

**Campus Fee Advisory Committee Report on
Student Learning Fee and IRA 2022-2023
with Recommendations for 2024-2025 Allocations**

[EM 22-014](#) integrated the two existing student fee committees—CFAC, which has oversight of Student Learning Fees (SLF), and the Instructionally Related Activities (IRA) Committee, which oversaw that fee. The IRA committee was dissolved and its work integrated into CFAC. This report therefore presents a review of activities funded by both fees, with recommendations for 2024-25 allocations.

STUDENT LEARNING FEE (SLF)

In accordance with the [Student Learning Fee \(SLF\) allocation process](#) established in 2018, the Campus Fee Advisory Committee (CFAC) reviewed the summary reports of SLF outcomes for 2022-2023 submitted by each unit head (college deans, VPSA, CFAC chair). Please see the individual unit summaries that follow this report for detail on each unit’s use of SLF funds.

The following tables illustrates the funding each unit received for 2022-23 and their expenditure categories. These are followed by highlighted outcomes, a summary of program assessments, financial sustainability and unit funding priorities, and recommendations for 2024-25 SLF allocations. Finally, we raise two issues requiring guidance for the committee.

Allocations

Unit	22-23 Initial Allocation	21-22 Carry Forward	Unspent Funds	Swept	Approved Carry Forward to 23-24
AGR	154,956	2,763	21,883	21,883	-
BSS	197,218	-	34,561	34,561	-
BUS	203,131*	87,840	58,844	9,091	49,753
CME	144,000	-	13,963	13,963	-
ECC	211,304	122,355	12,940	12,940	-
HFA	225,391	465	16,299	16,299	-
NSC	324,000	585	1,150	8,216	9,565
SA	160,000*	-	26,871	26,871	-
CFAC	180,000	-	25,320	25,320	-

*Reflects transfer of \$20,000 from VPSA to BUS for implementation of proposal #32945

Areas of Expenditure

The unit summary reports indicate that the majority of SLF funds were directed to learning support and material and technological investments, as shown below. (Please note that in some cases the reporting categories have been slightly adjusted from what unit heads reported to identify spending activities more consistently.)

	Instructional Support	Materials/ Technology	Co-Curricular Learning Experiences	Other
AGR	✓	✓	✓	Advising; Student Ambassadors (pre-matriculation outreach)
BSS	✓	✓	✓	
BUS	✓	✓	✓	Student Ambassadors (pre-matriculation outreach)
CME	✓	✓	✓	
ECC	✓	✓	✓	
HFA	✓	✓	✓	Mentoring; Advising; Student Ambassadors (pre-matriculation outreach)
NSC	✓	✓	✓	
SA	✓		✓	Advising; Mentoring; Financial Wellness; Food Security; Marketing of involvement opportunities
CFAC	✓	✓	✓	

Learning Outcome Highlights

College of Agriculture:

- New SLF-funded laboratory skills modules and simulators improved learning outcomes in ANSC 101 and ANSC 440.
- Over 300 students participated in regional, state, and international field trip experiences.
- SLF funds were used to purchase new shop machinery at the University Farm and new analytical balances in the Plumas 333 teaching laboratory.
- The new AGtivate program for incoming students helped build community, sense of belonging and connections with faculty.
- The Agriculture Ambassador program funded over 75 students to support the college's recruitment strategy with over 30 events across the state.
- The Peer Advising Program supported freshmen and sophomore students, logging 388 individual interactions.

College of Behavioral and Social Sciences:

- The Community Legal Information Clinic (CLIC) funded prison, jail, and court tours as well as student participation in the Public Interest Environmental Law Conference at the University of Oregon.
- The Human Identification lab purchased new casts for use in ANTH 111, 301, and 481
- The 6th Annual Political Science Research Symposium saw a significant uptick in participation with 133 presentations, 156 student participants and 10 faculty mentors.
- The college continued to support the Town Hall Meeting program, involving students in multiple sections of POLS 155 in this high-impact event.

- Three Student Advisors served over 300 students over the course of the academic year.
- The college supported 44 peer mentors and 133 mentees in their BSS Peer Mentor Program, logging over 800 contacts.
- A Psychology speaker series drew almost 800 attendees (students, faculty, alumni, community).
- The college funded campus-wide access to Inter-University Consortium of Political and Social Research and reported Chico State's usage was in the top five .edu sites using the database.
- Three students were placed in internships in Washington, DC.
- Three students employed by GeoPlace completed seven projects including digital and paper map production, statistical and spatial analysis, and web applications.

College of Business:

- COB Peer Tutoring held 1,091 student visits serving 277 students, an increase of 79% from the prior year.
- Four student ambassadors reached out to over 200 students admitted for fall 2023.
- The WRDS interface and databases were deployed in four Finance classes helping students understand stock prices, stock distributions, risk and return, portfolio allocation, interest rates, and the yield curve.
- The college funded the annual Women in Business Summit and 90% of attendees provided a favorable review.

College of Education and Communication:

- Purchase of a Body Composition Assessment System, on which faculty were trained and certified in spring 2023, will allow students in multiple Exercise Physiology classes to use data to make health assessments and design exercise plans.
- Professional film technology equipment, smartphone video production kits, color printers, and camera packages supported professional-level learning in Media Arts and Design and Journalism and PR courses.
- CME advanced its EDI goals with another iteration of its Anti-Racism Speaker Series and enabled credential students to build curricular models on social and ecological justice that can be checked out by other teachers and credential candidates.
- Peer tutors provided on-demand writing and technology help in the Journalism and PR MacLab.

College of Engineering, Computer Science and Construction Management:

- Funding for the ECC Student Success Center supported peer tutoring, advising, and career workshops.
- Additional students were employed as assistants for Computer Science labs.
- Purchase of a drone for Civil Engineering and Construction Management allowed students to observe land use and traffic scenarios.
- Students in MECH 210/210L used new metallurgic equipment to measure the hardness of metal alloys.
- Other tech upgrades included computer animation upgrades and computer science virtual machines.

College of Humanities and Fine Arts:

- The college purchased digital media equipment for intermediate and advanced digital media courses, enabling the incorporation of new techniques into course curricula.
- The new 18-station stop-motion animation studio served approximately 130 students per semester.
- Student Assistants staffed the Ira Latour Visual Resources Collection, including new expanded after-hours access, accommodating an average of 80 visitors per day.
- Students were provided pre-professional opportunities as tutors, advisors, and ambassadors and saw high usage rates and improved pass rates (ENGL 130W, HIST 130) in fall 2022.

College of Natural Sciences:

- The college purchased equipment and computers to support course redesigns and update aging labs.
- Peer mentors and tutors were used in both lecture and lab settings as well as out-of-class sessions.
- Access to databases and software was purchased to help students learn the tools they will be expected to master in their careers.

Student Affairs:

- Academic Advising Programs invested in Advisor Intern training and increased advising sessions by 11% over the prior year.
- The Athletics department supported student athletes with the 'CatSkills curriculum to foster leadership, personal and professional development, and community engagement.
- Peer tutors in the Student Learning Center served 834 unique students over 7,529 visits.
- CatsConnect 101 provided training to promote the use of CatsConnect and improve the user experience through printed and digital manuals.
- Basic Needs provided students with over 300 Pantry-to-Plate cooking kits.

Campus Fee Advisory Committee:

- FYE and REACH continued to fund peer mentors in their successful first-year programs.
- The ESL support program hired additional tutors to expand its reach, especially to heritage language learners and those seeking online help.
- Advanced film production equipment was purchased for MADT 458 and MADT 465, serving students from three departments across two colleges.
- The Honors Program developed a field-based Honors Science course based on California water issues.

Assessments

Unit summaries are paying increasing attention to the impact of their SLF awards on explicit student success and equity goals, even as the quality of outcomes assessment of these projects remains uneven. Improved course pass rates associated with peer support were reported by AGR and HFA, while Student Affairs, COB, and several individual CFAC-funded programs reported increased counts of tutoring and

peer advising sessions. Other assessment measures included student survey data following events, and increased enrollments in programs using funds to support recruitment.

CFAC's annual unit report template instructs, "Please include relevant data to support your claims" (on SLF impacts on student learning outcomes). The committee will consider adjusting this template to require more explicit forms of assessment for their awards. In general, though, the committee is confident that all units are using their SLF funds as intended and with a dedication students' learning, engagement, and well-being.

Financial Sustainability and Funding Priorities

Unit summaries indicate a range of strategies for sustaining funding in successful SLF programs. Many campus activities will continue to rely on SLF funding for ongoing programming, including the Town Hall Meeting program, CLIC, English Mentors for Academic Writing Program, SI leaders for History 130, REACH and FYE peer mentors, and the Financial Wellness Clinic in Student Affairs. Until base funding is identified for these proven programs, CFAC will continue to give serious consideration to funding them through SLF.

Technology investments and equipment upgrades obviously outlast the funding year, but especially in ECC and NSC these are ongoing areas of need that will continue to seek SLF support.

The colleges and Student Affairs do report some success in identifying other sources of revenue for their projects. These include Board of Governors awards, new endowments, Giving Day fundraising, Consolidated Course Fees, and NCAA grants. In some cases, unit budgets have been able to absorb the cost of programs that were piloted with SLF dollars.

Most units intend to maintain existing priorities for SLF spending, commonly peer support for classroom learning and advising; hands-on learning experiences on and off campus; and learning-related supplies, technology, and equipment. Several units did note outreach and recruitment as an emerging priority. See "issues for Consideration" below.

Recommendations for 2024-25 Allocations

The Budget Office projects that SLF funds available to award in 2024-25 (following off-the-top distributions to Financial Aid, SLC, and CCF) will be **\$1,837,080**.

For the past three years, based on a model established when the SLF award process was redesigned, the campus has apportioned 80% of SLF monies to the seven colleges, 10% to CFAC for cross-college academic proposals, and 10% to Student Affairs. **Based on the 2022-23 unit summaries, CFAC recommends maintaining this apportionment for the 2024-2025 award year.**

Based on the reports' forecasting of college needs and priorities, **CFAC also recommends maintaining the following distribution of SLF funding across colleges, which has been in place since 2018.**

College	Percentage of College-wide Allocation
Agriculture	11%
Behavioral and Social Sciences	14%
Business	13%
Communication and Education	10%
Engineering, Computer Science, and Construction Management	15%
Humanities and Fine Arts	16%
Natural Sciences	22%
Total	100%

Additional Issues for Consideration

1. **SLF funds for recruitment:** At least three colleges used SLF awards to support pre-matriculation student recruitment into their programs. Such efforts clearly reflect the campus directive that “enrollment is job one,” and may support improved engagement in the colleges once students enroll, but CFAC recommends that SLF Guidelines be amended to specify that any funding for outreach and recruitment activities must serve primarily to benefit currently enrolled students performing those activities (through development of leadership skills, pre-professional experience, etc.).

2. **Request for process adjustment:** The College of HFA requests the ability to indicate at the time of the SLF proposal that any unspent funds for that award be allowed to roll to the same activity for the following year, thus allowing them to reduce the funding request for that activity the following year and increase support for other proposals. This might result from receiving unanticipated funding from another source, or from an unforeseen inability to expend a full award in a given year. The committee appreciates the practical intent of this request but also views it in light of the imperative to spend SLF monies in a timely manner to benefit the students who have paid the fees, rather than using SLF as a means to build up funds year over year.

The nine Unit Summary reports (colleges, VPSA, CFAC) begin on page 8 as Appendix A.

INSTRUCTIONALLY RELATED ACTIVITIES (IRA)

CFAC has a more limited role with regard to IRA funding. It is responsible for reviewing new requests for IRA program certification (suspended in 2022-23), reviewing annual reports, and making recommendations for continued allocations. Decisions regarding use of IRA funds across approved programs are made at the unit level (colleges, Graduate Studies, Intercollegiate Athletics, Recreational Sports, and University Public Events).

For 2022-23, IRA allocations totaled **\$1,130,000**, allocated as follows:

College of Agriculture (9 programs)	\$59,819
College of Behavioral and Social Sciences (4 programs)	\$105,245
College of Business (2 programs)	\$26,645
College of Communication and Education (4 programs)	\$101,348
College of Engineering, Computer Science and Construction Management (16 programs)	\$88,909
College of HFA (13 programs)	\$175,063
College of Natural Sciences (1 program)	\$3,000
Graduate Studies (1 program)	\$5,291
Intercollegiate Athletics (14 programs)	\$347,155
Recreational Sports (2 programs)	\$78,219
University Public Engagement (1 program)	\$100,085
Support (OVPAA)	\$39,221

With the return to near-normal activities following pandemic disruption, the units reported successful use of their IRA funds to support travel to competitions and conferences; performances and exhibitions; participation in Model UN; newspaper, magazine, and radio production; NCAA athlete travel; club sports; field trips; and more.

New this year, following the restructuring of CFAC, the IRA Unit Summary Report form included a request for feedback on ways the IRA process could be improved. The following suggestions were received:

1. Update IRA guidelines for greater clarity
2. Expand allowance use of IRA funds, specifically:
 - i. Conference attendance, not just presentations
 - ii. Expenses in advance of competition, not just travel itself
3. Appreciate streamlined process
4. Enable new clubs to access funding more quickly.
5. Provide guidance on unit-level student input in IRA allocation process
6. Consider individual IRA activity assessment reports
7. Make allocation decision-making process more transparent to campus community

CFAC will discuss these suggestions in light of IRA regulations and consider revisions to IRA Guidelines and the IRA assessment and reporting process.

The Budget Office projects that IRA revenue for 2024-25 will be **\$1,196,000**. CFAC recommends maintaining the same unit-level allocations of these funds as in the prior year.

Individual Unit Summaries for IRA 2022-23 begin on page 40 as Appendix B.

Appendix A:

SLF 2022-23 AY Unit Summary Report (All Units)

College of Agriculture

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Patrick	Doyle	154,956

Funded projects - Please provide the broad types of projects funded by SLF: (Mark all that apply.)

Type of Projects	Instructional Support	Materials/ Technology	Co-curricular Learning Experiences	Other
College of Agriculture	Y	Y	Y	N

SSTUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning outcomes that the SLF investments had in your unit. Please include relevant data to support your claims.

The curriculum of the College of Agriculture (COA) revolves around immersive learning experiences, which encompass classroom activities, University Farm activities, and extracurricular opportunities. These experiential learning opportunities lie at the heart of COA's educational mission. The COA's funding priorities under the Student Learning Fund (SLF) prioritize activities that offer secure, enriching learning environments both within and beyond the traditional classroom setting. Two funded projects included equipment/technology, updating laboratory activities with new shop machinery at the University Farm and new analytical balances in the PLMS 333 teaching laboratory. The Ag Engineering Shop at the University Farm is more efficient and safer due to the upgrades. The project will benefit a minimum of 95 students/year across three courses. This does not include the students participating in annual field days; that number would exceed 100 or more K-12 students in FFA. Multiple classes throughout the year use the second project. In the fall of 2022, 15 students were enrolled in the ANSC 330L Applied Animal Nutrition Research class and were responsible for the full execution of a research project. Over 1,000 samples were weighed for analytical procedures. The new balances provided faster throughput by allowing for more stations in the PLMS 333 lab. During the spring 2023 semester, 35 students in the PSSC 363 Forage Crops utilized the analytical balances to prepare several samples for basic nutrient analysis. Additionally, several ANSC students used the balances as part of their honors research projects. The COA's instructional support SLFs included two laboratory activity projects. Two new laboratory skills modules for ANSC 440 - Domestic Animal Physiology in the spring 2023 semester using the new models purchased using SLF funds. The modules included learning suturing and injections. The average graded completion score of the suturing learning module was a 94%. Course passing rates were the highest ever recorded with only an ~6.1% D/F/W rate. Approximately 80% of ANSC 440

students (39/49) self-reported as pre-veterinary suggesting these SLF funded new learning modules were highly relevant to future career related skill building. The second SLF included a bovine calving/ultrasound simulator, the swine artificial insemination simulator, and bovine fetal models used across multiple classes offered in Animal Science. In 2022-23, ANSC 101 (Introduction to Animal Science) was the primary user of the newly purchased simulators and models. There were 144 and 117 students in the fall and spring semesters, respectively. Beginning week eight of the semester in ANSC 101, models were used every week through the end of the semester. The simulators are an integral part to the curriculum in ANSC 101 laboratories. Students learned the basic principles in a classroom setting under controlled conditions and then practiced in labs and activities, building confidence in their abilities before moving to live animal scenarios. This is paramount in the Beef Production (n = 43 students) and Beef Unit Special Problems (n = 14) courses where students have the opportunity to learn on the simulators before having to apply new skills in the field. For example, the calving simulator allowed students to encounter and address many calving difficulty scenarios before assisting with calving at the University Farm's Beef Unit. The majority of SLF funding supported co-curricular activities, including field trips, travel courses, Ag Ambassadors, and advising paraprofessionals. The Field Trip SLF primarily supported multiple-site visits in agricultural ecology (student number (n) = 191), rice harvest in AGET 150 (Agricultural Machine Systems, n = 40), dairy in ANSC 474 (Adv Dairy Production, n = 48), CA Association of Meat Processors, Red Bluff Bull and Gelding Sale (n = 11), ANSC 294 (Rangeland Livestock Mgt, n = 18), and the California Seed Association's Spring Student Seed Tour (n = 9). Assessment survey data reported 100% of students agreed and/or strongly agreed that the field trip experience was a valuable component to achieving course outcomes. In addition to the field trips, two travel course SLFs took place in 2022-23 (Puerto Rico Experience, n = 9, and reimagined Faculty-Led Study Program in Viticulture in CA, formerly Study Program in Spain with similar SLO). Assessment survey data support the value of field experiences to learning, career development, and overall satisfaction with their learning experience. For the Puerto Rico Experience, students developed their own learning objectives for this experience. This Google link will take you to their learning objectives with my suggested edits. <https://docs.google.com/document/d/1fmaWZuSf1nt-93C3DLwP9P-AMFjO6uprVY5W5cBMilQ/edit>. Students also developed and delivered a college wide presentation based on how each fulfilled their learning goals. Here is the link to their presentation. https://docs.google.com/presentation/d/1pflDPelgvLr156XXCkDYGbQYOAYLv4o3p4X7WNR6pY8/edit#slide=id.g1eecddb5f3c_0_0. The Agriculture Ambassador Program included over 75 student members. Ag Ambassadors assisted with and attended over 30 events around the state as part of the College's recruitment strategy. Ag Ambassadors participated in the state Ag Ambassador Conference this year in preparation for hosting in 23-23. The Peer Advising Program continues to provide support to freshmen and sophomore students, logging 388 individual student interactions throughout the academic year. One of the advising interns coordinated a series of workshops to increase access to student success resources. In collaboration with campus partners, eight workshops were offered and topics included Time Management, Career Center, Linked In, Animal Science Jobs, Study Abroad and Wellness. A new SLF program co-curricular activity this year was AGtivate, a program for incoming students to promote student success and retention through building community and sense of belonging, and cultivating meaningful relationships with faculty, staff, and peer leaders. A survey was sent to students a week in advance of the event asking them how prepared they felt for the start of their time at Chico State. In a post-event survey, students were asked the same question. Student responses grew from 3.5 out of 5 to 4.5 out of 5. One hundred and ten students attended AGtivate. The majority of students who participated identify as Hispanic.

COLLABORATION (If applicable): How did your use of SLF enhance our campus's ability to engage in collaborative work? What challenges, if any, did you encounter in bringing interdisciplinary projects to fruition?

The 2022-23 funding supported a project with proposed campus collaboration across the University. The College of Agriculture's Student Peer Advisor Program began with campus collaboration with Academic Advising in 2018. The program was modeled after its Academic Advising Intern Program. In 2022-23, the College of Agriculture's Student Success and Retention Office worked closely with the Office of Academic Advising Programs (AAP) to enhance the training and development of student advising interns. In addition, the office collaborated with AAP on recruitment of new advising interns. This collaboration ensured that our student advising interns were prepared to meet our rigorous expectations. The interns were provided a strong foundation and understanding of academic advising approaches. While the process was not new, it had undergone changes and continues to evolve.

FINANCIAL SUSTAINABILITY: Going forward, what are your plans for funding these projects?

To secure necessary resources, the College of Agriculture remains committed to seeking alternative funding sources and reallocating existing funds, such as annual fundraising efforts, SLFs, Consolidated Course Fees, and applicable operating funds. The prioritization process will center on student experiential learning and activities that foster student success and retention.

PRIORITIES: Going forward, what are the programmatic priorities for your unit that SLF might support?

The College of Agriculture remains dedicated to prioritizing programmatic activities that enhance student success and retention. These priorities encompass a range of initiatives, including the provision of enriched learning opportunities within secure indoor and outdoor classroom environments. The college places particular emphasis on fostering experiential learning beyond traditional classroom settings, which includes activities such as field trips and undergraduate research. The college recognizes the importance of supporting laboratory activities by acquiring consumables, software, and safety equipment. Furthermore, student support services, such as tutoring and peer advising, are integral to ensuring the success and retention of students. The College of Agriculture upholds its commitment to facilitating experiential learning in a safe environment, as it remains a central priority for promoting student achievement and persistence.

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used." Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

In the College of Agriculture, the committee structure is as follows: One Lower Division Student – Voting Two Upper Division Students – Voting Two faculty and/or staff – Voting All other representation on the committee were non-voting. The student majority allows students the opportunity to be directly

involved and determine how fee dollars are allocated. It is the responsibility of the Unit Head, non-voting member to ensure the student voice is recognized and heard during the deliberation process.

Suggested Improvements: What recommendations, if any, do you have for improvement of the SLF process?

N/A

Attachment:



pdoyle AGR -
AGtivate Assessment

College of Behavioral & Social Sciences

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Ryan	Patten	197,218

Funded projects - Please provide the broad types of projects funded by SLF: (Mark all that apply.)

Type of Projects	Instructional Support	Materials/ Technology	Co-curricular Learning Experiences	Other
College of Behavioral & Social Sciences	Y	Y	Y	N

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning outcomes that the SLF investments had in your unit. Please include relevant data to support your claims.

heck: With SLF funding, the GSEC was able to conduct biweekly (Fall 2022) and eventually weekly (Spring 2023) Feminist Friday events, aimed to educate the campus community on how different intersectional identity impacts feminism. SLF funding. DeMartini: During the 2022-2023 academic year, six professionals representing diverse backgrounds and psychological disciplines participated in the Get Psyched! Virtual Speaker Series. Speakers included Dr. Cady Block (neuropsychology), Dr. Rebecca Wiener (developmental psychology), Dr. Erica Peters (cannabis science), Dr. Christopher Weaver (forensic psychology), Dr. Sha Li (experimental/cognitive psychology), Dr. Kathryn Hall (sexual and relationship psychology). A total of 790 students, faculty, alumni, and community members attended these presentations, representing a broad audience of attendees interested in hearing from our invited experts. Data from post-event surveys fielded after each speaker's presentation reinforce the value of the Get Psyched! Virtual Speaker Series. On a bipolar scale ranging from strongly disagree to strongly agree, and across 208 respondents who completed the surveys for the six events: Brazeal: Our initial goal was to purchase a new server and archive system. This proved to be impossible with the allocated budget. Our existing server was dying and the software that linked it to our archive system was no longer functioning. We were in danger of losing all of the data that our students had collected in more than a decade of research. We sought approval from Ryan Patten to purchase nine, 40 Terabyte RAID Arrays. We were able to transfer all of our data from our servers and archive before they collapsed completely. We also purchased a number of normal external hard drives to enable our students to continue producing films while we get our system back online. Now with the University Network Refresh project, we will be able to build a Network Accessible Storage subsystem that will do the same thing as our servers in a way that is far less complicated and expensive. We look forward to completing that project with Network Operations in the summer or early fall. Lazarus: Funds were unused in 2022-23. The call for applications for a statistics tutor did not yield positive results. Without a qualified student tutor, the project could not be implemented. Dwyre: STUDENT PARTICIPATION in a HIGH IMPACT EXPERIENTIAL ACTIVITY. 3 CSU, Chico students from 3 different majors and two colleges were funded to participate in the CSU Northridge Washington, DC internship programs (CSUN in DC) in summer 2023

<https://www.csun.edu/social-behavioral-sciences/political-science/dc-internship>). The learning outcomes for this activity are: - students successfully complete an internship for academic credit in Washington, DC as part of a CSU sponsored program. - Students successfully complete all course requirements: 3 units for their internship and 3 units of an upper-division social science course. - Positive internship evaluations from internship supervisors and professors who run the CSUN in DC program. - Positive evaluations from the students who participated in the program. - Positive impact on students' future career and/or academic pursuits. - Students participate in promoting these internship experiences and recruiting other students. Patten: We hired three student advisors. Over the course of the academic year, they provided advising to 306 students, roughly 10 per week or two per day. Patten: We only have Fall 2022 data to report at this time. If the Committee would like to see Spring 2023 data, please let me know and I will send along the information when it is available. Anderson: The Community Legal Information Clinic has spent all of the \$5,000.00 we were awarded through today (It has not all posted to the account yet). We spent this on office supplies and postage, etc. We had 143 students enrolled in our POLS 490 sections. Brimlow: The Community Legal Information Clinic (CLIC) is home to 11 different substantive programs that provide free legal information to the community. To enhance the experiential learning opportunities in CLIC, some programs have prioritized field trips. These trips include prison and jail tours, attendance at professional conferences and court visits to observe hearings. In AY 22/23, the Environmental Advocates program from CLIC was able to take 7 students to the Public Interest Environmental Law Conference (PIELC) at the University of Oregon in Eugene. Shook: The casts were purchased in August, and arrived in late September, 2022, when they were assembled and added to our Butte 301: Biological Anthropology Teaching Lab collection, with a small subset (the six modern human innominates) curated in the Human Identification Lab. All new casts were be added to our cast inventory and user log. Some casts were able to be used in Fall semester, and all new casts were integrated as part of the regularly scheduled labs (ANTH 111 & 301) for Spring; some will additionally be used in our Fall ANTH 481 course. Patten: Some data: Total Mentors: 44 Total Mentees: matched 133, 89 remained in the program through the end of the semester Contacts logged between April – December: 871 Wilking (Allen): "The CSU, Chico Town Hall Meeting has been a part of first-year students' experiences since fall 2006 and has been housed in the Department of Political Science and Criminal Justice since fall 2009. The Town Hall Meeting (THM) provides students with a public arena for sharing their research and their perspectives on public policy. Wilking (Allen): The primary metric to assess student learning outcomes for the 6th annual Political Science Research Symposium is the breadth of participation among both participating professors and their students. This year, ten professors across multiple programs within the Department of Political Science and Criminal Justice participated with select students or mentees from their courses. This is a 40% increase in participating professor/mentors relative to the Fall 2021 Symposium. Student participation also increased in 2022, with over 133 distinct presentations, and 156 student participants. Again, this is a roughly 40% increase compared to Fall 2021. Increased participation among faculty and students may be attributed to the flexibility in the format of the symposium. The 2020 and 2021 Research Symposiums were held on-line, due to the on-going COVID-19 pandemic. The Fall 2022 Symposium offered multiple formats – professors and students could participate in one of three online panels or the in-person poster session, held in the BMU auditorium. Additionally, the Fall 2022 symposium featured a specific section of Civically Engaged Research projects conducted by student interns at the Community Legal Information Clinic (CLIC). While participation has not yet returned to pre-COVID levels (256 student participants in 2019), increased flexibility, and promotion among more faculty, have increased access across programs and courses for student participation in research. Time limitations prohibited the planned surveys of participating faculty and students. As the new department chair, Professor Wilking, gains experience in organizing and implementing the symposium, we will collect additional data to speak to student learning outcomes beyond levels of participation. Wilking (Allen): An award from the Student Learning Fees for

AY 2022-23 generously supported the cost for campus-wide access to the following database—administered through the CSU Social Science Research Instructional Council (SSRIC) and the CSU Office of the Chancellor. The Inter-University Consortium of Political and Social Research (ICPSR) is the world’s largest social science data depository (www.icpsr.umich.edu). Student Learning Outcomes Describe the project outcomes in terms of the metrics (e.g., course pass rates, frequency and impact of visits to tutoring center) used to evaluate student learning outcomes. Please include relevant data to support your claims. Usage Statistics Course-level usage data are not available, but campus-wide usage data are available as a metric, and the database providers report to the SSRIC that a majority of these users are students. Below are the campus-wide usage data for the databases. In addition, usage data always requires one important proviso. A single download may be used in a class with many students, but only shows on the usage chart as a single download. Moreover, a single faculty member may download a study to be used for research by multiple faculty members. For AY 18-19 (the most recent comparative data available, since current reports have not been produced due to the pandemic), the median total of ICPSR datasets downloaded by institutions that are in CSU, Chico’s Carnegie classification was 126, demonstrating that Chico State’s usage of 323 unique datasets downloaded in AY 22-23 was significantly above other institutions’ usage (note that this comparative figure includes institutions that are double the size of Chico State). In fact, according to the ICPSR webinar “ICPSR Data Showcase” – Chico State was in the top 5 educational sites downloading data at the archive, across member institutions worldwide.

Inter-University Consortium of Political and Social Research (ICPSR) Total Unique Datasets (July – May) Downloaded OR Accessed*	Year AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23	Chico
	1096	1122	842	551**	

*Statistics presented represent cloud-based access to datasets in addition to downloading.
 **Decrease in usage represents declining enrollment in classes, mostly due to quantitative methods course becoming an elective, rather than requirement in Criminal Justice major – however has recently become a requirement in US Politics major. High Impact Practices While the databases are available and utilized across the entire campus (and just over 95% were student users in AY 22-23, based upon available information, since some users choose not to reveal their usage information), this particular Student Learning Fee grant was specifically directed at utilizing data from these databases for the Department of Political Science and Criminal Justice’s introductory quantitative methods courses. In 22-23 AY, a total of 48 undergraduate students in these courses utilized these data and presented results of their research to the campus and broader community in the following symposiums for over 200 students attending: 1) the fall 2022 Department of Political Science and Criminal Justice’s Student Research Symposium and 2) a spring 2023 multi-class symposium, coordinated by the POLS 421 instructor with two sections of POLS 421 in collaboration the instructor of three sections of our introductory methods class, POLS 331W Introduction to Research Methods—which involved an additional 70 students from POLS 331W in spring 2023. Finally, it is important to underscore that these databases also specifically served the Master of Public Administration and the Master of Arts in Political Science programs. A total of 13 graduate students from fall 2022 our graduate research methods course utilized these databases to learn applied quantitative research methods in their first-year seminar, POLS 631 Seminar in Research Methods (one section taught in fall 2022). Moreover, several of our 22-23 graduates were able to utilize these data directly in their research for their culminating professional papers for the Master of Public Administration. Embedded Assessment In the above-mentioned POLS 421 Methods of Political Inquiry courses, students completed final research abstracts that involved the application of the quantitative analysis skills developed from data from the databases and using these data as a source for students’ analyses. A majority of students performed at a B- or better on this “quantitative reasoning” assignment. Note that this assessment was performed on four sections of POLS 421 (n=48) taught by Dr. Lori Weber in fall 2022 and spring 2023. Assessment was limited to this instructor’s sections because this allowed comparison to the same instructor’s information prior to the implementation of the above-described High Impact Practices. Prior to the implementation, there was

not a majority performing at a B- or better in the “quantitative reasoning” culminating assignment. " Lazarus: The GeoPlace Mapping and Data Studio recruits geography students to work on mapping projects to enhance their skills in geographic information systems (GIS), cartography, and statistics. A total of three students were hired to work in the lab in AY2022-23. These were junior and senior geography majors who had already taken introductory, intermediate, and advanced GIS and cartography courses in the department. The project work undertaken at GeoPlace afforded students the opportunity to apply the skills learned in the classroom to produce tangible deliverables that satisfied the purpose and audience of the client. Deliverables included digital and printed maps, data preparation, statistical analysis, and spatial analysis, and web applications. A total of seven projects were completed during the AY2022-23 period. The work undertaken at GeoPlace satisfies several student learning outcomes of the Department of Geography and Planning: 1.2: Students can collect, compile, and interpret geographic data. 1.3: Students can present geographic data in a map. 2.2: Students can recognize the presence and application of regional, local, and global dimensions of the social and physical worlds in data. 4.1: Students can analyze information from different physical or social sciences from a geographic perspective. GeoPlace provides students with professional experience and on-the-job training similar to an internship. This type of training supports high impact learning experiences that lead to student success. Other skills training provided to students via GeoPlace: Leadership Teamwork Communication Client relations "

COLLABORATION (If applicable): How did your use of SLF enhance our campus’s ability to engage in collaborative work? What challenges, if any, did you encounter in bringing interdisciplinary projects to fruition?

heck: The funds allocated to the Feminist Friday project enabled more even collaboration between on campus partners (i.e. Black Student Union or The Hub for the movie night) as this greatly helped in GSEC's budget deficit. When partnering with other organizations, SLF provided the opportunity to split costs evenly, provided funds for incentive to increase post pandemic participation numbers, and promoted campus collaboration by allotting modest speaker fees from community members and other CSU faculty. Challenges included the limited time that the responsible GSEC staff member had to plan. SLF funds allowed for about 6-8 hours a week of paid time for a student staff to organize these events. More time is needed for strategic outreach and collaborative efforts. As is the case with many campus events, there is sometimes competition for other events which can decrease attendance. However, returning from COVID and building back a GSEC presence in person on campus has been growing. With SLF funding secured again for AY 23-24, the GSEC looks forward to continuing to build interest and capacity in feminist identities and priorities." DeMartini: Although the Get Psyched! Virtual Speaker Series was not originally planned with the goal of enabling interdisciplinary collaboration, many opportunities spontaneously arose throughout the 2021-2022 academic year. Notably, prior to each event, our committee identified relevant departments/units on campus with which our speaker's topic might overlap. Specifically, we contacted faculty colleagues in kinesiology, education, business, and public health, and encouraged them to share the event information with their students and fellow faculty. Providing a low-barrier opportunity for students in complementary majors to learn more about psychology is a significant advantage of the virtual speaker series. Brazeal: We continue to collaborate with our colleagues across campus to produce documentary films. This year we worked with Chico State Faculty in Geology, Geography and Planning, American Indian Studies and Biology. We worked with faculty in Archaeology and Marine Biology at other campuses in the UC system. We also really appreciate our collaborations with Network Operations and the Division of Information Technology. Dwyre: We work hard to promote these outstanding internship programs across campus and have worked with the Career Center, other academic departments (especially Economics, History, Sociology,

Journalism, Communications and Philosophy), and Associated Students to do so. We also have fine tuned management of SLF funds for this program by working closely with Financial Accounting and Reporting and the Scholarship Coordinator in the Financial Aid Office. The Director of Financial Aid provided helpful assistance this year as well. We also work across CSU campuses through close collaboration with CSU, Northridge and the CSUN in DC Director Dr. Lawrence Becker, who runs the Washington, DC Internship Programs and supervises and teaches our students while they intern and study in Washington. Patten: We work tangentially with AAP. Patten: We collaborated with Dawn Frank and Yer Thao of the Student Learning Center. No challenges. Anderson: We teach many majors other than Legal Studies majors. We work well with the criminal justice program, public administration program, communications department, etc. Our program collaborates with administrative office, such as, the Title IX office, the Associated Students and CCLC. For example, our Student Legal Service (SLS) researched how many students at each CSU campus filed Title IX complaints in comparison to the self-reporting from the Campus Climate Surveys. They also gathered information from all campuses about outreaching to the campus communities regarding Title IX services and support. The SLS students presented their findings at the BSS Research Symposium and to the Title IX staff directly. We will continue to collaborate with the Title IX office on improving services to our community. Here are some other events and collaborations CLIC participated in this year. The students in the Environmental Advocates Department participated in the 2023 Earth Day Festival. CLIC students partnered with Summer Orientation and BSS Advising and either had tables at their events or came to the orientation to speak about CLIC's services and opportunities for students. CLIC students participated in Choose Chico and Wildcat Welcome. The CLIC offices were used for new student recruiting through phone banking and tours. CLIC faculty collaborated with the Athletics Department in recruiting new students who had shared interests in our majors and clinic. Anderson: We teach many majors other than Legal Studies majors. We work well with the criminal justice program, public administration program, communications department, etc. Our program collaborates with administrative office, such as, the Title IX office, the Associated Students and CCLC. For example, our Student Legal Service (SLS) researched how many students at each CSU campus filed Title IX complaints in comparison to the self-reporting from the Campus Climate Surveys. They also gathered information from all campuses about outreaching to the campus communities regarding Title IX services and support. The SLS students presented their findings at the BSS Research Symposium and to the Title IX staff directly. We will continue to collaborate with the Title IX office on improving services to our community. There were no challenges since we had student assistants to help with organization and data collection." Wilking (Allen): The Department of Political Science and Criminal Justice looks forward to another successful year of Town Hall Meeting programs in 2022-2022 and recognizes and appreciates all the hard work of our Town Hall Meeting instructors, our partners in the First-Year Experience program, and our community consultants. We appreciate the continued support of our college. Wilking (Allen): The primary collaborations occurred across programs within the Department of Political Science and Criminal Justice. Students participating in the Student Research Symposium enroll in a one unit course, POLS 396, offered by a participating faculty member. If a student in a traditional three unit course wants to participate in the symposium but that faculty member is not offering 396 units, a participating faculty member works with the professor and student to accommodate participation and mentor that research project. For example, in Fall 2022 several of Professor Pinder's students participated in the research symposium by enrolling in POLS 396 with Professor Angela Gapa. An award from the Student Learning Fees for AY 2022-23 generously supported the cost for campus-wide access to the following database—administered through the CSU Social Science Research Instructional Council (SSRIC) and the CSU Office of the Chancellor. The Inter-University Consortium of Political and Social Research (ICPSR) is the world's largest social science data depository (www.icpsr.umich.edu). Please note that while the Department of Political Science and Criminal Justice applied for and received this award, the database is available to all users on campus.

Lazarus: The students at GeoPlace collaborated with several departments and units across campus to work on seven projects. A summary of the projects are provided below: Anthropology: 1. Update maps needed for a revision for anthropology textbook. Curated a spatial data set of anthropological sites and then hand digitized the estimated human range using cartographic themes of maps made for the previous edition of the book. Biological Sciences: 2. Assisted with a graduate student's masters thesis project. Downloaded a digital elevation model (DEM) and reclassified elevation levels to produce a deliverable showing 5 elevation levels needed for the map. 3. Produced an interactive map showing location of Planned Parenthood and crisis pregnancy center locations. Work involved geocoding the locations, adding data on median income, and designing the digital map. Office of Civic Engagement 4. Produced a digital map to give students and faculty a visual representation of where voting drop off locations are located within Chico. Curated a spatial dataset containing voting drop off locations in Chico California and designed the map using custom cartographic themes. Construction Management 5. Created a map showing the distribution of Construction Management majors throughout the state of California. The client provided the data and GeoPlace students sorted, manipulated, and geocoded the data and created a web map to allow the user to easily scroll through the data to find hotspots. They also generated a bar chart to show county distribution. 6. Distance Education & University Center Create and update a series of maps that showed the distribution of online programs- Liberal Studies, Religious Studies, Social Science, and Sociology- and two online college of business programs. The GeoPlace team had to sort through excel files, geocode, and visualize the data. The lab was able to provide a total of six maps. 7. GeoPlace Project As a learning experience, the GeoPlace team used Survey123 to travel throughout campus and document bike parking quantities. This allowed the team to gain a better understanding of how to use Survey123 for data collection purposes, collect on the ground field data, and to then visualize this data in map form in a way that most people would understand. Challenges: Students had to research secondary sources online to find data where necessary as clients did not have geographically referenced data that is needed to create maps. Technical issues related to hardware in the lab that required support from ITSS staff.

FINANCIAL SUSTAINABILITY: Going forward, what are your plans for funding these projects?

heck: We have been funded for SLF funds for AY 2023-24 and look forward to continuing to build the program. Feminist Fridays will be woven into the general programming of the GSEC and will be part of a 16 hour a week student staff position in order to sustain it further. The GSEC has begun to build a more strategic fund development focus in the past 2 years now that we have settled into our new position as a state side program of MCGS (as opposed to an Associated Students program). With the current attack on reproductive rights across the country as one example of the need for feminist analysis of our society, the GSEC looks forward to ensuring these experiences exist for students on our campus.

DeMartini: With 21 notable speakers since February 2020, the Get Psyched! Virtual Speaker Series has already achieved the momentum necessary to continue for the foreseeable future as a fixture of the Psychology Department. In addition to continuing to host a broad range of speakers from low-income and/or minoritized backgrounds, we have begun to prioritize speakers from outside academia. The decision to do so was in direct response to requests from students who completed our 2021-2022 planning survey. We have also created an archive of past Get Psyched! events (<https://www.csuchico.edu/psy/resources/getpsyched-archive.shtml>), which can be browsed by students and incorporated into coursework by faculty. Because our costs are minimal (\$400 stipend per speaker), we are able to offer this resource with little overhead; however, in order to cover our stipends, we have applied for SLF money for the 2023-2024 academic year. Brazeal: We have been awarded an SLF Grant for 23-24 that will allow us to build a Network Accessible Storage system. It will run over

normal ethernet cables and won't require a single or multimode fiber system. Network Operations (NOPS) will put it behind a firewall so that it will only be accessible from our Tehama Work Stations and their administrative access point. It's going to be so much better than what we had before. We also won a grant from the Foundation Board of Governors to establish a travel fund for student film makers. I look forward to sending crews to Bogotá, Colombia and Oroville, Butte County, this summer. Dwyre: We started a Washington, DC Internship Award which is now endowed. We hope to build up this award to be able to assist a number of students to participate in a Washington, DC internship program in future years. Currently, the endowment is not enough to generate large enough awards to provide sufficient support for these students, and we continue to fund-raise to build the principal with the goal of generating enough to award students meaningful assistance to help cover the significant costs associated with participating in a Washington, DC internship program. We continue to search for other funding for our students to participate in these high-impact professional experiences. We are engaged in conversations with our colleagues at CSU, Fullerton and CSU, Northridge who run these internship programs to try to secure funding from the Chancellor's Office for all CSU students who participate in these high-impact professional experiences. Patten: Our students need advising help, so we will continue this project. SLF is our sole funding source. Patten: Anderson: We will continue this project in the future. SLF is our sole funding source. We continue to be one of the highest program fundraisers during "Giving Day." We continue to reach out to our CLIC alumni for donations by providing events for our students and alumni to meet and opportunities for our alumni to give. We continue a good relationship with the AS who is supportive of CLIC and provides some funding by attending their events and providing presentations to the AS officers and administrative staff. "We made a huge fundraising effort during ""Giving Day"" this year. Anderson: We continue to be one of the highest program fundraisers during ""Giving Day."" We continue to reach out to our CLIC alumni for donations by providing events for our students and alumni to meet and opportunities for our alumni to give. We continue a good relationship with the AS who is supportive of CLIC and provides some funding by attending their events and providing presentations to the AS officers and administrative staff. As the AS funding decreases due to enrollments and the AS's other funding issues, the need for SLF funds for wages increases. We appreciate all that we are awarded in student learning fee funds each year." Brimlow: The opportunity to take these students to this conference comes up each year and I do anticipate that I will try to continue this learning tradition. I did not apply for SLF funding for AY 23/24 so if I cannot find alternative funding I'll try again the following year. Shook: "Quality casts, like those produced by Bone Clones, Inc. Osteological Reproductions (<https://boneclones.com>), are created for educational and research purposes, and are of enormous value because they are resistant to "wear and tear" from handling and are reasonably priced. While we were not able to purchase everything on our initial wish list (due to limited budget), we were able to replace some key items that have been in our collection for 50+ years that were of poor quality, and update our collection with some newly available casts. We anticipate these purchases will last for many decades. In the future we do hope to continue expanding our cast collection with some additional articulated primate skeletons that we were unable to get this time. We also hope to work on repatriating our current human osteological collection (real bone) and replacing them with ethically sourced human donor skeletal remains. While casts are extremely helpful, real human skeletal remains are also necessary for teaching forensic anthropology (which is a key aspect of our anthropology program)." Patten: We are continuing this program. We are applying for a Title V - DHSI grant, which, if approved, we fund this program for five years. If not, SLF here we come! Wilking (Allen): For the 23-24 AY, I applied for the cost of the Town Hall meeting for both semesters. In the future, we will continue to rely on university funding for this project. Wilking (Allen): The Student Research Symposium is a relatively low-cost but high-impact practice. We have appreciated the generous financial support from Student Learning Fees and have applied for similar levels of support for the Fall 2023 symposium. Wilking (Allen): We are primarily working toward sustainability with

respect to the Fall 2023 symposium by increasing the structure of 396 course work to provide students with greater support for their research projects, for example, by collaborating with research librarian William Cuthbertson. Institutionalizing earlier deadlines, and requiring consultation with William will provide more support to participating professors, and enhance the experience for students, thus promoting more participation amongst faculty and students in the future. Secondly, we plan to enhance environmental sustainability by switching our poster materials. Students currently use cardboard tri-folds, purchased with SLF funds, for one-time use for their posters. Instead, we will use the multi-use display boards available through AS, and students will print their posters on the high-quality poster printers available in Meriam Library. Mentorship on effectively presenting information, coupled with a template, will encourage students to print on smaller dimensions (thus using less paper products), while increasing the quality of the presentations. For the 23-24 AY, Professor Wilking applied for SLF funding to continue student access to these datasets. Lazarus: GeoPlace has been operational since 2015 with a brief hiatus in fall 2017. The lab has been operational continuously since spring 2018. It is expected that GeoPlace will continue to operate in the coming years with new recruits, thereby providing opportunities for students to advance their GIS and mapping skills. Potential funding sources for GeoPlace: BSS Strategic Funds Student Learning Fee Governor's Award"

PRIORITIES: Going forward, what are the programmatic priorities for your unit that SLF might support?

We will continue to prioritize applications that match the University's strategic priorities.

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used." Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

We followed the EM as stipulated.

Suggested Improvements: What recommendations, if any, do you have for improvement of the SLF process?

The use of Qualtrics for application submission was a master stroke.

College of Business

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Suzanne	Zivnuska	183,131

Funded projects - Please provide the broad types of projects funded by SLF: (Mark all that apply.)

Type of Projects	Instructional Support	Materials/ Technology	Co-curricular Learning Experiences	Other
College of Business	Y	Y	Y	Y – Student salaries, student travel

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning outcomes that the SLF investments had in your unit. Please include relevant data to support your claims.

The SLF funding provided significant support to COB's diverse range of courses, including finance, marketing, and management. For example, the WRDS interface and databases were effectively utilized as educational tools in courses such as FINA 307, FINA 351, FINA 481, and FINA 655, enabling comprehensive explanations of topics including stock prices, stock distributions, risk and return, portfolio allocation, interest rates, and the yield curve. A social entrepreneur course of the management department managed to get a partnership agreement between Strathmore University in Kenya and Chico State University. This collaboration has undoubtedly enriched the educational experience for both institutions involved. Additionally, in a master-level class, the SLF played a crucial role in enhancing the sales learning of MBA students, helping them refine their sales skills. While sales classes are not mandatory in the MBA program, participating students unanimously acknowledged the significant value of this opportunity for experiential learning through the competition. Apart from catering to specific courses' Student Learning Outcomes (SLO), the SLF's financial support was vital in facilitating COB students' academic pursuits beyond the classrooms. Notably, Peer Tutoring and SI program at COB exhibited success, although some room for improvement exists when compared to pre-pandemic periods. The total number of tutoring visits reached 1,091, representing a substantial 79% increase compared to the academic year 21-22, with 277 students benefiting from tutoring services, reflecting an impressive 80% increase over the same period. Another noteworthy achievement was the success of Women in Business Summit 2023, which received high praise from its participants. The speakers' ratings ranged from 8.7/10 to 9.4/10, showcasing the summit's content and delivery quality. Additionally, in a post-event survey, over 90% of attending students expressed their willingness to recommend the summit to others, underscoring its impact and value. Moreover, implementing the Student Ambassador Program as a pilot initiative proved beneficial in connecting with prospective students admitted to the College of Business. Four student ambassadors took the initiative to reach out to over 200 admitted for the fall of 2022, utilizing personal emails and phone calls to engage. Furthermore, they made approximately 1,000 calls to student applicants. The feedback from first-year students indicated that the

peer-to-peer outreach demonstrated the COB's commitment to their academic success and facilitated a smoother transition to Chico State.

COLLABORATION (If applicable): How did your use of SLF enhance our campus's ability to engage in collaborative work? What challenges, if any, did you encounter in bringing interdisciplinary projects to fruition?

The SLF funding has profoundly impacted fostering research and teaching collaboration among faculty members. A noteworthy example of this can be seen in the finance department, which, thanks to continuous support from the SLF since 2020, has successfully generated seven research papers and two working papers. The SLF has facilitated collaboration between a social entrepreneur course and Strathmore University in Kenya, showcasing its efficacy in fostering international academic partnerships. One of the major hurdles addressed by the proposers was the promotion of new programs to master students and the acquisition of guest speakers. Such challenges of new programs need to be carefully evaluated in the future to ensure the successful implementation and enrichment of diverse academic initiatives.

FINANCIAL SUSTAINABILITY: Going forward, what are your plans for funding these projects?

Apart from the support provided by the SLF, diverse programs necessitate continuous assistance from other funding sources. For example, Women in Business Summit has relied on funds acquired through Giving Day to sustain the program successfully. In addition, efforts have been initiated to secure support from private donor funding for the COB Second-Year Peer Mentoring and Second-Year Success Program and the COB Tutoring and SI Program, with discussions already underway with the dean in this regard. Similarly, the MBA Case competition is seeking an alternative funding source on campus, such as CCF, to ensure the program's continuation and success.

PRIORITIES: Going forward, what are the programmatic priorities for your unit that SLF might support?

The COB SLF committee did not place priorities on particular programs but instead endeavored to align with the principles and guidelines set forth by the SLF. That said, as long as the proposals align with and contribute to the fulfillment of the university's strategic priorities (Equity, Diversity, and Inclusion; Civic and Global Engagement; and Resilient and Sustainable Systems) and the COB's strategic goals and objectives, the COB SLF committee would support the programs. Two prime examples reflecting the committee's dedication to this effort are the Peer Tutoring and SI Program and the Student Ambassador Program. Along with the university's strategic priorities and the college's strategic goals, a proposed program's evidence of effectiveness and scope of impact have been important considerations.

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used." Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

The COB SLF committee consists of five students, with four voting members and one non-voting, and three faculty members, with two voting members and one non-voting. This composition ensures that student members possess the majority voting power, aligning with the CFAC EM requirements. Furthermore, the unit SLF actively promotes early student engagement and participation in the decision-making process. Once proposals are submitted and available to the committee, all committee members, irrespective of their voting status, are called upon to assess the proposals and provide their evaluation scores. The committee chair then compiles all members' opinions and evaluation scores, sharing them with every committee member. During the committee's convenings, both student and faculty members openly deliberate the merits and drawbacks of the proposals, arriving at the final decision through collaborative discussions. Throughout these discussions, great emphasis is placed on encouraging the perspectives and experiences of the student committee members, recognizing that the SLF's primary purpose is to enhance the student learning experience.

Suggested Improvements: What recommendations, if any, do you have for improvement of the SLF process?

N/A

College of Communication & Education

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Angela	Trethewey	144,000

Funded projects - Please provide the broad types of projects funded by SLF: (Mark all that apply.)

Type of Projects	Instructional Support	Materials/ Technology	Co-curricular Learning Experiences	Other
College of Communication & Education	Y	Y	Y	N

SLO - STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning outcomes that the SLF investments had in your unit. Please include relevant data to support your claims.

The College of Communication and Education, as always, is deeply appreciative of the additional support from Student Learning Fees that help our students to have a richer and more fulfilling educational experience, particularly in this difficult budget environment. In 22/23, CME was awarded \$144,000. Over the past year, we expended just over \$130,000. We anticipate that the remaining allocation will be returned to CFAC for allocation next year. The Chart (see attached Chart) below indicates how the funds were expended across the various categories of spending. As has been true in previous years, this year our College used the vast majority of SLF monies to invest in new technologies and equipment. Indeed, nearly 74% or approximately \$95,000 of our investments were in this category. The remaining dollars were used for supplies and services 26% or approximately \$34,000. The small remainder, less than 1%, was spent on student assistants. See Table 1 Below for a breakdown of our expenditures. This year, as last, the primary learning outcomes that were directly impacted by our SLF investments were students' ability to be introduced to and effectively use new technologies and equipment to support their learning and professional preparation in their home disciplines. Our largest investment was a significant piece of equipment for the Department of Kinesiology, the Body Composition Assessment System. This has been purchased and faculty are in the process of acquiring the requisite certification to be able to use the system in a variety of Exercise Physiology courses in the next academic year. This equipment will allow students to use evidence-based data to make health/wellness assessments as well as design and implement exercise plans. The College also invested a significant portion of our allocation into equipment to support our students' ability to craft and share responsible and responsive stories and other communicative products using state of the art/industry technologies, including Advanced Film Technology Equipment, Smart Phone Video Production Kits, Color Printers (in Media Arts, Design and Technology), Camera Packages (Journalism & PR). Across our communication/media programs, students had opportunity to learn how to use this equipment under the expert guidance of our faculty. As one of our seasoned lecturers commented, "A majority of our students do not have access to this type of professional equipment, so we want to provide any and all opportunities for the students to leave Chico State as competitive applicants in their respective job fields." These investments help us to do just that.

CME also invested in two different projects to provide our credential candidates with access to experts and knowledge that will help them to become better educators. We continued our Anti-racism Speaker Series. This series brings faculty of color from other institutions to share experiences, best practices, and critical theoretical perspectives with our future teachers. Given that our faculty at Chico State are less diverse than we would hope, this series helps to address a critical gap. Students in attendance clearly felt that they had learned from the series, per Dr. Lemmi's survey results. SLF also funded a project to enable credential candidates to build curricular modules, that can be checked out by other teachers or credential candidates from the Meriam Library, that teach students about social and ecological justice. These two projects support our College's EDI efforts directly. Our SLF allocation provided students with experiential learning opportunities outside the classroom. The Student Certificate in Event Design award was leveraged by our students to recruit students to the Recreation, Hospitality, and Parks Management department using the knowledge and skills they learned in the program. Their enrollments increased over 200% year-over-year! Unfortunately, the RHPM Redwood Rescue service learning field trip had to be cancelled as the string of academic rivers prevented travel to the state park. Finally, SLF funds went directly to support student assistants who helped other students to succeed in their academic endeavors. The Journalism and PR Mac Lab was staffed with students who provided on-demand peer writing and technology help.

COLLABORATION (If applicable): How did your use of SLF enhance our campus's ability to engage in collaborative work? What challenges, if any, did you encounter in bringing interdisciplinary projects to fruition?

The Advanced Film Production Equipment was used our Media, Entertainment, Technology Collaboration which spans two departments in CME (MADT, J&PR) and the Department of Computer Animation and Game Development in ECC. This collaboration requires supplemental funding. We also collaborated with our Librarian to support the Social and Ecological Justice Curriculum Kits.

FINANCIAL SUSTAINABILITY: Going forward, what are your plans for funding these projects?

We will continue to look for external funds (donations and grants) to support these enriching experiences for students.

PRIORITIES: Going forward, what are the programmatic priorities for your unit that SLF might support?

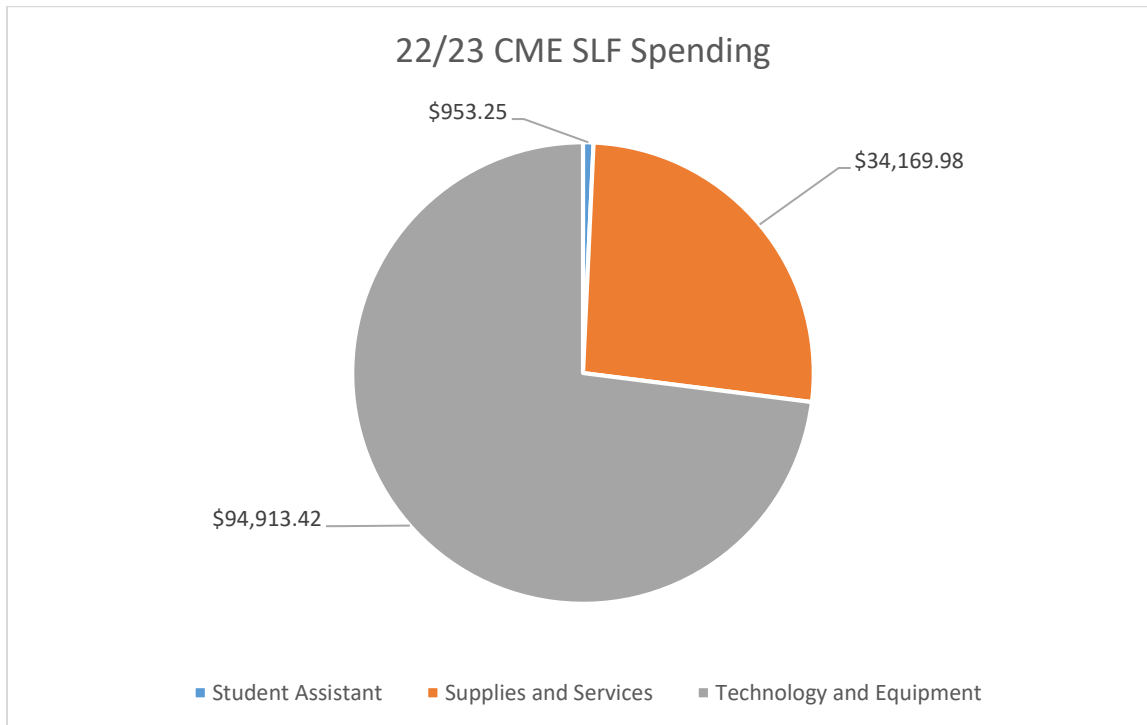
Next year, I would like to see us leverage SLF to support our student advising interns and to expand our Student Success center in the College.

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used." Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

Our Associate Dean manages our SLF committee. She, with the students, establishes rubrics, details the process, facilitates the conversation, and ensures that the students' voices determine our rankings. Our process is very student-centered and efficient.

Suggested Improvements: What recommendations, if any, do you have for improvement of the SLF process?

N/A



CME SLF Spending at a Glance

Type of Expense	Amount
Student Assistant	\$953.25
Supplies and Services	\$34,169.98
Technology and Equipment	\$94,913.42
Grand Total	\$130,036.65

% of Allocation Used

90%

Detailed Expense Breakdown

Type	Award	Amount
Student Assistant	62056 - J&PR Mac Lab Assist & Camera	\$953.25
Supplies and Services	62052 - Antiracism Virtual Visit Schlr	\$15,000.00
	62055 - Soc & Eco Justice Kits & Speak	\$7,716.62
	62057 - Hands-On Learn Conv Management	\$1,036.94
	62059 - Hands-On Color Printing	\$2,114.97
	62060 - Food & Beverage Management	\$567.54
	62061 - Student Certifct Event Design	\$4,110.43
	62062 - Smartphone Video Prod Kits	\$1,743.24
	62063 - Local Food & Agr Culture	\$1,206.61
	62064 - Redwood Rescue Perserv CA Icon	\$673.63
Technology and Equipment	62053 - Podcast Equip KCSC Radio	\$4,817.42
	62054 - Upgrades MADT 468 Class	\$16,165.41
	62056 - J&PR Mac Lab Assist & Camera	\$31,884.87
	62058 - Body Composition Assess System	\$40,000.00
	62059 - Hands-On Color Printing	\$2,045.72

College of Engineering, Computer Science, & Construction Management

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
David	Alexander	211,304

Funded projects - Please provide the broad types of projects funded by SLF: (Mark all that apply.)

Type of Projects	Instructional Support	Materials/ Technology	Co-curricular Learning Experiences	Other
College of Engineering, Computer Science, & Construction Management	Y	Y	Y	N

SLO - STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning outcomes that the SLF investments had in your unit. Please include relevant data to support your claims.

SLF investments target three main areas of student impact: equipment upgrades, student success support, and student lab assistant support. Impacts to student learning outcomes in ECC are most evident in the equipment upgrades and lab assistant support. Equipment upgrades included new computer science virtual machines, a drone for civil engineering and construction management, a new lathe (formerly mini fab lab) and metallurgical equipment for MMEM, and computer upgrades for computer animation. In all these cases, students were able to enhance learning by being exposed to up-to-date equipment using modern techniques. Students in MECH 210/210L used metallurgical equipment to measure the hardness of metal alloys. The drone was used to observe land use and traffic scenarios in civil engineering. Lab assistants supported students working on class programming projects in computer science. The ECC Student Success Center provided tutoring services and drop in advising and career workshops to help students navigate their classes and look for jobs and summer internships.

COLLABORATION (If applicable): How did your use of SLF enhance our campus's ability to engage in collaborative work? What challenges, if any, did you encounter in bringing interdisciplinary projects to fruition?

The lathe (formerly mini fab lab) is used in capstone senior design projects, which combines students from three different majors to design and build industrial solutions for external companies. This is a very collaborative program with students from different disciplines working closely with professionals from various backgrounds and having different roles within their organization. The drone is used collaboratively between civil engineering and construction management and for several different industry needs including traffic and environmental engineering.

FINANCIAL SUSTAINABILITY: Going forward, what are your plans for funding these projects?

The projects that use SLF funds are either one-time equipment purchases and upgrades or longer term support for students. SLF funds address these two significant areas of need within the college. The college does not have plans nor the resources to cover these additional funding needs. On occasion, the college and departments may pool resources to upgrade equipment but not with the same impact that SLF has had.

PRIORITIES: Going forward, what are the programmatic priorities for your unit that SLF might support?

Tutoring, lab assistants, and student success programs are all ongoing priority needs that SLF funds can support.

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used."

Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

Each department in the college had a student representative on the committee. The AS Senator was also a voting member on the committee. Students were asked to work with their departments to understand the SLF proposals that were put forth to the committee. Students were then given the opportunity to discuss their department's proposals. Throughout the process students were asked to provide input on all the projects and they did. All projects were ranked and voted on by the majority student member committee. Students were also included in how the committee would operate and how the projects would be reviewed and ranked.

Suggested Improvements: What recommendations, if any, do you have for improvement of the SLF process?

N/A

College of Humanities & Fine Arts

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Tracy	Butts	225,391

Funded projects - Please provide the broad types of projects funded by SLF: (Mark all that apply.)

Type of Projects	Instructional Support	Materials/ Technology	Co-curricular Learning Experiences	Other
College of Humanities & Fine Arts	Y	Y	Y	Y – Mentoring, Advising, Student Ambassadors

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning outcomes that the SLF investments had in your unit. Please include relevant data to support your claims.

Student Learning Fee funds helped HFA achieve the following student learning outcomes (SLOs):
 Improve student success and decrease DFW rates: • English Mentors for the Academic Writing Program—ENGL 130W pass rate increased from 82% in 21/22 to 85% in F’22. • HFA Advising Intern Continuation & First Year Intervention—HFA Success Studio Advisors and student interns contacted “620 new first-time and transfer students” via voicemail, email, in-person advising, or event” interaction, offering advising and/or registration support. • Two Supplemental Instruction Leaders for HIST 130—“Data available from Fall 2022 shows that students who attended SI sessions achieved higher grades in HIST 130 than those who did not attend; the GPA difference varied from 0.1 to 1.7 across five sections. Spring 2023 grade data is not available as of the writing of this report (May 23, 2023).” Help students “gain important insights into the practical application of the knowledge they gain in our classes: • English Mentors for the Academic Writing Program— • Outreach and Recruitment Efforts— Our Student Ambassadors play a key role in helping the college with its ongoing outreach and recruitment efforts. HFA owes a huge debt of gratitude to the Student Ambassadors. The college’s intent to enroll target for Fall 2023 was 307 to 360. We are currently sitting at 359 and looking to possibly surpass our target. Also, the number of new students enrolling in the college has been steadily increasing over the last two years. In Fall 2020, the number of new students enrolled in the college was down to 224 compared to 289 in Fall 2019; however, in Fall 21, we welcomed 249 new students and 274 new students in Fall 2022. • Two Supplemental Instruction Leaders for HIST 130—“ Two SI leaders, History MA students Riley Rosenberg and Emerson Finley-Vaquera, worked with students in HIST 130 sections taught by Dr. Gloria Lopez and Dr. Robin Averbeck. The leaders attended classes where they occasionally assisted with small group activities. In addition, they prepared lesson plans based on course topics, which they taught to students during SI hours outside of class.” Provide students with access to state-of-the-art and cutting-edge technology to support curricular and co-curricular activities: • Ira Latour Student Assist & Support—“During the 22-23 Academic Year an average of 80 student visitors per day utilized the Ira Latour Visual Resources Collection (VRC). Over 6000 pages were printed in the VRC which were directly related to Art & Art History students’ coursework, independent research, exhibition

opportunities, and professional practices. Because of our SLF funds we were able to expand our hours and remain open after typical business hours until 7pm (Fall 2022) and 6 pm (Spring 2023). These extended hours allowed for 168 student visits so that they were able to engage with our resources during times of day that fit into their school/work/life schedules.” • Animation and Foundation Digital Lab: “The funding provided Pro-Duty Copy Stand Kits with LED lights, Mac Mini's and Monitors, and Dragonframe software for students to create 2D, stop-motion, and experimental videos. This equipment was incorporated into assignments for ARTS 350 Intermediate Digital Media and used on independent projects for ARTS 450 Advanced Digital Media and in ARTS 495W. . . . This access to cutting-edge animation software and equipment has opened up many new possibilities and influenced decisions on the future of the Digital Media emphasis in the Art Department. Moving forward, moving images and time-based methods will be regularly incorporated in the Intermediate and Advanced level Digital Media courses. In our first year of having access to the lab we have seen an increase in quality, output, and interest in these courses. • The new Stop-Motion Lab, located in Ayres 101 and 101A, is an 18-station creative studio that incorporates and encourages digital and physical techniques. Approximately 130 students used the lab each semester in our first year and this number will increase as our enrollment grows. These courses included ARTS 350, ARTS 450, ARTS 451, ARTS 495W, and foundation courses ARTS 122, and ARTS 123.

COLLABORATION (If applicable): How did your use of SLF enhance our campus’s ability to engage in collaborative work? What challenges, if any, did you encounter in bringing interdisciplinary projects to fruition?

In addition to serving the educational needs of students majoring in disciplines in the college, HFA also provides instruction and curricular support to students across campus through its service to GE and other academic programs, such as Liberal Studies. Therefore, a number of HFA projects which received SLF funding (such as HFA Advising Intern Continuation & First Year Intervention, Ira Latour Student Assist & Support, Animation and Foundation Digital Lab, and English Mentors for the Academic Writing Program) provided academic support to both majors and non-majors. Other projects, such Two Supplemental Instruction Leaders for HIST 130, Large Format Vinyl Cutter, and Outreach and Recruitment Efforts, worked closely with other departments/units on campus, such as the Office of Admissions, CARS and Success Centers in other colleges, the Turner Print Museum, Media and Design Services, and the Student Learning Center, to better support the college’s academic mission. For the most part, these collaborations were fruitful, as demonstrated by the following quote from the HFA Advising Intern Continuation & First Year Intervention report: “This greatly impacted, and improved, collaboration across campus. The HFA advising interns are regularly in contact with advisors and departments within and outside of the College of HFA. They regularly communicate with other majors, handing students off as they both exit AND ENTER the College of HFA. They communicate and work with critical campus resources, connect students with a variety of opportunities and help students connect with the University through collaborative relationships.” However, the Success Studio Tutor Continuation project did encounter some challenges, the biggest of which “has been aligning tutoring curriculum with course curriculum—collaboration between instructor and tutors is vital to the success of a tutoring program.” Going forward, though, the Success Studio has “already established goals for building the relationship between the Success Studio and the MUSC faculty,” such as “purchas[ing] the book and online materials used in Music Theory classes, this should improve the access tutors have to weekly coursework.”

FINANCIAL SUSTAINABILITY: Going forward, what are your plans for funding these projects?

The majority of the projects funded with SLF monies are dependent upon those funds for their existence and success. HFA does not have the financial wherewithal to fund projects like the History Writing Collaborative, English Mentors for the Academic Writing Program, and Two Supplemental Instruction Leaders for HIST 130. Given that these programs serve the larger campus population, we will continue to seek SLF funding for them. Ultimately, our goal is to 1) increase student enrollments and 2) solicit funds from donors to maintain some of the college's diverse and costly technology needs. This will better enable us to preserve more of our SLF allocation for student success, research, creative, and experiential learning opportunities.

PRIORITIES: Going forward, what are the programmatic priorities for your unit that SLF might support?

Going forward, HFA has four main programmatic priorities that we hope to support with SLF: 1. Student Success Efforts: Providing students with additional measures of support both inside and outside of the classroom through co-curricular activities such as tutoring, supplemental instruction, advising, and developmental support. Affording students invaluable paid pre-professional opportunities. 2. Student Experiential Activities: Providing all students with opportunities to participate in high-impact practices and activities, such as attendance at conferences, CSU Summer Arts, faculty-led study abroad programs, internships, research opportunities, etc. 3. Technology Needs: As a college, HFA continues to have a lot of technology needs, especially in the areas of Recording Arts and Music Industry, 2D design, Art studio. Additionally, technology needs in the Humanities are starting to increase. SLF funds enable us to provide our students with access to cutting-edge technologies. 4. Outreach, Recruitment, and Retention Efforts: Building the college's enrollments, curricular, and co-curricular offerings. Additionally, the college's faculty diversity is not keeping pace with its student diversity; therefore, it is imperative that we provide our students with opportunities to interact with visiting artists and lecturers to enrich what they have been learning in class, fill existing holes in our curriculum, and exposure to diverse faculty, practitioners, and subject matter.

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used." Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

Per CFAC rules, the HFA SLF committee membership includes the HFA AS Senator, who is a non-voting member, as well as a lower-division student and two upper-division students. During the committee's deliberations, the student members join us in a discussion of the merits, impact, and rankings of the proposals. This year, the proposal requests exceeded the college's allocation, so the associate dean and I suggested that the committee not fund proposals we had submitted—Research and Creativity, Experiential Learning, Visiting Artists, HFA Student Assistants—and only award funding to the Outreach and Recruitment proposal, out of which we pay our student ambassadors. The committee agreed with our recommendation but exhorted us to do a better job of protecting some monies for those proposals in the future. The consensus from the students was that these activities were just as important as the

college's technology needs. So, as a committee we devised a plan whereby we would 1) decrease funding for some projects to allocate \$5,000 to Experiential Learning and 2) create an alternate list of proposals to be funded in the event proposals were funded elsewhere; this allowed us to go back and increase funding for the Experiential Learning proposal. Our students are very vocal and passionate about making sure that all students, regardless of their socioeconomic standing, have the opportunity to participate in high-impact learning activities.

Suggested Improvements: What recommendations, if any, do you have for improvement of the SLF process?

As I stated in my assessment report for the Outreach and Recruitment Efforts proposal, "I would love if there were some way a project proposer could signal a desire to rollover funds for existing projects after awards have been granted. For example, if I project that I'm going to have \$1,000 remaining in my award allocation at the end of year, I would appreciate being able to make a request to roll over that \$1,000 and perhaps adjust down my request amount for the next year, thereby freeing up SLF funds for other proposals. The deadline for making these requests could be the end of the Fall semester, before college SLF committees meet to award funds for the next cycle."

College of Natural Sciences

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Kevin	Patton	324,000

Funded projects - Please provide the broad types of projects funded by SLF: (Mark all that apply.)

Type of Projects	Instructional Support	Materials/ Technology	Co-curricular Learning Experiences	Other
College of Natural Sciences	Y	Y	Y	N

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning outcomes that the SLF investments had in your unit. Please include relevant data to support your claims.

The 2022-23 academic year represented an uninterrupted in-person classroom and laboratory for thousands of students on our campus. The SLF funds enabled us to purchase small equipment and computers as part of ongoing redesign of a number of courses and to re-equip aging lab materials for many others. The experience of students engaged in courses impacted by SLF funding has been significantly enhanced. The SLF funds have supported the efforts of our faculty to continue to enhance instruction by utilizing a variety of peer-to-peer mentoring approaches in and out of the classroom. Departments were able to hire peer mentors (embedded tutors and others) who could be involved in the learning environment used in all our courses (lectures and labs). Other student assistants held hours of tutoring sessions each week. These same peer-to-peer mentoring activities have been shown in the literature to improve student success as measured by decreasing DFW rates and equity gaps. Our faculty are currently engaged in studies of the data obtained locally over this last year. The SLF funds have also enabled faculty to provide access to databases and software that connect students to the primary literature of our various disciplines, computational chemistry packages and programs they will be expected to master in their future careers.

COLLABORATION (If applicable): How did your use of SLF enhance our campus's ability to engage in collaborative work? What challenges, if any, did you encounter in bringing interdisciplinary projects to fruition?

Although not specifically addressed by the SLF funding to our college, collaborative work involving students in STEM majors occur most often in out-of-classroom research projects that span multiple departments and colleges. Improving student success via enhanced lab activities and directed tutor support as described above provided continuity in our students training that will enable many to participate in collaborative projects.

FINANCIAL SUSTAINABILITY: Going forward, what are your plans for funding these projects?

We will continue to pursue SLF funding to provide the same types of support (equipment, student assistants, technology) so that students are prepared for a variety of projects.

PRIORITIES: Going forward, what are the programmatic priorities for your unit that SLF might support?

Our college is committed to revamping our curriculum to incorporate our best understanding of how students learn science. Over the next few years we will continue to design new experiments that require specialty equipment. Student assistants will be engaged with faculty in the design and testing of these new experiments. We will continue to utilize peer-to-peer mentoring to enhance student success. We will also need to continually refresh and update equipment and instrumentation used by students in all lab classes.

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used."

Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

The Natural Science committee's makeup represented every department in the college, with students making up the majority of members: - Anne Stevens - faculty - Science Education - David Keller - faculty - Biology - Bryan Vellejo - LD student - Chemistry - Bill Koperwhats - staff - Earth & Environmental Science - Faith Fatchen - UD student - Math - Maria Giovanni - faculty - Nutrition - Madison Payne - UD student - Natural Sciences Student Rep - Manraj Randhawa - UD student - Nursing - David Marquez - LD Student - Physics

Suggested Improvements: What recommendations, if any, do you have for improvement of the SLF process?

N/A

Vice President of Student Affairs

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Kendall	Ross	180,000

**Funded projects - Please provide the broad types of projects funded by SLF:
(Mark all that apply.)**

Type of Projects	Instructional Support	Materials/ Technology	Co-curricular Learning Experiences	Other
VP/Student Affairs	Y	Y	Y	Y - Student Affairs funded a number of programs with SLF funds and provide Co-curricular support and learning experiences as follows: Campus Advisor Intern Training Advising CatsSkills Leadership and Mentoring Certificate Co-curricular learning experiences for Student Athletes Financial Wellness for First-Generation and/or Low-Income Students Fireside Chats with Success that Looks Like Me Camp Connect Connecting students with various involvement opportunities Pantry-to- Plate- Learning to Cook to Ensure Student Food Security Tutor and Peer Mentor Support Instructional Support CatsConnect Marketing Specialist Promoting the use of CatsConnect to students to help them connect to various involvement opportunities

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning outcomes that the SLF investments had in your unit. Please include relevant data to support your claims.

- Campus Advisor Intern Training Increased advising sessions from 10,701 in 2021/2022 to 11,982 sessions in 2022-2023. This is an increase of 11% more advising sessions from the year prior.
- CatsSkills Leadership and Mentoring Certificate Student athletes who engaged with the CatsSkills program reported that they felt their needs were addressed by the department, and that the department prioritized student success. 70% of the students recognized that the department supplies external support resources and that they took advantage of them.
- Financial Wellness for First-Generation and/or Low-Income Students - The Financial Wellness team joined our student staff training

collaborative which provided three days of training around cultural sensitivity and trauma stewardship to be able to work specifically with first-generation and/or low-income students. Provide financial literacy workshops for those in a low-income background. • Fireside Chats with Success that Looks Like Me The project was not completed due to outside departmental personnel changes. No money was spent. • Camp Connect Each participant was introduced to CatsConnect as well as all of the resources and engagement opportunities available for students. Each participant picked one opportunity or student organization they were going to get involved in. Every participant is now involved in at least one extracurricular activity on campus. • Pantry-to-Plate- Learning to Cook to Ensure Student Food Security Provided a series of curriculum-integrated cooking kits to students who completed either fall or spring cohort class series (37 students). Basic Needs provided 25 cooking and kitchen kits to previously homeless. Two hundred and fifty additional reusable kitchenware sets were purchased for distribution to students who participate in other Basic Needs programs. • Tutor and Peer Mentor Support - The Black Peer Mentoring funds were transferred to Undergraduate Education to be consolidated with other program funds and administered from a single office. The Student Learning Center provided Peer tutoring to 834 unique students for 7,529 overall visits. • CatsConnect Marketing Specialist Promote the use of CatsConnect to students and staff by holding CatsConnect 101 training and tracking students' participation. Improved the user experience on CatsConnect by creating a printed and digital manual for how to use CatsConnect. Marketed CatsConnect during Summer Orientation in the Summer of 2022. Marketed to different campus department staff trainings, and various campus events.

COLLABORATION (If applicable): How did your use of SLF enhance our campus's ability to engage in collaborative work? What challenges, if any, did you encounter in bringing interdisciplinary projects to fruition?

• Campus Advisor Intern Training In the span of 7 months, the Campus Advisor Intern Training program brought together 10 department and over 20 students, communicating regularly to ensure advising efforts are aligned. Challenges that were faced centered around not fully understanding operations and constraints within each department. • CatsSkills Leadership and Mentoring Certificate The already existing relationship amongst Intercollegiate Athletics, Enrollment Management, Career Center and Academic Affairs was fruitful in launching in-person life skills programming. • Financial Wellness for First-Generation and/or Low-Income Students The trained paraprofessionals trained with student employees from programs designed to assist students from first-generations and /or low-income backgrounds. Collaborated with Associated Students to put on the Making Money Moves workshop series. These collaborations allowed students to be referred services and granted opportunities for FWC programs to present their services. • Fireside Chats with Success that Looks Like Me N/A • Camp Connect Worked closely with a variety of student programs to promote participation for students. • Pantry-to-Plate- Learning to Cook to Ensure Student Food Security Basic Needs continues to work with Professor Maria Giovanni to assess the curriculum and learning outcomes. • Tutor and Peer Mentor Support Continued and enhanced collaboration with departments across campus. • CatsConnect Marketing Specialist Built strong connections with the following departments: Student Organizations & Leadership Education, Associated Students, WellCat: Counseling Center, Cross Cultural Leadership Center, Star Center, Wildcat Welcome.

FINANCIAL SUSTAINABILITY: Going forward, what are your plans for funding these projects?

• Campus Advisor Intern Training Funding this project moving forward will depend on each department that participated funding their own cost of intern training. • CatsSkills Leadership and Mentoring

Certificate Future funding will consist of a combination of work study dollars, potential future SLF funding and NCAA grant opportunities. • Financial Wellness for First-Generation and/or Low-Income Students The FWC continues to attract the interests of donors as we look forward to developing additional internal and external grants in the future. Furthermore, Making Money Moves and the Financial Wellness Clinic was funded by SLF for next year. • Fireside Chats with Success that Looks Like Me N/A • Camp Connect Hoping to continue to build this program as a part of Student Life and Leadership. • Pantry-to-Plate- Learning to Cook to Ensure Student Food Security Basic Needs is committed to securing future funding opportunities to support Pantry-to-Plate and cooking kits beyond this support. • Tutor and Peer Mentor Support With campus budget cuts this program will continue to rely on outside funding. • CatsConnect Marketing Specialist SLL will continue the growth plans for CatsConnect and how we can better serve students through the use of CatsConnect.

PRIORITIES: Going forward, what are the programmatic priorities for your unit that SLF might support?

• Academic support through SI and subject tutoring- SLC support for students • Operational expense budgets for new affinity centers in the Meriam Library East Wing • Peer mentoring support for different centers and across the division • Student employment for undocumented students

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used."

Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

Our SLF Review Committee requested the nomination of students to participate in this process. Three students were successfully identified and served in the SLF Review Committee. • Meetings were scheduled to accommodate the students and committee met regularly to review criteria, proposal process, review proposal submissions, and decide on what to recommend for funding. • Each student was asked to provide feedback, whether that was while in the committee meeting or via email, to ensure all student voices were heard and received. • Each student voted and had the ability to advocate for proposals based on applications and discussions.

Suggested Improvements: What recommendations, if any, do you have for improvement of the SLF process?

Have regular updates on approvals so that we can update staff

Campus Fee Advisory Committee

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Kate	McCarthy	180,000

Funded projects - Please provide the broad types of projects funded by SLF: (Mark all that apply.)

Type of Projects	Instructional Support	Materials/ Technology	Co-curricular Learning Experiences	Other
Campus Fee Advisory Committee	Y	Y	Y	N

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning outcomes that the SLF investments had in your unit. Please include relevant data to support your claims.

CFAC awarded eight projects that served cross-disciplinary or all-campus functions: (1) employment of additional Academic Advising interns, peer mentors in (2) REACH and (3) FYE, (4) implementation of a new field-based Honors course, (5) expanded ESL tutoring, (6) video equipment for multiple courses, (7) experiential learning at Big Chico Creek, and (8) Field School experiences to prepare students to compete for California Climate Action Corps Fellowships. The latter award went unspent due to changing priorities. Those funds were returned to campus for future SLF allocation. Highlights include: Academic Advising reported an 11% increase over the prior year in the number of students with an advisor contact. Students in two different MADT courses used new equipment to create promotional videos for University Communications and Alumni Relations. FYE peer mentors served 198 students in multiple sections of four courses; overall retention rates for students in FYE programs is 5% higher than the university average. The new field-based Honors Science course purchased equipment to do regular field-based student of California water issues; based on this year's success the program will dedicate funds for ongoing consumables. The ESL tutoring program continued to offer its expanded service to heritage language learners as well as English language learners. In the REACH program 12 mentors served 125 first-year low-income, first-generation students who persisted from fall to spring at a rate of 97%. We did not receive a report from the Big Chico Creek Watershed program.

COLLABORATION (If applicable): How did your use of SLF enhance our campus's ability to engage in collaborative work? What challenges, if any, did you encounter in bringing interdisciplinary projects to fruition?

CFAC awards are by definition collaborative across multiple units. This year's reports indicate a strong campus-wide impact for most awards. I encourage CFAC to continue its careful scrutiny of the proposals it receives to ensure the interdisciplinarity of proposed activities.

FINANCIAL SUSTAINABILITY: Going forward, what are your plans for funding these projects?

CFAC does not oversee the units whose proposals it funds, so it's not in our purview to plan for the sustainability of these projects. However, we reiterate the recommendation made last year that should additional base funding become available, FYE, REACH, and the ESL Tutoring program have all demonstrated excellent outcomes and are worthy of sustained institutional support.

PRIORITIES: Going forward, what are the programmatic priorities for your unit that SLF might support?

CFAC is not an institutional unit, so does not establish programmatic priorities. In its review of interdisciplinary and non-college-based proposals, though, CFAC will continue to prioritize those that maximize learning impact for the greatest number of students, with an emphasis on those that stand to advance goals of student retention, academic success, and equity for historically underserved student groups.

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used." Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

CFAC, like all student fee committees, has a student majority, and we do not proceed on any actions without student quorum and student approval (by vote or consensus). While Zoom options are convenient, in 2023-24 we will make a concerted effort to engage all students in in-person meeting participation, which has been shown to facilitate greater engagement in discussion.

Suggested Improvements: What recommendations, if any, do you have for improvement of the SLF process?

N/A

Appendix B:

IRA 2022-23 Unit Summary Reports (All Units)

College of Agriculture

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Patrick	Doyle	59,819

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning that the IRA activities/programs had in your unit, including relation to formal instructional offerings and/or career advancement. Please include relevant data to support your claims.

Collegiate judging, marketing, and quiz bowl teams help students achieve a variety of learning objectives that contribute to their personal and professional development. Collegiate Judging Teams: Students learn to critically assess and evaluate various aspects of livestock, meat, and soils, enhancing their analytical skills. Students develop the ability to communicate their observations, evaluations, and reasoning clearly and persuasively to judges and peers. Participating in judging teams involves making informed decisions, considering multiple factors and criteria, which improves students' decision-making abilities. Students learn to notice even subtle differences and characteristics in a class of animals, meat, or soils, honing their attention to detail. Collegiate Marketing Teams: Students engage in researching market trends, consumer behavior, and industry dynamics, enhancing their research skills. Developing marketing strategies and campaigns requires students to think strategically and creatively to achieve business goals. Students learn how to analyze and understand the preferences, needs, and behaviors of target audiences. Crafting effective marketing messages and materials hones students' written and verbal communication skills. Marketing teams often work together on projects, fostering teamwork, collaboration, and the ability to integrate diverse perspectives. Students often need to present marketing strategies or campaigns to clients or judges, improving their presentation and persuasion abilities. Collegiate Quiz Bowl Teams: Participants extensively study a broad range of topics, promoting continuous learning and knowledge acquisition. Quiz bowl teams cultivate a well-rounded general knowledge base, which can be valuable in various academic and professional contexts. The fast-paced nature of quiz bowl requires quick recall and thinking on one's feet, enhancing cognitive agility. Engaging in quiz bowl can improve memory retention as students absorb and recall a wide array of facts and information. In preparing for quiz bowl competitions, students often engage in in-depth research on a variety of subjects in the agricultural discipline. Participating in quiz bowl demands intense concentration and focus, improving students' attention skills. Responding to questions in front of an audience helps build confidence in public speaking and articulating ideas under pressure. By participating in collegiate judging, marketing, and quiz bowl teams, students can achieve these learning objectives, contributing to their career development and preparing them for success in their academic and future professional pursuits.

EDUCATIONAL PURPOSE: How do your activities/programs relate to your college/unit's educational mission? How are they integrally related to its formal instructional offerings and/or career advancement?

Collegiate judging, marketing, and quiz bowl teams are the most effective tool in recruiting and developing future agricultural leaders. The IRA activities align with multiple courses in the College of Agriculture and play a significant role in helping students develop critical thinking, research and learning skills, teamwork, time management, collaboration, communication skills, leadership, and cultivation of professional skills. There are numerous internship and career opportunities available to students who participate in the college's IRA activities. These opportunities come from the close interaction that the students have with professionals from industry stakeholders and other universities. Overall, collegiate judging, marketing, and quiz bowl teams contribute to the educational purpose and mission of a university by fostering intellectual growth, critical thinking, teamwork, leadership, and personal development among students. These activities enrich the educational experience and prepare students for success in their academic and professional journeys.

FINANCIAL SUSTAINABILITY: Going forward, do you anticipate your programmatic expenses to significantly increase or decrease? Please explain any IRA carryover (unused) balances that your activities/programs may have and how you plan to spend those funds.

Agriculture's carryover is used to cover IRA competitions throughout the academic year, alternate 'calendar' years of extensive travel for the Livestock and Meat Judging Teams, and give the college the ability to increase team member numbers and competitions to increase the impact of IRA funding on student experiential learning. A challenge resulting in IRA fund carryover in recent years is California's travel ban. A higher percentage of travel costs are supported by non-state funds to allow students to continue to compete. Competition teams are an integral part of our recruitment strategy, bringing visibility to the college and Chico State. The College of Agriculture remains committed to seeking alternative funding sources and reallocating existing funds, such as annual fundraising efforts and non-state operational funds, to support competition team activities.

SUGGESTED IMPROVEMENTS: What recommendations, if any, do you have for improvement of the IRA process?

N/A

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used." Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

The College of Agriculture is working on procedures that engage the unit-level committee to determine the allocation of IRA funds. The committee currently makes the SLF allocation in January/February. The current suggestion is to have the unit-level committee meet in January/February to allocate available SLF funds followed by a second meeting of the unit-level committee to determine the IRA allocation once announced in May.

College of Behavioral and Social Sciences

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Ryan	Patten	105,245

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning that the IRA activities/programs had in your unit, including relation to formal instructional offerings and/or career advancement. Please include relevant data to support your claims.

All four, IRA support activities are high-impact practices. Model UN takes its students to Seattle and New York to compete regionally and nationally. Every year, it seems Model UN wins the coveted Distinguished Delegation award, along with several other students being individually recognized. The PHHA ACHE College Bowl Team also uses its money to compete against its statewide peers every spring. ACHE sent two teams last spring and they finished in first and second place respectively. The Valene L. Smith Museum of Anthropology supported the Deeply Rooted: How Soil Connects Us and the Delta Sigma Theta Sorority Exhibits. The Butte Creek Outdoor Classroom used its funds to support outdoor fieldtrips for CSU and K-12 students and its supporting equipment.

EDUCATIONAL PURPOSE: How do your activities/programs relate to your college/unit's educational mission? How are they integrally related to its formal instructional offerings and/or career advancement?

All four programs are central to BSS' and Chico State's mission and strategic plan. Two of the four "enduring commitments" of the strategic plan are academic distinction and transformative student experiences. All four IRA, BSS programs are excellent examples of these two enduring commitments. Additionally, the Anthropology Museum Exhibits meet two of three strategic priorities: equity, diversity, and inclusion and resilient and sustainable systems. The Butte Creek Outdoor Classroom also meets the resilient and sustainable systems strategic priority. Model UN and the Butte Creek Outdoor Classroom are both standalone classes. The ACHE College Bowl Team is comprised of members from the ACHE student club and they demonstrate their classroom knowledge in the statewide competition. There are several Anthropology museum courses and students demonstrate their classroom knowledge during the public exhibitions.

FINANCIAL SUSTAINABILITY: Going forward, do you anticipate your programmatic expenses to significantly increase or decrease? Please explain any IRA carryover (unused) balances that your activities/programs may have and how you plan to spend those funds.

I do not anticipate any significant increases or decreases. Any carryover will be strongly encouraged to be used this year.

SUGGESTED IMPROVEMENTS: What recommendations, if any, do you have for improvement of the IRA process?

Please see below

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used."

Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

I am unfamiliar with any established student voting majorities in BSS for IRA funds. I am under the impression the IRA Advisory Committee provides BSS its IRA funds. As I am new to the Interim Dean position, how would you suggest I involve students in the voting process? Any insight is appreciated.

College of Business

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Suzanne	Zivnуска	26,645

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning that the IRA activities/programs had in your unit, including relation to formal instructional offerings and/or career advancement. Please include relevant data to support your claims.

INV CLUB (33008) The Student Managed Investment Fund and Investors Club members travelled to New York City for the QGAME Forum. Students attended conference meetings with breakout sessions covering economic updates, investment management, career opportunities, and student run investment funds. These experiences help students with career exploration and networking with potential employers. While visiting New York, time was made to meet with alumni who work on Wall Street and ask questions about entering the work force. AMA (33004) The American Marketing Associations International Collegiate Conference took place in March of 2023. At this conference, over 1300 students from over 114 different Chapters across the world gathered in New Orleans, LA to network, compete, and attend development sessions. At this conference, 12 students and two faculty attended professional development seminars and competed in various competitions per IRA guidelines including: • Sales competition • Exhibit competition • Marketing Simulation • Case studies • Website Competition • Speakers competition • Marketing Strategy Competition • Undergraduate Research All of this was very important for the student’s development and they accomplished a lot. We ranked in the top 25 chapters, specifically 16th, out of over 300 chapters. This honor has not been achieved in our chapter in over a decade. Only 25 universities are considered in the top. It was all because of the commitment and huge effort from the amazing team of students. We were assessed on our Professional Development, Membership, Social Impact, Communication, Fundraising, Budgeting, Overall Chapter Activities and more. In addition to being named a top chapter, we accomplished a lot. We were recognized with Honorable Mentions for our Marketing Week Activities and Case Competition Submission, placing us again in the top tier of chapters. Sharon Thompson placed 3rd overall in the International Sales Competition out of over 60 students and Natalie Bourn placed in the top 20% for her Perfect Pitch Competition out of 305 students. Amberlynn Avila and Mariana Rodriguez were finalists in the Outbound Sales competition and received Honorable Mentions. We also made it to the finals for the first time for our Student Research Submission (thank you Katie Mercurio for leading this and entering this competition). Below is a summary of each student and their contributions. These experiences made a huge impact on the students and helped them with career advancement and resume building.

Madison Kelley- President – Madison competed in Marketing Strategy, Simulation, Perfect Pitch, and Exhibit. Katelyn Condon – Vice President- Competed in Outbound Sales, Case Competition, Perfect Pitch, Website, Exhibit, and was nominated for Student Marketer of the year. Madeline Litman- Director of Membership - Competed in the Outbound Sales, Case Competition, Exhibit, and Perfect Pitch. Natalie Bourn – Director of Events – Ranked top 20% in Perfect Pitch, and competed in the Outbound Sales, Sales and Exhibit competitions. Dane Svinth- Director of Communications – Competed in the Marketing Simulation and Exhibit Competitions. Luke Evans- Recruitment Chair – Competed in Outbound Sales, Perfect Pitch and Exhibit competition. Sharon Thompson – Committee Leader- Placed 3rd in the Sales Competition and competed in our Exhibit and Perfect Pitch competition. Amberlynn Avila- Active Member- Contributed greatly to the Case Competition, received Honorable Mention as a finalist in

Outbound Sales, and competed in Perfect Pitch, Exhibit, and Marketing Strategy. Carter Lindstrom- Active Member- Contributed greatly to the Case Competition, and competed in Exhibit and Perfect Pitch William Whouie- Active Member- Competed in Marketing Simulation, Perfect Pitch, and Exhibit. Terry (Tatsuya) Hori – Active Member- Competed in Marketing Simulation and Exhibit. Victoria Aguilar – Active Member - Made it to the finals for Student Research poster Competition and competed in Exhibit

EDUCATIONAL PURPOSE: How do your activities/programs relate to your college/unit's educational mission? How are they integrally related to its formal instructional offerings and/or career advancement?

INV CLUB (33008) The College of Business mission statement emphasizes experiential learning. The QGAME Forum is an excellent way to put the classroom learning into practice. The students who attended this event were selected as top performers in the classroom, with the ability to put their education to work. Courses like FINA 351 and FINA 481 directly apply to the subject matter of the event. AMA (33004) The primary objective of this activity is to provide hands-on experience for students to supplement the learning they have in the classroom. The seminars and competitions are all related to business and marketing and allow the students to apply concepts learned in the classroom. It is directly related to their in-class experiences and provides an identifiable benefit to a significant number of students. It provides important instructional experience for students enrolled in the College of Business and is tied to the mission, specifically the part that states “we prepare graduates to achieve early career success and contribute to the ethical stewardship of environmental, social, and economic resources.” This activity is instructional in many ways. Aside from the preparation and experience of competing in multiple competitions, there are also professional development and educational seminars and workshops. Some sample topics we see include: - Diversity, Equity and Inclusion in Marketing -Digital Marketing Workshop -Network & Trust -Find your Dream Job -A Brand Built to Last -Down to the Dirt, Up to the Sky -The Influencer Effect -Lift Every Voice on Campus -Marketing for Social Change -College to Career Panel -Design Marketing Lab -Career Fairs - Professional Development - Community and Social Impact - Leadership and Planning - Fundraising & Membership - Communication These are just some of the activities that are instructional, in addition to the competitions: • Sales competition • Exhibit competition • Marketing Simulation • Case studies • Website Competition • Speakers competition • Marketing Strategy Competition • Undergraduate Research This is very career advancing and we have had students land interviews and jobs from this event. This event has multiple sessions that are directly related to being successful in ones career, including but not limited to: -Find your Dream Job -A Brand Built to Last -Down to the Dirt, Up to the Sky -The Influencer Effect -College to Career Panel -Design Marketing Lab -Career Fairs - Professional Development - Community and Social Impact - Leadership and Planning There are also multiple corporate sponsors of the event who attend to meet students and hire them. There are two career fairs at the event also. This event looks great on a students resume as every student is required to compete in at least one competition and attend all career fair and networking events.

FINANCIAL SUSTAINABILITY: Going forward, do you anticipate your programmatic expenses to significantly increase or decrease? Please explain any IRA carryover (unused) balances that your activities/programs may have and how you plan to spend those funds.

INV CLUB (33008) With IRA funds, a group of 6 students and two faculty members were able to attend the QGAME forum in New York City for the period of 4 days. The forum will continue to occur annually, and should we send a group of students next year, costs will likely be slightly higher. Increasing travel

costs are the cause. We would likely take the same number of students for the same period of time for a future QGAME Forum, and just that would mean a higher cost in future years. AMA (33004) We anticipate it will stay about the same, or increase slightly if we can afford to send more students to the event as we grow as a chapter and rank higher.

SUGGESTED IMPROVEMENTS: What recommendations, if any, do you have for improvement of the IRA process?

INV CLUB (33008) None AMA (33004) We have many expenses in advance of the competition that relate to doing well in the competition. It would be nice if we could use the funds for more of the event preparation and weekly meetings part versus primarily travel. But overall IRA has made a huge impact on our students and we are very grateful.

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used." Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

More relevant to SLF grants.

College of Communication and Education

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Angela	Trethewey	101,348

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning that the IRA activities/programs had in your unit, including relation to formal instructional offerings and/or career advancement. Please include relevant data to support your claims.

We had not yet developed specific learning outcomes for each of our four IRA programs. However, all of our programs are wonderful examples of high-impact learning opportunities across disciplines in our College. For example, Tehama Group Communications is a full-service student run Public Relations firm that serves both for- and non-profit clients with services such as creating photo, video, graphic design and audio content. The Orion is the university's flagship, award winning student-run newspaper that provides real and timely coverage of local and far reaching stories. KSCS is a student-run university wide radio station. All three programs provide our students with professional, hands-on learning that is both directly related to their coursework but also prepares opportunities to practice and hone a variety of technical skills to make the career ready. The Forensics team is the oldest competitive team on campus where students compete in online and in-person national and international competitions. Here students hone skills including argumentation, debate, interpretation and others, preparing them to be effective communications in a range of careers.

EDUCATIONAL PURPOSE: How do your activities/programs relate to your college/unit's educational mission? How are they integrally related to its formal instructional offerings and/or career advancement?

Our programs are integrally related to our mission and to our five guiding commitments which include:

1. Preparing change agents and lifelong learners: Our students are leaders and life-long learners who reflect our commitment to effective communication, civic engagement, community building, and the collaborative and holistic development of human potential. The Forensics team embodies this commitment. Indeed, former Speech and Debate students have gone on to careers in law, non-profit organizing and other related fields.
2. Crafting meaningful, responsible, and responsive narratives: Our goal is to educate critical consumers and producers of the stories that shape our individual lives and collective futures. The Orion is designed to give students practice and guidance in telling ethical stories.
3. Educating the whole person; Our pedagogy honors the humanity, physical well-being, and potential of all our faculty, staff, and students. Student learning and student success guide our practice.
4. Enabling access and equity Our programs, practices, and curriculum embrace and promote diversity.
5. Building community through collaboration: Our College seeks to continually improve our communication, community-building, and collaborative processes and practices. Our student-run organizations (TGC, The Orion, and KCSC) give students opportunities to collaborate with one another and outside community-based audiences. All our IRA programs are connected, in meaningful ways, to our program offerings. For example, the PR option in JOUR prepares students to participate effectively in TGC.

FINANCIAL SUSTAINABILITY: Going forward, do you anticipate your programmatic expenses to significantly increase or decrease? Please explain any IRA carryover (unused) balances that your activities/programs may have and how you plan to spend those funds.

I anticipate that our program expenses will increase, as we have added a program. For the past few years, our expenses decrease as we were unable to travel and participate in large, public settings. Additionally, the costs of accessing and using state of the art technologies has increased, as has the cost of travel. Any unused funds will be used to support either technology, labor costs or travel. We have seen tremendous student interest in the radio station and that the student club is highly active and engaged. We anticipate further growth in this program.

SUGGESTED IMPROVEMENTS: What recommendations, if any, do you have for improvement of the IRA process?

One recommendation is to make more transparent to the campus community how allocation decisions are made. I think there are also questions about the process for reporting and accounting for funds spent. Finally, I recognize that this is our first year with the new system, but if we are hoping to align with SLF, we should have a process for IRA programs to articulate their student learning (or program learning?) outcomes prior to this unit-level assessment report? Finally, what kind of data/evidence will be most useful to the committee as they make future allocation decisions? Finally, will the student participation requirements for IRA be the same as for SLF committees at the College level? If so, does that mean that the committee is augmented to include representatives from each of the IRA programs?

STUDENT INVOLVEMENT:

The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used."

Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

Students have not yet been involved in IRA funds. Please see questions above regarding student participation. We await further guidance and look forward to including more student voices on our SLF committee.

College of Engineering, Computer Science, and Construction Management

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
David	Alexander	88,909

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning that the IRA activities/programs had in your unit, including relation to formal instructional offerings and/or career advancement. Please include relevant data to support your claims.

These competition events provide tremendous learning opportunities to students in the College of ECC. Students develop better theoretical understanding of engineering and computer science principles as a result of their participation in the hands-on activities that IRA team events provide. Students also develop stronger oral and written communications skills because competition events require written reports and public speaking as well as many opportunities for interpersonal communications with competition judges, participants, and attendees. For many students, they are applying engineering principles of designing and building for the first time. These experiences enhance what is learned in the classroom and add a valuable dimension to learning that includes less tangible skills and understanding such as judgement and perspective.

EDUCATIONAL PURPOSE: How do your activities/programs relate to your college/unit's educational mission? How are they integrally related to its formal instructional offerings and/or career advancement?

IRA funding that comes to the College of ECC is distributed entirely to student competition teams. These teams range from building race cars, concrete canoes, micro-autonomous mice, computer programming, cyber security competitions, and more. All of these student teams are student lead and managed, giving students leadership experience and providing professional development opportunities when presenting and interacting with professionals at their respective competitions and preparing for competition. These teams are all related to the theoretical and applied learning that takes place in classrooms and labs in the College of ECC. Team competitions provide an additional opportunity for students to apply what they learn to a real problems where they face significant challenges in a competition environment. All disciplines in engineering, computer science, and construction management are represented in these competition teams including project and operations management, business and finance, and oral and written communications. Students are frequently offered internships and jobs as a result of their participation in these team competitions. Students are working at Tesla, Ford, GM, Toyota, Haas Automation, and many other manufacturing/product development companies as a direct result of their participation on in these team events.

FINANCIAL SUSTAINABILITY: Going forward, do you anticipate your programmatic expenses to significantly increase or decrease? Please explain any IRA carryover (unused) balances that your activities/programs may have and how you plan to spend those funds.

Programmatic expenses are likely to increase due to inflation and interest in participating in more competitions. Also, the funding the IRA provides to the competition teams is less than what the teams request. For 2022-2023, all IRA teams asked for a total of \$121,259 or 136% of the College's IRA allocation. Teams fund raise, charge dues, and seek equipment and material donations to supplement their needs. The carry over from last year, as is the case most years, is mostly the result of competition events being held in late May or June and not having time to submit all reimbursements before the close of the fiscal year. Remaining funds are used to support IRA teams that exceeded their budget or had unexpected equipment or material requirements that weren't accounted for early in the proposal process.

SUGGESTED IMPROVEMENTS: What recommendations, if any, do you have for improvement of the IRA process?

One request is that the IRA approval process for new clubs be aligned somehow to enable new teams to participate in receiving IRA funds in the same year. Clubs just starting out have trouble raising money and going to competitions without IRA support, which makes recruiting challenging.

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used."

Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

As the associate dean of the college, I oversee the IRA committee and it's formation. The committee is made up of five students plus one faculty and one staff from each of the seven departments in the college plus the A.S. Student Senator (non-voting member). All other CFAC committee composition requirements are met. Meetings are scheduled such that every student member is available. During meetings, students are encouraged to lead discussions, develop guidelines, and participate in every aspect of review and decision making. I make every effort to encourage equal participation of all students and monitor everyone's contributions to ensure that no one person is being overlooked or left out for any reason. I encourage decisions by consensus. At the end of the process, I ask for input from students on process and procedure improvements, if they have any.

Graduate Studies

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Sharon	Barrios	5,291

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning that the IRA activities/programs had in your unit, including relation to formal instructional offerings and/or career advancement. Please include relevant data to support your claims.

Preparation for and presentation at the CSU Statewide Student Research Competition provides our graduate and undergraduate students an opportunity to develop and hone their academic skills including writing, research, analysis, and oral presentation. Research and presentation opportunities spark the joy of discovery, the satisfaction of advancing knowledge in their fields, opportunities for publication, and resume-building. These research experiences are often the key that unlocks the door to students' pursuit of postbaccalaureate degrees and exciting careers in academia, development and research, and government agencies. Our own records show that 100 percentage of our recent student participants are continuing or graduated and reflect the conclusion of myriad studies confirming the strong correlation between student engagement in research and student success.

EDUCATIONAL PURPOSE: How do your activities/programs relate to your college/unit's educational mission? How are they integrally related to its formal instructional offerings and/or career advancement?

The mission of Graduate Studies is to assist students to explore, prepare, apply, and succeed in attaining an advanced degree. We know almost no better way to attain those goals than providing students research opportunities. Student engagement in research promotes mastery of the discipline, advances higher level academic skills, and provide avenues for new discoveries and valuable contributions to their fields. As noted above, it opens students' eyes to new degree and career path possibilities and provides them they type and level of skills most highly valued in the job market.

FINANCIAL SUSTAINABILITY: Going forward, do you anticipate your programmatic expenses to significantly increase or decrease? Please explain any IRA carryover (unused) balances that your activities/programs may have and how you plan to spend those funds.

The CSU Statewide Competition is held at a different campus each year and thus the expenses each year for student travel and accommodations vary widely depending on whether we are flying to a high cost city like San Diego and staying two nights versus driving to Sacramento and staying one night. Our carryover is used to cover the high-expense years.

SUGGESTED IMPROVEMENTS: What recommendations, if any, do you have for improvement of the IRA process?

We would greatly appreciate it if you would consider sending the survey questions to us also as an attachment. This would allow us to collaborate with our unit more efficiently, develop the answers, and then submit the survey.

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used." Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

We have been receiving and using the IRA funding for one purpose and in one way for many years: to support the expenses of our students who are traveling to compete at the CSU Statewide Research Competition. However, we seek, receive, and respond to student feedback every year on how to improve our local feeder research competition, the best support for students preparing for state, and once they are at the competition, and after the event, ways to improve their overall experience to ensure we are delivering the most meaningful student experience possible.

College of Humanities and Fine Arts

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Joseph	Alexander	175,063

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning that the IRA activities/programs had in your unit, including relation to formal instructional offerings and/or career advancement. Please include relevant data to support your claims.

The IRA Programs in our College fund the out of the classroom culminating experiences which apply, classroom fundamentals in various performing and fine art formats such as art exhibits, musical and theatrical performances, digital publishing, concert, and event promotions on and off campus and our Ethics Bowl team which participates in state and national debate judged competitions. All activities require support in the form of management/organization, equipment, technical training and skills to enable students to apply the results of the instructional classroom offerings. Our student crews and assistants gain pre-professional experience as a critical link in the chain between the classroom activity before and during the rehearsals, performances, and events. Examples of alumni from our IRA programs who have successfully applied those experiences as professionals: § English alum Zach Phillips (B.A. in English, 2015), was poetry editor for Watershed Review in ENGL 415 & was an intern for the journal, worked at Crown Publishers, Penguin Random House in NYC as an editorial assistant on President Barack Obama’s memoir. Currently working as editor of fiction, nonfiction, and graphic titles at Penguin Random House LLC, NYC, NY. Previous employment: • Editor @ Random House • Editor @ Verto Literary Group • Associate Editor @ HarperCollins Publishers • Associate Editor @ Houghton Mifflin Harcourt • Assistant Editor @ Random House • Editorial Intern @ Houghton Mifflin Harcourt • Assistant Editor for "Chico Statements" magazine @ California State University, Chico • Editorial Assistant—Public Affairs and Publications @ California State University, Chico • Poetry Editor—Watershed Review @ California State University, Chico • Opinion Editor @ The Orion, Chico State § A 2009 graduate with a B.A. in Music with an option in Music Industry, Cristina Chavez has had a stellar career in the music industry. She is currently the Senior Vice President of A&R at Universal Music in Los Angeles.

<https://www.umusicpub.com> Universal Music Publishing Group

<https://www.theofficialblackmagazine.com/the-new-vp-of-ar-at-umpg-cristina-chavez/> Previous employment: • Senior Vice President, A&R / Management @Hallwood Media • Associate Director, Rhythm & Soul (Urban) @ASCAP • Event/Project & Talent Manager @BET Music Matters, New York City § John “Barry” Daffurn graduated in 2009 with a B.A. in Music with an option in Music Industry and Technology. He is the founder of Cinq Music Group, a Los Angeles-based music and entertainment management company which signed pop legend Janet Jackson to a deal in 2018. He appointed renowned rapper, Master P as President of Urban Music for Cinq Music Group. Cinq now has about 70 gold and platinum singles and albums to its credit. <https://today.csuchico.edu/cinq-founder-enjoying-the-sound-of-success/> § Amanda Detmer, a 1995 graduate with a B.A. in Theatre Arts and a 2002 College of Humanities and Fine Arts Distinguished Alumni Award Recipient has fashioned an acting career in movies, TV, and stage. She is a prolific film and television actress appearing in films such as: § Drop Dead Gorgeous § The Vampire Diaries § Law & Order: Criminal Intent § Two and a Half Men § Boys and Girls § Saving Silverman § The Majestic § Kiss the Bride § Big Fat Liar § You, Me and Dupree https://en.wikipedia.org/wiki/Amanda_Detmer

EDUCATIONAL PURPOSE: How do your activities/programs relate to your college/unit's educational mission? How are they integrally related to its formal instructional offerings and/or career advancement?

The mission of the college is to educate students as fully and completely as possible. This includes hands-on experience. These can be found throughout the curriculum in our various IRA programs. Some examples of educational purpose in HFA IRA Programs:

- § Student Art Exhibits: The funding of this program results in all our students engaging in high quality extra-curricular learning experiences that range from participation in professional level exhibitions of their work, to the ability to develop currency in the field and produce works of increasing levels of development, often using new technologies. The objectives center around enhancing the preparation of our students to succeed in their challenging fields. Through the IRA work-study allotment employed students, serving as aides in our art and design studios, and galleries, gain enhanced experience in their field of study which benefits them as they move forward with their academic and professional careers. Equally important, by providing extra-curricular support for the studio programs, these same work-study students make it possible for all our students to safely access our facilities outside of scheduled class time. This extra-curricular access is critical to the academic success of our larger student body as their timely development hinges on regular access to these supported environments.
- § Theatre Arts: The mainstage season consists of two plays, two musicals and a special event (dance concert & student-directed projects are produced in rotation). These five productions are the synthesis of learning for theatre and musical theatre majors. The Chico State Theatre mainstage season is a laboratory where students can take what they are learning in their acting, singing, dancing, and designing courses and apply them in fully produced plays and musicals. Arguably the most important part of the theatre and musical theatre major's education, these fully realized productions challenge students to integrate their skills into an actual show. Beyond what they can do with their classroom work.
- § Choral Union: This program involves the activities (public concerts, outreach performances, etc.) of the choral ensembles of the Department of Music and Theatre (including Acappella Choir, Chamber Singers, and related small ensembles). Objectives include the study of proper and healthy vocal production and related musicianship skills (sightreading, etc.) in the context of preparing musical selections over the course of the semester. Outcomes are the presentations of high-quality choral music in various venues, culminating in a final performance each semester.
- § Chico State Bands/Jazz Ensembles: These programs involve the activities (public concerts, outreach performances, etc.) of the band ensembles of the Department of Music and Theatre (including Wind Ensemble, Concert Band, and related small ensembles) and the jazz ensembles (including Jazz Xpress, Jazz Too, and related small ensembles). Musicianship and related skills developed across the semester are applied in presentations of high-quality band and jazz music in various venues, as culminating performances each semester.
- § Literary Editing/Watershed Review: The Literary Editing Program consists of coursework, internships, and off-campus activities for students interested in pursuing a career in editing and/or publishing. Students in the program are in charge of the nation's longest-running college literary magazine, Watershed Review (established in 1977), as well as running Flume Press, a small literary publishing house that holds a chapbook publication contest yearly. Students participating in the program gain valuable, marketable experience in real-world publishing as they work with writers from across the country (along with occasional international submissions). They publicize and market Watershed Review and Flume Press via social media and national convention participation.
- § School of the Arts Productions - Music Industry: SOTA Productions is an experiential learning class for the Music Industry major. It gives students the opportunity to take on event production/promotion, record company-like roles, etc. in a context-driven, marketing campaign-like format. Students devise and implement promotional events, ensure support for performances (on and off campus), complete with promo/print materials, audio/video content. The classroom work focuses on planning and the out

of classroom activities are the applied experiential components supported by IRA. § School of the Arts Productions – SOTA: Provides the backbone of support for all IRA activities which require crew trained in set up, tear down, audio reinforcement, projection, technical operations, and safety procedures per venue for events, concerts, theatrical performances, and special events. With just under 200 events per year, we employ a large staff of trained students to staff all activities in need of such support. Our IRA programs could not function without these participants. All student crew participants gain valuable pre-professional experience as they engage and work on theatre productions and musical events, dance, exhibits and creative process support as well as opportunities to work in the shops where building, creation and construction occurs. § SOA Publicity: All HFA IRA Programs utilize our publicity students who create PR materials, social media etc., for IRA events and performances in support of ticketed and non-ticketed events. The School of the Arts provides the support to train and supervise students who provide technical support to Music and Theatre. The Publicity program provides press, publicity, and promotion for student productions through the use of student interns, usually from the College of Communication Design for PR, design and graphics experience. § Musical Orchestra and Musical Programs: The allocations for these programs cover costs associated with requirements individual IRA programs can not cover. For example, a theatre performance that requires an orchestra or other musical performing ensemble require musicians and any related expenses to support the ensemble. This gives music students the opportunity to experience performing publicly in a different context. In addition, these funds support travel to conventions and professional events and touring performances regionally. § Ethics Bowl: Currently on hiatus till next year due to low enrollment in class. § Guitar Ensemble: On hold due to hiring freeze. § Steel Pan Ensemble: On hold due to workload issue. Hope to continue in SP24.

FINANCIAL SUSTAINABILITY: Going forward, do you anticipate your programmatic expenses to significantly increase or decrease? Please explain any IRA carryover (unused) balances that your activities/programs may have and how you plan to spend those funds.

Since returning from COVID, our costs have gone up. Material costs and production expenses are higher, minimum wage continues to rise, and the number of activities requiring labor/support are at pre-COVID levels. Equipment replacement has depleted a large portion of our carryover/contingency funds. Our carryover balance has been a critical factor for HFA which has been questioned by the IRA Board as each iteration of staff transition into the role from year to year. Our programs essentially negatively spend on production costs through the year, and we balance by heavily relying on gate receipts from ticketed events. That amount while useful to offset programs in the red is not sufficient to cover major expenditures which we must be prepared to encounter. Holding anything not spent has been essential for us as the physical infrastructure our programs exist within, and the tools and various equipment employed in support of our mission all have a shelf life. Repair and replacement of these things over the last few years. Soft goods (various types of curtains and the grand drape) (\$21,755.66) in Harlen Adams Theatre and riser platforms, legs, railings (risers \$69,492.03 plus \$62,944.89 for legs, and railings) replaced in 2017 & 2019 were a major expense which replaced items that came with the building in Wismer Theatre. In November 2021 our scene shop required a new dust collection system to keep the air clean in the shop and the estimate was \$32,400 which included installation/labor by an outside entity. Since IRA can't pay for FMS/and outside vendor work, we worked it out with Jennifer Mays, (possibly Stacie Corona too?) and company to allow IRA funding to cover the hardware alone at \$17,033 and not the remaining balance which IRA isn't permitted to cover. Last semester, our main glass lab furnace began to fail. The estimate to replace it was \$74,450.00. If not replaced, we'd lose our glass program. Fortunately, the powers that be stepped in to cover this, I believe with reserves, but the

important point here is that had that not occurred we could never have replaced it with IRA carryover. Each of these examples individually and in aggregate, illustrate how critical it is, and has been, for HFA to hold onto carryover as contingency due to the nature of the essential, required yet aging infrastructure we rely upon to execute our IRA mission. We do not hold a higher than recommended contingency/rollover just to hoard funds and I have made that case to the IRA Board more than once through the years. Currently we are holding around \$42,000 in carryover/contingency which is the lowest that balance has been in ages and campus reserves are not what they once were and will be needed elsewhere. We utilize carryover/contingency funds with a triage approach, prioritizing safety, repair, routine maintenance, replacement, upgrades, improvements, and special requests which are assessed throughout the year. In a great number of those instances, the expenditure covers a need that simultaneously serves multiple IRA programs and, in some cases incidental use by non-IRA users of the venues etc., (For example, Tipping Point, Convocation, Business Talks, Summer Bridge and other academic uses not affiliated with IRA etc.) such as curtains and other soft goods, safety items, stage lighting, audio and projection equipment, platforms and seating which IRA programs require for various activities. As the semester begins at the time of composing this report, we are compiling and prioritizing the list of potential expenditures, if any. My incomplete expense list thus far totals \$78,995.41 which will need to be spread over time as we build the carry over back up and hope there are no unexpected failures or emergencies in the meantime. To give context to the big picture of funding programs, SLF apps last year totaled around \$700,000 in proposal requests and our HFA SLF allocation was \$225,391. The point is with IRA and SLF combined, keeping our programs afloat is challenging, expensive and doesn't allow for growth and improvement while being increasingly difficult to stay current technologically. HFA doesn't have the funds to augment IRA and SLF.

SUGGESTED IMPROVEMENTS: What recommendations, if any, do you have for improvement of the IRA process?

The restriction on funding conference attendance unless participating is problematic. It disadvantages students who may very well benefit in their discipline by being in proximity to all of the things physical presence at such gatherings offer including networking opportunities related to their course of study and exposure and contact with established individuals and companies. This should not be measured by a system that looks at it in the same way as an athletic team who fields a large number of players. Many conferences host professional presenters and attendees choose to go to learn from them and interact with them to expand their knowledge of any given discipline. Such is also the case for faculty, staff and non-university individuals who attend conferences outside of IRA as part of professional development and networking. Students unable to afford such activities should be able to take advantage of the experiential aspects of a conference if it is tied to their academic major or minor. When instructors are presenting at a conference, they often play favorites in choosing who might go as a participant, sometimes only selecting the "A" student(s). This is a problem because the opportunities to hear, meet and network at a conference, can be transformative, inspirational, and educationally relevant, especially for students who never would have attended due to cost or not being chosen because they are not the instructor's favorite. The IRA Expenditure Guideline document needs to be updated with less ambiguous language addressing the usage restrictions and permitted uses. It would also be useful to date and include version numbers on this document. The criteria which indicates, "Equipment, supplies and materials that support the activity or laboratory experience (not classroom lab work) approved as an Instructionally Related Activity" doesn't acknowledge situations where the same equipment used in a classroom may also be the equipment students utilize to do the outside of classroom experiential work. For example, in class they learn how to use it, outside of class they create work that will be shown in an exhibit or performance etc.

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used."

Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

The only major similarity between SLF and IRA is that they are both funded by student fees. IRA is different than SLF in that IRA is guided by outgrowths and culminating experiences of an academic discipline connected to curriculum and pedagogy. IRA activities are generally instructor designed/supervised and can also comprise part of a student's grade as a measure of their participation and results of their work in the experiential component outside of the classroom. We do not have a student IRA Committee. I'm unaware of one elsewhere on campus. It's nice to know that there is a CFAC EM but did anyone who understands IRA have input considering the variations in use of IRA across campus? These activities can be found in syllabi. Such activities do not occur in the classroom, but stand as culminating experiences whether performances, exhibits, projects, events etc. They are planned and organized in the classroom but executed out of class, in the community and in various collaborative opportunities. As you know, SLF consists of an application process each year, open to just about anyone and is not necessarily tied to curriculum. It provides support for a wide range of projects, equipment etc. All SLF committees follow the required formula for student committee membership/representation. With IRA, students benefit from the experiential activities that would not be otherwise possible, but they do not have a say in the decision where ties as an additional academic component exist but within that structure, they may have a choice in their part of specific out of classroom activities/roles.

Intercollegiate Athletics

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Anita	Barker	347,155

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning that the IRA activities/programs had in your unit, including relation to formal instructional offerings and/or career advancement. Please include relevant data to support your claims.

Chico State is a NCAA Division II athletic program with 325 student-athletes participating in the thirteen sports we sponsor. Competitive collegiate athletics requires self-discipline, commitment and teamwork. Student-athletes must prioritize their academics and their sport discipline to be successful. Success requires accountability, time management, collaboration and communication. These transferable life skills can be applied to any career path. NCAA student-athletes are required to commit to their academics to pursue their athletics goals. Academic highlights from 2022-23 include a department wide 3.134 average student-athlete annual GPA; 201 student-athletes (62.% of total participants) achieving a 3.0 GPA or higher; 22 student-athletes achieving a 4.0 GPA in academic majors that include Political Science, Criminal Justice, Exercise Physiology & Kinesiology, Psychology, Biology, Microbiology, Pre-Nursing and Public Health. Two student-athletes earned the CCAA Elite 13 Award, awarded to the student-athlete with the highest GPA of participants at their respective CCAA championship event. The recipients represented Women’s Soccer and Women’s Track & Field.

EDUCATIONAL PURPOSE: How do your activities/programs relate to your college/unit's educational mission? How are they integrally related to its formal instructional offerings and/or career advancement?

NCAA Division II athletics programs believe in a balanced approach that integrates athletics into the college experience and allows students to focus on their academic pursuits and participate in other campus and community activities. During the past year, our student-athletes participated in projects such as Butte County Habitat for Humanity Paradise re-build project; campus Joy of Giving Day; Basic Needs Food drives and “Back the Cats” and Giving Day campus fundraising efforts. Student-athletes continue their commitment to the "Scratch the Stigma" mental health awareness project that was launched in 2019. During 2022-23 the Student Athlete Advisory Committee launched a Mental Health resource video.

FINANCIAL SUSTAINABILITY: Going forward, do you anticipate your programmatic expenses to significantly increase or decrease? Please explain any IRA carryover (unused) balances that your activities/programs may have and how you plan to spend those funds.

Athletics programmatic expenses are expected to rise with the continued increasing costs of transportation, supplies and services. The entire IRA baseline allocation to Athletics was used in 2022-23 to support programmatic operations. There is no carryover balance. Athletics IRA baseline supports the cost of athletic injury insurance and supplements the overall cost of lodging, meal and team travel expenses. Team travel expenses in 2022-2023 exceeded \$1,025,000.

SUGGESTED IMPROVEMENTS: What recommendations, if any, do you have for improvement of the IRA process?

Thank you for the streamlined process. Athletics is grateful for the continued support of this funding.

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used."

Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

Athletics utilizes the leadership of the Student-Athlete Advisory Committee to advise the administration on programmatic issues. The SAAC is comprised of two representatives of each of the thirteen varsity sports. SAAC members have the opportunity to interact with the administrative staff on a wide range of topics, including programmatic issues, NCAA legislation and department priorities.

College of Natural Sciences

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
David	Hassenzahl	3,000

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning that the IRA activities/programs had in your unit, including relation to formal instructional offerings and/or career advancement. Please include relevant data to support your claims.

Learning outcomes included: • Demonstrating how to align science activities to the Next Generation Science Standards (NGSS) • Using productive discourse teaching strategies with elementary students • Creating safe and inclusive learning environment for children • Demonstrating a mastery of grade-appropriate science content • Developing confidence in their own teaching practice • Interfacing with in-service teachers to meet the needs of elementary students, especially those with special needs

EDUCATIONAL PURPOSE: How do your activities/programs relate to your college/unit's educational mission? How are they integrally related to its formal instructional offerings and/or career advancement?

IRA funds were used in the Fall of 2022 to support the Hands-on-Lab Field Trip program for elementary students. To clarify, these funds were used to pay college student assistants to help run elementary school field trips to the STEM X Center on campus for science enrichment activities (our college students did not take field trips). There were no field trips in Spring 2023 as the class that supported the field trips was cancelled. Student assistants helped with data management, evaluation, and inventorying/maintenance of equipment and supplies.

FINANCIAL SUSTAINABILITY: Going forward, do you anticipate your programmatic expenses to significantly increase or decrease? Please explain any IRA carryover (unused) balances that your activities/programs may have and how you plan to spend those funds.

Because of a key faculty retirement (and no individual(s) with workload capacity to take on the role), future elementary school field trips to the STEM X Center for science enrichment activities will be put on hold. Therefore, programmatic expenses will significantly decrease. All previous funds were expended and no new funds were requested for this academic year

SUGGESTED IMPROVEMENTS: What recommendations, if any, do you have for improvement of the IRA process?

N/A

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students

**the opportunity to be directly involved in how their fee dollars are used."
Please describe how the student voice was promoted within the unit-level
committee process in your college/unit.**

The committee to determine allocation of funding was heavily populated with both lower division and lower division students, representing the college's eight departments. In addition, the NSC student senator also provided input into the process and the final committee makeup was approved by the Campus Fee Advisory Committee.

Recreational Sports

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Kendall	Ross	78,219

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning that the IRA activities/programs had in your unit, including relation to formal instructional offerings and/or career advancement. Please include relevant data to support your claims.

Student Learning outcomes: 1.) As a result of their participation in sport club leadership roles, Sport Club Officers will identify improvements in critical thinking, organizational skills, and communication. 2.) After participating in the Department of Recreational Sports programs and services, students will be able to demonstrate positive leadership skills that contribute to the organizational effectiveness of their respective sport club or team. 3.) Students will be able to understand all components of club management as outlined by the Sport Club Program, including but not limited to budgeting and finances, travel logistics, effective communication, and time management. 4.) By participating in Sport Clubs students will be able to: a. Develop leadership skills and competencies b. Develop a commitment to Chico State through friendships, experiential learning as an organizational leader, and other engagement opportunities c. Gain experience in organizational leadership, event management, and business processes 5.) Student employees that work for Recreational Sports will: a. demonstrate the collaborative skills necessary for an effective work environment; b. foster a comfortable and inclusive environment that caters to a diverse student population; c. demonstrate both the knowledge and problem-solving skills to deliver outstanding customer service; d. demonstrate ownership of the facilities by keeping it accessible, functional, and orderly Creating a sense of pride and helping retain students: Of the surveyed Sport Club Participants: • 83% said participation in their Sport Club is very important to their overall Chico State experience Intramural Sports Staff Feedback Survey: Each employee was asked if their employment with Intramural Sports has improved their ability to... • Work in team structure = 100% agreed • Make decisions and solve problems quickly = 88% agreed • Better verbal communication with persons inside and outside the program = 100% agreed • Obtain and process information = 88% agreed

EDUCATIONAL PURPOSE: How do your activities/programs relate to your college/unit's educational mission? How are they integrally related to its formal instructional offerings and/or career advancement?

The Division of Student Affairs strives to provide a robust campus life experience through comprehensive academic and student support services that are designed to maximize student success as well as enhance the Chico State student experience. Students who participate in Sport Clubs have education, awareness, and access to campus resources. These are provided to officers and members through email, social media, presentations, and via the Program website. Through assessment of last year's Sport Club athletes, the average GPA for the 22-23 academic year was 3.11, which is higher than the average Chico State student's GPA.

FINANCIAL SUSTAINABILITY: Going forward, do you anticipate your programmatic expenses to significantly increase or decrease? Please explain any IRA carryover (unused) balances that your activities/programs may have and how you plan to spend those funds.

Recreational Sports uses all IRA funds every year, with no carryover. These funds are primarily used for student wages (sport/event supervisors and sport officials), equipment for clubs and leagues, and travel expenses. Each year expenses increase due to a number of factors: 1.) Recreational Sports employs just over 40 students a year on average. When the minimum wage increases, it impacts our program budgets. As we continue to increase and diversify offerings, staff needs increase. 2.) The Sport Club Program has 28 teams. These teams will travel and compete for a total of 200 times a year. As the rate of increase in prices continues/inflation, it becomes more expensive every year for our clubs to travel and compete.

SUGGESTED IMPROVEMENTS: What recommendations, if any, do you have for improvement of the IRA process?

None at this time.

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used." Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

Through the CFAC EM there was a student voting majority. Unit-level committee meetings were scheduled based on student availability to ensure that all voting student members could be present for each meeting. Each student was encouraged to participate via verbal communication at the meetings, requiring input for each decision. Emails were sent after meetings to allow feedback and student input in the event verbal discussions were not the preferred method of communication.

University Box Office / University Public Events

Unit Leader First Name	Unit Leader Last Name	Amount Awarded (include commas)
Stephanie	Yunker	100,085

STUDENT LEARNING OUTCOMES: Describe the primary impacts to student learning that the IRA activities/programs had in your unit, including relation to formal instructional offerings and/or career advancement. Please include relevant data to support your claims.

University Box Office (UBO) IRA funds are primarily allocated to student labor to provide customer service to the in-person and over the phone ticket buying experience, as well as at performances and sporting events on campus through front of house leadership and support. UBO student employees are given front line responsibilities in the Box Office performing a variety of duties including customer service, ticket selling and refunding, and merchandise sales. Student employees will take these skills with them after graduation in career paths focusing on arts presenting, event ticket management, and fields requiring excellent customer service. UBO staff personnel are currently developing a process for student employee growth within the unit, as well as formalized processes to help student employees develop the skills necessary to be qualified for higher than entry level positions after graduation in patron services and front of house management at performance venues.

EDUCATIONAL PURPOSE: How do your activities/programs relate to your college/unit's educational mission? How are they integrally related to its formal instructional offerings and/or career advancement?

The IRA Board established the University Box Office as a program many years ago. This program does not have direct ties to academic classes as it serves many of campuses IRA funded programs. As the University has one Box Office for the campus, it sells all tickets to events including two of the IRA programs that have a tremendous amount of ticket sales; Athletics and the College of Humanities and Fine Arts. All of Athletics events are IRA programs; Baseball, Basketball, Soccer, and Volleyball. Some have individual games for Men only, Women only, and some are combined Men and Women's for a particular sport. Humanities and Fine Arts performances are predominately IRA programs in; Music and Theatre. The UBO operates centrally from a public box office in Sierra Hall and supports ten campus venues from seven remote ticket offices.

FINANCIAL SUSTAINABILITY: Going forward, do you anticipate your programmatic expenses to significantly increase or decrease? Please explain any IRA carryover (unused) balances that your activities/programs may have and how you plan to spend those funds.

UBO does not currently expect an increase or decrease in expenses. Looking towards the future and under new leadership in UPE/UBO, we've identified ways in which we can increase the use of our current base allocation as well as utilize our rollover by allocating a portion of our student publicity labor expenses to IRA rather than the general fund. We are in the process of investigating our current ticket management system, PatronManager, to determine the services that it can provide to improve the

services that the UBO delivers to campus. We are also working in the final year of our agreement with PatronManager and foresee renewal fees to be assessed at the end of the fiscal year. In addition, PatronManager increases their user fee annually, so the rollover assists in accommodating that increase. We are going to use this academic year to further assess the ways that we can utilize the rollover funds to increase the student experience in their work, our venues and at campus events in addition to what was occurring under previous leadership.

SUGGESTED IMPROVEMENTS: What recommendations, if any, do you have for improvement of the IRA process?

N/A

STUDENT INVOLVEMENT: The CFAC EM states, "Unit-level committees representing student voting majorities are established to determine allocation of SLF and IRA funds in each college and non-academic unit, to allow students the opportunity to be directly involved in how their fee dollars are used." Please describe how the student voice was promoted within the unit-level committee process in your college/unit.

Due to the way that the UBO is situated within University Advancement, we are a standalone program within the division and have not implemented a formal process to allow the student voice to be involved in any type of student fee committee. However, we are open to advice on how we can become in line with giving students a voice in our student fee funding process and would like resources that can assist us in implementing a formal procedure.

