

Innovative Approaches	History	Students Served/Outcomes	Future Outlook
Integrative Learning	<p>Most simply, “integrative learning” means helping students to make connections of all kinds to make their learning meaningful. It is an umbrella term for many initiatives and efforts throughout the campus.</p> <p>From 2004-2006, College of San Mateo faculty participated in a prestigious national initiative, The Integrative Learning Project, sponsored by the Association of American Colleges and Universities and the Carnegie Foundation for the Advancement of Teaching. The findings of that project influenced the philosophy of teaching on this campus: http://www.carnegiefoundation.org/files/elibrary/integrativelearning/index.htm</p>	<p>Although initial efforts in learning communities served a relatively small number of students, faculty determination and hard work have greatly expanded the positive impacts on student learning. At this point, thousands of CSM students have benefited from the invigorating and supportive efforts in all the initiatives described below.</p> <p>Student survey results have been collected for nearly every class involved since 2003, and the answers and comments are overwhelmingly positive.</p> <p>Students involved have been engaged in reflective exercises and practices since 2003 as well, and this material also supports positive student learning outcomes.</p>	<p>The goal in 2003 was to institutionalize integrative learning at CSM, moving it from a marginalized concept that affected few students to a centralized, intentional pedagogical philosophy that most CSM students would encounter at some point. Great progress having been made, faculty will continue to strive for that goal.</p>
WAC	<p>Planning started in Spring 2006 and was the basis for CSM’s selection to the CASTL Institutional Leadership Program. Since Spring 2007, 17-19 sections of transfer-level courses have participated per semester in developing and infusing strategies for teaching and supporting writing in disciplines other than English, with the goal of improving student success and retention.</p> <p>In February 2008, CSM’s WAC program was “nominated as exemplary” by the Two-Year College Research Initiative, sponsored by the Two-Year College English Association (TYCA) affiliate of the National Council of Teachers of English.</p>	<p>By the end of this semester, approx. 1800 students will have been involved in WAC courses. The focus, though, has been on finding ways to support the developmental and basic skills students who are enrolled in those transfer-level courses.</p> <p>Success data thus far seem to indicate gains in particular for ESL-level students. Qualitative assessment is helping to refine the understanding of particular areas of student need, Students’ self-reporting on surveys seems to indicate greater understanding of their learning needs as well as positive experiences in the classes.</p> <p>Link to artifacts and reports: http://www.smccd.edu/accounts/csmcstl/fileroom.htm</p>	<p>Faculty continue to work on developing new and more inclusive support strategies for students at high risk of failure. Discussion of incorporating Reading Across the Discipline strategies has begun also.</p> <p>Faculty are developing interdisciplinary writing units (“WAC Packs”) to infuse disciplinary writing experiences into composition and other kinds of classrooms.</p>
ePortfolio	<p>Research and faculty development started in 2005. Actual use began in Spring 2007, using a free ePortfolio tool from the Carnegie Foundation to help assess the needs and progress of pre-transfer-level writers, as part</p>	<p>At least 1000 students in WAC and learning communities have created and posted artifacts on ePortfolios.</p> <p>Assessment of Institutional Student Learning</p>	<p>Faculty will continue to expand the use of ePortfolios as appropriate across the campus, especially in learning communities.</p> <p>CSM faculty as members of a Digital Teaching</p>

	<p>of WAC. CSM's ePortfolio work is featured on Carnegie's website: http://gallery.carnegiefoundation.org/gallery_of_tl/keep_case_studies_linking_community_members.html</p> <p>CSM also is a founding member of the Digital Teaching and Learning Consortium that is working with 4-year institutions to study the use of ePortfolios for transfer purposes.</p> <p>In February 2008, CSM was selected as one of 12 colleges nationally to work on AAC&U's VALUE-Plus Project to develop a national archive of rubrics for assessing institutional level outcomes. CSM is partnering with the Liberal Studies program at SF State in this project.</p> <p>See AAC&U website: http://www.aacu.org/Rising_Challenge/index.cfm</p>	<p>Outcomes, as well assessment of student writing outcomes, has been implemented and documented in the WAC program.</p> <p>Since Fall 2007, Students in the Cosmetology program have been creating ePortfolios for career placement purposes.</p> <p>Through ePortfolios, CSM faculty are able to assess students' abilities to integrate learning across disciplines, to engage actively and reflectively in meeting institutional SLOs, and to prepare and document their educational goals and resumes.</p>	<p>and Learning Consortium have been consulted by a representative from CENIC and K20CETC about plans for a free California K-20 ePortfolio tool to be available in the near future. This step would support substantial expansion of ePortfolio use at CSM, especially for assessment purposes.</p>
<p>Confluence Model Learning Communities</p>	<p>Developed in 2005 at CSM to broaden the positive learning outcomes well documented in learning community programs, CSM now offers these theme-based integrative learning experiences aimed at both basic-skills and transfer-level students. A total of four have now been developed, enabling a two-year cycle so that students can experience a rich array of interdisciplinary issues and approaches. Counseling and reading support are integrated into these models. The "Friday Forums" in which approx. 350 students and instructors from different disciplines participate in common activities are recorded and available on iTunes University, under "Events—Integrative Learning."</p> <p>Other successful variations of this model include the popular "Philosophy and</p>	<p>Approx. 300 to 350 students each semester are involved in these confluence models that model integrative learning and encourage students to make connections across disciplines and to real-world issues. Service-learning components are encouraged.</p> <p>Student survey results each semester indicate overwhelmingly positive experiences.</p> <p>Frequently collected student reflection work indicates that students are succeeding in making integrative connections.</p> <p>By the end of this semester, data on student success in all the confluence models should be available.</p> <p>See also Students Speak Report:</p>	<p>All materials developed for the four confluence models are archived on SharePoint sites, easily available for future offerings. The goal is to continue to offer at least one every semester.</p> <p>At least two additional confluence models focused on basic-skills and developmental-level students are in early planning stages.</p> <p>Faculty will expand use of ePortfolios to document and assess student learning outcomes in these classes.</p>

	<p>Psychology in Contemporary Film,” offered every semester, and “Creating a Monograph: A Visual Relationship Learning Community.”</p> <p>Other information is available on the college learning communities website: http://www.smccd.net/accounts/csmlcom/</p>	<p>http://collegeofsanmateo.edu/csminternal/?url=research/currentedition.html</p>	
Asset Development	<p>Developed in 2002 this linked learning community targets Math 111 (basic-skill level) students and provides needed study-skill support to increase student success.</p> <p>http://www.smccd.net/accounts/csmlcom/AssetDevelopment/assetdevelopment.htm</p>	<p>Historically, data show that this participation in this class nearly doubles student success and retention throughout the mathematics sequence.</p> <p>http://www.smccd.edu/accounts/csmlcom/AssetDevelopment/assetdevelopment.htm And choose RESEARCH: Student Success</p>	<p>Mathematics faculty are developing team-teaching approaches to support the study-skills component within their department. The first iteration of this new model will be offered Fall 08.</p>
Writing in the End Zone I, II, & III	<p>Developed in 2005, this learning community sequence targets the football players and connects the English writing sequence, from basic-skills to transfer-level, with Physical Education classes. It is a recognized model for collaboration between coaches and English instructors in order to benefit traditionally under-represented and high-risk students in making the transition into college-level work.</p>	<p>Historically, data show that this participation in this class also nearly doubles student success and retention for this highly at-risk student population, with results now comparable to the college as a whole.</p> <p>http://www.smccd.edu/accounts/csmcstl/presentations/Research%20Briefv16n1_50.pdf</p>	<p>This well-established and successful model will continue to be offered every semester.</p>
CSM & Cañada Scholar Program	<p>Launched in Fall 07 and modeled on the Carnegie “CASTL Scholar Program,” this initiative supports faculty innovation and scholarship. Two CSM and three Cañada Scholars are collaborating on their projects.</p>	<p>This semester and next, with projects designed to deepen student engagement and success, these 5 faculty members are now collecting quantitative data and qualitative evidence of their impact on student learning and success.</p> <p>The SMCCD Scholar Program projects are available on the colleges’ websites: http://www.smccd.edu/accounts/csmcstl/index.htm</p>	<p>The projects are scheduled to continue through Fall 2008.</p>
Other SoTL Center Activities	<p>Opened in Spring 2007, the SoTL Center has hosted an array of activities connected to integrative learning, e.g.</p> <ul style="list-style-type: none"> • Learning Community Faculty Meetings • WAC Faculty Meetings • Create! Celebrate @ CSM—a showcase of 	<p>The SoTL Center supports a collaborative and collegial model of faculty development.</p>	<p>Activities will continue as time allows.</p>

	<p>students' work from Creative Writing, Dance, and Multimedia classes</p> <ul style="list-style-type: none"> • Several classes' public presentations of ePortfolio final projects • WAC Assessment of Institutional Student Learning Outcomes through student ePortfolios • The Regional Learning Communities Consortium Summer Institute • The Digital Teaching and Learning Consortium Summer Workshop • CSM Innovators' PodTeaching Workshops and Meetings (in collaboration with the CTL) • Phi Theta Kappa Honor Society orientations • "Talking About Teaching" Forums • A Site Visit from the Wabash Center of Inquiry in the Liberal Arts • CSM and Cañada Scholar Workshops 		