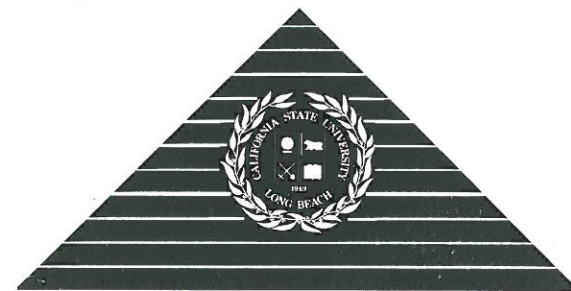




Eleventh Annual



Academic Retreat

President Robert C. Maxson

*Provost & Senior Vice President for Academic Affairs
Karl W.E. Anatol*

and

Academic Senate Chair David Hood

cordially invite you to attend

*The California State University, Long Beach
Eleventh Annual Academic Retreat*

Implementing Ideals

on

Thursday, October 19, 1995

from

8:30 a.m. to 4:00 p.m.

at

*The Pointe at the Pyramid
Gold Entrance
Between Bellflower Blvd. & Palo Verde Ave.
Long Beach, California*

*RSVP by
October 13, 1995*

*Academic Senate Office
(310) 985-4149*

CALIFORNIA STATE UNIVERSITY, LONG BEACH
ELEVENTH ANNUAL ACADEMIC RETREAT
OCTOBER 19, 1995

Implementing Ideals

- 8:30 - 9:00 Continental Breakfast
- 9:00 - 9:10 **Introductory Remarks:**
David Hood, Chair, Academic Senate
- 9:10 - 9:20 Robert C. Maxson, President of the University
- 9:20 - 9:45 **Keynote Address:**
Karl W. E. Anatol, Provost and Senior Vice President for Academic Affairs

VOICES IN TRANSITION

- 9:45 - 10:10 **Moderator: David Hood**
Silhouettes of Our Students
James Saucedo and The Rainbow Voices
- 10:10 - 10:30 **BREAK**
- 10:30 - 11:30 **Achieving Convergence**
Small Group Discussions
- 11:30 - 12:00 **Outcomes**
Reports from the Small Groups
- 12:00 - 1:30 **BUFFET LUNCH**

REFLECTIONS ON RETENTION, TENURE, AND PROMOTION

Moderator: Dot Goldish

- 1:30 - 1:50 **Some Principles to Consider**
Robert Kunst, Chair, Faculty Personnel Policies Council
- 1:50 - 2:10 **Guiding Observations**
Wayne Dick, Secretary, Faculty Personnel Policies Council
- 2:10 - 3:00 **Small Group Discussions**
- 3:00 - 3:30 **Recommendations from Small Groups**
- 3:30 **Summary and Conclusion:**
David Hood, Chair, Academic Senate

Silhouettes of Our Students

Narrator:

These are the silhouettes of our students. Who are they? What are their backgrounds? What are their expectations?

Student/Faculty voices—Cultural Diversity **Who Are Our Students**

Student Voices:

Freshman Female Latina

I live with my father and my two sisters. My mother was killed during a robbery in my father's jewelry store eleven years ago.

My father had no real education. He only got up to the sixth grade and quit. As of right now I would consider my father my best friend. No matter what he's always there for all three of his girls.

My older sister was doing very well until last year. That's when she met her current boyfriend. After she met him she quit school, got pregnant, moved out, and then later on moved back home.

In a way I think I'm living out her dreams because she never got the chance to live out hers.

Since my freshman year in high school, I have thought about becoming a nurse. Now I have the chance to make that dream come true. It scares me because, what if I mess up or what if I'm not able to live up to those expectations?

Freshman Female African American

One of my most difficult accomplishments was when I became a mother of a beautiful little boy. He was my motivation to journey into the world of college and to venture for a career. It was hard at times but I had to keep on fighting and make the best of it.

Becoming a teenage parent is nothing new in my immediate family. My mother had her first child when she was in the twelfth grade. She never walked across the stage but she did receive her G.E.D. My older sister had her first child when she was in the eleventh grade. She continued high school and she did graduate from continuation school.

Before I became pregnant, people used to tell me that I was going to be just like my sisters and start something and not finish it. My sisters started community college after they had their children, but they never finished what they set out to do.

My mom is my role model. She is the one who pushed me to do my best in any and everything. She recently went back to college to get a certificate in being a medical assistant. I am so proud of her and I want her to be proud of me.

I plan to do my best and make the best of anything that is set in my path.

Photo with silhouettes of our students

Slide:

Who Are Our Students?



Implementing Ideals

CSULB Academic Retreat—October 19, 1995

Guide for Small Group Discussion Facilitators

Thank you for agreeing to participate as a facilitator for this year's Academic Retreat!

Attached you will find worksheets to guide the discussion at your table. On worksheets one and two, there are boxes before each item for individuals to prioritize the recommendations. There is also space for them to jot down some possible actions and to designate which area of the university would be responsible for implementing that action (e.g., GEGC, PEP, FPPC, College Dean, Department, Provost). You will spend the first hour discussing and providing actions for one recommendation from either worksheet one or two. Your discussion is to result in **action** items that can be implemented this academic year. All tables will discuss the recommendation on worksheet three for the final 15-20 minutes.

Facilitators role:

- Choose a recorder.
- Choose a compiler and recorder of final actions.
- Allow time for individuals to read and review the recommendations on worksheets one and two.
- Vote on **ONE** recommendation from worksheet one or two which your table will discuss for the first hour. (If you run out of discussion on the first choice recommendation, move on to the second choice and so on.)
- Keep the discussion focused on **actions** which can be implemented.
- Have compiler record the group consensus of actions and responsible area(s) by the end of the hour.
- Facilitate a discussion of the recommendation on worksheet number three during the next 15-20 minutes. All tables will discuss the recommendation on worksheet three while final action items are compiled from all tables to be shared with the group.

We'll see you on the 19th. We appreciate your involvement.

Freshman Female—Latina

I can't believe I am a freshman at Long Beach State. It has been a long, hard road and it feels great to know that I'm making something of myself. Being the first in my family to attend college is an accomplishment I'm very proud of, and I know that they are (my family) behind me one hundred percent.

We migrated to this country twelve years ago from Valencia, Spain. It was definitely the best decision my mother has ever made. I have had the opportunity to graduate from high school and attend a prestigious university. I am hoping to graduate in four to five years with a degree in nursing.

I think the most important thing a university has to offer is not only a good education, but a well-rounded education. This means that an equal amount of learning should take place inside the classroom as well as outside. Sure, I want to know what chemical reactions take place in the brain, but I also would like to know what qualities to look for in a good friend and what's the best technique for doing well during a job interview. These are things that will help me throughout my entire life.

Faculty Voices

(Male) I find it exciting, challenging, frustrating, and always an encounter with the unexpected and perplexing as I deal with students in my classes who come from a variety of backgrounds. The situation always makes me aware of how easily miscommunication can occur and how easily I may miss this.

(Female) I definitely find it more challenging to present material that reaches varied backgrounds. I often worry about the best students in the class, whether they are being short-changed, as I try to teach to the less prepared students.

(Male) With the advent of mass education, we are in the process of transgenerational educational uplift. What our students don't get from us today, their children or grandchildren might get from our successors.

(Female) It's a pleasure to get a number of different perspectives on the topics I raise in class. I've never had "problems" around this, no fighting or arguing on racial or ethnic lines. At least none that I'm aware of.

(Male) In teaching world history, the ethnic diversity of my students provides a nice balance of cultural "expertise" in relation to the global nature of the subject matter. I find their diversity in terms of educational experience, that is, having seniors and graduate students mixed in class with first-year students to be far more challenging.

Demographics data (Gender, Units, Age, Ethnicity)

Narrator:

The voices you've just heard relate actual experiences of our first-year students and the faculty who teach them. Who are our students? They appear different from most of us and different from each other.

At CSULB we're moving toward a more equal distribution of ethnic backgrounds for first-time freshmen **and** [pause] transfer students.

As we move toward the 21st century, the California Postsecondary Education Commission projects that the CSU will continue to attract and enroll students of diverse ethnic, cultural, and family backgrounds.

Who are our students? This year both freshman and transfer students fall into traditional age categories **and** [pause] the majority of our students are women.

"The **Transition to College** Projects have shown that first-generation and ethnic minority students have a harder time making the move from work or school to college than do more traditional students. For the latter, this transition is primarily social, basically a rite of passage, part of the family tradition. For nontraditional students, this transition is not only social but academic."

Faculty are key to making the necessary changes for meaningful improvements in undergraduate education.

Student/Faculty voices—Student Readiness

Do They Come Ready to Learn?

Student Voices:

Freshman Female—Anglo

I came to CSULB as the Valedictorian of my graduating class expecting to work hard, but still succeed in all I attempted. I started my first semester ready to tackle and conquer 17 units of tough science, math, and honors courses. Now, in the fifth week of school, I'm asking myself if I can really do this. For the first time ever, I'm doubting myself and my abilities. This week, I got a "D" on a Calculus test and am dropping the course. Even though I spend ALL of my

Photo slide: First Year Students

Data Slides 1-2.

Data Slides 3-4.

Photo slide:
Transition to College
Students walking on campus.

Student/Faculty slide.

Slide:

Do They Come Ready to Learn?

time studying, I still couldn't meet the challenge. You have to understand that I have never failed at anything in my life. I never get any time for myself, rarely have any fun with my friends, and am wondering if I really enjoy college.

Freshman Female—Anglo

I went to a private high school. I was surprised that my classes are small. I expected large classes. But it's not as hard as I was told it would be.

Freshman (18 years old) female/male—Anglo

I need to drop two classes. I am in an English 001 class. I am "drowning" in my classes. I know my English skills are not very good but I don't know how to express my concerns to my two professors. I am also very worried because I will be held for more units next semester (and summer school) if I drop these two classes because of Financial Aid.

Freshman Hispanic female (18 years old)

I am failing my classes and if I can't get off probation, I will be cut off by financial aid. I live in the dorms, but if my financial aid is cut off, I will be homeless because I will be unable to live in the dorms. Both my mother and father are alcoholics. My father is unemployed and my mother earns \$700.00 per month. There is an abusive situation in my household. I am under so much stress that when I sit at my desk to study 3 or 4 hours will go by and I can't turn a page.

Faculty Voices:

(Female) There is a huge disparity between the well-prepared (perhaps a third of the class) and the poorly prepared (another third). The middle group is very "teachable" and responds well to some of the efforts I've made through tutorials and individual advising. The lower third struggle to keep up with reading assignments and class exercises.

(Male) For students in pre-baccalaureate courses the problem of preparedness seems more a lack of fit among often competing expectations—what teachers expect of their students in terms of behavior and interest and what parents expect of them.

(Female) Many students are not used to reading as much as I require and many have significant problems with English, but they seem to come along during the semester. Others writing skills are not up to par, and many seem better at memorizing than analyzing data.

(Male) In my first two years of college, I flunked out not once, but twice. I dropped out of college for two years. When I returned, I did well enough to go directly into a Ph.D. program, bypassing a Master's Degree. As a professor, I am enthusiastically committed to helping the many students who have exactly the same problems I had when I started my university life.

Scores—CSULB SOAR data on test scores (1994-95)/National/State/CSULB score comparison

Narrator:

“We know that all students do not come equally prepared to succeed in the college, the program, or the course they select.”

The majority of our students continue to be unprepared for English 100. We have, however, seen a slight improvement over last year.

Freshman math readiness continues to decline.

For fall 1995, Educational Equity Services made a conscientious effort to reduce the number of students who received admission's exceptions.

The SAT data reflect that there are academically prepared students in the state of California who are NOT enrolling at CSULB.

Narrator:

Based on the assessment of the 1994-95 academic profiles of our first-time freshmen,

CSULB's institutional response was to:

- Coordinate a series of mailings to admitted students at critical points in the yield process;
- Showcase the university via two Open Houses;
- Increase our outreach efforts to include high achieving students;
- Evaluate the need for basic skills courses as the preparation for all other academic work; and
- Propose a coherent sequence of general education courses.

Slide:

“We know that all students do not come equally prepared to succeed in the college, the program, or the course they select.”

The National Report of The National Center on Postsecondary Teaching, Learning, and Assessment—August 1995

Data slide 5.

Data slide 6.

Data slides 7.

Data slides 8.

Bullet statement slide with:

CSULB's Institutional Response

- Coordinated mailings.
- Two Open Houses—spring 1995.
- Outreach to honor students.
- Basic skills courses.
- Coherent sequence of general education courses.

These efforts resulted in:

- the matriculation of more students who were eligible for college level English; and
- the placement of freshman students into appropriate composition, math, and G.E. courses based on their test scores.

We continue to find that “Students learn best when there is a match between their abilities and the curriculum.”

Student/Faculty voices—Balance **Do Our Students Put College First?** Student Voices:

Freshman-female-Vietnamese

I came to CSULB because I received an academic scholarship for my achievements in high school. I am a procrastinator. Part of the reason is that I do not have my own space. I share my room with my older sister and I don't have a desk to do my studying. I also have trouble concentrating when I do finally get down to doing my assignments. I often turn in assignments that are just plain lousy as a result. The work I have turned in so far, is not the best I can do. I feel overwhelmed by all of the homework I have, my work-load and my family's demands and their expectations for me to succeed. I spent three days at school and three days a week at my job. When I get home, I don't want to do anything. Of course, I am going to help my younger sister with her homework, do the laundry, help my mother and do my homework. I feel exhausted by all the demands.

Hispanic Male Transfer student (20 years old)

I am taking a full load of classes. My girlfriend became pregnant and I have to work an additional 45 hours to take care of all my responsibilities including saving to have the baby. I feel I should just give up although my grades are good and I am only 1 1/2 years away from graduation.

Freshman Male—Latino

I am an art major and my supplies cost more than \$500.00 this semester.

Freshman Female—White (Older Student)

I worry because I am the one who raised my little sister. Now I am in school and my mother doesn't know what to do and sometimes I think that I should drop out and go back home for my little sister.

Bullet statement slide with: Results for fall 1995

- Increased students at upper 1/3.
- Locked freshman students into G.E. course.
- Committed resources to freshman courses.

Slide:

“Students learn best when there is a match between their abilities and the curriculum.”

Do Our Students Put College First?

Freshman Female—Asian

I moved here from San Diego, but I go back every weekend to help my mother with her motel. My brother, who is 21, (he is older than me) is not expected to help but I am and it puts so much pressure on me that I wonder if I should take an educational leave.

Freshman-female-African-American

Growing up in a family of six, as the oldest, I was forced into a lot of responsibility. At the time, I did not understand why I had to be responsible for my younger siblings and the household chores. Now I understand that my mother was doing her best to teach me how to be mature, hardworking and a responsible young adult. . . At this time of my life, I feel like I'm going through my greatest emotional changes ever. I've been feeling real confused about a lot of things. I'm trying to adjust to college life and I'm having some difficulty with the time management part of it. Trying to get everything done on time is hard. The social part has its good and bad days. Some days I feel like I fit in and other days, I feel completely lost in the crowd. Financially, I'm struggling with everyone else. I barely have enough money to buy the little things I need. I'm just thankful I'm able to survive.

Faculty Voices:

(Male) Most of my students work. Many have complex and time consuming family relationships. I'm convinced that most of them could get "A"s in my classes if they could just use the time they spend in their cars commuting every day on my course!

(Female) Sometimes my students have had to miss class or even drop a class because their work schedule changed or they had to work more hours in order to pay their bills. Often students have to miss a class because their child is sick, or because they have to drive a parent to the doctor.

(Male) I find that my students have many activities competing for their time. Not only do they work and have responsibilities, but many are participating in "traditional" college co-curricular activities like fraternities, sororities, sports, and clubs. They seem to have as much trouble balancing their lives as I do!

Balance Data (Work hours/Driving/Units)

Narrator:

The results of a survey of 1,180 first-time freshmen during the fall 1994 semester show that our students have many legitimate and competing life priorities which are sometimes in conflict with their academic responsibilities. To help students create a

Bullet statement slide with working/driving/units data.

- Time commuting to CSULB:
38 minutes per day
- Time driving to work
22 minutes per day
- Time working
19 hours per week
- Units per semester
13.3 units

better balance in their in and out of classroom experiences CSULB has:

- Supported the First-Year Experience Committee collaborative process to determine new student needs,
- Developed opportunities for faculty dialogue regarding student learning,
- Created an interdivisional Academic Advising Council to coordinate GE and major advising,
- Installed Student Information Kiosks to provide easy access to CSULB records.

“Faculty recognize the importance of experience as a base of knowledge and that out of class learning is equally powerful.”

Student/Faculty voices—Retention **Will They Stay?**

Student Voices:

Freshman Male—Latino

Most professors are nice and care, but my physics teacher says that he does not care if we are here or not. He does his job and that's it.

Sophomore Male—White

When I entered CSULB I felt distressed and confused. In my high school I was an award-winning student. I somehow got in upper-division classes in my second year and can't handle them. In college, I feel I am part of a faceless crowd. I don't participate much in class because I feel what I have to say is inadequate. I have few CSULB friends. One of my instructors has been friendly and helpful, but the rest don't seem to care.

Faculty Voices:

(Female) I believe in personal interaction as a means to help retain students during office hours and out of the office. I also provide study guides not only for tests but for each visual and reading assignments. This helps students achieve more (I think).

(Female) My success in retaining students has come primarily from having tutorial sections organized for them. These sections are led by majors or graduate students who provide a “small group” atmosphere for students to seek help. Many students who need help don't take advantage of these group sessions, despite extra credit awarded. I'm not sure that mandatory attendance will solve the problem. I also reach a small number of students through individual advisement. I encourage office visitations but generally the students who seek out this help are the more motivated ones.

Bullet statement slide

CSULB's Institutional Response—

- Collaboration to determine new student needs.
- Opportunities for faculty dialogue.
- Academic Advising Council.
- Student Information Kiosks.

Slide: “Faculty recognize the importance of experience as a base of knowledge and that out of class learning is equally powerful.”

Will They Stay?

(Male) I express genuine interest in each student's success, but still maintain high standards and am consistent in what I expect.

Retention data—Freshman/Transfers

Narrator:

“The role of the institution in promoting learning and retention must shift from a passive to an active one.”

Despite significant life pressures almost all freshmen take 12 or more units. Two-thirds of transfer students are enrolled in 12 or more units.

Full-time students stay in school, whether first-time freshmen or first-time transfer.

We believe that initiatives over the last three years which have included:

- Focus by a number of university task forces on the undergraduate experience, and
 - such student retention efforts as the Learning Alliance, Student Access to Science, Minority Engineering Program, LINKS, Strategies for Academic Success, Educational Equity Services, Partners for Success, Residential College, and the Minority Business Program
- account for our increase in our retention rate

Students leave school for a variety of reasons, many tied to their home and work responsibilities or failure to make personal connections at the university. This is true for academically talented as well as underprepared students.

Student Voice:

Freshman- female-Anglo

As I entered the parking lot, parked my car, grabbed my backpack, and walked onto the CSU Long Beach campus for the first time, my heart was filled with such emotion. I felt nervous, scared, uneasy, and even a little sick. I entered my first class and it was filled with students so I had to sit in the front row. As I sat down in my seat and waited for the instructor to begin, an overwhelming feeling came over me.

Slide:

“The role of the institution in promoting learning and retention must shift from a passive to an active one.”

Data Slide 9.

Data Slide 10.

Response bullet statement slide.

CSULB's Institutional

Response—

At CSULB efforts have begun to foster a sense of community on campus.

Photo Slide:

Student alone under tree

How was I going to handle such a drastic change and such a new beginning? Then I heard a girl's voice introducing herself to me. She also asked me what my name was and we began talking. That bit of friendliness helped me feel a lot better. By my next class, I was the one introducing myself to people—students and faculty—and talking. By the end of the day, I found myself sitting in the student union with a bunch of people I had just met. We were drinking coffee, laughing, and exchanging phone numbers. I had a wonderful, reassuring first day at school. As I walked back to my car, I said to myself, "I can do this college thing after all."

"Education's dual role in a democracy is to provide opportunities for personal and social advancement for all who seek it, and to set realistic, clear standards for educational achievement."

Culminating Challenge

Narrator:

- As we seek to make our ideals into a reality, we must
- remember that we have a complex and diverse student population,
- acknowledge that there are academically prepared high school students to recruit,
- recognize that excellent classroom experiences are an outcome of faculty attention to academic, social, and personal needs,
- look for ways to continue to strengthen the reputation of our academic programs, and
- seek convergence between our students' life realities and faculty's academic expectations.

We look to you, the leaders and change agents of the university, to take action.

The recommendations to achieve these goals have been put forward by you and your colleagues over the last four years. We look to you to implement those recommendations.

Slide:

"Education's dual role in a democracy is to provide opportunities for personal and social advancement for all who seek it, and to set realistic, clear standards for educational achievement."

Graduation silhouette photo slide filled in with faces.



CSULB Academic Retreat—Implementing Ideals

CSULB will be recognized for excellent teaching emphasizing a high quality undergraduate liberal education.

How do we get G.E. to do what we want it to do?

Curricular Recommendations	Actions	Responsible Area(s) (Senate Committee/Department/College/ Administrative Unit)
<input data-bbox="44 495 97 568" type="checkbox"/> <p>The General Education curriculum must be restructured to facilitate the developmental acquisition of academic skills.</p> <ul style="list-style-type: none">• 12 units of first-tier, fundamental skills general education courses (written English, oral communication, critical thinking, numeracy/mathematics) during first year.• 30 units of breadth of knowledge skills courses.• 9 units of integrative skills courses. (Task Force on Undergraduate Education 2/95, p. 11)		
<input data-bbox="49 987 102 1061" type="checkbox"/> <p>Each department offering GE courses to first-year students should review its offerings in the light of the following information:</p> <ul style="list-style-type: none">• Record of success of freshmen enrolled in the course in recent years, as reflected in GPAs.• Expectations for writing, math or other basic skills: can students at pre-baccalaureate levels in any of these areas succeed in the course?• Educational objectives of the course: what can students, parents and employers expect their students to gain from completing the class? (Freshman Course Committee 2/95, p. 2)		
<input data-bbox="54 1554 106 1628" type="checkbox"/> <p>Each major program should identify the kinds of experiences it thinks important for its students to have in their first year, to include prerequisites and collateral requirements, but also what it regards as core GE experiences for its students. This would create a "marketplace" of courses. (Freshman Course Committee 2/95, p. 3)</p>		



CSULB Academic Retreat—Implementing Ideals

CSULB will be recognized for excellent teaching emphasizing a high quality undergraduate liberal education.

What will it take to create the ideal teaching/learning environment?

Teaching/Learning Recommendations	Actions	Responsible Area(s) (Senate Committee/Department/College/ Administrative Unit)
<input data-bbox="65 521 119 598" type="checkbox"/> The University should structure the first-year experience and first-time undergraduate students should receive advising as soon as possible. Mandatory academic advising should be implemented. (Joint Commission for Study and Improvement of Graduation Rates 8/94, p. 6) All undergraduate students should receive mandatory and sequenced academic advising. (Task Force on Undergraduate Education 2/95, p. 15)		
<input data-bbox="65 1016 119 1093" type="checkbox"/> Faculty teaching introductory level GE courses should be identified as a group and be given opportunity for information about today's entering students and training in teaching freshman courses in an annual one-day retreat for all freshman faculty. (Freshman Course Committee 2/95, p. 3)		
<input data-bbox="65 1476 119 1552" type="checkbox"/> Since part-time faculty are a large portion of the teaching faculty for freshman courses, departments and the university should make special efforts to involve them in planning and discussion for freshman teaching. (Freshman Course Committee 2/95, p. 3)		



CSULB Academic Retreat—Implementing Ideals

CSULB will be recognized for excellent teaching emphasizing a high quality undergraduate liberal education.

How do we facilitate the ideal teaching/learning environment?

Student Retention Recommendation	Actions	Responsible Area(s) - (Senate Committee/Department/College/ Administrative Unit)
<p>The lack of fit between existing curriculum and faculty and entering students is not just a problem of lack of preparation, but a change in learning styles that will not go away. Departments need the opportunity to think about these differences and to change their courses and pedagogy.</p>		



CSULB Academic Retreat—Implementing Ideals

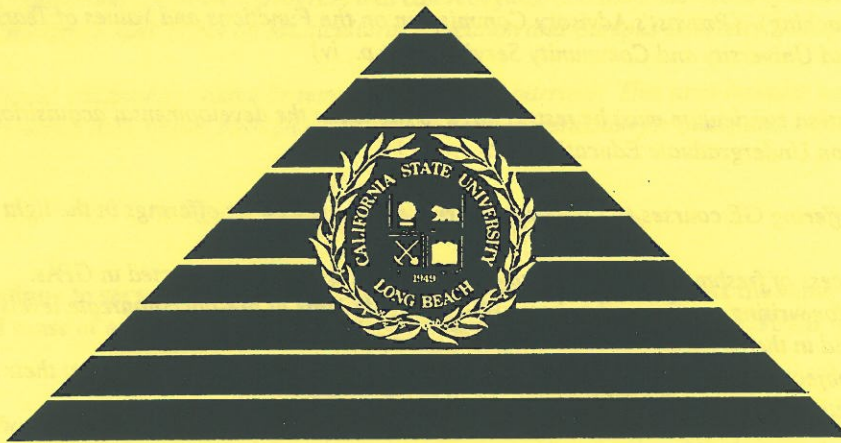
CSULB will be recognized for excellent teaching emphasizing a high quality undergraduate liberal education.
How do we get G.E. to do what we want it to do?



Curricular Recommendations	Actions	Responsible Area(s) (Senate Committee/Department/College/ Administrative Unit)
<p>The General Education curriculum must be restructured to facilitate the developmental acquisition of academic skills. (Task Force on Undergraduate Education 2/95, p. 11)</p> <ul style="list-style-type: none">• 12 units of first-tier, fundamental skills general education courses (written English, oral communication, critical thinking, and numeracy/mathematics) during the first year.• 30 units of breadth of knowledge skills courses.• 9 units of integrative skills courses. (Task Force on Undergraduate Education 2/95, p. 11)		

Eleventh Annual Academic Retreat

The reflections of our minds' ideals will vanish with distractions if our words are our only mirror. Shaping our ideals into actions will create lasting guideposts for our university's journey into the future. Only through action will our reflections become substance. We must create coherence in our choices of actions to transform our ideals into shared occurrences. -- Gerard Hanley



Implementing Ideals

To focus our attention on the implementation of recommendations regarding teaching and learning made by colleagues over the last four years, those recommendations have been organized under university priorities established by our campus community. Before we gather at the Academic Retreat, please take time to read and reflect on these recommendations, which are intended to guide our discussion for the implementation of this year's agenda.

Recommendations from University Commissions and Task Forces Regarding Teaching and Learning (1991-1995)

University Priority One

CSULB will be recognized for excellent teaching emphasizing a high quality undergraduate liberal education as a foundation for our strong graduate, professional and certificate programs. Research, scholarly and creative activities are integral to the intellectual life of the university and are essential for strong teaching.

The immediate goal of the University should be two-fold: (1) to renew and strengthen a commitment to student learning by placing a high value on those activities of the faculty that create a better learning climate at CSULB, and (2) to work to insure the productivity of the faculty over the life of their careers. (Provost's Advisory Commission on the Functions and Values of Teaching, Scholarly and Creative Activity and University and Community Service 6/92, p. iv)

The Commission recommends that all units within the university establish rigorous standards for evaluation of faculty, utilizing a broadened concept of scholarship that reflect the characteristics of each particular area. Accordingly, it is recommended that the campus adopt new Retention, Tenure, and Promotion and Evaluation of Tenured Faculty policies that incorporate the broadened concept of scholarship (Discovery, Application, Implementation, Teaching). (Provost's Advisory Commission on the Functions and Values of Teaching, Scholarly and Creative Activity and University and Community Service 6/92, p. iv)

The General Education curriculum must be restructured to facilitate the developmental acquisition of academic skills. (Task Force on Undergraduate Education 2/95, p. 11)

Each department offering GE courses to first-year students should review its offerings in the light of the following information:

- *Record of success of freshmen enrolled in the course in recent years, as reflected in GPAs.*
- *Expectations for writing, math or other basic skills: can students at pre-baccalaureate levels in any of these areas succeed in the course?*
- *Educational objectives of the course: what can students, parents and employers expect their students to gain from completing the class? (Freshman Course Committee 2/95, p. 2)*

Each major program should identify the kinds of experiences it thinks important for its students to have in their first year, to include prerequisites and collateral requirements, but also what it regards as core GE experiences for its students. This would create a "marketplace" of courses. (First-Year Course Committee 2/95, p. 3)

Faculty teaching introductory level GE courses should be identified as a group and be given opportunity for information about today's entering students and training in teaching freshman courses in an annual one-day retreat for all freshman faculty. (Freshman Course Committee 2/95, p. 3)

Since part-time faculty are a large portion of the teaching faculty for freshman courses, departments and the university should make special efforts to involve them in planning and discussion for freshman teaching. (Freshman Course Committee 2/95, p. 3)

The lack of fit between existing curriculum and faculty and entering students is not just a problem of lack of preparation, but a change in learning styles that will not go away. Departments need the opportunity to think about these differences and to change their courses and pedagogy. (Freshman Course Committee 2/95, p. 3)

University Priority Two

CSULB will be known for its student-centered philosophy and environment, excellent services and integrity of operations.

- **CSULB will emphasize the intellectual, social and personal development and achievement of students through the provision of a broad range of programs, services and activities.**

- **Technology will be applied innovatively and extensively to enhance both the educational program and service to students.**
- **The physical environment will be safe, accessible, inviting, open and integrated with the community.**

All undergraduate students should receive mandatory and sequenced academic advising. (Task Force on Undergraduate Education 2/95, p. 15)

The University should structure the first-year experience and first-time undergraduate students should receive advising as soon as possible. Mandatory academic advising should be implemented. (Joint Commission for Study and Improvement of Graduate Rates 8/94, p. 6)

The Provost should create an all-university advisement council with representatives from all areas involved in advising, including advising centers, enrollment personnel, faculty governance bodies concerned with academic programs (GEGC), and a designated Director of Advising from each college. (Freshman Course Committee 2/95, p. 1)

Each department or college should have a designated undergraduate advisor who takes responsibility for maintaining liaison with university advising services and information and who can serve as a resource for general education information for the department. (Freshman Course Committee 2/95, p. 3)

Establish an orientation and advisement program that can recognize and meet the needs of students from diverse backgrounds. (President's Task Force on Multicultural Education and Campus Diversity 1/91, p. 19-20)

The University should continue to reduce or remove institutional barriers. This area includes not only official policies, but also practices which have begun through expediency. (Joint Commission for Study and Improvement of Graduate Rates 8/94, p. 7)

University Priority Three

CSULB will continue to serve non-traditional and underrepresented students. At the same time we will work to attract a critical mass of academically talented 18-22 year old students for whom CSULB will be the university of choice.

The University should improve its knowledge of who we are admitting, i.e., student characteristics and preparation. Improve recruitment of eligible freshmen including underrepresented students and limit special admits to 15%. (Joint Commission for Study and Improvement of Graduate Rates 8/94, p. 6)

University Priority Six

CSULB will significantly improve its retention and graduation rates.

The University should develop a commitment to student retention.

- *The University should evaluate the success of, and where appropriate expand support for, courses and programs that are designed to aid retention. . . .*
- *The President should require cooperation among all university divisions, programs and services that contribute to student retention.*
- *The Provost should encourage colleges to establish pilot retention programs. (Joint Commission for Study and Improvement of Graduate Rates 8/94, p. 7)*

There needs to be better use of information on student retention in policy decisions.

- *Collect student data in a way that makes it possible to evaluate the effects of programs and policies on student retention.*
- *Examine policies, such as arbitrarily established GPA requirements, to see if they are having an inappropriate effect on retention of various ethnic group students. (President's Task Force on Multicultural Education and Campus Diversity 1/91, p. 19-20)*

Commissions and Task Forces Membership List (1991-1995)

President's Task Force on Multicultural Education and Campus Diversity (January 1991)

Anthony Battaglia (Religious Studies)
D. Margaret Costa (Physical Education)
Dorothy M. Goldish (Chemistry & Biochemistry)
Lloyd Inui (Asian and Asian American Studies)
Maulana Karenga (Black Studies)
Jose Lopez (Mexican American Studies)
Wendy Lozano (Women's Studies)
J.K. Rao (Civil Engineering)
Federico Sanchez (Mexican American Studies)
Terry Wiley (Educational Psychology & Administration)

Task Force on Undergraduate Education (February 1995)

Margaret Merryfield, Chair (Chemistry & Biochemistry)
John Attanasi (Teacher Education)
Michael Blazey (Recreation & Leisure Studies)
Kenneth Curtis (History)
Sharon D. Downey (Speech Communication)
Michael Godfrey (Information Systems)
Martin Herman (Music)
Jack Hou (Economics)
Robert Parks (Student)
Patricia Rozee (Psychology)
Elizabeth Young (English)

Provost's Freshman Course(s) Committee (February 1995)

Dorothy Abrahamse, Co-Chair (Liberal Arts)
Richard Birkemeier (Arts)
Keith Colman (Psychology)
Gene Dinielli (English)
James Jensen (Natural Sciences)
Marilyn Jensen, Co-Chair (Academic Affairs)
Sharon Olson (Academic Projects)
Don Para (Music)
Bron Pellissier (Learning Alliance)
Marilee Samuelson (Academic Advising Center)
David Soltz (Biological Sciences)
Al Spangler (Philosophy)
Henry Villanueva (Educational Equity Services)

Provost's Advisory Commission on the Functions and Values of Teaching, Scholarly and Creative Activity, and University and Community Service (June 1992)

Dorothy Abrahamse (Social & Behavioral Sciences)
Paul Bott (Occupational Studies)
Pat Finot (Dance)
Susan Giarratano (Health Science)
Elaine Haglund (Educational Psychology & Administration)
Michael Hassul (Electrical Engineering)
Carol Itatani (Microbiology)
Joan McCauley (Library)
Margaret Merryfield (Chemistry & Biochemistry)
Ed Miller (Mechanical Engineering)
Susan Nummedal (Faculty Development)
Keith Polakoff (Academic Affairs)
Fred Shair (Natural Sciences)
Peter Shaw (Public Policy & Administration)
Robert Thayer (Psychology)
Carolyn Wardrip-Fruin (Linguistics)
Richard Wollmer (Information Systems)

Joint Commission for Study and Improvement of Graduate Rates (August 1994)

Frank Alfieri, Chair (Biology)
Dennis Mark Anjo (Chemistry & Biochemistry)
Simeon Crowther (Economics)
Wayne Dick (Mathematics)
Gene Dinielli (English)
Barbara Franklin (Physical Education)
Gerard Hanley (Psychology)
David Hood (History)
James Jensen (Natural Sciences & Mathematics)
George R. Schmidt (Educational Psychology)
Elizabeth Young (English)
David Bernstein (History), *Ex-officio*
Jeane Rellve-Caveness (Student Services), *Ex-officio*
Don Coan (Institutional Research), *Ex-officio*
Ron Lee (Enrollment Services), *Ex-officio*
Marilee Samuelson (Academic Advising), *Ex-officio*
Suzanne Wurzer (Student Athletic Services), *Ex-officio*

Academic Retreat Planning Committee (1995)

Simeon Crowther (Economics)
Mary McGraa (Academic Senate)
Jack Munsee, Chair (Physics & Astronomy)
Sharon Olson (University Academic Projects)
Bron Pellissier (Learning Alliance)
Gary Reichard (Academic Affairs)
Patricia Rozee (Psychology)

First-Year Experience Retreat Planning Sub-Committee

Silhouettes of Students and Faculty:
Françoise Corey (Learning Assistance Center)
Margaret Costa (Physical Education)
Dana Hooten (Intensive Learning Experience)
James Neal (Testing and Evaluation Services)
Sharon Olson (University Academic Projects)
Bron Pellissier (Learning Alliance)
Marilee Samuelson (Academic Advising Center)
Debbie Simmons (University Academic Projects)
Discussion Groups:
Molly Debysingh (Geography)
Kris Forney (Music)
Gerard Hanley (Faculty Development Center)
Tim Keim (History)
Peter Lowentroun (Religious Studies)
Larry Martinez (Political Science)
Mark Wiley (English)

the governor's office, a state employment department and the Sacramento Bee.

Karen Alvarado, CSULB director of affirmative action and who also is heading the conference, said the discussion looks at affirmative action "from a national viewpoint, a political aspect."

Admission is free.

—E.S.

Children's group seeks help

For students who enjoy helping children, Orange County Children's Mental Health Services is seeking volunteers to work in the field of mental health.

Volunteers would work with children and teens that have undergone family crises, abuse or have other emotional problems. Volunteers are matched with a child for two to four hours a week of at least a six-month period.

Psychology or sociology experience is not necessary.

For more information, students may call (714) 896-7556.

—Bill Field

School officials 'retreat' to Pyramid

Annual event focuses on changing student body, academic preparation

By Yumiko K. Tabuchi
Daily Forty-Niner

Aiming toward an understanding of today's students and the obstacles unique to them was the focus Thursday at the 11th annual Academic Retreat.

Called "Implementing Ideals," the retreat gathered together Cal State Long Beach faculty and administrators in The Pyramid for the day-long event. "We must examine the characteristics of today's students," said Karl Anatol, provost and

senior vice president for Academic Affairs. "The university faces a new generation of students with a need to refocus and regroup."

Anatol spoke to about 130 people at the retreat, which was sponsored by the Academic Senate.

Trustees blames the high schools for the lack of preparedness of freshmen coming in.

"Students are intimidated by the place called university," Anatol said. "This generation of freshmen feels trauma in the transition between high school and college."

"Today's freshmen are more disengaged, more difficult to reach, but that doesn't mean we must lower our standards"

—Karl Anatol
Provost, CSULB

"Today's freshmen are more disengaged, more difficult to reach, but that doesn't mean that we must lower our standards," he said.

Anatol said that the blame doesn't reside in high schools, but that it is the responsibility of universities to provide students with a quality education.

In response, Associated Students Inc. President Carl Kemp said, "It's interesting because the

Anatol also addressed the importance of general education. "There is a need to reshape, reform, repack and reissue," he said, adding that there needs to be an understanding of coherence after taking these courses.

The first to sixth week of college determines the chances of graduation, Anatol said.

CSULB President Robert Maxson said that there is a direct correlation between the quality of the university and the strength of the Academic Senate.

Improving relations with students while pursuing personal developments is a goal for faculty members, said David Hood, Academic Senate chairman.

The university would improve by heightening the sensitivity of students by faculty, Anatol said.

The Multicultural Center gave a 15-minute presentation called "Silhouettes of Our Students," where volunteers of the center voiced the aspirations of the diverse student body has in obtaining an education here.



David S. Ferdig/Daily Forty-Niner
Provost Karl Anatol implored CSULB faculty members and administrators to "examine the characteristics of today's students" at 11th annual Academic Retreat.