

Grant Final Report Form

Principal Investigators (PIs) are required to submit final reports within **60 days** of their EIA grant end date. A delinquent report may jeopardize or delay future Network funding. The information you provide helps us improve and justify the continuation of this grant program. The Network may also contact PIs for longer-term impact reporting and may request permission to use elements of these reports in Network activities (Conference sessions, Academy sessions, etc.) and communication both within the CSU system and to external stake-holders.

Summary Grant Information	
Grant Title:	CSU Network Equity In Action Grant
PI Name:	Jennie Chalos (Replaces Jasmine Campos)
PI Campus:	Sacramento State
Grant Start Date (month/YYYY):	June 2022
Grant End Date (month/YYYY):	May 25, 2023
Final Report Submission Date:	April 1, 2023

Major Outcomes

1. Summarize your project's outcomes against the original goals proposed for advancing equitable student learning, engagement, progression, and completion.

The original goals for this project were to provide an outreach and intervention program headed by the First Year Experience (FYE) Space. This would be accomplished through increasing the number of students who seek mentoring and academic support in FYE Space, which positively impacts retention of underrepresented students. Prior to this grant, FYE Space academic peer coaches would have visited math, English, and some critical thinking courses at least once a semester. The original goal of this grant was for these coaches to become more embedded in courses with high DFW rates and provide academic coaching through expansion of wrap-around services for underrepresented minority first-year students. In particular, these expanded services would be the following:

- A streamlined faculty referral system: Sacramento State lacked an early alert system to signal to advisors that a student needs support. Since the inception of this grant, Academic Coaches have now worked with faculty to identify students who need additional academic assistance.
 - Proactive advising: This grant has funded Academic Coaches who reach out to underrepresented minority students in the beginning of the semester, before and after exams to set them up for success.
 - Academic coaching: This grant is providing funding for 1:1 meetings between students and Academic Coaches for students to improve test-taking, study strategies and connection to tutoring services.
 - Events and workshops: This grant supplements academic coaching in the FYE Space by incorporating academic and social events to encourage meaningful connections to peers and their major. Examples of these events include major fairs, group schedule planning sessions, and speed friending.
2. Comment on additional outcomes not directly associated with the project (partnerships formed, additional funding support gained)

As a result of this grant funding First Year Experience programming was able to establish and streamline connection with the many academic support programs that exist on our campus that support students. In addition to this, we were able to better train our students on academic support program referrals. This, helped to pave the way to allow for more consistency as First Year programming developed additional grant funding for student academic success.

3. Specify any unanticipated project developments (i.e. unanticipated barriers or unexpected wins)

An unexpected win was to receive Supportive Pathways grant money from the Chancellors office for a continuation of this intervention, with some changes based on the grant specifications. We were able to get a one-time grant of \$320,000 for Academic Coaches in A2 and B4 courses for students in Categories 3 and 4. Because FYE already had the Equity in Action grant, it was able to scaffold the work of the Supportive Pathways grant. In this grant we have been able to carefully track exactly which sections or courses Academic Coaches have engaged with, faculty engagement and the level of engagement. However, an unanticipated barrier of this project was the change in PI and the loss of data for which courses and/or students were visited by Academic Coaches. However, there are points of discussion worth examination. It is possible that the success of the students in the Supportive Pathways grant program may be benefitting from the practice and recruitment and training for Academic Coaches as well as in the faculty trust and collaboration built, along with those built with academic support programs that began with the Equity in Action Grant.

4. If applicable comment on any longer-term outcomes, you anticipate from your Equity in Action Grant funded project. Also, please estimate anticipated achievement dates (month and year.)

This is not applicable.

Assessment and Communication

5. Describe efforts to communicate and disseminate project outcomes with your campus.

We do not have outcomes yet for this program; however, when we report on the Supportive Pathways results we can include the EIA results at the same time.

6. Provide a summary of your assessment activities and results, where available.

First Year Persistence rates at Sacramento State for Black, Native American, Asian, Latinx and Pacific Islander groups have all dropped Fall to Fall consistently from 2018 through 2022. However, there is one group in which persistence rates increased, which is in the “Two or More” category from the CSU Chancellor’s Dashboard. This group reports an 87-74 Spring to Fall 2021 Persistence rate and a 95-86 rate in 2022. Is it possible that the Equity In Action Grant impacted this group? It cannot be ruled out without more data, and again, examining the data from the Supportive Pathways Grant may be helpful.

Lesson Learned

7. As you reflect on the strategies and activities implemented during this grant, which were successful?

It appears that all strategies and activities were extremely successful in that they provided students and faculty with resources they would not have had otherwise. In addition, this program successfully employed students who became multipliers of campus engagement for other students. Finally, this grant was invaluable in setting the groundwork and scaffolding the next grant to support student success and decrease equity gaps on our campus.

8. By comparison, what strategies did you find were unsuccessful?

The data does not provide enough information to determine which strategies were unsuccessful.

9. Given your experience with the Equity in Action Grant Program, what changes would you recommend to better support you toward your goals?

As a part of the grant application, or agreement, a succession plan could be to ensure data does not get lost when there are staff changes at an institution.

10. What can the CSU Student Success Network do to help our campus in its efforts to identify, understand and disrupt inequities in our system?

Support Communities of Practice around data literacy, communities of practice and what you do with programs like MLA.