

# GRADUATION INITIATIVE 2025 TASK FORCE

## Meeting Notes

Wednesday, October 14, 2020

Zoom Meeting 3:00 pm – 4:00 pm

### Present:

Debra Jackson (Chair), Marta Ruiz (Admin Support), Aaron Hegde, Claudia Catota, Denise Romero, Doreen Anderson-Facile, Dwayne Cantrell, Faust Gorham, Ilaria Pesco, James Drnek, James Rodriguez, Jennifer McCune, Kris Krishnan, Lisa Zuzarte, Luis Vega, Michael Lukens, Nyakundi Michieka, ORG-ASIPresident (Vanessa Chicaiza), Tanya Boone-Holladay

### Absent:

### The Meeting Began at 3:00 pm

### Action Items: Meeting Adjourned: 4:03 pm

- ❖ Think about the strategies that you've identified for implementing this year
- ❖ Decide how you are going to measure your success with respect to the strategies that you're implementing and bring that to the table for us to discuss and look at next time.

### Introductions

Debra Jackson begins by welcoming and thanking everyone for attending this meeting.

### GI 2025 Taskforce Charge

D. Jackson gives a briefing of items that were discussed at the previous meetings.

- Our priority is identifying strategies to focus on retention and retaining our students.
- We identified the leads for each one of these pillars and talked about the need to identify two to three strategies that will help our campus move forward concerning retention and equity.
- We had recommendations from the Chancellor's Office about ways that campuses can tackle these pillars, each group was asked to review the recommendations and think about other things we're doing on campus and identify those.
- The GI Update was released, hopefully, everybody got a chance to see the activities that we've done last year concerning those Pillars.
- Would like to continue to release information like that to the campus to make sure everyone's involved and aware of the way that we're investing our resources to address these issues as we move forward.

### Pillar Updates: What strategies will you employ this year to address retention and equity?

#### Academic Preparation – Debra. Jackson

D. Jackson prepared a document to summarize what the academic preparation group has been doing. In terms of thinking about the academic preparation pillar of the GI 2025 initiative, rather than creating a new company I thought that the work associated with academic preparation is the work that the EO 1110 implementation team has been focused on for the past couple of years. On that committee, are representatives from English, Mathematics, Psychology, and Andreas Gebauer as the GE Director, Steve Walsh as the EOP Director, and Jacob Witter because of his role with tutoring and supplemental instruction. We worked with the data center last year to get some additional support that the Chancellor's Office provided to us, and we've been working through the recommendations from the Dana Center and also identifying where we want to take those recommendations for this year.

#### Three Strategies

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- I. To provide targeted professional development for faculty who teach introductory mathematics quantitative reasoning and written composition courses. This was implemented at the end of July 2020, we held a first-year quantitative reasoning instruction workshop that included instructors from Sociology, Psychology, and Mathematics, who are teaching first year students quantitative reasoning courses. Those workshops focused on math anxiety implicit bias growth mindset belonging imposter syndrome and of course the move to virtual instruction.

The second session the faculty divided into three groups, one group focused on teaching mathematics education, one focused on teaching statistics and one focused on the stem track that is the pre-calculus courses, those efforts were focused on consistent pedagogy across those courses.

We are now looking at our next steps at developing learning communities for those instructors, so they get ongoing support from each other and focus on consistency across those courses and implementing best practices.

- II. A collaboration between academic affairs and student affairs to provide individualized support for first year students in categories III and IV. We've developed a program we're calling the Fore Runners Program it's a peer mentoring program for first year students and we're focusing on the quantitative reasoning requirements. students who are placed in categories III and IV, and also some students who are also placed in category II, having peer mentors who keep in touch with them throughout the term to try and promote their continued engagement and access to resources if they're struggling. We've launched that program, we have some peer mentors in place, and we'll be following up to expand that program and find out and track the impact of that peer mentoring program on the students in those courses.
- III. Expanding outreach and support to help students navigate the shift to virtual learning, we've launched a series of videos, they're posted on the CSUB YouTube channel and they're focused on helping students understand how to succeed during this tool delivery.

We've released four videos a Tips and Tricks for Virtual Instruction; How to Access the Technology, whether that's hardware, software that they need.

Best Practices for Note Taking a Note Taking Strategies and then the next two videos we're planning to release are focused on resources for struggling students, one will be will be focused on academic support or academic resources and the other will be focused on non-academic resources.

### **Enrollment Management – Luis Vega and James Rodriguez.**

A survey was performed on a group of about 40 people, about seven have responded so far, though they have done a lot of work in Enrollment Management, our charge was to focus on three items as are described in the provided document,

1. Contact continuing students who have not registered for classes, determine their rationale for leaving and provide resources for them to continue next term.
2. Communicate to students and parents the potential negative consequences of deferring college enrollment. Detail steps the campus community is currently taking to improve the quality of the virtual educational experience.

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3. Ask students about their anxieties and concerns and discuss how campuses can best assist and support them. Incorporate student input into the planning and implementation of academic support and student services.

The next step is to call a meeting and come up with solutions to these items. We will be focusing on strategies to outreach the students and collaborate with other groups to deal with difficult times and support the students. We will then start passing through the rankings to emphasize strategies that will help us to increase graduation rates.

### **Student Engagement and Well-Being –J. Drnek, I. Pesco, V. Chicaiza, and M. Quarles**

The counseling Center is open and functioning, you can still refer students there via telephone.

we went through the chancellor's office engagement materials distributed and reviewed the CSU be well-being index, which was developed last year. Markel talked about the Excel Scholars Program this is for Freshmen minority male students and it's making sure that they have a mentor and campus that can help them navigate. We also talked about a lot of other programs that can be helpful to the students including Sensational Sophomores. We will be coming together in the next couple of weeks to prioritize our strategies.

### **Financial Support - N. Michieka, A. Hegde, and T. Boone-Holladay, K. Wellman**

#### **Short term ideas –**

- To encourage students to apply for financial aid, to aid in filling out the FAFSA and to apply for scholarships, doing financial aid workshops and plan to continue those.
- Using runner connect to Increasing student's awareness about workshops, to apply for financial aid and scholarship opportunities.
- We think it is time to do another Basic Needs survey, the last one was done in 2013.

**Midterm Ideas** - A One- Stop-Shop for basic needs would be helpful. A place that students can go for basic needs, they might be able to go in there and talk to somebody about their eligibility for services. Somebody there can help them with housing issues, have workshops available so that students have a place to go. we should call it Runner Stock.

**Internships** - There's research that shows students who do internships, graduate on time. Try to encourage more programs on campus within the different schools to have internship as an option or even as a requirement. We've talked about trying to work with University Advancement to secure funding for maybe a paid internship, or a stipend.

**Satellite Center** - A satellite center in one of our outlying communities such as a center in the local library or a local community center, where a student could go to finish up a paper, print it out and get home, all within a half an hour. It would save money on fuel, and it's sensitive to cultural issues. BC is doing something like this A. Hegde will try to get information on this.

**Data-Informed Decision-Making – K. Krishnan and F. Gorham** - Our CEO pillar, is to develop a strategy for collecting, analyzing, and disseminating data that provide insight into how the spring 2020 term has affected equity and student progress towards degree.

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Disaggregate student outcome data in large-enrollment courses with high numbers of withdrawals to identify salient equity gaps. Focus professional development on enhancing pedagogical and student support to improve student outcomes in these courses.

Collect and analyze disaggregated data on the use of student support services such as advisement and career services appointments. Develop a plan to facilitate a more equitable distribution of these services in the virtual space.

**Administrative Barriers – D. Cantrell and C. Catota** – We meet every two weeks; we often have an open source for people to bring issues about students. These are some accomplishments things we have in progress and plan.

**Threshold for registration fee holds** – If a student had a debt of \$100 they had a registration hold placed on their account, we changed that to \$500 last year, this year we're looking at moving that to \$1000.

**Service Areas, having longer hours for students** - A&H and SSE have extended their hours. We're investigating and seeing how many areas and service areas can extend their hours.

**Student Focused Decision Making** - The irony of exercising this and changing that culture is something that we're looking at in terms of policies and practices.

**Digital Student Service Guide** - *This is for staff only, not for students*, this is for staff to represent any staff member on campus that works with students. We will have a guide that will show you what do they do and how do I reach them.

**D. Jackson** - Everyone in this group is tasked with two things between now and our next meeting, which will be in about a month. Remember our focus is on retention and equity gaps.

1. Think about the strategies that you've identified for implementing this year
2. Decide how you are going to measure your success with respect to the strategies that you're implementing and bring that to the table for us to discuss and look at next time.

In addition to your updates on making progress on implementing the strategies that you've identified. My thought is that we can come together once a month, pick the strategies and talk about how it's working and whether it's achieving the goals that you're hoping it will achieve.