LEARNING EXPERIENCE NOTEBOOK

Course Title: CSA 571: Student Learning in the Co-curriculum

Names: Tacy Costanzo, Jason Makowsky, Becky Riverman (the first of these 10 leaning experiences was developed in class and I had the honor of working with JMak and Becky).

Name of the Learning Experience: "TransitionSpace" or TSpace for short

Purpose: To help commuter students feel more connected to the campus as a mechanism to increase their overall learning during college.

Needs Assessment: Commuter students complete fewer units per term, take longer to complete degrees, have higher attrition rates, are not as entrenched in the holistic experience of higher education, and do not use campus resources and services as frequently as their residential counter-parts. These students need a place to hang their hat, heat their lunch and stow their stuff (laptop, workout gear, snacks, textbook, lab supplies and jacket). They need an inviting space to: study, collaborate and reflect; to eat, socialize and relax; and to facilitate their participation in the co-curricular campus events that help to provide a holistic learning adventure.

Learning Outcomes: Students using the amenities and services at TSpace will complete more units per term, will be retained at higher rates, and participate in more planned, and unplanned, learning experiences, than previously.

Research: Independent research by Gary L. Krammer and Associates and by Joan Ortman agreed that residential students gained more from college than students who commuted between home to campus. Krammer (2003) found that commuters take longer to complete bachelor's degrees and have higher rates of attrition, are less satisfied with their college experience, and participate at much lower rates in campus activities, than residential students; residential students also enjoyed more frequent informal learning experiences than the average commuter student.

Ms. Ortman added that the timing of services, courses and campus opportunities needed to be reviewed to better meet commuter's needs: later study hours at the library, dedicated staff to act as advocates for commuters, career services and "lockers and lounges" (p.20)were just a few of the commonalities between the research and TSpace offerings. Ortman stated that commuters needed assistance in establishing roots on campus because they have more difficulty than residential students in creating a sense of belonging on campus. This snapshot of the research agrees with our observations.

Materials: A very large room or some co-joined rooms, furniture (couches, reading lights, desks/chairs, refrigerator, microwave, provide your own lock style lockers, conference-sized table, white boards, bulletin boards, paper towel dispenser, sink with garbage disposal, counter space, ping pong/pool/fusbol table), a few computers and printer.

Directions: Get an administrator (who understands that your plan is GREAT) to fund this proposal and to designate space in a corner of the student center to create some TransitionSpace. Get the space cleaned and painted. Enlist the assistance of a few commuter students in actualizing the project: have them assist in choosing and arranging the furniture and amenities, post campus fliers about upcoming events on the room's bulletin boards and invite students, faculty and administrators to the grand opening of TransitionSpace. Arrange for a few campus student groups to play music and get lemonade and cookies for the event. Work with IT to get student workstations and a printer installed.

Hire a few commuter students to 'host' TSpace most of each day, to act as a liaison between the students and the campus: promoting co-curricular programs, assisting students in locating (and using) various resources on campus (academic advising, career services, counseling) and urging students to participate in the wide assortment of activities available

outside the classroom. TSpace hosts should also invite faculty/administrators and staff to join them occasionally for lunch, a game of ping pong or to just to chat, creating the opportunity for commuter students to interact with the greater campus community. Commuter students should also be encouraged to meet with other students or faculty in TSpace.

References:

Kramer, Gary, L. and Associates (2003). Student academic services. Jossey-Bass, San Francisco.

Ortman, Joan (1995). "Commuter students in colleges and universities". A research paper done at the University of Illinois. Retrieved online from WilsonSelect on July 8, 2006.

Course Title: CSA 571: Student Learning in the Co-curriculum

Name: Tacy Costanzo

Name of the Learning Experience: "Getting to Know You: Getting to Know your Major".

Purpose: Assist new transfer students in understanding the academic requirements of the College of Engineering and connecting them to their staff and faculty advisors.

Needs Assessment In the last two years, over 50% of the new transfer students in the College of Engineering prolonged their time to degree by enrolling in inappropriate courses or by changing their major emphasis in their senior year. Of the 40 new transfer students in 2005-06, year end assessments on their progress showed that 24 of them had neglected to complete important prerequisites for next years course-load, 4 students repeated courses for which the already had credit and 11 students changed their major emphasis, adding time to degree.

Learning Outcomes: Transfer students will complete their degrees in less time by understanding the intricacies of their curriculum and know where to get academic advising for major. The students will feel more connected to their collegiate experience due to interaction with staff and faculty advisors.

Research: In Understanding the Role of Academic and Student Affairs Collaboration in Creating a successful Learning Environment (2002), James Martin and James Samels report that inadequate academic advising challenges students at most institutions. Among their suggestions to improve this situation are residence hall advising sessions (great for residential students, but not transfer students), and training and involving faculty in advising efforts. In Navigating the Research University (2006), Britt Andreatta urges faculty and staff advisors to help students understand the various emphases within majors to assist students in honing their studies to best prepare them for the career path they desire. Lastly, Pascarella and Terenizi (2005) reported

numerous findings that indicated that multiple advising sessions, or meetings with advisors, *per term* aided in retention for multiple reasons: enrolling in appropriate courses, feeling connected with their educational process and that someone at the institution really cared about them as an individual.

Materials: Small conference room, light refreshments, faculty advisor from each major, staff advisor cognizant of all majors/major requirements, copies of the College Announcement (course catalog) and major 'track' or 'emphasis' worksheets.

Directions: Arrange two "Getting to Know You" sessions per quarter for each of the five engineering majors. Share your literature review and own institutional research findings with the faculty advisors as concrete evidence that this program is necessary. Get each faculty advisor to commit to this advising concept and both advising dates. Request that the faculty advisor be prepared to discuss the career options related to the main emphases within their discipline. Personally invite (not just a LISTSERV email) the new transfer students to attend the major specific Getting to Know You sessions. Facilitate a discussion about careers and appropriate course choices after the faculty presentation. Do not let the students leave the session without making an appointment to meet individually with the faculty to further discuss career options, and then with the staff advisor to make course selections for the following term. Repeat program each term until the majority of the cohort have graduated. Request feedback on the program from the students and the faculty advisors at the end of each term. Compare time to degree data for this pilot group with prior cohorts to assess program outcomes.

References:

Andreatta (2006). Navigating the research university: A guide for first-year students. Thompson Wadworth, Publishers, Boston.

Martin, James and James E. Samels. "Lessons learned: eight best practices for new partnerships." In Understanding the role of academic and student affairs collaboration in creating a successful learning environment. Kezar et al. editors. Jossey-Bass, 116, Winter, (2001).

Pascarella, E.T.& Terenzini, P.T. (2005). *How college affects students: A third decade of research.* Jossey-Bass of Wiley and Sons Publishers. San Francisco.

Course Title: CSA 571: Student Learning in the Co-curriculum

Name: Tacy Costanzo

Name of the Learning Experience: "Education Abroad, a life changing experience"

Purpose: Encourage engineering student participation in the UC Education Abroad program (EAP).

Needs Assessment: The prior (1958-2004) College Administration did not allow engineering undergraduates to study abroad because they felt that UCSB already offered the best engineering education available and that EAP would *detract* from their overall college experience. Most Engineering students do not know that the new administration applauds EAP as evidenced at the Fall 2005 all campus EAP meeting where out of 385 undergrads in attendance, only 3 were engineering students and one of those was just attending with his girlfriend. Many countries around the world are contributors to innovation and scientific technology and our global society depends on shared knowledge to advance engineering education. Multiple perspectives and cross-cultural experiences compliment students' intellectual and personal development. Engineering students need to become problem-solvers, be able to 'think outside the box', understand and value cross-discipline collaboration and be aggressive lifelong learners, because 50% of the class entering college in 2006 will assume jobs that do not currently exist.

Learning Outcomes: Students will become familiar with the campus EAP resources, identify at least two foreign institutions offering courses that will compliment their major and propose a potential EAP adventure.

Research: Kitsantas (2004) found that education abroad programs increased students' acquisition of cross-cultural skills and the altered their global perspective. She also found that students desiring to study abroad specifically sought to improve their cross-cultural skills, gain

new insight about their academic focus and to experience new social opportunities. Kramer & Associates (2004) found that administrative support, pre-advising, leaves of absence and course articulations, and the ability to register online for their first term back at their home institution, facilitated the study abroad experience. My personal interaction with students before and after studying abroad makes me believe that despite some negative incidences abroad, the overall experience of EAP is very positive in terms of academic and personal growth.

Materials: Classroom with individual computer workstations and master computer with data-projector. Inform students ahead of time that they need to bring a recent academic progress check listing outstanding degree requirements. Have internet access to the EAP pre-travel worksheets (available at: www.eap.ucop.edu).

Directions: Begin by having an Engineering student who has already returned from studying abroad talk briefly about the experience, show some photos of the student abroad, in classrooms, labs, libraries, on the street, in museums, temples and cathedrals, and interacting with people from the host nation. Arrange for an EAP counselor to explain the EAP options and walk students through the pre-travel worksheet. Have the College advisor set up EAP Advising appointments with each student. Inform students that prior to attending their advising appointment that they need to: make a study plan outlining their course schedule (quarter by quarter) through graduation, discuss the opportunities and requirements for an EAP trip with their parents, develop a timeline noting enrollment and fee deadlines for both the EAP trip and for their first term back at their home campus and to write a one-page essay on what they hope to gain from their study-abroad experience.

Reference:

Kitsantas, Anastasia (2004). *Studying abroad: The role of college students; goals on the development of cross-cultural skills and global understanding*. College Student Journal, 38, 3, September, 441-452.

Course Title: CSA 571: Student Learning in the Co-curriculum

Name: Tacy Costanzo

Name of the Learning Experience: Peer Mentors in the Engineering Honors Program

Purpose: Connect new Honors Program members with peer mentors prior to their matriculating to campus.

Needs Assessment Many high achieving new students want to know about the campus, learn the 'down-low' about the faculty and curriculum, explore the online registration and student record system, and dialog about the College of Engineering 'experience' prior to moving onto campus. Their phone calls and email overwhelm me in July and August and I am unable to answer some of their 'student's perspective' questions.

Learning Outcomes: New Honors Program students will have already connected with at least one other Honors student, in their major, prior to matriculating.

Research: Pascarella and Terenzini (2005) reported that peer interaction was had significant, positive effects on knowledge acquisition and skill development and that discussions among peers impacted religious and political views as well as opinions about faculty, the curriculum and other campus matters. Laible et al. (2004) reported that both peer and parent attachments affected social behavior and self-esteem during late adolescence.

Materials: List Honors students by major. Written verification that the new student has elected to participate in the program.

Directions: Match incoming Honors students wishing to participate in the peer mentor program with continuing students who have selected to participate in the peer mentor program. Provide contact information to both the mentor and mentee. Post occasional topics to the email to the group LISTSERV to prompt discussions on various topics including: how to balance academics

and recreation, what was the hardest adjustment between high school and college, what kind of computer should I buy, should I attended summer Orientation, my significant other is going to a different school, I think I may want to change my major, my parents worry about my going away to college. Plan a pizza party for the week before classes start for peer mentors and mentees to meet.

Reference:

Laible, Deborah, Gustavo Carlo and Scott Roesch, (2004). *Pathways to self-esteem in late adolescence: the role of parent and peer attachment, empathy and social behaviors.* Journal of Adolescence, 27, 6, 703-716, December.

Pascarella, E.T.& Terenzini, P.T. (2005). *How college affects students: A third decade of research.* Jossey-Bass of Wiley and Sons Publishers. San Francisco.

Course Title: CSA 571: Student Learning in the Co-curriculum

Name: Tacy Costanzo

Name of the Learning Experience: "Empower Your Daughter with a College Education" or "Autorizar a tu hija con una educación universitaria".

Purpose: Show the parents' of potential Latina college students that their daughters can be successful and safe at college.

Needs Assessment Given national trends in college attendance, and state demographics, UCSB should have a much greater percentage of Latinas attending and graduating from our campus. UCSB has offered Regents Scholarships (free-ride) to high achieving Latinas in the recent past, only to have those potential students select to remain at home, while working part time and attending their local junior college rather than venture outside their community by accepting what some would consider 'a better offer' to attend a Research 1 University, at no cost. Educators need to do a better job of informing Latino families about the benefits of college, so that they can support their daughter's personal dreams.

Learning Outcomes: Empower Latino families to make more informed decisions about their daughters' potential experiences and rewards in college.

Research: Gonzalez et al. (2004) indicated that Latinas comprise one of the fastest growing populations in higher education, but that many potential Latina college students are constrained by cultural and familial expectation. Their research showed that recruitment materials and outreach staff need to be bilingual and that pre-college information needs to be in a format that is culturally sensitive and straight-forward. My personal observations agree with these authors findings that colleges and universities need to educate and hire more multi-ethnic faculty, administrators and staff; who need to be visible and vocal about their own educational journey to

portray their successes to potential families of color. (I think of this as a self-fulfilling cycle, as more people of color are educated to be educators, the better campuses will attract students and staff of color, to in tern educate…).

Materials: Happy, successful, current Latina students (or recent alumni) and their families and a bilingual admissions counselor, administrator or faculty member to present information on admissions and campus resources, and the admissions/financial aid process; lists of potential hosts and high achieving applicants by community, camera, thank you notes.

Directions: Identify current Latina students (or recent alumni) who feel empowered by their college experience and want to assist in recruiting their sisters to campus. I would seek assistance from the Lambda's and Las Hermanas, two campus groups already active in recruitment as their community service mission. Have these students discuss hosting a dessert reception in their family home for a small group of potential college-bound. Match host families and potential students, set a date, send out invitations, follow invitation with a student-to-prospective-student phone call, have the Lambdas and Las Hemanas make a few desserts for the occasion, provide directions to the host family's home, coordinate the counselor or faculty speaker's attendance and smile. After the event, follow-up with student-to-prospective-student phone calls, remind potential student of pre-admissions resources. Review yield of receptions by checking on admissions status for target population and contact the students who did not enroll at UCSB to determine if they elected to attend another university or choose to remain at home and are attending community college. Follow up on community college students, build future transfer bridges with these students.

References:

Gonzalez, Kenneth P., Jennifer E. Jovel, Carla Stoner (2004). "Latinas: The new Latino majority in college." From Addressing the unique needs of Latino American students, edited by Anna Ortiz. Jossey-Bass Publishers, San Francisco.

Hernandez, John, (2000). *Understanding the retention of Latino college students*. Journal of College Student Development, 41, 6, 575-588.

Course Title: CSA 571: Student Learning in the Co-curriculum

Name: Tacy Costanzo

Name of the Learning Experience: "Teacher for a day"

Purpose: Expose Honors Program students to the act of teaching, provide the opportunity for the students to collaborate with students in other engineering majors in designing an activity that demonstrates some aspect of physics, science or engineering, and to supplement the current campus offerings at the annual Science and Technology Day (part of a MESA statewide program that includes outreach to elementary and secondary students who may pursue studies in math, engineering or science).

Needs Assessment Students need to have the opportunity to design, implement and critique applications of new knowledge. This activity also provides hours toward the Honors Program community service requirement.

Learning Outcomes: The Honors Program students will have gained some insight into the process of teaching and being a teacher, participated in the conceptualization and execution of a simple project as part of a multidisciplinary team and shared an incredible learning experience with a small group of students.

Research: Pascarella and Terenzini (2004) refer to Chickering 'principles of good practice' which includes 'collaborative learning' as an essential part of the collegiate experience. The text also references Smith and MacGregor (1992) who stress the importance collaborative learning because the students' exploration and application of the course material beyond specific assignments is vital. Pascarella and Terenzini also include Karabenick and Collins-Eaglin (1996) work linking collaborative learning with cognitive growth. And perhaps most importantly, in a different study in 1999, Terenzini et al. found that engineering students working

on group projects reported significant levels of positive gains in perceived abilities in problem solving and related design applications. This project requires collaboration in conjunction with applying newly acquired knowledge outside the classroom, a fun opportunity to turn passive learning into active learning, supplementing the learning experience.

Materials: Sample project – the Egg Drop: 3 dozen eggs in Styrofoam and cardboard cartons, empty milk cartons, gallon jugs, 2-liter bottles, packing peanuts, shredded paper, paper and plastic bags tape, string, scissors, broom, dustpan, trashcan, and hose. Some generic prizes like McDonald's gift cards. A third floor stairwell or balcony with open space below.

Directions: Tell the students that they need to construct a 'nest' for their raw egg, so that when it is dropped from the balcony and hits the ground below, the egg will not break. Tell them the various ways that the egg could be protected (cushioned, suspended). Tell them that the nest that weighs the least amount and still keeps the egg from breaking will win a prize. Allow them to drop their nest (without the egg) multiple times during the construction stage for a less messy trail and error experience. After multiple trials with the empty nests, begin the actual competition. Have the students participate in cleaning up the landing area and then sit and talk about the designs that were successful and how the flawed nests might have been redesigned.

Reference:

Pascarella, E.T.& Terenzini, P.T. (2005). *How college affects students: A third decade of research.* Jossey-Bass of Wiley and Sons Publishers. San Francisco.

Course Title: CSA 571: Student Learning in the Co-curriculum

Name: Tacy Costanzo

Name of the Learning Experience: "Design your path from SBCC to UCSB"

Purpose: Increase the number of successful applicants from the local community college to the college of Engineering at UCSB.

Needs Assessment Less than 50% of the local community college applicants to the College of Engineering in 2006 had completed the required pre-major courses to be considered for admission. The majority of these students were first generation, students of color. Despite mechanisms to ease the transition process from CC to UC, students are not getting the right information in a timely fashion. Additionally, the Office of the President at the University of California has called for an increase in the number of community college transfer students matriculating to UC campuses.

Learning Outcomes: Local community college students will learn how to use readily available resources to create a detailed plan for transferring from SBCC to UCSB (the ETC will eventually allow me to advise the local community college students on how to prepare to transfer to an engineering program at any one of nine UC campuses.)*

Research: Martinez and Fernandez (2004) reported that Latinos are the fastest growing and least-well-educated major sub-group in the United States. Many Latinos have not received appropriate academic and career advising and more likely than other sub-groups to directed to vocational, rather than gateway course work. Although 'familismo' will keep some students from transferring to an institution farther away from home, some students wishing to continue their education and earn a bachelor's degree do not have the resources to navigate that transition without campus assistance. The authors also cite institutional barriers like unclear articulation

rules and a lack of advising as explanations for low transfer rates from this population. This program with overcome those barriers.

Materials: My Pre-major GPA calculating spreadsheet, multiple computers with internet access and a spreadsheet program. Students need to bring an unofficial transcript.

Directions: Have the SBCC transfer center, the engineering, physics, math, chemistry and computer science professors alert their students that an Engineering Transfer Workshop. Put a catchy ad in the student newspaper promoting the event and put fliers up in the halls were math and science courses are generally taught and in the university center. Enlist a few students who have recently transferred from SBCC to UCSB assist at the event. Start by welcoming the students, give them my business card and tell them that I would be their academic counselor if they wanted to transfer to UCSB. Have the current UCSB students briefly tell about their journey from the CC to the UC.

Ask how many students currently use www.assist.org to help plan their current course schedules and plan for transferring. Get students to log onto the site and move through the menu to select the articulations screens for SBCC to UCSB transfer in their desired major. Have the students fill in the Pre-major GPA spreadsheet indicating which of the major preparation courses they had completed, including the grade earned and unit value of the course. UCSB students would assist the SBCC students in navigating ASSIST and using the GPA spreadsheet. That would give the advisor time to talk to each student individually, personal connections are vital in student services. The end result of the spreadsheet is a list of courses the student needs to complete, a pre-major GPA, which will help the students know if they might be competitive applicants and an understanding of the kinds of grades they need to earn to be as admissible as possible.

Brandon – I hope to have this Pre-Major GPA Calculator for the Computer Science major ready for use this fall as a test of the program. Eventually, I hope to code in the five community colleges that produce the most applications to my programs annually, to streamline my reading of transfer student applications. (I read each of them, about 650 per year)

References:

Martinez, Magadelena and Edith Fernandez (2004). "Latinos at community colleges." In Addressing the unique needs of Latino American students, edited by Anna Ortiz. Jossey-Bass Publishers, San Francisco.

*The California Engineering Liaison Council is developing an Engineering Transfer Curriculum to assist California Community College students in selecting courses that will ensure academic preparation for any UC campus. See http://www.caelc.org/S06/ETC.htm

Course Title: CSA 571: Student Learning in the Co-curriculum

Name: Tacy Costanzo

Name of the Learning Experience: "Work at Home for the Summer"

Purpose: Help parents of first generation students understand the value of a college education and validate the importance of family by placing students in paid summer internships in their home communities. Financial benefits: students can live at home and contribute to the family income and not pay living expenses elsewhere.

Needs Assessment Students need jobs during summers and after graduation. Internships help students gain a variety of skills that compliments their academic education and assists them in securing career offers.

Learning Outcomes: Students will have a better understanding of what it means to be an engineer and how school relates to industry, and their families will see that college is making a difference in their child's life.

Research: Internships provide opportunities for students to apply newly acquired knowledge and personal skills in the workplace and the workplace helps to develop skills and attitudes that improve the quality of the intern's school experience. Wesley (2005) agrees, in her study on internships in retailing industries, that experiential opportunities enable interns to become better students and make them more employable after graduation. Linda Gross (2004) found that experiential learning through internships and part-time work in major-related fields helped graduates to make improvement in their home communities, furthering the positive cycle of higher education. These families need to see the worth of a college education, close to home. When they also share in the financial and community benefits due to their son or daughter's internship prior to graduation, higher education can be viewed in a new light.

Materials: Computer classroom with access to GauchoLink, the UCSB Career Center job and internship database.

Directions: Have student search GauchoLink for internship possibilities in their home community. After the students have identified at least 4 potential internships, have the students research the companies on the internet. Have the student look for the: corporate vision, mission statement or company motto, the approximate size of the organization overall and at that particular site, what is the product or service that company specializes in, what is the location of the workplace, is it accessible to the student via public transportation, is it a 9-5 kind of place or are there different time shifts, and five other facts I have not listed here. Have the students discuss the internship possibilities in small groups and rank the potential internships in order of preference. Before allowing the students to leave the session have them: schedule an appointment at the Career Center to attend a resume/cover letter writing workshop and do a mock interview. Schedule individual appointments with each student, during the week after their Career Center appointments, to critique their resumes and cover letters. Have a pizza party at the beginning of the following term and facilitate a group discussion on their experiences and to get feedback about how the program affected their experience.

References:

Gross, Linda (2004). "Creating meaning from intersections of career and cultural identity" in Addressing the unique needs of Latino American students, edited by Anna Ortiz. Jossey-Bass Publishers, San Francisco.

Wesley, Scarlett C. (2005). *Examination of a paradigm for preparing undergraduates for a career in the retailing industries: Mentors, curriculum, and internships*. College Student Journal, 39, 4, 680-691.

Course Title: CSA 571: Student Learning in the Co-curriculum

Name: Tacy Costanzo

Name of the Learning Experience: "Back off, to hold on!"

Purpose: Inform the parents of the new freshman class that one of their most important roles during their student's collegiate journey is to *back off*. Parents need to allow their college attending off-spring space to learn to be adults; parents should be a resource, not a rescue squad and need to let their kids take responsibility for their actions, and inactions. Provide the parents campus resources so that new parents know they can learn about the system and the colleges expectations and have someone who truly cares about their student and will intervene if necessary.

Needs Assessment The millennial student has been described as having a very close relationship with their parents, they are seen as very confident, community oriented, goal directed and they rely heavily on the approval, and advice of their parents (Howe & Strauss, 2000). Parents of millennial students are accustomed to being involved in most aspects of their children's lives and want the best for their kids, so snipping the apron strings may be a difficult process for everyone involved (student, parents, administrators, staff, faculty, roommates, etc.).

Learning Outcomes: The parents will have a better understanding of the important relationship between intellectual and psychosocial growth during college and their off-spring need to begin making their own decision and creating solutions to their own problems.

Research: Daddona and Cooper (2002) consider assisting parents in understanding the academic and personal transitions new students make during college as one of the four main purposes of Orientation Programs. Their study indicated that freshmen perceive that they have much greater needs in adjusting to academics expectations in college and they were less

concerned about their social, personal and emotional growth. My personal observations agree with this research, parents in particular are overly focused on potential careers as the result of college rather than seeing the journey as critical to the integration of intellectual and personal growth.

References:

Andreatta (2006). Navigating the research university: A guide for first-year students. Thompson Wadworth, Publishers, Boston.

Daddona, Mark F. and Diane L. Cooper (2002). *Comparison of freshmen perceived needs prior to and after participation in an orientation program.* NASPA journal, 39, 4, 300-318, Summer.

Howe, Neil & William Strauss (2000). Millennials rising: the next great generation. Vintage Books, Publisher, New York, New York.

Materials: Campus resource handout to include: Name, phone, email contacts and websites for primary Student Affairs offices, major specific advisors (faculty and staff), info on FERPA, Academic Probation and Deans Honor Roll. Your business card.

Directions: Welcome and congratulate parents on the achievements of their students. Validate the importance of the parents' part in the success of their student. Explain FERPA and let audience know that despite FERPA they are welcome to contact you about their son or daughter and that you will explain protocol related to their student's situation and suggest ways the parents can be a resource to the student, but cannot talk specifically about the students record without the student's written permission. I tell the parents straight out that I don't think that students should waive their FERPA rights and that students should communicate frequently with

their parents and keep them informed about their successes and stumbles during college. I tell both the parent group and the student group that their relationship with each other will change during college and that is an outcome of the commingled intellectual and personal growth process in college.

Brandon – I tried this 'back off to hold on approach' at the last two orientation sessions (last Friday and today) and it was really well received by both the parents and the adults. Multiple parents thanked me for 'telling it like it is', and said my frankness and obvious passion about the college experience made the parents believe and trust me. When I quizzed the parents about what they had learned, the general answer was, "I never thought specifically about the interrelated academic and personal growth aspect of college", "thanks for reminding us that our relationships with our kids will change because of college", and my favorite, "would you have a talk about responsibility with our older son who attends UC San Diego?" Honesty delivered with passion and caring sure goes a long way!

Course Title: CSA 571: Student Learning in the Co-curriculum

Name: Tacy Costanzo

Name of the Learning Experience: "Dig In"

Purpose: Provide a service learning experience for students participating in Engineers without Boarders.

Needs Assessment Students need opportunities to apply classroom content to transform passive learning into retainable, useful, active learning.

Learning Outcomes: Engineering students will apply calculus, physics and engineering skills in a real world situation. They will learn that is truly is better to give than to receive by providing

both intellectual and sweat equity to a project that will benefit the local organic gardening community.

Research: Amy Strage (2004) identifies three basic educational elements that are promoted by service learning: students connect classroom content with actual work, gain a broader understanding of their career field and enjoy a deeper appreciation of the connection between higher education and the rewards of civic responsibility. Community service applications allow students to 'experience' the power of their knowledge which adds depth to their studies. She also found that students participating in service learning projects subsequently demonstrated greater mastery of major subject matter. Service learning also increases students' awareness of life outside the insular collegiate community. McDonald and Dominguez (2005) add that community involvement/service learning can help to students understand the relevance of their education. Furthermore, service learning in an ecological or environmental context helps students to understand the connection between their new education and their ability to make a difference in the world. McDonald and Dominguez conclude with service learning has an impact on how students will live their life as "adults and engaged citizens" (p22).

Materials: An active Engineers without Borders chapter on campus, students needing or wishing to earn community service hours or wanting 'hands on' experience in a local setting. A small community project requiring engineering expertise and hard labor.

Directions: Connect interested students with EWB. Join the workforce, even if all you can offer is a good attitude and an extra shovel; be present for at least part of the actual work. Make follow-up appointments with each student to discuss their experience, lessons learned, regrets and joys. Sometimes just facilitating the match of students with programs is a HUGE service.

Do not feel like you need to reinvent the wheel, know of the resources and opportunities on your campus and at the very least, be a match maker!