Increasing Student Success and Academic Excellence Task Force Questions

Our working definition of Student Success and Academic Excellence:

"Humboldt State University is interested in the individual growth of the whole student, including intellectual, emotional, social, ethical, physical, and spiritual development.

Student success is defined by personal and academic achievement, engagement in educationally purposeful activities, acquisition of desired knowledge, skills, and competencies, persistence, attainment of educational objectives, and post-college performance.

Academic excellence is the demonstrated ability to perform, achieve, and/or excel in scholastic activities."

Table 1: Host: Cindy Moyer

Question 1: Personal and academic achievement; attainment of educational objectives

What, if anything, is missing from our definition?

- Likes mental, physical, spiritual, emotional, ethical
- Post-college performance – revise to career
- Missing prosperity and self-fulfillment
- Understanding of student beliefs (Darwinism vs. intelligent design)
- "is interested in" – better as "fosters" or "promotes"
- Develop collective responsibility of others' growth -- community

What does "personal and academic achievement" mean to you?

- Deeper understanding of knowledge student has learned/deeper learning/intellectual development
- What each student wants to achieve – academic and personal – student's standards and goals are important
- Recognition of what has been learned (degrees/certificates) – grades/degrees less important
- Giving students goals/vision and confidence that professors will give students that
- Knowing how to learn and adapt in the future (past graduation) = lifelong learning
- Every student progresses/grows/improves
- Prepare for confident move into the next step of their lives
- Quality of life – breaking cycle of poverty/violence

What does HSU do well now to support this?

- Individualized attention to degree programs (sometimes)
- We care about keeping student costs reasonable
- The Coral Sea – good facilities – undergraduate research
- Student support – Learning Center, Health Center, Counselors, RAMP, Career Center

What should HSU be doing in five years (2020) regarding this?

- More parking
- Find ways to support mixing school and work

- More internships = $
- Add more Master's programs (Masters = entry level for some careers)
- More integration with other schools (especially community colleges)
- More opportunities for pre-college students to take classes
- Needs more capacity – classrooms, dorms, professors, parking
- Integrated/Interdisciplinary curriculum
- Academic advising – consistently high quality <u>mentoring</u> – specific to a major and generic (broad view of all programs) = connect to faculty
- Career preparation coursework
- Support students in stress of transition time in their lives, expanding orientation both freshman and transfer
- Provide MORE student support – counseling, etc.
- More $ for student support services
- Increase support for diverse communities
- Figure out what we need to stop doing so we have resources for other projects
- Increasing cultural competency – especially Spanish and Hmong – for HOP parents of our students; signage on campus; training faculty
- Understand how to serve students we have now, including ESL students, approx. 20% of our students
- Be planning for the types of students we'll have 5 years down the road
- Increased use of technology – both equipment on campus and connection (internships, etc.) with companies; faculty training in technology/pedagogy

"BIG" Themes – Takeaway Insights

Read with Table 2 with host Randi Darnall Burke

Table 2: Host: Randi Darnall Burke and Cindy Moyer

Question 1: Personal and academic achievement; attainment of educational objectives

What, if anything, is missing from our definition?

- Very good and clear – nothing missing
- Academic excellence – who defines excellence, perform and achieve? Subjective
- Academic competence instead of excellence – more inclusive and fits better for all students from different disciplines
- Is post college performance appropriate? Because what is post college performance? (hyphen missing "post-college"
- Intercultural (competency) needs to be specifically listed (place after physical)

What does "personal and academic achievement" mean to you?

- Unique to individual – not always 4.0 student, achievements can be found outside of grades
- Does achievement = graduation? University = yes; students = ?
- It is up to the student – university role to guide the student for (life-long) learning, achieve degree, etc., based on student's definition

- Includes preparing students to be engaged global citizens and developing life skills

What does HSU do well now to support this?

- Does HSU have a structure where student defines this with (faculty) advisor? (individual's definition of personal and academic achievement); truly cares about students

What should HSU be doing in five years (2020) regarding this?

- Make sure advisors are well trained <u>and</u> given time to do this
- Freshmen seminars semester long with trained, motivated, engaged instructors (not necessarily faculty) (small class size)
- Same for transfers = need adequate support
- Graduating students more timely
- More support and resources for student support services (EOP, Learning Center, YES, etc.)
- Include materials in Spanish, Hmong = assistance in translation of meanings
- Bring (community) from off-campus on campus and <u>recognize linguistic diversity</u>, communities of color
- Resource center for undocumented students
- Extended free speech hour (amplified) to 2 hours

"BIG" Themes – Takeaway Insights

- Effective first year programs and other support for freshmen and transfers
- More support – resources and awareness for student service programs
- Recognize linguistic diversity and various strategies for students and families including faculty/staff training re: sensitivity and inclusion
- Planning for the future – students 5 years from now

Table 3: Host: Dan Saveliff

Question 1: Personal and academic achievement; attainment of educational objectives

What, if anything, is missing from our definition?

- Personal relationships with professors for building student confidence and networking for post-bac
- Satisfaction/happiness with educational experience, overall and with major
- "Interested" is a weak verb . . . how about "invested," "committed," "prioritizes" . . . more active words
- Student in a holistic framework, not just academically but family, personal, basic needs
- Missing in definition (cultural competence from beginning to end)
- Separation of ideas of "student success" and "academic excellence" in definition . . . but they are inter-related
- Of "relevant" educational objectives and prepares for the field today

What does "personal and academic achievement" mean to you?

- From holistic personal achievement
- Gaining confidence in tools/self . . . ready for profession and life
- Ability to critically think/analysis skills

- That your voice and experience matters and is representative of your learning
- Have ownership from what you've learned/experienced
- Cultural competence/development to meet a diverse world
- Self-identity . . . helping students know "who they are" when they leave. Can critically reflect on how "categorization" takes place within experience/place in the world

What does HSU do well now to support this?
- Offers lots of professional development/field based experience to strengthen/apply knowledge
- Peer mentoring and academic advising = guidance to everything you need to know – sociology discipline based
- Some student services offices supporting whole student development and many faculty and staff that care for students to support them
- Active student health center, food security efforts
- Transformative education . . . help students develop

What should HSU be doing in five years (2020) regarding this?
- Efforts here need to be present throughout all levels of campus
- Active mentoring in all majors – contributes to networking and knowledge of support services available to you . . . which will lead to (+) confidence and success
- 1st (year) experience program to give students foundation needed for success which is linked to graduation (GE/major) classes/requirements
- Practical/job related skill experiences and integrating professional skills within curriculum; modeling behavior expected in the field (written and verbal)
- Career exploration and mentoring through faculty/department guidance . . . beginning to end of educational experience
- Make explicit the explanations and training within student assistant positions as a means for developing professional skills
- Make visible the resources we do have, beyond holistic needs – build partnership with community resources to supplement our own resources
- People available for more mentorship and exposure to opportunities that help develop "readiness" at the time of graduation
- Incentivize upper division students to mentor lower division students to become engaged
- Education needs to change more rapidly to align with changes occurring in society (technology) . . . What is "essential" in the learning process, and what can we let go (i.e., memorization)
- Creating generative space for dialogue and creativity through electronic mediums
- More time needed for all; faculty, staff and students; freedom from work obligations (>15 hours per week); cost of education
- Guide undeclared/mis-declared through process to attain (discovery) direction
- Examine teaching effectiveness as related to required competency of the world today

"BIG" Themes – Takeaway Insights
- Holistic – mentoring (peer to peer) and faculty – incentivized to lead to student engagement
- Cultural competence

Table 4: Host: Dale Oliver

Question 2: Engagement in educationally purposeful activities

What, if anything is missing from our definition?

- Is "satisfaction," pride, or sense of accomplishment adequately represented?
- Satisfaction is an indicator of success
- Does "spiritual development" belong in our definition?
- What about attainment of personal objective
- The definition seems focused on the individual and perhaps not enough on collective success, (community, society – combines these two foci)
- The institution has (perhaps) not taken a strong enough role to defining the desired skills, knowledge, etc. for student success in a coherent and holistic manner
- Self-efficacy – more than satisfaction – is also not represented in the definition
- The hard work and investment was worth it!
- Change "excel" – or remove (?) it altogether – because the word is comparative or perhaps not focused on learning, empowerment

What does "engagement in educationally purposeful activities" mean to you?

- Classes with hands-on activities and current tech and applications – skills for life-long learning
- Clubs with connections to academics
- Jobs on campus
- Internships, study abroad programs
- Field trips – among other professionals too
- Service learning
- Linking the university to the "real world"
- One 'leaves" with "fruit"
- Transferable skills and methodologies
- Interpersonal and collaborative abilities
- Application of "_____" to other contexts
- Experiential learning is not one thing

What does HSU do well now to support this?

- The opportunities for engagement seem uneven
- We do well to offer many of the activities listed above. . . but we could be more purposeful and more explicit about what we already do
- We pride ourselves in our many opportunities for experiential learning. We do this to build transferable skills

What should HSU be doing in five years (2020) regarding this?

- Give faculty more time to be purposeful in creating and linking opportunities for students
- Continuous evaluation of what is educationally purposeful
- Implement curriculum and programs that align with coherent learning goals, consistency and accountability (across disciplines)
- Give credit in RPT for running purposeful educational activities – curricular goals too!

"BIG" Themes – Takeaway Insights

- HSU is great at providing opportunities for experiential learning – see questions 2 and 3
- What can improve these opportunities for students are
    - Coherence and communication of purpose and goals of these types of activities
    - Continuous evaluation of what is educationally purposeful
    - Incentives/rewards (RTP) for creating EPAs that build transferability of skills, methods, understandings, for the benefit of individual community and society

Table 5: Host: Richard Bruce

Question 2: Engagement in educationally purposeful activities

What, if anything is missing from our definition?

- Lacks explanation/definitions of terms (social development, educationally purposeful activities)
- Synthesis
- Learning should be included in "academic excellence"
- For purposeful – for what purpose? What's at stake? What is the meaning? How does info apply to outside the classroom?
- Inclusivity/diversity/intercultural discovery

What does "engagement in educationally purposeful activities" mean to you?

- YES House, Service Learning
- Sororities/Fraternities
- Internships
- Clubs
- CenterArts activities
- Connecting education to career
- Asking for tutoring (intimidation in asking)
- Asking for help
- Independent (non-course required) inquiry/research on an interest <u>or</u> taking a course not in the major to explore/discover
- Not classroom-based
- No faculty/staff at non-classroom events though the faculty/staff is involved
- Participating and being present in activities to prepare them for life after college (skills, knowledge about a field of study, relationship-building)
- Whole-campus involvement in a purposeful activity (eg. Difficult to get contact/same info from various departments)
- "Everything" even in ful, with our without reflection
- Curriculum

What does HSU do well now to support this?

- Opportunities available
    - Tutoring
    - Service Learning

- o Clubs
- o Internships
- o Study Abroad
- Resources
  - o Galleries
  - o Forest
  - o Marine Lab
  - o Observatory
  - o Coral Sea
  - o Faculty/staff as info sources
  - o Community organizations
  - o Mentors (in internships, interest with others, discipline)

What should HSU be doing in five years (2020) regarding this?

- Be more inclusive
- Better retention of the fabulous people we get then lose
- More support for exploring courses in other department
- Better and transparent communication about what we have available for students
- High impact practices
- Coordination of events
- Have better way for external entities who want to engage students to easily contact/access/get resources
- Center for student research, scholarship and creative activities (center for Undergrad Excellence coordinated
- CELT for helping instructors demonstrate how course assignments are useful (not busy work)
- "Early intervention" for post-college repercussions (internships during frosh year, engagement with faculty for research experience and recommendation letters) via mandatory (group) advising, FYE
- Assessments as part of educational experience
- Minimizing liability requirements
- Financially supported with engagement of community/alumni for internships, service learning, etc.

"BIG" Themes – Takeaway Insights

- Definition of "educationally purposeful"
- Communication about opportunities

Table 6: Host: Rhea Williamson

Question 2: Engagement in educationally purposeful activities

What, if anything is missing from our definition?

- Cultural part missing, includes physical aspects – inter-city to Arcata not addressed especially with first generation students

- Cultural is environ; faculty/staff Latina and in community. Do better job with resources to bring more diversity
- Students learn from each other's cultural experiences by interacting with each other. Learn from each other, take advantage of diversity for each person's individual growth. Build skill set

What does "engagement in educationally purposeful activities" mean to you?

- Not just volunteering or getting advice but growing as a person
- Sometimes wording comes off wrong when interacting with other cultures; don't mean to be offensive – need to clear air, learn how to communicate with those different
- Means well-rounded, knowing how to interact, not limited to the discipline of field of study
- Provide tutoring/guidance for grad school
- What we do that changes ourselves wo when we launch – we are informed

What does HSU do well now to support this?

- Administratively does not do a good job – needs to integrate for students – staff not just individual programs. Programs not supported by management, only few persons care
- Need more department social events -- so busy or not budget so don't do
- Some departments really involved; others not at all – just classroom engagement
- Inter-library loan – fast, prompt, supportive – research librarian
- Faculty involvement for on-line to bring physically together was a plus
- Clubs

What should HSU be doing in five years (2020) regarding this?

- Improve student/professor/advisor relationship with respect to advising – getting to know student
- Build one-on-one relationship – need to know what matters to individual students
- Increase educational activities
- Get staff/departments on board to go to activities
- Enhance library services – more inter-library loan access, access to dissertation, stay on cutting edge in use of technology
- Support student clubs and their activities

"BIG" Themes – Takeaway Insights

- Enhance personal engagement of faculty/staff with students in educationally purposeful activities (outside of classroom)

Question 3: Acquisition of desired knowledge, skills, and competencies

- **What, if anything, is missing from our definition?**
- **What does "acquisition of desired knowledge" mean to you?**
- **What does HSU do well now to support it?**
- **What should HSU be doing in five years (2020) regarding this?**

Table 7: Host: Sarah Fay Phillips

Question 3: Acquisition of desired knowledge, skills, and competencies

What, if anything, is missing from our definition?

- Intercultural – broad ranging

What does "acquisition of desired knowledge" mean to you?

- Gain desired knowledge because they know what they want to learn (having identified what is important to them); expansive definition of knowledge

- Acquisition – obtaining or receiving, gaining, learning, pursuit

- Need to find a passion first

- Time to reflect on what student really wants

- Life skills outside of major – exchange or study abroad – skills to navigate the world – all careers now are international

- Skill development – research skills (workshops from the library and learning center)

- Critical reading/writing

- Communication – learn how to speak in different social contexts

- Difficult to get to if you feel like you don't belong here

- First need to meet basic needs – food (culturally appropriate and affordable)

- Students need permission to get to acquisition . . . faculty and administrators have withheld because of assumptions based on appearance/background of student

- Graduation = acquisition of knowledge

- Interpersonal skills

- Technology skills

What does HSU do well now to support it?

- Opportunities to grow –particularly in programs like EOP, MultiCultural Center, International Programs (international students and study abroad), Library, Career Center, explorations

- Student clubs and activities that support learning – like Computer Science Club

- Good faculty who are creative (content and pedagogy)

- Lack finances, limited with what they can do for huge numbers of students who have needs

What should HSU be doing in five years (2020) regarding this?

- Providing scholarships to support students study abroad

- Focus on transfer students – transitional services – orientation

- Paint accurate picture of HSU experience to incoming students (as opposed to current false promise with inaccurate advertising)

- Communication between departments, resources, clubs – without programs being hostile – afraid of losing resources

- Celebrating shorter time to graduation

- Faculty reach out to all students to provide resources/ideas/opportunities/guidance – make them aware of what is available – self-mitigative is important too

- Focused on post-graduation success

- Capstone courses focused on post-graduation process/steps including lots of options (grad school and other goals) which are successful

- Meeting basic needs for students – housing, food, community – allow them to move on to advanced skills like "acquiring knowledge, skills, etc."

- Awareness of power and privilege – help faculty understand students when their basic needs aren't met
- Understanding a broad definition of community and recognize that community supports our acquiring knowledge (knowledge of self-identity too)
- Undocumented Resources Center – space for undocumented students
- Educators/prof – what knowledge is being privileged in the classroom - support actualized students and promotes self-authorship
- Students autonomous as learners and as actors in their education and in the community
- Fieldwork, service learning – application of what students learn – socratic seminars
- Class discussion facilitated so that difficult conversations lead to clearer understanding – doesn't have to be comfortable

"BIG" Themes – Takeaway Insights
- Basic student needs are met (housing, food, community) so that they can focus on identifying passions that will direct them to acquire the desired knowledge, skills and abilities
- Privilege a learning environment that promotes and supports actualized students and self-authorship. Students autonomous as learners and as actors in their education
- Broader definition of what "post-graduation success" is for students – transferable skills

Table 8: Host: Dave Nakamura

Question 3: Acquisition of desired knowledge, skills, and competencies

What, if anything, is missing from our definition?
- Application or . . . knowledge, skills, etc. – critical/creative thinking
    - Facilitated by campus
    - Built in the campus level curriculum/pedogogy
- Cultural competency
    - Built in broad curriculum/individual classroom/teachers, grad requirement

What does "acquisition of desired knowledge" mean to you?
- "Desired" is what the individual wants to learn and know
- Careful with institutional definition of "desired knowledge"
- Should be experiential/hands-on – this is personal in nature
- Degree requirements should be more flexible to reflect personal desires
- Basic acquisition – hands-on practice, transferable skills
- Professional exposure
- Internships/service learning
- Post grades

What does HSU do well now to support it?
- A lot of hands-on learning opportunities – does this exist in all disciplines?
- Provides lots of opportunities but maybe not efficiency connecting students to opportunities, FYE, FIGS, academic advising, mentoring
- Holistic approach

What should HSU be doing in five years (2020) regarding this?

- Internships across curriculum – if not available, campus can generate "mock internship" opportunities
- Paid internships
- Application of academic skills
- Integration of campus mentoring and advising programs
- Consistent messages
- Share resources – existing campus opportunities
- Highlighting/PR on student accomplishments
- What is being marketed/sold should be representative of the reality (example: HSU sold as "hands –on" but not true in all majors; sustainability partly true
- Personal connection with faculty should be emphasized

"BIG" Themes – Takeaway Insights

- Application of knowledge, skills, etc., missing
- Should be provided across curriculum through better mentoring/advising to plug into existing resources -- future . . . experiential, service learning, internships in all disciplines
- Institution needs to change to meet student's needs

Table 9: Host: Beth Eschenbach

Question 3: Acquisition of desired knowledge, skills, and competencies

What, if anything, is missing from our definition?

- Who define what is "desired?" Faculty? Student? Outside world? – All should define "desired!" – maybe "necessary" in addition to "desired" where faculty and outside world define necessary
- Student self-defines success – be clear that this is a university definition and not a general definition of student success and academic excellence
- Personal is as important as university's desired knowledge, skills and competencies. So re-write definition so that it's the personal engagement that is really the definition of academic success. So that means many cultural back grounds need to be experienced/embedded in each discipline. Cultural competencies
- Student is the customer – so the student solely defines what the criteria ae for success
- Knowledge, skills and competencies sounds finite – students need to acquire critical thinking lenses
    - Cultural, class, gender, race -- who is story teller, power – bring perspectives (stake holders)
    - Lens – Can you see your own
        - Faculty
        - Teacher
        - Stake holder

What does "acquisition of desired knowledge" mean to you?

- Are students learning what they need to know in subsequent classes and succeed in life?
- Cultural competency is embedded in pedagogy, curriculum, mentoring, experience (job, internships, projects)

- Intelligent design and Darwinism both taught so that the student can choose how they want to study
- Skills are -- professional, critical thinking, life skills, maturity, value diversity, transferable to future life
- Be resilient so you can change careers when job becomes obsolete

What does HSU do well now to support it?

- Hands-on, practical experiences for students to develop knowledge, skills and competencies
- Tradition of accessible faculty (to students) – but perhaps not as accessible as they were in the past – too busy
- Is advising still going well?
- Critical engagement with material in classroom
- Less cultural competency in STEM
- Supplemental instruction supports knowledge, skills and competencies acquisition
- GE requirements such as CRGS classes which teach how to value diversity and inclusion

What should HSU be doing in five years (2020) regarding this?

- Provide more opportunities for students to pursue individualized paths through learning experiences and requirements
- Continually re-assess what knowledge, skills and competencies are necessary to keep up/stay current or be successful in the world
- More cultural competency with focus on STEM throughout HSU
- Admit the right number of students – capacity should match number students admitted
- More opportunities to practice what a student is going to do when they graduate
- Many entry-level professional positons require an MS – but HSU does not offer many MS degrees
- Update facilities such as (art studio)
- Improve the ability to assess how deeply students learn
- Improve the ability to provide deep learning experiences for students
- Idea of HSU needs to think of where students will be in 5 years (HP considers where will tech, competition and customers will be in 5 years to decide what to do and not to do)
- Improve our ability to help students acquire many lenses for critically approaching future challenges

"BIG" Themes – Takeaway Insights

- Acquisition and application lenses – help students acquire multiple lenses; students can apply acquired knowledge, skills and competencies to unknown future situation
- Real work that HSU should value to teach
- Personalized deeper learning – cultural competency, better assessment, experiential applications

Table 10:   Host: Julie Alderson

Question 4: Persistence

What, if anything, is missing from our definition?

- Critical thinking
- Creative thinking/creativity
- No focus on enjoyment (non-purposeful) – "follow your dream"
- "Relevant" – life-long learners

What does "persistence" mean to you?

- Retention – staying in school
- Consistent challenging of student
- Trying things and continuing even if its hard
- Tenacity
- Willingness to talk about difficult issues (university)
- Strong-willed, self-motivation within the college setting (even in the face of its irrelevance, indifference, micro-aggressions, inaccuracy. . .)
- Students continue to pursue their education (here or elsewhere) if that's what they want
- Remembering why you came here in the first place
- Ability to continue working when one becomes frustrated/things get hard

What does HSU do well now to support these?

- Faculty – student ratio
- We don't know (and that's a problem) from staff. . .
- RAMP, EOP, Learning Center, FYE (canceled ☹)

What should HSU be doing in five years (2020) regarding this?

- Better/upgraded facilities
- Increased opportunities for students to network/connect with alumni
- Expand/improve advising
- Helping students develop skills to recognize and work with their frustrations and fears – to overcome
- Better understand challenges to student persistence
- Help support students far from home – assist in helping them travel home
- Build/increase $ to support student persistence
- Increased funding and support for student-led activities
- Institutional expectations that faculty/staff participate in student-led activities – campus cultural shift

"BIG" Themes – Takeaway Insights

- "Persistence" = retention <u>or</u> tenacity/which do we mean?
- We need to make the student experience relevant and meaningful so that students want to persist

Table 12:   Host: Steve Ladwig

Question 4: Persistence

What, if anything, is missing from our definition?

- Intrinsic motivation
- Resilience
- Determination
- Empower – empower students to contribute in a way that is personally meaningful to society
- Obtain transferable knowledge

What does "persistence" mean to you?

- Passing through education at a pace that is individual
- Realizing individual goals

What does HSU do well now to support these?

- Many programs
- Supplemental instruction
- Advising model used by EOP, ITEPP, INRSEP . . . wrap-around advising

What should HSU be doing in five years (2020) regarding this?

- Develop advising that:
    - Makes advising accessible to students
    - Where faculty and staff reach out to students
    - Where advisors empathize with students and their experiences
- Develop first year experience for new students
- Smaller # of support programs to reduce overlap and gaps in services
- Programs needed 3-5 years, with assessment, to determine effectiveness
- Events that recognize milestones beyond orientation

"BIG" Themes – Takeaway Insights

- Persistence is an individual experience, unique to every student
- Support on campus must be available to meet the individual (experience)
- Students need to be given the tools to persist

Table 13: Host: John Panting

Question 5: Post college performance

What, if anything, is missing from our definition?

- General definition promotes and encourages – more than just is "interested in"
- Individual growth of whole student? Will the university have to measure this? How?
- Success + Excellent Overlap– leave student success alone – Excellence – demonstrated ability to succeed and excel
- More involved in academic excellence (in and "out of the classroom")
- Academic competencies vs. Excellence
- Student Success and Academic Excellence – not to be measured by #'s, but student preparedness, self-reliance, self-respect, transitioned – college --- world
- Individual and community success
- Long string of words, vague, need clarity, what is excellence

- Satisfied?
- Interact – bravely/honestly, with integrity
- Living the pledge

What does "post college performance" mean to you?

- When graduated, find a job in related field/interest – university driven preparedness for post-graduation employment (resume, directly traditional, ideally hands-on experience
- Depends on student! (non-traditional)
- What you do after college!
- Maintain/bring university learning into post college life
- Developing cross-transferable skills
- Direct experience in the field
- Starts during first year! (professional development during the college experience)
- Develop relationship with student – faculty/staff vs. faculty/staff – students,

What does HSU do well now to support this?

- Personal connections with staff/faculty and with students (declining?)
- ↑Enroll, ↓staff/faculty, ↓advising, ↑Com
- Career Center (want more internships, clubs, what comes next early on)
- How does advising work? (↓ten/full fac, ↑lecturers) lecturers don't advise!

What should HSU be doing in five years (2020) regarding this?

- Prioritize/incentivize – engagement
- Mandated capstone in each major? (uniform across all majors)
    o Build portfolio
    o Research
    o Granting writing
    o Office hours (homework vs mentorship) – instrumental skills, consciously aware of skill set
- Consider post college performance starting day one!
- Professional development mandatory
- Hold students and faculty/staff accountable for post success
- Teach/expose students to the Pledge
- More faculty, fewer students – better ratio?
- More advisor interact – specific and general
- Early advising (department) – not a one size fits all – department specific
- Field experiences/trips – connections (in and out of class)

"BIG" Themes – Takeaway Insights

- Does student feel successful? (self-efficacy, feel self-reliance, respect, satisfied, identy, prepared) [I am, I can, I will]
- Nothing that prepares people for being in the world like being in the world! (consciously connecting class learning to real experiences (internships, field trips, research, mentorship, hands-on learning)

- Personal connections – in danger (less tenured-track faculty, more lecturers, advising loads, less mentorship)
- Consider Enrollment Management Plan (student to faculty ratios)
- I am, I can, I will, I have
- Post-graduation/college – performance starts day one (orientation) – includes instrumental skill set, including academic, personal and professional development
    - Should be measured by #'s (persistence and grad rates) and the student's sense of satisfaction and preparedness. Includes:
    - Instrumental skill sets (personal, academic, professional)
    - Research/hands-on opportunities
    - Granting writing
    - Capstone projects/portfolios – across all majors
    - Mentorship (faculty/staff/administrators)

Table 15: Host: Maria Elena Whaples
Question 5: Post college performance
What, if anything, is missing from our definition?
- The way we teach and prepare students in order to succeed in their field
- Transition between university time and having post college success
- Not necessarily financial
- Knowledge/skills are transferable to workforce
- Lifestyle
- Happiness
- National convo – linking student data to IRS data for employment/graduate info
- Statistics/Federal Labor Bureau
- Consumer marketing tool
- Students feel capable of contributing to their communities
- Some may not agree with this – skewed perceptions of what success means
- Performance (word is troubling) a measure-up to a standard

What does "post college performance" mean to you?
- Personal thing/different definition per student
- Different reasons why people go to school - $, experience, personal enrichment, job
- Being an adult
- Breaking cycles of poverty, violence (not when they are 50-60)
- Life skills
- Allowing students to have a choice between intelligent design and darwinsim
- Informed post college choices
- Skills needed for my profession

What does HSU do well now to support this?
- Campus leadership jobs
- Student assistants
- Tutoring
- Experiential university
- Study abroad
- Service learning
- Teaching students to market themselves
- HSU needs to coordinate departments/colleges – how to transfer, promote skills learned in major to goals – matching language
- Stronger connection with alumni
- Some staff didn't know
- Connections between field that people are successful – what HSU can do?
- Career Center/fair
- Undergraduate research – assists with grad schools
- ITEPP/INRSEP – experience in field
- Hands-on internships

What should HSU be doing in five years (2020) regarding this?
- Teaching life skills, how to market themselves, how to transfer promote sills learned in major
- Flexibility of transferable skills
- Stronger connection with community and with alumni

"BIG" Themes – Takeaway Insights
- The word <u>PERFORMANCE</u> is troubling – we must measure up to a standard; LIFE – is not measuralble
- Use the word <u>TRANSITION</u> in lieu of performance
- What Post College Performance means? Personal thing, different definition for each person
- Breaking cycles of poverty/violence
- $ / a job
- Experience/personal enrichment

Table 16: Host: Kristen Gould
Question 6: Individual growth of whole student
· **What, if anything, is missing from our definition?**

- Make sure the holistic student definition is incorporated in student success definition.
- Be careful not to separate academic excellence from student success.
- Post college performance should be specific to talk about finding a job.

- Missing an emphasis on critical thinking (life skills to be nimble).
- Reword physical, intercultural development (not spiritual)
- Cultural competencies
- Transitional component is missing – transitioning from H.S. to college; personal, environmental, cultural. Also creating study habits.
- Definition strays from "whole student" to whole "person." Should a state institution be fostering or including spiritual in definition (emotional health is more important)? Should recognize if it's a cultural thing for international students.

· **What does "individual growth of whole student" mean to you?**

- Clarify what whole student means to both faculty/staff and students.
- Academic and emotional maturity and intelligence.
- Resilience.
- Is it the job of the university to support the whole student? May not have the financial resources to do it.
- Focus outside academia – can students find kindred spirits – how can they access resources to stay motivated? Is the equivalent of the academic in the student life part of them?
- Emotional support, club support.

· **What does HSU do well now to support this?**

- We aren't very good at acting as a "whole campus."
- Competent staff (maybe not enough facilities).
- Care about the students.
- Open to learning.
- Students are creating support networks on their own, not enough resources and financial allocation for support programs.

· **What should HSU be doing in five years (2120) regarding this?**
- Improve how our campus comes together as a "whole campus" – coordinate resources to help students navigate their needs. One stop shop – facilities, HOP, international students.
- Be prepared to support students who come here – 1st gen, low income – what students have already been exposed to.
- Help students achieve academic excellence in classes they don't want to be in and with professors they are offended by.
- Part of responsibility of university to support the students when they get here.
- Have a better understanding of what the non-academic needs of the students are and make sure they're represented in the classroom (i.e., the learning context) and make sure that translates into action.
- Help students learn self-advocacy skills. *How to market yourself after college. *How to

adapt and be resilient.
- Make more services available for students outside of academics – mental health.
- Create the culture that getting help is okay.
- Help reduce stigma.
- Maybe SHC could be more general and basic (CAs do this but need more support – not well equipped/training). Whole student center.
- Make sure faculty/staff check up on students of color who are underrepresented in their classes. Helps with the health of the whole student.
- Make sure we have enough infrastructure and support and budget allocation to meet the demand. Reprioritize budget.
- Don't forget about the middle class students who don't get financial aid or support from parents who work multiple jobs to make it through college.
- Base needs so you have time to develop your whole person by connecting with other students, make relationships.
- Facilitate what the individual considers what they need for growth into disciplinary courses.
- Will need to fund support programs.
- Students need base needs met before they can develop whole student (food, housing, etc.).
- Use the community as a resource to help with base needs.
- Facilitate synergy with community organizations to help students meet their needs.

"BIG" Themes – Takeaway Insights
- Allocate funding to meet the base needs of the student, i.e., food, housing, income, mental health.
- Don't forget about the students who fall in between.
- Make sure you have enough infrastructure and budget allocation to meet the demands to help with student success and the development of the whole student.
- Continue to build programs that help students learn self-advocacy skills – how to market themselves after college and how to adapt and be resilient in career and life.

Table 17: Host: Ramona Bell
Question 6: Individual growth of whole student
·   What, if anything, is missing from our definition?

- Good working definition
- Broad strengths/weaknesses
- Empathy is specific
- A focus on individual needs
- Don't understand use of "desire." What does that mean?
- Competencies should include "cultural competencies"
- "Educationally" should include "relevant" before
- Add "identity/identities" and "inclusive"

- Interested is not strong enough – add "invested" and "committed"

What does "individual growth of whole student" mean to you?

- Ideals of holistic into the classroom.
- Mentorship to develop future goals
- Connecting what I learn in the classroom to the outside world. Bringing in the outside world into the classroom.
- Developing meaningful relationships based on accountability, respect, compassion.
- Altruistic without reproducing the colonial project.
- Intellectualism, intellectual development
- Being heard – accepting me where I am.
- How one sees him/her self in the larger world.
- Collective and individual consciousness.
- How my actions connect to others.
- Able to work in diverse communities.
- Students are people.
- Acknowledge my individual voice.
- Learning to be uncomfortable.
- Validating individual.
- Life success.
- What do I offer.
- Experiences serving as teaching mentors.
- Learning who I am.

·   **What does HSU do well now to support this?**

- Opportunities for activism.

·   **What should HSU be doing in five years (2120) regarding this?**
- Increase mentorship to identify and attain post-graduate goals.
- Increase advisors.
- Holistic advisors.
- Provide students at all levels with information regarding graduate school and careers in major.
- Students should be able to trust, believe in the definition.
- Administration, faculty and staff commit to definition.
- Evidence of commitment – support student in applying definition to individual needs.
- Physically "track" student's journey at HSU, written, reflect, track, goals, past, present, future.
- Connecting all of this together.
- Freshmen should take a CRGS course.
- Learning to "hear" individual voices

- Life skills.

"BIG" Themes – Takeaway Insights
- Being heard and learning who I am (tracking their growth, not just academically). Method of self-reflection, collective and individual consciousness.
- Learning to be uncomfortable.
- Concrete evidence by administration/faculty/staff that illustrates a support to the definition.
- Cultural competencies, mentorship should focus on the whole student.
- Students are people.

Table 18: Host: Scott Paynton
Question 6: Individual growth of whole student
·   What, if anything, is missing from our definition?

- Easier to define academic excellence
- Student success is personal, harder to define.
- Student success/academic excellence is intertwined.
- Academic excellence is what HSU wants you to achieve
- Student success is your application of what you learn to your own life
- Student success is giving students confidence to attain, use, carry on education
- Cultural influence is missing *(Integration) – cultural competence.
- "post-college" seems clinical to "individual success after college" "life success"

What does "individual growth of whole student" mean to you?

- Fostering an intellectual curiosity and desire to learn vs. just a grade, job, etc.
- Personal responsibility
- Having extracurricular activities (co-curricular) job, internships, athletics, etc.
- Understanding others' perspectives.
- Experiences outside the classroom that develop student beyond academics
- Confidence through intimate relationships with faculty/staff (mentoring/networking).
- Connectedness to major, peers, faculty, etc.
- Cohorts
- Life skills – critical thinking, resiliency, lifelong learning, embracing diversity, language skills, writing skills, etc.
- Learn about, work well, grow with others
- Learning to complete projects

·   What does HSU do well now to support this?

- Students in most classes feel acknowledged and listened to as a whole person.
- Teachers make learning experience personal.

· **What should HSU be doing in five years (2120) regarding this?**
  - Tying together what we already do well into a cohesive environment for all students for maximum effectiveness.
  - Coordinate and diversify curriculum (philosophy example)
  - Acknowledge/respond to impact of non-educational demands on students.
  - Meaningful on-campus employment opportunities… (mentoring, job descriptions, SLD's, springboard, objectives).
  - Can we incorporate in RTP, assessment of programs, etc. Faculty development.
  - Equalize majors (not have more status for some).
  - Enhance partnerships with community activities, resources, etc. (require this?)
  - "Wicked problem" curriculum, activities, etc.
  - Implement graduation pledge in curriculum and co-curricular activities.
  - Align our curriculum with what we promise.
  - More support for things outside academics (clubs).
  - Need Spanish speakers on campus.
  - Not assume same socio-economic background (bus example).
  - Professional advising/mentoring into how academics fits with life
  - Connecting dots – what are connections
  - More masters
  - Post college transition

"BIG" Themes – Takeaway Insights
- Align curriculum/diversify curriculum
- Co-curricular activities (on/off campus) (employment) partnerships
- Professional advising/mentoring/cohorts/connection
- Connect dots (curriculum and co-curricular activities)
- Tying together what we already do well.

Increasing Student Success and Academic Excellence Task Force Questions

Table 18-19: Host: Robin Jones

Question 7: One thing… What is one thing HSU could do to support student success and academic excellence?

- Come up with prescriptive ways, and use the ones we already have, to help student navigate their curriculum. Ex., policy enforcement is lacking; system allows students to get off track - substitutions, too many choices, customized degree plans; options should all lead to a successful track to completion. Create a path and enforce across all units who advise students.
- Reconsider FIG model or FYE class – must tie to GE.

- All that advise need to be consistent in messaging (same script), allowing for diverse methods of communication.
- For non-advising staff, a centralized location to find out a student's advisor is (name/contact) so they can refer/hand off/connect.
- Upfront and ethical about rationale for requirements for buy in – this also establishes good faith/trust across campus.
- Adequate parking for cars, bikes, motorcycles – waste money and fuel and creates anxiety, stress – late to class, safety concerns, unnecessary stress.
- Align minimum GPA required in major courses with minimum GPA required to graduate from CSU.
- Support and resources for transfer students – no systematic way to integrate/orient/include transfers to HSU. Active mentorship – especially in impacted majors. Transfer student "I was sold something that I didn't get." Marketing isn't reality.
- There are students with many unmet needs (food, safety, housing, security) – they are unable to focus on academics – need more resources to support basic needs.
- Question is flawed – there is not just one thing. Better communication to student – don't know what's going on.
- Help students figure out what to do after Humboldt – long-term planning. Success in life – "not just getting you out, but getting you good."
- Fee free remediation.
- Narrative performance evaluations in addition to letter grades.
- Non-cognitive "capstone" course.

"BIG" Themes – Takeaway Insights

- FYE class tied to GE
- Capstone class for life after college
- Consistency – expectations, policy, messaging, advising, rationale
- Align marketing with reality
- Unmet basic needs prohibit students from being able to focus on academics

Table 20: Host: Mary Van Cott

Question 7: One thing… What is one thing HSU could do to support student success and academic excellence?

- More transparent in decision-making and how we're using our resources – distribution of funds.
- Important to have excellence in mentorship process – focus should be on whole student, not just academics, peer-to-peer, faculty, program-specific; what works for students individually and groups.
- More involvement with community.
- Concern that fundraising focus is athletics or geology, not multicultural.
- Instead of purchasing library books, purchase some spin bicycles – only access to kinesiology students.
- Equitable focus of all departments, not just some.
- Clubs in general are not getting funding – they're having to spend a lot of time to make a small amount of money to do their projects; all clubs trying for a piece of one amount of money shared by clubs.
- Lack of community assistance in funds or support.
- Strong anti-immi sentiment – we need to become more multi-cultural in composition of student body/staff.
- Strengthen opportunities for community service for students (e.g., funding, education, jobs).
- Training for staff and faculty in diversity so they can understand ongoing and current issues.
- Training to understand the lives of students better (take a student to lunch, etc.).

- Division of Academic Excellence into cultural areas but it makes students feel compartmentalized.
- Move Academic Excellence to first floor library and move learning center to south campus. Have a common room for all to meet.
- Low retention could be a factor.
- What enriches the student? More interaction opportunities with staff and students to get a sense of student needs (more robust clubs system with funding.)
- Provide adequate parking – we're supposed to be environmentally focused and students are driving around and around to find a place, causing problems with emissions … causing stress and unnecessary time spent.
- Have a place to post concerns on quad that is public.
- What is missing from the statement: "inclusivity and diversity"?
- Connecting faculty and students
- HSU is unique because of lack of formality, causing students to leave ill prepared for "real world." HSU formal is not the same as the rest of the world formal.
- Smaller class sizes (some have 100+ classes).
- Lower tuition to improve retention.
- Faculty open and friendly on/off campus; administrators not approachable.

"BIG" Themes – Takeaway Insights

- Increase frequent opportunities for interactions between students/staff so staff can stay current on student issues and needs.
- Focus on preparing students for "real world" experience (e.g., HSU's lack of formality on campus – instructors called by first names).
- Improve/expand mentor program to include consideration of whole student, not just on academics – as an individual and in groups.
- Improve/expand clubs: some are struggling to fund humanitarian projects with small sales on quad. Need support from community/campus.
- Improve parking situation: "environmentally-conscious school" and students are driving around for an hour releasing emissions.
- Improve communications across the cultures: problem with cross-cultural interactions; start with more promotion of multicultural clubs.
- Lower tuition/smaller class sizes to increase retention; hire more faculty to have 20-25 students/class and more interaction time with students; make HSU affordable.

Table 21: Host: Noah Zerbe

Question 7: One thing… What is one thing HSU could do to support student success and academic excellence?

- Less bureaucracy, more help for students – don't know what services are there. Thunderbolt Learning Academy, M&M – major mentoring program – students don't know what resources are available. Make them part of the curriculum.
- Parking is too hard, too expensive.
- Textbooks more affordable. Be aware of cost (all costs) of going to school.
- Relevant education – curriculum inclusive. Don't silo classes in NAS, CRGS, etc. More outside disciplines. Make students more comfortable on campus and in community. Faculty/staff reflect student population. Improve cultural competency of faculty/staff. Included in major curriculum in meaningful ways.
- Funding for tutoring. Too hard to get tutoring, esp. for gateway classes – Math 115, Chem 109, etc. Too expensive.

- FYE – build community; expose to resources; frosh and transfer; needs to be developmental, not front-loaded; check-in and support after they are here; college 101 Area E.
- Remove barriers (legal, financial, etc.) for research experience for undergrads; experiential learning; internships; service learning, etc. Connect students with alumni. Better networking.
- Professional academic advising frosh/soph, all majors – fully implement advising plan.
- Cohesive experience for students. Better cooperation, communication. Too pocketed, coordination.
- Provide equitable support for transfer students, appropriate, including orientation.
- Better transition from academic major/student to post-graduation. Connecting students to experiences.
- Allow students to follow passion.

"BIG" Themes – Takeaway Insights

- Mismatch between marketing and reality of HSU.
- Real support for students who are here. Live up to marketing (e.g., more experiences, experiential learning – not just in CNRS/STEM).
- Cultural competency, curriculum needs to reflect diversity of population.

Table 22: Host: ?

Question 7: One thing… What is one thing HSU could do to support student success and academic excellence?

- Provide adequate parking.
- Partnering with community to provide culturally appropriate food (e.g., cooking classes, facilities for prepping food; healthy and reasonably priced).
- Establish freshmen year and transfer experience course. Build on current research and best practices/GE requirement.
- Capstone career planning class.
- Retention/support for minority students. Offset isolation; enhance diversity.
- Mentoring for guidance/direction – focus needed (careers). Reach out to students earlier in program (advising!).
- Accessibility issues – need resources/support for faculty.
- Partnering with local support agencies.
- Expensive to eat on campus.
- Give them the opportunity for international experience and resources.
- Engage students in their education – skills to balance school/personal life, e.g. orientation one-unit class.
- FIGs and TIGS – required.
- Partner with local schools.
- Advising is critical – strengthen.
- Help students to become more resilient.
- Embedding faculty in the services…