

Assuring Students a Positive Experience in their First Term

Monday, July 6, 2020

10:00 am – 12:00 pm

The California State University (CSU) Institute for Teaching and Learning (ITL) and the CSU Center for Advancement of Instruction in Quantitative Reasoning (CAIQR) invite you to participate in this interactive webcast, one in a series of webcasts to help prepare (rather than react) for teaching in a remote environment. Future webcasts will examine instruction, equity, and assessment.

TOPIC

For many students, attending a university is an experience different from what they have done before. Taking this step in a remote environment can make students feel even more uncertain about what to expect and how to act. Many departments across the university are involved in addressing this situation, ensuring that students have a positive experience, comfortable and confident in their place on campus. Representatives from various offices in CSU campuses and the Chancellor's Office will address this topic considering three roles:

<i>The Campus's Role:</i>	Introducing Students to the Campus and the Campus to the Students
<i>The Instructors' Role:</i>	Building Engagement and Community in a Remote Environment
<i>The Student's Role:</i>	Engaging in Synchronous and Asynchronous Communities

The presenters will share their expertise and provide resources that the participants can visit afterwards. The participants will also be encouraged to share ideas and resources in the chatroom that will be disseminated after the webcast.

OBJECTIVES

By the end of this webcast, participants will:

- Understand the issues that students may face beginning college in a remote environment
- Appreciate the interrelationship of different offices on campus to prepare students for a successful first term
- Have approaches and resources to develop materials and activities for first year students

AUDIENCE

- Student Engagement Leadership and Staff
- Academic Student Success Leadership and Staff
- Academic Learning Center Leadership and Staff
- Instructors who teach first year students
- Staff who coordinate first year programs

TO JOIN THE WEBCAST

Register using [this link](#). The Zoom link will be sent to all registrants at 3:00 pm on July 2, 2020. The webcast will be recorded and archived in the professional development calendar [archive](#).

AGENDA

Welcome Alison Wrynn, AVC, Academic Programs, Innovations & Faculty Development
Luoluo Hong, AVC, Student Affairs and Enrollment Management

Introduction Claudia Pinter-Lucke, Consultant to CSU CO

It Takes a Village – The Campus’s Role in Introducing Students to the University and the University to the Students

Caron Inouye (CSU East Bay): How faculty, administrators, staff, and students have worked together to introduce new students to campus and to prepare them for engagement and learning in a rapid response and strategic shift to the online format.

Sharon Anderson (CSU Monterey Bay): A multi-pronged summer engagement approach for first year students that relies heavily on trained student assistants/peer mentors, email, phone, and extended orientation activities specifically focused on low-income, first-generation students.

Tracey Mayfield (CSU Long Beach): Ways to engage students by providing them with specific assignments to help them navigate library service options and become comfortable conducting research

Guiding Change – The Instructor’s Role in Building Engagement and Community

Anne Cawley (Cal Poly Pomona): Professional development opportunities for math faculty teaching EO 1110 courses to entering freshmen concerning equity-minded practices and growth mindset for course planning and instruction.

Andrew Yunker and Darrol Hughes (CSU East Bay): Strategies for moving the year-long Foundations of Success curriculum online, and the challenges our students face with online learning.

Amanda Robles (CSU San Bernardino): Understand the unique challenges that underserved student populations face in and outside of the university classroom and learn about the resources that are available to assist them.

Empowering to Succeed – The Student’s Role in Engaging in Synchronous and Asynchronous Communities

Duan Jackson (CSU CO): Strategies and tools to help students transition to the University by helping them to understand the language we speak and to be aware of our sometimes unspoken expectations

Dora Lee (Cal Poly Pomona): Virtual engagement opportunities for our incoming students as a part of a summer transition program that is key to providing students with support and tools to develop academic success skills, build a network of support, and develop community

Conclusion *Claudia Pinter-Lucke*