

2011

College of Charleston
Wabash Assessment
Portfolio

Submitted by the
College of Charleston



[SECTION IV: GOOD PRACTICES AND SUPPORTIVE CONDITIONS (9.30.11)]

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**College of Charleston
Institutional Assessment Portfolio: Section IV
Extent to Which Students Experience Good Practices
and Supportive Conditions that Promote Learning**

Assessment question to be addressed

How, when, and under what conditions does integrative learning occur:

- 1) in the First Year Experience?
- 2) in other high impact learning experiences such as senior capstone, undergraduate research, internship/field placement, global immersion, study abroad, and community engagement?
- 3) in interdisciplinary minors, majors, and programs of study?

AAC&U definition of integrative learning

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Two outcomes for this study

- Outcome 1: Students will demonstrate integrative learning skills through their FYE coursework based on the AAC&U Value Rubric.
 - Expectation: scores will fall within the levels of 1 and 2 for the elements “connections to experience” and “connections to discipline;” measured on a 4 point continuum where 0 is a possible score.
- Outcome 2: Students will demonstrate integrative learning skills through a study abroad/ global immersion experience based on the AAC&U Value Rubric.
 - Expectation: scores will fall within the levels of 2 and 4 for the elements “transfer” and “reflection and self-assessment;” measured on a 4 point continuum where 0 is a possible score.

Brief overview of The College and the incoming class of 2015 (update from Section III)

The College of Charleston has approximately 10,000 undergraduate students and 1,500 graduate students. The campus is composed of 66% female students, 16% minority students, and approximately a third of our students are residential.

The Class of 2015 is composed of 2361 freshmen representing 42 states and 13 countries. The incoming class is a high achieving group with SAT scores averaging between 1060 and 1220 for in-state students and 1130 and 1270 for out-of-state students. There are 198 first year students enrolled in the Honors College with an average SAT of 1358.

I. Current practices for First-Year Experience and Study Abroad

The First-Year Experience Milieu

The College of Charleston's First-Year Experience was developed to meet the requirements of SACS Comprehensive Standard 3.3.2, development of a Quality Enhancement Plan (QEP). Implementation was phased in over time with 15 Freshman Seminar courses (FYSM) and 30 Learning Communities (LC) offered in fall of 2008, to the addition of a general education requirement that entering students complete a first-year experience beginning with the fall of 2011. The academic components of the First-Year Experience include:

- **First-Year Seminar** (as described in the QEP): First-Year Seminars are a 3 credit course that focuses on topics within or across the disciplines of study in the College curriculum. Seminars introduce students to the discipline, its ways of thinking and methods of conducting research. Seminars also address the needs of first-year students: introducing students to the College's liberal arts and sciences curriculum and to resources such as the Library, computing facilities, advising and other student support services. In the 2011-2012 academic year, Synthesis Seminars were added to many of the First-Year seminar courses (previously limited to Learning Communities); it is planned that next year all First-Year Experience courses will included a Synthesis Seminar.
- **Learning Communities** (as described in the QEP): The model for College of Charleston's learning communities will include peer groups enrolled in two classes together, a theme for each learning community, and a connecting Synthesis Seminar that is peer facilitated. The Synthesis Seminar will be a new element allowing upper-level students to be involved with first-year students and to provide a multiuse instructional space to accomplish some of the more important goals of learning communities. Peer facilitators will be upper-division students who will complete thorough classroom training and will be supported throughout the experience with ongoing weekly training modules. Peer facilitators will apply and/or be recommended for these positions.
- Faculty are offered a one-time stipend of \$2,000 to develop an FYE course, participate in the training, and the monthly meetings
- **FYE Faculty Workshop:** The FYE faculty workshop is a four-day workshop conducted in May of each year. It is mandatory for faculty who will be teaching in the FYE program the following year for the first time. Topics covered in the workshop include: College of Charleston student demographics and profiles based on surveys such as the NSSE and YFCY; the goals and learning outcomes of the FYE program; introductions to campus resources and collaborative partners on campus; assistance in developing integrative assignments; introduction to pedagogical techniques with proven track records of success with first-year students; and introduction to the Peer Facilitator program of the FYE; opportunities to plan with teaching partners, Peer Facilitators, and other program collaborators.
- **Monthly meetings for FYE faculty with the FYE Director:** Monthly faculty meetings with the FYE director and other FYE faculty members are voluntary and casual in format. They are informal chats where faculty have the opportunity to present problems they may be having in the classroom and exchange techniques to increase student engagement.

- **Peer facilitator training/ course:** The purpose of TEDU 205 (Exploring Leadership: Building Peer Facilitation Skills) is to enroll a group of faculty nominated students who will facilitate student experiences. Students develop peer facilitation skills through reading, discussing, and collaborative learning about leadership, facilitation, and the historical background. Additionally, the students learn about the factors that influence student development, such as personal values, gender, and culture.
- **Revision of the general education curriculum to include FYE as a requirement:** On March 13, 2007, the Faculty Senate approved a change to general education to require that every entering student be required to complete a First Year Experience consisting of either a First Year Seminar or two courses linked in a Learning Community. In April 2011, the Faculty Senate refined the requirement to apply to all entering first year students as well as transfer students and re-admitted students with less than one year of college experience. Students required to complete a First Year Experience must do so within their first three consecutive academic terms. Once a student begins an FYE, he/she must be continuously enrolled until the requirement is satisfied. Alternatively, upon attempting and failing to complete the experience three times, a student must be continuously enrolled in a Learning Strategies course until successfully passed. Upon the recommendation of the faculty instructor, a student may be found to have completed the requirement even if he/she fails a designated FYE course. As of fall 2011, all eligible entering students are subject to the FYE requirement.
- **FYE Director:** The director of the First Year Experience program 1) recruits faculty to teach First Year Seminars and Learning Communities, coordinating with deans and department chairs to assure that adequate numbers of appropriate courses are created each year to serve the target population; 2) provides yearly training and on-going support for faculty teaching in the FYE program; 3) coordinates the publicity of FYE classes to new students, the enrollment of students in classes, and the recruitment of Peer Facilitators with the director of New Student Programs and the director of the Center for Excellence in Peer Education; 4) oversees the budget for the FYE program; 5) serves as coordinator for course and policy approval with the Faculty FYE committee; 6) coordinates assessment of the FYE program and implements changes and improvements based on that assessment. The Director is appointed by and serves at the pleasure of the Provost and typically serves a three-year term that is renewable once for a total of six years of service. The Director must be a full-time, tenured faculty member.

While not a specific component of the First Year Experience Program, we would be remiss in describing the milieu of the first year student without including a description of first year writing.

- **English 110 First Year Writing** Following decades of a required two-course general education English sequence, the department of English created and the Faculty Senate approved a new First Year Writing course in April 2009. ENGL 110 is a 4-credit course. Student learning outcomes identified for the course include elements of integrative learning:
 - Students in English 110 will develop skills for summarizing and paraphrasing college-level essays and academic articles;
 - Students will evaluate, analyze, and synthesize appropriate primary and secondary sources;
 - Students will integrate their ideas with the ideas of others effectively.

English faculty have engaged in ongoing assessment related to these outcomes. In 2010 they evaluated 66 essays using a rubric designed to assess students' ability to integrate sources and found that students often made superficial use of quotations, encountered problems when deciding how to integrate a source, and experienced problems paraphrasing a source correctly. Faculty also found that students were expected to complete a variety of research projects on widely varying topics. To close the loop, faculty recommended the formation of English 110 working groups charged with designing shared syllabi and assignments. English faculty also recommended faculty development workshops on research writing pedagogy and held the first workshop last spring. Participants discussed model research assignments as well as the findings of [The Citation Project](#), an incredibly interesting multi-institutional research project on students' use of sources. This project helped College of Charleston English faculty put the local findings into a broader context. The working groups have not yet produced their shared materials, although they are expected to by the end of spring 2012.

The creation and adoption of English 110, now required of all entering students, is an example of a current practice that promotes integrated learning at the College of Charleston. Several sections of ENGL 110 are linked with other courses in FYE Learning Communities as well.

Study Abroad Milieu

The current Strategic Plan, *Gateways to Greatness* present the following goal: “Provide students the global and interdisciplinary perspectives necessary to address the social, economic, environmental, ethical, scientific, and political issues of the 21st century.” Programs and initiatives currently in place that will have direct impact on that goal, particularly as it relates to study abroad are as follows:

- **Center for International Education (CIE), mission statement:** CIE develops, coordinates and implements programs and services to assist students to study abroad; facilitates international student recruitment, exchanges and collaborative efforts with international partner institutions; assists international students and faculty with immigration issues; advises international students on academic and enrollment matters and serves as the main point of contact for international study as well as the National Student Exchange program.
- **Course-based study abroad:** The number of College of Charleston students studying abroad has increased steadily over time. In 2008-2009, for example, 571 students participated in study abroad programs; that number increased to 617 in 2009-2010; and increased again in the most recent academic year (2010-2011) to 640. Given the modest scholarship assistance the College is able to provide and a persistent economic recession, this steady increase is significant. The College of Charleston provides a menu of study abroad options and durations of study beginning with the traditional semester away or year-long study abroad as well as programs designed for shorter periods of time. A Maymester session typically lasts four weeks and summer travel courses are usually six to seven weeks in duration. Most recently, the center for International Education and the Center for Civic Engagement have developed Alternative Break programs abroad linking study, service, and travel during spring break and Maymester sessions. Summer programs draw the most participation (52%), followed by semester-long programs (40%). The College has a commitment to increasing study abroad among minority students. While 8 African American students studied away in 2008-09, the number rose to 15 in 2009-2010. Nearly 50% of students who study abroad do so in their junior year and 32% do so in their senior year.

Participation is spread across disciplines, with the heaviest participation coming from students majoring in Business (25%), Social Sciences (23%) and Humanities (12%). During the 2009-2010 academic year, the College allocated \$195,300 in scholarships in support of international study providing scholarship assistance to nearly 100 student participants (16%). Students also attracted external financial support in the amount of \$52,000. One obvious key to enabling more students to participate in study abroad programs is increased scholarship support. Students studied in 28 different countries in programs sponsored by the College. Overall, European countries attracted a majority of students (56%) with another 20% choosing to study in Latin American and Caribbean locations. During the summer of 2011, College of Charleston faculty led study abroad programs in twenty-one different locations including Brazil, China, Cambodia and Vietnam, Costa Rica, India, Morocco, Poland and Russia. The College of Charleston has bilateral agreements with 35 partner universities in Austria, Brazil, Bahamas, China, Chile, Costa Rica, Denmark, France, Germany, Italy, Japan, Mexico, the Netherlands, South Korea, Sweden and the United Kingdom. Students pay College of Charleston tuition and can apply all of their state scholarships when choosing to study at a partner institution. Thirty-five faculty participated in leading summer study programs. In several cases, pairs of faculty team to provide students with a unique interdisciplinary opportunity. For example, the Morocco trip is led by a professor from Political Science and a professor from French/Francophone Studies. Students travelling to Italy are led by faculty in Creative Writing, Italian, Art History, and Historic Preservation.

- **Trujillo Campus:** The College of Charleston's program in Trujillo Spain offers a unique opportunity for students and faculty to join a local community. Students live with local Spanish families. Classes are offered in the Coria, a 17th century restored convent, from Monday through Thursday weekly, providing students with ample time to explore Spain. The fall semester is designed for students with varying levels of Spanish language proficiency who want to combine language acquisition with study in related disciplines like geography, political science, communication, biology, and historic preservation. Interdisciplinary connections are the focus of fall study in Trujillo. The spring semester is coordinated by the Hispanic Studies department and is specifically designed for advanced language majors majoring or minoring in Spanish.
- **Study Abroad Fair:** Every year, the Center for International Education hosts four study abroad fairs on campus to promote study abroad opportunities to students. Fall study abroad fairs are designed to recruit for spring and summer programs and a separate fair allows independent and affiliate programs to recruit College of Charleston students. In the spring, two fairs are held to inform students about opportunities in the fall as well as to close the recruiting cycle for summer travel courses. Faculty leading study programs are available to talk to students about the program objectives, the courses available, and the overall travel itinerary.

II. Evidence relating to Good Practices and Supportive Conditions

Evidence	Year Administered	Response Rate
CIRP Your First College Year Survey (YFCY)	2011	12% (226 respondents)
CIRP College Senior Survey (CSS)	2011	31% (395 respondents)
Before College Survey of Student Engagement (BCSSE)-National Survey of Student Engagement (Linked data)	2009; 2010	452 linked records
National Survey of Student Engagement	2010	31% (639 freshman respondents; 664 senior respondents)
Faculty Survey of Student Engagement	2010	33% (266 respondents)
FYE Faculty Training Evaluation	2011	51% (28 respondents)
FYE Outcomes Survey	2009-2010	73% (595 respondents)
Focus Groups with First-Year Students	2011	6 focus groups
Focus Groups with Faculty	2011	2 focus groups

Supportive Campus Environment

Strengths

Your First College Year

- 75% of freshmen scored in the average to high categories of the pluralistic orientation construct (a composite of 5 questions).
 - More men fell into the high category (36%) than women (28%).
 - Longitudinal CIRP TFS – YFCY: There was a 1.4% increase in the number of students who scored as high to average over the course of the freshman year.

College Senior Survey

- 78% of seniors scored in the average to high categories of the pluralistic orientation construct (a composite of 5 questions).
 - More men fell into the high category (39%) than women (28%).

National Survey of Student Engagement

- 91% of respondents rate their overall academic experience as good or excellent.
- 85% of freshmen students feel that this institution has a substantial commitment to their academic success.

Faculty Survey of Student Engagement

- 80% of faculty felt the college emphasized helping students succeed academically (emphasized is characterized here as a response of “quite a bit” or “very much”).
- 86% of faculty felt that student/faculty relationships were supportive.

FYE Faculty Training Survey

- 92% of faculty reported that their department chair supports their participation in FYE (response of agree or strongly agree).

FYE Outcomes Survey

- 58% of students report having used the Center for Student Learning; of those, 61% report having benefitted from doing so;
- 71% of students reported using the Academic Advising and Planning Center; of those, 73% report having benefitted from doing so;
- 92% of students report having used the Library website for research purposes; of those, 89% report having benefitted from doing so;
- 55% of students report having used the Library Reference Desk; of those, 60% percent report having benefitted from doing so.
- 87% of students reported that their peer facilitator as helpful and supportive.

Challenges

Your First College Year

- Based on the CIRP construct for satisfaction with coursework (a composite of 4 questions), 44% of College of Charleston freshmen were categorized as having low satisfaction with coursework.
 - This finding was higher for males (50%) than for females (42%).
- 40% of freshmen reported frequently being bored in class.

College Senior Survey

- Based on the CIRP construct for satisfaction with coursework (a composite of 4 questions), 26% of College of Charleston seniors were categorized as having low satisfaction with coursework.
- 25% of seniors reported frequently being bored in class.

National Survey of Student Engagement

- 59% of seniors and 60% of freshmen reported regularly working harder than they thought they could to meet an instructor's standards or expectations (regularly based on response of "often" or "very often").
- 53% of freshmen report that their peers are friendly, supportive, and help them feel as if they belong (score of 6 or 7 on 7 point scale).
- 36% of freshmen find the administrative personnel and offices helpful, considerate, and flexible (score of 6 or 7 on 7 point scale).

FYE Outcome Survey

- 29% of students had the opportunity to engage in the community (civic engagement)

Student – Faculty Interaction

Strengths

Your First College Year

- Based on the CIRP construct for student-faculty interaction (a composite of 6 questions), 74% of College of Charleston freshmen were categorized as having average or high levels of interaction with faculty.

College Senior Survey

- Based on the CIRP construct for student-faculty interaction (a composite of 9 questions), 76% of College of Charleston seniors were categorized as having average or high levels of interaction/mentorship from faculty.

Faculty Survey of Student Engagement

- 68% of faculty reported that it was important or very important that students work on a research project with a faculty member outside of class.
 - This percentage was higher for faculty who reported teaching primarily lower division classes (72%) than those who taught primarily upper division classes (64%).

FYE Faculty Training Survey

- 89% of faculty teaching an FYE course are planning out of class activities.
- 96% of faculty are looking forward to participating in the FYE and working with first year students (response of agree or strongly agree).

FYE Outcome Survey

- 76% of students reported that interacting with faculty contributed to the value of their academic experience.
- 60% of students enrolled in FYE courses met with their instructor 1-3 times; 9% report meeting 5 or more times.
- 77% of students reported feeling intellectually challenged or very intellectually challenged by their FYE coursework.

Challenges

BCSSE-NSSE Linked Data

- 51% of freshmen expected to discuss ideas from their coursework with faculty outside of class when they entered the College but by the end of their freshmen year 21% actually reported have done so on a regular basis (often or very often).

National Survey of Student Engagement

- 20% of freshmen and 29% of seniors reported discussing ideas from their readings or classes with faculty outside of class often or very often.

Faculty Survey of Student Engagement

- 68% of faculty reported that less than ¼ of their students discussed readings with them outside of class at least once.

FYE Outcome Survey

- 24% of students reported having never met with a faculty member.
- 22% of students desired more academic rigor in their FYE course.

Integrative Learning

Strengths

Your First College Year

- 96% of freshmen reported discussing course content with students outside of class frequently or occasionally.
 - Men (98%) reported at slightly higher rates than women (96%).
- 99% of freshmen reported that occasionally or frequently integrated skills and knowledge from different sources and experience.

National Survey of Student Engagement

- 80% of freshmen and 83% of seniors felt that their coursework emphasized applying theories or concepts to practical problems or new situations (response of quite a bit or very much).
- By the time they are seniors, 72% of students have participated in community service or volunteer work.
- By their senior year, 66% of students have participated in some form of practicum, internship, field experience, co-op, or clinical assignment.
- 76% of freshmen and 91% of seniors reported that they had worked on a paper or project that required integrating ideas or information from various sources often or very often.

FYE Faculty Training Survey

- 93% of faculty respondents reported that they will include assignments that promote integrative learning into their academic year 2011-2012 course.
- 30% of faculty will include a service learning or civic engagement component in their FYE course.

FYE Outcome Survey

- 85% of students reported that the peer facilitator encouraged discussion about academic and social issues in the synthesis seminar.
- 69% of students reported that the synthesis seminar led by a peer facilitator helped make their transition to college easier.

Challenges

Your First College Year

- 32% reported having intellectual discussions outside of class often or very often.
 - This is significantly lower than comparative participating institutions.
 - Men were more likely to report this (36%) than were women (31%).

BCSSE-NSSE Linked Data

- 93% of freshmen expected to work on a paper or project that required integrating ideas or information from various sources at orientation; by the end of their freshmen only 75% of those same freshmen reported having done this often or very often on their coursework.
- 81% of freshmen expected to put together ideas or concepts from different courses when completing assignments or during class discussions; by the end of their freshmen year 58% of those same freshmen reported actually having done so.

National Survey of Student Engagement

- 58% of freshmen and 76% of seniors reported putting together ideas or concepts from different courses when completing assignments or during class discussions.
- 56% of freshman and 62% of seniors included diverse perspectives in class discussions or writing assignments.
- 61% of freshmen and 72% of seniors discussed ideas from their readings or classes with others outside of class often or very often.

Faculty Survey of Student Engagement

- 43% of faculty felt participation in a learning community was important or very important.
- 50% of faculty reported that it was important or very important that their students put together ideas or concepts from different courses when completing assignments or during class discussions.
- 78% of faculty reported that having students work on a paper or project that requires integrating ideas or information from various sources was important or very important.

FYE Outcome Survey

- 59% of students reported that the synthesis seminar was a valuable part of their academic experience.

Study Abroad

Strengths

Your First College Year

- 64% of freshmen reported that improving their understanding of other countries and cultures was very important or essential.

College Senior Survey

- By their senior year, 29% of students reported that they had studied abroad.
- 73% of seniors reported that improving their understanding of other countries and cultures was very important or essential.

National Survey of Student Engagement

- By their senior year, 25% of students reported that they had studied abroad.

FYE Outcome Survey

- 65% of students reported that their FYE course provided them with an opportunity to compare and contrast divergent world views.

Challenges

Faculty Survey of Student Engagement

- 62% of faculty reported that it was important or very important that students study abroad.

Conversations with Students and Faculty: Focus Group Results for Integrative Learning in the FYE in the Spring of 2011

In the spring of 2011, the Office for Institutional Effectiveness (then AAPA), conducted a series of focus groups to query students and faculty about their experiences with integrative learning in the first year of college. Focus groups were conducted with 1) students who did not participate in FYE; 2) students who had taken an FYE course; 3) faculty who had taught an FYE course; and 4) faculty who had not. IN total, six focus groups were conducted with students and two with faculty.

Student Focus Groups

- Students thought their college experience would be a lot harder than it was.
- Freshmen students seemed familiar with the concept of integrative learning and felt they had experienced opportunities to do this kind of learning in their coursework.
- Students felt that their FYE courses helped in ways other classes did not, such as:
 - developing friendships,
 - “deeper discussions,” and
 - participating in activities outside of class.
- FYE students were more likely to report interactions with faculty both in and out of class.
- Students realized that the responsibility to student faculty interaction rested with them.

Faculty Focus Groups

- Faculty who had experience teaching an FYE course had higher expectations in students’ ability to integrate the experiences they were having in various courses on contexts than did faculty who had not previously taught an FYE course.
- Faculty teaching in an FYE course were more likely to intentionally illustrate disciplinary overlap.
- FYE faculty felt that students needed the opportunity to “experiment” with integrative learning and that guidance was key to early success with this type of learning.
- FYE faculty felt that LCs presented the best opportunity for integrative learning to occur.
- When presented with the drop from pre-college expectations to college experiences in integrative learning based on BCSSE-NSSE data, faculty recognized that perhaps “the bar had been set too low.”
- Faculty acknowledged that students need encouragement to seek interaction outside of the classroom.

III. Summary/ Conclusions based on the Evidence

1) **Lack of academic challenge:** The evidence on lack of academic challenge is troubling and warrants further investigation. Evidence from YFCY indicates a level of low satisfaction with coursework and being “frequently bored” in class among both first year (~40%) and Seniors (~25%). Students participating in the focus group reported that they expected their college experience to be harder than it proved to be. On a brighter note, 77% of students enrolled in a FYE course felt intellectually challenged. When coupled with evidence from YFCY indicating that only 32% of first year students reported having intellectual discussions outside of class often or very often, this evidence suggests that the College needs to look seriously at the culture of intellectual engagement on our campus. We have in the past considered a formal audit of our campus culture. This evidence again points us in that direction. Similarly, nearly 75 faculty and staff read and formed small discussion groups around *Academically Adrift* (Arum and Roksa). These discussions generated a number of critical issues worth revisiting in light of these findings. For example, several groups were interested in examining the type of writing assigned in the first two years and how that might structure intellectual engagement throughout a student’s program of study. These discussions also raised important questions about course design in the FYE as well as faculty development associated with FYE teaching and learning. For example, the synthesis seminar led by peer facilitators is primarily organized around “university 101” material. Faculty suggested that more formal mechanisms for integrating course material, assignments, and skill-building could be enhanced under the direction of the faculty. Faculty also expressed concerns about the link between negative teaching evaluations and academic rigor. The worry is that we are measuring (and therefore encouraging) student satisfaction rather than student engagement or learning with our current instrument.

Some forms of intervention are already underway. It will be critical for us to track how full participation in the First Year Experience may impact the ways first year students perceive and directly experience academic challenge across their coursework. Evidence from the student focus groups suggests that the FYE is effective at facilitating more student-faculty interaction, in stimulating “deeper discussions” in class, and in providing students with avenues to link their courses to activities outside of class. Faculty teaching First Year Seminars or courses in a Learning Community were presented with this evidence at the faculty training held last May (2011). A robust discussion ensued on the ways in which faculty can facilitate or inhibit student intellectual engagement in the classroom and in encounters with students outside of class. In addition, the faculty agreed to use a customizable writing prompt designed to assess elements of integrative learning. Finally, the evidence from our colleagues in English, surveys, and focus groups suggests that students integrate information from different sources and disciplines less than we might have expected. As we move forward, we will utilize the expertise developed through assessment in the English Department to design faculty development workshops to assist instructors in creating writing and oral presentation assignments that ask students to utilize integrative learning skills. To further investigate integrative learning taking place within the FYE courses, the FYE outcome survey was adapted to include more targeted probes about opportunities for integrative learning.

2) **Expectations versus experiences in regard to integrative learning:** Students enter college with a variety of previous experiences that condition their expectations of advanced and integrative learning. With all of the evidence before us, it is still not clear which of these experiences most conditions their expectations about academic rigor. It would seem that universally, students arrive at the College expecting a level of academic rigor and difficulty that they do not experience. We don't really know, however, whether that is because students are better prepared than they realize, or because their expectations are inappropriately calibrated, or because we do not deliver an appropriately challenging academic experience. The evidence outlined above points a tentative finger at the experience itself but the answer is likely to be found somewhere in the intersection. Therefore, we need to examine this finding more carefully and gather feedback from students on exactly what they anticipate college-level work to entail. The FYE is a good place to hold these discussions. As a result of this preliminary evidence being presented to FYE faculty at the training in May, several agreed to probe these issues more systematically with students in their courses this fall. On a positive note, faculty in the FYE who participate in learning communities recognize this as a good opportunity to promote integrative learning. As the number of students enrolled in FYE courses increases, we may see the gap between expectation and experience close. However, since this issue is closely related to the observation about academic rigor, it will be important to keep both in mind as we move forward in using this evidence to make institutional changes.

3) **Study Abroad** Since study abroad was the second component to our focus on integrative learning, we have spent less time collecting and thinking about the evidence on how and under what conditions study abroad promotes integrative learning. Based on the evidence included here, we know that first year students are motivated to improve their understanding of other cultures and countries (YFCY, 64%). Seniors are similarly motivated (CSS, 74%), but yet only 29% report a study abroad experience. Faculty report, at roughly similar rates (62%), that it is important or very important for students to study abroad. Rather than interpret this as a lack of universal support for study abroad, it is just as feasible that faculty believe students learn about and develop understanding of other countries and cultures through a variety of experiences including courses, film and/or lecture series hosted on campus, and interaction with international students and faculty at the College to name a few. We obviously have less evidence on the study abroad as a catalyst for integrative learning. This component will quickly become a more intentional focus of our attention. As we did with the FYE focus, we will assemble a group of faculty engaged in study abroad, international education leaders in administration, and students who have participated in study abroad to meet regularly to design, carry out, and give meaning to the evidence collected on integrative learning developed through study abroad.