

Support and Prepare Students for Lifelong Success
Action Items Identified in the Action Conversations
9/4/14 through 9/26/14

1.1 Academic/Career Pathways and Success

- 1.1.1 Professional preparation – connect students with real-world activities and curriculum
Context: Students need at least three qualities for effective job seeking and success: (1) job-related experience (internships), (2) communications and interviewing skills and (3) critical thinking/logic skills. Item 1 is discussed under “real world activities” below. Item 2 each department should offer professional preparation course taught by qualified faculty (experience outside academia or a deep understanding of effective communication). See “Curriculum” below. This might also be covered in a “sandbox” course (see 1.4 Competencies, below). Item 3 should be/is (?) handled by the curriculum, both GE and major. Need to assess this more diligently.

Context: Advising: Additional professional advising staff remains a HIGH priority for Enrollment Management Services. Additional staff would work on implementing the advising recommendations that the Graduation Initiative Team formulated last year.

- **We need to create a “Student-ready University”** – one that works for students and reduces unnecessary barriers to information, services and ultimately to successful graduation.
 - **Action Suggestion:** Support programs are needed to strengthen faculty advising. Academic Advising Services can help with this but is understaffed. Faculty release time is needed for advising.
 - **Action Suggestion:** Work with faculty/department chairs to *assign advisors in PeopleSoft* so that students know who their advisor is, and we can track those students who don’t have advisors and get them one. The easiest way to do this would be slight modifications to the Change of Program form to make sure the new advisor’s name is clearly written and a default major advisor assigned to them, probably the Chair of the department, so these students have a point of contact. Right now, they don’t.
 - **Action Suggestion:** Change the DPR to make UD GE Pathway advising clearer.
 - **Action Suggestion:** Create some YouTube videos for GE advising to help students.
 - **We recognize some overlap with Theme 6 in this discussion.**
 - College of Business has an undergraduate academic and career advising center. Would this model work elsewhere, e.g. other colleges?
 - **Action Suggestion:** Have mandatory academic advising/career advising – this needs to happen early (see first bullet under curriculum)
 - We need a more concerted effort with students to find their aptitude and passion for majors. What tools do we have for this?

- EOP has a Career Fair in October and bring back past EOP alums to advise students. Highly successful and keeps alumni connected.

1.1.2 Forward-looking academic programs – strategic enrollment (No Action Items emerged here.)

1.1.2 STEM

Context: We need to make state of the art equipment and software available to students and faculty. Consult with business and industry to determine what equipment and software students will need for today's workforce

- **Action suggestion: Colleges, departments develop 5 year equipment replacement/request plans.** The call went out for new equipment requests. Approximately \$2M in new equipment approved. EOP has five year plan for equipment renewal. This helps when such requests appear.
- **Action suggestions:**
 - Redesign STEM gateway courses to facilitate student success to avoid the massive attrition in STEM fields. Many good ideas outlined in STEM Collaborative proposal submitted to CO on 9/15. **UA funding?**
 - Redesign might include U-Course for STEM gateway courses, e.g. CHEM 111. Expand Supplemental Instruction in STEM gateway courses to increase student success.
 - Expand Summer Bridge/Boot Camp-type activities to bring remedial math students up to entry level competency by first semester and Pre-Calc by Spring.
 - Work with pre-Nursing students to create alternate Pathways in related fields while permitting 4 year (or timely) graduation.
 - Technology/software loaner program for low income students to facilitate success. **UA funding?**
 - Information Technology-focused STEM retention program that blends some combination of Computer Science, Computer Information Systems, Business Systems, Computer Animation and Game Development focused on career preparation for IT industries. **UA funding? Corporate sponsors?**

1.2 Citizenship and Social/Personal Responsibilities

1.2.1 Civic engagement, public sphere pedagogy: **Context:** Civic Engagement/PSP discussion largely deferred to university committee convened by President Zingg for University Strategic Plan

- **Action Suggestion: Study Local --** immersive experiences designed to serve the North State and provide a focused experience like study abroad, without leaving the North State. Pilot this ASAP working with Jim Pushnik, Emilyn Sheffield, Sue Steiner, Ellie

Ertle others who have projects in the pipeline that are “shovel ready” for testing. **UA work local foundations, others to fund.**

- **Context:** Enhance service learning and civic engagement opportunities
 - We are seeking scaffolded experiences, multiple opportunities for civic engagement that are progressively more challenging.
 - What are the resources to encourage this among faculty?
 - **Action Suggestion:** We need an inventory of civic engagement practices by major.
 - **Action suggestion:** Need new course codes for teaching these courses (activity). Or up the number of units to 4 or 5 to reflect greater faculty and student work.
 - What are the rewards for students?
 - **Action suggestion:** Up the number of units in Service Learning courses to 4 or 5 to reflect greater faculty and student work.
 - **Action suggestion:** Create badges, Co-curricular transcript, certificates to recognize student accomplishments in this area.
 - **Action suggestion:** Use existing forums: International Forum, Anthro Forum to enhance civic engagement. Start new Forums: Civic, Sustainability, Diversity?

1.2.2 Sustainability: discussions of Sustainability largely deferred due to ongoing conversations convened by Jim Pushnik, others.

- **Action suggestion:** Create an interdisciplinary major in sustainability and resilience – name for the major to be determined
Note: The Institute for Sustainable Development administers an annual survey thus has data on knowledge, attitude and behavior of students by major, class level, post-graduation, etc.

1.2.3 Ethics + Academic Integrity: **Context:** An ethics course is not the best way to address this. Providing experiences, like civic engagement, that put students in morally complex situations and helping them develop principles for reasoning through these is more effective.

Context: Notions of academic integrity are changing: “everything is a remix.” (**Theme 2?**)

- **Action suggestion: Convene a faculty-student committee (Academic Integrity Council)** to forge a consensus on what is permissible in the cut and paste age. Need to distinguish inadvertent violations of (changing?) norms of academic honesty. Versus sophisticated cheating: goggle searching quizzes, cutting and pasting Tumblrs.
 - **Action suggestion:** Establish an anonymous hotline to let professors know when cheating is occurring. Cheating hurts honest students who don’t come forward for fear of being denounced by fellow students.
- Increase student expectations (**Theme 2?**)
 - Have evening and weekend classes: Didn’t work well for U-Course. Needs a broader commitment across campus re scheduling.
 - Greater student accountability (writing quality, turning in assignment on time, attendance, etc.)

1.3 Diversity and Globalization

1.3.1 Inclusive excellence

- Extend the Chico Experience to an increasingly diverse study body
 - **Context:** Demographics of our student body are changing – we WILL become more diverse. How do we ensure success of traditionally underserved students: minority, first generation, lower income?
 - **Action Suggestions: Mentorship (Theme 3)** was viewed by many as important for success of these (and all) students. Chico Student Success Center, REACH, Minority Engineering Program, Educational Opportunity Program, Louis Stokes Alliance for Minority Participation, etc. Provide opportunities for peer, faculty and staff mentorship. This should be formalized, but informal mentorship – being helpful and sensitive – is also important

1.3.2 **Context:** Diversity discussions largely deferred to University Diversity Committee convened by President Zingg for University Strategic Plan:

- Need to maintain, improve diversity education in the curriculum. But that is not enough.
- Expand diversity in Academic Affairs workforce: **students need to see, interact with, faculty that “look like them.”** But there are challenges to diversifying the faculty at Chico State. Need clarity on effective, legal recruiting practices to diversify hiring pools. Avoid faculty “replicating themselves.” **(Theme 4)**
- Recruit and retain a diverse student body
 - **Action suggestion:** Send faculty to recruit students in diverse regions high schools to raise awareness of the conditions and barriers to success that characterize “new majority” students.
- Expand and promote multicultural values
 - **Action suggestion:** Provide faculty development opportunities, beyond workshops, to increase diversity awareness. Needs to be experiential and approach US and Global diversity issues. **(Theme 4)**
- We need to recruit and retain more diverse faculty **(Theme 4)**
 - For international faculty there are challenges with Visas and student reactions and acceptance of international faculty

1.3.3 Internationalization

1.3.3.1 Programs, curriculum

- Academic Affairs
 - Encourage interaction among international and domestic students;
 - **Action Suggestions:** create a mentor program for international students – pair an international student with an American student ... INST 110, buddy system between study abroad alums and exchange students, house international students together to build community. ... revive language houses ... student clubs can foster interaction ...

Faculty need to help bring out different perspectives in classes with international students ... Department can host lunches for international students, give them tickets to campus performances, etc.

- Curriculum
 - **Context:** Requiring a second language was a common action item in many reports ...
 - **Action suggestion:** Form a faculty-led Task Force on second language requirement. Should non-native English speakers be waived from such a requirement? Should computer programming languages fulfill a second language “requirement?”
 - **Action Suggestion:** Encourage more Study Abroad (immersive experience).
 - A study Abroad requirement would be difficult for some students
 - Develop more scholarship opportunities for students to Study Abroad
 - A study abroad experience could be part of a second language requirement
 - Chico State faculty could lead more study abroad experiences. HFA is encouraging this.
 - **Action suggestion:** Create program that allows CSUC students to chat/interact with international students – virtual contact ... skype, etc ... Example of Quirino De Brito doing this with Brazilian colleagues.

1.3.3.2 International student recruitment and **success** ...

Context: what is the data on international student success? Persistence, graduation ... if we bring in more international students, need more service support.

1.4 Competencies and Skills for Lifelong Learning

1.4.1 Critical Thinking

- **Context:** What does critical thinking mean? Majors may interpret this differently
 - Could programming fulfill logic and critical thinking (Area A3)?
 - **Action suggestion:** Need to define, inventory and assess in majors and GE

1.4.2 Communication

1.4.2.1 Writing

- **Action Suggestion:** We need a campus-wide discussion of how to meet our students need for effective writing instruction, i.e. address the “WI crisis” in GE, gaps evident in NSSE data

1.4.2.2 Oral

Action Suggestion: Fund the First in the World Proposal written by Kim Jaxon aimed at “multiple literacies.” Addresses 1.4.2 (all areas) and 1.4.3. Proposal is already written. **UA funding possibility.**

1.4.2.3 Visual/presentation

1.4.3 Technological literacy

- **Action suggestions:** Make state of the art equipment and software available to students and faculty
 - Consult with business and industry to determine what equipment and software students will need for today's workforce
 - Provide appropriate technology training to faculty and staff, beyond Linda.com
 - Better communication among deans to make sure technological access is equal across colleges (staff, faculty, classrooms)
- Curriculum
 - **Action suggestions: (Theme 2)**
 - Incorporate into curriculum the latest technological advances cloud computing; mobile, web and data analytics; programming
 - Implement classroom clickers for larger classes; invest in "clickers" that can be downloaded to cell phones
 - Provide every student with a laptop or bridge the gap for students who cannot afford it.
 - Provide 24/7 access to technology
 - Provide better computers in the student computer labs (must be able to handle latest technology)
 - Add technical classes in every college

1.4.4 Financial literacy

- **Action Suggestions:** For items 1.4.3-1.4.4 above the group felt we could explore 1 unit modules (4-5 weeks) in length that would teach following professional skills for freshman (and other) students: **"sandbox" courses, examples:**
 - Developing an **e-portfolio**
 - **Web design**
 - **Coding**
 - **Common software programs:** Word, PowerPoint, Excel, etc.
 - **Financial literacy:** student loans, credit card debt, household budgeting, etc
 - Effective **presentations**
 - **Computer and social media skills** necessary for the workforce

Sandbox courses = 1 unit classes taught over 3-4 weeks focused on a particular "life skill:" financial literacy, coding, constructing an e-portfolio, effective presentation skills, basic web design, etc. Students could take up to 6 units of these courses toward their degree. Count toward GE Area E?

1.4.5 Information literacy

- **Context:** We would need to define this first – what does it mean to the majors
 - When is best intervention point?
- **Context:** This is a core competency set forth by WASC

- Use of databases
- Effective searches
- General research skills
- **Action suggestion: We should inventory the majors on info literacy**
- Campus librarian can help with this goal

1.4.6 Quantitative Reasoning

- **Context:** What does this mean? What skills do 21st C students need?
 - Ability to read charts, tables, figures
 - Numeracy – how defined?
 - Data visualization
 - Statistical literacy: familiarity with survey, other stat data
 - Even artists need QR: ceramics, glass, etc
 - Sustainability for non-science majors, QR: life cycle of products, carbon footprint
- **Action suggestions: Faculty task force on QR to inventory majors, GE on quantitative reasoning, explore how other universities do this, define best practices.**