



SACRAMENTO STATE

Program Description



Welcome to the STEM4Equity Mini-grant Application!

These mini-grants, supported by a US Department of Education grant, are intended to support faculty as they improve access, enhance learning & student performance, and reduce equity gaps in Sac State STEM courses.

****Before starting this application, please obtain screenshots of your course grade distributions. Instructions on how to do this are in the "how to retrieve grade distribution data" document.**

Demographic Questions

Name:

Email address:

Phone number or Extension:

College:

Department name:

Current Position:

- Assistant Professor
- Associate Professor
- Full Professor
- Part-time Lecturer
- Full-time Lecturer
- Other (please specify)

Course Evidence FLC Information

Number and name of course to be redesigned (e.g. Chem 1A, General Chemistry- I):

Approximate number of lecture/course sections offered each semester:

Approximate number of students enrolled per section:

If you already have an evidence-based strategy you want to implement please upload a PDF file of the reference here ([example list of ideas for equity and inclusion](#)):

If you do not have a strategy and want to learn about some please select an FLC* in which to participate:

**The FLC will have a separate application process, facilitator, set of deliverables, and additional payment. The FLC may be completed concurrent with this mini-grant project.*

ACUE: Designing Student Centered Courses (Offered Spring 2024)

- ACUE: Creating Inclusive and Supportive Learning Environments (Offered Summer 2024)
- ACUE: Artificial Intelligence (Offered Spring 2024)
- ESCALA: Culturally Responsive Teaching in STEM (Time TBD maybe Summer 2024)

Program Track Selection

Please select one of the following tracks for your application. (If you want to apply to more than one track, each requires a separate application):

Track 1: Decreasing DFW rates:

This track uses evidence based strategies to improve learning, align assessments to measurable learning outcomes, and/or implement standards based (in contrast to norm based) grading policies to decrease the DFW rate for all students.

Strategies include transforming the following:

- Learning (ex. implement [active learning](#))
- Assessment and course grading policies (ex. [equitable grading](#))
- Online Access (Option for engineering courses only: [quality online or hybrid options](#))

○ **Track 2: Decreasing equity gaps for Hispanic and low income students.**

This track uses evidence based strategies to measurably narrow or eliminate grade point and/or DFW rate equity gaps for Hispanic and Low income students.

Strategies include significant implementation of one or more of the following:

- Use of inclusive language (ex. syllabus, assignments, or other assessments)
- Culturally responsive course and grading policies (ex. Mastery grading)
- Assessments and projects that are culturally or career relevant

○ **Track 3: COHORT application:**

This track focuses on coordinating multi section courses to create equity. *Please note the unique requirements for this track:*

- ELIGIBILITY for this track requires that the lead faculty member has already completed course revision(s) related to Track 1 or Track 2 above.
- Additional faculty members (members of the cohort) must be identified. All participants in approved projects will receive UEI additional employment (\$5000.00 for faculty lead, \$1000.00 for each additional faculty member.)
- Support from department chair is required.
- Must include a practical plan for coordinating 1) course schedule, and 2) at least one of the following: assessments, learning activities, or curricular materials.
- Project must have curricular impact on 50% of sections offered, or at least 5 instructors.

TRACK 1 QUESTIONS

Track 1 Q1. What is the focus of your improvement strategy (select all that apply):

- Learning
- Assessment
- Online Access (Engineering courses only)
- Other (please explain)

Track 1 Q2. What evidence-based strategy do you intend to implement?

Examples: active learning, formative evaluation, mastery or standards-based grading, etc.

Track 1 Q3. Please briefly provide an overview of your organizational plan, including a timeline of activities.

Example: Jan. Revise syllabus, Feb. Design/implement active learning Modules 1-3 on Kinematics, March evaluate first set of learning assessments, June collect and evaluate course grade data.

Max 250 words please:



Track 1 Q4. Please upload screenshots of your grade distributions ([How to retrieve grade distribution data](#)) this data will serve as the baseline for your measurable outcomes:

TRACK 2 QUESTIONS

Track 2 Q1 What evidenced based strategy do you intend to implement (ex. use of inclusive language, high context cultural learning activities, assessments with utility value):

Track 2 Q2. Please briefly provide an overview of your organizational plan, including a timeline of activities:

Examples: Jan. Revise syllabus, Feb. Design/implement active learning Modules 1-3 on Kinematics, March evaluate first set of learning assessments, June collect and evaluate course grade data.)

Max 250 words please:

Track 2 Q3. Please upload screenshots of your grade distributions ([how to retrieve grade distribution data](#)) these data will serve as the baseline for your measurable outcomes:

TRACK 3 QUESTIONS

Track 3 Q1. What type of course revisions have you already implemented and how extensive were they?

Examples: Integrating active learning into each class session, week, or module? Inclusive language in the syllabus only? etc.

Track 3 Q2. List the faculty who comprise your cohort:

Track 3 Q3. Have you obtained permission to pursue this course coordination from your Department Chair?

- Yes
- No

Track 3 Q4. In addition to coordinating the course schedule which other course feature are you coordinating. Choose all that apply:

- assessments
- learning activities
- curricular materials
- other (explain)

Track 3 Q5. Please briefly provide an overview of your organizational plan, including a timeline of activities:

Examples: Jan. Revise syllabus, Feb. Design/implement active learning Modules 1-3 on Kinematics, March evaluate first set of learning assessments, June collect and evaluate course grade data.

Max 250 words please:

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Track 3 Q6. How does your plan meet the requirement of impacting at least 50% of sections or 5 instructors?

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Track 3 Q6. Please upload screenshots of your grade distributions ([how to retrieve grade distribution data](#)) these data will serve as the baseline for your measurable outcomes:

TIMELINE

ALL TRACKS Q1: Choose a grant implementation timeline option:

- Option 1: Half-year minigrants (Jan 22–July 1)
 - March 25 Mid-project deliverables/report due
 - May 10 Presentation at CTL Culminating Event (project update)
 - July 1 Final report due
- Option 2: Half-year minigrants (July 15–Dec 20)
 - October 14 Mid-project deliverables/report due
 - December 6 Presentation at CTL Culminating Event (project update)
 - December 20 Final report due
- Option 3: Full year minigrants (Jan 22–Dec 20)
 - July 1 Mid-project deliverables/report due
 - December 6 Presentation at CTL Culminating Event (project update)
 - December 20 Final report due

ALL TRACKS Q2 We have a limited budget for additional support or supplies. Please describe an additional resources or needs for consideration.

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