

Looking Ahead

Designing Integrative Learning Communities with
Institutionalization in Mind





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Humboldt

County Pop 136,000

our
campus
7,000

San Francisco

City/County Pop 885,000

Los Angeles

County Pop 10.16 Million





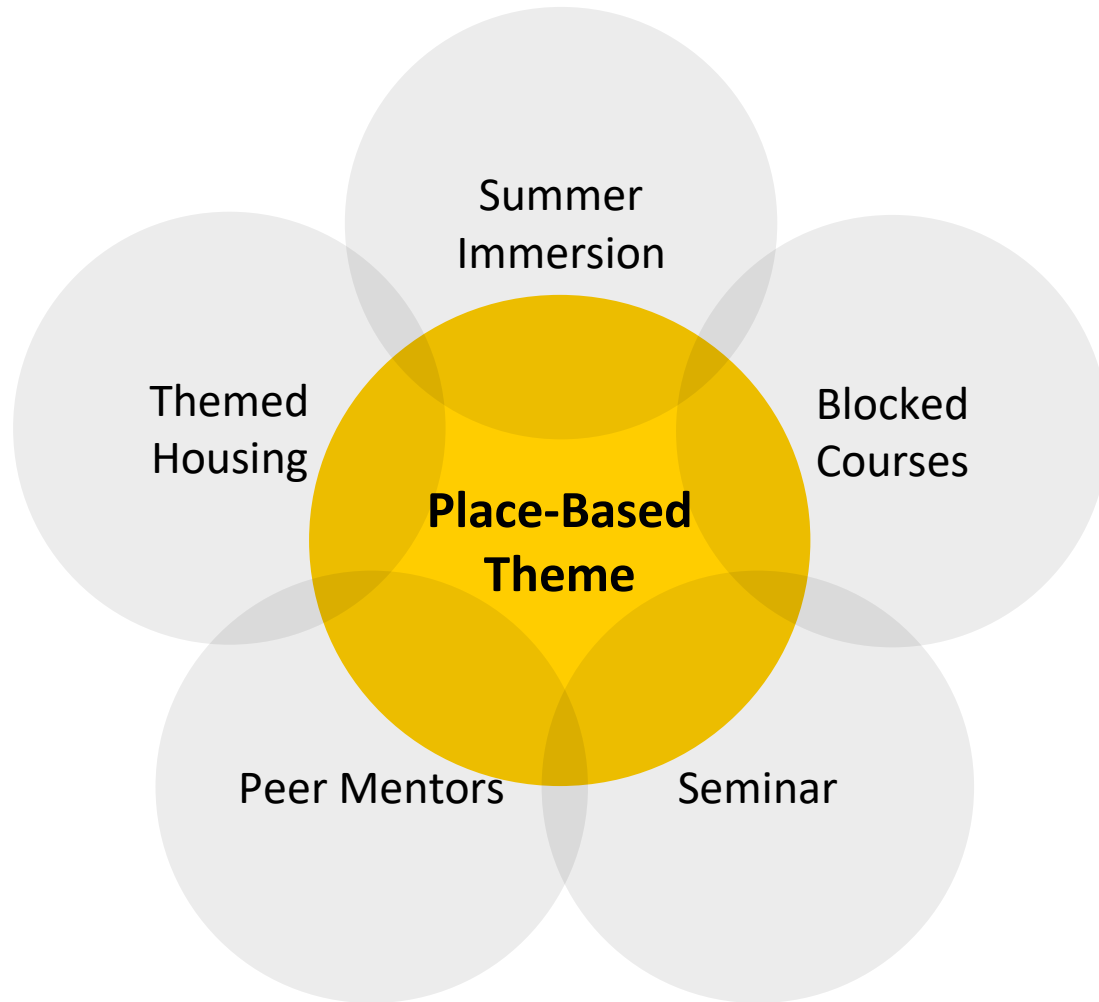
Theoretical Model

**Belonging &
Community**

Skills & Attitudes

**Academic
Achievement**

**Retention &
Graduation**



Summer
Immersion

Themed
Housing

Blocked
Courses

**Place-Based
Theme**

Peer Mentors

Seminar



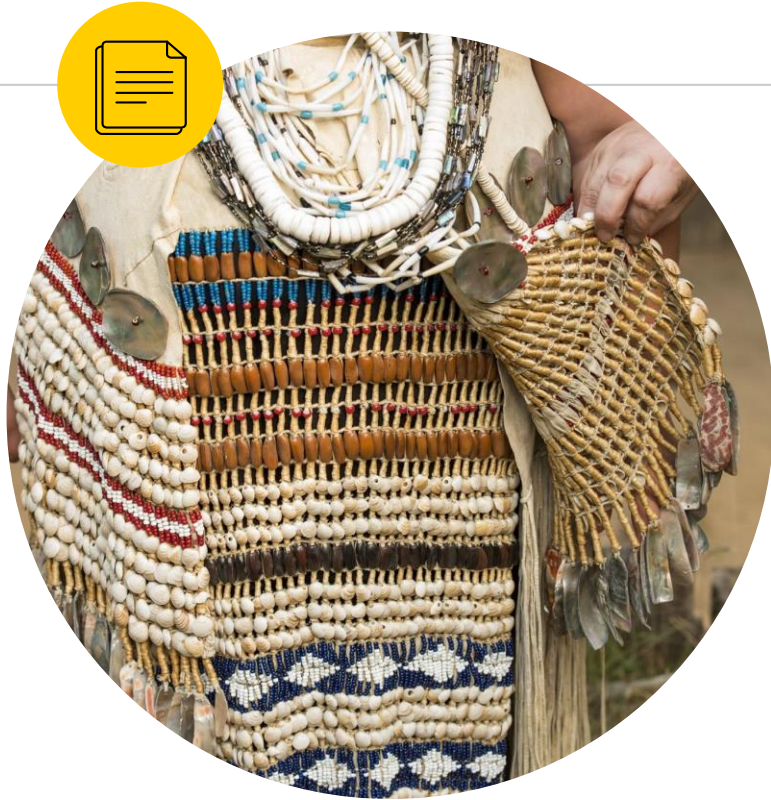
Summer Immersion

Multipurpose **bridge program** that establishes college level expectations, builds community and a network of support, and connects students to discipline and resources



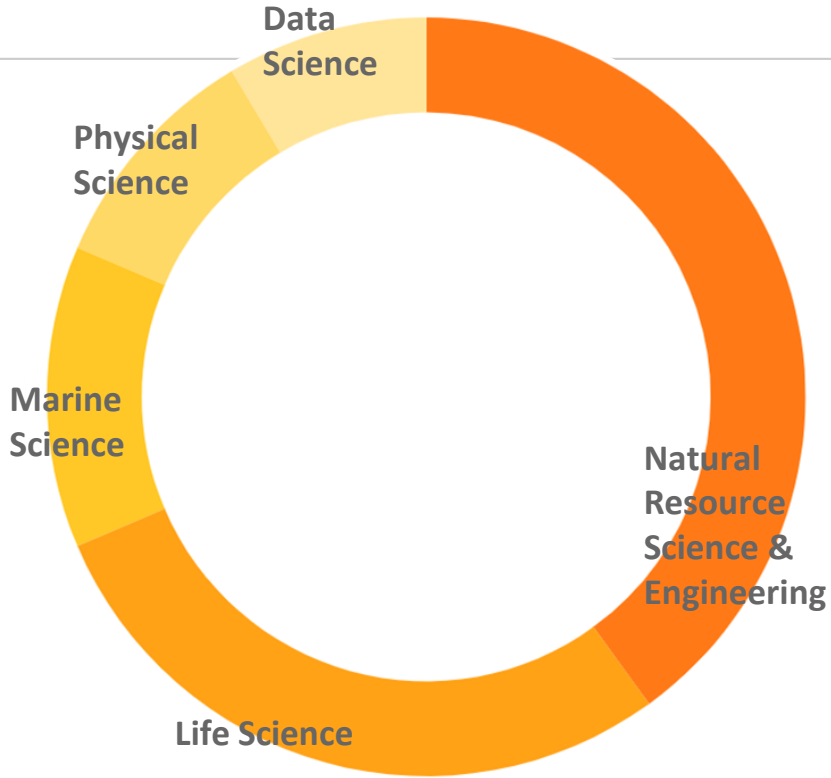
Blocked Courses

Students are **cohorted into courses** that satisfy GE and major requirements, and set them on an efficient path to 4-year degree



Linked Content

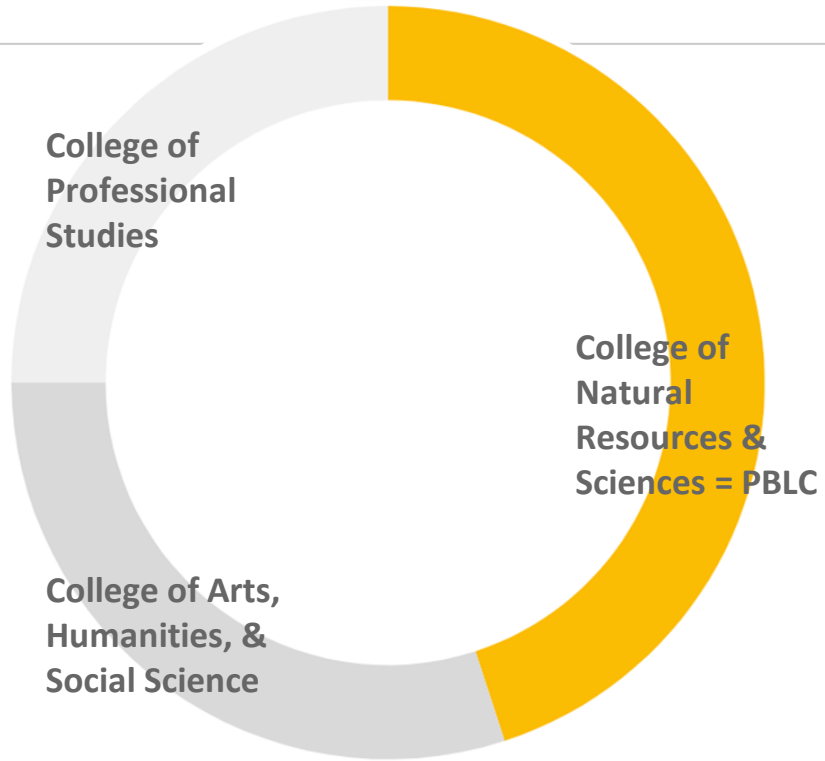
Topics introduced in Summer Immersion, revisited in multiple courses; at times spanning disciplines and campus divisions



100%

of STEM freshmen

5 year goal 2020-21



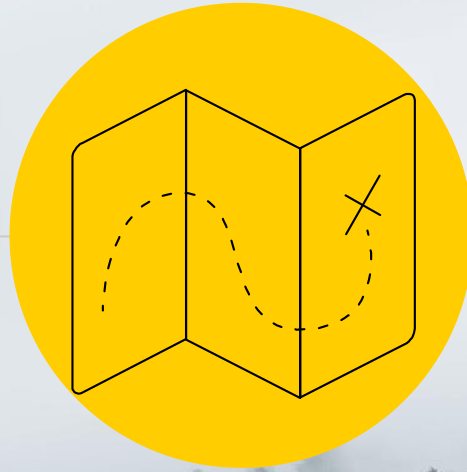
45%

Of HSU's incoming class in
Place-Based Learning
Communities (PBLCs)

1

Design with End Goal in Mind

(hint: institutionalization)



Map it Out

Identify achievable goals each year.

2

Build Capacity with Grant Funds

Focus resources on long term solutions



Building Capacity

- Create a template
- Integrate, don't recreate
- Working groups
- Hire a dedicated lead



Summer
Immersion

Blocked
Courses

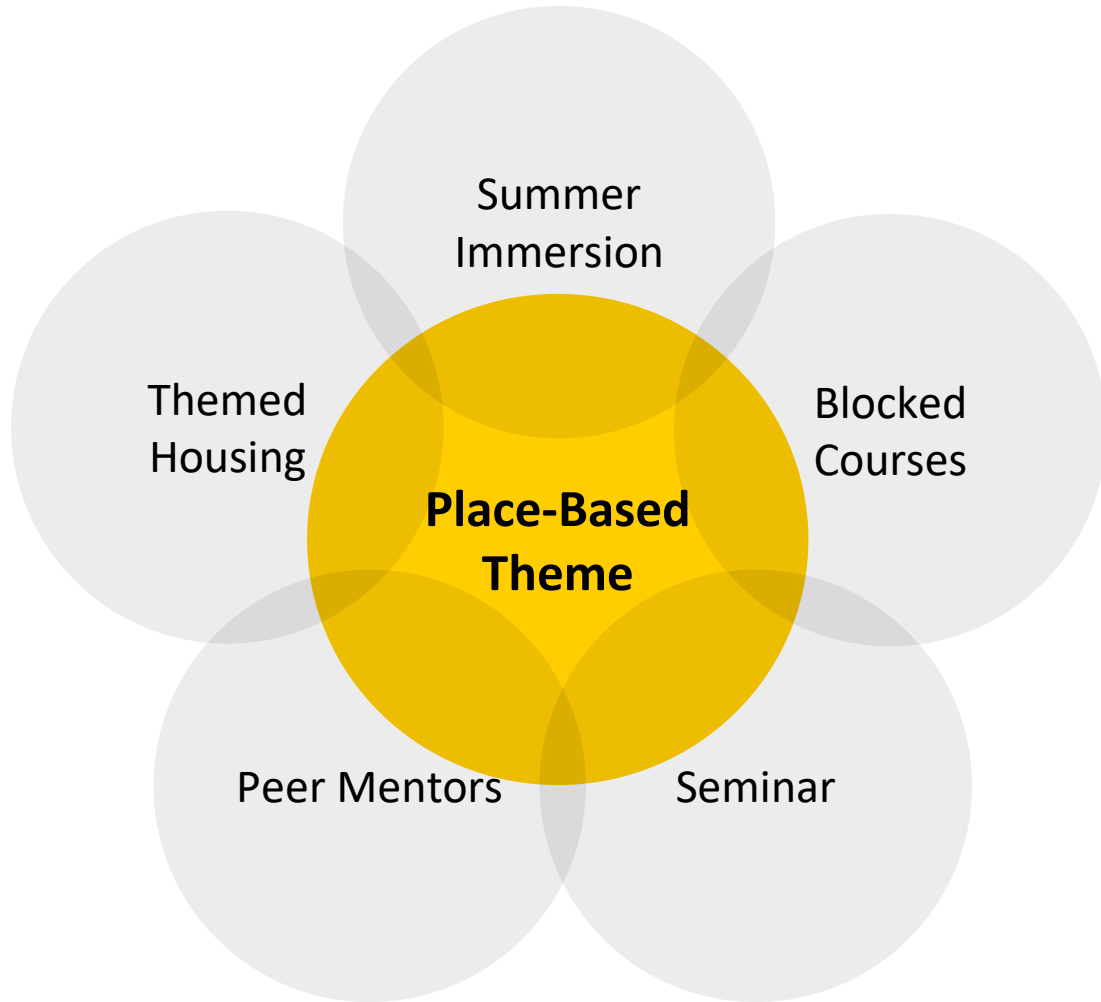
Seminar

Themed
Housing

Peer Mentors

Seminar





Summer
Immersion

Themed
Housing

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**Place-Based
Theme**

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Seminar

**Natural Resource
Science &
Engineering**

HUMBOLDT STATE UNIVERSITY
PBLG
PLACE-BASED LEARNING COMMUNITIES

Physical Science

Marine Science

Life Science

Data Science



Create Sustainable Curriculum

- ◎ Assignments applicable to all students
- ◎ Integrate into core syllabi
- ◎ Apply across all section offerings
- ◎ Interchangeable themed modules

3

Solve Other Problems

To get campus buy in



Our Problem: Faculty Availability

SA	SU	M	TU	W	TH	F
Early Move in	Summer Immersion		Summer Immersion		Orientation	
			Main Move in	Orientation		



Multipurpose solution

SA	SU	M	TU	W	TH	F
Early Move in	Orientation		Summer Immersion			
			Main Move in	Orientation		



Problem: top-down mandates

“Remedial” Math

Less than one year to eliminate remedial math courses. All students should begin in a college-level course that earns credit towards degree.

GE Requirement

Less than one year to offer all Area E GE courses at the Lower Division level



Integrated solutions

Co-requisite Math

Offer funds to support reworking introductory courses and piloting a new model with the PBLC participants

GE Requirement

Adapted PBLC 1 unit Seminar to a 3 unit course that satisfies LD Area E requirements. Fully embedded into PBLC program design.



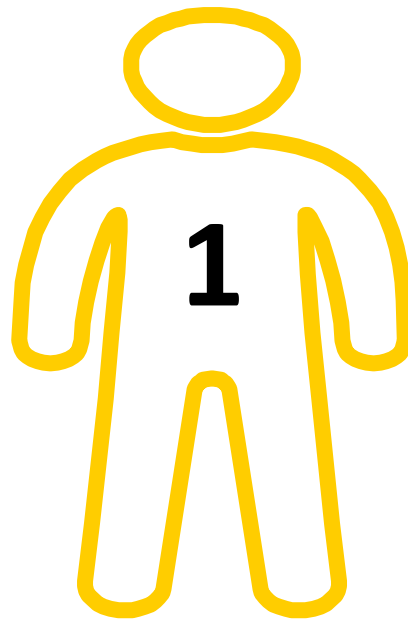
Problem: **Block Scheduling**

180+

Unique course sections

16

Majors



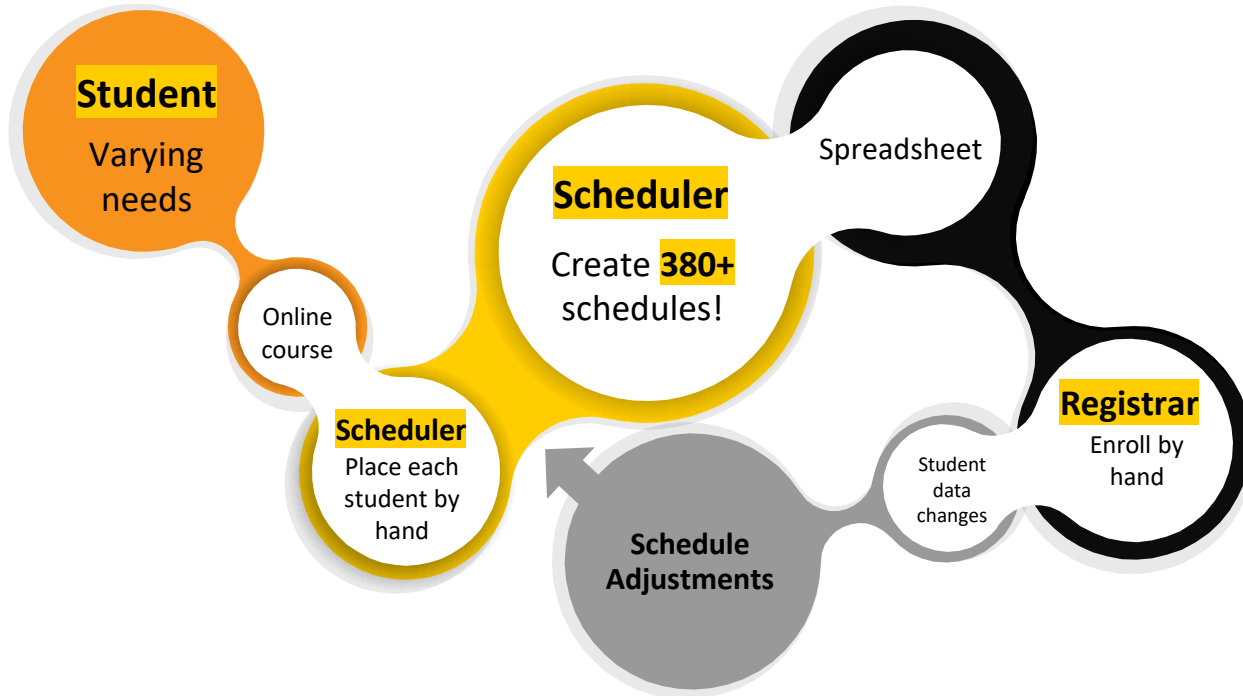


Solution: Perpetual Schedule

- Set schedule that rolls over year to year
- Opportunity to re-align courses
- Foundation for department schedules



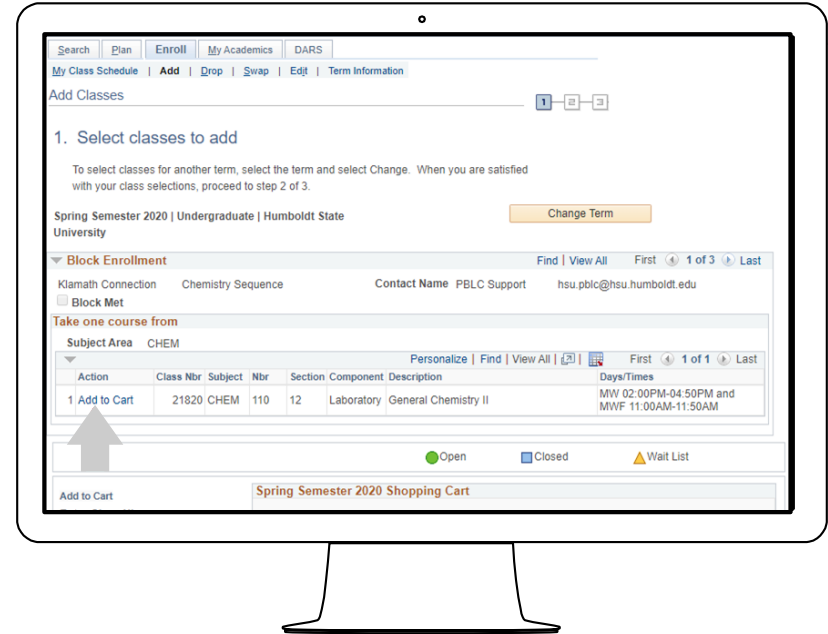
Problem: **Block Enrollment**





Solution: Software

- Self enroll in subset
- Flexibility for student
- Real time data
- Adhere to mandates



4

Sell it

And keep selling it



Sell it to students

Integrate with existing campus communication structures, Admissions outreach, roadshows, and campus visits.

Make it snazzy!

Video at: <https://youtu.be/aOKzgH5Ztk0>



Sell it to administration

- Hire an evaluator
- Develop a strong assessment plan
 - Modify and improve
- Align with University goals
- Diversify your data

14%

2015 HSU 4-year graduation rate

30%

2025 HSU 4-year graduation rate goal

33%

2019 PBLC 4-year graduation rate



46%

2015 HSU 6-year graduation rate

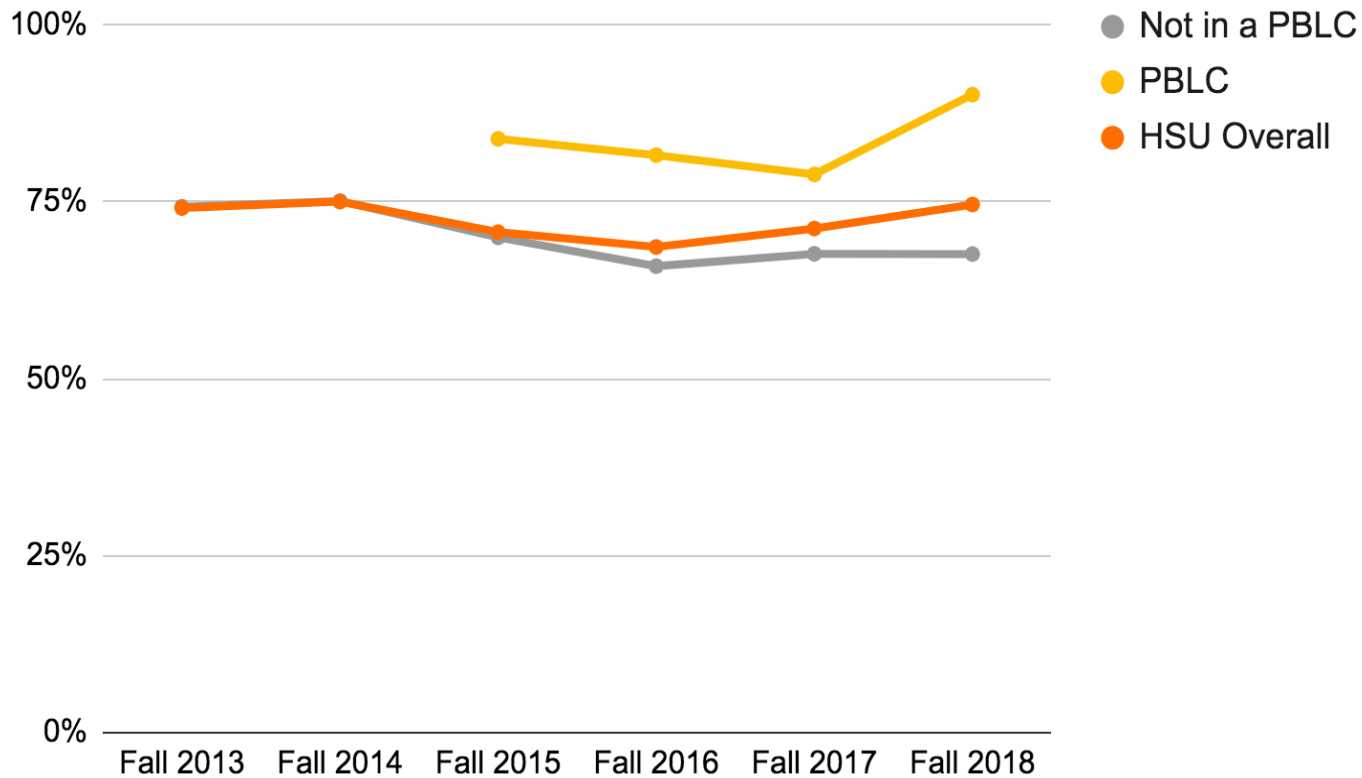
56%

2025 HSU 6-year graduation rate goal

63%

On track for PBLC 5-year graduation rate 2020





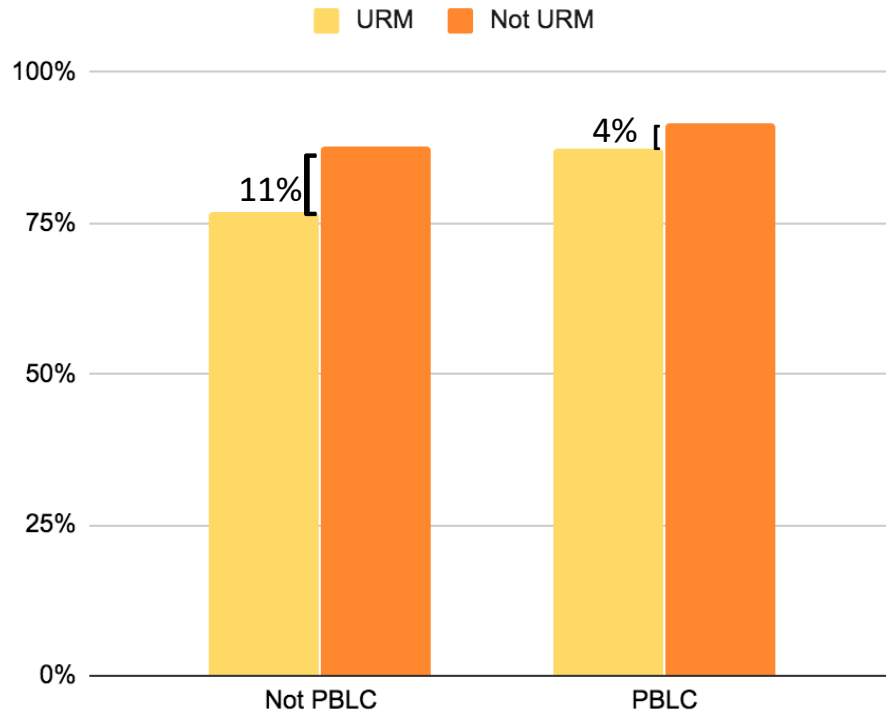
First year Retention



“The most important thing was the feeling that I could actually become a scientist and work out in the field. I’ve never worked outside like that before, and I truly enjoyed it. When we wrote field notes and completed the lab using dirt from the prairie, I realized that I still want to keep going with zoology and not back down. That was super important for me and my confidence, because lately I was feeling that I should just drop out and not continue my education in fear that I wasn’t going to enjoy it.”



“



Opportunity gaps: Intro Chemistry





**Sell it
To faculty**





Keep on selling it

- ◎ Get your data in the right rooms
- ◎ Form a Steering Committee
- ◎ Don't assume people know your stats

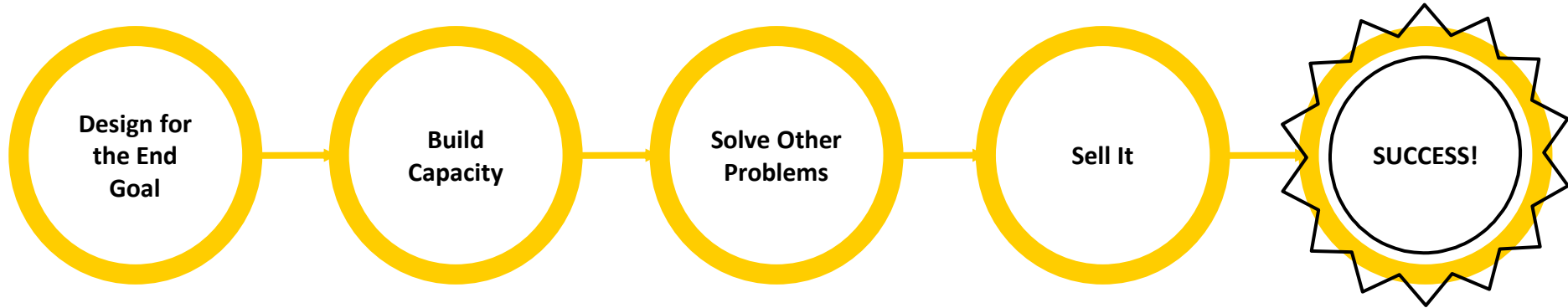


Bonus

Real time feedback enables continuous improvement



To Review





Thanks!

*Any **questions** ?*

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