Welcome!

Arts & Sciences
Virtual Town Hall
Arts & Sciences
Vision Plan 2025
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TANAY PATTANI STEPHANIE GUERRERO BRITTNEE VELDMAN
VIRGIL ADAMS JOSE ALAMILLO JOHNATHAN CARAVELLO
ALEX PADILLA DANA BAKER DAYANARA MARTINEZ
COLLEEN NEVINS JOSE ALAMILLO SARA RUIZ &
COUNTLESS OTHERS WHO RESPONDED TO ANONYMOUS SURVEYS
We Aspire to:

I: Create, support, and sustain high quality Academic Programs that promote student and faculty success and deliver degrees that matter.

II: Prepare students for post-graduate opportunities so that they may thrive in a diverse and global work environment.

III: Make equity, diversity and inclusivity a habit that is implemented, practiced, and modeled consistently by all members.

IV: Achieve a desirable workplace environment in which there is equitable workload supported by resources, transparent communication and mutual respect.

V: Sustain and expand effective and transformative teaching practices that offer opportunities for students to excel both in and out of the classroom.
Commitments

1. Develop and deliver curriculum that is rigorous, scaffolded, and regularly assessed.
2. Provide a supportive and developmental environment for faculty to achieve meaningful and fulfilling careers.
3. Support academic programs by providing services and information to facilitate student success.
4. Ensure programs are appropriately resourced to carry out the necessary work to build and maintain quality.
5. Increase opportunities for students to participate in scholarly activities, research efforts and creative endeavors.
II: Prepare students for post-graduate opportunities so that they may thrive in a diverse and global work environment.

**Commitments**

1. Increase awareness of post-graduate opportunities for academic advancement
2. Provide support for programs to engage in curriculum changes that optimize post-graduate student success.
3. Equip students with knowledge, skills, and experiences for career placement in their field.
4. Expand access to community engaged internships, interdisciplinary explorations, and hands-on learning
III: Make equity, diversity and inclusivity a habit that is implemented, practiced, and modeled consistently by all members.

**Commitments**

1. Close equity gaps in student success and retention rates
2. Expand culturally responsive and culturally specific supports for students from diverse communities.
3. Create workgroup agreements that prioritize equity and inclusion at all levels - groups, programs, departments, and committees.
4. Build a culture that disrupts inequities and exclusions and publicize evidence-based outcomes.
5. Strengthen inclusive recruitment and retention efforts of staff and faculty.
IV: Achieve a desirable workplace environment in which there is equitable workload supported by resources, transparent communication and mutual respect.

**Commitments**

1. Define roles and practices and cultivate awareness and sensitivity about workload.
2. Increase financial support for onboarding and professional development and advancement opportunities for faculty and staff.
3. Strengthen respectful and transparent communication across departments and programs.
4. Attain equitable salaries to match equitable workloads.
5. Foster an environment characterized by mutual respect and shared responsibility.
Commitments
1. Increase use of high impact practices to improve student learning outcomes particularly for historically marginalized and underrepresented students.
2. Develop innovative academic experiences that use universal design, accessibility and appropriate accommodations to ensure an equitable and inclusive learning experience for all students.
3. Explore and commit to actions that improve overall student wellness; safety; and financial, food and housing security.
4. Implement a system of formal recognition and rewards for faculty using effective, high impact, and transformative learning practices.

V: Sustain and expand effective and transformative teaching practices that offer opportunities for students to excel both in and out of the classroom.
Next Steps
Commitment 3.1
Close equity gaps in student success and retention rates.

Commitment 1.3
Support academic programs by providing services and information to facilitate student success.
Learning from the CSU Student Success Dashboards
Graduation Goals

• Currently, CSUCI is almost 20 points below 40% four-year goal
  • Around 15 points below 67% six-year goal

<table>
<thead>
<tr>
<th>CSUCI Student Graduation Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start Year</td>
</tr>
<tr>
<td>2011</td>
</tr>
<tr>
<td>2012</td>
</tr>
<tr>
<td>2013</td>
</tr>
<tr>
<td>2014</td>
</tr>
<tr>
<td>2015</td>
</tr>
<tr>
<td>Goal</td>
</tr>
</tbody>
</table>

Data sourced from the data tables tab of the Faculty Dashboard: "How quickly do they progress?"

* CSUCI students struggle to reach Sophomore status within 1 year
A&S Demographic Shift

- Increasingly more Underrepresented Minority (URM) students
  - Mainly Hispanic/Latino
  - May be larger (other)

Figures sourced from the trends tab of the Faculty Dashboard: “Who are my students?”
CSUCI Freshmen Intersectionality

- 76% of students at CSUCI are URM, Pell, and First-Generation
- Up from 55% in 2011

Figure sourced from the trends tab of CSU by the Numbers Dashboard: “How are our student populations changing?”
A&S Student Loads and Levels

- Few part-timers, many Full-time (12-14) and Full-load (15+)
- Full load students much more likely to graduate in four years

- Percentage of seniors on the rise
  - Juniors following suit
  - Students taking longer to finish?

Figures sourced from the trends tab of the Faculty Dashboard: “Who are my students?”
### When Do CSUCI Students Leave?

<table>
<thead>
<tr>
<th>Start Year</th>
<th>1yr Persistence</th>
<th>2yr Persistence</th>
<th>3yr Persistence</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>83.9</td>
<td>73.4</td>
<td>68.8</td>
</tr>
<tr>
<td>2012</td>
<td>78.1</td>
<td>67.6</td>
<td>63.3</td>
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<tr>
<td>2013</td>
<td>76.4</td>
<td>65.9</td>
<td>60.8</td>
</tr>
<tr>
<td>2014</td>
<td>78.7</td>
<td>68.0</td>
<td>63.2</td>
</tr>
<tr>
<td>2015</td>
<td>81.2</td>
<td>69.8</td>
<td>65.3</td>
</tr>
<tr>
<td>2016</td>
<td>79.9</td>
<td>66.5</td>
<td>63.1</td>
</tr>
<tr>
<td>2017</td>
<td>77.7</td>
<td>65.7</td>
<td>-</td>
</tr>
<tr>
<td>2018</td>
<td>77.0</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Data sourced from the data tables tab of the CSU by the Numbers Dashboard: “What are our historical persistence and graduation rates?”

- Persisting does not necessarily mean progressing
Who Does A&S Lose?  
(2014 data)

- 2.36 average DFW grades year 1
  - Students who stay or graduate have 0.69 average DFW grades year one

- First year students in select majors have higher attrition rates
  - 43% of Computer Science (19 students)
  - **40% of Undeclared (50 students)**
  - 39% Pre-Nursing (62 students)
  - 35% of Psychology (34 students)
  - 32% of Biology (38 students)

- 82% of students enrolled at another 2- or 4-year university

- 79% of those who left, did so in two years
  - 51% in one year

- Around 80% of Undeclared students join Arts & Sciences
## What Do A&S Students Take?

### 2011-2019 Arts & Sciences High DFW/Impact Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Enrollment</th>
<th>DFW</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH105</td>
<td>Pre-Calculus</td>
<td>3384</td>
<td>36%</td>
<td>1213</td>
</tr>
<tr>
<td>SOC100</td>
<td>Intro to Sociology</td>
<td>3599</td>
<td>25%</td>
<td>908</td>
</tr>
<tr>
<td>MATH150</td>
<td>Calculus I</td>
<td>2588</td>
<td>33%</td>
<td>860</td>
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<td>COMP101</td>
<td>Computer Literacy</td>
<td>5866</td>
<td>11%</td>
<td>657</td>
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<tr>
<td>CHEM105</td>
<td>Introduction to Chemistry</td>
<td>2043</td>
<td>30%</td>
<td>617</td>
</tr>
<tr>
<td>POLS150</td>
<td>American Political Institution</td>
<td>6966</td>
<td>9%</td>
<td>617</td>
</tr>
<tr>
<td>BIOL200</td>
<td>Organismal and Pop Biology</td>
<td>2562</td>
<td>24%</td>
<td>605</td>
</tr>
<tr>
<td>PSY100</td>
<td>Intro to Psychology</td>
<td>5214</td>
<td>11%</td>
<td>595</td>
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<td>MATH399</td>
<td>Modern Tools in Math</td>
<td>4884</td>
<td>12%</td>
<td>592</td>
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<tr>
<td>MATH95</td>
<td>Intermediate Algebra</td>
<td>2634</td>
<td>21%</td>
<td>559</td>
</tr>
</tbody>
</table>

Data sourced from the Graduation Initiative Dashboard: “Which courses have the lowest passage rates?”
Aligning the Educational Experience

- How can we better serve our students?
  - Population has changed; are we meeting student needs?
  - Does our current model work?

- Pell, URM, and First-Generation student equity
  - Graduation gaps

  To close the four-year equity gaps, we would only need to graduate...

  - 36 more Pell students
  - 30 more URM students
  - 13 more First-Generation students

- GPA gaps in courses, especially high DFW/Impact
  - Around 0.30 GPA gap
The Time is Now: Closing the Gap by 2025

• Recognize the critical importance that advisors and other staff play in promoting the success of underserved students.

• Encourage faculty to conduct analyses of degree requirements and course sequencing within majors to identify opportunities to better prepare students for courses that have high DFW rates.

• Explore nuances in the ways in which ethnicity, gender, first-generation designation, academic preparation, and financial hardship intersect at campus and college levels to influence student success.
Commitment 1.4: Ensure programs are appropriately resourced to carry out the necessary work to build and maintain quality.

Commitment 4.1: Define roles and practices and cultivate awareness and sensitivity about workload.

Commitment 5.4: Implement a system of formal recognition and rewards for faculty using effective, high impact, and transformative learning practices.

AY 20-21 Initiatives

A&S Reassigned Time Taskforce

A&S Spotlight on Research Taskforce

A&S Awards Program Taskforce
Recognizing Service, Scholarship/Research Activities, and Teaching Effectiveness
Commitment 1.2: Provide a supportive and developmental environment for faculty to achieve meaningful and fulfilling careers.
Q & A
Thank You!