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Outcomes

• Discuss the necessity of scaling up civic learning at a Minority-Serving Institution like Cal State LA as a design problem

• Explore a design strategy that connects signature/common/embedded assignments, co-curricular experiential activities, and institutional initiatives/priorities as elements to be combined

• Generate and assess strategies for securing funding and institutional support needed

• Determine the value and/or utility of preliminary data
Institutional Context

• 27,000 students
  - 65 - 82% first in family to go to college
  - Minority-serving, Hispanic-serving, AANAPISI
• 3,900 first year students
• New General Education curriculum
  - Civic Learning Requirement
    • Lower Division, “Introduction to Higher Education” classes
      - Required for all 3,900 first-year students
Designing for High Quality at Scale

How to deliver high quality, high impact practices to 3,900 students per year

• In 2014 our General Ed policy was revised to include a civic learning (CL) requirement
• Hundreds of faculty, many of them lecturers, are impacted by the new CL requirement
• Faculty definitions of “civic learning” vary quite a bit
• No central control over GE classes
  • IHE classes owned by colleges and/or departments
Scale as a Curriculum Design Problem

The problem: how to provide a high impact civic learning experience for 3,900 students per year

- Keep the quality of learning high
- Meet multiple outcomes
  - Civic learning
  - Life long learning: critical thinking, information literacy
  - Student success: HIPs contribute to retention
  - Campus Climate (Student Life outcomes)
Two-course, GE Civic-learning Requirement

**UPPER DIVISION CIVIC OR SERVICE LEARNING**
In-depth civic or service learning
* On-campus “civic learning” projects
  - Voting and elections
* Off-campus service learning projects

**LOWER DIVISION CIVIC LEARNING**
* Practice for service learning in upper division GE
  - Follows service learning principle of mutual benefit
  - Community engagement projects
    * Campus as community, or
    * One-day, off-campus service events
  - Includes reflection activities

Making a difference off campus

Practice making a difference on campus

Upper Division GE

Lower Division GE IHE
GE Learning Outcomes for Introduction to Higher Education

Engagement: Local and Global Communities

Students who successfully complete GE will be able to:

• Demonstrate the capacity to engage meaningfully with diverse communities.
• Demonstrate understanding of how individuals affect society and the environment.
• Demonstrate the capacity to make well informed, ethical, and socially responsible decisions.
• Demonstrate understanding of the interconnectedness of local and global communities.
• Demonstrate literacy in the perspectives and needs of individuals and groups.
Common Assignment

- Problem solving assignment
  - Assignment specific civic learning outcomes
    - Integrated with course content and presidential initiative
- On-line faculty development module for design of problem solving assignment
Assignment-specific, Problem-solving
Civic Learning Outcomes

Students who successfully complete this assignment will be able to:

1. Integrate course content into a civic learning activity with purposeful problem-solving strategies (skill).
2. Identify mental health issues that threaten the success of college students on this and other college campuses (knowledge).
3. Conduct and share research on the subject of mental health (skills).
4. Collaborate and plan strategies for increasing mental health awareness in the Cal State L.A. community (skills).
5. Reflect on their own experiences and contributions in strengthening the resilience of Cal State L.A. community members (value).

Learning Outcomes for Student Life Programming: Town Hall

As a result of attending campus climate programs, attendees will be able to:

1. Report feeling empowered to contribute their unique story and/or perspective to the program
2. Discuss their understanding of how to honor multiple stories and/or perspectives
3. Acquire 1-3 skills for successfully navigating intergroup dialogue scenarios
4. Identify at least one strategy for promoting a respectful campus environment
5. Experience increased comfort levels with topics for which they feel are challenging
6. Identify at least one active listening technique
7. Discuss at least one strategy for valuing the diversity of Cal State LA community members
8. Identify 1-3 campus resources available to support a healthy and safe campus climate for Cal State LA community members
The Problem-Solving Assignment in a Nutshell

1. Define the problem
   A. Stress; B. Isolation; C. Work-Family-School Balance; D. Belonging; E. Academic Confidence; F. Depression; G. Substance Abuse

2. Generate Evidence
   A. Disciplinary research methods to identify factors that contribute to a problem

3. Propose/Consider solutions
   A. Provide students with readings/data
   B. Ask students to conduct research to
      1. Identify possible solutions
      2. Generate evidence or data that could contribute to possible solutions

4. Disseminate the results
   A. To a “public” audience from outside the classroom: fellow students; other faculty; professional experts.
   B. Presentation of research is key: blog, social media, poster, PowerPoint, Town Hall

5. Reflect on civic aspects of problem-solving assignment
Experiential Component
Institutional Constraints on Town Hall as a Design Problem

Problem
• A cohorted FYE program is not possible for 3,900 first-year student
• Size of program vs. Cost
• Sustainability

Town Hall as FYE-like Solution
• How to ensure high quality of learning at Town Hall meetings
  - Need for well-trained table coaches
Mind Matters Town Hall

• Fall 16
  - 5 Town Halls
  - 1,200 students

• Spring 17
  - 2 Town Halls
  - 400 students

• Total 2016-2017
  - 1,600 students
Town Hall Format

- 3 Hours
- Students follow problem solving process to create an “action plan” focused on students helping students for mental health and wellness
Sample Town Hall Agenda

• Arrival and icebreaker (15 minutes)
• Overview and instructions (5 minutes)
• Deliberation and Decision Making
  • Problem/Issue Defining (20 minutes)
  • Propose and consider solutions (20 minutes)
• Table-group pairs: presentations & feedback (20 minutes)
• Create/finalize posters (25 minutes)
• Presentation and Voting
• Gallery Wall / Vote for semi-finalists (25 minutes)
• Final Four Presentations (25 minutes)
• Closing remarks, complete surveys, adjourn (5-10 minutes)
Deliberation #1 (20 mins) and Deliberation #2 (25 mins) within Table Groups

**Table group student roles**
- **Facilitator:**
  - includes everyone
  - asks guiding questions
- **Recorder:** lists ideas/ answers
- **Skeptic** plays devil’s advocate, thinks about what is missing
- **Presenter**

**Artist**

**Table Coaches**
- Keep students on task
  - Ask guiding questions related to task at hand
Gallery Walls in Each Quadrant, 20 minutes

- Students view posters in another quadrant
  - **Vote**: each table places a sticker on the poster that they think is the best project.
  - 1 winner from each quadrant

- **Quadrant Facilitators**
  - Keep time
  - Help to tally votes
  - Report winner
    - Winner becomes a finalist

Diagram:
- Poster Viewing
- Poster Viewing
- Presenter
- Posters

Numbers:
- 4
- 3
- 2
- 1
- 10
- 11
- 12
- 5
- 6
- 7
- 8
- 9
- 4
- 3
- 2
- 1
Final Four Presentations

- Each quadrant selects a semi-finalist
- Finalists present their action plans
- Vote for “Champion of the Day”
  - Table groups
  - Quadrant facilitators

Champion of the Day!
Civic Learning in IHE for The Mind Matters Town Hall

IHE Courses

Problem Solving Framework:

1. Define the problem
2. Generate evidence
3. Propose/consider solutions
4. Disseminate results: Town Hall
5. Reflect on civic aspects of problem solving assignment

Problem solving assignment

Town Hall

Students transform their problem solving framework into an action plan

How do IHE and Town Hall connect with this assignment?

Support and training for the Town Hall event:

IHE Faculty

Faculty integrate problem-solving assignments for mental wellness into the IHE course. Then, students attend The Town Hall.

Town Hall Table Coaches

Table Coaches are trained to facilitate student table groups.

Coaches include: faculty, former Town Hall students, resident assistants, student life staff, and administrators

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CAL STATE LA

We Care. I Care. LET'S TALK. MINDMATTERS.
Table Coach Recruitment

• Sustainability of Town Halls
• Quality of learning at Town Halls
• Leadership Development w/in Student Life Programs
  - Young men of color program
  - Civic Engagement Program
  - Residence Hall Assistants
  - Course based assignments
    • E.g., COMM 2400: Group Processes and Problem Solving
• Provide Training for “Table Coaches” who facilitate creation of action plans for students in their table groups
Table Coach, Group Leadership Training

• Group facilitation and leadership skills
  - Value diverse perspectives
  - Perspective-taking: identify and articulate value of other positions
  - Ensure inclusion and participation of all members of the group
    • Turn-taking
    • Manage domineering group members
    • Draw out reticent group members
  - Achieve consensus from multiple opinions
### Partnering with Student Life

<table>
<thead>
<tr>
<th><strong>Design Challenges</strong></th>
<th><strong>Design Solutions</strong></th>
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</thead>
<tbody>
<tr>
<td>Ensuring high quality</td>
<td>Required IHE class enables all first-year students to have a common experience</td>
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<tr>
<td>Cost</td>
<td>Identify permanent source of table coaches</td>
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<td></td>
<td>Train students as table coaches</td>
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<tr>
<td>- Staff time for central coordination of logistics, training</td>
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<tr>
<td>- Food</td>
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<td>- Materials and supplies</td>
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Presidential/Institutional Initiative

Mind Matters - Cal State

The goal of Mind Matters is to integrate inner well-being into the framework of University life as a means of supporting student success.

President William A. Covino and First Lady, Dr. Debbie Covino, created the Mind Matters initiative to provide resources and programs to help students navigate the demands of academic excellence, family responsibilities, and jobs. The President and First Lady realize that without mental and physical well-being, there is no academic success.
Institutional Initiatives/Priorities

• Mind Matters Council
  - President’s “signature” initiative

• Initiatives
  - Mind Matters Town Hall
  - Speakers
  - Therapy dogs
  - Mindfulness workshops
  - Reflection room in Student Union
  - Counselor videos and student videos
  - *Mental Health First Aid* training for faculty and staff
Design Strategies

A. Common Assignments
   - Faculty development workshops for assignment design

B. Curricular/ Co-Curricular Partnership
   - Build logistical support for experiential activities into student leadership programming and courses
   - Leadership training

C. Presidential initiatives
Do you have an Institutional Priority or Presidential initiative that can be linked to class assignments and on-campus experiential learning activities?
Center for Engagement, Service, and the Public Good

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