

## 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:	Peer Mentorship and Educational Support Program
PI Name:	C. Orgeta
PI Campus:	Cal Poly Pomona
Grant Start Date (month/YYYY):	June 2022
Grant End Date (month/YYYY):	December 2023
Final Report Submission Date:	February 29, 2024

## 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 stated in the application were the following:

- Hire, train, and employ peer mentors. Peer mentors will be responsible for providing success skills workshops and financial literacy workshops to residents. Peer mentorship is widely discussed in the literature and has been shown to increase independent learning for mentees and mentors alike and results in positive learning outcomes for both.
    - Result: Peer Mentors were hired, trained, and employed for the 22-23 and 23-24 year.
  - Partner with campus partners to hire, train, and employ students responsible for supplemental instruction for CPP's three highest failure courses. Participation in Supplemental instruction is correlated with higher mean grades, lower failure and withdrawal rates, and higher retention and graduation rates.
    - Result: Our office partnered with a secondary office to provide supplemental instruction for CPP's three highest failure courses during the 2023-2024 year.
  - Continue to foster a culture of academic success through Living Learning Community participation. Living Learning Communities have been nationally recognized as a high-impact practice in higher education and a strong example of interventions that enhance student learning and development. University Housing Services has operated its Living Learning Communities since 2013 and seeks to continue to grow its program in response to updated literature and CSU priorities.
    - Result: Our office continued to foster a culture of academic success through the implementation of Living Learning Community strategies during academic year 22-23 and 23-24.
2. Comment on additional outcomes not directly associated with the project (e.g., partnerships formed, additional funding support gained).

All outcomes of project were met.

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

All project developments happened as expected.

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).

## Assessment and Communication

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

Project outcomes have been disseminated through end of year impact reporting to campus partners. As our office gathers more historical information, we anticipate sharing findings in different at conferences such as ACUHO-I's (Association of College and University Housing Officers- International), annual Academic Initiatives Conference, and WACUHO's (Western Association of College and University Housing Officers) Western Annual Conference and Exposition.)

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

UHS adopted a five-phase assessment plan which included:

- Phase 1: Reflect, Identify, and Conceptualize
- Phase 2: Design Assessment
- Phase 3: Implement
- Phase 4: Analyze and Discuss Results
- Phase 5: Share your findings

Results are held internally. In summary, we observed favorable results among students within our target demographic, evidenced by their higher GPAs and increased course loads.

## Lessons Learned

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

The strategies and activities implemented during this grant that were most successful was the alignment of our program with strategic goals with the utilization of campus partnerships. This approach not only streamlined our efforts towards common objectives but also leveraged the unique strengths and resources of our campus partners.

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

We did not find any strategies/activities unsuccessful. Throughout our process, we found that each endeavor, in its own way, contributed valuable lessons and insights towards our collective learning and progress. While some strategies may have initially seemed less effective, they ultimately served as important learning opportunities.

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

I would not recommend any changes.

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

To further assist our campus in identifying, understanding, and disrupting systemic inequities, the CSU Student Success Network can provide prepared information decks tailored to our specific context. I also suggest offering regular, customized training sessions about how to utilize the dashboard system so offices are able to make informed, impactful decisions and aligned with student success outcomes.