

California State University, Chico

COVER PAGE

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Abstract: U-Courses and Public Sphere Pedagogy

This application from CSU, Chico highlights a successful teaching innovation, Public Sphere Pedagogy (PSP), originally implemented in 2006, that underwent significant change and expansion since January 10, 2014. PSP is a proven teaching intervention that significantly improves student retention and decreases the “achievement gap” for URM students. This approach emphasizes the relationship between coursework and public life, assisting students to make connections between their reading, writing and research and vexing public problems. Students then take this work into public arenas designed for deliberative dialogue and participation between students and community members. In January 2014, we connected PSP to a new classroom design: U-Courses. U-Courses are interdisciplinary first-year classes constructed of small learning communities within a large (100-student) classroom. Trained, embedded student mentors support enrolled first-year students' work with college-level reading and writing, research, project-building, demonstrations, and public presentations. Half of all seats in each U-Course are reserved for first-generation college students, who benefit both through developing a strong connection to peers, mentors and faculty members and through preparation for and participation in public events where their research provides the focal point for presentations, discussions, and action planning. These innovations – PSP and U-Courses – when paired, are designed to improve retention, decrease repeatable grades and increase students' success in required classes the first time they take them, enhance students' sense of belonging in the college environment and provide increased meaning and purpose to students' university studies.

Assurance

“I assure that I have read and support this application for an award. I understand that if this application is chosen for an award, my institution will be required to submit, for approval by the Committee on Awards for innovation in Higher Education, a report indicating proposed uses of the award funds and, as the fiscal agent, will be responsible for distributing funds to any other participating entities. I also understand that, if this application is selected for an award, my institution will be required to submit reports to the Director of Finance by January 1, 2018 and by January 1, 2020, evaluating the effectiveness of the changes described in this application.”


Signature

1/8/15
Date

California State University, Chico

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Abstract: U-Courses and Public Sphere Pedagogy

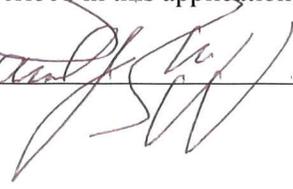
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(1) Programmatic Goals

California State University, Chico, a mid-sized public university, seeks to foster student success and to provide needed support to our first-generation, underrepresented minority, low income and other underserved students, whose numbers have been increasing over the past decade. Specific institutional goals that are broadly shared at our university include:

- (1.1) Increasing persistence of *all* students;
- (1.2) Improving our positive impact on and persistence of underrepresented students;
- (1.3) Increasing academic engagement and success, as measured by a reduction in repeatable grades in high enrollment courses (so-called “bottleneck courses”);
- (1.4) Supporting our local Community Colleges (CC) through shared activities that expose CC students to the University context and welcome them as equal participants in that context.

As one means of addressing these goals, we developed an innovative teaching practice in our First-Year Experience program in 2006, which we have bolstered with an additional teaching innovation--**U-Courses**--in 2014. The original teaching innovation, **Public Sphere Pedagogy (PSP)**, has been nationally recognized as a successful practice that positively affects all students and that addresses the ‘achievement gap’ between first-generation students and other students. This innovation has gradually been scaled up to reach not only ALL of our first-year freshmen (freshman class sizes are between 2,300-2,700) but also several hundred students from local Community Colleges.

Because of its remarkable impact on student retention and engagement, PSP was included in the Association of American Colleges and Universities’ (AAC&U) LEAP Toolkit, was named a “signature civic pedagogy” by the Vice-President of the American Association of State Colleges and Universities (AASCU), and was featured as a “high impact practice” (HIP) at the “2014 [AAC&U Institute on High-Impact Practices and Student Success.](#)”

PSP treats students as full participants in public life and demonstrates to them how the work they do in college classrooms can be of benefit to them and others in public contexts. Our first PSP offering, a Town Hall Meeting currently embedded in the required American Government course, has created a 5-7% retention increase among student participants. Persistence gains are particularly noteworthy for URM students. The persistence gap between URM and non-URM students is eliminated and in some cases reversed (URM students in PSP courses persist at higher rates than non-URM students in PSP courses). In an attempt to increase the positive effects of PSP and to provide more thorough support for entering students, especially first-generation students, we have recently connected PSP work to “U-Courses,” interdisciplinary first-year classes reaching many hundreds of students but designed as small learning communities.

(2) Institutional Profile and Factors Affecting Students' Graduation Rates

| Fall 2014 Undergraduate Students | | | | |
|---|---------------|--------------|---------------|--------------|
| Ethnicity/Race | Female | Male | Total | % |
| American Indian | 56 | 36 | 92 | 0.6 |
| Asian | 475 | 462 | 937 | 5.8 |
| Black | 176 | 163 | 339 | 2.1 |
| Hispanic | 2,339 | 1,828 | 4,167 | 26.0 |
| Native Hawaiian | 17 | 7 | 24 | 0.1 |
| Two or More | 432 | 353 | 785 | 4.9 |
| White | 4,036 | 3,756 | 7,792 | 48.6 |
| Nonresident Aliens | 215 | 455 | 670 | 4.2 |
| Decline to State | 599 | 627 | 1,226 | 7.6 |
| Total Students | 8,345 | 7,687 | 16,032 | 100.0 |
| Verified Disabled | 438 | 364 | 802 | 5.0 |
| PELL Eligible | 4,048 | 3,257 | 7,305 | 45.6 |
| Veterans | 38 | 160 | 198 | 1.2 |
| Foster Youth | 42 | 19 | 61 | 0.4 |

In 2014, 45% of the incoming freshman at CSU, Chico students were Pell-eligible. This is double the number of Pell eligible freshman in 2006. Many of our students must work--often not only to support themselves, but also to provide some funds to family. Financial struggles are among the difficulties most frequently mentioned by our students when they discuss why they need to take extra time to degree. This problem has been noted in the literature on first-generation students nationally (Arbona & Amaury, 2007, p. 252; Pascarella & Terenzini, 2005, p. 413; Petty, 2014, p.258).

First-generation students face difficulties with achieving a sense of belonging on college campuses. A study conducted in 2007 indicates that "students whose parents had not attended college had lower levels of university belonging than did other students" (Pittman & Richmond, p. 286) but that "a sense of school belonging may be a key component of a positive experience for late adolescents in college" (p. 283). Any pedagogical innovation intended to reach and support first-generation students should, during the design process, take students' sense of belonging into account.

Many of our first-generation students come from southern California and are unused to communities that are predominantly White: as of 2011, [demographics for the area](#) indicate that Chico is approximately 78% White, in contrast to most of California, which is more nearly 50% White with a mix of other ethnicities in the rest of the population. Our campus recently reached the 25% mark for Hispanic/Latino students, with slightly more than half of our campus population being White.

Both ethnicity and first-generation status may impact students' sense of belonging at a particular university. Pascarella and Terenzini (2005), citing studies by Helms, note the importance of "a reference group orientation" for the development of racial/ethnic identity (p.

25), and indicate that multiple studies show gains in commitment to improving cross-racial understanding when students from any background remain in college to completion of degree (pp. 290-291). It is clearly important, therefore, both to give students same-race “reference groups” as well as including information about and models of cross-cultural awareness in the curriculum, and providing support and assisting motivation for students to remain in college so that commitment to multicultural awareness develops.

Problems of motivation have been studied both for college-going students generally and for first-generation college students. Summarizing the research literature, Trevino and DeFreitas (2014) note that “there is a consistently demonstrated positive relationship between intrinsic motivation and academic achievement” (p. 297). Prospero et al. (2012) found that intrinsic motivation [to learn and achieve in school settings] tends to decrease over time for Hispanic first-generation students; in other words, these students not infrequently show higher intrinsic motivation in school during their high school years than during the transition to college (p. 111). Since intrinsic motivation has been correlated with higher GPA, the problem of diminishing motivation creates a dual-difficulty for first-generation Hispanic students, who may either not transfer to college at all or, if they do attend college, perform at a lower level than other populations. Among the responses Prospero et al. recommend for supporting first-generation Hispanic students are inclusion of mentoring, inclusion of counseling, and engaging in conversations that provide a better window into the experiences and viewpoints of first-generation students. Citing multiple studies, Trevino and DeFreitas (2014) note that positive interactions with faculty who emphasize what students do well made a significant difference in promoting a sense of intrinsic motivation in first-generation Hispanic/Latino students and that “autonomously supportive” faculty who “allow their students to have more control in their learning experience versus controlling the environment in their classrooms” (p. 302) increase intrinsic motivation in first-generation students. This research suggests that faculty development must be part of any effective strategy to support first-generation college students.

PSP at CSU, Chico is designed to address these obstacles to success by enhancing student academic engagement, providing a broader, public context to demonstrate to students that their work matters in an existential sense, beyond the classroom. The addition of the U-Course context for some PSP courses provides a supportive educational environment that includes peer mentors in the classroom structure, creates communities of practice where students reinforce each other’s learning, and reduces barriers to students’ access to faculty in novel and less formal contexts. As mentioned, PSP has been effectively and repeatedly demonstrated to increase student persistence, often with important compensatory effects for underrepresented students. The U-Course version of PSP, in place in a pilot phase in AY 13-14 and expanded in AY 14-15 to include more courses and reach more students, shows great promise in reinforcing academic success and persistence and in reducing repeatable grade rates in bottleneck courses.

(3) Policies & Practices Initiated to Achieve Goals Prior to January 10, 2014

Public Sphere Pedagogy (PSP) was piloted in fall 2006, when the development of a campus-wide First-Year Experience program (FYE) aimed to respond to 1) low levels of student engagement as indicated by NSSE data and campus surveys revealing low amounts of study time on the part of first-year students; as well as 2) the need to support increasing numbers of first-generation, low-income students, the majority of whom could not be admitted to our Educational Opportunity Program due to the program's enrollment and funding limitations. FYE aimed to improve students' persistence in college by making all students' first year of college more engaging. The program set out to alter the first-year landscape in cost-effective yet exciting ways that would motivate students by giving them public purposes for engaging with their studies and a better view of the ways college can contribute to their development as educated adult participants in the communities where they live.

Our original PSP event, the CSU, Chico Town Hall Meeting [THM], included 180 participants--120 students and 60 administrators, faculty, staff, and a small number of community members. The event engaged students as presenters and audience members in wide-ranging discussions of multiple public issues connected to their research and writing in the required first-year writing course. Within a year, the Town Hall had grown to include more than 500 students from approximately 20 participating sections of the writing course, and more than a hundred campus and community participants. By the time the THM moved from the required writing course to the required American Government course (PLS 155) in fall 2009, the event was a well-established feature in the first-year landscape. The THM occurs every semester on our campus, serving 600-900 students per term. The event is organized into three parts—a plenary with a student keynote speaker (who has been a participant in a prior Town Hall); a breakout discussion section involving twenty to twenty-five students who have researched similar issues (economic inequality, gun control, climate change, etc.); a roundtable connecting groups of eight to ten students with policy-makers and expert consultants who help students to conceptualize 'action plans': next steps for public participation. Students address a range of relevant contemporary policy issues with a broad array of community members who volunteer their time at the event (see Town Hall Program in Appendix B-1). The Town Hall has spread to other campuses as close by as Pierce Community College in Los Angeles and as far away as Cleveland State University in Ohio.

Another large-scale PSP event, The Chico Great Debate (CGD), a collaboration among FYE, the Communication Studies Department, and the City of Chico, was created following a request from the Chico City Manager's Office, which requested the creation of a "model for civil discourse about contentious issues." From its debut in spring 2010 to the present moment, the CGD has grown from 300 student participants to 1,700+ student participants. The event spans an entire Friday, from 9 a.m. to 8:30 p.m., and includes students from both CSU, Chico and Butte Community College, faculty and administrators from both campuses, and community members. Political parties share Civic Expo space with student exhibitors in our public commons,

discussion groups meet in the Old Municipal Building, and student speakers present research on sub-topics connected to an “umbrella” public issue in multiple venues, including City Hall, the City Council Chambers, and the outdoor City Plaza. The CGD works with its divisive umbrella topic—e.g., immigration reform, education reform, mental health issues, etc.—allowing students to research, discuss, present on and debate issues connected to the overarching issue. This event has spread to three California Community Colleges, as well as to the University of Nevada-Reno. (See appendix B-2 for links to PSP web pages).

In response to outcomes from our PSP innovations (see Appendix B-3 for THM infographic), we began to look for ways to embed PSP in learning communities where students would receive ongoing, focused attention not only on subject matter learning but also on increasing their sense of belonging through developing attitudes, practices and relationships that would allow them to connect to faculty, more experienced students, peers, and the surrounding campus and community. In fall ‘13, we piloted our first “U-Course,” a course that merges two required first-year courses, providing a “flipped” classroom model where lectures and/or complex reading assignments are attended to by students online and in-class time is spent in direct work with reading and writing, discussion, project-based work, small group meetings with faculty, and student demonstrations of new knowledge. Students in this U-Course, a merged political science and English course, studied interest groups and the role of citizens in affecting policy. They constructed or joined interest groups and developed and launched public information campaigns to try to convince others to join them in their efforts to draw attention to public issues of importance. Early results from this project indicate that the repeatable grade rate (C-, D, F, W, U, I) is lower for students in U-Courses than stand-alone courses.

(4) Changes to Policies, Practices, and/or Systems Initiated since January 10, 2014

Building on the work of George Kuh (Kuh 2001; 2007; Kuh and O'Donnell 2013), [Betina Huber](#) (2010) indicated “HIP [high-impact practice] participation serves to enhance student performance and persistence in several important ways, with traditionally underserved and low-income students often benefiting disproportionately.” Based on the proven benefit of multiple high-impact practices for students, we began to plan a marriage of PSP to an additional high-impact practice: learning communities. As noted above (#3), in fall 2013 we piloted a merged first-year writing course with a political science course. Students enrolled in the course worked in learning communities of 12, with each learning community led by a trained student mentor who assisted students with team-building, problem-solving, literacy strategies, and development of presentations and projects (see Appendix C-1 for U-Course article). **Beginning in January 2014**, following preliminary results that showed a reduction in repeatable grades in the merged version of the political science course (14.3%) when compared with stand-alone sections (21.4%), we connected the merged course, which we call a “U-Course,” to the Town Hall. These positive results continued into the spring semester, when we ran the pilot class for a second time: repeatable grades diminished at an even better level to 11.8%.

Beginning in fall 2014, we expanded our U-Course offerings to four separate merged course pairs. In addition to the original political science-English course, we assisted faculty with development of these additional U-Courses: Earth's Environment (a lab science) and Self, Identity and Sustainability (a writing intensive GE course); Life Systems (a lab science) and Academic Writing; Introduction to Multicultural and Gender Studies and Communication Studies (Small Group Communication, a course that fulfills the oral communication requirement). Through a close partnership with a campus success program for first-generation low-income students, we are able to guarantee at least 50% of the seats in every U-Course to first-generation students. U-Courses this fall had more than a 50% first-generation population in every class.

Each U-Course connects to at least one PSP event—the Town Hall, the Great Debate, or one of our smaller (>200 to <600 participants) PSP offerings: the Sense of Place Exhibit, the Civic Engagement Forum, or the Poverty Mapping Project. Up to 800 seats are available in U-Courses each Academic Year, with a planned expansion to 1,000 seats by 2015-2016, providing students with courses delivered through ongoing learning communities and one to two public sphere experiences that enhance the learning within and an understanding of the public purposes for each course (see Appendix C-2 for PSP poster).

Studies of learning communities indicate that when learning communities are used in classes, “relatedness” is enhanced; this is significant because “[r]elatedness, a sense of ‘belongingness and connectedness with others’ [Ryan and Deci 2000, p. 73], proved to be the single most influential variable predicting student perceptions of their institutions’ contributions to their educational development” (Beachboard et al., 2011, p. 867). One important goal for placing first-generation students in this innovative program is to provide them with a strong sense of

connectedness to campus through the building of relationships among students, between first-year students and embedded student mentors, and between students and faculty.

Student mentors encourage and help to build strong social connections within U-Course learning communities. Mentors provide early alert warnings about struggling students to faculty and to FYE. These warnings translate into additional contact to students via emails, phone calls, and, frequently, extra advising. As one student commented who was contacted by both teachers, his U-Course mentor, and his student success advisor when he was out sick, “I had no idea that my being in class mattered so much to so many people!”

Faculty in U-Courses “roam the room,” sitting in with student groups and talking with students individually and in small groups. This permits the kinds of informal interaction between students and faculty that Cox et al. have shown contributes to students’ self-esteem and retention (Cox, et al., 2010; Cox, 2011). (See Appendix C-3 for references to all sources in document.) While most research on the impact of faculty-student informal interactions has focused on exchanges outside of the classroom, given the size of our University (nearly 16,000 students) we wanted to make certain that as many first-year students as possible had opportunities for informal interactions with faculty members. Designing courses where teachers’ authority is decentralized and where teachers themselves are more available for ad hoc, friendly as well as course-based interactions has allowed us to create a reliable means of fostering personal connection between students and faculty. Faculty in U-Courses report that students enjoy their learning communities so much that they often appear to class more than half-an-hour early—a time when faculty are in the specially designed classroom talking together prior to class. This affords faculty even more informal time with students.

U-Course designs also encourage extensive reading and writing activities, supported by mentors who guide students through comprehension, application, and project-based work. Mentors are trained to assist students with the literacy practices—reading and writing—needed to do well in college courses. All U-Courses also include a presentation component, requiring students to work together on formal and informal panels to share ideas, content summaries, and new knowledge. The panels provide practice for larger-stakes presentations at the PSP events, where students are expected to be knowledgeable presenters and dialogue partners in information-sharing and problem-solving activities. These learning communities thus provide spaces for learning new content, improving literacy capacities, developing public presentation skills, and rehearsing for “going public” with the new understandings students have gained.

Connecting PSP work to a learning communities approach has allowed us to build classroom environments that come closer to professional workspaces than to the top-down, passive learning situations students typically encounter in traditional classrooms. Even college courses with “group work” rarely provide the sustained attention to community-building, ongoing collaborative inquiry, and the early development of college-level literacy practices that are characteristic of the U-Course learning community approach. While students in majors may at some institutions be placed in internships for courses focused on “real world” work practices, the opportunities to develop habits of personal and social responsibility in work-like contexts are

almost never available to first-year students. With their delivery model of project-based, mentored learning communities tied to important public presentations of culminating projects, U-Courses permit first-year students to connect their earliest experiences in the college curriculum to the development of professional values and capabilities. By tying U-Course projects to public issues of importance to local, regional, national and global communities, faculty help students prepare for outreach to and work within the communities where they do and will reside.

Since January 10, 2014, we have also been hard at work building on the proven success of the Town Hall Meeting (THM) and Chico Great Debate (CGD) in several areas. Most recently, we have worked to integrate regional Community Colleges into the event and helped them start their own programs. The wide reach of the programs at Chico means every student who completes their general education at Chico has gone through at least one public sphere event. However, in any given year transfer students earn 40-45% of our baccalaureate degrees. This trend is likely to increase with the transfer model curriculum easing movement from Community Colleges to four-year institutions. In light of these realities and in response to the wide service region for our University, we have worked with local Community Colleges to start their own PSP programs or incorporate their students into our programs.

Our closest working partner and most common transfer starting point is Butte College. Students from Butte College participated in the Town Hall Meeting for the first time in spring 2014. At the event, Butte students participated alongside Chico students. Schedules did not permit participation in fall 2014, but we anticipate a formalized relationship moving forward. Preliminary, principally qualitative, assessment results for the first collaboration were strong and suggestive of the same effects we see from the THM among Chico students. 100% of students responded positively to the event, with nearly half of student narratives mentioning an interest in “transfer” in their written reflections without being prompted to do so.

The participation of Butte College at the Chico Great Debate has been in development for some time, but has only been formalized since January 2014. Specifically, the assessment pieces have only been implemented in the past year. We have learned that students who participate in the event are more likely than their counterparts who have not participated to successfully complete the semester and enroll in a subsequent semester. We have also learned their GPAs are higher, despite the heavier workload of the event for participating students (see “Butte College Great Debate Data” in Appendix C-4). Fall 2014 saw another institutional development related to the event: faculty at Butte College had the event approved for “Flex Time,” which provides them with a financial incentive to participate. As a result, eight faculty members attended the event and participated in some capacity.

Our efforts at increasing persistence and decreasing time to graduation have not been confined to our campus or even our service area. In the past calendar year we have had visits to our campus by representatives from Cleveland State University, Pierce College, University of Nevada, Reno, and contact via phone or Skype with several other institutions. All of these campuses are in the process of developing their own programs based on the PSP programs at Chico.

We have also benefited from support from the CSU, Chancellor's office in several outreach efforts. They funded a PSP webinar, which was webcast to over 75 participants in December 2013 and made available online in spring 2014. The recorded version of the webinar (released in August 2014) comes complete with a toolkit designed to help institutions start their own programs (see "Webinar and Toolkit" in Appendix C-5). The Chancellor's Office has also funded travel for us and our community college partners to present at the 2014 RP Student Success conference. Our panel on PSP was designed to encourage potential partners and was widely attended (standing room only).

The assessment results of the Town Hall and Great Debate have become widely known. In 2010, the Town Hall was featured in AAC&U's *A Crucible Moment: College Learning & Democracy's Future*, a position paper commissioned by the White House. The results of assessments of both PSP projects will be featured in a forthcoming monograph published by AASC&U, produced by the Kettering Foundation and the American Democracy Project as a follow-up to the *Stewards of Place* series.

(5) Policies & Practices to be Initiated After January 9, 2015

Our nationally recognized results from public-sphere work that leads to persistence/ student success have resulted in increasing support on and off campus. We will continue the expansion and dissemination of our current work through broader outreach to community colleges and universities and through expansion of our U-Course offerings to include more first-year courses-- thus reaching an even larger proportion of our entering students.

We are currently poised to make substantial inroads into the curriculum on campus and develop partnerships off campus. President Paul Zingg has created a team of campus and community members to develop a new Strategic Priority for our campus focused on PSP work and civic engagement. The creation of a new Strategic Priority will enhance the sustainability of our PSP efforts on the campus. The current campus *Strategic Plan* contains six Strategic Priorities that are a required reference point for faculty in the tenure and promotion process and to guide hiring. The inclusion of a seventh Strategic Priority focused on public/civic work means programs and faculty will be formally incentivized to engage in the public-sphere work we know increases persistence and engagement. The new Priority will provide a mechanism to move PSP work beyond the first year, into the remaining curriculum throughout the four years students spend on our campus.

This addition of a public emphasis throughout the curriculum will also be aided by the creation of a Civic Institute, currently in development through the President's office. The Institute will provide support for faculty seeking connection to the community for their students and frameworks for the development of civic projects. Providing resources to aid in curricular and co-curricular innovation around public problems will integrate public-sphere work into all levels of education and bring the benefits (persistence, engagement, etc.) to students at all levels.

One example of this work, moving forward, is an innovation that we are calling "Impact Labs." Impact labs are intended to provide space, both virtual and physical, for cross-campus, co-curricular, and community-based work on a particular issue. For example, there is broad concern across our campus and community around the issue of economic inequality, and we plan to explore the issue in several ways. The First-Year Experience Program, in partnership with Social Work faculty, has been disseminating a Poverty Simulation in varied courses for the past year. The simulation led to students' extensive work on a Poverty-Mapping Project in a first-year U-Course in Fall 2014. This project involved 100 students, more than half of them first-generation low-income students, in special training to create maps of the 12 counties in the North State. Students did research on issues contributing to poverty in each of these counties, and created maps with embedded information about factors contributing to poverty, county-by-county. Near the end of the term, they presented their findings to faculty, students from across campus, campus administrators, staff, and community members (see appendix D-1 for links to poverty mapping projects).

Beginning January 2015, a large team of educators, students and community members plan to continue the work begun in the U-Course by building an Impact Lab focused on Economic

Inequality as part of a larger national initiative with the American Democracy Project. We will leverage current PSP success by embedding the topic in the Town Hall Meeting and the Chico Great Debate, while building opportunities for interdisciplinary and community-based work around the issue. We envision Impact Labs providing opportunities for students throughout their upper-division GE coursework, and in majors (see appendix D-2 for ADP proposal with Impact Lab explanation).

In addition to public-sphere work in Impact Labs, we plan to add a “study local” program at CSU, Chico, where students work within our regional service area to implement civic work and expand their expertise in subject areas while researching and addressing community needs. We imagine this as a capstone experience providing enhanced academic and public engagement and adding to the successful academic and civic experiences of our students.

Data showing positive impacts of PSP work on student engagement, both academic and civic, suggest that these additional innovations will support our goals. Continuous, consistent opportunities for students to use their academic experience in public-sphere work will allow for ongoing increased persistence and an increase in graduation rates. Providing students with multiple, varied public-sphere opportunities throughout their college careers increases exposure to High Impact Practices, increases their sense of belonging, and will increase persistence rates to graduation. Given PSP’s strong positive impact on underrepresented students, we have a responsibility to extend our PSP offerings both in the first year and throughout the curriculum to better support students from underrepresented populations on our campus.

In addition to building ongoing, consistent public-sphere opportunities for our students, we recognize the need to strengthen pathways between two- and four-year institutions of higher education, as well as k-12 communities, in order to ensure students are best prepared to succeed and matriculate from the university. Our development team includes educators from local Community Colleges. Working collaboratively, we will continue to embed PSP work in Community Colleges to provide a foundation for student work at CSU, Chico or other Universities. In addition, we recognize that civic learning and the civic mission of public education are increasingly evident in national and statewide k-12 initiatives. We plan to seek out opportunities to build bridges with our k-12 colleagues around civic and public work as a way to increase college accessibility and success for current and future students. The development of this public-sphere “pipeline” will lay the groundwork for student success at all levels of schooling; k-12, Community College and the University setting.

(6) Impact on Cost to Degree

Public sphere pedagogy (PSP) and especially the Town Hall Meeting (THM) has been shown to increase student persistence (see Appendix E-1 for data). Preliminary results from the U-Course indicate that this approach also reduces the repeatable grade rate for the required course in American Governmental Institutions from a historical average of 21.4% to 11.8%. Increasing persistence and reducing repeat rates in bottleneck courses is a major goal of the CSU and State higher education policy.

College completion is at the top of the higher education agendas both nationally and for the State of California. Nationally, overall 6-year graduation rates for full-time students is 59% (NCES 2015). The system wide CSU 6-year graduation rate is 55%. CSU, Chico's 6-year graduation rate is 59%.

Retention is a necessary pre-condition for completion. Nationally, from 2006-12, first-to-second year persistence hovered around 78-79%. Chico's 1st – 2nd year retention rates varied from 79-86% without THM and from 84-91% with THM. In all years, THM 1st – 2nd year retention is significantly higher than non-THM. For most cohorts this higher persistence rate continues for 2nd-3rd year, 3rd-4th year and 4th to 5th year retention as well.

Persistence is critical for two reasons: when students drop out before graduating, the state's investment in support of their obtaining a degree is largely lost. In 2014-15, the State of California budget for higher education was \$26.2B. Between 2006-2012, State support for CSU students ranged from \$6,812-\$8,173/semester. Students who drop out also lose their own investment in higher education. Many of these students must repay student loans without the advantage of the higher average income that accrues to those who graduate with a degree. This is particularly acute for low-income, first-generation and underrepresented minority students who drop out at higher rates than others students.

Appendix E-1 calculates the actual and potential savings to the State and to students of increased persistence attributable to PSP, specifically the THM. Actual annual savings due to increased persistence range from \$373,876 to over \$1M *per cohort* from 2006-12. When the savings of additional persistence over four years are tallied, the total actual savings *per year* range from about \$1.8 to \$2.8M. Total actual savings over the 2006-2012 period attributable to greater persistence among PSP students is nearly \$11M: \$7.5M of that total is the State's contribution to higher education and \$3.4M represents the student share of these costs.

Potential savings are calculated assuming that all Chico State students were retained at the same rate as PSP students. Total potential savings amount to over \$38M: \$28M in State funds and \$10M in student funds. Given that Chico State students represent about 5% of the CSU student population, multiply these figures by 20 to estimate CSU system wide potential savings.

(7) Risks & Responses

Across multiple years of data collection and careful assessment, we have seen that PSP has a positive effect on URM/students of color, sometimes at a higher level than on students in the general population. This is not an unusual result for a high-impact practice (HIP); Huber's data from HIP participation in the CSU, Northridge study (2010) showed that "HIP participation benefits Latina/o students more strongly than others" (p. 3).

A risk we are currently taking is in pairing PSP with our new course design: U-Courses. U-Courses are complex structures involving faculty teams from different disciplines and a cohort of 8 embedded student mentors for each U-Course. The creation of a large, effective teaching team is a formidable challenge; the greatest risk during the building of a complex pedagogical project is that unevenness in course design or in quality of understanding among personnel on the teaching team could create confusion or other negative results for enrolled students.

To mitigate negative effects for students, we have created three levels of "check-in" processes that allow us to gauge how students are faring as each course unfolds.

- First, student mentors who are embedded in each of the classroom learning communities provide weekly written feedback to faculty about each student in their community. Any student who is struggling must be addressed in the weekly write-ups so that faculty know rapidly when a student is in trouble.
- Second, faculty both reach out to struggling students AND alert the director of the FYE program when the mentor reports or faculty's own observations indicate that students are struggling. Immediate notification goes from the FYE program to the REACH program, a support program for first-generation students. REACH makes extensive use of U-Courses, enrolling most of their population in a U-Course both fall and spring term during the students' first year of college. FYE "closes the loop" by reporting back to REACH when students are missing assignments, missing class, or turning in poor quality work. REACH provides extra advising for students who struggle, as well as support for studying and access to student and faculty mentors.
- Third, outreach by the FYE director to faculty and mentors, including class visits and informal discussions about pedagogy, *and* weekly meetings among all members of each teaching team as well as weekly meetings with all mentors and the FYE director or a mentor supervisor, permits ongoing reflection, pedagogical revision, and the implementation of responsive measures to support students.

Moving forward, FYE and REACH have made plans to work in an even more integrated fashion, including providing REACH "study jams" led by FYE mentors, focused on assigned work from U-Courses. Additional training for mentors will take the form of a one-unit ongoing course for all students in the U-Course project. A Faculty Learning Community (FLC) for U-Course faculty is being proposed for fall '15. The FLC will contribute additional readings,

discussion time, and assessment training to faculty U-Course participants and will include visits to multiple kinds of U-Courses for each faculty member so that best practices implemented by each teaching team can be observed and shared across the faculty group.

U-Courses are routinely assessed for impact on students' academic and civic engagement, sense of efficacy and belonging, and pass rate. Assessment results are shared with faculty to prompt needed revisions for better effectiveness in these courses.

Because the U-Course environment is highly mediated, we are experiencing some issues related to the "digital divide"--the gap in access to varied personal technologies between students in poverty and other students. We are back-filling with technology from FYE and have applied for student learning fees to purchase needed computers and a locking cart that will be available within the classroom for all activities requiring personal devices.

In addition to risks connected to the U-Course, PSP work generally includes three kinds of risks: 1) providing broad autonomy to students during the PSP event; 2) entrusting part of the student experience to consultants rather than teachers; 3) creating an event that stands apart from and is not adequately integrated with the course that is affiliated with it.

The first risk--that students behave autonomously during the event--has turned out to be one of its strengths from the student perspective; in written narratives following each PSP event, students have emphasized the authenticity of the events for them and their feelings that they contribute something important to public life by participating. To address the second risk, that consultants may not behave in ways that support student learning, we provide information/training for consultants both in the weeks prior to each event and on the day of the event; we also collect student responses to their moderators and consultants and only bring back those individuals whose work supports the pedagogical aims of PSP. The third risk--that the event will stand apart from or feel "tagged onto" a course--we address through initial faculty development efforts and ongoing meetings among faculty who teach PSP courses. Each event has an assigned faculty coordinator who brings faculty together, sends reminders and important information in a timely manner, and shares responsibility with FYE for assessment efforts. The faculty coordinator reports back to the teaching group regarding assessment results, helping all faculty to identify and use best teaching practices in PSP contexts.

(8) Key Strengths and Assets for Encouraging a Culture of Innovation & Adaptability

PSP work on our campus has enjoyed a steady increase in number of students and faculty participating, number of institutions participating, and amount of resources allocated to its development, expansion and assessment since 2006. Deans and faculty members in multiple units/departments have championed the work, which has also received unflagging support from our campus President and Provost. PSP is seen both on our campus and at the level of the CSU system as a “high-impact practice” and as a distinctive feature of the CSU, Chico landscape. PSP has become a ubiquitous part of the first-year curriculum, appearing in some form in multiple required first-year courses, as well as in lower division courses fulfilling GE requirements.

Leadership

PSP work has developed under the leadership and supervision of the Dean of Undergraduate Education at CSU, Chico, but it has also been supported by a number of other key offices and leaders on campus. PSP was developed in response to our President’s call for a civically engaged campus, and his support for the work has been unwavering. This ideological and material support has grown to include an additional plank of the Strategic Priorities of the University (as explicated in #4) and plans for the creation of an institute/center for Civic Engagement (again, see #4). We have also continued to benefit from support from the Office of the Provost due in part to our ongoing assessments, which have established the effectiveness of our pedagogical innovations. Finally, Deans in several Colleges--Behavioral and Social Science, Humanities and Fine Arts, Communication and Education, and Natural Sciences--have provided support as needed for the Town Hall Meeting, the Chico Great Debate, and the U-Courses.

Leadership support of PSP work also extends off campus. We enjoy a strong working relationship with the City of Chico through the City Council and the City Manager’s office (see letter in Appendix F). This support comes in the form of recruitment for participation at the events, direct participation in events, material support including use of facilities at negotiated rates, and in an advisory capacity. Additionally, we have been supported in various ways by the leadership at the American Democracy Project, AASCU, AAC&U, and the Bringing Theory to Practice Project, sometimes through grants, but always through public recognition and opportunities for wide dissemination of our work (see appendix F-1 for letters of support).

Institutional Commitment

The past few years have seen a tremendous growth in institutional commitment to PSP work at all levels. The aforementioned addition of a Strategic Priority to the mission of the University and creation of an institute/center (see Fall 2014 convocation excerpt in appendix F-2). The commitment from the highest levels is longstanding, starting with a budget allocation from the office of the President in 2005 and extending to a special \$250,000 expenditure by the Provost to remodel a classroom to fit with U-Course pedagogy. Retrofitting rooms is indicative of a long term institutional commitment to PSP.

Additionally, the Chancellor's Office now provides the FYE program with an ongoing budget enhancement to support the work of the U-Course project. All of these commitments are recognitions of the theoretically driven and statistically proven PSP programs. As further evidence of institutional commitment, President Zingg has made the support and further development of PSP an advancement priority and is himself seeking outside funding.

Existing Relationships and External Partnerships

As word reached other campuses about the PSP approach, we began fielding inquiries from administrators and faculty groups from multiple campuses and hosting visitors who wanted to take PSP back to their campuses. To date, Chabot Community College and Shasta Community College have adopted the Great Debate and Butte Community College participates in the event at Chico. Early assessment at Butte shows improved retention across semesters when students are part of this work (see # 4 & Appendix C-3.) Additionally, we have provided training for members of Cleveland State University, who received a Gund Foundation grant to explore PSP and import it to their campus. Faculty from the University of Nevada-Reno attended the Great Debate last year and are planning a PSP event on their campus for 2015, and early in fall 2014, we "met" with faculty from CSU, San Marcos online; they intend to pilot a small Town Hall in the near future. We recommended they also connect with CSU, Fullerton, our first adopter of the Town Hall in 2012, following attendance by a faculty member at our plenary session of the American Democracy Project. Most recently, we hosted a visit from faculty members at Pierce Community College to the Town Hall; they plan to begin such an event on their campus this coming spring or in fall '15 (see Appendix F-3 for sample itinerary). Our outreach efforts have been thoroughly supported by the CSU system's Chancellor's Office, who provided us with funds in 2013 to design and complete a webinar focused on PSP (see # 4), and to write and post an online "PSP Toolkit," which can be found on our website: www.csuchico.edu/fye.

The adoption and success of the program on other campuses speaks volumes about the sustainability and portability of PSP. Even at campuses where support must be built from the ground up, success is more than possible.

(9) Strategies for Engaging Stakeholders

PSP engages stakeholders by involving them in the planning and delivery of purposeful public work. In the Town Hall, for instance, faculty and community members who participate by serving as ‘expert consultants’ for small group dialogues with students play a vital role in ensuring the event’s success. From a first Town Hall event that involved just two community members, we now see participation from approximately fifty community members at each semester’s event (see appendix G-1 for a list of community organizations and institutions represented). Our strategies for involving community members include outreach through faculty and returning community participants, and frequent communication before the event and a written message of thanks following the event (see Appendix G-2 for stakeholder communication templates). At a reception immediately preceding each Town Hall, we provide assessment updates to community participants so that they understand the impact they have on students’ development, and in some semesters we conduct focus groups with community members during a closing reception. During these groups, community members make suggestions for improving the event and provide examples of best practices from their work with students. This approach has moved us from minimal participation by community members to a list of 400 participants who have either served at one or multiple Town Halls or indicated an interest in doing so.

We use this principle of involvement with all stakeholders, including students, faculty, administrators, and campus staff, as well as community members. Our PSP team has given overviews of the work to Academic Senate, Staff Council, the University Advisory Board, and the Chico Rotary Club. All presentations include an invitation to participate, and all participants are provided with information about their roles, greeted and identified as VIPs during the events, and provided with follow-up information regarding students’ projects and assessment results. Students who have been through PSP events are frequently asked to serve as moderators or to assist with event production; some PSP “alums” become members of the FYE student production teams that deliver the events--from the design and printing of nametags to room set-up to assisting with data collection and analysis.

In addition, faculty PSP work is supported through design intensives, faculty learning communities and ongoing additional support embedded in the programs themselves. Again looking at Town Hall, faculty received seed funding to develop the coursework that would allow students to engage appropriately with the public sphere. A faculty learning community in the second year of the program provided additional space and funding for modification and design. Courses that include Town Hall receive additional support in the form of teaching assistants, paid for by the College of Behavioral and Social Sciences as well as a faculty coordinator funded through Undergraduate Education, and a student assistant supported by student learning fees. The design and implementation work, and the resources needed, are embedded deeply within the institution to provide for continuity even in the face of leadership changes.

(10) Future Innovation within Existing Financial Resources

We are deeply committed to the development of this integrated, broad-based approach to embedded public work throughout the curriculum. We have a history at CSU, Chico, of utilizing internal financial structures to support PSP and will continue to do so should we no longer have outside funders attached to this work. Faculty Learning Communities (FLCs) are regularly funded through Faculty Affairs and Undergraduate Education, and these opportunities will be leveraged to develop the interdisciplinary, co-curricular public sphere curriculum, including Impact Labs involving faculty from diverse disciplines and departments.

Each spring, the Office of Civic Engagement offers a Civic Learning Institute (CLI) for faculty interested in developing a civic component in a course. Many faculty leave the Institute highly motivated and interested in working collaboratively with others on civic projects and curriculum. An FLC following the CLI provides time and financial resources for development of interdisciplinary work around a particular public issue or need.

In addition to Faculty Learning Communities, faculty have already applied for and received funds for course release in the spring to begin to develop an Impact Lab approach in response to work on poverty in the North State conducted in a first-year U-Course. This release funding was obtained through the College of Behavioral and Social Sciences.

Our recently redesigned General Education curriculum, which allows all students to complete an interdisciplinary GE minor in a thematic area called a “Pathway” (e.g., Sustainability Studies; Diversity Studies; Ethics, Justice & Policy), provides ample opportunity for collaborative work among faculty. The GE Pathways help students and faculty alike to consider learning from a thematic, interdisciplinary perspective and provide a campus-wide context that fits the interdisciplinary nature of U-Courses.

Funding for mentors embedded in the first-year U-Courses is stable and will continue to exist in the FYE budget. Ongoing mentor training, and opportunity to embed mentors in U-Courses will help to support the innovations that we describe in this application. We imagine the U-Courses will provide physical and intellectual space for the initial development of work that might continue in an Impact Lab. For example, a Dialogue Lab might be embedded into a U-Course where faculty, community and students meet to discuss and identify potential community needs that could be embedded in an Impact Lab. Additionally, civic projects and participation in PSP programs as part of a U-Course supported by mentors have an opportunity to be developed into ongoing public work, addressed by a team of faculty, staff, students and community members.

(11) Evaluation

Responses to previous questions have provided ample evidence of valid, reliable and robust assessment of established aspects of PSP, e.g. effects of Town Hall Meeting (THM) on persistence. Our challenge moving forward is to generate equally informative data on the U-Course and its integration with established PSP practices such as the THM, Chico Great Debate (CGD) and other emergent activities. As mentioned in # 4, we feel that the U-Course with THM/CGD presents a more coherent, integrated approach to PSP that will add significantly to the student experience and student success outcomes.

We will continue to assess the THM and CGD (and emergent PSP practices) using established mechanisms:

- (1) the PSP student survey is administered to all students participating in the THM, CGD and other PSP events. This measures academic engagement, sense of civic efficacy and aspects of student well-being.
- (2) Institutional Research tracks student persistence and graduation rates for PSP participants, and (importantly) those experiencing multiple exposures to PSP (e.g. THM + CGD or U-Course with THM or CGD).
- (3) Qualitative data is derived from written student narrative self-reports of the impact of participating in PSP events. Teams of readers identify and quantify themes, insights and claims from students' narratives. Evidence of "sense of belonging" is collected.

Regarding the U-Course, we will continue to collect measures of student success:

- (1) Student success as measured by a reduction in repeatable grade rates in U-Course sections compared to non-U-Course sections of the same courses.
- (2) Reduction in gaps between URM and non-URM students on all measures: grades, persistence, engagement and well-being measures.
- (3) Assessment of student performance on specific learning outcomes such as written or oral communication competencies.

Moving forward, we are reaching a point where measurement of 4- and 6-year graduation rates is possible and with enough data to generate valid and reliable results. Results from examining the effects of THM *alone* are presently inconsistent. For the 2006 cohort, 4-, 5- and 6-year graduation rates of THM participants were *significantly higher* than non-THM participants. For the 2007 cohort, 4- and 5-year graduation rates of THM participants were *statistically lower* than non-THM participants, with no significant difference for 6-year graduation rates. For the 2008 and 09 cohorts, THM graduation rates are *higher* than non-THM rates, but not significantly so.

It is our hypothesis moving forward that the integrated pedagogical practice of the U-Course with a public event such as THM or CGD will provide a powerful experience for students that will enhance all measures of student success including 4-, 5- and 6-year graduation rates.

(12) Targets

In AY 15-16, 17-18 and 18-19, we will continue to target the outcomes listed in #11: (a) academic and civic engagement, (b) persistence, (c) student sense of belonging (qualitative data), and (d) student academic success, and (e) graduation rates (longer-term data).

a. Academic and Civic Engagement: As mentioned above (#3 and elsewhere) we administer a survey to students in PSP sections to measure academic and civic engagement (see Appendix H-1). In THM sections of the American Government course, we are able to compare student measures on these factors to non-THM students in the same course. We are also able to compare students who experience both the THM and CGD with students who only experience one of these PSP events. Going forward, we will also be examining students who experience THM and CGD in the context of a U-Course, versus those who do not. We will expect significant differences in:

- i. THM versus non-THM in the American Government course (POLS 155),
- ii. THM with CGD compared to only one of these PSP events, and
- iii. THM and/or CGD in the context of U-Courses versus non-U-Course exposure.

b. Persistence: Currently, 1-2 year persistence of students in the THM has ranged from 80-91%. Our target for future years is to maintain persistence rates above 88% for students experiencing THM, with or without the CGD or in the context of a U-Course. We feel that a persistence rate approaching 90% is probably a ceiling for Chico State students, as this retention rate is typical of high-cost, high-touch and highly selective private universities. Persistence data is available through Institutional Research, which has the capability of identifying and analytically separating out students in various treatment groups for analysis, similar to the data presented in Appendix E above.

c. Sense of Belonging: Our focus for the coming AYs is to systematically collect and analyze student narrative responses to examine these for elements of a sense of belonging, which, we have argued, is key to persistence and success, particularly for first generation and URM students. Our primary site for collecting these data will be the U-Course. We lack specific baseline data on sense of belonging in the U-Course. However, we have collected, but not yet analyzed, student reflective narratives on their experiences of the U-Course. While this approach does not lend itself to comparison across “treatments,” we can use this data to examine more closely the putative relationship between sense of belonging and other measures of academic success in a valid and replicable manner.

d. Student Success: We expect to see improvements in the repeatable grade rates in U-Courses in line with those of the pilot semester. Historically the repeatable grade rate for the required American Government course, POLS 155, is 21.4%. The repeatable grade rate for ENGL 130, Academic Writing, historically is 12.5%. In the U-Course of AY 13-14 that blended these two courses, this declined to 11.4%. (The same grade was assigned for both components of the U-Course, English and Political Science. We will be re-examining this practice moving forward.)

We have not had the opportunity to disaggregate this data by URM, first-generation or other important stratifiers. As the number of U-Course participants increases, we will analyze differences, if any, in URM versus non-URM students. Our expectation is that no significant difference will exist in these two populations. In summary, our target is for (i) a significant reduction in repeatable grades in U-Courses compared to their non-U-Course counterparts, and, (ii) no significant success gap between URM and non-URM students. These data should be available in the short-term for each academic year from AY 15-16 to AY 18-19 and beyond.

e. **Graduation Rates:** As mentioned, we are only beginning to have the time series information needed to assess graduation rates. The impacts of PSP to date, particularly the THM, on graduation rates has not been consistent or straightforward. Over time, this data will continue to accumulate, enabling us to make more reliable inferences regarding the effects of, say, the THM in the context of the U-Course versus in non-U-Course sections of the POLS 155 course. The 4-year graduation rate of the 2009 student cohort was 22% for THM participants versus 20% for non-THM participants (see Appendix H-2). Moving forward, we expect that students in the U-Course, all of whom experience PSP events, will exceed that of THM participants in standard POLS 155 classes with the THM and students not experiencing the THM. The first U-Course with PSP event was initiated in Spring 14. We will see these students' 4-year graduation rates in Spring 18. The gap in 4-year graduation rates between URM and non-URM students in the THM among the 2009 cohort was 9% (15% for URM vs. 24% for non-URM) and not in the THM was 10% (13% for URM versus 23% for non-URM). We don't expect 4-year graduation rates to budge significantly when the THM is the only treatment students experience. However, we will be investigating the impact of multiple PSP experiences on graduation rates (THM + CGD or others). And we will be particularly attentive to U-Course effects moving forward. Our target for students in the U-Course is 26% four-year graduation rate. We expect to halve the graduation rate gap among URM vs. non-URM students in the U-Course. This would result in URM 4-year graduation rates of 22%, versus 27% for non-URM populations.

We feel these are ambitious targets for what is essentially a First-Year Experience program. While increases in 1st-2nd year retention are an expected outcome of FYE programs, effects that persist into the second, third and fourth years, including graduation, are truly ambitious. We have precedent for believing that the impacts of PSP are truly transformative (see data in Appendix E). Adding the U-Course dimension to PSP should magnify the impact on student success, up to and including facilitating timely graduation. Winning the Innovation in Higher Education Award will enable us to take Public Sphere Pedagogy to a new level on our campus, and more effectively disseminate this nationally recognized approach to Community College partners and sister campuses in the CSU.



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January 8, 2015

California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

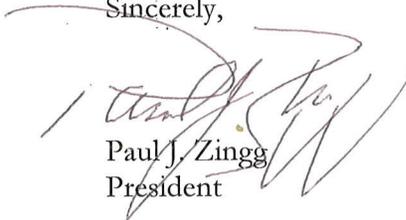
Dear Members of the Review Committee:

I am writing to express my full support for California State University, Chico's application for the California Department of Finance's Innovations in Higher Education Award. This proposal describes our campus's commitment to a pedagogical innovation that has improved retention for all students and reduced the "achievement gap" for underrepresented students. We call this innovation Public Sphere Pedagogy, or PSP. PSP marries our campus's strong commitment to civic engagement with required first-year coursework, helping us to shape students' experiences on campus and in our community in ways that significantly impact their commitment to their studies, our campus and the City of Chico.

In an effort to improve our already impressive results from PSP, we added a second innovation that we integrated with PSP in January 2014—an interdisciplinary, student-centered course that we call the "U-Course." This effort, although new, has already yielded some clearly positive results, including a reduction in students' failure rate in first-year courses and inspiring public work by students in such areas as sustainability and poverty in Northern California. This sophisticated work creates a commitment to academic success among our students and motivates students to stay in school, persist and graduate, thereby reducing the State, societal and individual costs that are related to dropping out of college.

We are a campus committed to developing students who understand how to conceptualize, research, and take action for the public good. As you will see from this application, the U-Course and PSP address the needs of our diverse student population. We are committed to expanding our U-Course offerings and building on first-year work in PSP so that students at all levels have opportunities for public engagement across the curriculum. I am pleased to send forward this application to you, and I pledge my ongoing support to the programs described in this proposal.

Sincerely,



Paul J. Zingg
President



Acknowledgements

We wish to acknowledge the vision of CSU, Chico President Paul Zingg, who consistently emphasizes the importance of a civic engagement curriculum for our students. We also wish to thank Eddie Vela, Interim Dean of Behavioral and Social Sciences, and William Loker, Dean of Undergraduate Education, for their tireless work in support of the CSU, Chico Town Hall Meeting.

The CSU, Chico Town Hall Meeting was developed in part through a grant from the Association of American Colleges and Universities and the Charles Engelhard Foundation's "Bringing Theory to Practice" Project. Support for the Town Hall is provided by the College of Behavioral and Social Sciences, the Office of Undergraduate Education, and the First-Year Experience Program.

We are grateful for the support and involvement of Susan Elrod, Provost of Academic Affairs.

We also wish to thank

Ellie Ertle, Town Hall Coordinator
Annelise Wipfli, Town Hall Assistant

POLS 155 Faculty:
Diana Dwyre, Eileen Morris, and Sergio Sanchez

U-Course Faculty:
Ellie Clifford Ertle and Anna Moore

POLS 155 TAs:
Evelyn Braz, Gregory Frediani, Kristin Henderson,
Cliff Kraus, Sonia Moctezuma, and Robert Suhrie

Ryan Patten, Chair
Political Science

Thia Wolf, FYE Director

Student Event Coordinator:
Marisa Faust

FYE Staff

Special Thanks to Consultants & Moderators

Consultants:

| | | |
|------------------|------------------|------------------------------|
| Alan Abbs | Lupe Arim-Law | Amanda Avalar |
| George Barber | Stephanie Bianco | Steve Bordin |
| Kelsey Caldwell | Jessica Candela | Jacque Chase |
| Anu Chopra | Julie Coulombe | Michael Coyle |
| Lauren Craig | Lee Demmel | Kim DuFour |
| Dan Everhart | Sandra Flake | Maria Giovanni |
| Jeff Greeson | Forest Harlan | Rebecca Henderson |
| Casey Hatcher | Ted Herrera | Andrew Holley |
| Forrest Holmback | Taylor Holmes | Courtney Hudson |
| Jim Jacob | Darion Johnston | Richard Judkins |
| Tom Lando | Pamm Larry | Evan LeVang |
| Taylor Likins | Chawne Luna | Mahalley Allen |
| Kelly Maloy | Ketevan Marr | Jim Mathys |
| Mike McDonald | Mandi McKay | Nataniel Millard |
| Tracy Mohr | Forough Molina | Vickie Newlin |
| Jim Parrott | Ryan Patten | Melissa Romero |
| Efren Sanchez | Aldrebra Schroll | Ann Schwab |
| Wes Shockley | James Smith | Randall Stone |
| Kate Sylvia | Nani Teves | Dan Thompson |
| Steve Thompson | Krystle Tonga | Jose Valdovinos |
| Jim Wagoner | Jeremy Wilson | Charles Withun |
| Kurt Worley | Chuck Zartman | Jesus Center Representatives |

Moderators:

| | | |
|-----------------|-----------------|-----------------------|
| Marie Altman | Thomas Barbera | Barbara Clifford |
| Sars Clifford | Camber Corron | Dalton Cox |
| Stephanie Ellis | Jason Fitch | Skye Gebhart |
| Sarah Graves | Stephen Graydon | Scott Greenburg |
| Casey Hatcher | Taylor Holmes | Stephanie Keel- Moore |
| Robert Kehoe | Emily Larsen | Millie Mattor |
| Anna Moore | Megan Morrill | Amber Morley |
| Gene Noh | Adan Osoria | Jacob Poff |
| Allison Ruanto | Ryon Schafer | Lindsey Serrao |
| Summer Smith | Anthony Lewis | |

Appendix B-1



Students, faculty, and community members discussing solutions to contemporary policy problems

Compromise is central to the success of policy. What is possible?

November 13, 2014



CSU, Chico's

The Town Hall Meeting is a forum for discussion of political issues and public policies. Breakout sessions and roundtable workshops during the program are designed to provide students the opportunity to engage in civic discourse and begin to develop the tools needed for lifelong political participation.

Impact

The Town Hall Meeting improves students' confidence as scholars and boosts retention. Town Hall participants have a significantly higher first-year retention rate than non-Town Hall students.

For every year since the inception of the program, there is a 5-7% increase in retention among those who experience the Town Hall Meeting. This reached a 92% retention rate in 2010-11.

If you would like to learn more about CSU, Chico's Town Hall Meeting, please visit our website at www.csuchico.edu/fye/thm/.

Learn more about the Political Science Department:
www.csuchico.edu/pols/.

Learn more about the First-Year Experience Program:
www.csuchico.edu/fye/.

6:00 – 6:30 p.m.

Welcome and Opening Remarks in
Bell Memorial Union Auditorium

William Loker,
Dean of Undergraduate Education
Eddie Vela,
Interim Dean of Behavioral and Social Science
Ryan Patten,
Chair of Political Science
Aaron Thao, Student Keynote Speaker
Town Hall Alumnus

Town Hall Meeting

6:30 – 7:55 p.m. Breakout Sessions

1. Climate Change I PLMS 312
2. Climate Change II BUTE 221
3. Disparity in Criminal Justice I BUTE 227
4. Disparity in Criminal Justice II OCLN 121
5. Food Insecurity in America I OCLN 237
6. Food Insecurity in America II BUTE 323
7. Food Safety I BUTE 327
8. Food Safety II OCLN 119
9. Gender Identity Policies I AJH 112
10. Gender Identity Policies II THMA 306
11. Gun Violence I OCLN 123
12. Gun Violence II BUTE 321
13. Homelessness in America I AJH 128
14. Homelessness in America II BUTE 307
15. Human Trafficking I BUTE 109
16. Human Trafficking II PLMS 303
17. Humane Treatment of Animals I BUTE 201
18. Humane Treatment of Animals II PLMS 201
19. Immigration I BUTE 709
20. Immigration II HOLT 277
21. Income Inequality I AJH 117
22. Income Inequality II THMA 308
23. Sexual Crimes on Campus I BUTE 319
24. Sexual Crimes on Campus II LANG 303
25. Veterans Health Benefits I BUTE 203
26. Veterans Health Benefits II PHSC 130
27. Water Shortage in California I BUTE 325
28. Water Shortage in California II THMA 134
29. Youth Gang Violence I BUTE 309
30. Youth Gang Violence II OCLN 124
31. Youth Mental Health I AJH 125B
32. Youth Mental Health II THMA 117

Order of Events

8:00 – 8:45 p.m.

Roundtable Strategy Session and Closing Reception

BMU Auditorium

Climate Change
Food Safety
Human Trafficking
Humane Treatment of Animals
Immigration
Water Shortage in California
Youth Mental Health
Sexual Crimes on Campus

BMU 210

Veterans Health Benefits

Colusa

Disparity in Criminal Justice
Food Insecurity in America
Homelessness in America

LANG 302

Gun Violence
Income Inequality

Selvester's Cafe

Gender Identity Policies
Income Inequality

MLIB 162

Moderators and Guests Closing Reception

Please Help in Our Sustainability Efforts

Recycle or discard your plates, cups, and extra papers in the receptacles provided as you leave. Thank you on behalf of Associated Students, Political Science 155, and the First-Year Experience Program.

Appendix B-2

Public Sphere Pedagogy

http://www.csuchico.edu/fye/Public_Sphere_Work/index.shtml

Public Sphere Pedagogy (PSP) embeds a "public sphere" in first-year courses, moving students from a typical classroom setting to a dialogue-rich environment. It focuses students' course reading, class discussion, and research efforts on contemporary public issues and places students in dialogue with diverse campus and community members. These public events provide students with opportunities to behave as adult participants in processes of dialogue and debate vital to the health of a democracy. PSP aims to increase students' sense of civic efficacy and personal responsibility. PSP students are more likely to persist to graduation than non-PSP students.

What is the Town Hall Meeting?

<http://www.csuchico.edu/fye/thm/index.shtml>

Embedded in the first-year Political Science course on American Government, the bi-annual CSU, Chico Town Hall Meeting provides students with a public arena for discussing current policy issues with other students, faculty, administrators, and community members.

What is the Chico Great Debate?

<http://www.csuchico.edu/fye/greatdebate/index.shtml>

The purpose of the Chico Great Debate is to bring together members of the campus and community to investigate and engage in dialogue around a "hot topic" that has the potential to divide us. The entire day of presentations and debates stresses active listening, respectful exchange, and collaborative civic learning through civil discourse.

Highlights of CSU, Chico's Town Hall Meeting Program

Six-Year Graduation Rate

2006 First-Time Freshmen



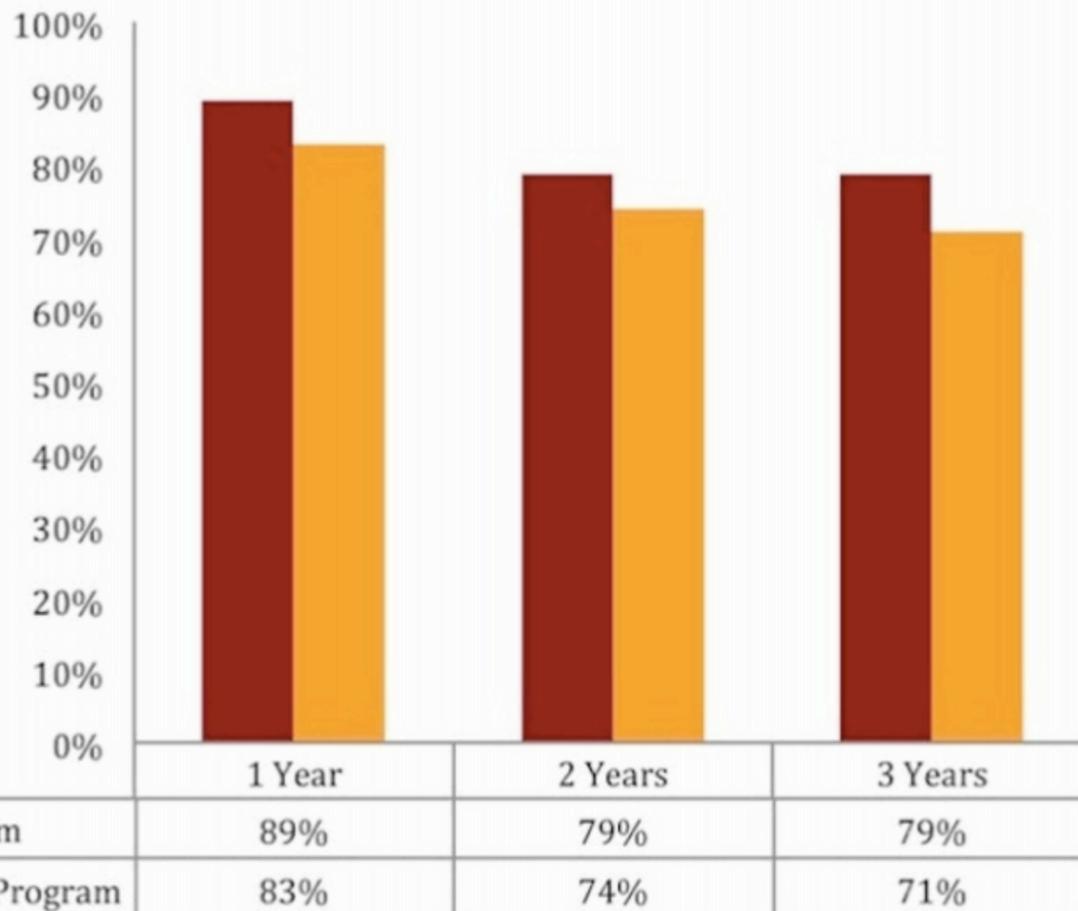
Source: Office of Institutional Research student population data.



Civic & Political Dispositions

Surveys of graduating seniors reveal that those in the Town Hall Meeting Program exhibit significantly greater dispositions toward future work in their communities.

Persistence Rates of FTF in 2009 Town Hall Cohort Compared



Persistence 2009 Cohort

First-time freshmen (FTF) in the program persist at higher rates than their counterparts not in the program.

Source: Office of Institutional Research student population data.

Appendix C-3: References

CSU, Chico References for U-Courses and PSP Innovation Award Submission

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- Huber, B. (2010). "Does participation in multiple high impact practices affect student success at Cal State Northridge?: Some preliminary insights." Retrieved from: <http://www.calstate.edu/engage/documents/csun-study-participation-in-multiple-high-impact-practices.pdf>.
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- Prospero, M., Russell, A. C., Vohra-Gupta, S. (2012). "Effects of motivation on educational attainment: Ethnic and developmental differences among first-generation students." *Journal of Hispanic Higher Education* 11 (1), 100-119.
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All Butte Students/All CMST Students/All Great Debate Students Comparison AVERAGE over time

| Column1 | GPA | Retention | Success | Persistence |
|-----------------------|------|-----------|---------|-------------|
| All Butte Students | 2.43 | 91.77 | 71.1 | 50.73 |
| CMST Students | 2.5 | 90.13 | 75.7 | 65.63 |
| Great Debate Students | 2.55 | 93.66 | 78.39 | 69.86 |

All Butte Students / All CMST Students / All Great Debate Students Comparison

| Column1 | GPA | Retention | Success | Persistence |
|-----------------------------------|------|-----------|---------|-------------|
| All Butte Students 2011-2012 | 2.48 | 94 | 74.3 | 54.7 |
| All Butte Students 2012-2013 | 2.42 | 91 | 71.6 | 52.4 |
| All Butte Students 2013-2014 | 2.4 | 90.3 | 70.4 | 45.1 |
| All CMST Students 2011-2012 | 2.54 | 85.6 | 77.7 | 69.9 |
| All CMST students 2012-2013 | 2.51 | 92.9 | 75.6 | 66.9 |
| All CMST students 2013-2014 | 2.46 | 91.9 | 73.8 | 60.1 |
| Great Debate Students Spring 2013 | 2.63 | 96.6 | 82.4 | 70 |
| Great Debate Students Fall 2013 | 2.47 | 92.87 | 75.77 | 62.3 |
| Great Debate Students 2014 | 2.57 | 91.5 | 77 | 77.285 |

Small Group Communication

| Column1 | GPA | Retention | Success | Persistence |
|-----------------------------------|------|-----------|---------|-------------|
| All CMST Students 2011-2012 | 2.53 | 95.2 | 77.7 | 73.5 |
| All CMST Students 2012-2013 | 2.48 | 93.7 | 76.2 | 69.8 |
| All CMST students 2013-2014 | 2.45 | 91.6 | 74 | 63.9 |
| Great Debate Students Spring 2013 | 2.63 | 96.6 | 82.4 | 70 |
| Great Debate Students Fall 2013 | NA | NA | NA | NA |
| Great Debate Students Spring 2014 | 2.63 | 93.54 | 78.2 | 78.62 |

Public Speaking

| Column1 | GPA | Retention | Success | Persistence |
|-----------------------------------|------|-----------|---------|-------------|
| All CMST Students 2011-2012 | 2.57 | 95.5 | 78.3 | 68 |
| All CMST students 2012-2013 | 2.57 | 93.2 | 76.5 | 67.8 |
| All CMST students 2013-2014 | 2.53 | 92.5 | 75.2 | 61.3 |
| Great Debate Students Spring 2013 | NA | NA | NA | NA |
| Great Debate Students Fall 2013 | 2.47 | 92.87 | 75.77 | 62.3 |
| Great Debate Students Spring 2014 | 2.5 | 89.45 | 76.1 | 76 |

Great Debate students are doing better in all 4 categories than non-GD Students.

Retention: Student stayed in class, did not drop.
Success: Student passed the class.
Persistence: Student "enrolled in the following term and earned a successful grade in at least one class". *Important measure for Butte Community College due to high drop out rates.

Appendix C-4

| Column1 | GPA |
|---------|------|
| BUTTE | 2.43 |
| CMST | 2.5 |
| GD | 2.55 |

GD is .05 grade points higher than other CMST courses

| Column1 | Retention |
|---------|-----------|
| BUTTE | 91.77 |
| CMST | 90.13 |
| GD | 93.66 |

GD is 3.53% higher in retention compared to CMST

| Column1 | Success |
|---------|---------|
| BUTTE | 72.1 |
| CMST | 75.7 |
| GD | 78.39 |

GD 2.69% higher in success than other CMST classes

| Column1 | Persistence |
|---------|-------------|
| BUTTE | 50.73 |
| CMST | 65.63 |
| GD | 69.86 |

GD is 4.23% higher in persistence than other CMST classes

Appendix C-4

Breakdown by course

| | CMST 4 GPA | | CMST 4 Retention | | CMST 4 Success | | CMST 4 Persistence | |
|---------|------------|------|------------------|--------|----------------|-------|--------------------|--------|
| | 2.53 | 2.63 | 95.2 | 96.6 | 77.7 | 82.4 | 73.5 | 70 |
| | 2.48 | 2.63 | 93.7 | | 76.2 | | 69.8 | |
| | 2.45 | 5.26 | 91.6 | 93.54 | 74 | 78.2 | 63.9 | 78.62 |
| | 7.46 | | 280.5 | 190.14 | 227.9 | 160.6 | 207.2 | 148.62 |
| Average | 2.48 | 2.63 | 93.5 | 95.07 | 75.97 | 80.3 | 69.07 | 74.31 |

| | CMST 2 GPA | | CMST 2 Retention | | CMST 2 Success | | CMST 2 Persistence | |
|---------|------------|------|------------------|--------|----------------|--------|--------------------|-------|
| | 2.57 | 2.47 | 95.5 | 92.87 | 78.3 | 75.77 | 68 | 62.3 |
| | 2.57 | 2.5 | 93.2 | 89.45 | 76.5 | 76.1 | 67.8 | 76 |
| | 2.53 | 4.97 | 92.5 | 182.32 | 75.2 | 151.87 | 61.3 | 138.3 |
| | 7.67 | | 281.2 | | 230 | | 197.1 | |
| Average | 2.55 | 2.49 | 93.73 | 91.16 | 76.67 | 75.94 | 65.7 | 69.15 |

CMST 04 (Small Group Communication) Great Debate students are doing slightly better overall than traditional CMST 04 students. CMST 04 Great Debate students are making the most gains in Success and Persistence.

CMST 02 (Public Speaking) Great Debate Students are a bit behind traditional CMST 02 students in GPA and Retention. CMST 02 Great Debate Students are a bit ahead of traditional CMST 02 students in persistence.

Appendix C-5

Webinar and Toolkit

To watch the CSU, Chico webinar on Public Sphere Pedagogy, click here:

<http://vimeo.com/102650063>

To view the toolkit associated with the webinar, click here:

<http://www.csuchico.edu/fye/toolkit/index.shtml>

Appendix D-1

Links to Poverty Mapping Project

To view final poverty mapping projects completed by first-year students in a fall 2014 U-Course, click on the following link:

https://docs.google.com/document/d/1IPUgYsoUkR7KO6TSemvLIS0dZw5ZHKSwfomI_Vlvlaw/edit



ECONOMIC INEQUALITY

Announcing a Joint ADP/TDC National Initiative

Application

To apply, the president, chief academic officer (CAO) or campus coordinator should complete the form below and email it to Kim Schmidl-Gagne (kgagne@keene.edu).

The deadline for applications is Monday, September 15, 2014. Institutions selected for participation will be notified no later than Wednesday, October 1, 2014.

Name of Individual Completing Application: Ellen Clifford Ertle
 Title: Director, Office of Civic Engagement
 Email Address: eertle@csuchico.edu
 Phone: 530-898-5486
 Institution Name: California State University, Chico
 Institution Designation (check one): ADP (four-year) TDC (two-year)

Will this person be the primary campus contact person for this initiative (check one)? YES NO
 If no, please provide the primary contact person's information:

Name: _____
 Title: _____
 Email Address: _____
 Phone: _____

Please respond to the following statements/questions in a separate Word document.

1. Based on the description of opportunities in the "Call for Participation," please discuss your institution's interest in this initiative.
2. Please describe what you anticipate your campus' three-year commitment to look like. (E.g.: Who will be involved? How will the work be organized and supported? What existing efforts or structures might it tie into?)
3. ADP and TDC are committed to advancing civic pathways for students between our two- and four-year institutions. Given this commitment, we encourage campuses to consider partnering with a regional ADP or TDC partner institution as part of our effort to foster relationships between our two- and four-year institutions and to create civic pathways for student success. Please identify and discuss any current working relationships with a potential partner institution and how you foresee moving forward with curricular and co-curricular efforts associated with this initiative. (Note: You are not required to have a partner institution to participate in this initiative.)

Signature of President or Chief Academic Officer: 
 Printed Name of President or Chief Academic Officer: Paul Zindag



Chico State/Butte College Impact Lab on Economic Inequality

The proposed **Chico State/Butte College Impact Lab** would be initiated over three years to develop, implement, and evaluate a laboratory of teaching, learning and public scholarship that would align existing campus initiatives to have a focused impact on one broad topic of critical importance and local relevance: **poverty**. The theme would be infused across both campuses into existing programs such as General Education Pathways, Great Debate, Town Hall, and would also be incorporated into our work in the community through such programs as CAVE, the Book in Common, Regional and Continuing Education, the Sustainability Conference, CLIC, and through the many students who intern in the public service sector such as those in Education, Social Work, Recreation, and Public Health Nursing. The laboratory would also include opportunities for trans-disciplinary faculty research and incentives to engage students through their coursework. In short, the laboratory would gather and energize existing campus resources in order to impact poverty in the North State.

Preliminary discussions with campus and community stakeholders have generated some of the following ways the Impact Lab could support students, the community, and scholarship:

- A participatory research model in which community members, students, staff, and faculty would serve as the “primary investigators.” This team would identify the key research questions and strategize how to use the Lab to explore outcomes.
- REACH (Raising Educational Achievement in Collaborative Hubs) students in their sophomore year along with their faculty mentors would tackle the Lab’s target issue as a part of a “think tank” project.
- The Lab could provide mini-grants for faculty to create learning communities and teaching modules related to poverty that could be plugged in to a variety of courses beyond the Lab’s time frame.

Several things inspired this idea and lay the foundation for its success. First, the Impact Lab represents a way to address many of the needs identified by students, staff and faculty in the Provost’s Possibility Conversations conducted during the 2013/2014 academic year. Second, the proposal reflects the Chancellor’s stated interest in the creation of high-impact learning opportunities that put students at the center of real-world problem-solving and solutions. Finally, issues of poverty continue to gain attention and relevance both nationally and locally. We believe this bold, but achievable proposal to develop, implement, and evaluate a Lab model of teaching, learning and public scholarship across our campus community is timely, synergistic, and holds great promise of success.

Stakeholders

We envision a core team that would facilitate and guide the process. The team would be made up of the following key people, who have been involved in the conception and development of the project idea over the previous 12 months.

| | | |
|-------------|------------------------------|-------------|
| Ellie Ertle | Director of Civic Engagement | Chico State |
|-------------|------------------------------|-------------|

| | | |
|--------------------|---|---------------|
| April Kelly | Communication Studies, Instructor | Butte College |
| Susan Roll | Assistant Professor, Social Work | Chico State |
| Cynthia Bynoe | Political Science Instructor | Butte College |
| Laurie Browne | Assistant Professor, Recreation, Hospitality & Parks Management | Chico State |
| Zach Justus | Assistant Professor, Communications Studies | Chico State |
| Thia Wolf | Director, First Year Experience | Chico State |
| Brayden Crosswhite | Student, Poverty Simulation event team and U-Course mentor | Chico State |

Organization & Support

The project would be coordinated through the Office of Civic Engagement at Chico State and would be tied into existing campus initiatives for which the coordinating team has existing resources and support. We imagine current first-year, Public Sphere Pedagogy (e.g. Town Hall Meeting, and Chico Great Debate) providing opportunities for discussion about poverty, and providing context for future work in impact labs. We propose to spend AY 2014-15 in a collaborative development process, and will apply for funding (using institutional professional development opportunities) to allow for development of curriculum and infrastructure of future impact labs. Early and ongoing conversations among campus and community leaders show widespread support of this idea, and the possible evolution of subsequent “study local” capstone opportunities for students to continue work in this area.

Collaboration

Chico State and Butte College have a solid relationship and track record of collaborative work, particularly in and around civic engagement. Butte College has participated in the Chico Great Debate for several semesters, with early data showing an increase in student success measures for those Butte College students who are a part of the program. Butte College students participated in Town Hall in Spring 2014, and faculty at both institutions continue to work on development of this work. Thanks to the physical proximity of the two institutions, large number of faculty who teach at both colleges, the number of students who take courses simultaneously at both institutions during a semester, and students who transfer from Butte to Chico, the partnership is an excellent opportunity for the development of this initiative.

Appendix E-1

Persistence of First Time Freshmen In Town Hall

Town Hall Participation in Fall or Spring Semester of First Year

| Entering Fall Term | Cohort Count | Enrollment Persistence For | | | | | |
|-----------------------|-----------------|----------------------------|-------|-------|-------|-------|-------|
| | | Year1 | Year2 | Year3 | Year4 | Year5 | Year6 |
| 2006 | 394 | 84% | 75% | 73% | 53% | 16% | 6% |
| 2007 | 678 | 84% | 71% | 66% | 48% | 18% | 6% |
| 2008 | 499 | 88% | 77% | 72% | 50% | 14% | |
| 2009 | 697 | 89% | 79% | 79% | 54% | | |
| 2010 | 548 | 91% | 84% | 81% | | | |
| 2011 | 564 | 89% | 81% | | | | |
| 2012 | 717 | 91% | | | | | |

Persistence of First Time Freshmen NOT In Town Hall

| Entering Fall Term | Cohort Count | Enrollment Persistence For | | | | | |
|-----------------------|-----------------|----------------------------|-------|-------|-------|-------|-------|
| | | 1 Year | Year2 | Year3 | Year4 | Year5 | Year6 |
| 2006 | 2,135 | 79% | 69% | 65% | 48% | 15% | 5% |
| 2007 | 2,098 | 77% | 67% | 64% | 46% | 13% | 4% |
| 2008 | 2,267 | 81% | 72% | 68% | 48% | 14% | |
| 2009 | 1,809 | 83% | 74% | 71% | 47% | | |
| 2010 | 1,353 | 86% | 78% | 76% | | | |
| 2011 | 1,868 | 85% | 77% | | | | |
| 2012 | 1,997 | 84% | | | | | |

ACTUAL SAVINGS FROM PERSISTENCE ATTRIBUTABLE TO TOWN HALL MEETING PARTICIPATION

| Year 2006 | | | | |
|------------------------|-------------------------------------|-------------------------------|----------------------------------|-----------------------------|
| Total Students | Additional Students Retained | Actual Savings (state) | Actual Savings (students) | Total Actual Savings |
| Cohort 2006: | | | | |
| 2,529 | 20 | 284,665 | 89,202 | 373,867 |
| Yearly Savings: | | 284,665 | 89,202 | 373,867 |
| Year 2007 | | | | |
| Cohort 2006: | | | | |
| 2,018 | 20 | 306,204 | 89,637 | 395,841 |
| Cohort 2007: | | | | |
| 2,776 | 47 | 731,833 | 214,234 | 900,696 |
| Yearly Savings: | | 1,038,037 | 303,872 | 1,341,909 |
| Year 2008 | | | | |
| Cohort 2006: | | | | |
| 1,769 | 24 | 386,419 | 101,747 | 488,166 |
| Cohort 2007: | | | | |
| 2,185 | 23 | 372,375 | 98,049 | 470,424 |
| Cohort 2008: | | | | |
| 2,766 | 35 | 570,966 | 150,339 | 721,305 |
| Yearly Savings: | | 1,329,760 | 350,134 | 1,679,894 |
| Year 2009 | | | | |
| Cohort 2006: | | | | |
| 1,675 | 14 | 229,061 | 34,126 | 263,187 |
| Cohort 2007: | | | | |
| 1,887 | 10 | 153,348 | 45,693 | 199,041 |
| Cohort 2008: | | | | |
| 2,275 | 22 | 349,715 | 104,203 | 453,918 |
| Cohort 2009: | | | | |
| 2,506 | 42 | 666,109 | 198,478 | 864,587 |
| Yearly Savings: | | 1,398,233 | 382,500 | 1,780,733 |

(Continued, next page)

| | | | | |
|-------------------------|----|------------------|------------------|-------------------|
| Year 2010 | | | | |
| Cohort 2007: | | | | |
| 1,790 | 27 | 392,289 | 170,848 | 563,137 |
| Cohort 2008: | | | | |
| 2,016 | 15 | 224,513 | 97,779 | 322,292 |
| Cohort 2009: | | | | |
| 2,122 | 31 | 453,089 | 197,327 | 650,416 |
| Cohort 2010: | | | | |
| 1,901 | 27 | 400,259 | 174,319 | 574,578 |
| Yearly Savings: | | 1,470,151 | 640,272 | 2,110,423 |
| Year 2011 | | | | |
| Cohort 2008: | | | | |
| 1,901 | 7 | 105,456 | 45,715 | 151,171 |
| Cohort 2009: | | | | |
| 1,889 | 44 | 646,484 | 280,249 | 926,732 |
| Cohort 2010: | | | | |
| 1,662 | 30 | 439,118 | 190,356 | 629,474 |
| Cohort 2011: | | | | |
| 2,432 | 23 | 331,091 | 143,527 | 474,617 |
| Yearly Savings: | | 1,522,148 | 659,846 | 2,181,994 |
| Year 2012 | | | | |
| Cohort 2009: | | | | |
| 1,835 | 39 | 525,125 | 292,473 | 817,597 |
| Cohort 2010: | | | | |
| 1,516 | 23 | 313,570 | 174,645 | 488,215 |
| Cohort 2011: | | | | |
| 2,090 | 20 | 273,548 | 152,355 | 425,903 |
| Cohort 2012: | | | | |
| 2,714 | 50 | 683,789 | 380,842 | 1,064,630 |
| Yearly Savings: | | 1,796,031 | 1,000,351 | 2,796,346 |
| Overall Savings: | | 7,509,265 | 3,426,140 | 10,935,406 |

POTENTIAL SAVINGS FROM PERSISTENCE ATTRIBUTABLE TO TOWN HALL MEETING PARTICIPATION

Assumptions: Potential Student Retention was calculated by assuming total cohort had the same persistence percentage as the town hall cohort and then subtracting the actual persistence (cohort in townhall * persistence % + cohort not in town hall * persistence %). Potential State Savings was calculated by multiplying the number of students potentially retained by the amount the state paid for each student. Potential Student Savings was calculated by multiplying the number of students potentially retained by the amount each student paid in tuition. Total Potential Savings is the sum of State and Student potential savings.

| Year 2006 | | | | |
|------------------------|------------------------------------|--------------------------------|----------------------------------|--------------------------------|
| Total Students | Potential Student Retention | Potential State Savings | Potential Student Savings | Total Potential Savings |
| Cohort 2006: | | | | |
| 2,529 | 107 | 1,542,538 | 483,364 | 2,025,902 |
| Yearly Savings: | | 1,542,538 | 483,364 | 2,025,092 |
| Year 2007 | | | | |
| Cohort 2006: | | | | |
| 2,018 | 101 | 1,560,489 | 456,812 | 2,017,301 |
| Cohort 2007: | | | | |
| 2,776 | 147 | 2,264,581 | 662,926 | 2,927,507 |
| Yearly Savings: | | 3,825,070 | 1,119,738 | 4,944,808 |
| Year 2008 | | | | |
| Cohort 2006: | | | | |
| 1,769 | 118 | 1,926,409 | 507,235 | 2,433,644 |
| Cohort 2007: | | | | |
| 2,185 | 65 | 1,056,252 | 278,118 | 1,334,370 |
| Cohort 2008: | | | | |
| 2,766 | 159 | 2,593,947 | 683,002 | 3,276,948 |
| Yearly Savings: | | 5,576,608 | 1,468,354 | 7,044,962 |

**(Continued,
next page)**

| | | | | |
|------------------------|-----|-------------------|-------------------|-------------------|
| Year 2009 | | | | |
| Cohort 2006: | | | | |
| 1,675 | 69 | 1,105,204 | 164,657 | 1,269,861 |
| Cohort 2007: | | | | |
| 1,887 | 28 | 447,787 | 133,425 | 581,212 |
| Cohort 2008: | | | | |
| 2,275 | 92 | 1,462,405 | 435,747 | 1,898,152 |
| Cohort 2009: | | | | |
| 2,506 | 109 | 1,728,825 | 515,131 | 2,243,956 |
| Yearly Savings: | | 4,744,222 | 1,248,959 | 5,993,181 |
| Year 2010 | | | | |
| Cohort 2007: | | | | |
| 1,790 | 27 | 392,289 | 170,848 | 563,137 |
| Cohort 2008: | | | | |
| 2,016 | 65 | 953,750 | 415,372 | 1,369,123 |
| Cohort 2009: | | | | |
| 2,122 | 75 | 1,096,674 | 477,618 | 1,574,291 |
| Cohort 2010: | | | | |
| 1,901 | 68 | 988,231 | 430,389 | 1,418,621 |
| Yearly Savings: | | 3,430,944 | 1,494,227 | 4,925,171 |
| Year 2011 | | | | |
| Cohort 2008: | | | | |
| 1,901 | 31 | 452,479 | 196,148 | 648,627 |
| Cohort 2009: | | | | |
| 1,889 | 107 | 1,571,694 | 681,324 | 2,253,018 |
| Cohort 2010: | | | | |
| 1,662 | 70 | 1,024,602 | 444,162 | 1,468,764 |
| Cohort 2011: | | | | |
| 2,432 | 75 | 1,096,591 | 475,369 | 1,571,959 |
| Yearly Savings: | | 4,145,365 | 1,797,003 | 5,942,368 |
| Year 2012 | | | | |
| Cohort 2009: | | | | |
| 1,835 | 90 | 1,224,897 | 682,217 | 1,907,114 |
| Cohort 2010: | | | | |
| 1,516 | 53 | 718,898 | 400,396 | 1,119,294 |
| Cohort 2011: | | | | |
| 2,090 | 64 | 865,287 | 481,929 | 1,347,217 |
| Cohort 2012: | | | | |
| 2,714 | 140 | 1,904,499 | 1,060,727 | 2,965,225 |
| Yearly Savings: | | 4,713,581 | 2,625,268 | 7,338,849 |
| Overall Savings | | 27,978,328 | 10,236,914 | 38,215,242 |



*Association
of American
Colleges and
Universities*

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Washington, DC 20009
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fax: 202.265.9532
www.aacu.org

Appendix F-1

January 7, 2015

California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Members of the Review Committee:

I am writing to support the application from California State University, Chico for an Innovation in Higher Education Award for Public Sphere Pedagogy. Since 2008 I have been working with faculty and administrators at Chico State on an array of sponsored projects as part of a national reform initiative for student success and degree completion. My association, the Association of American Colleges and Universities (AAC&U), is the leading nonprofit organization dedicated to undergraduate general and liberal education in all types of institutions. We are known as the leadership organization worldwide for general education. Through our centennial campaign, *Liberal Education and America's Promise* (LEAP), AAC&U intends to help institutions collaborate for 21st century college learning. Through our LEAP activities in states and state systems, we have been working in partnership for large-scale change of general education designs in broad-access public colleges and universities. The California State Universities have been formal members of the LEAP States Initiative since 2008. Chico has been an active model and leadership campus in LEAP generally and specifically in the California LEAP Initiative. The single most important contribution from Chico to the LEAP initiative in California and nationally centers on Public Sphere Pedagogy and extends through general education.

Taking an evidence-based approach to student success, AAC&U has identified a set of programs and practices that can show proof of efficacy—practices that move the needle, that improve graduation rates, cut failure rates, and strengthen the bottom line for institutions. These practices are known to have high impact on student success; they have come to be known as *high-impact practices*. The LEAP campaign has brought high-impact practices to the center of innovation for general education and student success. Through such projects as *Give Students a Compass* in California, we are advancing new models for general education that use an

architecture of high-impact practices. There is no doubt about it: the Chico model of Public Sphere Pedagogy is the most influential evidence-based example of a high-impact practice that we can identify in any public institution. We refer to the Chico model regularly and frequently. We have incorporated the model in our own summer institute, the Institute on High-Impact Practices and Student Success. The influence that Chico has earned in California and nationally is truly significant. The evidence is here: <http://aacu.org/search/node/Chico>

A single anecdote represents for me the influence documented above. In October 2013 I attended the RP Group student success conference for California Community Colleges in San Francisco. Seated with a group of leaders from the colleges, I heard a story about the Chico Great Debate—told by a faculty member from Butte College. No one from Chico was present. Chico State had invited local community colleges to join the event that year. She told a story of crowds of students and community members joining together in civic debate. The elegance and simplicity of the Public Sphere Pedagogy design had resonated strongly and had offered promise. With great enthusiasm she reported that she thought all community colleges could use this pedagogy and make a serious difference to their students and their communities. I just sat there and smiled.

Yours truly,

A handwritten signature in black ink that reads "Susan Albertine". The signature is written in a cursive, flowing style.

Susan Albertine, PhD
Vice President, Office of Diversity, Equity, and Student Success



January 2, 2015

California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Review Committee:

It is a pleasure to write in support of the CSU, Chico application for an Innovation Award in Higher Education, submitted by faculty members and administrators who have been working on improving students' college-going experiences through course-embedded public sphere experiences.

As a Senior Consultant for Bringing Theory to Practice (BTtoP), a project collaboration with the Association of American Colleges and Universities (AAC&U), devoted to programs in higher education that increase students' engagement and well-being, I have been working with the Undergraduate Education team at CSU, Chico since 2007.

In that year, I traveled with other members of BTtoP to the CSU, Chico campus in order to observe the CSU, Chico Town Hall Meeting, an event that BTtoP has been proud to support on two occasions through two-year grants. The Town Hall Meeting is the first of several "public sphere pedagogy" (PSP) innovations developed by the Chico team. It involves many hundreds of students and a hundred or more faculty and community members in deliberative discussions of pressing public issues. The Town Hall privileges students' voices as they put research from courses into use in public dialogues. Faculty and community members, acting as consultants and moderators, support students' explorations of problems and solutions and aid in complicating students' understanding of complex public issues.

Students' apparent engagement in the Town Hall has, since my first experience of the event, been repeatedly verified through ongoing assessments that reveal both heightened academic and civic engagement in students in PSP vs. non-PSP courses. Intriguingly, when students take more than one course with a PSP event embedded, their well-being improves (as measured by the Keyes' Flourishing-Languishing Scale). BTtoP has been pleased with the results of this innovation because it affects "the whole student" and improves retention. In particular, we have noted the positive effects for students of color, whose retention when involved in PSP courses is sometimes higher than the retention of other students, thus eroding the so-called "achievement gap."

Given our positive history with CSU, Chico's team, Bringing Theory to Practice issued an invitation to the campus in 2014 to apply for a grant aimed at improving students' well-being. The Chico team responded with their "U-Course" proposal, a proposal aimed at redesigning several first-year courses, making them into interdisciplinary learning communities that are both project-based and civically focused. All U-Courses build on PSP's success by including a PSP event. The courses, which deploy embedded student mentors to assist students with their work, reserve at least 50% of their seats for first-generation college students. At BTtoP, we look forward to learning about the results of this project, which we expect will be highly successful, improving the retention of students even more than PSP on its own.

The CSU, Chico team has a proven history of effective pedagogical innovation, which we consider a special educational model worthy of adaptation in other colleges and universities. They have received national recognition for their model, and we are eager to continue our collaboration.

As a member of a funding organization that has chosen to invest in this team's work, I am confident that they are worthy of support and that the receipt of an Innovation Award in Higher Education will assist them to support student success in meaningful, measureable ways.

Sincerely,

Barry Checkoway

Barry Checkoway, Ph.D.
Professor of Social Work & Urban Planning
University of Michigan
Senior Consultant
Bringing Theory to Practice



OFFICE OF THE
CITY MANAGER

411 Main Street - 3rd Floor (530) 896-7200
P.O. Box 3420 Fax (530) 895-4825
Chico, CA 95927 <http://www.ci.chico.ca.us>

January 5, 2015

California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Committee Members:

I am writing to express my support and appreciation for the Chico Great Debate, a “public sphere pedagogy” offering at CSU, Chico that directly involves the City of Chico. Twice each year, almost 2,000 students and additional participants from the Chico community, take part in a day-long event in our City center. The Chico Great Debate, designed to foster civil discourse in response to contentious public issues, takes place in our City Council Chambers, City Plaza, and in our Old and New Municipal Buildings (City Hall). The event features debates, presentations, interactive exhibits, discussion groups and, if we are near an election period, a forum for local political candidates.

The Chico Great Debate is an effective and direct way to involve students from the Chico State campus in the public life of our city. Students are able to meet with representatives from political parties and register to vote if they wish to do so. They do an excellent job of presenting their research in a variety of ways and continuously engage in dialogue with members of the campus and community.

The City of Chico is proud to be a leader in involving campus and community in a large, public debate day. I hope that the Innovation Award in Higher Education will be awarded to CSU, Chico and that the good work that is happening locally can expand to neighboring communities. Should you have any questions, feel free to contact me directly at 530-896-7201.

Sincerely,

Mark Orme
City Manager



December 26, 2014

California Department of Finance
Education Systems Unit—Innovation Awards
7th Floor
915 L Street
Sacramento, CA 95814

Dear Members of the Review Committee:

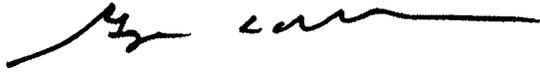
I am writing to support the application from academic personnel at California State University, Chico for an Innovation in Higher Education Award for Public Sphere Pedagogy. In 2010 I had the good fortune of visiting Chico State to participate in the Town Hall Meeting, Chico's initial innovation in the realm of Public Sphere Pedagogy (PSP). That evening I saw over 700 mostly first-year students and nearly 100 community members assembled to engage in informed discussion of important public policy issues. The students were highly motivated and ready, after a semester of preparation to engage in civic dialogue with policy makers and other adults who listened, responded and provided a welcome entrance into the civic life of the university and community. I was encouraged by the excited, engaged students that I saw and spoke with that evening.

Since that time I have followed the development of PSP with interest. Impressed by what I saw and the consistently positive impacts on student persistence and success, I have provided several forums for the Chico State team at the American Democracy Project annual meeting to spread the word on this seemingly simple, yet highly effective approach to engaging students in their own education and to their roles as active participants in a democracy. The leaders of PSP have presented a panel, organized a plenary session and been invited to participate in an important volume sponsored by the Kettering Foundation on the civic mission of the American University. PSP has both grown and blossomed on the Chico State campus, and excited interest from other universities within California and beyond.

Most importantly for this award, PSP has engaged students – first generation students, underserved students, all students – in their education and led them to persist and succeed in significantly greater numbers than their counterparts who do not experience the Town Hall and related innovations.

I believe that PSP is a signature civic pedagogy of national importance. I urge the review committee to reward this innovation to strengthen its presence on the Chico State campus and enable its more effective dissemination to other colleges and universities within California and beyond.

Sincerely,

A handwritten signature in black ink, appearing to read "G. Mehaffy", written in a cursive style.

George L. Mehaffy
Vice President for Academic Leadership and Change
American Association of State Colleges and Universities
1307 New York Ave, NW
Washington, DC 20005

Appendix F-2

Excerpt from President's Convocation Fall 2014:

"For at stake here is the long view. To strengthen the University's ability and commitment to prepare our students not just to work in the 21st century, but to have the knowledge, skills and inclination to improve where and how they live. To influence the quality of their communities and the shape of our democratic society for the better. So, Dylan, if this is what you want, you've come to the right place. 8

Towards this end, and in conjunction with our Strategic Plan review, I have asked Thia Wolf, Ellie Ertle, Zach Justus and others to tee up two matters for us. First, the addition of a priority on civic engagement to our Strategic Plan. And second, the establishment of a center or institute on public sphere pedagogy."

To view the complete transcript of the convocation, click here:

<http://www.csuchico.edu/prs/documents/fall-convocation-2014-8-21.pdf>

Appendix F-3

CSU, Chico Town Hall VIP Itinerary

November 13, 2014

| | |
|-------------|---|
| 8:15 a.m. | Meet Thia Wolf in Best Western lobby |
| 8:45-10:00 | Breakfast & discussion with: Bill Loker, Dean of Undergraduate Education; Thia Wolf, FYE director; Gina Tigri, Undergraduate Education Administrative Assistant Location: Johnnie's Restaurant |
| 10:15-11:15 | Meet with Ellie Ertle, Town Hall Coordinator, MLIB 161 F |
| 11:30-12:15 | Meet with Town Hall Student Team, MLIB 161 |
| 12:30-1:45 | Lunch with Diana Dwyre and Eileen Morris, Town Hall faculty members Location: Christian Michael's |
| 2:00-2:30 | Visit to the U-Course: Town Hall preparations, THMA 116 |
| 2:30-3:00 | Wrap-up & orientation to the evening with Thia Wolf |
| 3:00-3:30 | Meet with Eddie Vela, Interim Dean of Behavioral & Social Sciences, BUTE 701 |
| 3:30-5:00 | Break |
| 5:00-8:45 | Town Hall meeting reception and event Location: Bell Memorial Union (BMU) 210 + Auditorium |

November 14, 2014

| | |
|-----------|---|
| 8:30 a.m. | Debrief Breakfast Location: Mom's Restaurant |
|-----------|---|

Appendix G-1:

Community organizations, government agencies and institutions represented at CSU, Chico Town Hall Meetings

3Core
American Lung Association
Butte Community College
Butte County Health Care Coalition
Butte County Office of Education
Butte County Water Resource/Conservation
Butte Environmental Council
Butte Humane Society
CA State Agencies
California Water Service Company
Chico Alcohol and Drug Education Center
Chico Chamber of Commerce
Chico Housing Action Team
Chico PD
Chico Peace & Justice Center
Chico Unified School District
City Council
City Government Services: Planning Department, City Manager, Parks & Recreation
Counseling and Wellness Center
County Board of Supervisors
County Government Services: Behavioral Health, Public Safety, Air Quality, Sheriff's
Office, District Attorney
CSU, Chico
CSUC Veterans Services
Disability Rights California
Environmental Consulting Firms
GRID Alternatives
Health Care for All California
Independent Living Services of Northern California
Label GMOs
League of Women Voters
Local Attorneys
Lucero Olive Oil
Lundberg Farms
Migrant Clinicians Network
Occupy Chico
Pacific Gas & Electric
Planned Parenthood
Restoration Railroad
Safe Place
Shasta College
Sierra Nevada Brewery
Stonewall Alliance
STOP (Stop Trafficking of Persons)
Sutter District Attorney's Office
Tehama County Air Pollution Control District
The Jesus Center
The Torres Shelter
Veteran's Administration
Women's Health Specialists
Yuba County DA

Appendix G-2:

Example of communications used in PSP programs (these are from Town Hall Fall 2014, but are indicative of the broad nature of stakeholder communication)

Invitation for Consultants to Town Hall (emailed at the beginning of each semester)

It's that time of the year again!

On behalf of the Department Coordinator for CSUC Department of Political Science Town Hall Meeting program, Ellie Clifford Ertle, I would like to invite you to participate, **as a consultant** in our Spring program on **Thursday, November 13th from 6:00-8:45 pm** with a plenary VIP reception from 5:00-6:00 pm at the BMU Auditorium.

The program continues to gain popularity, and this semester we will have nearly 600 students and 100 community members participating in the event. Our goal is to provide students the opportunity to discuss important policy issues in a public forum, and see themselves as civic agents of change. I've attached a list of policy issues that students will discuss this year. If interested and available, please indicate your top three choices so that we may place you where you feel most comfortable. I've attached a letter explaining the Town Hall Meeting and the role of consultant.

For additional information, please visit our website:

http://www.csuchico.edu/fye/Public_Sphere_Work/thm/index.shtml

Or visit our Facebook page: <http://www.facebook.com/ChicoTownHallMeeting>

Or view this informative video: <http://www.youtube.com/watch?v=I91gLdFTceQ&feature=youtu.be>

If you have any questions about the Town Hall event, please feel free to contact Ellie:

Ellie Clifford Ertle

Department of Political Science

Town Hall Coordinator

California State University, Chico

eertle@csuchico.edu

530-898-5486

Thank you and we look forward to hearing from you,

Annelise Wipfli

Student Assistant, Department of Political Science

California State University, Chico

Letter from Dean Of Undergraduate Education (attached to consultant invitation)

TO: Consultants

FROM: William Loker, Dean of Undergraduate Education

Ellie Ertle, Faculty Coordinator for POLS 155 Town Hall Meeting Program

DATE: Fall 2014

**Fall 2014 Chico State Political Science Department Town Hall Meeting
Thursday, November 13th, 2014 – 5:45-8:45 pm**

“Compromise is central to the success of policy: What Is Possible?”

We would like to invite you to participate in an exciting campus opportunity, and serve as a policy consultant for student-centered debate and discussion during the California State University, Chico Department of Political Science Town Hall Meeting event. This special event is on **Thursday, November 13th, 2014 at 5:45 p.m.** The Town Hall Meeting program is designed to help students understand their role in U.S. government and the political process. The program encourages students to engage on issues of importance to them, and gives them the tools to be a more complete and effective part of society in the future.

Through a series of course assignments, nearly 900 students study an important policy issue they have selected by conducting research to understand “what is possible” in their issue area. Then, at the Town Hall Meeting on November 13th, students will meet in smaller policy issue breakout sessions of 20-25 with community members, and faculty like you to discuss “What Is Possible” in their policy area. Each student will present a brief (a few sentences) policy problem and suggest a policy solution that is both desirable and possible. Students will also begin to prepare an “action plan” outlining possible next steps for themselves and others to impact the future course of their policy issue.

Policy consultants at the breakout sessions and “action plan” session are integral to the Town Hall process, giving students information and ideas about how to take the next step toward policy implementation in their area of expertise. The consultant will be available during the breakout sessions, to take part in discussion of policy problems and ideas, and will sit with small groups of students to provide some ideas/guidance for students designing their policy “action plan”. The Town Hall Meeting is designed to foster student-centered discussion and debate. Consultants will be asked to participate with perspective, experience and ideas; however a neutral moderator will also be present to encourage a student-centered agenda. Students are very excited for the opportunity to discuss strategy with people who have real policy experience.

We believe that your experience and perspective makes you an excellent fit for this role. If you feel that you would be interested in working with us on this exciting endeavor, please contact Town Hall Meeting Coordinator, Professor Ellie Clifford Ertle at eertle@csuchico.edu or 898-3068.

We look forward to working with you.

RSVP reply

Hello,

Thank you for responding and agreeing to participate in this semester's Town Hall Meeting. We will send you more information, including the policy issue you are placed in, once the event gets closer. For those of you who are returning to the program, thank you for your continued support. The participation of community members and policy experts is vital to the success of the program and the learning process for students.

We are always looking for new community members to participate in our event, if you know of others who would be interested in participating, please have them contact Ellie.

Your presence is very important to the students, and if at any time you are no longer able to attend, please let us know at your earliest convenience so we can find a replacement. Some people have expressed that a text message reminder would be beneficial to ensure either your participation in the event or inform us that you will no longer be able to attend. If you are interested in receiving a text message reminder please provide us with your cell phone number, along with an address in which we can send to post event. We also ask for your professional title along with the organization or business you are a part of.

If you have not already chosen your three topics you are most comfortable with, please respond with your choices. I have attached the policy issues so you can take another look at them.

Thank you,

Annelise Wipfli
Student Assistant, Department of Political Science
California State University, Chico

Final email to those confirmed to participate

Hello,

Thank you again for your participation in the upcoming fall Town Hall Meeting Program. The event is quickly approaching and we look forward to another fun and engaging night.

Thursday, November 13th, 2014

5:00-6:00pm: Check-in, reception and facilitation training for Moderators and Consultants – BMU 008 (Old Common Grounds)

6:00-6:30pm: Plenary - BMU Auditorium

6:30-7:55pm: Breakout Sessions – various rooms on campus (see packet received at check-in)

8:00-8:45: Roundtable Strategy Sessions and Moderator reception – various rooms on campus (see packet received at check-in)

Your participation is critical to the implementation and success of the program, and we so appreciate your commitment.

We continue to need moderators and consultants, so if you have additional suggestions for participants please contact me at your earliest convenience.

Attached you will find more information about the event and your role in it. Please review carefully, and get back to us with any questions. In addition, we have attached a list of consultants broken down into policy areas. We have made every attempt to put consultants into their first choice, please let us know if you need to change topics.

Again, we so appreciate your participation in this important program. Students gain much in the way of academic engagement, development of civic engagement and understanding of themselves as a part of the greater community. In addition, students who participate in Town Hall have a greater rate of persistence, are more likely to continue on in college – an important academic outcome. These successes are in great part due to the willingness of volunteers to give their time to students, and we thank you.

We look forward to seeing you on November 13th, please contact Ellie or myself with questions or concerns.

Ellie Clifford Ertle

Lecturer

Town Hall Meeting Coordinator

Department of Political Science

CSU, Chico

530-898-3068

eerle@csuchico.edu

<http://www.facebook.com/ChicoTownHallMeeting>

Thank you and we look forward to hearing from you,

Annelise Wipfli

Student Assistant, Town Hall Meeting

Consultant “memo” (included in email to those confirmed to participate, AND included in folder that they receive upon check-in at the event)

California State University, Chico
Political Science Town Hall Meeting
Thursday, November 13th, 2014

“Compromise is central to the success of policy: What is Possible?”

Policy consultants are integral to the Town Hall process. As a consultant, you will be available during the breakout sessions to take part in discussion of policy problems and ideas, giving students information and ideas about how to take the next step toward policy implementation in their area of expertise. Consultants will also sit with small groups of students to provide some specific ideas/guidance for students designing their policy “action plan”. *The Town Hall Meeting is designed to foster student-centered discussion and debate.* Consultants will be asked to participate with perspective, experience and ideas. However, a neutral moderator will also be present to encourage a student-centered discussion. Students are very excited for the opportunity to discuss strategy with people who have real policy experience.

Consultant Agenda:

5:00-5:45pm - VIP Check-in and Reception: *BMU 210*

6:00-6:30pm - Opening Program: *BMU Auditorium*

6:40-7:55pm - Breakout Sessions: *Various locations see folder at check-in for details*

8:00-8:45pm - Roundtable sessions and dessert reception: *Various locations – see folder at check-in for details*

Breakout sessions: 6:40-7:55 pm

Goal: general conversation about various issues, ideas, problems, etc. within larger policy area. Students and community members (consultants, guests) will share ideas, stories, concerns, perspectives, etc. All will begin to consider various problems and solutions within the greater context of the policy area.

During introductions, please introduce yourself; name, title, and how you serve as an advocate or policymaker on this issue.

During conversation, you can participate by:

- Providing answers to questions from students.
- Identifying partners (organizations, interest groups, policymakers, individual activists, etc.) that students could work with to advocate for their policy ideas.
- Remaining positive and helpful. Remember, these students are new to the idea of policy, and are not used to engaging in these types of conversations. They have worked very hard to prepare, but they are nervous and unsure of their expertise.
- Modeling positive solution-oriented civil discourse.
- Allowing all ideas to be heard and discussed.
- Giving information about what policy ideas might work, not work...specify reasons why, and obstacles they may have to overcome.

Roundtable sessions: 8-8:45 pm

Goal: Students begin to write the components of their “action plan.” Students will begin to identify specific partners and steps for taking action on the issue: who might they work with, what concrete steps might they take to see their ideas put into policy, etc.

- Take Role (role sheet in folder)

- Start by asking students what was helpful about breakout session that they can use to write their action plan. Did their policy solution change based on the conversation in the room.
- Ask them to identify political actors (interest groups, activists, policy makers, etc.) that they could work with for their action plan. They should be specific and realistic!
- Ask them to identify obstacles to their solution, how do they plan to overcome those obstacles?
- Use your experience and expertise to help them identify points of weakness and potential partners, allies, etc. to reach their policy goal.

Potential “conversation starters”:

What are some ideas you have for solving the problems you have identified?

- *You might direct these to the whole group or to a specific member of the group.*
- What do you hope to get out of this discussion?
-
- The broad policy issue that we are discussing is _____, what are some specific concerns that you have or problems that you think need to be addressed?
-
- What are some ideas that you have for solving the problem you’ve identified?
- Why did you choose this policy area to focus on?
- How did you get involved in this issue?
- You mentioned that _____ (CA, Chico, etc.) should do _____, why?
- What are some financial implications of your suggested policy solution?
- Why is your idea important?
- Have you come across individuals or organizations who disagree with you? Why? What is their argument?
- Tell us more about your suggestion. Do you have suggestions or ideas for anyone else in the room?

Town Hall thank you (emailed after the event and sent out in the mail)

Dear ,

Thank you for attending and participating in the Fall 2014 Town Hall Meeting! We hope that your experience with Town Hall Meeting was a positive one, and that you may wish to return in the future. We are very thankful and appreciative for the time you have put into our event.

The participation of each and every one of you is vital to the success of the program and the learning process for students. With the help of community members and policy experts, the students are able to have an engaging, fun and educational experience that gives many the passion to take their policy issues to the next level. To give you an idea of their experience, we've gathered comments from several of the students who participated this semester.

“Town Hall Meeting was a signal to me that the university and community want to go the extra mile to not only educate their students on real world issues, but also wants to give them the experience of talking about those issues with people who care.”

“I got my consultant’s business card to get more involved with my policy area. There is an upcoming event this Saturday, which I hope to attend to help translate for families who need assistance when speaking to an immigration attorney. I hope to learn so much more about how immigration issues affect people in my community.”

“I realized that there are more organizations than I thought when it comes to helping people. It was comforting to see how many people cared about my topic.”

“I plan to start going to the Stop meetings on campus. I really liked the two consultants I met from Town Hall and felt they had really great things to say. Also I spoke to one Stop representative and she told me their new idea for an activity that will hopefully take place soon that I can attend.”

“After learning so much from my consultant about climate change I want to get more involved in our local government. I also want to become apart of Chico's Sustainable Club. I want to go to more meeting and get closer to Sierra Nevada and make a difference in my community.”

Thank you and hope to work with you in the future,

Ellie Clifford Ertle
Director of Civic Engagement
Faculty, Department of Political Science
Town Hall Coordinator
California State University, Chico
eertle@csuchico.edu
530-898-5486

Appendix H-1

Online Survey Questions as of Fall 2013

SECTION I: ACADEMIC ENGAGEMENT

During the current school year, about how often have you done the following? (Very Often, Often, Sometimes, Never)¹

1. Asked questions or contributed to course discussions in other ways
2. Prepared two or more drafts of a paper or assignment before turning it in
3. Come to class without completing readings or assignments
4. Attended an art exhibit, play or other arts performance (dance, music, etc.)
5. Asked another student to help you understand course material
6. Explained course material to one or more students
7. Prepared for exams by discussing or working through course material with other students
8. Worked with other students on course projects or assignments
9. Gave a course presentation

During the current school year, about how often have you done the following? (Very Often, Often, Sometimes, Never)²

10. Combined ideas from different courses when completing assignments
11. Connected your learning to societal problems or issues.
12. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
13. Examined the strengths and weaknesses of your own views on a topic or issue
14. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
15. Learned something that changed the way you understand an issue or concept
16. Connected ideas from your courses to your prior experiences or knowledge

During the current school year, about how often have you done the following? (Very Often, Often, Sometimes, Never)³

17. Decided not to use an information source in a course assignment due to its questionable quality
18. Changed the focus of a paper or project based on information you found while researching the topic

¹ Questions from the National Survey of Student Engagement (NSSE), 2013
(http://nsse.iub.edu/html/survey_instruments.cfm).

² Questions from the National Survey of Student Engagement (NSSE), 2013
(http://nsse.iub.edu/html/survey_instruments.cfm).

³ Questions from the National Survey of Student Engagement (NSSE) "Information Literacy Module"
(<http://nsse.iub.edu/pdf/modules/2014/NSSE%202014%20Information%20Literacy%20Module.pdf>).

19. To what extent has your college education at this institution helped you to develop the following knowledge or proficiency? (Considerably, Sufficiently, Somewhat, Very Little)

Information literacy and research skills (Information literacy is a set of abilities requiring individuals to “recognize when information is needed and have the ability to effectively locate, evaluate, and apply the needed information.”)⁴

SECTION II: CIVIC AND POLITICAL ENGAGEMENT

Social Trust and Political Interest and Discussion questions (strongly agree, agree, agree somewhat, neither agree nor disagree, disagree somewhat, disagree, strongly disagree):

SOCIAL TRUST⁵

- 20. Most people can be trusted.
- 21. You can't be too careful in dealing with people.
- 22. Most of the time people try to be helpful.
- 23. People are mostly just looking out for themselves.

POLITICAL INTEREST AND DISCUSSION⁶

- 24. I am interested in national politics and national affairs.
- 25. I *discuss* national politics and affairs with my friends.
- 26. I am interested in local community politics and local community affairs.
- 27. I *discuss* local community politics and local community affairs with my friends.
- 28. I am interested in international politics and international affairs.
- 29. I *discuss* international politics and international affairs with my friends.

EFFICACY⁷

(A Big Impact, A Small Impact, A Moderate Impact, No Impact at All):

- 30. Overall, how much impact do you think people like you have in making your community a better place to live.

SOCIAL AND POLITICAL ACTION⁸

Please indicate the importance to your of each of the following (Essential, Very Important, Somewhat Important, or Not Important):

- 31. Influencing the political structure.

⁴ Question from the National Survey of Student Engagement (NSSE) California State University consortium set of questions for 2013.

⁵ The first two “trust” questions are from the National Opinion Research Center’s General Social Survey. The second two are from the Monitoring the Future project as employed in Rahn and Transue (1998).

⁶ Questions are adapted from Verba et al., the American Citizen Participation Study (1990), archived at Inter-University Consortium for Political and Social Research (www.icpsr.umich.edu).

⁷ Question is replicated from the 2000 Social Capital Benchmark Survey (<http://www.ropercenter.uconn.edu>).

⁸ Questions are from the UCLA Cooperative Institutional Research Program’s Freshman Survey. This survey is administered nationally and annually to college freshman (<http://www.heri.ucla.edu/cirpoverview.php>).

- 32. Participating in a community action program.
- 33. Keeping up to date with political affairs.
- 34. Becoming a community leader.
- 35. Improving my understanding of other countries and cultures.
- 36. Influencing social values
- 37. Helping others who are in difficulty
- 38. Helping to promote racial understanding

39. Did you vote in the election in November 2012?

- a. Yes, I voted
- b. No, I chose not to vote
- c. No, I was not eligible to vote

When you think about your life in the future in both college and after college, how likely is it that you would do each of the following?⁹

Likelihood Scale

| | | | | |
|------------------------------|----------|--------------|----------|-------------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all Likely | | Maybe | | Extremely Likely |

- 40. Vote in an election.
- 41. Contact or visit someone in government who represents your community.
- 42. Contact a newspaper, radio, or TV talk show to express your opinion on an issue.
- 43. Sign an e-mail or written petition.

CIVIC ACTION AND INTERPERSONAL/PROBLEM-SOLVING SKILLS

Questions below on the scale (Completely Disagree, Disagree, Neither Agree nor Disagree, Agree, Completely Agree):

- 44. I plan to become involved in my community
- 45. I am committed to making a positive difference
- 46. I can listen to other people’s opinions
- 47. I can work cooperatively with a group of people
- 48. I can think logically in solving problems
- 49. I can communicate well with others
- 50. I can successfully resolve conflicts with others
- 51. I try to find effective ways of solving problems

⁹ Item adapted from the Civic Engagement Questionnaire (Keeter, Zukin, Andolina, & Jenkins 2002).

SENSE OF COMMUNITY IN YOUR CLASS

Questions below on the scale (Completely Disagree, Disagree, Neither Agree nor Disagree, Agree, Completely Agree):

For the following questions, think about the individual students in this class for which you are filling out this survey.

- 52. When individuals in this class need help, I feel like I should be the first to step up.
- 53. I find I don't often make it a priority to pay attention to what is going on with the other individuals in this class.
- 54. Relative to other classes I have taken, I feel more strongly about helping and supporting the individuals in this class.

All of the students, mentors, and instructors for your course make a class community. In this section, think about your relationship to the class community as a whole.

- 55. I often find I have to put my own needs ahead of my responsibilities to this class community.
- 56. Given everything else I have to focus on, this class community is rarely my top priority.
- 57. I feel it is my duty to give to this class community without needing anything in return.
- 58. I often ask myself if what I get out of this class community is worth what I put into it.

SOCIAL JUSTICE

Questions below on the scale (Completely Disagree, Disagree, Neither Agree nor Disagree, Agree, Completely Agree):

- 59. I don't understand why some people are poor when there are boundless opportunities available to them
- 60. People are poor because they choose to be poor
- 61. Individuals are responsible for their own misfortunes
- 62. We need to look no further than the individual in assessing his/her problems
- 63. In order for problems to be solved, we need to change public policy
- 64. We need to change people's attitudes in order to solve social problems
- 65. It is important that equal opportunity be available to all people

SECTION III: WELL BEING

How stressful are the following to you? (Very Stressful, Somewhat Stressful, Neutral, Not Very Stressful, Not Stressful):¹⁰

- 66. Classes and school work
- 67. Social life and friends
- 68. Financial pressures
- 69. Family issues
- 70. General concerns about college
- 71. Working while attending school

During the PAST MONTH, how often did you feel. . . (Never, Once or Twice, Once a Week, 2 or 3 Times a Week, Almost Every Day, Every Day):

- 72. Happy.
- 73. Interested in life.
- 74. Satisfied.
- 75. That you had something important to contribute to society.
- 76. That you belonged to a community.
- 77. That our society is becoming a better place for people.
- 78. That people are basically good.
- 79. That the way our society works makes sense to you.
- 80. That you liked most parts of your personality.
- 81. Good at managing the responsibilities of your daily life.
- 82. That you had warm and trusting relationships with others.
- 83. That you have experiences that challenge you to grow and become a better person.
- 84. Confident to think of or express your own ideas and opinions.
- 85. That your life has a sense of direction or meaning to it.

¹⁰ Questions 53-72 compose the “Languishing/Flourishing Scale” of social and psychological well-being (Keyes 2002, 2006).

SECTION IV: LIFESTYLE

About how many hours do you spend in a typical 7-day week doing the following (0, 1-5, 6-10, 11-15, 16-20, 21-25, 26-30, More than 30)¹¹

- 86. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)
- 87. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)
- 88. Doing community service or volunteer work
- 89. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)

Now we would like to ask you a few questions about your current lifestyle. Remember that your responses will be kept confidential.¹²

How often, if ever, have you used any of the substances listed below? Do not include anything you used prescribed to you by a doctor.

(Never used

Used, but NOT in past 12 months

Used in past 12 months, but NOT in past 30 days

Used in past 30 days)

- 90. Cigarettes
- 91. Marijuana (or hashish, blunts, Spice, K2)
- 92. Cocaine (crack, coke)
- 93. Barbiturates or sedatives (prescription-type sleeping pills like Seconal, Ambien, Nembutal, downs or Yellow Jackets)
- 94. Tranquilizers (prescription-type drugs like Valium, Librium, Xanax, Ativan, Klonopin)
- 95. Amphetamines (methamphetamines, crystal meth, speed, uppers, ups)
- 96. Heroin
- 97. Other opiate-type prescription drugs (codeine, morphine, Demerol, Percodan, Percocet, Vicodin, Darvon, Darvocet)
- 98. LSD
- 99. Other psychedelics or hallucinogens like mushrooms, mescaline or PCP
- 100. Ecstasy (MDMA)
- 101. Club drugs (Special K, Super K, Ketamine, Liquid G, GHB)

¹¹ Questions from the National Survey of Student Engagement (NSSE), 2013
(http://nsse.iub.edu/html/survey_instruments.cfm).

¹² The following questions on alcohol/drug use are from the University of Michigan's 'Healthy Minds Study'
(<http://healthymindsnetwork.org/hms>).

102. In the PAST 30 DAYS, about how many HOURS PER WEEK on average did you spend exercising? (include any exercise of moderate or higher intensity, where "moderate intensity" would be roughly equivalent to brisk walking or bicycling)

- 1 Less than 1
- 2 1-2
- 3 3-4
- 4 5 or more

The following questions ask about how much you drink. A "drink" means any of the following:

A 12-ounce can or bottle of beer

A 4-ounce glass of wine

A shot of liquor straight or in a mixed drink

Before we can ask you the following questions, we need to know your gender.

Male

Female

Other (please specify)

103. During the last two weeks, how many times have you had {IF FEMALE DISPLAY "four"; OTHERWISE DISPLAY "five"} or more drinks in a row?

None

Once

Twice

3 to 5 times

6 to 9 times

10 or more times

{IF ABOVE QUESTION > 1, SHOW THIS QUESTION AND THE FOLLOWING; OTHERWISE SKIP}

104. The last time that you had 4/4 {DISPLAY "four" for females; OTHERWISE DISPLAY "five" for males} OR MORE drinks in a row, how many drinks did you actually have?

{DISPLAY RESPONSE 1 IF RESPONDENT IS FEMALE}

4 drinks

5 drinks

6 drinks

7 drinks

8 drinks

9 drinks

10-14 drinks

15 or more drinks

105. How long did it take you to consume the drinks you indicated in the previous question?

1 hour or less

2 hours

3 hours

4 hours

5 hours

Thank you for participating in this important research!

Appendix H-2

Graduation Rates of First Time Freshmen In Town Hall

Town Hall Participation in Fall or Spring Semester of First Year

| Entering Fall Term | Cohort Count | Graduating Within | | | | |
|--------------------------|-----------------|-------------------|---------|---------|---------|---------|
| | | 4 Years | 5 Years | 6 Years | 7 Years | 8 Years |
| 2006 | 394 | 20% | 56% | 66% | 70% | |
| 2007 | 678 | 13% | 43% | 54% | | |
| 2008 | 500 | 19% | 50% | | | |
| 2009 | 697 | 22% | | | | |
| 2010 | | | | | | |

Graduation Rates of First Time Freshmen Not In Town Hall

| Entering Fall Term | Cohort Count | Graduating Within | | | | |
|--------------------------|-----------------|-------------------|---------|---------|---------|---------|
| | | 4 Years | 5 Years | 6 Years | 7 Years | 8 Years |
| 2006 | 2,135 | 14% | 46% | 58% | 62% | |
| 2007 | 2,100 | 15% | 46% | 56% | | |
| 2008 | 2,268 | 17% | 48% | | | |
| 2009 | 1,809 | 20% | | | | |
| 2010 | | | | | | |

z Test for Significance of Difference Between Two Proportions

| Entering Fall Term | Graduating Within | | | | |
|--------------------------|-------------------|---------|---------|---------|---------|
| | 4 Years | 5 Years | 6 Years | 7 Years | 8 Years |
| 2006 | 5.70 | 7.15 | 5.88 | 6.03 | |
| 2007 | -2.15 | -2.25 | -1.50 | | |
| 2008 | 1.94 | 1.49 | | | |
| 2009 | 1.74 | | | | |
| 2010 | | | | | |

Interpretation: Table entries above are z scores. A z score of +/- 1.96 is significant at the $p < .05$ level on a two-tailed test.