Opening Plenary
Wednesday, January 26
Hyatt Fisherman’s Wharf

Give Students a Compass in California
Making General Education Relevant
A Special Supplement to the 2011 Annual Meeting of the AAC&U
Purposes of General Education

- KNOW ABOUT human cultures and the natural world
- KNOW HOW to inquire, think, solve, communicate
- ENGAGE in the broader world
- INTEGRATE learning to adapt to new ideas

adapted from the Association of American Colleges & Universities
<table>
<thead>
<tr>
<th>Area</th>
<th>GE Breadth</th>
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</thead>
<tbody>
<tr>
<td>English Communication</td>
<td>A</td>
<td>1</td>
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<tr>
<td>Math &amp; Quantitative Reasoning</td>
<td>B4</td>
<td>2</td>
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<tr>
<td>Arts &amp; Humanities</td>
<td>C</td>
<td>3</td>
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<tr>
<td>Social Science</td>
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<tr>
<td>Science (including lab)</td>
<td>B1-3</td>
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<tr>
<td>Self-Development</td>
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<tr>
<td>Language other than English</td>
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<td>6</td>
</tr>
</tbody>
</table>
Sources of General Education (48 units total)
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California State University ("receiving institution")
nine upper-division units
Sources of General Education (48 units total)

California State University ("receiving institution")
- nine upper-division units

California Community College ("sending institution")
- 39 lower-division units
Sources of General Education (48 units total)

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nine upper-division units

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39 lower-division units

prior learning at the baccalaureate level ("pass-along")

* other CCCs or four-years
* military and other training
* external exams (AP or IB)

up to 39 units
Sources of General Education (48 units total)

- prior learning at the baccalaureate level ("pass-along")
  - * other CCCs or four-years
  - * military and other training
  - * external exams (AP or IB)
  - up to 39 units

- * transfer-friendly

California State University ("receiving institution")
- nine upper-division units

certifying California Community College ("sending institution")
- 39 lower-division units
Sources of General Education (48 units total)

prior learning at the baccalaureate level ("pass-along")
- other CCCs or four-years
- military and other training
- external exams (AP or IB)
  up to 39 units

* transfer-friendly
* fragmentary

California State University ("receiving institution")
  nine upper-division units

certifying California Community College ("sending institution")
  39 lower-division units
HIGH IMPACT FOR WHOM?

A Closer Look at Who’s Participating & Benefitting from High Impact Practices

Ashley Finley, Ph.D
Director of Assessment & Research, AAC&U
finley@aacu.org
National perspective on what we know about student learning and high impact practices

Analysis of National Survey of Student Engagement (NSSE) data from 3 state systems: CSU, University of Wisconsin, Oregon University

- Examination of 6 engaged learning practices
  - Learning Communities (FY)
  - Service-Learning (FY and Seniors)
  - Study Abroad (Seniors)
  - Student-Faculty Research (Seniors)
  - Internship (Seniors)
  - Sr. Capstone
### NSSE & High Impact Practices

- Random sample of FY students & seniors
- Indirect evidence of learning & experiences
- 5 NSSE Benchmarks (Institutional Outcomes):
  - Academic Challenge
  - Active & Coll. Learn.
  - Enriching Educ. Env.
  - Supportive Campus Environment
  - Student/Faculty Interaction

### High Impact Practices

- Engaging learning activities, experiences
  - FY Seminars
  - Learning communities
  - Collaborative assign/Projects
  - Common Intellectual Experiences
  - Writing across the curriculum
  - Global/Diversity Experiences
  - Undergraduate research
  - Internships
  - Study Abroad
  - Senior Capstone

- Common Elements: Time on task, Interaction, Reflection
Deep Learning - Pursuit of learning beyond memorization to seek underlying meanings & relationships

Gains in General Education - writing/speaking skills, acquire broad general educ, analyzing quant. probs

Gains in Personal & Social Development - developing ethics, understanding diff. bkgrds, understanding self, contributing to community, voting

Gains in Practical Competence - work related knowledge & skills, working effectively w/ others, use of technology, quant. problem-solving, solving complex real-world problems
The Great News about These Practices:

<table>
<thead>
<tr>
<th></th>
<th>Deep Learning</th>
<th>Gains in General Education</th>
<th>Gains in Personal &amp; Social Dev.</th>
<th>Gains in Practical Competence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Year</strong></td>
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<tr>
<td>Learn-Comm</td>
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<tr>
<td>Serv-Learn</td>
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<td>***</td>
</tr>
<tr>
<td>Study Abroad</td>
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<td>**</td>
<td>No Effect</td>
</tr>
<tr>
<td>Stud-Fac. Res.</td>
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<tr>
<td><strong>Seniors</strong></td>
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<tr>
<td>Serv.-Learn</td>
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<td>***</td>
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<tr>
<td>Internship</td>
<td>***</td>
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<td>***</td>
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<tr>
<td>Sr Capstone</td>
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IN ADDITION TO...

Student-level:
- Higher GPA/grades
- Gains in writing, critical thinking, reading, integrative thinking, research skills,
- Higher rate of civic engagement, gains in commitment to social justice, multicultural awareness

Institutional-level
- Increased retention and persistence
- Ease of college transition
- Higher rate of graduate school enrollment

Source: *Five High Impact Practices* by Jane Brownell & Lynn Swaner (available through AAC&U)
The not so great news about these practices:

% of All Students in High Impact Practices

- LCS (FY): 15%
- SL (FY): 34%
- SL (SR): 47%
- St/Fac. Res(SR): 18%
- SR Cap.: 30%
- Intern. (SR): 48%
- StudyAbbr(SR): 15%
1st Generation & Transfer Participation Rates
Impact of Educationally Purposeful Practices on the PROBABILITY OF RETURNING for Second Year of College by Race

Impact of Educationally Purposeful Practices on First Academic Year GPA by Race/Ethnicity

MORE BAD NEWS: WHAT WE KNOW ABOUT OUTCOMES FOR UNDERSERVED STUDENTS

- **FY Seminars**: “A significant gap in the (FY) seminar literature is the lack of attention to the outcomes...for specific student populations” (p.9)
- **LCs**: “Some authors have sought to determine the outcomes for specific groups of underserved students...every (CC) study falls under this category.” (p.19)
- **Serv-Learning**: “Very little research has been conducted on the effect of (SL) on students from underserved groups.” (p. 26)
- **Undergrad Research**: “Issues of retention and graduate degree attainment are the focus of the majority of research...” (p. 34)
- **Capstone**: Very few studies regarding the outcomes of (capstones) were identified...for general or historically underserved student populations” (p. 39)
“While the number of studies examining the experiences of students from underserved populations was far more limited, the types of outcomes described for these students included…”:

- Higher grades
- Higher rates of persistence

- Higher grades
- Higher rates of persistence
Si no levantas los ojos, creerás que eres el punto más alto.

- Antonio Porchia
The Importance of High Impact Practices for First Time Freshmen in the CSU: Some Preliminary Insights
The Importance of High Impact Practices for First Time Freshmen in the CSU: Some Preliminary Insights

Topics:

- Introduction: How I learned to love HIPs
- Situating the CSU in a Comparative Context: What NSSE Data Reveal
- NSSE at CSUN: What the Data Do and Don’t Show
- Freshman Course-Taking Patterns at CSUN
Table 1. Percentage of Freshman Respondents Participating in Selected High Impact Activities by Respondent Grouping and Data Set

<table>
<thead>
<tr>
<th>Activity</th>
<th>NSSE Respondents</th>
<th>CSU Respondents</th>
<th>CSUN Respondents</th>
</tr>
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<tbody>
<tr>
<td>Service Learning</td>
<td>36%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Communities</td>
<td>17%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 2. Percentage of Freshman Respondents Participating in Selected High Impact Activities by Respondent Grouping and Institutional Type (NSSE Data Set)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Private Institutions</th>
<th>Public Institutions</th>
<th>Large Master's Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning</td>
<td>44%</td>
<td>34%</td>
<td>35%</td>
</tr>
<tr>
<td>Learning Communities</td>
<td>16%</td>
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<td>15%</td>
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Student Background
(especially Underserved & Low Income)

↓

Access to High Impact Practices

↓

Student Engagement with Studies

↓

College Success
(GPA & Persistence)
Student Background (especially Underserved & Low Income)

Access to High Impact Practices

Student Engagement with Studies

College Success (GPA & Persistence)
Measures Used in First Time Freshman Analysis to Assess Equity of Access and Entry Characteristics

- Racial and Ethnic Background (Latina/o vs. Others)
- Low-Income Status (low income = Pell Grant recip.)
- Gender
- Enrollment Status (units attempted)
- Need for Remediation at Entry
- High School GPA
- Composite SAT scores
Figure 1. Background Characteristics of First Time Freshman Entering CSUN During the Fall 2006 - Fall 2008 Period

Traditionally underserved High school or less; both parents Pell Grant recipients

Percentage

100
100.0
90.0
80.0
70.0
60.0
50.0
40.0
30.0
20.0
10.0
0.0

Latina/o FTF Respondents Other FTF Respondents

Traditionally underserved
High school or less; both parents
Pell Grant recipients

25
60
16
59
34
Figure 2. Percentage of Latina/o Respondents Among the Fall 2006-08 Freshmen by Background Characteristic

- Traditionally underserved: 74%
- High school or less; both parents: 72%
- Pell Grant recipients: 54%

First Time Freshmen
Table 3. Percentage of NSSE Respondents and CSUN Freshmen Participating in Selected High Impact Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>CSUN Freshmen</th>
<th>NSSE Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service Learning</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Learning Communities</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Freshman Seminar</td>
<td>27%</td>
<td></td>
</tr>
</tbody>
</table>
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<table>
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<tr>
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<th>NSSE Respondents</th>
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<tbody>
<tr>
<td>Service Learning</td>
<td>4%</td>
<td>29%</td>
</tr>
<tr>
<td>Learning Communities</td>
<td>17%</td>
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</tr>
<tr>
<td>Freshman Seminar</td>
<td>27%</td>
<td>--</td>
</tr>
</tbody>
</table>
Table 4. Percentage of CSUN Freshmen Participating in Selected High Impact Activities By Pell Grant Status

<table>
<thead>
<tr>
<th>Grant Recipient</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year Seminar</td>
<td>36.2</td>
<td>20.7</td>
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<tr>
<td>Learning Community</td>
<td>24.3</td>
<td>10.8</td>
</tr>
<tr>
<td>Service Learning</td>
<td>4.4</td>
<td>3.2</td>
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</table>
Figure 3. Freshmen Participation in High Impact Practices by Units Attempted in First Term

Percentage

Freshman Seminar

Learning Community

11 or fewer
12 units
13 units
14 units
15 units
16 or more

58.9
50.8

8
22
22.1
23.0
23.6
11.2
11.6
14.1
2
9
11.2
11.6
14.1

5.0
10.0
20.0
30.0
40.0
50.0
60.0
70.0
80.0
Measures of Student Success Used in First Time Freshman Analyses

- CSUN GPA at the end of the first year of study (Median: 2.60)
- One-year continuation rate (73% overall)
Table 5. Participation in High Impact Practices During First Year of College

<table>
<thead>
<tr>
<th>HIPs participated in</th>
<th>Percent</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zero (no participation)</td>
<td>68.4</td>
<td>8,513</td>
</tr>
<tr>
<td>One</td>
<td>16.2</td>
<td>2,016</td>
</tr>
<tr>
<td>Two or more</td>
<td>15.4</td>
<td>1,920</td>
</tr>
<tr>
<td>Two</td>
<td>15.1</td>
<td>1,881</td>
</tr>
<tr>
<td>Three</td>
<td>0.3</td>
<td>39</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>12,449</td>
</tr>
</tbody>
</table>
Figure 4. Impact of Participation in High Impact Practices on CSUN GPA of Freshmen Entering CSUN During the Fall 2006-08 Period

Mean GPA at End of First CSUN Year

None: 2.37
1 HIP: 2.41
2 or more HIPs: 2.54

[\eta = 0.058 (0.001)]
Figure 5. Impact of Participation in High Impact Practices on Mean CSUN GPA by Racial & Ethnic Background of CSUN Freshmen

- Latina/o Respondents: Mean GPA at End of First CSUN Year
  - None: 2.23
  - 1 HIP: 2.33
  - 2 or more HIPs: 2.53

- Other Respondents: Mean GPA at End of First CSUN Year
  - None: 2.46
  - 1 HIP: 2.46
  - 2 or more HIPs: 2.56

Eta values:
- Latina/o Respondents: Eta=.119 (.001)
- Other Respondents: Eta=.035 (.011)
Figure 6. Impact of Participation in High Impact Practices on Mean CSUN GPA by Pell Grant Status of CSUN Freshmen

- Pell Grant Recip.:
  - None: 2.24
  - 1 HIP: 2.33
  - 2 or more HIPs: 2.52
  
- No Pell Grant Received:
  - None: 2.47
  - 1 HIP: 2.48
  - 2 or more HIPs: 2.60

Eta = .038 (.005) for Pell Grant Recip.
Eta = .116 (.001) for No Pell Grant Received.
Figure 7. Impact of Participation in High Impact Practices on the One-Year Continuation Rate of CSUN Freshmen Entering During the Fall 2006-08 Period

- None: 72%
- 1 HIP: 72%
- 2 or more HIPs: 78%

[\eta = .036 (.001)]
Figure 8. Impact of Participation in High Impact Practices on the One-Year Continuation Rate by Racial & Ethnic Background of CSUN Freshmen

- Latina/o Respondents
  - None: 69.35
  - 1 HIP: 70.57
  - 2 or more HIPs: 78.79

- Other Respondents
  - None: 73.1
  - 1 HIP: 71.99
  - 2 or more HIPs: 76.05

Statistical significance:
- Eta=.082 (.001) for Latina/o Respondents
- Eta=.025 (NS) for Other Respondents
Figure 9. Impact of Participation in a Learning Community on CSUN GPA by Racial & Ethnic Background of CSUN Freshmen

[Diagram showing the impact of participation in a learning community on CSUN GPA by racial/ethnic background.]

No Experience  Partic. in Learning Commun.

[Eta=.041 (.001)]
Figure 9. Impact of Participation in a Learning Community on CSUN GPA by Racial & Ethnic Background of CSUN Freshmen

- Latina/o Respondents: Mean GPA = 2.26, Eta = .092 (.001)
- Other Respondents: Mean GPA = 2.47, Eta = .023 (.046)
- All Respondents: Mean GPA = 2.56, Eta = .041 (.001)
Figure 10. Impact of Participation in a Learning Community on CSUN GPA by Pell Grant Status of CSUN Freshmen

- Pell Grant Recipients: Mean GPA = 2.21, Eta = 0.092 (0.001)
- No Pell Received: Mean GPA = 2.47, Eta = 0.023 (0.046)
- All Respondents: Mean GPA = 2.40, Eta = 0.041 (0.001)

The diagram shows the mean GPA at the end of the first CSUN year for students with different Pell Grant statuses and their participation in a learning community.
Table 11: Impact of Participation in a Learning Community on the One-Year Continuation Rate by Racial & Ethnic Background of CSUN Freshmen

<table>
<thead>
<tr>
<th></th>
<th>Latina/o Respondents</th>
<th>Other Respondents</th>
<th>All Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Experience</td>
<td>70.05 (Eta=.088 (.001))</td>
<td>72.97 (Eta=.027 (NS))</td>
<td>71.89 (Eta=.015 (NS))</td>
</tr>
<tr>
<td>Partic. in Learning Commun.</td>
<td>76.59</td>
<td>75.46 (NS)</td>
<td>76.04</td>
</tr>
</tbody>
</table>
What Are High Impact Practices?

• Specific educational practices that help students to master the skills they will need to succeed in today's new global economy.

• Educational practices that allow students to apply new intellectual skills in real-world settings or that expose them to diverse perspectives on issues.

• Practices educational research suggests increase student retention and engagement.

• Effective educational practices that are correlated with positive educational outcomes for students from varied backgrounds.
AAC&U List of High Impact Practices

• First-Year Seminars and Experiences
• Learning Communities
• Writing-Intensive Courses
• Collaborative Assignments and Projects
• Undergraduate Research
• Diversity/Global Learning (includes Study Abroad)
• Service Learning, Community-Based Learning
• Internships
• Capstone Courses and Projects
• Common Intellectual Experiences (provided by linked or sequenced courses)
Possible Sub-Species within High Impact Practices

• Practical Application of Theoretical Knowledge (Undergraduate Research, Service Learning, Community-Based Learning, Internships, and Capstone Courses/Projects)

• First-Year Experiences (Seminars, Learning Communities)

• Writing-Intensive Courses

• Diversity/Global Learning (includes Study Abroad)
Questions or Comments ??
Integrative Learning

Learning Communities (LCOM)
Linking people and concepts, learning communities at CSM offer an innovative, exciting approach to learning designed for student success.

- **Confluence-model Learning Communities**
  In these learning communities, students enroll in only one class but explore connections among different disciplines and issues through common themes, materials, and "Friday Forums" scheduled during regular class meetings. Students and faculty work collaboratively in a friendly, supportive atmosphere while considering important issues of our times.

- **Hard-linked Learning Communities**
  In these integrated models, students must enroll in all the participating classes. Students succeed in a collaborative, supportive learning situation.

Writing Across the Curriculum (WAC)
CSM's Writing Across the Curriculum pilot program recognizes writing is an essential tool to foster meaningful learning. WAC involves dedicated faculty in various disciplines who provide coaching for each other and for their students. The program engages in learning outcomes assessment through use of an e-portfolio system to showcase and document student work. Program currently on hiatus, the linked for information.

The Center for the Scholarship of Teaching and Learning (The SoTL Center)
CSM's Center for the Scholarship of Teaching and Learning (The SoTL Center, Building 12-170) provides support for faculty involved in various initiatives to improve and develop the quality of teaching and learning on the campus. The Center's purpose is to make good teaching a collaborative and public endeavor and to encourage thoughtful
demonstrated commitment to and capacity for action, inquiry and innovation in the scholarship of teaching.

Virtual File Room
You'll find here links to documents and presentations related to all the Integrative Learning Forums.

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