Telling The Chico Story
Community Outreach to Increase Health Status Among Vulnerable Populations

**Leaders for a Lifetime**
- Local mining youth learn leadership and health education skills to teach the mining community.
- 40 youth receive 30 weeks of direct instruction per year and perform 3 major community service projects reaching an average of 1870 community members.
- Changes in youth: increased leadership, confidence, participation in school activities, and enrollment in college.

**Buenas Salud** (Good Health)
- HC3V students provide health education to children of migrant farm workers. 30 children receive 33 weeks of direct instruction per year.
- Changes: 8.2% increase in fruit and vegetable consumption, 8.9% increase in physical activity, 68% decrease in educational drop-out, and 30% decrease in asthma.

**REAL Girls**
- HC3V students create and teach health and self-esteem classes for girls. 12 girls receive 20 hours of basic instruction.
- Changes: 85% reported increased self-esteem, confidence, and participation, 73% reported improved self-esteem, and 63% reported increased self-esteem.

HC3V Student Outcomes: Successful performance of the National Health Education Competencies — Program Assessment, Planning, Implementation and Evaluation.

Department of Health and Human Services
B.S. Health Sciences
Health Promotion and Education
Research, Development, and Evaluation
CELT

Center for Excellence in Learning and Teaching

Teaching effectiveness is the first, minimum, and indispensable requirement for faculty on this campus.

CELT is committed to rewarding and promoting the ability of our faculty to teach well, by finding ways to improve the learning process, and to providing support, training, and mentoring.

CELT recognizes outstanding teaching

CELT recognizes and promotes outstanding academic advising

CELT recognizes exemplary online instruction

CELT welcomes CRC, Chico's New Faculty!

Workshops
CELT also offers workshops on various teaching topics throughout the year.

Grants and Funding
CELT provides a number of grants and awards.

Instructional Grants

CELT Conference

Each year CELT hosts an annual conference that draws participants from CRC, Chico State, and the entire North State community. Each conference provides opportunities to learn more about the nature of teaching and learning, the interests and abilities students possess, and ways all of us, faculty, staff, and students, can help to create high-quality learning environments in and outside of the classrooms.
Chico Student Success Center

Mission Statement
The Chico Student Success Center (CSSC) is a collaborative, student development program with a decade of successful diversity recruitment and retention experiences. The CSSC serves low income students in an effort to create and support a successful college experience while attending CSU, Chico.

Recruitment
The CSSC collaborates with education partners through the “Reach for Chico” recruitment program. The “Reach for Chico” mission is to recruit 1st generation college students along with serving these students and their families as they participate in the college admission process.

The partnerships are vibrant relationships that include motivational talks, college preparation workshops, extended campus visits, parent workshops, and community building activities. These partnerships have constantly delivered a diverse applicant pool for CSU, Chico.

An important characteristic of an education partner is the evidence that their students have received a clear and constant message about individual responsibility. Partners such as the Advancement Via Individual Determination (AVID) programs in the Inland Empire area, the Coachella Valley, and the Bay Area Leadership Foundation are examples of these partners. Students are served as they transition to CSU, Chico and begin the transformative journey of higher education.

Connecting the Dots...
Aware, Apply, Attend...Succeed!

Retention...
The “Building Relationships through Collaborative” (BRC) Academic Leadership program is the centerpiece of the CSSC’s retention efforts. The BRC program is based on four fundamentals of student development. These fundamentals include:

1) Academic Success
2) Personal Values
3) Civic Engagement
4) Career Preparation

Students who have participated in the BRC program have an 86% 6 year graduation rate. The BRC program includes an academic leadership course. First time freshmen also have the option of living in BRC Theme House through University Housing’s Theme Living program.
The Multicultural Welcome Receptions provides our new and current students with an opportunity to network, make friends, and build alliances with our campus community. This process facilitates interaction with faculty, staff, administrators, alumni, community members, and other students. That data shows us that 100% of those who attended the receptions found it beneficial to their college experience.

"The welcome reception gave faculty, staff, and students the chance to reach out and become involved in issues regarding CPTSA."

"The Welcome Receptions gave me the opportunity to meet my fellow colleagues, faculty, and staff, as well as university administrators. The Welcome Receptions also helped with the transition from high school to college."

Multicultural Welcome Receptions, 2005

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"The welcome reception gave faculty, staff, and students the chance to reach out and become involved in issues regarding CPTSA."
Conversations on Diversity

"...many times I have attended talks, I have walked away feeling more knowledgeable about varied cultures; I always appreciate learning more about diversity.

The Conversations on Diversity Program continues to provide our campus community with an opportunity to engage in dialogue specific to issues surrounding diversity.

The data show that 90% of those who attend the program find it beneficial to their academic experience.

For several years, the annual faculty and staff convention has hosted a variety of sessions on diversity topics for the campus community. The Conversations on Diversity (COD) series on the campus of ... and forces. The gatherings provide a safe space for members of the campus community to consider the often sensitive issues surrounding identity. COD has been the community's attempt to engage and reflect the various ... and in our community—whether we are reflected on our campus and in our community, whether we are reflected in our community's values and practices, or whether we are reflected in our community's attitudes and beliefs. This year, through education and conversation, we can bring about enlightenment, understanding, and acceptance.

The Conversations on Diversity Program is sponsored by the Center for Multicultural and Gender Studies, the Women's Center, and the Office of Diversity.

Members of the 2020 Conversations on Diversity Board

The Conversations on Diversity Program is sponsored by the Center for Multicultural and Gender Studies, the Women's Center, and the Office of Diversity.
The Red Tent
A Gathering of Women

Take home the spirit of the Red Tent.
Savor - Indulge - Relax - Renew

Come appreciate this powerful space for women of all ages to take a break from routine, share their experiences, nurture relationships, and pass on wisdom.
“MENTORING FOR SUCCESS”
A PEER-MENTORING PROGRAM FOR UNDERGRADUATE BACCALAUREATE NURSING STUDENTS
CALIFORNIA STATE UNIVERSITY, CHICO
SCHOOL OF NURSING

DESCRIPTION:
A formal peer mentoring program in which baccalaureate nursing students are paired with senior nursing student.

PROBLEM:
1. Retention rates are variable. Peer mentoring program initiated in Fall 2005.
2. Anxiety and stress levels are high among first semester baccalaureate nursing students.
3. Socialization to baccalaureate student role should be promoted early in the program.

91.4% 95.7% 90% 96.2%

PURPOSE:
Was to initiate a peer-mentoring program that would support making the transition to the nursing program.

THEORETICAL FRAMEWORK:
Stages of the Mentoring Process (Kram, 1985)
• Initiation
• Separation
• Redefinition

DESCRIPTION OF PROGRAM:
Steps to the program
1. Introduction of program to fundamental students (mentees)
2. Faculty and students from California Nursing Students' Association (CNSA) approached senior nursing students
3. Involvement of CNSA through arranging social events and peer matching
4. Distributed demographic, and communication preference survey to mentor's and mentee's
5. Similar characteristics were matched—Age, children at home, ethnicity, home location, gender preference, and outside interests
6. Contact information exchanged
7. Social opportunities arranged
8. Program evaluation one year later

CALIFORNIA STATE UNIVERSITY, CHICO

OUTCOMES:
Mentee / Mentors experienced

QUALITATIVE DATA

Program objectives met:
• Retention rates improved
• Anxiety/stress levels decreased
• Socialization opportunities provided

Significance for Nursing Education:
The peer-mentoring program was helpful in fostering a successful nursing student experience in reducing anxiety and stress, providing comfort in the baccalaureate nursing student role, improving leadership skills and providing personal satisfaction for the mentor.
What students say about The Chico Experience:

“I can bike anywhere – no need for a car and don’t have to be stuck in traffic”

“Everyone always assumes all you do is party if you go to Chico State – you don’t get respect. I am working my ass off”

“I’ve walked through campus many times feeling stressed. Then, I look around and see the trees blowing in the wind, or walk by Chico Creek and immediately feel comfort and the stress leaves my mind”

“I am having the time of my life!”

“Professors really want you to do well. They are available, they even will come in on weekends. They live here too so they are totally accessible”

“Learning to work well with others is essential in the work world. Getting to the work world is the ultimate goal of going to college”

“Finding volunteer/internship work outside of campus has further proven to me that my career choice is what I really want to be doing”

“It’s such a close-knit community - I can see so friends on campus any given day or out and about on the town”

“People here are so helpful – in the financial aid office, the book store - everyone is so willing to help you out”

“A fun place to meet new people and learn my basic skills for my lifetime career”

Whether I am on campus or downtown, I see people I know.”
COLLEGE OF AGRICULTURE

B.S. Agricultural Business
B.S. Agriculture
Options:
- Agricultural Science and Education
- Animal Science

www.csuchicoag.org
BARGE HOUSE

REBUILD NEW ORLEANS PROJECT
Feasibility of Walnut Oil Production for Small Farms:
Working together with members of the Agriculture Advisory Board, the ATRC has developed a
plan to assess the economic feasibility and marketability of Walnut oil produced from walnuts grown
on farms in the ARS. This project will allow students to gain experience in entrepreneurship and
value-added marketing.

Organic Soil Amendment Impact on Forage Quality:
The ATRC is home to 85 acres of certified organic land, one of the largest commitments to
organic production practices. In a study co-sponsored by the Farmers’ Advocacy for Organic
California, the Organic Delivery Unit is committed to growing 45 acres of certified organic vegetables
to evaluate the effects of organic amendments on soil amendment and forage quality. Students
will be trained in the use of organic soil amendments to meet

Economic Impact of Intensive Grazing on Milk Production:
A study proposed study will be underway to assess the economic impact of grazing on total fresh
milk production costs. Students will learn about the impact of grazing on milk production,
Omega-3 fatty acids, conjugated linoleic acid (CLA), and minerals.

Health Benefits of Grass-Fed Beef Production:
Several studies have recently been completed to address the impact of grass on meat quality.
Segmentation analysis and data mining techniques are being used to significantly alter the fatty
acid profile of beef, creating a lesser overall health risk. Students will learn about the benefits of
pork, the benefits of organic pork, and the benefits of meat production.

Currently grass-fed beef requires $2.50/lb more than conventional production. In the recent case
of grass-fed beef, students have provided students with hands-on learning in alternative agriculture
marketing.