

## Appendix X: Case Studies Cited in Integration & Student Learning Essay

---

### Case Studies 1

*Service as a Student Leader* (e.g., Associated Students Boards, campus clubs, college ambassadors, WOW leadership, and Poly Reps)—Students serve as elected/selected officers for a wide range of over 350 campus clubs and other organizations, some of which require extensive in-service training. Via this array of leadership opportunities, students experience the creation and implementation of policy, the budget approval process, and human resource management. For example, in ASI student leaders participate in advocacy and outreach on behalf of the student body at large acting as the official voice of the students. Leadership roles include ASI Executive Cabinet, University Union Advisory Board and ASI Student Manager.

*Supplemental Workshops in Science and Math*—Students are trained as undergraduate facilitators who teach one-unit, adjunct science and math workshops aligned with academically challenging first- and second-year support courses. The workshops, run out of Student Affairs, provide accelerated learning environments that promote collaborative learning, including concept enhancement and problem solving. A curricular need is addressed in a co-curricular venue, and students are actively involved in their own learning. In addition, the undergraduate workshop facilitators gain valuable pre-professional experience.

*Executive Partners*—This program provides active mentoring collaboration for the University Housing Living Learning Program (LLP) in the hall designed to serve business majors and the Orfalea College of Business. First year students are linked with business sector mentors to guide their pre-professional career growth and learning. As a result of participation in LLP Executive Partners, students gain invaluable opportunities to connect with industry mentors during their first year on campus, thus extending their first-year major courses into the context of students' own professional development and career planning.

*Linked Courses*—Freshman students in Materials Engineering (MATE) take a series of one-unit lab courses that include service learning and that are linked with courses in GE, including composition, oral communication, and technical writing. The linkages involve course assignments in both the major and GE courses that refer to activities in the other. Course learning objectives include knowledge of the impact of engineering on society, ability to work on a team, and communication skills.

These MATE courses are project-oriented. Recent efforts include drainage improvements to a yard area used to walk dogs at the local humane society and an outdoor structure at a mental health transitional facility to provide shade for workers while garden plants were prepared for sale. Another project involved design and construction of a solar water heater.

Self-reflection is an important component in experiential learning, enhancing a firm and lasting connection between project activities and ULOs. Initially, MATE instructors were challenged to include the reflection component within the scope of their courses. A very natural and synergistic opportunity was developed when the reflection component was transitioned into the GE courses. This partnership provides added value at lower cost; within GE, the partnership provides context and underscores value of the written and oral assignments and within engineering, the

partnership provides a venue for students to complete the reflection component without overloading course content. The linked courses also offer a venue for increased faculty interaction between colleges, another essential component of university integration objectives.

## **Case studies 2**

*PRISM: LGBT Peer Counseling & Mentoring Program* seeks to diminish the stress of lesbian, gay, bisexual, transgender, and questioning students at Cal Poly. It also provides services for the friends, roommates, and family members of LGBT persons in their questions and conflicts. Through a variety of social support and educational interactions, students involved in this program discuss homophobia, self-esteem, coming out, gender identity, and isolation issues.

*Cal Poly P.U.L.S.E. (Peers Understanding Listening Speaking Educating)* is a student coordinated and driven leadership program, providing over 3000 hours of service annually. The program mission is to provide Wellness/Health Enrichment outreach, education, and awareness activities on campus and in the community; to promote a better understanding of the seven realms of wellness; and to provide extensive nationally certified leadership training, as well as local, state, and national leadership opportunities for the thirty Peer Health Educators.

*Partner's Program* is a recruitment and access feeder program designed to increase the number of first generation students admitted to Cal Poly. As a polytechnic campus in the CSU, Cal Poly's service area for admissions is the state of California. In order to best serve a full cross section of all California high schools, Cal Poly has established partnerships with 180 California Hayden Partners Schools (defined by the CA Legislature) and insures that students from these "low performing high schools" have sufficient information and assistance to consider application to the university. Once admitted, students who are eligible for Cal Poly's *Partners Program* are offered opportunities to connect with campus resources, including their academic advisors, colleges, and other key retention resources. Oversight and coordination of the Cal Poly Partners Program are shared by a range of units, from the colleges to Admissions to several departments in Student Affairs, all of which commit to support of student retention and success of the eligible students, making this program an excellent example of integration.