

GRADUATION INITIATIVE ADVISORY TEAM MEETING

OCTOBER 16, 2020 1:00 – 2:30 PM

ZOOM LINK: [HTTPS://CSUCHICO.ZOOM.US/J/95731550156?PWD=NmsxUTE0MxRxAxH3TTNiLzR3A0dGZzO9](https://csuchico.zoom.us/j/95731550156?pwd=NmsxUTE0MxRxAxH3TTNiLzR3A0dGZzO9)

MINUTES

1. Announcements
 - a. The new class schedule was launched this week.
 - i. Textbook integration through Follett has been integrated into the schedule.
 - b. Paid paraprofessional advising intern recruitment starts next week.
 - c. 2,313 care packages are shipping to currently enrolled first-time freshmen.
2. Kathleen Gentry, UED's new AA/S, has joined this group to take notes and produce minutes.
3. Minutes from October 2nd and October 16th will be reviewed at the next meeting on October 30th.
4. Data Byte: IR Report on Student Technology Needs
 - a. The survey responses and the analysis reports will be sent for review.
 - i. 38% anticipate issues with online activities for their academic programs.
 - ii. Instructors being more communicative or organized, tuition and fee concerns, improving home internet and wifi, help with blackboard and zoom, hardware purchases, study space, and leniency and understanding were areas that students noted that could be improved.
 - b. Students are reporting issues with being able to hear/understand faculty and students not knowing how to access faculty feedback on their work correctly.
 - c. Could there be differences between how T/TT faculty use Blackboard v. lecturers?
 - i. There will be a winter session Go Virtual for faculty.
 - ii. 39% of the faculty attended Go Virtual last summer.
5. University Strategic Priority investment: [Equity, Diversity, and Inclusion](#)
 - a. Smart Goals and status of Possible Tactics were reviewed.
 - b. There is an opportunity to get funding related to this university strategic priority as early as the spring semester via a proposal process due in early November.
 - i. Something to help first-time freshmen on academic probation after the first semester was suggested. Several existing programs were discussed. However, we may see an increase of students on probation.
 - ii. Sometimes students don't know how they're doing in their classes (Early Alert). Many faculty provide early alerts in the classroom.
 1. Engagement, and related processes, needs to be defined so that best practices can be determined and technology can support efficient processes and provide data.
 2. Provide additional feedback and ideas to Chela and Kate as soon as possible.
6. GI 2025 report to Chancellor's Office
 - a. The CO asked for a report this year on all campuswide GI 2025 related activities which is due to the President's office by October 28th. Please send Kate any relevant information. The categories we have for student success include:
 - i. Student engagement and wellbeing

- ii. Student financial support (basic needs would go here)
 - iii. Data –driven decision-making
 - iv. Administrative barriers
 - v. Enrollment management
 - vi. Academic preparation
- b. The call will go out this spring for leads/session facilitators for workshops on closing equity gaps. Please send any suggestions to Chiara.

7. Work Group Updates (leads)

- a. Tipping Point Student Success Summit (Kate and Chela)
 - i. Currently planning on a few morning sessions, a drive-thru lunch, and a few afternoon sessions on January 20th. “Small Things, Big Impacts”. More to come.
- b. Faculty Engagement with Grade Data (Daniel)
 - i. The dashboard will be provided to faculty this semester. Pending a policy, accessible only to individual faculty.
- c. Communications (Andy)
 - i. Still in data gathering mode. The Butte College report of the same data was received recently and will be reviewed.
- d. Financial and Administrative Barriers (Michael)
 - i. The new class schedule was launched this week. Holly Ferguson deserves much credit for this project.
 - ii. Today, until next Friday, everyone with a registration hold will receive a Blackboard pop-up in order to get issues resolved before registration begins on the 26th.
- e. Second-Year Retention (William for Darin)
 - i. A FYE focus group is being set up and an outreach ideas meeting will be held next week.
- f. Student Success Centers Alignment (Dawn)
 - i. Everyone who coordinates some sort of support service has seen a radical decline in student engagement this semester. A unified communications plan is being developed.
 - ii. Systemwide, it has been found that if a unit is attached to a service, student engagement is higher.
- g. Transfer Support (Kate, Kaitlyn): No update
- h. Priority 3 (Kate)
 - i. There are a dozen or so datum received. Student assistants will be hired to analyze for the group by November 13th, who will then make recommendations.
 - ii. In-person support services were discussed. There are a lot of moving pieces to organize before they can be provided.

8. Regular updates from campus units and relevant initiatives

- a. Academic Advising Programs/Chico State 360: No update
- b. Basic Needs: No update
- c. Enrollment Management: No update
- d. Faculty Development
 - i. There is currently a call for faculty for the theory and practice of teaching first year students, closing the 26th.
 - ii. Looking to schedule a Friday forum for the faculty dashboard this semester. FLC will be held in the spring
 - iii. Teaching Racial and Social Justice series second event is on Tuesday at 4PM – Pedagogy of Anarchy.
- e. HSI Initiatives

- i. HACU annual conference is at the end of the month. Two professional staff will be attending a leadership institute with HACU. A five-student delegation will attend the three-day student leadership institute. Students who have attended in the past have walked away with jobs and scholarships.
 - ii. Chico STEM Connections Collaborative is entering a competition later this month.
 - f. Middle Leadership Academy
 - i. Hoping to meet next week or the following.
 - g. University Diversity Committee: No update
 - h. University Strategic Planning: See item 5.

9. Other

10. Time Certain 2 PM: Faculty Focus Group for Priority 3 data collection

- a. Questions for the group about how the fall is going:
 - i. Since our transition to virtual instruction what programs, services, people or resources have been helpful in supporting you?
 - 1. Drop-in TLP service has been helpful.
 - 2. Sharing at the college level, and maybe at the department level, has been helpful.
 - 3. A lot of faculty have been very thankful to still access the Farm.
 - ii. What are the biggest challenges you have faced this fall as a result of being mostly online?
 - 1. Nurturing a sense of community or belonging. It's tough to keep the students' cameras on.
 - 2. Workload to transition multiple classes into an online environment is high, barely keeping head above water.
 - 3. Some faculty still don't have adequate internet speeds at home. Having access to offices or learning spaces would enhance synchronous activities.
 - 4. Keeping students engaged is a problem and lack of video makes it hard to connect with them.
 - a. Students may be shy; others will shut off their camera if they see others have done so.
 - 5. The inability to have face-to-face meetings with students for advising, etc. is also affecting engagement.
 - 6. Students are not connecting with each other either. Group meetings to just talk for the first five minutes of class has worked to help students form bonds with each other.
 - iii. How, if at all, have you adjusted or reprioritized the content and learning outcomes of your courses?
 - 1. Some time is being used for community building and have reduced some of the learning material that is just very hard to teach online.
 - 2. Relaxed deadlines due to students' varying priorities.
 - 3. Moved some lecture material to an asynchronous mode with students helping to design some aspects of the course.
 - iv. What could the university do to make next spring a more successful semester?
 - 1. Using Poll as a way to increase engagement, but finding the time to attend the training is not easy. Move faculty education to JIT learning would be helpful.
 - 2. Provide orientation for students on online learning etiquette and engaging in class. "How to be a good online learner". Faculty could put some of this type of information on their syllabi, which may have a greater impact on students. A video may be an option.

3. Access to offices.
 4. Eliminate things that take away from being able to focus on teaching. There has been some talk about postponing some things, but overall it's felt that things like assessment and performance reviews are still required for various reasons.
 5. Deadlines are all on the same day (RTP (which is way too complicated), FRAS nominations, Lantis awards, AWTU applications, etc.).
 6. Could time be taken from teaching for these other types of activities?
- v. What has changed or evolved for you as a faculty member since the pandemic began? How, if at all, do you approach your work differently and are there any positive changes or developments to note as a result?
1. Providing more current topics and readings via Blackboard since everything is digital now with more current uploading.
 2. Flipped all classes, the instruction is clearer because it's on Blackboard every week where that would have been discussed during class before. Materials are posted earlier. Everything must be posted earlier.
 3. Zero paper! It can be done.
 4. In regard to the earlier discussion about students not knowing where to find faculty feedback, faculty need to learn how to do this better in Blackboard (have shown some fellow faculty how to do this better with just a few clicks). This is an example of some JIT training for faculty.
 5. Student orientation to the campus technology is a big hole. Student preview mode can be utilized to show students have to find the feedback. Students will learn more about how to use the tool in the context of their class versus an online video.

Next meeting: October 30, 2020, 1:00 PM – 2:30 PM