

CSU, Chico Educational Effectiveness Review

The Nature of Student Engagement at a Residential Campus

CSU, Chico sees its unique residential situation as an opportunity to create an intensive, high quality learning environment both in and outside the classroom. The underlying belief is that such learning environments foster improved student learning. CSU, Chico chooses to use the Educational Effectiveness Review as a means of systematically validating these beliefs.

More specifically, we plan to:

- Embed diversity in our assessment of educational effectiveness in terms of student learning, student preparation, and student success.

Research Questions for EER #2: Diversity Project

1. To what extent is CSU, Chico focused on the academic success of students from various ethnic groups, women, students with disabilities, gay, lesbian, and bisexual groups?
2. To what extent is CSU, Chico focused on the professional success of faculty and staff from various ethnic groups, women, persons with disabilities, gay, lesbian and bisexual groups?
3. To what extent do CSU, Chico's policies and procedures enhance or inhibit the ability of students from various ethnic groups, women, students with disabilities, gay, lesbian, and bisexual groups to be successful in their studies and complete a degree in a timely manner?
4. What do we know about how the campus and community climate affects the ability of our students to be successful in their studies and complete a degree in a timely manner, and the ability of our faculty and staff to be successful in their chosen careers?
5. What projects for improving equity on campus can be established by analysing existing data disaggregated by gender and/or ethnicity? What measures will the campus community use to determine how successful we are in creating and maintaining a university that values diversity?

6. To what extent do various ethnic groups, women, students with disabilities, gay, lesbian, and bisexual students, faculty and staff feel welcome and comfortable at CSU, Chico?
7. Are CSU, Chico's admissions criteria tailored to make sure they do not unfairly discriminate against low-income students, first-generation college students, or students from high schools that already have lower than average rates of college attendance?
8. How successful is CSU, Chico's curriculum, including the General Education diversity requirement, in preparing students to live and work in a society of many ethnic and cultural traditions?

