Programmatic Excellence and Innovation in Learning

PEIL Project Team Presentations
2012-2013 Week of Scholarship
## Advancement of Sustainability within the Curriculum & Co-Curricular Structure of CSUEB

<table>
<thead>
<tr>
<th>Name</th>
<th>Department/Role</th>
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<tbody>
<tr>
<td>Michael Lee</td>
<td>CLASS Geography &amp; Environmental Studies</td>
</tr>
<tr>
<td>Denise Fleming</td>
<td>CEAS Teacher Education</td>
</tr>
<tr>
<td>Evelyn López-Muñoz</td>
<td>Facilities Management</td>
</tr>
<tr>
<td>Randy Saffold</td>
<td>Director ASI</td>
</tr>
<tr>
<td>Laurel O’Brien</td>
<td>Dir. Environmental Affairs, ASI</td>
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<tr>
<td>David Bowen</td>
<td>CoS Engineering</td>
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<tr>
<td>Linda Ivey</td>
<td>CLASS History</td>
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<tr>
<td>Gregory Theyel</td>
<td>CBE Management</td>
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<tr>
<td>Rebecca Harper</td>
<td>Interim Director, RAW</td>
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<tr>
<td>Ric Williams</td>
<td>Facilities Management</td>
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Our Project

- Implementation Project advancing Cal State East Bay’s sustainability activities through faculty, staff and student collaboration in research and applied studies.
- Will help lead to creation of a Center for Sustainability and an interdisciplinary sustainability curriculum and assessment process.
- Project objectives include advancing campus-wide engagement with sustainability, increasing student knowledge of and experience with sustainability, and preparing students for sustainability careers.
Our Methods

• Faculty research to develop definitions of sustainability curriculum and research, proposal for a Center for Sustainability, Community Sustainability Forum, and formal Campus Sustainability Council to guide sustainability on campus.

• Faculty, staff and student research and projects to advance sustainability on campus and pilot different engagement methods to achieve student learning and the sustainability ILO “act responsibly and sustainably at local, national and global levels”.
Our Findings

- Work in progress....
- Students working on sustainability internship program development, web communication of sustainability, water conservation, carbon footprint reduction, transportation management, native/water wise landscaping, sustainable deconstruction (Warren Hall), waste reduction.
- Lots of additional opportunities keep cropping up that PEIL team members are helping advance:
  - Campus cleanup/recycling
  - Sustainability speaker
  - New course work initiatives – HIST, ENVT, ENGR
  - Expanded sustainability internships (A2E2 funded)
  - Pioneer TV sustainability videos
  - Sustainable Earth Club
Evaluating Strengths, Opportunities, and Pedagogical Practices in Freshmen Learning Communities

Sartaz Aziz, CLASS English

Peter Marsh, CLASS Music

Julie Stein
General Education
Our Project

Our Planning Project seeks to better understand the strengths and weaknesses in the Freshman Learning Community Program to propose changes aimed to offer more effective and innovative teaching methods, to support our freshmen’s academic success, and to improve retention. We aimed to speak to all of the ‘stakeholders’ in the program, paying particular attention to international, at-risk, remedial, and other special student populations, and to incorporate analyses of university data and comparisons to similar programs at other schools. We will generate ideas about how we could better reach, motivate, and serve our students that could be implemented in the next stage of this project.
Our Methods

• Worked closely with peer mentors in the process of undertaking our project;

• Organized five focus groups in GE courses in the areas of the Sciences (B), Humanities (C), and Social Sciences (D);

• Are in the process of conducting interviews with freshmen, faculty, and university leadership;

• Are in the process of reviewing institution and national data
Our Findings

• Freshmen appreciate the sense of community but would like to better understand the value and relevance of taking courses not directly related to their major;

• Freshmen would like improvements in university services: financial aid and academic advising;

• Freshmen and faculty would like to see better integration of topics within courses in their clusters;

• Our data suggests increased pressure on the university (i.e., increased enrollment, remediation, under-represented minorities, and rise in number of unprepared freshmen relative to the national norm).
# The Mathematics of Music

<table>
<thead>
<tr>
<th>Eric Palmer</th>
<th>Dominic Tardivel</th>
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<tbody>
<tr>
<td>Mathematics</td>
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<tr>
<td>Laura Langdon</td>
<td>Andria Barrazza</td>
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<td>Mathematics</td>
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<tr>
<td>Shirley Yap</td>
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<td>Mathematics</td>
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**Authors:** Eric Palmer, Dominic Tardivel, Laura Langdon, Andria Barrazza, Shirley Yap
Geometry

- Shiko
- Son
- Gahu
- Rumba
- Bossa-Nova
- Soukous
Rhythm is not just fun and interesting — it is important. Why?
Social Justice
# Interdisciplinary and Innovative Teaching & Learning

<table>
<thead>
<tr>
<th>Caron Inouye, CoS Biology</th>
<th>Danika LeDuc, CoS Chemistry</th>
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<tbody>
<tr>
<td>Sarah Nielsen, CLASS English</td>
<td>Jeff Seitz, CoS Earth &amp; Environmental Science</td>
</tr>
<tr>
<td>Jason Singley, CoS Physics</td>
<td>Aline Soules Library</td>
</tr>
<tr>
<td>Erica Wildy, CoS Biology</td>
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Methods

• First year courses in chemistry, physics, biology, and earth science; one upper level course in biology

• Core strategies
  – Assigned reading with use of SQ3R strategy
  – C-E-R writing
  – Inquiry-driven activities
  – Student support: undergrad content tutors, undergrad & grad writing tutors, tutorials, special demo’s from faculty

• Assessment
  – Pre-/post-tests (e.g. concept inventory)
  – Performance-based formative assessments
  – Student surveys
  – Focus groups
Outcomes, Challenges, Lessons Learned

- **Outcomes**
  - Modest learning gains
  - Fewer D’s & F’s
  - Writing skills shifted “right”
  - Development of new activities supporting cross-cutting concepts (NGSS)

- **Challenges**
  - Studying & reading (as “prescribed”) perceived as mutually exclusive (to some students)
  - Student workloads
  - Instructor workloads

- **Lessons Learned**
  - Increased awareness of how & when certain teaching strategies are used
  - Need for continued tinkering & retooling key science courses
Transitioning from CalTPA to PACT

Shira Lubliner, CEAS  
Teacher Education

Linda Smetana, CEAS  
Educational Psychology

Peg Winkelman, CEAS  
Educational Leadership
Our Project

• Implementation Project involving collaborative
  – development of embedded signature assignments
  – placement of student teachers in model classrooms
  – implementation of the PACT assessment system

• Goal: improve teacher credential candidate
  preparation and assessment of candidates’
  knowledge, skills, and teaching performance
Our Method

- PACT Preparation for Candidates
- PACT Training Workshops for Faculty, Assessors, and Supervisors
- Development of Embedded Signature Assignments and Content Area Tests
  - multiple subject candidates submitting first set of CATs
  - faculty reviewing CATs to determine if additional instruction is needed
Our Findings

• Candidates submitted their PACT Teaching Events (TEs) on April 21
  – TEs will be scored and results analyzed for the following:
    • Overall candidate performance
    • Comparison of candidate performance on PACT with previous TPA performance
    • Comparison of candidate performance on PACT with performance in the field
    • Candidate performance by demographic group
Diversity and Social Justice

Julie Beck, PI, CLASS Criminal Justice
Colleen Fong, Co-PI, CLASS, Ethnic Studies
Sarah Taylor, Co-PI, CLASS, Social Work

Margaret Harris, Derek Jackson Kimball & Rose Wong, Collaborators
Thanh Le & Isobel Marcus, Research Assistants
Our Project

• Planning Project that will map current beliefs, practices, and attitudes at CSUEB surrounding diversity, multiculturalism, equity, and social justice, and develop strategies for implementing the DSJ Institutional Learning Outcome campus wide. The Project will identify best practices and develop recommendations for implementing programmatic changes promoting DSJ at CSUEB.
Our Methods

• Focus groups with 46 students, faculty, and staff

• Analysis of 123 syllabi from across the university for DSJ content

• Interviews with campus leaders and site visits to exemplary DSJ programs at other campuses
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<tr>
<th>Component</th>
<th>Milestones Achieved</th>
<th>Next Steps</th>
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| Focus groups               | • 11 focus groups conducted with 46 participants (~8 staff, 11 faculty, 27 students)  
• 4 focus group recordings transcribed & uploaded into cloud-based qualitative analysis software  
• 5 student cultural groups informally interviewed                                                                                              | • Develop codebook  
• Achieve >.70 inter-rater reliability with coding team  
• Code transcripts  
• Summarize findings                                                                                                                                |
| Analysis of syllabi        | • 100 syllabi collected from 60 faculty  
• Syllabus analysis spreadsheet created in SPSS  
• RA trained                                                                                                                                           | • Enter syllabi into SPSS                                                                                                                          |
| Interviews and site visits | • 15 interviews/site visits identified  
• Researchers assigned to each of the 15 interviews/visits                                                                                             | • Complete interviews                                                                                                                                |
Collaboration, Teamwork and Leadership CTL

Chris Chamberlain, CEAS Recreation & Hospitality

Michael Moon, CLASS Public Administration

Gretchen Reevy, CoS Psychology

Julie Stein General Education
Our Project

• Planning Project intended to gather information which can be used in support of the University’s CTL Institutional Learning Outcome. The project will document where students are exposed to CTL instruction or experience on campus, CTL qualities preferred by employers, and students’ perceptions of the effectiveness of CTL instruction on campus. Our results will lay the groundwork for establishing best practices for preparing CSUEB students to lead and collaborate in and out of the classroom, and for developing recommendations for assessing CTL capacities.
Our Methods

• Online student survey
  – identify incidence of CTL in coursework & co-curricular activities
  – assess perceived effectiveness of CTL instruction at CSUEB

• Employer survey
  – employers surveyed via job fairs and on-site interviews on campus
  – assess perceived value of CTL in employees

• Survey of university course catalog
  – identify courses that include CTL in course descriptions and learning outcomes
Our Findings

• Student Survey (n = 600-700):
  • CTL is common in coursework.
  • Coursework contributes more to workplace preparedness as leader or team member than co-curricular activities contribute.
  • There may be an opportunity to leverage co-curricular activities with students to further build their team oriented skills.

• Employer Survey (n = 25):
  • Employers state C,T, & L are very important skills for employing CSUEB students.

• Course Catalog Survey:
  • High rate of group-related activities in courses.
  • Teamwork and collaboration not frequently listed.
  • Leadership skills or knowledge, as a course goal, only explicit in one college.
# Games as a Lens for Learning

<table>
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<tr>
<th>Name</th>
<th>Department</th>
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<tbody>
<tr>
<td>Gwyane Rhabyt</td>
<td>CLASS Art</td>
</tr>
<tr>
<td>Jeanette Bicais</td>
<td>CEAS Teacher Education</td>
</tr>
<tr>
<td>Lonny Brooks</td>
<td>CLASS Communication</td>
</tr>
<tr>
<td>Phillip Hofstetter</td>
<td>CLASS Art</td>
</tr>
<tr>
<td>Brian McKenzie</td>
<td>CBE Entrepreneurship</td>
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a Planning Project

• A thorough literature review
• Research into best practices and tools for using game learning in the curriculum followed by developing scenarios and recommendations of how CSUEB can use the power and draw of games to improve student learning
### Four Areas of Student Learning

<table>
<thead>
<tr>
<th>Investigation</th>
<th>Appropriate for CSUEB Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching students to become professional Game Designers (a new Option)</td>
<td>Yes but a big commitment</td>
</tr>
<tr>
<td>Teaching gamification as a career skill for non-game fields</td>
<td>No unless we want to train experts</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>Yes very valuable in this field</td>
</tr>
<tr>
<td>Using games across the general curriculum</td>
<td>Mixed (see next slide)</td>
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</tbody>
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### Games in the General Curriculum

<table>
<thead>
<tr>
<th>Investigation</th>
<th>Appropriate for CSUEB Learning</th>
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<tbody>
<tr>
<td>Gamifying classes</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Not cost effective</td>
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<tr>
<td>Small games</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>especially with Blackboard extensions</td>
</tr>
<tr>
<td>Serious games</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>but just in appropriate courses</td>
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Assessing Community Engagement and it’s Impact on Student Learning Outcomes at CSUEB

E Maxwell Davis, CLASS Human Development
Shubha Kashinath, CLASS Communicative Science

ZáNean McClain, CEAS Kinesiology
Patricia Restaino General Education

Luther Strayer, CoS Earth & Environmental Science
Our Project

Planning Project focused on assessing:

1. Levels of faculty, staff and student involvement in community-engaged pedagogy, research and service at CSUEB.

2. Faculty, staff and student perceptions of how these practices contribute to the achievement of student learning goals and outcomes in relation to new ILOs.

3. Faculty, staff and student perceptions of facilitators that support and barriers that inhibit the use of these practices at CSUEB.
Our Methods

• Study goals are being addressed through a multi-phase, mixed-methods research plan that includes:

• Survey of CSUEB students, staff and faculty addressing three primary research questions

• Focus groups with students, staff and faculty to explore social processes/mechanisms underlying findings from survey data

• Key informant interviews with program directors and administrators geared toward identifying strategies for capacity building
Our Findings

• We are currently in the process of data collection, including the iterative development of guides for focus groups and key informant interviews.

• We expect our findings to provide valuable information to be used in the development and prioritization of goals for increasing community engagement capacity at CSUEB.

• We also expect our findings to provide baseline data for subsequent assessments.
# Project GANAS: Gaining Access ‘N Academic Success

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<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Gilberto Arriaza</td>
<td>CEAS Educational Leadership</td>
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<tr>
<td>Jesus Diaz-Caballero</td>
<td>CLASS Modern Languages</td>
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<tr>
<td>Lettie Ramirez</td>
<td>CEAS Teacher Education</td>
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<tr>
<td>Diana Balgas</td>
<td>AA Retention Services</td>
</tr>
<tr>
<td>Evelia Jimenez</td>
<td>AA Academic Advising &amp; Career Education</td>
</tr>
<tr>
<td>Jose Rocha</td>
<td>PEMSA Enrollment Development</td>
</tr>
<tr>
<td>Luz Calvo</td>
<td>CLASS Ethnic Studies</td>
</tr>
<tr>
<td>Emmanuel Lopez</td>
<td>AA EOP Admissions and Summer Bridge</td>
</tr>
<tr>
<td>Jose Salceda</td>
<td>AA Educational Opportunity Program</td>
</tr>
<tr>
<td>Melissa Cervantes</td>
<td>AA Upward Bound</td>
</tr>
<tr>
<td>Martha Wallace</td>
<td>PEMSA University Scheduling</td>
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About GANAS

- Targets and serves newly arrived community college transfer students
- Offers integrated academic and cultural approaches that welcome and socialize new transfer students while increasing their confidence, engagement, resiliency, academic success, persistence, and, ultimately, baccalaureate degree attainment rates
- Provides a supportive environment that focuses on Latina/o and multicultural content
- GANAS is open to all students

Visit GANAS @ http://www20.csueastbay.edu/class/ganas/index.html
As of 2010, Latinos/as account for more than 50% of the state’s school children. By 2015, it is estimated that Latinos/as will makeup 50% of the state’s college-aged (18-24 years old) population.

Latino/a undergraduates disproportionately enroll at universities and colleges that have low bachelor’s degree completion rates, i.e., their pathways through post-secondary education start on low trajectories.

“Overall, Latinos have the lowest education attainment level of any group in the U.S."


The CSUEB graduation gap between Latino/a and white students is 10 percentage points.

CA Bachelor’s Degree Attainment Rates

Just 10 percent of Latinos/as in California have completed college with a bachelor’s degree or higher.
Our Findings

The Plan
Using a cohort model, students will receive coursework, mentorship and counseling. Through their participation in GANAS, students will develop strong relationships with each other, faculty, and staff. These relationships will pave the way to retention and graduation.

GANAS Model

Culturally-Relevant Coursework

Students will meet their upper-division GE requirements in these three courses.

**FALL 2013**
Ethnic Studies 3010 (fulfills UD GE D4)
Decolonize Your Diet: Food Justice in Communities of Color (4 units)
Associate Professor: Dr. Luz Calvo
This course explores issues related to food justice in communities of color in the US. Topics may include recovering knowledge about ancestral food, community gardens in urban environments, or healing from Western diseases, such as diabetes and heart disease.

**WINTER 2014**
Ethnic Studies 3230 (fulfills UD GE C4)
Oral Traditions (4 units)
Associate Professor: Dr. Carlos Salomon
Critical examination of oral traditions, collective memory, folklore, and testimonial literature of America’s multicultural experience. Emphasis on community dynamics, immigration, pop-culture, folklore, and family history.

**SPRING 2014**
Biology 3065 (fulfills UD GE B6)
Humans and Sex (4 units)
Professor: Dr. Maria Nieto
The genetic, hormonal and behavioral basis of sexuality in humans from conception to adulthood; developmental and behavioral variation; enhancement and suppression of fertility; genetic screening. Not for Biology B.S. degree credit.