

Co-Curricular Supports Proposal for FY Academic Experience

The Division of Student Affairs fosters a campus community that supports students in the development of their unique potential, inspiring them to be active learners, successful graduates, and engaged global citizens.

The Division of Student Affairs focuses on students' holistic learning and well-being and thus, we stand ready to deliver existing services to the FY Academic Experience (FYAE) participants by being intentional about their specific needs and the timing of their academic demands. The following are proposed ideas developed without extensive consultation across the Division of Student Affairs or the campus. These ideas and many other possibilities may be expanded if the program moves forward.

- * **Engage with TILT to offer math and science tutoring sessions during the day specific to this cohort and perhaps delivered both online and in person, where possible (these students will not be able to attend the TILT tutoring sessions that occur in the evenings due to course conflicts)**
- * **Upon enrollment, student demographics will be identified, and students could be invited for small group connections to the Student Diversity Programs and Services offices for further support and belongingness to the CSU community.**
- * **All FYAE participants could engage with the DEI module with facilitated conversations/reflections by SEED peer educators on putting this education into practice.**
- * **CSU Health Network could provide workshops (in person and virtual) for this FYAE group related to mindfulness, stress management, and well-being. Students could be encouraged to use the reflection space and napping pod. Participants will be encouraged to access YOU@CSU and Nod, two online platforms for resources and support.**
- * **The CSU Recreation Center could offer group fitness and outdoor adventure options for the FYAE participants, including hiking, biking, disc golf, and yoga on the Oval for whole body engagement**
- * **ASCSU could host a “get connected to ASCSU” event for the FYAE participants to help engage students to use their voices in shaping CSU for the future**
- * **SLiCE could promote clubs and organizations as well as leadership and service opportunities for the FYAE participants through 1:1 or small group sessions with involvement advisors**
- * **Specific to the commuter FYAE participants – optional lunch or evening meals in the dining centers or Lory Student Center Food Court could be offered for community building**
- * **Students could meet with mentors/advisors/coaches to develop their first 8 week and second 8-week schedules for optimal time management for student success**
- * **FYAE participants could attend a financial literacy workshop sponsored by Canvas Credit Union and will engage in follow up 1:1 meetings to develop a monthly budget and check in regarding progress**
- * **The Office of Financial Aid could provide targeted events (such as FAFSA workshops) for FYAE**



University Housing Support for Residential Students

Live & Learn is a residential learning experience through University Housing at CSU, consists of four domains: Awareness, Connection, Learning, and Thriving. Each domain for first-year students has a goal, objective, and outcomes which align with University and Departmental goals. These are detailed below with how each are connected at the departmental, division, and institutional level.

Our Four Strategies

1. Intentional Interactions: *Conversations, Roommate Agreements, Community Walks*
2. Community Functions: *Meetings, Hall Council, Residential Learning Communities*
3. Partnerships: *Links, Residence Hall Association, National Residence Hall Honorary, ICA Strategies*
4. Visual Elements: *Door Decorations, Bulletin Boards, Social Media Campaigns, Virtual Newsletter*

Module 1: Connection, Community, & How-to College (Ram Welcome – October 2)

During module 1, our first-year students are adjusting to college life, searching for a major, and trying to build connections with peers and the campus community. We will support them in this journey by providing opportunities for them to build relationships with peers and by introducing them to campus resources and organizations they can utilize or participate in.

Strategies for Module 1:

- * 3 Links – Kick Off Event, Career Center Open House & TILT Open House
- * Community Walks – Weekly check-ins during safety rounds
- * Intentional Conversations – Intervention Introduction, Taking Stock IC, Opportunity for Pre-Assessment
- * Virtual or In Person Community Builders (weekly)

Module 2: Student Success (October 3 – October 31)

Module 2 will focus on the holistic success of our residents. Are they making good decisions? Do they know how to study? How are they managing stress? All of these topics and many more will be important to cover as residents approach their first college midterm season, receive Early Performance Feedback (EPF), and near the end of the course withdrawal period. We will consider the best ways to encourage our residents, expose them to study and well-being resources, and help them succeed in their time as students.

Strategies for Module 2:

- * 2 Links - Intentional Conversation Response & U-Turn Resource Fair
- * Community Walks – Weekly check-ins during safety rounds
- * Virtual Community Builders (weekly)

Module 3: Relationships & Communication (November 1 – Fall Recess)

As we approach the end of the semester, we want to guide our residents through reflection on their relationships and communication strategies. Roommate conflicts may be rising and fall recess may be the first-time residents could be spending an extended amount of time with family since arriving to college. We encourage residents to think about how their values and/or beliefs may have changed and how to effectively engage in difficult conversations.

Strategies for Module 3:

- * Intentional Conversation 3 (Check-in)
- * 2 Link - Intentional Conversation Response, Culminating Event Fall Clean up with OCL
- * Community Walks – Weekly check-ins during safety rounds
- * Virtual or In Person Community Builders (weekly)

Module 4: Thriving & Reflection (Fall Recess – End of Semester)

The last few weeks of the semester has residents preparing for final exams and projects, as well as reflecting on the progress they have made throughout their first semester of college. Stress and anxiety levels may be high as residents try to navigate online learning & develop successful exam preparation plans and may overlook the importance of self-care. Additionally, now is a time to guide residents to reflect on the progress they have made and to be grateful for everything they have learned about themselves thus far.

Strategies for Module 4:

- * 1 Link – Keep Learning & Tilt Resources
- * Virtual Community Builder (weekly)
- * Post Assessment



Off-Campus Life

Support for Commuter Students

First-year commuter students, defined as students who are starting their first year of college and are exempt from living on-campus, is a small and unique population at CSU. Many of these students live in near campus, some live quite a distance from campus, and the majority live with a family member/guardian. The nature of being a first-year commuter puts these students at a higher risk of not being retained by the institution, and this risk is amplified with students who are academic underprepared. Off-Campus Life (OCL) provides support to all first-year commuter students and will increase our support for this specific subpopulation.

Current support systems, programs, and services:

- * OCL hosts sessions specifically for families of first-year commuter students during first-year Ram Orientations. The students often join their family member during these sessions.
- * OCL hosts a session during Ram Welcome specific for first-year commuter students titled Ram Welcome Off-Campus Student Welcome. The session happens when the residential students are visiting their halls.
- * OCL employs a Commuter Student Program Assistant (CSPA), a student staff member dedicated to support first-year commuter students. This student currently:
 - o Leads the Ram Welcome Off-Campus Student Welcome session.
 - o Meets one-on-one with the first-year commuter students after they have completed the Taking Stock survey for an intentional conversation. This is an optional step after completing the survey but is encouraged by giving RamCash to all participants.
 - o Sends out a monthly newsletter to all first-year commuter students.
 - o Is available to meet one-on-one with commuter students as needed.

Proposed support systems, programs, and services for all first-year commuters:

- * Increase the newsletter from monthly to weekly.
- * Increase reach out to students whose Taking Stock results display areas of concern by full-time staff members in OCL to encourage them to meet one-on-one with the CSPA.

Proposals for high-risk first-year commuters that participate in the seminar:

- * Have all meet at least once with a full-time OCL staff member during the first 3 weeks of classes.
- * Include an OCL full-time staff member for intentional conversations with students whose Taking Stock results display areas of concerns.
- * Advertise and encourage participation in DSA FYAE programs and workshops.
- * The CSPA will mail handwritten notes to their home to bridge a connection between their academic home (CSU) and physical home.
- * Build a Fall Clean Up team for these students to engage in a service project together. Fall Clean up will land approximately 2 weeks after the end of class, so it will be both a service learning engagement opportunity and reunion for this cohort.
- * Throughout the experience, help these students build pride around their commuting identity. We can call the cohort Commuting Cams and provide swag with a Commuter Cam design printed on it.
- * Assess the retention of these students in comparison to all first-year commuter students.

