

GI 2025 Steering Committee Meeting Minutes

Location: AD-103

Date: May 14, 2019

Time: 12-1:30 p.m.

Attendees: Shari McMahan, Sam Sudhakar, Clare Weber, Beth Jaworski, Doug Freer, Robert Nava, Muriel Lopez-Wagner, Karen Kolehmainen, Rachel Beech, Olivia Rosas, Craig Seal, Jo Anna Grant, Sandy Bennett

1. Progressive Pedagogy / Chair Jo Ann Grant

- See attached handout for update.

2. Rapid Data Analysis / Co-Chairs Sam Sudhakar and Muriel Lopez-Wagner

- Reports on DWFI rates and course availability by term were completed and provided to deans and department chairs.
- Lists of students to track have been provided to professional advisors.
- The Institutional Research dashboards have been reorganized.
- Team members have begun developing the Graduation Meter Project. This will be the first thing students see when they log in and will tell them how far they are from graduation.
- The 2017-18 Faculty Data Fellows will present their work on May 31, 2019 at the Spring Faculty Showcase.

3. Informed Enrollment / Co-Chairs Rachel Beech and Olivia Rosas

- We recently passed the May 1 deadline. First-year student deposits have decreased system-wide. CSUSB came in lower than expected based on admission numbers for First Year students.
- The UC's are going to waitlist, which may impact our registration numbers.
- Student transfer numbers came in very strong. Overall we have enough deposits to reach our enrollment target of 3,000 new first-year students and 2,700 transfer students. Our overall net increase in new enrollment from fall 2018 is 700.
- The next big project is a deep dive into transfer students course needs and holding classes. This will require participation and engagement from department chairs.
- The new registration process, which changes registration priority to be responsive to class level, is going smoothly.
- Financial aid packets were awarded on time. This will foster on-time commitment by students.
- Financial aid will support 2,600 students this summer.

- Between 3,200 and 3,500 students will be graduating in June; 144 of those are undocumented students.
- Team members are looking at data factors for students who are unable to graduate because of monetary reasons (e.g. late library fines). Consideration is also being given to workarounds (e.g. mini-grants; allow student to graduate but don't award the degree until the fine(s) is paid).

4. Nurturing Student Engagement, Advising and Wellness / Chair Beth Jaworski

- The Alumni Mentor Program (through Alumni Relations) will be scaled-up next academic year.
- Team members are participating in a conference all next week with members from Cal State Los Angeles. The discussion will center on what has worked and what hasn't worked with Q2S advising.
- The subcommittee is exploring a mentorship-related program similar to the Coyotes Connect model.
- The CSU is offering an eight-hour train-the-trainer model, which is very focused on mental health. The CSU "I Can Help" program is a shorter training and includes basics needs. Four individuals will be participating in June and will report back. The goal is to have two trained faculty per department.
- Activities that support the Be Well Yoties initiative will center on critical time periods during each quarter.
- Team members are looking at correlates for students who get counseling and their academic outcomes.
- An exploratory component that focuses on student support (e.g. finances, study skills) is planned for next academic year.
- Coyote Grow has been deployed to all student teams and student workers. This powerful and transformative model will be expanded into Student Affairs, the library and other locations. Coyote Grow is an expansion of Iowa Grow[®] (Guided Reflection on Work) that "uses brief, structured conversations between student employees and their supervisors to help students connect the skills and knowledge they are gaining in the classroom with the work they are doing, and vice versa." (<https://vp.studentlife.uiowa.edu/priorities/grow/>) It is considered a high-impact practice.

5. Transparent Policies and Procedures

- The following policies have been officially launched: Timely Graduation (Fall 2018), the revised Priority Registration (starting Spring 2019 for Fall 2019 registration), and Course Repeat (Fall 2019).
- Team members have recommended that the Waitlist be 'turned off' the day before the first day of classes. After that, instructors and departments can manage on their own as needed. This will allow for adds, overloads, open university, and other impacted units to work through their processes. The recommendation is under consideration by the Deputy Provost.
- It was also recommended that Financial Services use the \$1,000 threshold for holds and dismissals, which has been adopted.
- Sub-committee members will regroup on Graduation Checks, Program Requirements, Dual Majors, and Unit Overloads next year, for potential adoption in Fall 2020 (to coincide with Q2S).

- **University system updates that support Q2S and GI 2025:**
 - 4-year and 2-year Quarter Roadmaps and Schedules (<https://www.csusb.edu/advising/students>)
 - 1-year 2019-20 FTF/Transfer Roadmaps, Semester Roadmaps and Translation Tables (<https://www.csusb.edu/advising/semester-conversion>).
 - We will have the automated PAWs Audit and Course Conversion Guide available in the Fall.
 - We are pre-loading myCAP (using the roadmaps) for FTF/Transfer for our Fall 2019 cohort and using Schedule Planner. Details of the Advising Tools are here: <https://www.csusb.edu/advising/faculty-staff>.
 - We have assigned a professional staff advisor to each major, effective Monday, May 13. We also launched a common professional advisor training and development program.
 - We have an ongoing Graduation Initiative Grant (GIG) campaign for seniors who can graduate in summer.
 - We have a momentum campaign to encourage freshman to leverage summer to get back on track.
- **System issues that would help, but require CSU/CO support:**
 - Allow alternative GE courses such as E category Lifelong Learning to be part of the Early Start Program.
 - Re-consider how blended/integrated programs are counted (now the student is not graduated until they complete the master's degree).
 - Exempt Special Admits from the ratios for GI 2025.

6. Additional Discussion Points

- High Impact Practices Update (see attached handouts)
- Consideration needs to be given to the alignment of reporting and assessment to the Strategic Plan, etc.
- Grad check will be automated with the 2016 cohort next year.

Teaching Resource Center's GI-2025 Progressive Pedagogy Initiatives

- I. Ongoing
 - A. **Project Based Learning Institute (December 2018) with Title V Here to Career grant**
 - B. **Reacting to the Past (March 2019, CSUN & June Barnard College)**

- II. New Initiatives 2018-19
 - A. **ACUE Online Course in Effective Teaching Practices**
 1. 29 Participants, all lecture faculty from all colleges
 2. Leads to an American Council on Education (ACE) Certificate in Effective Instruction
 3. Certified instructors shown to eliminate equity gaps in their students' performance (see handout)
 4. CSUSB cohort completion rate above national average—despite 2 quarter compressed timeframe

 - B. Practices implemented in all Faculty Learning Communities (NFO; NFLC; DEI FLC; Community of Practice Facilitators)
 1. **TILT (Transparency in Learning and Teaching) Framework (Winkelmes)**
 - a. Making as few as 2 course assignments transparent leads to significant improvement on indicators of student success

 2. **Learner-Centered Syllabus (Palmer)**
 - a. Associated with better rapport between teachers and students, and with increased student motivation, achievement, and empowerment.
 - i. These factors are associated with student success—especially for 1st generation college students
 - b. Clarifies the invisible curriculum

 3. **Motivational Framework for Culturally Responsive Teaching (Ginsberg)**
 - a. Motivation is inseparable from culture
 - b. Framework activates 4 motivational conditions to engage all learners:
 - i. Establishing inclusion
 - ii. Developing attitude
 - iii. Enhancing meaning
 - iv. Engendering competence

 - C. **Decolonizing the Syllabus (de Chavez)**
 1. 3 Innovative Course Development Grants centered around this.



HIPs Committee Members

Name	Position
Dr. Arturo Fernandez-Gibert	Professor, World Languages & Literatures
Dr. Clare Weber	Deputy Provost and Vice Provost, Academic Programs
Dr. Craig Seal	Dean of Undergraduate Studies
Dr. Crystal Huang	Assistant Professor, Management
Dr. David Carlson	Department Chair, English
Dr. Diane Podolske	Director, Community Engagement
Dr. Dorota Huizinga	Associate Provost for Academic Research and Dean of Graduate Studies
Dr. Fred McCall	Director, Student Engagement
Dr. Gisela Bichler	Professor, Criminal Justice
Dr. Janelle Gilbert	Associate Professor, Psychology
Dr. Jo Anna Grant	Director, Teaching Resource Center
Dr. John Yaun	AVP of Student Affairs for Housing and Strategic Initiatives
Dr. Jordan Fullam	Assistant Professor, Teacher Education & Foundation
Dr. Judith Sylva	Faculty Assessment Coordinator, Academic Programs
Dr. Julie Lappin	AVP & Chief of Staff
Dr. Michael Nguyen	Assessment and Research Coordinator, Student Affairs
Dr. Monideepa Becerra	Associate Professor, Health Science and Human Ecology
Dr. Muriel Lopez-Wagner	AVP for Institutional Effectiveness & Director for Institutional Research
Dr. Tatiana Karmanova	Associate Vice Provost and Dean, College of Extended and Global Education
Dr. Ya Ni	Interim Associate Dean, College of JHB Business & Public Administration

Goals for the HIP Committee

1. Identify what HIPs we are engaged in based on AACU definition of HIPs
2. Measure student participation in HIPs
3. Refine the rubrics and determine how we will use the taxonomies in our work with HIPs
4. Develop outcomes and assessment plans
5. Identify training and educational opportunities to utilize and communicate HIPs to the campus community as well as timelines for implementation relative to the semester transition (proposed amendment to this goal)
6. Identify strategies to educate and inform students about HIPs at CSUSB
7. Promote collaboration in efforts to implement and/or assess HIPs across divisions, departments, and programs (proposed replacement goal; propose deleting: Determine and incorporate how Q2S will have an impact on the work of this committee)
8. Decide what role each committee member will have toward these goals for the committee
9. Implement HIPs with focus on diversity, equity, and social justice (proposed additional goal)

Outcomes regarding the implementation of HIPs at CSUSB

1. The campus community will learn what the AACU HIPs are and how they were established as high impact relative to identified student outcomes to establish a shared understanding across the campus community (Goals 1; 5)
2. The campus community will learn how to implement AACU HIPs with integrity in their course, program, and/or services (Goals 1; 3; 4; 5; 6; 8)
- 3a. Academic courses will be given an attribute to Peoplesoft to identify that a course is designed with a specific HIP to support institutional measurement of HIP implementation in academic courses.
- 3b. Non-course anchored HIPs will be identified in co-curricular pathways in Coyote Connection to support institutional measurement of HIP implementation in co-curricular services and activities via the co-curricular transcript (Goals 1; 2; 6; 7; 9)

2018-19 HIPs Committee

Year to date summary

Submitted by Deputy Provost Clare Weber to Provost Shari McMahan

Date: 5.27.19

HIPs Committee Members

Clare Weber, John Yaun Co-Chairs

Members: Craig Seal, David Carlson, Diane Podolske, Dorota Huizinga, Fred McCall, Gisela Bichler, Janelle Gilbert, Jo Anna Grant, Jordan Fullam, Judith Sylva, Julie Lappin, Michael Nguyen, Monideepa Becerra, Muriel Lopez-Wagner, Tatiana Karmanova, Xiaoyu Huang, Ya Ni

Strategic Plan Goal 1 Student Success

Objective 1

1. All undergraduate students will participate in at least three High Impact Practices (HIPs) by graduation, starting with the fall 2015 cohort of incoming first-year students, preferably including one HIP within the context of each student's major.

HIPs Committee Goals for 2018-19

- ✓ **1. Identify what HIPs we are engaged in based on AACU definition of HIPs**
- ✓ **2. Refine the AACU suggested rubrics and determine how we will use the taxonomies in our work with HIPs in academic programs**

The AACU HIPs include First-Year Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, ePortfolios, Service Learning, Community-Based Learning, Internships, and Capstone Courses and Projects.

In progress (year to April 2019 data) **3. Measure student participation in AACU defined HIPs**

(See the summary of academic affairs data and attached data table below)

In Progress **4. Develop a definition and measurement of High Impact Student Affairs Event Engagement**

In progress **5. Develop outcomes and assessment plans**

The committee will use modified versions of the Indiana University and Purdue University Indianapolis (IUPUI) along with the CSU Community Engagement Rubric to assess HIPs in Academic Affairs starting with a fall 2019 pilot project that will include Community engagement, Writing Intensive Courses, Service Learning, Undergrad

Research, and Study Abroad. Student Affairs is developing an assessment plan for the High Impact Student Affairs Event Engagement. Assessment will use NSEE data in addition to AACU HIPs assessment tools. The assessment will be developed in Campuslabs.

Data

The committee decided to start with a conservative tracking of student HIPs participation utilizing the AACU HIPs courses. Institutional Research and Analytics (IRA) assisted in measuring the involvement of the 2015 FT/FTF 4-year graduates in HIP courses. The courses included: Writing 306, Service Learning, First-Year Seminar, Study Abroad, Honors, Internship, Research, Mentor, Summer Bridge, Learning Community (early start or summer bridge 2015), and Senior Project. With this conservative measurement, on average, the 569 students participated in 3 HIPs.

This measurement does not include data from High Impact Student Affairs Event Engagement, spring 2019 courses, student research for 2018-19, Peer mentoring programs, Student Leader programs, expanded count of Study Abroad, and Community Engagement not linked with courses. IRA will include this data in the year-end measurement.

The preliminary data for 2018-19 shows that we have been successful, on average, in meeting the strategic plan goal 1, Objective 1. Furthermore, the 2015 cohort of six-year graduates will have an additional two years to participate in HIPs. The committee anticipates that the end of year measurement will show that the number of students participating in HIPs and the frequency of their participation will increase compared to the IRA data report 5.10.19 "Summary of HIPs Participation: Expected Fall 2015 FT/FTF 4-Year Graduates."

PRELIMINARY RESULTS

Summary of HIPS Participation: Expected Fall 2015 FT/FTF 4-Year Graduates

Note: Includes all Fall 2015 FT/FTF who graduated or have a grad check on file as of 5/10/2019 (N = 569).

HIP	Total Participation Count	Unique Participant Count	# of Students with Multiple Participation
Writing 306	523	523	-
Service Learning	197	157	33
First-Year Seminar	111	111	-
Study Abroad	13	13	-
Honors	129	19	18
Internship	61	57	4
Research	186	108	43
Mentor	168	167	1
Summer Bridge*	228	228	-
Learning Community**	8	8	-
Senior Project	65	65	-
Total	1,689	1,456	99
Mean	3.0	2.6	-
Min	0	0	-
Max	18	7	-

# HIPS	Student Count by Total HIPS Participation		Student Count by Unique HIPS Categories	
	Headcount	%	Headcount	%
0	11	2%	11	2%
1	115	20%	116	20%
2	173	30%	181	32%
3	111	20%	124	22%
4	73	13%	88	15%
5	38	7%	41	7%
6	15	3%	7	1%
7	11	2%	1	0.2%
8	6	1%	-	-
9	1	0.2%	-	-
10+	15	3%	-	-
Grand Total	569	-	569	-

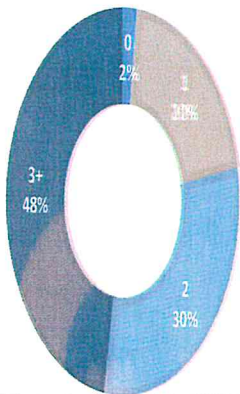
Note: service learning courses are not represented in multiple categories.

*Participation in early start or summer bridge in Summer 2015.

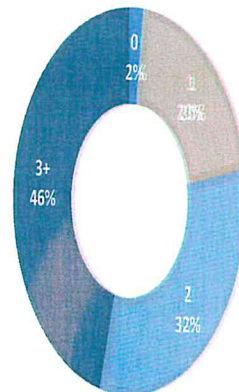
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TOTAL HIPS PARTICIPATION



UNIQUE HIPS CATEGORIES



2018-19 DSA HIPs Committee

CSUSB Strategic Plan - Goal 1. Student Success

Objective 1. All undergraduate students will participate in at least three High Impact Practices (HIPs) by graduation, starting with the fall 2015 cohort of incoming first-year students, preferably including one HIP within the context of each student's major.

CSUSB HIPS Task Force ((C. Weber report)	DSA HIPs Committee
<p><u>Membership</u> Clare Weber and John Yaun, Co-Chairs Craig Seal, David Carlson, Diane Podolske, Dorota Huizinga, Fred McCall, Gisela Bichler, Janelle Gilbert, Jo Anna Grant, Jordan Fullam, Judith Sylva, Ya Ni, Julie Lappin, Michael Nguyen, Monideepa Becerra, Muriel Lopez-Wagner, Tatiana Karmanova, Xiaoyu Huang</p>	<p><u>Membership</u> John Yaun, Chair Members: Michael Nguyen, Brian Willes, Janet Curiel, Guadalupe Salvidar, Natalie Cleary, Sarai Summer Steele, Michael Wong, Jesse Juarez, Dalia Hernandez, Maria Maldonado, Morgan Walker, Melissa Davila</p>
<p><u>2018-19 Goals</u> 1. Identify what HIPs we are engaged in based on AACU definition of HIPs. 2. Refine AACU suggested rubrics and determine how we will use taxonomies in our work with HIPs in academic programs. 3. Measure participation in AACU-defined HIPs. 4. Develop definition and measurement of High Impact Student Affairs Event Engagement. 5. Develop outcomes and assessment plans.</p>	<p><u>2018-19 Goals (determined pre-2018-19)</u> 1. Develop and maintain a community of HIP leaders/facilitators sharing best practices. 2. Advocate for student learning through HIPs. 3. Provide staff, financial resources to advance HIPs. 4. Implement strategic priorities related to HIPs. 5. Track, assess and adjust strategic HIPs priorities and practices, to meet CSUSB 2015-2020 Strategic High Impact Practice participation goals. 6. Communicate regularly with Academic Affairs partners to support collaboration. <u>Added 2018-19 goals:</u> 1. Align DSA HIPs goals with Acad. Affairs HIPs goals. 2. Connect with other DSA at Fullerton, Wisconsin system re: their HIPs model/implementation. 3. Develop HIPs model for 2019-20. 4. Track student participation in HIPs through DSA.</p>
<p><u>Data</u> Committee decided to start with a conservative tracking of student HIPs participation utilizing the AACU HIPs courses. IRA assisted in measuring the involvement of 2015 FT/FTF 4-year graduates in HIP courses. Courses included: Writing 306, Service Learning, First-Year Seminar, Study Abroad, Honors, Internship, Research, Mentor, Summer Bridge, Learning Community (early start or summer bridge 2015), and Senior Project. With this measurement, on average, the 569 students participated in 3 HIPs. *Doesn't include DSA events, stud. leader events</p>	<p><u>Data</u> -Model for 2019-20: Use Engagement Pathways bins (see draft): Social Support and Making Connections, Academic Success, Life Skills, Campus/Community Outreach, Prof. and Career Development, Health & Wellness, Div. & Global Learning; not at assess. level. -Goals of model: track everything we are doing and what is impactful; connect, organize DSA work around HIPs, develop baseline data; connect DSA work to AACU, NSSE. (See Texas A&M model) -2018-19 tracking: Cognito monthly activities of DSA Strategic Plan for EOY Report; 2019-20: Campus Labs.</p>

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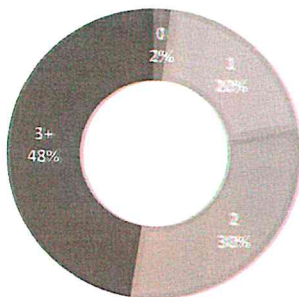
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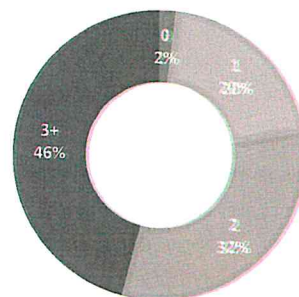
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TOTAL HIPS PARTICIPATION



UNIQUE HIPS CATEGORIES



INTERNSHIPS

IUPUI HIGH-IMPACT PRACTICE TAXONOMY

Description

IUPUI is an urban-serving institution committed to fostering student engagement with the communities of Central Indiana and beyond through high quality internships. An internship is academically-recognized, experiential learning that integrates knowledge and theory learned in the classroom with practical application and skills development in a professional setting.

Internships provide opportunities:

- for students to gain valuable experience and demonstrate learning as they make professional connections and validate their choice of career field and work environment
- for employers to guide, assess, and develop workforce talent
- for educators to demonstrate the social relevance and practical applications of their disciplines and learning outcomes
- for IUPUI to forge sustainable, mutually-beneficial relationships with the community.

Purpose

Improving practice

1. Identifying best practices and resources for enhancing experiential learning to support and improve internship course design.
2. Coaching internship instructors and internship employers on incorporating principles of learning into internship experiences.
3. Providing higher quality learning experiences for students completing internships for credit.
4. Providing consistency in quality of experience for students across schools/majors that complete internships for credit.
5. Providing multiple avenues for students to assess and reflect upon their internship experience.
6. Building working relationships with internship sites that allow for collaboration on student learning outcomes.

Improving assessment

1. Moving beyond the number of hours at the internship site being the major criterion of internship learning.
2. Collecting and assessing feedback from students and internship sites in multiple areas to improve internship courses.
3. Reflecting becomes a larger factor in assessing student learning from internship.

Suggested Citation

Benedict, B.J. & Rust, M.M. (2016). IUPUI Taxonomy for Internship Courses. Retrieved from: <https://rise.iupui.edu/resources/course-development/taxonomies/>

ABOUT IUPUI TAXONOMIES

The IUPUI high-impact practice taxonomies support instructors in the iterative development and improvement of courses that engage students in active learning.

Download all of the taxonomies at rise.iupui.edu/taxonomies

ABOUT CAMPUS CAREER AND ADVISING SERVICES

Campus Career and Advising Services promotes the integration of academic and career planning through educator-facing and employer-facing services.

CONTACT INFORMATION

CAMPUS CAREER AND ADVISING SERVICES

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Levels of Impact

ATTRIBUTE	MILESTONE 1	MILESTONE 2	MILESTONE 3
Internship Expertise	<ol style="list-style-type: none"> 1) Instructor is new to coordinating internships but has reviewed this taxonomy and the best practices resources cited below. 2) Instructor is familiar with the industry (or industries) related to their program(s). 	<ol style="list-style-type: none"> 1) Instructor has previous experience coordinating internships and is familiar with the best practices resources cited below. 2) Instructor is well-versed in the industry (or industries) related to their program(s). 3) The instructor is familiar with career development theory. 4) The instructor has contacts in relevant industry (or industries) where students intern. 	<ol style="list-style-type: none"> 1) Instructor has previous experience coordinating internships; is familiar with the best practices resources cited below; and is an active participant in the IUPUI Internship Council. 2) Instructor has expert knowledge of the industry (or industries) related to their program(s). 3) The instructor has expert knowledge in career development theory. 4) The instructor has an established network in relevant industry (or industries) where students intern. 5) The instructor is experienced in leading students through the process of critical reflection.
Internship applies and further grows knowledge and skills learned through classroom experiences in a professional environment.	<ol style="list-style-type: none"> 1) Student performs some menial tasks at internship site but majority of work is directly applying classroom learning, under the close supervision of a professional. 2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report). Focus is merely on what the student did during the internship. 	<ol style="list-style-type: none"> 1) Student performs very few menial tasks at internship site; majority of students' work is directly applying classroom learning, under the supervision of a professional. 2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report). Focus is on what the student did during the internship. 3) Surveys are used to gauge learning in defined areas and administered to both the student and internship supervisor at the mid-point and end of internship. 	<ol style="list-style-type: none"> 1) Student performs no menial tasks at internship site; students' work is directly applying classroom learning, under the supervision of a professional, but with a few opportunities for discretionary decision-making. 2) The instructor includes a requirement to document experience in the course (e.g., daily journal, portfolio of work, or end of internship report). Focus is on what the student did during the internship. 3) Surveys are used to gauge learning in defined areas and administered to both the student and internship supervisor at the mid-point and end of internship. 4) Instructor conducts mid-semester visit to internship site and discusses progress to that point and opportunities for further learning with student and internship supervisor. 5) Instructor conducts end of internship debrief meeting with student to discuss learning that occurred during internship and steps for further learning post internship. 6) Students present to their peers about internship experience, learning outcomes, and next steps in their academic and career plan.
Interpersonal Development - The ability of students to navigate social and organizational systems such that they acknowledge and respect the values of others in their interactions while creating conditions of mutual benefit for themselves and those around them	<ol style="list-style-type: none"> 1) The instructor encourages the internship site to include the student in organizational activities. 	<ol style="list-style-type: none"> 1) The instructor encourages the internship site to include the student in organizational activities. 2) Mid-point and end of internship surveys include opportunities to reflect on student's experience within the context of the organization's values and structure. 3) The instructor provides reflective discussion forums in the Canvas course site where students share their thoughts and experience(s) as a group throughout the semester. 	<ol style="list-style-type: none"> 1) The instructor encourages the internship site to include the student in organizational activities. 2) Mid-point and end of internship surveys include opportunities to reflect on student's experience within the context of the organization's values and structure. 3) The instructor provides reflective discussion forums in the Canvas course site where students share their thoughts and experience(s) as a group throughout the semester. 4) End of internship report prompts student to reflect on areas of growth and further development, particularly in areas of organizational communication and leadership.

ATTRIBUTE	MILESTONE 1	MILESTONE 2	MILESTONE 3
Critical reflection is well integrated into student learning during the internship experience.	<ol style="list-style-type: none"> 1) The instructor provides reflective questions and students reflect on their entire experience(s) in their end of internship report. 	<ol style="list-style-type: none"> 1) The instructor provides reflective questions and students reflect on their experience(s) in their daily journal, portfolio of work, and end of internship report. <ol style="list-style-type: none"> a) Student reflects on classroom knowledge and skills applied at internship. b) Student reflects on how work experience benefits classroom learning c) Student reflects on personal growth. d) Student reflects on both major related skills and transferrable skills learned during the internship. 2) Student reflects on how experience influences academic and career plans. 3) The instructor provides reflective discussion forums in the Canvas course site where students share their thoughts and experience(s) as a group throughout the semester. 	<ol style="list-style-type: none"> 1) The instructor provides reflective questions and students reflect on their experience(s) in their daily journal, portfolio of work, or end of internship report using a structured method—such as the DEAL Model (Ash & Clayton, 2009)—to guide the reflective activities. <ol style="list-style-type: none"> a) Student reflects on classroom knowledge and skills applied at internship. b) Student reflects on how work experience benefits classroom learning c) Student reflects on personal growth. d) Student reflects skills (major related and/or transferrable skills) learned during the internship. e) Student reflects on how experience influences academic and career plans. f) Student reflects on the benefit of the internship to the employer and the university. 2) The instructor provides reflective discussion forums in the Canvas course site where students share their thoughts and experience(s) as a group throughout the semester. 3) The instructor debriefs with the student post internship and discusses reflective outcomes and future application of learning. 4) The student completes a presentation where they share their reflective outcomes of the internship.
Assessment is used for course improvement.	<ol style="list-style-type: none"> 1) The instructor articulates student learning outcomes and administers a measure of <i>indirect</i> assessment to the student (e.g., a survey of self-reported learning). 2) The instructor articulates student learning outcomes and administers a measure of <i>direct</i> assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric). 3) End of course evaluations are reviewed for student feedback. 	<ol style="list-style-type: none"> 1) The instructor articulates student learning outcomes and administers a measure of <i>indirect</i> assessment to the student (e.g., a survey of self-reported learning). 2) The instructor articulates student learning outcomes and administers a measure of <i>direct</i> assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric). 3) End of course evaluations are reviewed for student feedback. 	<ol style="list-style-type: none"> 1) The instructor articulates student learning outcomes and administers a measure of <i>indirect</i> assessment to the student (e.g., a survey of self-reported learning). 2) The instructor articulates student learning outcomes and administers a measure of <i>direct</i> assessment to the student (e.g., a final reflection paper scored with a critical thinking rubric). 3) End of course evaluations are reviewed for student feedback. 4) Instructor collaborates with internship sites to assess internship course structure and programs offered at sites. Instructor provides feedback to internship site to aid in development of higher quality future internships.

ATTRIBUTE	MILESTONE 1	MILESTONE 2	MILESTONE 3
Mutually beneficial relationships are built with internship sites to increase the quantity and quality of internships.	<ol style="list-style-type: none"> 1) Internship sites are invited to complete survey to provide input on internship and course guidelines. 2) Internship sites are visited during student internships for input on internship and course guidelines. 	<ol style="list-style-type: none"> 1) Internship sites are invited to complete survey to provide input on internship and course guidelines. 2) Internship sites are visited during student internships for input on internship and course guidelines. 3) Instructor collaborates with internship sites to assess internship course structure and programs offered at sites. Instructor provides feedback to internship site to aid in development of future internships and attract students. 	<ol style="list-style-type: none"> 1) Internship sites are invited to complete survey to provide input on internship and course guidelines. 2) Internship sites are visited during student internships for input on internship and course guidelines. 3) Instructor collaborates with internship sites to assess internship course structure and programs offered at sites. Instructor provides feedback to internship site to aid in development of future internships and attract students. 4) Internship supervisor invited to reflect on the benefits of the internship to the student, employer, and university. 5) Internship sites are invited to provide feedback on school curriculum to align student learning to industry needs. 6) Internship employers are invited to participate on school advisory boards.
Health, Safety, and Security	<ol style="list-style-type: none"> 1) Employer is checked against the blocked employer list on http://www.iupuitalent.net 2) Employer is researched on the web to verify information (e.g., company website, Google street view, Better Business Bureau for complaints). 3) Employer (intern supervisor) is contacted to verify information and student intern position. 4) Employer has signed an internship agreement that lists relevant information pertaining to the particular student's experience. 	<ol style="list-style-type: none"> 1) Employer is checked against the blocked employer list on http://www.iupuitalent.net 2) Employer is researched on the web to verify information (e.g., Company website, Google street view, Better Business Bureau for complaints). 3) Employer (intern supervisor) is contacted to verify information and student intern position. 4) Employer has signed an internship agreement that lists relevant information pertaining to the particular student's experience. 	<ol style="list-style-type: none"> 1) Employer is checked against the blocked employer list on http://www.iupuitalent.net 2) Employer is researched on the web to verify information (e.g., company website, Google street view, Better Business Bureau for complaints). 3) Employer (intern supervisor) is contacted to verify information and student intern position. 4) Employer has signed a university approved internship agreement that lists relevant information pertaining to the particular student's experience.

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Growth Mindset for College Students

RESULTS FOR CALIFORNIA STATE UNIVERSITY SAN BERNARDINO

Fall 2018 - Spring 2019

DATE: 2019-04-15

Introduction to the Report

Thank you for participating in Growth Mindset for College Students! This report is provided by the [Project for Education Research that Scales \(PERTS\)](#) to describe the program’s impact on students at California State University San Bernardino, to let you know how many students at California State University San Bernardino participated in the program, and to offer insight into other actionable psychological barriers that may be affecting in your student body.

Impact of Growth Mindset for College Students

PERTS is happy to report that 56,891 across the country and 139 students at California State University San Bernardino completed Growth Mindset for College Students. Overall, the program positively impacted students’ levels of growth mindset in this sample.¹ We assessed this impact by randomly selecting students to answer scientifically-validated growth mindset questions (e.g., “How much do you agree or disagree with the following statement: ‘You have a certain amount of intelligence, and you really can’t do much to change it’”) either *before* the growth mindset activity (the “Before Group”) or *after* (the “After Group”) ². Before the intervention, 52% of students reported thinking with a growth mindset while 64% of students reported thinking in a growth mindset after the intervention. The average difference was highly statistically significant, $\beta = 0.32$, $t(56,649) = 32.32$, $p < .001$.³

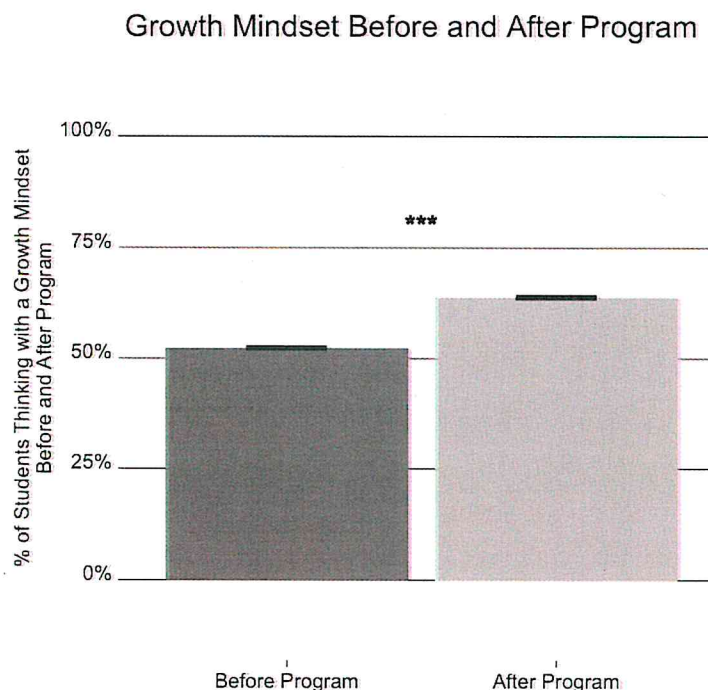


Figure 1. Growth mindset scores before and after the program. The percentages represent students who were higher than 4 on a 6-point scale. Bars represent standard error of the mean. Stars indicate statistical significance of differences in scores before and after the program; * $p < .05$, ** $p < .01$, *** $p < .001$.

Impact at California State University San Bernardino

Of the 139 students from California State University San Bernardino who participated in Growth Mindset for College Students, 66% in the After Group (n = 74) reported thinking with a growth mindset, compared with 48% of students in the Before Group (n = 65) — a change of 19% points.⁴ The mean effects of Growth Mindset for College Students at California State University San Bernardino were consistent with — and statistically indistinguishable from — the overall treatment effect. (Before group M = 4.19, After group M = 4.56 points on a 6-point scale, $\beta = 0.37$, SE = 0.19, $t(137) = 1.94$, $p = 0.055$).³

How Did the Program Change Students' Mindsets?

Developed by expert researchers at Stanford University, Growth Mindset for College Students was designed to teach students to think with a growth mindset. During the program, students were presented with evidence that the brain can change and become smarter. They learned how neural plasticity continues into adulthood, and that people of any age can become substantially smarter with hard work, help from others, and good study strategies. Finally, they completed an exercise in which they explained these concepts to a fictional student.

Importantly, the program did not tell students they “should” adopt a growth mindset, as research in persuasion suggests that telling students to think a certain way may make them feel defensive. Instead, the program concluded with a self-persuasion exercise in which participants considered the fate of other students who have not yet realized that the brain can become smarter. The exercise noted that these other students may feel hopeless when they struggle academically, because they believe struggle is a sign of limitation, rather than a signal of intellectual growth. Participants were asked to write a letter to these other students, explaining that the brain can get stronger at any age and that having to work hard in a class does not mean that students are “not smart” at the subject. In this way, participants endorsed the idea of a growth mindset by composing an uplifting message for others—a message that was also uplifting for the participants themselves.

Many students wrote letters that included details and examples from their own lives (see below for examples from your students), which gave them an opportunity to reinterpret their own life experiences through a growth mindset lens. In this way, the program led students to generate their own understanding of a growth mindset, tailored to their own life experiences.

What is growth mindset?

When students understand that their basic intelligence can grow like a muscle, research shows that they feel free to approach their coursework with confidence. They understand that their intelligence is always under construction, and so they do not have to worry that the critical work of learning—studying hard, asking questions, and making mistakes—signals a lack of intelligence. On the contrary, these things are how you become smart. The understanding that intelligence can grow is known as a growth mindset, whereas the belief that intelligence is fixed, like eye color, is called a fixed mindset. When students think about school with a growth mindset, research shows that they are more likely to seek challenges, take risks, ask for help, and put effort into their schoolwork—which then leads to higher academic achievement for months or even years to come (e.g., [Yeager et al., 2016](#); [Claro, Paunesku & Dweck, 2016](#); [Aronson, Fried & Good, 2002](#)). For more information, visit <http://mindsetscholarsnetwork.org/learning-mindsets/growth-mindset/>

In Students' Own Words

Below are some examples of what students at California State University San Bernardino wrote as part of the program:

"Dear struggling student, if you are having a struggle in school, dont let people tell you, you are stupid. You're not and you have a lot of potential. Apply yourself to make progress. It helps."

"Just because you think you are smart maybe that's true but do you really know everything? Some of the smartest people don't know everything and strive to learn more. It is ideal to want to learn more; it make you more knowledgeable and keeps your brain"active". The strength in you knowledge keeps your brain in shape."

"If you are in a hole and have no way to solve, that's ok. You are not alone. You just need more practice in that problem, visit a tutoring center, ask a teacher or a friend. We are put in these holes for a reason and that's to solve and teach the others how to solve it. To become their light when the hole gets dark. If you say that you are"not smart", that doesn't mean they can't do anything. They just have more room to improve."

"Dear struggling student, don't put so much pressure on yourself; everything will be fine in the end."

"Struggling with hard tasks can be difficult and discouraging, especially if you're not motivated to learn that subject. The important thing to remember is that even if you might not use the skills you are learning every day; it's important to know what that skill does so that you know how, where, and when it can be useful. If you are struggling to understand a concept, step back and break the problem down into smaller pieces. If it's a complex math problem ,look at what your end goal for the problem is and try to find different ways to achieve that goal. See what works and what doesn't then apply that knowledge back to the original problem. No matter what the task is a strong brain will help you do what you want to do in life."

"Dear struggling student, attitude has a lot to do with if you succeed or don't. The only person that can stop you is yourself; its your learning, not anyone elses. It's your future, so go ahead and get out of your comfort zone; let people help you and allow yourself the opportunity to have your brain get stronger and smarter."

"Dear struggling student, just know that this will all be worth it in the end. Even though you fall down 10 times pick yourself up the 11th and keep pushing."

How to Support Your Students Further in Developing Growth Mindsets

It's exciting that Growth Mindset for College Students offered such a dramatic boost in students' levels of growth mindset. Research suggests that these immediate results may carry forward to some extent on their own (see [Yeager & Walton, 2011](#)). Still, many colleges care deeply about their students' development and success, and want to know what more they can do to support their students in thinking about school with a growth mindset. To continue helping your students approach school with a growth mindset, consider the following:

- **Participate in Growth Mindset for College Students again!** PERTS will make Growth Mindset for College Students available again, for free, in the 2019-2020 academic school year . All colleges who participated in the 2018 - 2019 program will be eligible. You will receive a formal invitation in the next few months, or you can email our team at support@perts.net if you would like to let us know that you are already interested! Please also email us if you would like to share feedback from your experience with the program—we would love to hear how we can make it even better for your students and faculty next year.
- **Visit the PERTS Mindset Kit www.mindsetkit.org.** This free resource offers materials for understanding what a growth mindset is, as well as ideas for using growth mindset language and principles in the classroom. Though originally developed for K-12 educators, many college faculty have told us that they were able to adapt the Mindset Kit's content and ideas for their college courses.
- **Join the PERTS contact list.** In the next 1-2 years, PERTS will have tools available for instructors to receive evidence-based strategy recommendations and track their progress in fostering a growth mindset culture in their courses. If you would like to be put on a contact list for when these tools are available, please email contact@perts.net!

Can My College Conduct Our Own Program Evaluation?

Yes! Continuous program evaluation and improvement are at the core of our mission at PERTS, and we are happy to support these efforts. For a list of student identifiers and students' progress through the activity, please see the Participation button on your Dashboard. If you plan to conduct an evaluation, there are a couple of factors that we suggest to keep in mind:

- **Comparison Groups.** A common evaluation strategy is to compare a group of students who completed the program with a group who did not. It is important to consider how such comparison groups might differ from each other, aside from the program. For example, students who choose to complete the program might be more compliant in general than students who decline to participate: they might be more likely to complete homework, attend class, etc. In that case, a “benefit” of the program could falsely appear in the data due to already-existing differences between the two comparison groups. To mitigate these possibilities, it is helpful to create comparison groups that are as closely matched as possible (e.g., similar prior academic performance, demographics, etc.). For more information on causal inference with different types of data, we recommend [this resource on understanding types of evidence](#), put out by the Mathematica Center for Improving Research Evidence.
- **Statistical Power.** Online growth mindset activities tend to have modest effects on academic outcomes, which means that a large sample is needed to detect effects reliably. Whenever possible, we recommend including at least 500-600 students in each comparison group to achieve a reasonable likelihood of detecting any impact of the program on academic outcomes. If your sample includes fewer than 500 students, you may miss effects of the program.

Participation Summary

The table below shows how many students at California State University San Bernardino participated in each session of the program during the 2018 - 2019 school year.

	Number of Students
Opened activity	203
Answered survey questions	184
Completed activity	139

To get the most out of Growth Mindset for College Students, reaching a large number of students is key. When a large number of students complete the program, that group is more likely to contain the lower-performing students that many colleges are passionate about reaching.

If you would like to see higher participation rates in the future, please refer to the tips below:

- Incorporate the program into 1st-year experience programs, developmental classes, or dual enrollment classes.
- If your school uses a learning management system, such as Blackboard or Google Classroom, consider adding the program to that system for easier accessibility.
- Build buy-in with the facilitators by letting them know about the program during the semester before the program launches.
- Send out emails to facilitators reminding them to have their students participate.
- Ask facilitators to schedule make-up sessions for students who are absent.

Do you have tips on what did or didn't work for implementing the program at your school? We'd love to hear from you! Please send an email to support@perts.net if you'd like to share more about your school's experience with the program.

Social-Belonging: Another Addressable Barrier Affecting Student Engagement

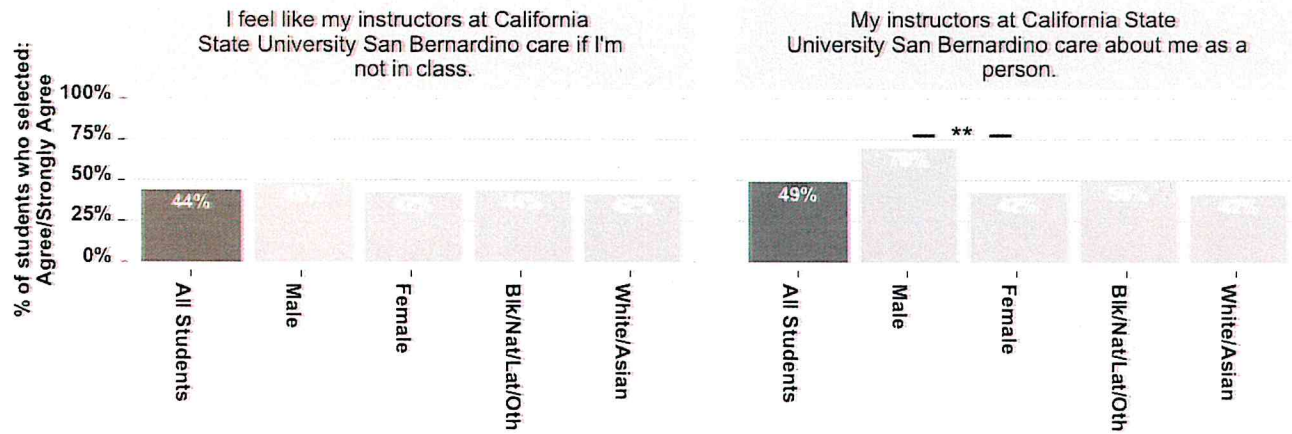
We know that the faculty and staff at California State University San Bernardino care deeply about students' psychological well-being and motivation—which is why you offered them Growth Mindset for College Students. Research suggests that this program may have a positive impact on students' academic achievement for months, or even years, to come, but growth mindset is only one of many psychological factors that influence students' ability to achieve their potential. Another such factor is known as Social-Belonging. When students feel socially connected, supported, and respected, they are less distracted by insecurities and more likely to engage in learning effectively. See mindsetscholarsnetwork.org/learning-mindsets/belonging/.

When your students completed Growth Mindset for College Students, we also collected information about experiences in college that contribute to students' sense of belonging. The figures below present the results from those survey items. If you notice low levels of belonging among your student body overall, or significant gaps between students from different demographic groups, then social belonging may be worth addressing on your campus.

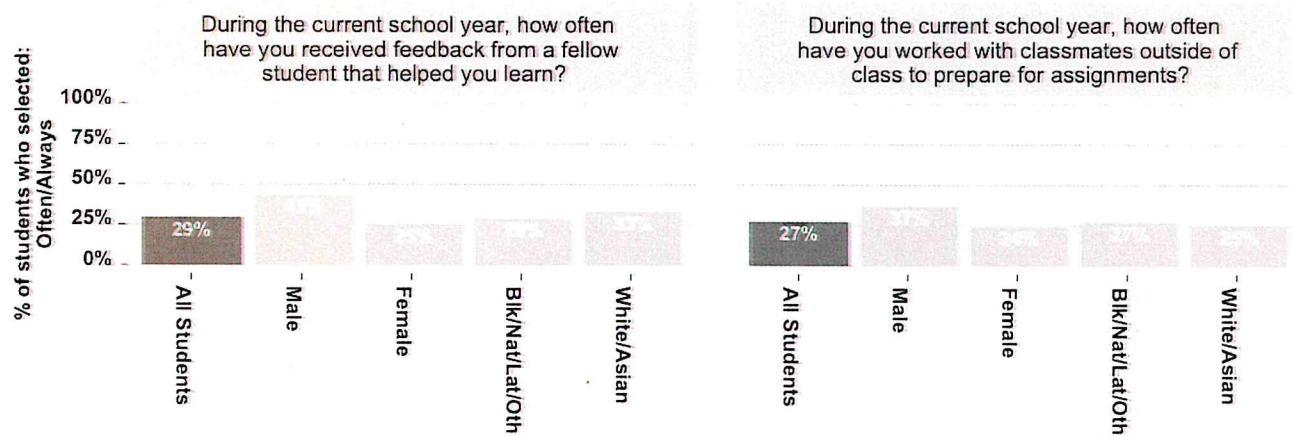
To support your students in experiencing a stronger sense of belonging, we recommend these resources:

- **Social Belonging for College Students.** Together, PERTS and the College Transition Collaborative are offering Social-Belonging for College Students, open to all 4-year colleges in the U.S. This brief, free online program aims to help all students view challenges encountered in the transition to college as normal and improvable so that they are more able to remain socially and academically engaged in the face of challenges. In previous studies, the program has been effective in improving social and academic engagement on campus, and has increased GPA and retention among socially disadvantaged students. For more information, visit <https://www.perts.net/social-belonging>.
- **The PERTS Mindset Kit,** (<https://www.mindsetkit.org>). This free resource also has a course for educators on Social-Belonging. Though originally developed for K-12 educators, many college faculty have told us that they were able to adapt the Mindset Kit's content for their college courses.
- **The PERTS Contact List.** In the next 1-2 years, PERTS will have tools available for instructors to receive evidence-based strategy recommendations and track their progress in fostering a sense of belonging among students in their courses. If you would like to be put on a contact list when these tools are available, please email contact@perts.net!

2a.



2b.



2c.

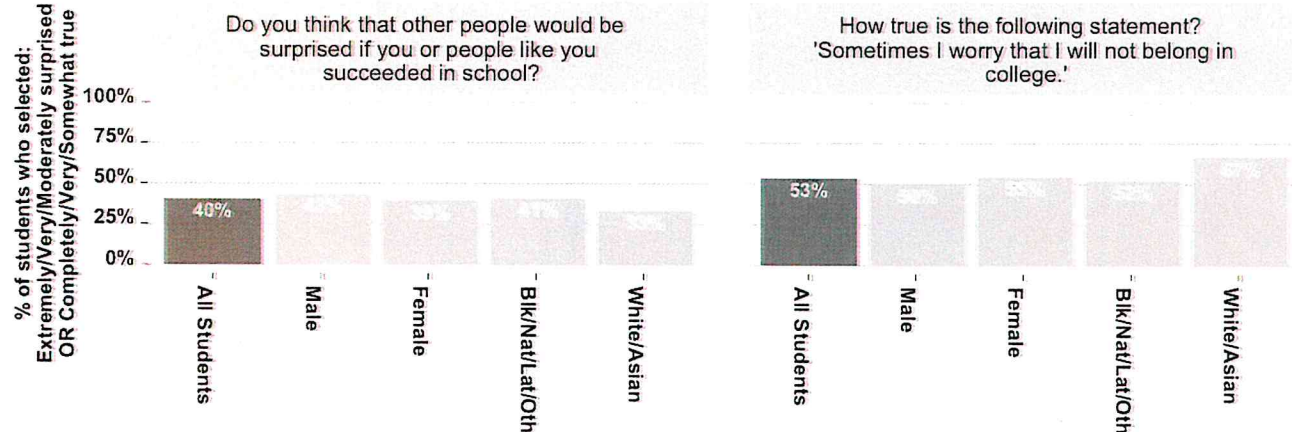


Figure 2(a-c). Students' responses to items measuring college experiences related to social belonging, disaggregated by gender and ethnic background. Ethnicities are grouped to avoid bars representing very small numbers of students and to protect students' privacy. Stars represent statistical significance of differences between groups; *p<.05, **p<.01, ***p<.001.

About PERTS

PERTS is a nonprofit organization that empowers educators to improve student outcomes by applying research-based practices. Education research has a serious problem when it comes to translating ideas into practices. Concepts that are often untested at scale become fads that educators are required to implement in their classrooms without proper training, and students end up suffering the consequences. Promising research is left in the dust when the “Next Big Thing” comes along and policy makers repeat the cycle.

Our mission at PERTS is to improve the equity of learning outcomes by bridging the gap between cutting-edge research and implementation practices. We believe that properly scaling educational research can empower schools to reduce inequity and create better experiences for students and teachers. Learn more at www.perts.net.

Methodological notes

1. We do not make claims about the effectiveness of the Growth Mindset for College Students program for promoting growth mindset *in general*. It is well known that contextual factors are critically important for determining the effectiveness of interventions in particular samples, sites, etc. (Bryk, Gomez, Grunow & LeMahieu, 2015), and we do not know how far the overall results would generalize to new institutions. The overall sample results are provided solely for the purpose of helping California State University San Bernardino contextualize their results in terms of the broader 2018 - 2019 cohort of participants. ↵
2. Because there was differential attrition in the sample of students who answered the growth mindset questions before vs. after the growth mindset activity (97.58% of students answered them before vs. 90.29% answered them after, $\chi^2(1) = 99.79$, $p < 0.001$), we filtered all analyses to only those students who completed the entire program start to finish. This sub-sample showed no differential attrition (99.71% of students in the control group vs. 99.77% in the treatment group finished the entire program, $\chi^2(1) = 0.63$, $p = 0.428$). ↵
3. All statistical models fit a fixed effect indicating randomly-assigned membership in the “Before” or “After” group and no other fixed effects. This variable can be interpreted as measuring the effect of the program on students’ levels of growth mindset. The dependent variable was continuous growth mindset scale scores (ranging from 1 - 6 points). The model used for the California State University San Bernardino only sample was a simple linear regression with no random effects or covariates. The full-sample analysis fitted a mixed-effects model with a fixed effect of group (before vs. after) and random intercepts for each college, to adjust for inter-college variability in baseline growth mindset. ↵
4. We strongly discourage comparing the base rates of growth mindset at your school with base rates in the overall sample. This comparison is not meaningful because the sample is heterogeneous — over 100 colleges enrolled students, each according to their own participation criteria. For example, some colleges may have enrolled students in remedial programs, whereas others may have enrolled students in honors programs. It is not possible to know how students at your college ought to compare to this sample ¹. Instead, we suggest it is meaningful to learn how the program led to changes in mindset at your college. Differences in effects at

California State University San Bernardino compared with the overall sample were examined using model identical to the overall sample which included terms for membership in California State University San Bernardino vs. the rest of the sample, as well as the interaction between group (Before vs. After) and membership in California State University San Bernardino. A statistically significant interaction term is interpreted to show a distinct program impact at California State University San Bernardino.↵