



CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS ACADEMIC SENATE RESOLUTION

Resolution In Support of University-wide Student Success Concept

Resolution #: SR 23-XX

Drafted By: GI2025 Task Force and Reaffirmation Steering Committee, and the Senate Student Academic Policies and Procedures Committee

Approval Date: November 28, 2023

Purpose: To endorse an updated University-wide concept of Student Success and CSUCI.

Resolution:

WHEREAS California State University Channel Islands adopted a definition of student success¹ for the 2015-2020 strategic plan and that strategic plan has ended; and

WHEREAS a cross-divisional sub-committee of the Graduate Initiative 2025 (GI2025) Task Force that was re-established in 2021 to research previous work on a student success definition and charged to recommend and update it and then engaged in a campuswide feedback process on its recommendation; and

WHEREAS the GI2025 Task Force completed its work and sent its recommendation to the 2022-2024 Reaffirmation Steering Committee (RSC), whose charge it is to establish a university concept of student success; and

WHEREAS the RSC accepted the recommendation of the GI2025 Task Force, solicited another round of feedback through cross-institutional discussions, and upon further review of campuswide feedback, incorporated changes to said recommendation; and

WHEREAS the campus has formalized its plans to grow the number of both undergraduate and graduate programs at the university, and a concept of student success that is inclusive of these student populations is needed;

WHEREAS a concept of student success at CSUCI that encourages both interdependent and individual student agency and holistic development is being adopted;

~~BE IT THEREFORE RESOLVED that California State University Channel Islands is responsible for creating an environment in which students can develop as “whole persons” as they progress through and~~

¹ 2015-2020 definition: 1. Students achieve established learning outcomes and are academically prepared to graduate. 2. Students actively engage in the curricular and co-curricular programs and support services that enhance their educational experience. 3. Students apply their academic and co-curricular experiences to further their education, advance their careers, and contribute positively to a diverse and dynamic society

~~complete their college experience. This includes: (1) Intellectual Development: developing skills for acquiring and communicating knowledge, learning how to learn, and how to think deeply (2) Emotional Development: developing skills for understanding, controlling, and expressing emotions, (3) Social Development: enhancing the quality and depth of interpersonal relationships, leadership skills, and civic engagement, (4) Ethical Development: formulating a clear value system that guides life choices and demonstrates personal character, and (5) Physical Development: acquiring and applying knowledge about the human body to prevent disease, maintain wellness, and promote peak performance.~~

WHEREAS academic achievement, defined as students achieving satisfactory or superior levels of academic performance as they progress through and complete their college experience and education, is a cornerstone of this concept of student success; and

WHEREAS research shows student success is more likely to be experienced and evidenced when students: (1) feel personally validated and that they matter to the university, (2) believe that their effort matters and that they can influence or control their prospects for success, (3) develop a sense of purpose and perceive the college experience and education as being personally relevant, (4) become actively engaged in the learning process and in the use of campus resources, (5) become socially integrated and connected with other members of the university community, (6) think reflectively about what they are learning and connect it to what they already know or have previously experienced, and (7) are self-aware and remain mindful of their learning preferences/strengths, learning habits, and thinking patterns,

BE IT THEREFORE RESOLVED that California State University Channel Islands is responsible for creating an environment in which students can develop as “whole persons” as they progress through and complete their college experience. This includes: (1) Intellectual Development: developing skills for acquiring and communicating knowledge, learning how to learn, and how to think deeply (2) Emotional Development: developing skills for understanding, controlling, and expressing emotions, (3) Social Development: enhancing the quality and depth of interpersonal relationships, leadership skills, and civic engagement, (4) Ethical Development: formulating a clear value system that guides life choices and demonstrates personal character, and (5) Physical Development: acquiring and applying knowledge about the human body to prevent disease, maintain wellness, and promote peak performance.

BE IT THEREFORE RESOLVED that the student-facing concept of student success at CSUCI will be the following: CSUCI supports students to realize their academic and personal success responsive to their own needs, as well as those of their community. As part of the dolphin pod, students are empowered to:

1. Identify and accomplish their educational goals.
2. Develop skills to positively contribute to their futures, along with that of their families, and their communities in a diverse society through high impact practices and experiential learning opportunities.
3. Engage in enrichment activities that further develop their whole self.
4. Prepare for post-graduate life by gaining knowledge, skills, and experiences necessary for engaged citizenship and career success.

SR 23-XX: Resolution In Support of University-wide Student Success Concept

CSUCI faculty, staff, and administrators are responsible for developing and maintaining a campus environment within which this concept of student success is achievable.

Resources

Stephens, N. M., Fryberg, S. A., Markus, H. R., Johnson, C. S., & Covarrubias, R. (2012). Unseen disadvantage: how American universities' focus on independence undermines the academic performance of first-generation college students. *Journal of personality and social psychology*, 102(6), 1178.

Witmer, J. M., & Sweeney, T. J. (1992). A holistic model for wellness and prevention over the life span. *Journal of Counseling & Development*, 71(2), 140-148.