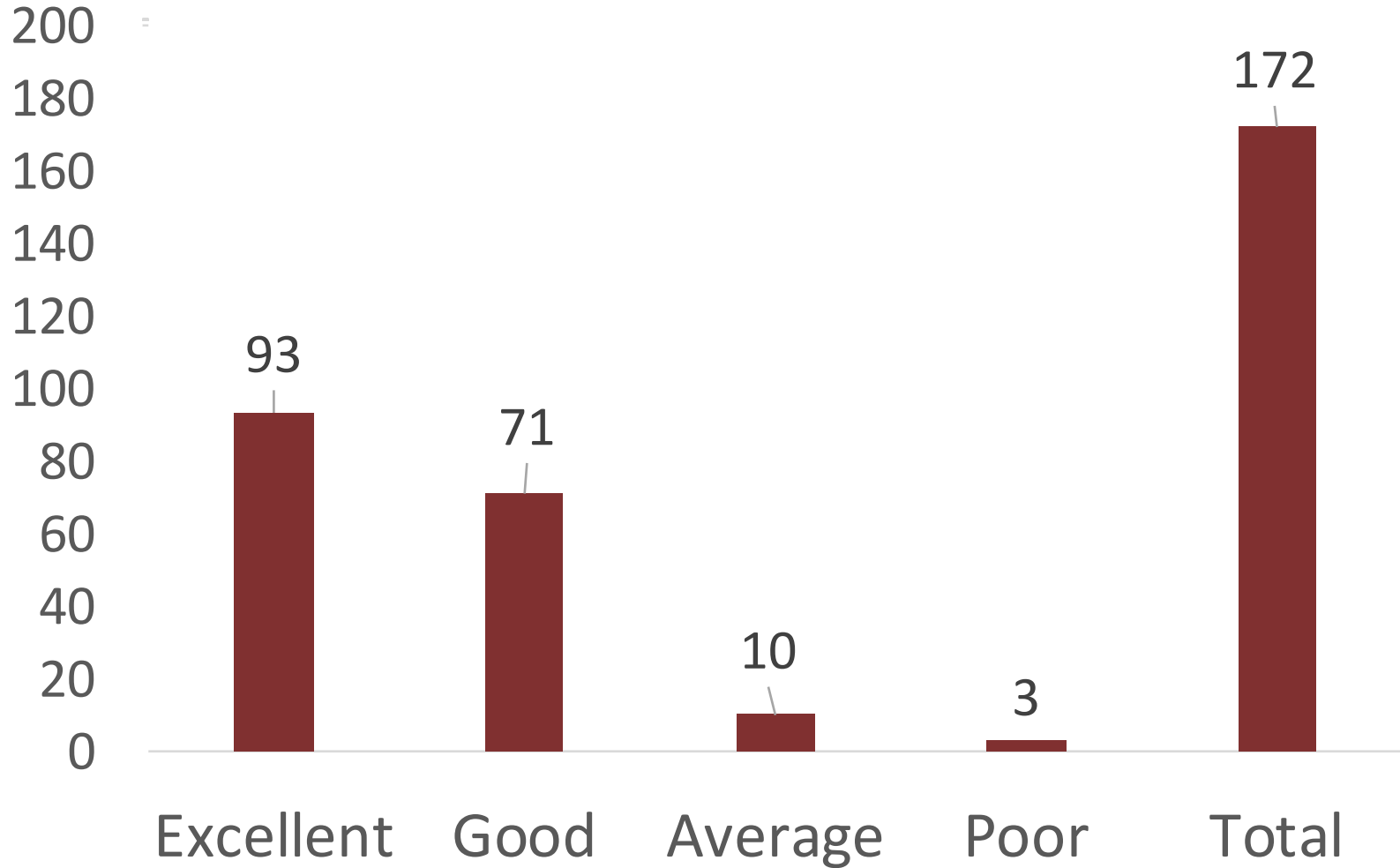


# Tipping Point Assessment Survey 177 Respondents

January 28th 2019

# Tipping Point Summit

## Overall Experience



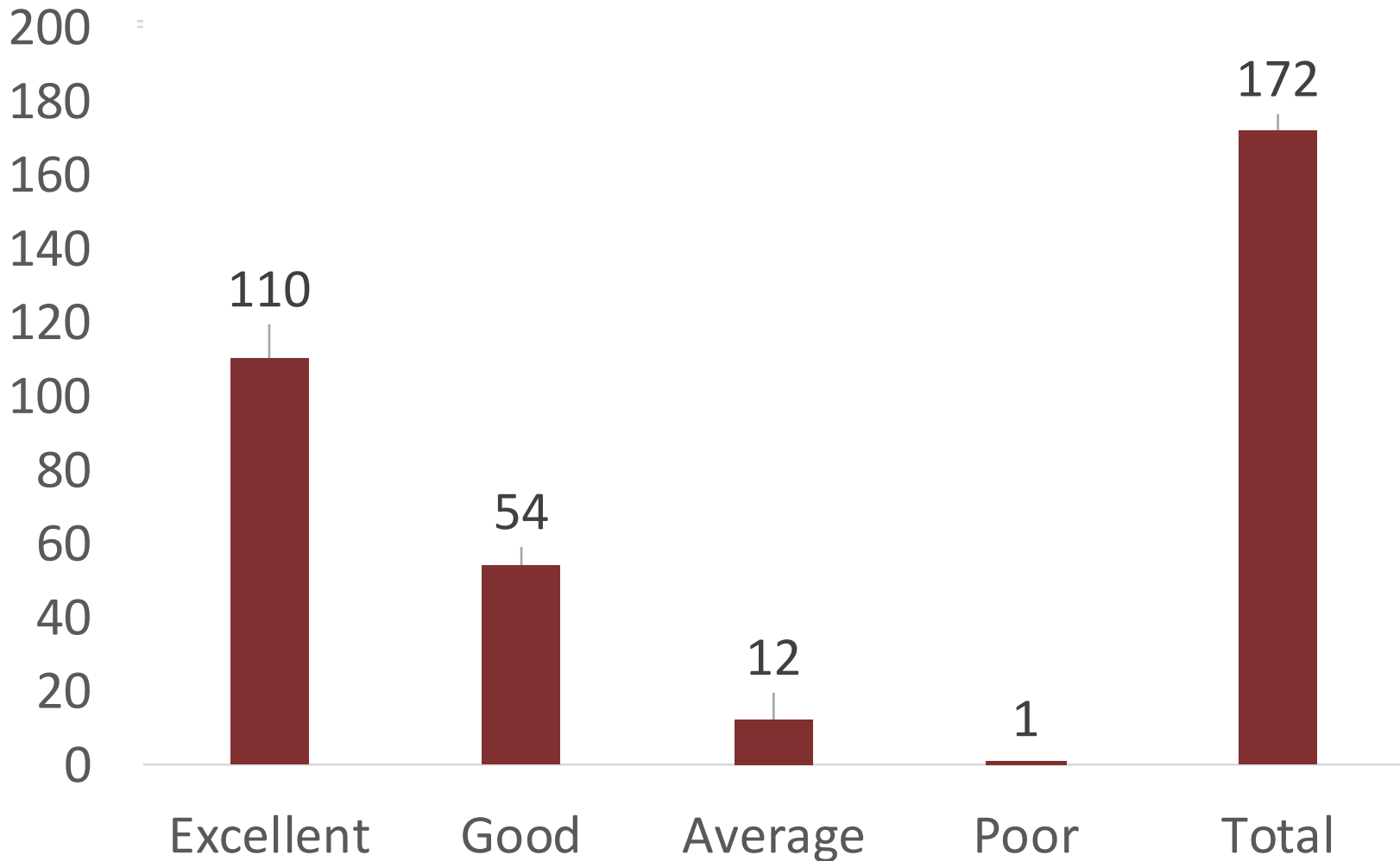
# TIPPING POINT

## Overall Experience

#	Answer	%	Count
1	Excellent	52.5%	93
2	Good	40.1%	71
3	Average	5.6%	10
4	Poor	1.6%	3
	Total	100%	177

# Tipping Point Summit

## Registration Process

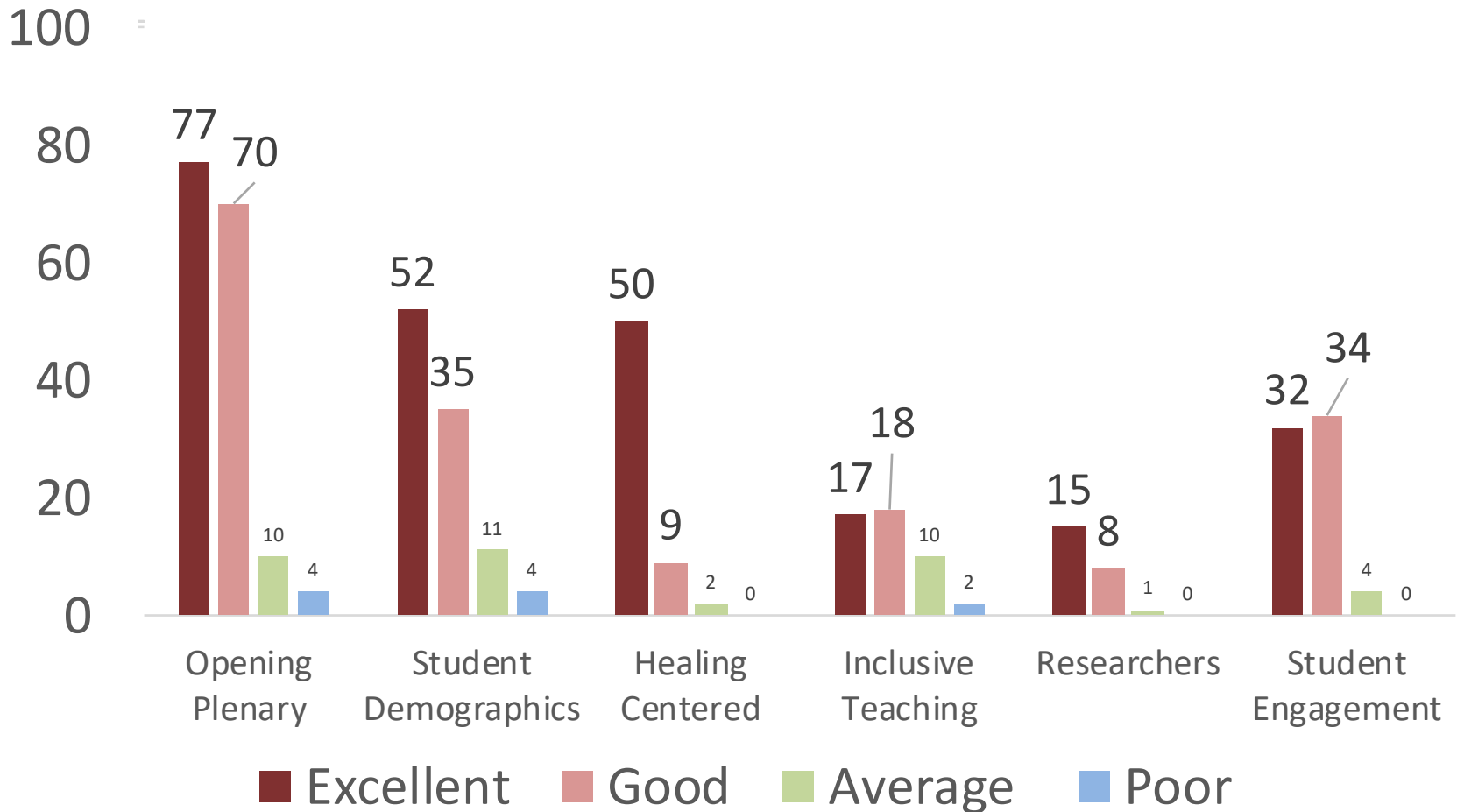


# Registration Process

#	Answer	%	Count
1	Excellent	62.1%	110
2	Good	30.5%	54
3	Average	6.40%	12
4	Poor	0.58%	1
	Total	100%	177

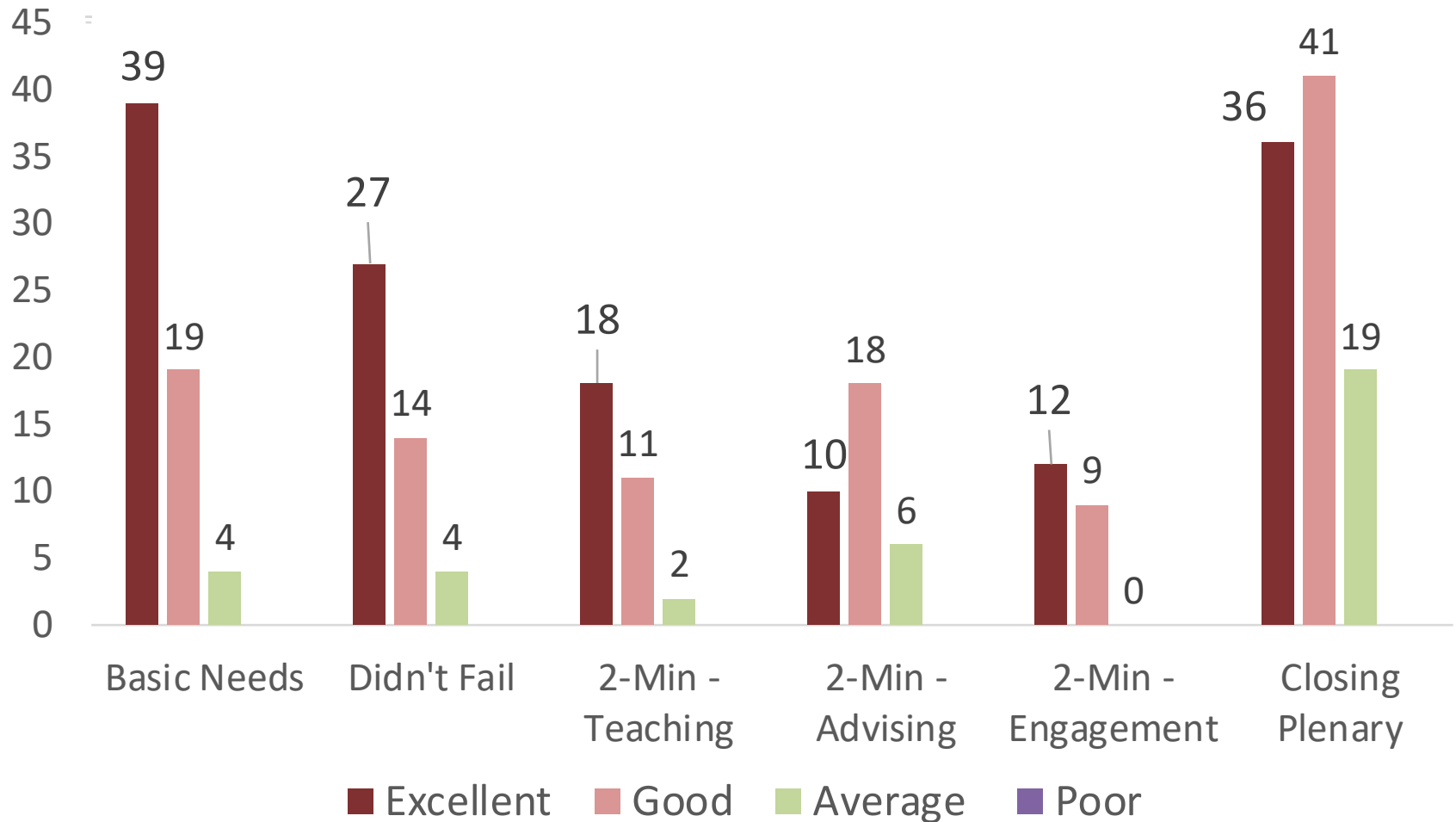
# Tipping Point

## Morning Sessions



# Tipping Point

## Afternoon Sessions



# TAKEAWAYS





# TAKEAWAYS

## Takeaway 1

I could not come because it was raining a lot and I'm disabled--the sessions were too spread out into too many buildings

Compassion and empathy toward student experience.

Make materials accessible and keep an open mind

How we can use good self-care strategies to increase the effectiveness of our interactions with our students. (Two-Minute Tipping Points: Advising in Every Setting)

## Takeaway 2

Challenging myself to try new methods of engagement in the classroom.

Utilize resources on campus and make sure students are aware

It's okay to not be okay. (Healing-Centered Campus: How I Can Help)

## Takeaway 3

Engage students with the community

Inclusive/UDL strategies benefit ALL students, especially with regard to utilizing available technology. (Inclusive Teaching: What is It? How Do I Do It?)

# TAKEAWAYS

## Takeaway 1

that faculty development on this campus is lacking--to many presenters that were NOT from the "teaching faculty" and not enough simple yet effective EBI methods for engaging students--most faculty need demonstrations and practice--not just "lectured" about not lecturing too much.

Changing student demographic

Understanding the affect the fire had on students that are already anxious.

Changing student demographic

## Takeaway 2

point of view from students (opening) was very good, as was the video, and the President was excellent

Need to adapt to better meet students where they are

The number of students who are already suffering from anxiety, depression, etc is much higher than I realized

Need to adapt to better meet students where they are

## Takeaway 3

didn't see actually break down of graduation statistics for the different ethnic groups--but message was that minority and first gen students have low rates and faculty can be part of improving their chances for graduation

The importance of treating each student as an individual.

# TAKEAWAYS

## Takeaway 1

Large % 1st gen/low income admits are from out of service area. As an impacted major, we give preference to students from our local service area. Looking into how we can help 1st Gens/low income admits become competitive for our major.

The use of design thinking in the classroom

Making sure that my students are aware of the services that are available

## Takeaway 2

Many 1st gen/low income may not receive exposure to/info about our major, am setting something in motion to improve upon this.

How diversity, low-income and 1st year should really be considered in developing a teaching style and curriculum

That the admin here really are listening and want to make Chico better

## Takeaway 3

That it is common 1st gen/low income students need to feel like they belong here. I have put in motion plans for our student club to connect with these students to help them feel they belong in our major.

We need more affordable housing

# TAKEAWAYS

## Takeaway 1

Keep your mind open

Dialog about the effects of trauma and adverse childhood experiences on learning

simplifying my syllabi

Learned more about campus resources

Exit Cards

Find ways to connect personally with students

Listen

## Takeaway 2

Realize students are dealing/struggling with a lot

Kurzweil software from Jeremy Olguins presentation

creating safe places for students

Keeping costs down

Use more relevant technology when appropriate

Ask questions

## Takeaway 3

Self-care is important

Connect more with other professors to learn new ideas

Be flexible

# TAKEAWAYS

## Takeaway 1

A traumatized brain has a hard time learning.

Language is powerful in how students perceive their abilities

we must take care of ourselves too

Always take student identities into account

Do index cards (I used half sheets of paper) or other ways to assess understanding each lecture.

## Takeaway 2

Using inclusive language is important.

there are a lot of people on this campus who care about our students

Check out Kurzweil software

Spend more time getting to know students on day 1, and letting them get to know each other.

## Takeaway 3

There is a massive food bank on campus, as well as housing assistance. No student needs to go hungry.

our student first gen population is even higher than i realized

Go easy on students; it's okay to do less

Try to do an activity of some sort every lecture to allow students to engage more with material.

# TAKEAWAYS

## Takeaway 1

Listen to students and adapt content/actions accordingly

Basic needs website

I will be looking to implement the Kurzweil 3000 software in my classes.

Being aware of every student interaction as important, and don't bring "bad days" into that interaction.

personally reach out to students

## Takeaway 2

Make students feel like they belong

Growth mindset

The "old" way of doing things is not necessarily the best way, and "new" ways are only better if the data bears out.

make sure all students stop by office hours

## Takeaway 3

Exit index cards for students to tell me what they don't understand after class.

Everyone learns differently

# TAKEAWAYS

## Takeaway 1

Validation of what I was seeing anecdotally.

Reaching out to each department to see what is available for our students so I can help guide our students to those opportunities

Will give an Initial survey of students in class

## Takeaway 2

I learned about some of the wonderful collaborations happening already.

Academic Affairs and Student Affairs are both working towards the same goal, higher graduation rates/persistence rates, with limited resources. Departments need to communicate and stop working in silos so I will be networking a lot more this semester.

Additional content in class relevant to URM's

## Takeaway 3

Will meet with all students in the first 2 weeks

# TAKEAWAYS

## Takeaway 1

To create a service-oriented and supportive environment for students (So that their minds and energy can be focused on learning and exploring!)

Campus tours helped student from our panel locate and use campus resources

Counseling & Psych Srvs has satellite counselors on campus

Making my documents/readings more accessible

## Takeaway 2

A lack of support from staff, faculty, family, friends lead to poor student outcomes

Wildcat Food Pantry can assist with housing for homeless students

Using exit cards to regularly checking in with students in the class

## Takeaway 3

Our interactions with students can completely change their trajectory

Useful to mix faculty and staff to better understand each other.



# TAKEAWAYS

## Takeaway 1

Excellent technological resources available to help students succeed

We need to adapt to the comfort levels of our students

Ask questions to find out more about students.

Prioritize self care so I can give back to students

Lots of folks are doing interesting and important work with/for student success at Chico State.

## Takeaway 2

Create a positive classroom environment for all

We need to lead by example

Become recognized as a First Generation alumnus.

Ask students how they are doing

There is a bit of disconnect between upper admin and what happens in classrooms.

## Takeaway 3

Academic affairs and student affairs must work together to support students

Find out more about my colleagues here to be a better resource.

More actively connect students with resources on campus

There is still a lot more work to be done to be truly inclusive.

# TAKEAWAYS

## Takeaway 1

Being innovative in the classroom is a lot of work; may feel better, but not improve much

We have new/existing technologies/applications that we can really leverage to support students in new ways. E.g. Salesforce/TargetX.

Loved the Academic/Student Affairs collaboration

learned more how to help students effectively.

## Takeaway 2

Good teaching tips

improved presentation skills

## Takeaway 3

Good new connections

# TAKEAWAYS

## Takeaway 1

There are resources on campus

Ability to see the great things are happening across campus

Think outside of the box in redesigning courses

Add the personal touch when working with students, email specifically, etc

Yes, continue to engage with all students in office and around campus

## Takeaway 2

Don't assume that there is a program out there

Hearing from our President, Provost, VP of Student Affairs

Use closed captions on all videos to enhance learning

Ask for ongoing feedback and not just at the end of the semester to improve/improvise along the way

Don't assume students are doing well mentally and socially just because they are doing well in their courses

## Takeaway 3

Network with staff and faculty

We need to do a better job of communicating across divisions

keep syllabus and links up to date

# TAKEAWAYS

## Takeaway 1

Connect with the students on a personal level

Students, staff and faculty want people to listen and not judge

I will be more aware that a lot of students have a food and/or housing insecurity.

Incentives to increase student engagement

Engagement

understanding how many 1st Gen students there are on campus

## Takeaway 2

Encourage faculty and staff around me to be on board with student success as a priority

Being kind and providing personal touch helps people tip toward success

Listen

The 1st Gen stats were fascinating.

## Takeaway 3

collaborate with staff and faculty to effect change

Be present

Understanding the high gpa for the most recent pool of admits.

# TAKEAWAYS

## Takeaway 1

We can learn MORE from each other by having structured opportunities to work together and share our work.

be open to change

Sending at least one individual email to all 100+ students in my three sections

continue to value simple direct communications of encouragement to students (such as an email),

## Takeaway 2

We can benefit from having more consistency across departments/colleges.

challenge students to produce quality work

Encouraging students to take advantage of office hours

## Takeaway 3

Best practices/high leverage practices need to be more consistently woven into instructional design.

help students develop understanding of how to take what they are learning and use it in other settings, especially for after leaving school

# TAKEAWAYS

## Takeaway 1

Eliminate unnecessary assignments

ask students how I can best support them in and out of the class

Nathan Heggins-Bryant's classroom strategies were brilliant.

need more support for thinking out of box

Our student demographics have changed and we must change with them.

## Takeaway 2

Encourage safe and welcoming classrooms

be open to my fallibility - learn from mistakes - be accountable

Ayde Enriquez Loya's participation technique can be used in many contexts.

need more pd outside of isolation of campus

Camp Fire recovery will be long and we, as faculty and staff, have a key role.

## Takeaway 3

Increase use of new teaching techniques, such as flipping classroom

take care of myself and ask colleagues how I can help them do the same

need support in between next tipping point conference

Healing-centered pedagogy is a reasonable and desirable thing for the mental health of students AND faculty.

# TAKEAWAYS

## Takeaway 1

We need consistent, interactive, supported and ongoing faculty PD

trauma-focused campus to healing-centered

Care centered instruction

Working with students to schedule office hours

We need to adjust our teaching, our advising, etc. as our demographics change.

Ideas for how to connect students to campus resources.

## Takeaway 2

We need to support cohort models across the university (for students)

how i can emotionally be available to my students

If something new doesn't work, keep trying

One size does not fit most.

The complexity of the recipe for student success.

## Takeaway 3

Peer mentors are key...how do we expand and streamline their use

ideas for my dossier

We have to reach out to our students more

Inspiration I received from fellow colleagues.

# TAKEAWAYS

## Takeaway 1

Focus on the students

Emphasizing to students that I am available - how office hours work, reaching out to students via e-mail

We need to engage more intentionally with our students

Be a mama elephant to the students I advise

We have a very diverse student population, we need to adjust practices to meet their needs.

## Takeaway 2

We need to be a herd of elephants (from Juni)

Improving the quality of activity learning exercises in my classroom based on some great ideas shared at the summit

We need to trust them more in order to better respect their well-being

Take time away from my office as a means of self care

We need to do better in supporting men of color on our campus, they are failing out at very high rates.

## Takeaway 3

Sometimes it is OK not to be fine (from Juni)

Be mindful of the concerns that students are struggling with

We need to encourage high-impact practices in and outside of the classroom.



# TAKEAWAYS

## Takeaway 1

I feel empowered to reach out to my students and have a better sense of the variety of resources that are available to assist them

there are things that instructors can do that is responsive to the needs of a diversifying student body

knowing your student is key

## Takeaway 2

I LOVE the idea of our campus being "Healing Centered", it is more positive than "Trauma Informed"

hearing directly from students is very effective

there are a lot of great things happening to be responsive

## Takeaway 3

Just an acknowledgement to thank the decision makers who supported moving the Physics Pumpkin Drop event to a new location this year, a very "Healing Centered" approach that spared many of our students, and staff, from reliving the horrific suicide from last Spring at Butte Hall.

hearing from faculty who have rethought/redesigned their courses is very effective, especially when data are provided

continued PD for faculty is needed ("professor school")

# TAKEAWAYS

## Takeaway 1

### Accessibility

Appreciated the profile of our URM students along with some of their characteristics. Will incorporate this information into my work

Really listen to students and hear their needs

Look for ways to engage students in their interests in art and music---those opportunities are harder to find.

Looking out for students in survival brain, how can I help

## Takeaway 2

### Inclusivity

Ideas for strategic planning

Less lecturing and more active learning

Find ways to allow some flexibility in student work schedules so they can plan for breaks---takes the stress off a little

Building student engagement: staying relevant when so many other excellent programs exist

## Takeaway 3

### Diversity

Excited to see blending of Student Affairs and Academic Affairs

# TAKEAWAYS

## Takeaway 1

More detailed facts about the 1st gen population and services available

Collaborate with other departments

yes, I have three but they are too difficult to explain here

power of data and need for more and more ongoing analysis

inclusive teaching

## Takeaway 2

Recognizing that language can be a barrier to students in the classroom, don't assume because they speak well means they understand the concepts taught in class and the more complex vocabulary

To be more attune with our students

## Takeaway 3

Use captions when showing an audience videos to increase learning and retention

# TAKEAWAYS

## Takeaway 1

Connect with our students!

seeing the student as a whole person

How Hunger and homeless could impact students mood and concentration

Try to reach out more to individual students with an email

## Takeaway 2

Asset-based/Ability-First mindsets are key

education is a human experience and everyone has a story

Always helps to be reminded what many of our students are experiencing outside the classroom and that many of them are attending college in very different circumstances than I did. Helps to keep some perspective and understanding when interacting with students.

## Takeaway 3

# TAKEAWAYS

## Takeaway 1

Great student videos - really helped set a context

Teaching with compassion.

Feeling re-invigorated about the awesomeness of our students.

The symposium served as good reminder of what we try to teach to CA's future teachers.

Personal email notes are meaningful to students

## Takeaway 2

Loved hearing from the students directly

Allowing mental health days.

Forest Therapy

Be aware that many students are working outside school

## Takeaway 3

Great examples from faculty and staff on how they are making a difference

Reaching out to individual students.

Be aware that many students don't know what they don't know, as far as navigating the university

# TAKEAWAYS

## Takeaway 1

I like the idea of using index cards at the end of each course to gather student feedback and questions

Be more explicit to students about my intention and desire for their success

include meditation at the beginning of class

Lots of impressive teaching already happening, even more than I realized

## Takeaway 2

Various ideas on how to learn student names

That we have a very short time to turn things around

get students moving more

We need more socio-emotional support for teachers if we expect them to engage more and more personally with students

## Takeaway 3

It takes a village to raise a student, academic and student affairs must work together better.

avoid lecture format when giving workshops

How could we utilize the president's house on campus more effectively?

# TAKEAWAYS

## Takeaway 1

flipping the instructor is as important as flipping the course

Using flash cards for students to provide a comment and a question

Flipped classrooms can improve learning outcomes

learn names in my classes more diligently

## Takeaway 2

60% of our students are first-gen...now that I know that I need to determine what to do with that info

Be more observant of student body language and ask how they are doing regularly

Teaching tips-Incorporating games to make learning interactive fun

use quick videos instead of long detailed emails that just repeat information in an assignment (providing a more personal/different format method of communicating the info)

## Takeaway 3

We must ensure that our students are mentally and physically well in order to learn. Faculty, who are the role-models for students, must be well also.

Know the students in my classroom

# TAKEAWAYS

## Takeaway 1

Reinforced the importance of knowing and using names

Student well-being/basic needs

Collaborating more with academic affairs

active learning activities

Volunteer with the Food Pantry

Learn student names by taking picture of class and labeling it. Set pictures as screensaver to review names for large enrollment classes.

## Takeaway 2

Departmental Collaboration

Methods to knowing student names in theory

Use BBLearn discussion thread for MC Questions for Exam.

## Takeaway 3

Self-care

collaborative learning

For office hours, have students vote for time and day on first day of class. Rename `office hours` as `learning hours` Or `student hours`. Sign off on emails with office hours and days, for students to drop in, and that you'll serve them tea/cookies.



# TAKEAWAYS

## Takeaway 1

None

Insights and empathy

Will create more community building activities in class to build engagement

Students are dealing with a variety of issues

Email students individually with greater frequency.

Idea of "healing center" rather than just "trauma informed"

## Takeaway 2

Resources from the Inclusive Session

Will renew efforts to learn names faster.

Be a more flexible educator

Continue trying to facilitate student research, most likely through a community-engaged research project.

Inclusive technologies

## Takeaway 3

Might use a variation of index cards.

Inspiration to keep building relationships with students!

# TAKEAWAYS

## Takeaway 1

Trying to meet students where they are

Always put students first

point of view from students (opening) was very good, as was the video, and the President was excellent

## Takeaway 2

Trying to be more inclusive in my teaching

Give students real-world experiences that prepare them for what is to come after graduation

didn't see actually break down of graduation statistics for the different ethnic groups--but message was that minority and first gen students have low rates and faculty can be part of improving their chances for graduation

## Takeaway 3

Remember that not everyone is like me! Looks like me, thinks like me, learns like me, sees things like I do



# QUESTIONS – COMMENTS - CONCERNS

## One

the symposium was too spread out over many buildings. I am disabled and even in good weather it is a hardship, but in the rain it was impossible.

I heard the same students stories a few times. I liked the student panel in the morning, but I would refrain from using them over and over in the sessions. It got repetitive.

Reaching those that didn't attend (making this mandatory)

## Two

I recognize that faculty are not due back to campus until right before school starts, but it is challenging to attend an all-day symposium while preparing for students to return the following week.

Seeing what happens afterwards from the feedback given about this (such as the comments in the closing session)

## Three

## Four

# QUESTIONS – COMMENTS - CONCERNS

One

I'd love some more advanced sessions

\*\*More information on Healing-Centered Campus and Technological programs available to enhance student success

Great to be among professionals who helped me to "think outside the box."

Two

Re Changing Demographics: Would have preferred a slower presentation speed for each speaker. They all shared great pieces of information, but it was difficult to absorb the info as they all spoke way toooooo fast.

Three

In hindsight, I should have raised my hand to draw attention to the Emergency Notification that sounded during one of the afternoon sessions. When I heard it I assumed correctly it was giving a flash flood warning for the

Four

Camp Fire area, given that it had been raining pretty heavy. There were several sitting nearby that heard it, but we all ignored it. What if it had been to warn us of an active shooter?

# QUESTIONS – COMMENTS - CONCERNS

## One

I am thrilled that admin wants to make us a cohesive team

The opening couch session with students was amazing!

Wonderful!

The event was just a start for additional conversations

If this happens again, pay for a key note speaker that has more innovative best practices.

## Two

How are we going to make student's time here better?

Where can we find the student videos?

Students should have every advantage possible to succeed

## Three

How can we keep students from starving?

We are not parents to every student on campus.

## Four

How will we get more affordable housing?

Group think and buzz words do not apply to every discipline

# QUESTIONS – COMMENTS - CONCERNS

One

How do I get Kurzweil 3000 into my courses?!

I liked the content of the "What Do Our Changing Student Demographics Mean...For Teaching, and Everything Else?" talk however the organization was pretty crammed together and seemingly unorganized.

Two

Some folks indicated that they use group tests at times, and I fail to see how these should be considered assessments.

I liked the content of the closing plenary session discussing the dramatic demographic changes we are facing in the next decade. Unfortunately, the challenges discussed came off as a call to action for faculty and staff to do more with less by lowering costs yet increasing student success.

Three

I'm sure that is not how it was intended, however, the proposed solution to a 15% reduction in student populations in twelve years by "improving the Chico State reputation and student success" seemed like a vague solution to such a large problem on the horizon.

Four

The two-minute "teaching in every setting" was wonderful! It allowed faculty to interact with each other and propose practical ideas that have worked for them in the past.

# QUESTIONS – COMMENTS - CONCERNS

One	Two	Three	Four
<p>In service time during the semester for more inclusive teaching and success activities</p>	<p>How to team teach and not be strapped to College based FTE</p>		
<p>I do have concerns that the students featured in the Tipping Point videos may have felt pressured to participate and/or share sensitive or private information. While I'm certain it was conveyed to these students that participation wasn't required, it is important to recognize that as faculty and staff, we occupy positions of power and privilege.</p>	<p>Considering that many of these students may come from historically marginalized groups, I encourage organizers of future symposiums to (at the very least) discuss with attendees that merely telling a student that he/she isn't required to participate in the symposium is not enough.</p>	<p>The speakers had great info but were rushed due to the ineffective time management of keeping things to 10 mins. One of the primary complaints of the student videos was instructors talking too fast and then we saw examples of that "rushed lecture" style in this session.</p>	



# QUESTIONS – COMMENTS - CONCERNS

## One

Really appreciated student affairs and academic affairs coming together.

I would have liked to see more faculty involvement.

## Two

Focus seemed to be more on teaching, which is not what I do.

There were a large number of staff involved but not as many sessions to engage them.

## Three

More clarity for where student success becomes less about what we are NOT doing or could do better, and when the students need to take accountability. There were many murmers around me on this topic.

## Four

# QUESTIONS – COMMENTS - CONCERNS

## One

Not as a result of tipping point but I do appreciate the opportunity at the end to voice our concerns and opinions. One thing I would like to share is that we make it way to easy for our students to not come back to us.

## Two

I watched 2 students not return for fall 2018. They didnt even know they had to file a leave of absence form. When they did, they simply had to write down why they were taking a leave of absence. No one called them, no one helped walk them through the reasoning why so I pulled them into my office and have been working with them to get them back enrolled. If a student says it because of money - then they should be sitting down with a financial aid advisor/ financial planner to build a budget and learn how to stick with it.

## Three

I think this was an amazing idea to bring the two departments together and I really do hope it continues.

## Four

I loved that Milton said, the train is moving so jump on or be left behind. I am excited to see a campus that is thriving and that strengthens its values/culture which is student success not only in the class room but socially.

# QUESTIONS – COMMENTS - CONCERNS

## One

We talk about success as passing and continuing, but don't talk about what makes our programs successful in any other way

## Two

What is distinctive about our university and its reputation beyond promoting student success?

## Three

In the second morning session (engagement), we only had female students and likely only students that are already high achieving giving recommendations on what students need to succeed

## Four

We need more discussion on transfer students and distance students

# QUESTIONS – COMMENTS - CONCERNS

## One

I really enjoyed the Healing-Centered morning seminar, but the title of the seminar seemed to indicate that there could be action points, and ideas for how anyone on campus could help, both with one another and with students. I did not find that to be the case. It was very informative on a level of psychological interest, and raised very good questions, but left attendees with no better or stronger answers than we went in with.

## Two

I still don't know how we can focus our campus to be healing-oriented, and how non-faculty can play a stronger role in our students' lives, or how we can help one another in meaningful ways as we recover from disaster. In short, I loved the session, but felt that it was different than the title suggested.

## Three

## Four

# QUESTIONS – COMMENTS - CONCERNS

One

Inclusivity session tried to cover too much. Short-changed faculty presenters' experiences.

What are the priorities/vision moving forward?

When is the next one? This was my first one ever.

no

Just a small thing, but it would be nice, from a labor-recognition/RTP process perspective, to have presenters' names in places OTHER than the final program.

Two

I'd like more opportunities to develop and collaborate.

Three

Thank you. I had a great time.

Four

I only wish we had more time.

# QUESTIONS – COMMENTS - CONCERNS

## One

Do it again and again

I thought the sessions were not as good as CELT sessions, if this is replacing CELT.

## Two

Tipping point needs to be the new CELT

Mostly, didn't learn too many new things. It is nice to hear the student stories, and that may increase awareness of what students go through.

## Three

Start working on ideas for next time now

What student success means was not defined; thus, how can it be measured, or advanced?

## Four

Start planning the new one now

In the plenary, a question on the slide was what to do next to advance student success? There is no way to know the answer to that unless you have thought about what factors influence student success. This was done in the academic plan committee a few years ago. It is not an easy solution.

# QUESTIONS – COMMENTS - CONCERNS

## One

I felt it was geared towards faculty more than staff/student affairs

I hope this becomes an annual event.

I think the sessions need to be more interactive. It is a long time to get talked at.

I wish there would have been some staff related topics to help students.

Very well done, opened my eyes to the many struggles facing our students

## Two

I wish there was more opportunity to meet different people

## Three

I am wondering how you chose the students you highlighted?

## Four

# QUESTIONS – COMMENTS - CONCERNS

One

The changing demographics session was excellent and full of great information but perhaps it needs to be broken up in to two sessions. The presenters did a great job but spoke too fast to get done on time. I got lost at a couple of points.

On the session that discussed civic engagement, they mentioned U-courses. How do students register for U-courses?

Two

It is really important that we increae our offerings to students regarding financial wellness and financial literacy. We have a clinic starting up this Spring semester, but it is grant-funded, and no promise of any long-term status.

Three

This is one area that really impacts student success while at school, and after graduation.

Four



# QUESTIONS – COMMENTS - CONCERNS

One

Two

Three

Four

I want to start by praising this effort. However, I came away feeling like there was a focus on the negative; the faculty are failing the students. Perhaps it is natural that many faculty will avoid attending an event like this. I wish I could figure out how to better articulate my concerns.

# QUESTIONS – COMMENTS - CONCERNS

## One

know your audience & their collective experience & wisdom

## Two

respect that faculty too are unique & diverse, and that diversity comes in many forms (economic background; personal challenges overcome in life; beliefs; opinions; experiences; pedagogical styles; etc.).

## Three

provide names & credentials of presenters during registration process

## Four

recognize that a large number of attendees (maybe over half) raised their hand to indicate they were First Gen - me included - it is actually insulting and a waste of time to think we need to be told what this means. Overcoming economic barriers & isolation from family , imposter syndrome, etc. as a student is not limited to minorities, nor does being white mean we were/are all privileged and did not have to work hard, overcome struggles, and make sacrifices.

# QUESTIONS – COMMENTS - CONCERNS

One

There was no information on working with non-native speakers of ENglish. No stragegies, No resources.

A way to get more actionable takeaways from closing plenary

breakfast did not have gluten free options :(

Lunch was rushed - didn't leave much time for the resource tables

Two

opening talk should have been in the BMU (room change was confusing)

Three

Four

# QUESTIONS – COMMENTS - CONCERNS

## One

It would be great if sessions similar to Two-Minute Tipping Points on Teaching (or previously the Open Mic Teaching Slam at CELT) could be offered more regularly.

If we are experiencing a larger number of 1st gen students, what steps is the university taking to provide mandatory orientation to these incoming students?

## Two

Faculty are committed to provide student centered learning experiences. What concrete measures is the university going to take to connect faculty to on campus services (counseling, advising etc.) other than simply sending out periodic e-mails?

## Three

What steps is the university taking to ensure that faculty are dealing with reasonable class sizes that are conducive to providing the attention to students and not place demands that the class sizes need to be larger?

## Four

# QUESTIONS – COMMENTS - CONCERNS

One

Can we be more intentional with the culture of our campus to respect our staff's well-being more so we may respect our students' well-being better? (No "I have to deal with this so you have to too" mentality)

I wonder about the idea that the campus becoming predominately minority majority is a catastrophe waiting to happen

Two

Can we better support each other (student affairs and academic affairs, department to department) to show collaborative vision for student success while also living by example individually?

First year students and an orientation class to help with resources and support

Three

Four

# QUESTIONS – COMMENTS - CONCERNS

## One

There was no mention thoughtout the day of supporting our international student populations on campus.

thank you for weaving student voices and stories throughout the day, very powerful!

## Two

I think there should be a handout with the resources available to supporting our at risk students. Including ESL Support Services.

Thank you for creating the space for all of us to come together to learn

## Three

I think overall, it was a great first event and it was extremely valuable to connect with other staff and faculty who are vested in seeing our students succeed.

I was dissapointed by the lack of presence of faculty members and Deans, the majority of attendees appeared to be staff, which is unfortunate. Getting participation from everyone would help us move forward together with one voice.

## Four

More focus on high-impact practices that we're already doing and that is working well besides the U-courses?

# QUESTIONS – COMMENTS - CONCERNS

## One

not enough faculty were involved

I wish the final session would have been more focused on listening to ideas (too much talking from leadership)

## Two

understanding that funding is always an issue, live streaming the sessions would help to spread the messag

This was a wonderful start to AA and SA collaboration and joining efforts - need more such opportunities

## Three

have follow up workshops/training/conversations will be needed to continue our progress

Looking forward to the 2nd annual conference - maybe move to fall?

## Four

distill the issues into broad categories that help put core ideas into the general campus 'memosphere': achievement gap, DFW, food/housing issues/ 1st gen/pell eligable, majority minority shift in student demographics, etc. Having a common language broadly understood is crucial in collective action

Our students are great and deserve the very best! We need to help accountable for their success.

# QUESTIONS – COMMENTS - CONCERNS

One

Have the speakers slow down

What came through to me clearly based on the student interviews was how much they are seeking more meaningful connections with faculty and staff. Understanding that they are craving being seen, heard and understood.

Two

I am concerned that faculty and staff are being asked to deepen their connection with students and find innovative ways to reach them and help them yet are not supported within their departments to make this happen. For example being understaffed and expected to do more with less, increasing class sizes, pressure about graduation in a four year timeline. I continue to wonder how to creatively solve these issues and fill up our own cups so that we can then be able to support our students in the ways discussed today.

Three

The information presented on 1st generation students was helpful, I am craving more understanding as to how to best reach this population in effective and supportive ways. I worry that in many cases they are being set up to fail due to so many barriers they face. I really liked the CHICO mens club and wonder if more like this could be established, perhaps a women's club or different 1st gen clubs targeted towards creating a feeling of inclusion, belonging and peer/faculty support.

Four

I think it is imperative to continue to strive to be a more trauma informed campus, I prefer the more positive term healing centered engagement



# QUESTIONS – COMMENTS - CONCERNS

## One

great turnout overall, but wonder how many were faculty, the primary intended audience

How funding impacts our ability to execute best practices

## Two

given faculty acknowledgement that they didn't go to "professor school," we need to provide mandatory new faculty teaching training with ongoing training throughout faculty career.

How faculty and staff wellness/happiness/sense of belonging impacts student success

## Three

The classroom, campus community session was very interesting, I would have appreciated if the panel included a couple of students majoring in STEM fields as well to get a broader student perspective and one better aligned to the courses I teach.

What do we really hope students gain from their college education aside from a Diploma?

## Four

# QUESTIONS – COMMENTS - CONCERNS

## One

I don't think we need to do this annually-- maybe every 3-4 years.

Make it mandatory for faculty

Have more plenary and less concurrent sessions. Have less of a pep rally feel to the closing session and more real strategies. Just saying we'll be an example to our colleagues is never going to work. Large classes is never going to work for the things discussed today, etc.

## Two

I thought this was a great way to spend a day. Great job organizing it.

Some of the sessions had too many panelists for them to be effective. Two presenters/panelists per session was great.

## Three

I suggest cutting out the open mic sessions and ending earlier in the day.

## Four

Can you please make this mandatory for my colleagues who really need to hear some of this stuff but did not attend? Pretty please! Tie it to the use of PD or travel funding or something like that.

# QUESTIONS – COMMENTS - CONCERNS

One

Two

Three

Four

Loved that Instagram and Twitter were encouraged. It would be helpful to include the #ChicoTippingPoint on the program booklet. One session did include it in their slides and encouraged us to share (Inclusive Teaching). I saw the tag for a fleeting moment at the opening session, but then could not find it anywhere to actually tweet/post info and images--until I got to the third session that included it.

# QUESTIONS – COMMENTS - CONCERNS

## One

Administration keeps trying to increase our class size--this is counter to the idea of giving more individual attention to our students

One professor raised an excellent point during the closing remarks about the pressure to have large classes. Large classes are a major barrier to successful student engagement.

## Two

Ditto with the increased emphasis on hybrid and online classes

## Three

In my field, low success rates are due to lack of preparation, but we do not do remediation. We did it in the past, but now it has been relegated to Butte. The cycle keeps going around.

## Four

# QUESTIONS – COMMENTS - CONCERNS

## One

Why was there not a larger faculty presence?

presenters in PAC 144 should be on the stage so everyone can see them

We need to prioritize resources for the things we talked about today

## Two

With so many constraints its hard to see ways to improve

it would be wonderful if all sessions were in the same building (if possible)

## Three

Expecting faculty to "do whatever it takes " to improve student success when so much is already expected out of us

if you give out the nametags on lanyards, check-in would go faster

## Four

A growing narrative of how its our responsibility to ensure students succeed, and less of a conversation about holding the students accountable for their own choices.

# QUESTIONS – COMMENTS - CONCERNS

## One

Where will our striving for a racially diverse student body end? Will we be happy when there are no white students at all?

It's great to hear from professors techniques they are using and what works/doesn't. The flashcard example was very helpful for getting honest student feedback.

Lets promote Inclusive learning, this is so important for students' learning

## Two

Other than supplemental instruction and active learning, I'm still not clear what faculty should be doing to ensure student success

## Three

How does this campus define student success?

## Four

# QUESTIONS – COMMENTS - CONCERNS

One	Two	Three	Four
We have some great campus role models to emulate	Increased use of ASE and similar (peer mentors, IS, para-pros, etc.) is essential and effective		
Financial literacy/wellness is important, please make it a priority when funding programs/positions	Basic Needs presentation - dream students do not qualify for Cal Fresh, may need to add a bullet about that so faculty/staff are aware	It was great being grouped with faculty/staff all in one place	Thank you for this symposium, it was needed
I liked that diversity was such a focus	Could you please provide sessions on how to teach the students who state they don't read and want all the answers for the test on the powerpoint	Make next symposium mandatory as there were faculty that needed to be there	The student reps were great but what about the ones who don't participate in the programs, how do you engage them, how can you include them as many feel underrepresented in workshops like this

# QUESTIONS – COMMENTS - CONCERNS

## One

What is the most effective way to condense lecture time to save more time for active learning activities?

Not super useful. Sessions were similar to any conference on HIP and active learning. Very little was directly targeting what we need to do to better engage first Gen and URM.

## Two

Where may I find a compilation of all presentations and tips discussed at sessions I couldn't attend?

Come on - know their names, listen to students, use index cards (which is the one minute paper that has been in every pedagogy book since 1980).

## Three

Pick presenters who have cutting edge practices to share for teaching, service, and advising. Many of the comments during presentations were things I've heard before.

I really didn't learn a single thing that hasn't been suggested for decades for all students, use SIs, etc... I was really hoping to take away a key nugget or two that would specifically help first gen and URMs.

## Four

Having said that, the 2 Minute Tipping Point discussion on teaching was very helpful in allowing faculty share their effective teaching strategies to engage students, build community, build trust, and empower them.

Yes HIPs and active learning help them differentially, but those help everyone.



# QUESTIONS – COMMENTS - CONCERNS

One

A full day is a little difficult at this time of the semester

Sessions were so content driven it would be easier and faster to read.

Pre-event registration was confusing. I believe you already know this.

While I appreciated the attempt to bridge academic and student affairs, I would have liked a little less generalizing and a little more specific teaching-related content

Two

None of the sessions I attended modeled (exception-Kurzweil demo exception) the teaching styles advocated. They were content driven and information laden PowerPoint slides

Three

Four

# IDEAS FOR FOLLOW-UP EVENTS

# IDEAS FOR FOLLOW-UP EVENTS

If so, please share your ideas here. - Text

Make this an annual event. It was great!

Google doc or some sort of resources list from the presentations.

How to incorporate sustainability into education through curriculum, activities, syllabi, etc. Marie Patterson, Cheri

I would love to continue dialog about what we can realistically do to create a healing-centered campus while not burning out staff and faculty; what if we had more de-stress fest types of events going on throughout the semester for both staff and faculty?

Not at this time

more sessions to engage with faculty/staff and exchange ideas

I would like to see some exploration into the problem of how to motivate students to read their course materials. Do we always have to resort to quizzes? I thought those didn't really work anyway?

Any faculty networking events are welcome where we can meet those from other departments/colleges. Perhaps an event that provided practical "toolkit" ideas for class application? Many talks at the summit discussed problems but seemed to not always discuss examples of "why and how" with a "mode and intent" for applying student success strategies to the classroom. We all see the problems of student success but few follow a "universal design for learning."

# IDEAS FOR FOLLOW-UP EVENTS

If so, please share your ideas here. - Text

Collaborative teaching

Please post materials from all sessions

It would be great if all new/returning students and spring transfers could get a resources tour of campus. Shown things like where to get free copies, where the Safe Space is, meet the librarians, where the Zen Den's are.

I would like to see some sessions where I can learn on how to use the technologies shared in the Inclusive teaching workshop. I would really like to learn how to make my documents more accessible for students.

Continuing to discussing Healing Centered Engagement and Trauma Informed Care

Follow ups to Tipping Point. What are we doing? What have we done? What will we do? Or is it just talk?

More workshops/training related to advising

Imbedding high leverage teaching practices in instructional design

select faculty who have demonstrated effective teaching pedagogy - not someone who will read text from their dissertation. Additionally, presenters should not feel the need to apologize for who they are, as did one of the white mail presenters of the 'changing demographics' morning session.

# IDEAS FOR FOLLOW-UP EVENTS

**If so, please share your ideas here. - Text**

We need to discuss how to decrease costs for our students - like textbooks & decreasing the "push" to graduate so quickly when many need to work and navigate healthy solutions while balancing school

More workshops and hands on, developing ideas and leaving with something to use

Will slides shown prior to the opening be available? The data presented was very enlightening.  
powerpoints should be uploaded online

Institutional Research could offer a session that introduces faculty and staff to the different data dashboards that are available. I know many of us would appreciate demos on how to find valuable information about our student population.

I want to attend Juni & Dami's training

people respond to specific examples: students talking about their obstacles and faculty talking about how they have changed both their thinking and their approach to teaching

Perhaps a combination or 1-hour workshop throughout semester, but some larger, special-topic, off-campus speakers (experts) opportunities, too.

# IDEAS FOR FOLLOW-UP EVENTS

If so, please share your ideas here. - Text

Continue post- trauma growth training.

Networking and Connection between faculty and staff

workshops on active learning

This was a great day. I learned a lot from such talented colleagues at CSUC

FLPs on trying things in my classroom with folks also trying new things in theirs (I'm happy to help, rteasdale@csuchico.edu)

How to teach the millennial student for all faculty, Building technical components to reach the millennial student

Smaller, more applied sessions. We don't need terms defined, or theoretical models.

More opportunities to connect centers with faculty

# IDEAS FOR FOLLOW-UP EVENTS

If so, would you like to present or is there someone you would like to recommend that we can reach out to? (please include your / their email) - Text

jdolguin@csuchico.edu

It's important to include resources for faculty that exist on campus to assist heritage learners and non-native speakers I am curious about the study abroad effect on graduate rate, especially for URM's

I would like to see a breakout session on active learning for methods courses (involve learning a software, working in computer labs, statistics etc.) lweber@csuchico.edu

Ewasinger@csuchico.edu