation suggests improved outcomes. Will expand to all sections of GOES 101 and 102 in fall 2019, using a large question bank developed in the project.</p>			
Emily Huang	Finance and marketing	Establishing a financial wellness clinic to enhance students' well-being and improve graduation rates	\$15,000
<p>Outcomes: Since the FWC launch, 9 students were helped in one-on-one hour-long consultations. Additionally, two financial literacy workshops were hosted (30 participants each) to teach graduating students essential financial knowledge. 100% of the students who received help from the FWC identified themselves as either low-income or first-generation or both. FWC impacts include higher financial self-efficacy, lower stress, better GPA, better graduation and retention rates, etc. Because the FWC at Chico State is the first among the 23 CSU campuses to offer free and accessible services, we could be a role model for other CSU campuses and increase the awareness of financial stress and its negative impact.</p>			
Ben Van Dusen	Science Education	Learning Assistants for EEC and NSCI	\$20,000
<p>Outcomes: I measured the DFW rates in the LA-supported introductory physics courses (202A and 204A; the primary recipient of SS funds) and compared them against the courses without LAs. The analysis specifically examined issues of equity. To provide sufficient statistical power to disaggregate the data, data was collected from beyond just the SS funded semester. The overall DFW rates were found to be meaningfully lower in LA-supported courses and the outcomes were more equitable. These findings are included in a publication that is soon to be submitted for publication in Physical Review Physics Education Research in the Fall '19 semester</p>			
Teresita Curiel	LatinX Equity and Success	Grant writer, conference travel, expert speaker	\$20,000
<p>Outcomes: Due 12/20/19</p>			
Emilyn Sheffield	RHPM	Camp Wildcat: Extending and Enhancing the Chico Experience for First Term First-Year Students	\$12,400
<p>Outcomes: In spring 2019, 206 students benefited from Field School courses. There has been an increase in social support for the newest wildcats with 92% feeling they contributed to their group's success. 100% of the professors and department chairs from 2018 will continue to offer courses in AY19-20. Additionally, awareness increased with 83% learning of new career opportunities of interest to them.</p>			
Tim Kizirian	ACCT	SI to reduce DFW rates in ACCT 325, 326, 421	\$8,640
<p>Outcomes: SI's attended the ACCT 325 (78 students) class sessions where they helped with lecture and in-class practice HW. ACCT 325 was the focus because it posed the greatest DFW rates. Participation in online HW assignments increased, with more students meeting the deadlines and using multiple attempts to answer problems correctly.</p>			
Susan Roll, Ertle Ellie	UED	Pathway Scholars pilot to promote undergraduate research in GE courses	\$8,800

Outcomes: Faculty participants identified, course developed, implemented fall 2019. Outcomes will be available spring 2020			
Eric Ayars	Physics	Preparation for studio instruction to improve DFW rates in PHYS 202A/B and 204 A/B	\$6,000
Outcomes: Teaching materials developed for approximately 50 PHYS 204A and 204B students this fall. In the spring, Beta Testing will begin. Full implementation of these materials is expected to impact ~ 1,600 students across sections 202A, 202B, 204A, 204B, and 204C by Fall 2020.			
Brianna Ellis, Sara Cooper	MCGS	Promoting inclusion and success through leadership course on women of color	\$10,000
Outcomes: The course had 25 students enroll and two students serve as peer mentors. Students demonstrated their ability to analyze successful women of color leaders. In the culminating semester project, all enrollees spoke of the impact this course had on their personal development, multicultural understanding, and leadership capabilities. As a whole, the class semester average GPA was above 3.0, an increase of .16 from the fall semester. The course will be offered again in the 2019-20 AY, and we expect to generate enrollment of 40 students and plan to analyze the pattern of retention for those who participated in the course.			
Felipe Restrepo	Chico Student Success Center	Continue successful pilot of LDRS 345 for inclusive student success	\$11,000
Outcomes: 15 of the 18 students enrolled in the class attended the entire semester. The class was focused on students having difficulties in school; many of them on academic probation and thinking about leaving school. All were first-generation and students of color. Survey results indicate the activities and course structure were impactful and helpful in developing tools to navigate the university system. Looking to the future the class can be improved by adding a second day. With a two-day course set up, students can check-in, get additional help, and utilize the resources available in the class more consistently.			

Total awarded \$274,022