**Update of September 2014: Give Students a Compass**

1. **Introduction to Compass**

   For those of you who are new to GEAC and unfamiliar with the “Give Students a Compass” project, here’s a short description:

   Give Students a Compass, Phase II” (“Compass II”) is an initiative to increase the relevance, integration, and real-life application of the general education (GE) transfer curriculum in California by infusing it with high-impact educational practices such as service-learning, learning communities, first-year experiences, and collaboration with faculty on research.

   Compass II is a successor to a 3-state project by AAC&U from 2008 to 2011 (“Compass I”). Three CSUs – Chico, Sacramento, and SJSU – were “beta sites.” Compass II began in March,2011, and added the focus on **transfer and on partnerships with community colleges**. With funding from foundations, we have supported 6 pilot projects and 12 “networking partnerships,” all involving a CSU and at least one nearby community college. The projects have all been completed. Our focus now is on evaluation, dissemination, and a collaborative faculty “community of practice” with the California Community Colleges Success Network (3CSN).

2. **Evaluation activities**

   - The RP Group is analyzing student success at community colleges that participated in Compass projects. Darla Cooper, Director of Research and Evaluation, is project manager. They are using a centralized database available through the California Community Colleges Chancellor’s Office to compare grades and persistence rates of students who participated in courses with high-impact practices and similar courses without such practices. They will complete their work by late September.

   - The CSU campuses with Compass-funded pilot projects are each working with their own institutional research offices to analyze student success, using similar measures as the RP Group study.

   - To supplement quantitative research, we are gathering video “testimonials” from students who have participated in high-impact practices in lower division GE courses and from faculty and staff involved with the projects. Kevin Pina, a journalist and filmmaker who is an adjunct faculty member in Communication at CSU East Bay, is leading this work.

   - Julie Stein (Faculty Development Specialist; CSU East Bay and Las Positas College faculty) and I are conductive qualitative analyses of project interim and final reports.
3. Dissemination activities

- Julie, Ken, and I are developing qualitative profiles and vignettes of those projects that we believe are most sustainable and scalable. They will be featured in a print and online publication to be completed by late fall.

- We continue to make frequent presentations at state and national professional meetings.

- We are collaborating with 3CSN on an initiative called “Threshold Concepts and Wicked Problems.” Two very successful joint Leadership Institutes were held over the summer, reaching about 70 faculty, almost equally split between the CSU and CCC. Two follow-up events are slated this fall, one on October 10 at the Costa Mesa Hilton and one on November 7 at Las Positas College in Livermore. ITL is also offering $500 mini-grants to support hospitality for regional events. GEAC and ASCSU were represented at Leadership Institutes by Mark Van Selst, Joseph Bielanski, Kevin Baaske, Sandra Chong, and Ken Nishita

- The MERLOT teaching commons on General Education and Student Engagement (http://teachingcommons.cdl.edu/geengage), a listserv, and a MERLOT Voices online community are hosted by Julie Stein. We hope that GEAC will maintain these sites after the Compass initiative ends in Spring, 2015.

- The culminating Compass conference, New Paradigms and Pathways in GE, will be held at Sacramento State from February 12 to 14, 2015. Please plan to attend! We hope to announce more details later this month.
## High-Impact Practices in the Lower Division

### CSU Academic and Student Success Programs:
- The Chancellor has allocated funds each year to campuses to support the adoption and evaluation of high-impact practices.

### Gates Foundation “State Systems Transformation”:
- The CSU joined this twelve-state consortium in 2013 with a proposal to deliver at least two HIPs to each student, tailored to student attributes, campus, and academic programs.

### S4 Database:
- Approximately half of the 23-campus system is adopting S4, a Monterey-Bay-developed web interface for recording student participation in HIPs to relate to other academic records.

### CSU STEM Collaboratives:
- Helmsley Trust is supporting the systematic deployment of summer bridge, FYE, and gateway course redesign for STEM majors.

## Portfolios and Outcomes-Oriented Curriculum

### WICHE Interstate Passport:
- California is working with several states to organize the most common GE proficiencies around agreed benchmarks of student performance.

### Campus-wide ePortfolio:
- Fresno State, SFSU, Fullerton and others are adopting campus-wide platforms to encourage the collection of student work across multiple courses. Sacramento State is infusing portfolio thinking into GE.

### GE Pathways:
- Multiple CSU and CCC campuses are adopting integrative themes on a model developed at CSU Chico during Compass phase I. Eventually these themes may lead to systemwide minors.

### Linked Learning Pathways to the Baccalaureate:
- Irvine-funded project to identify liberal learning outcomes in Career & Technical Education in the California Community Colleges, and recognize them for CSU transfer credit.

## Ongoing Intersegmental Faculty Development

### Threshold Project:
- 3CSN is applying its approach to developmental education upward into transferable GE, and working with CSU to ensure that educational principles will apply to both segments.

### ASCSU calls for disciplinary councils to cut across campuses:
- These may be organized to group affiliated disciplines and promote engaged pedagogy. Unclear whether this would be intersegmental.

### CSU provosts’ requests for ongoing student success institutes organized by the Graduation Initiative:
- This will probably focus on high-impact practices, but unclear if it will be intersegmental.

### GEAC meeting of 9/2/2014 agenda item 12
- Intersegmental communications: Through the design of the General Education & Student Engagement teaching commons in MERLOT, the associated community conversations (MERLOT Voices), and a listserv of over 500 educators, an intersegmental communications network has been established to share ideas, news, best practices, upcoming events, and new innovations.

### GE Maps and Markers:
- The CSU is participating in a year-long multi-state effort by AAC&U to make GE learning more explicit and measurable.*