

# Cognitive and Non-Cognitive Findings from the Fall, 2017, First-Year Common Intellectual Experience

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# Agenda

- Background
- Academic Outcomes
- Non-Cognitive Outcomes
- Help Seeking Behaviors
- Lessons Learned

# What is a Common Intellectual Experience (CIE)

- Nationally recognized (AAC&U) aspect of the first-year experience (FYE) and a high-impact practice (HIP)
- Like most HIPs, a CIE experience has shown to increase a sense of belonging and enhance student success
- Common aspects of a CIE (IUPUI HIP Taxonomy):
  - Students co-enrolled in two classes
  - Interdisciplinary theme
  - Instructor collaboration
  - Cross-course content
  - Co-curricular experiences
  - Active learning

# CIEs at MSU – Pilot to Practice

## 2017 – 18 Pilot

- Linked 4 courses over two semesters
- Pre-enrolled students based on buy-in from majors/colleges and MTH scores
- Evidence of great success for outcomes, but administratively cumbersome

## 2018 – 19 Practice

- Work with Colleges to determine a 2-course, Fall CIE that works for their students
- Help connect UGS, integrative studies, and disciplinary course
- Allow Colleges to determine and monitor enrollment protocols
- Increased web

# Tentative Fall 2018 CIE offerings

Audience	Semester	Lead Unit	Course	Section
Engineering	FS18	Engineering	EGR 100	17
			ISS 210	31
Honors College	FS18	Honors College	UGS 101	311H
			ENG 211H	1
Academic Scholars		Honors College	ISS 210	004H
			UGS 110	317
Academic Scholars	FS18	Honors College	ISS 210	004H
			UGS 110	318
Social Science	FS18	Social Science	UGS 110	346
			ISS 210	24
Social Science	FS18		UGS 110	347
			ISS 210	24
Social Science	FS18	Social Science	UGS 110	348
			ISS 210	24
International Students/ Social Science	FS18	Social Science	UGS 110	349
			ISS 210	24?

# Think back to your post-secondary education

- Take a minute and answer the following three questions
  - What was your favorite class and why?
  - What was your least favorite class and why?
  - What class were you most scared to take and why?

# MTH101 Pathway

# MTH103 Pathway

FS17



MTH 101

ISB 202

Electives

SS18



IAH 206/207/209

ISS210

Electives

FS17



MTH 103

ISS 210

Electives

SS18



IAH 206

WRA101

Electives

# Measures

- Academic Outcomes
  - GPA
  - Credits
  - Probation
- Non-Cognitive Outcomes (Pre/Post)
  - Social Integration
  - College Self-Efficacy
  - Growth Mindset
- Help Seeking Behaviors
  - When did you seek help?
  - Where did you seek help first?



# CIE Student Background

Table 1 - CIE Student Demographics

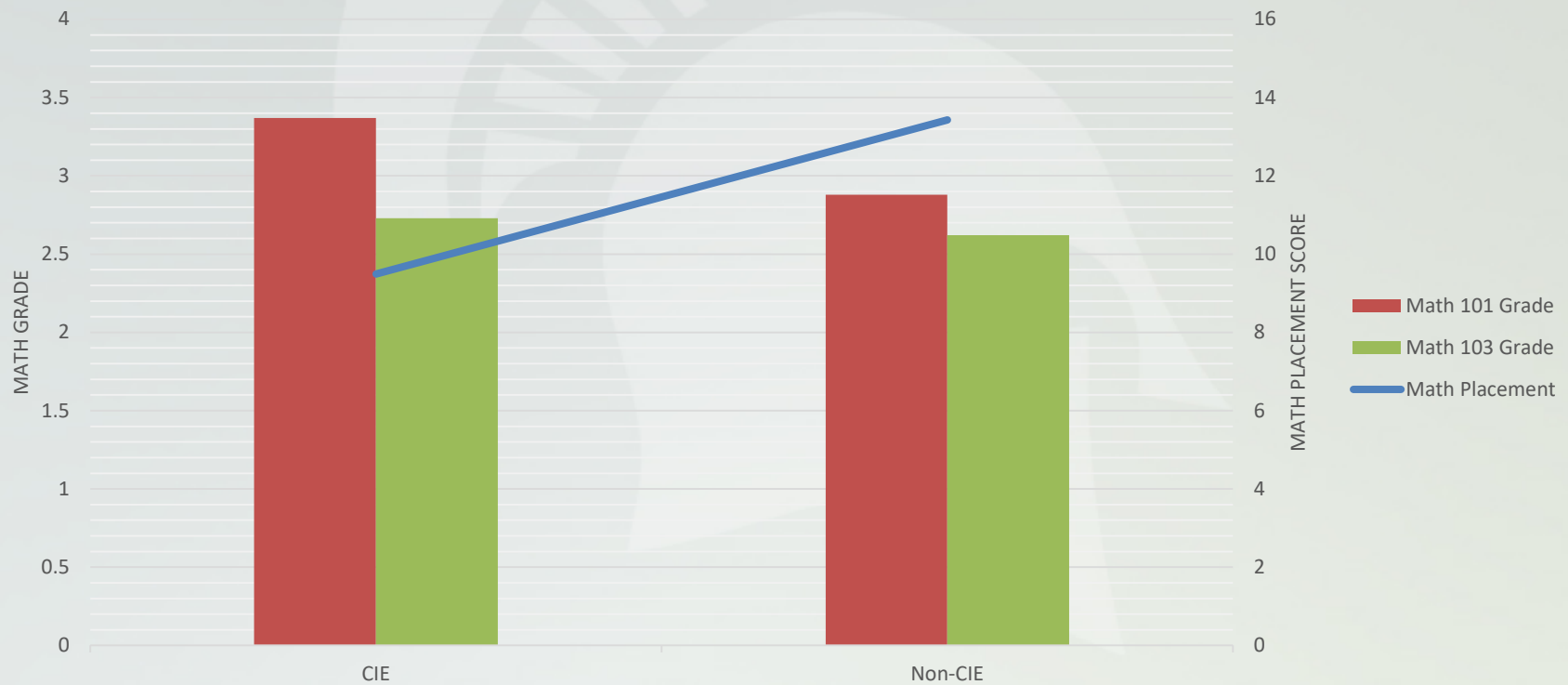
Variable	N	Percentage
<i>Overall</i>	235	100%
<i>Freshman</i>	235	100%
<i>URM</i>	66	28.1%
<i>Black/African American</i>	40	17.2%
<i>Hispanic</i>	20	8.6%
<i>Male</i>	75	32.2%
<i>Low Income</i>	88	37.8%
<i>First Generation</i>	68	29.2%
<i>Out of State</i>	53	22.8%
<i>Spartan Advantage</i>	33	14.5%
<i>Spartan Success</i>	54	23.2%

Table 2 - CIE Student Outcomes FS17

Outcome	N	Average	SD
<i>Math Placement</i>	223	9.49	3.56
<i>FS17 Credits Attempted</i>	227	14.17	1.28
<i>FS17 Credits Passed</i>	227	13.66	2.3
<i>MSU Predicted GPA</i>	225	2.89	0.38
<i>FS17 GPA</i>	227	3.17	0.78
<i>Math 101 Grade</i>	104	3.37	0.77
<i>Math 103 Grade</i>	117	2.73	1.18
<i>ISB 202 Grade</i>	107	3.02	1.10
<i>ISS 210 Grade</i>	120	3.45	0.71
<i>Good Academic Standing</i>	209		
<i>Probation</i>	17		
<i>Recess</i>	1		

# Academic Outcomes - GPA

## Math Placement and Grades



# Academic Outcomes

Academic Outcome	Result
MTH 101	<i>.40 higher average grade</i>
MTH 103	<i>.33 higher average grade</i>
ISB 202	<i>No difference</i>
ISS 210	<i>.41 higher average grade</i>
Term GPA	<i>.22 higher average GPA</i>
Probation	<i>No difference</i>

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**Controls:** Male, URM, International, First Generation, Spartan Success Scholar, Credits attempted for FS17, Math Placement Score

# Time to move

- Take a puzzle piece
- Your task is to complete your puzzle in 30 seconds
- Your peers around the room have the remaining pieces
- When completed, sit with your group

# Think about a time when...

- Take a minute and write down a time where you were the new person in a group or felt like an outsider in a group.
  - What was the situation?
  - Who did you know?
  - How did you feel?
  - What is your relationship with that group and/or the members today?

# Non-Cognitive Outcomes

## Social Integration

I feel like a real part of MSU.
People at MSU notice when I'm good at something.
Other students at MSU take my opinions seriously.
People at MSU are friendly to me.
I'm involved in a lot of activities at MSU.
I'm excited to be at MSU every day.
Since coming to MSU, I have developed close personal relationships with other students.
The student friendships I have developed at MSU have been personally satisfying.
My interpersonal relationships with other students at MSU have had a positive influence on my personal growth, attitudes, and values.

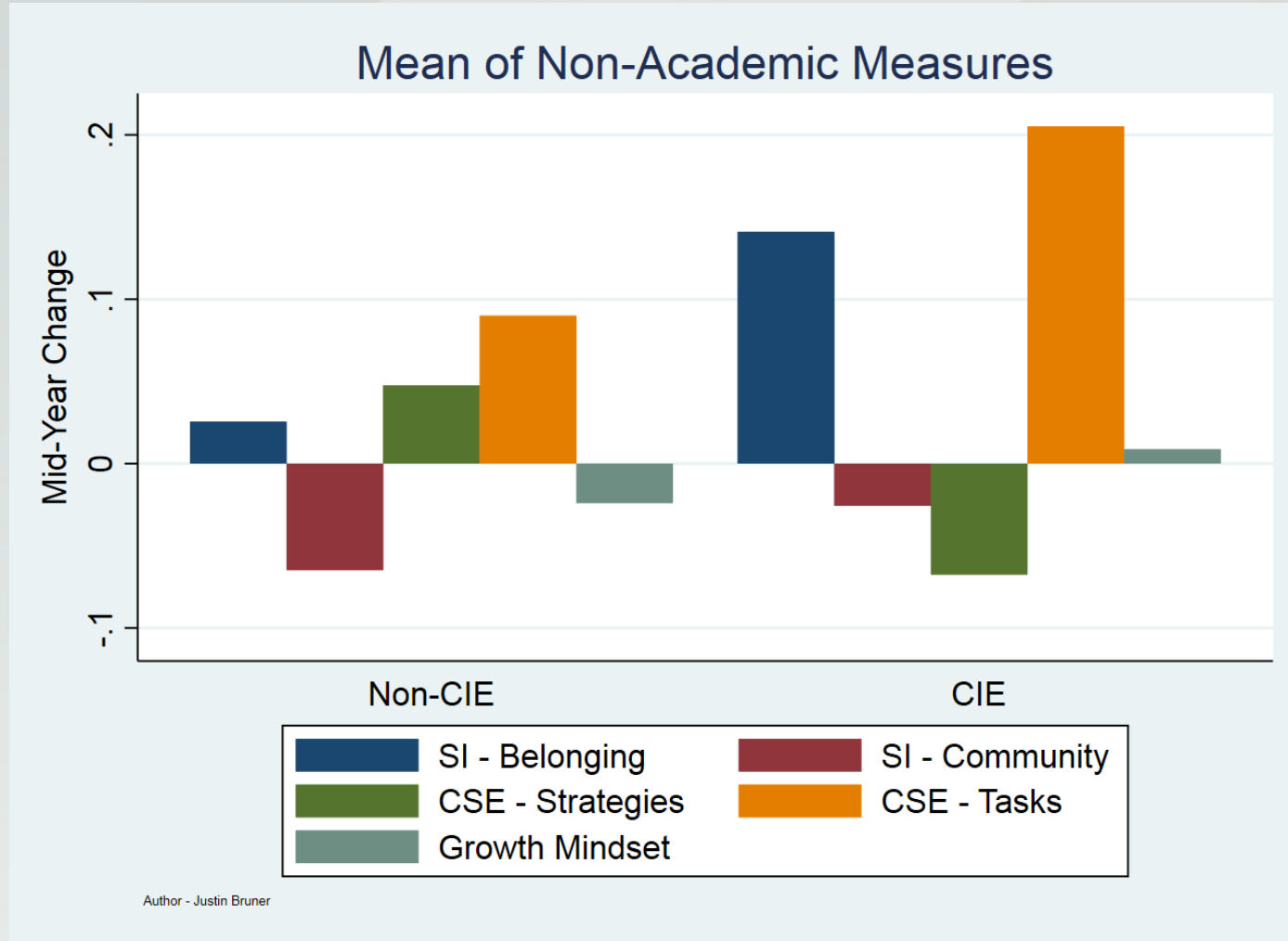
## College Self-Efficacy

Research a term paper
Write course papers
Do well on your exams
Take good class notes
Keep up to date with your schoolwork
Ask a question in class
Talk to your professors
Ask for a letter of recommendation
Find and utilize campus resources

## Growth Mindset

You can always change how intelligent you are.
The harder you work at something, the better you will be.
I appreciate when teachers give me feedback about my work.
An important reason why I do my coursework is that I enjoy learning new things.

# Non-Cognitive Outcomes



# Non-Cognitive Outcomes

## Academic Outcome

## Result

### *Social Integration*

Belonging

*Significant at .10*

Community

*Significant at .05*

### *College Self-Efficacy*

Strategies

*No difference*

Tasks

*Significant at .001*

### *Growth Mindset*

Growth Mindset

*Significant at .10*

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**Controls:** Male, URM, International, First Generation, Spartan Success Scholar, Predicted GPA, Credits attempted for FS17, Time 1 responses



# A fox, a chicken, and a sack of grain

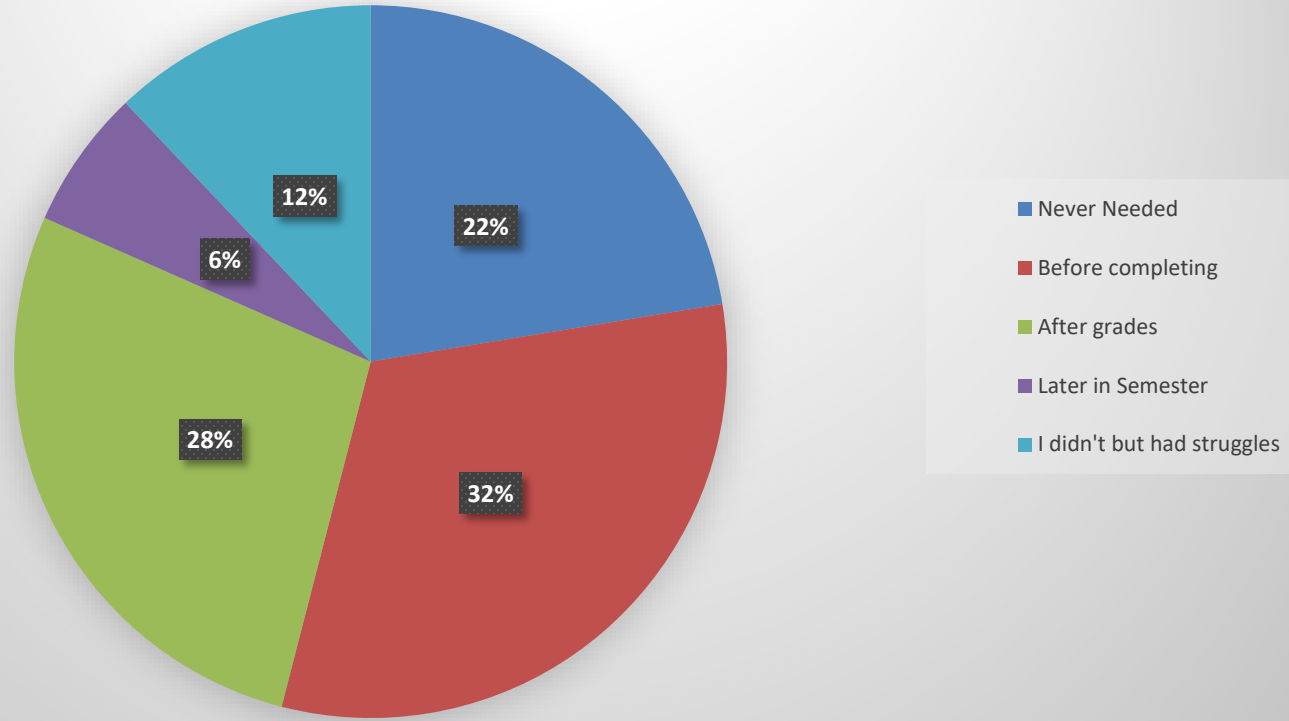
- You have a fox, a chicken and a sack of grain. You must cross a river with only one of them at a time. If you leave the fox with the chicken he will eat it; if you leave the chicken with the grain he will eat it. How can you get all three across safely?
- *Take the chicken over first. Go back and bring the grain next, but instead of leaving the chicken with the grain, come back with the chicken. Leave the chicken on the first side and take the fox with you. Leave it on the other side with the grain. Finally, go back over and get the chicken and bring it over.*

# Getting help

- Think about a time when you had to ask for help and you were embarrassed to ask
  - What was the situation?
  - Why were you embarrassed?
  - What did you end up doing?
  - How did the situation resolve itself (or didn't)?

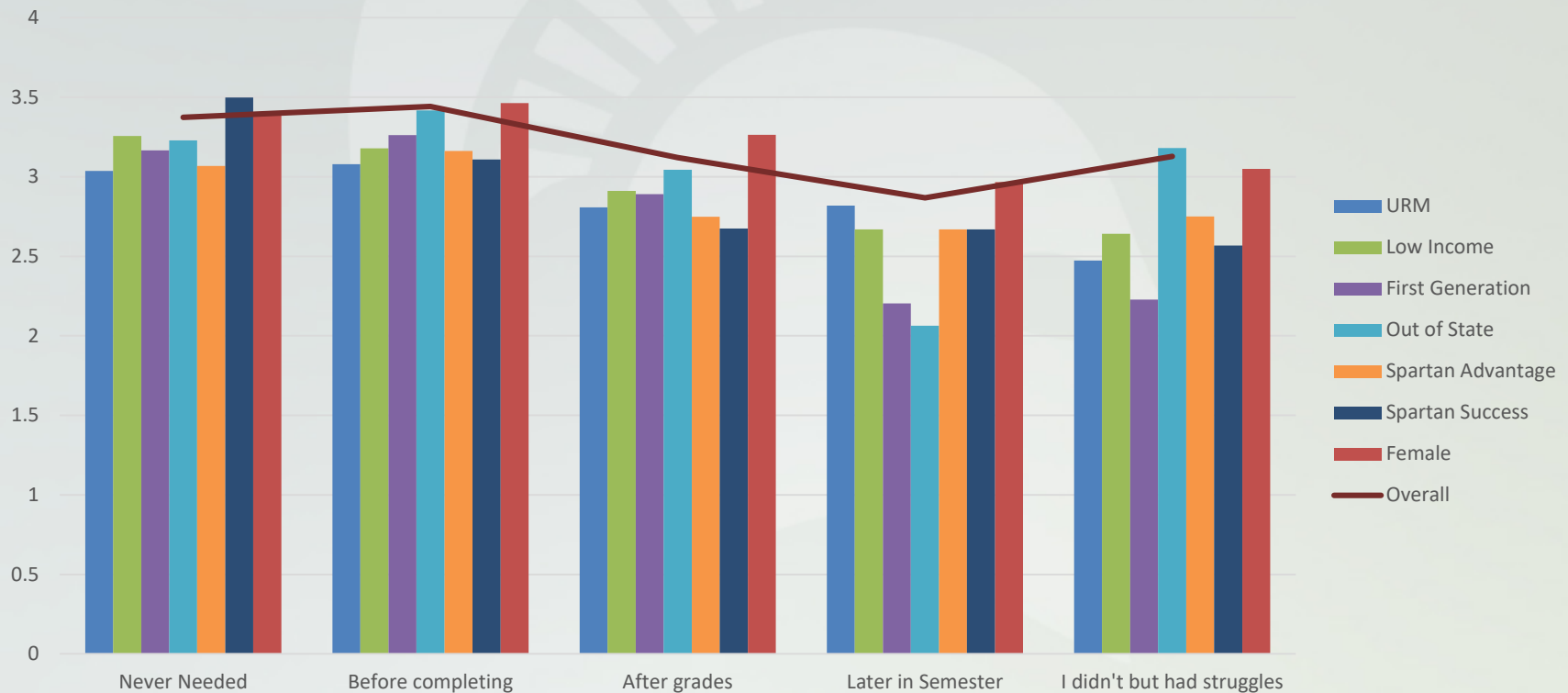
# Help Seeking Behaviors

When do Students Seek Help?



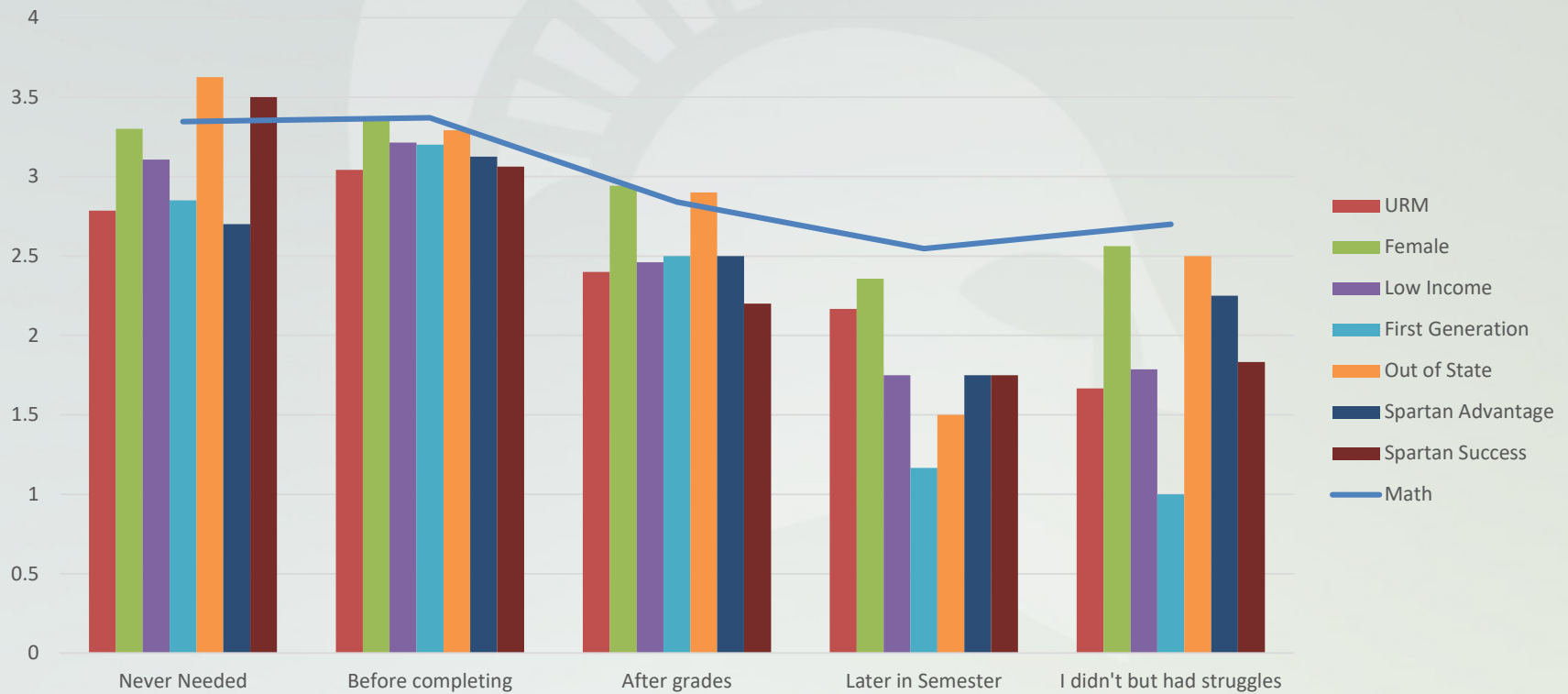
# Help Seeking Behaviors

Average Term GPA by When Students Got Help



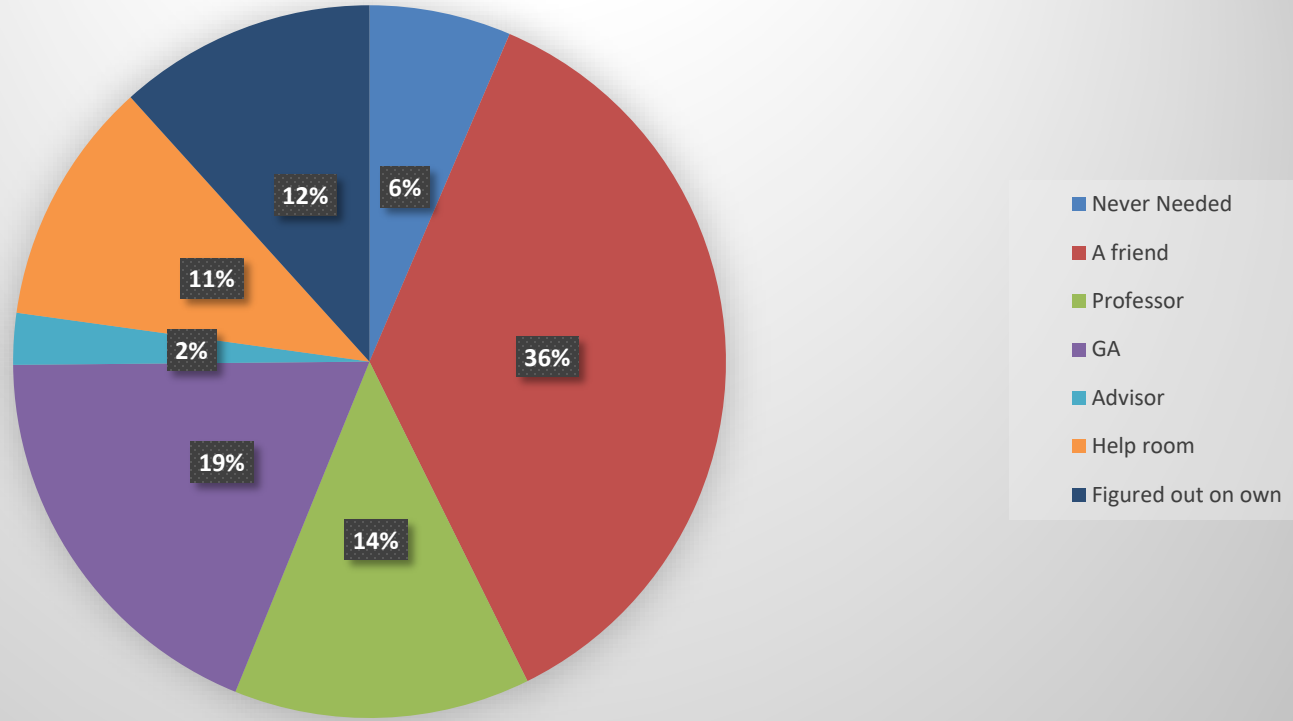
# Help Seeking Behaviors

Average Math Grade by When Seeking Help



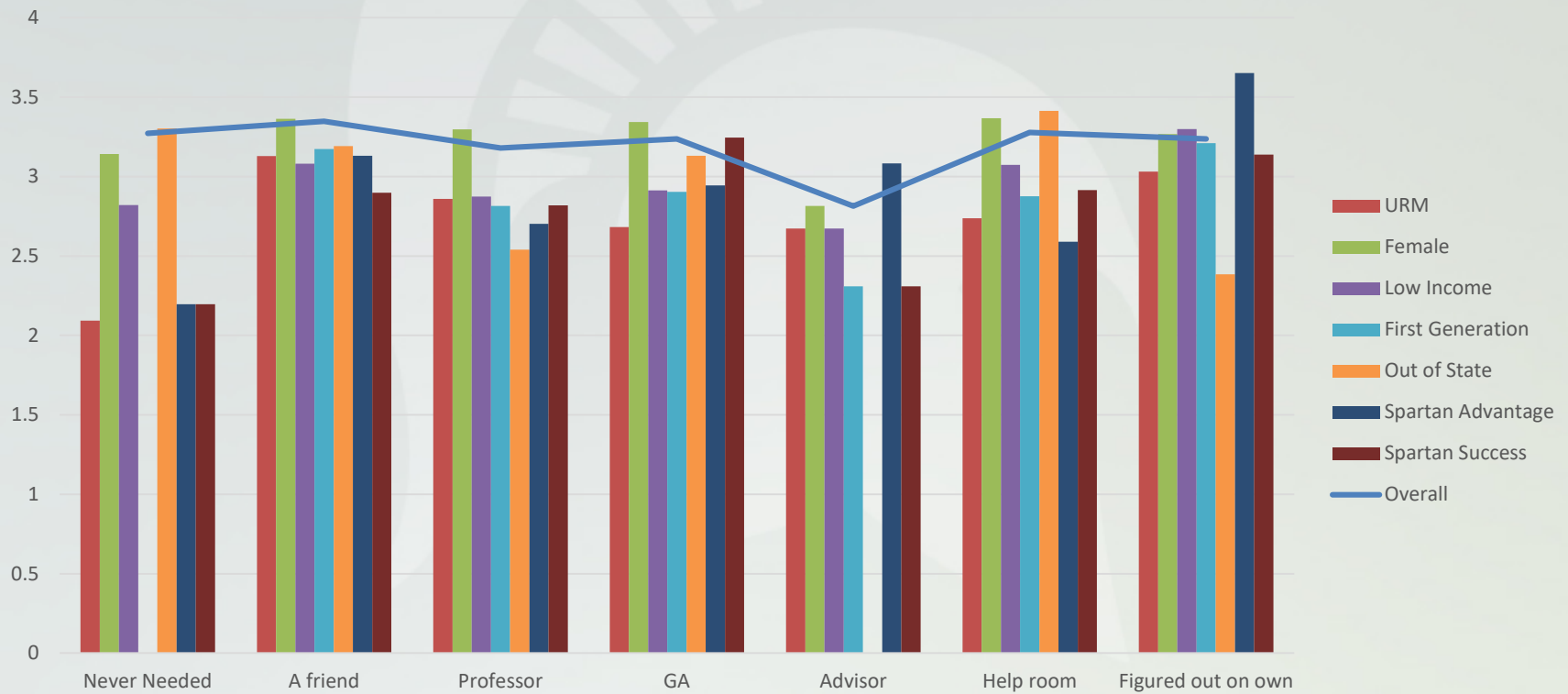
# Help Seeking Behaviors

Where are students going for help?



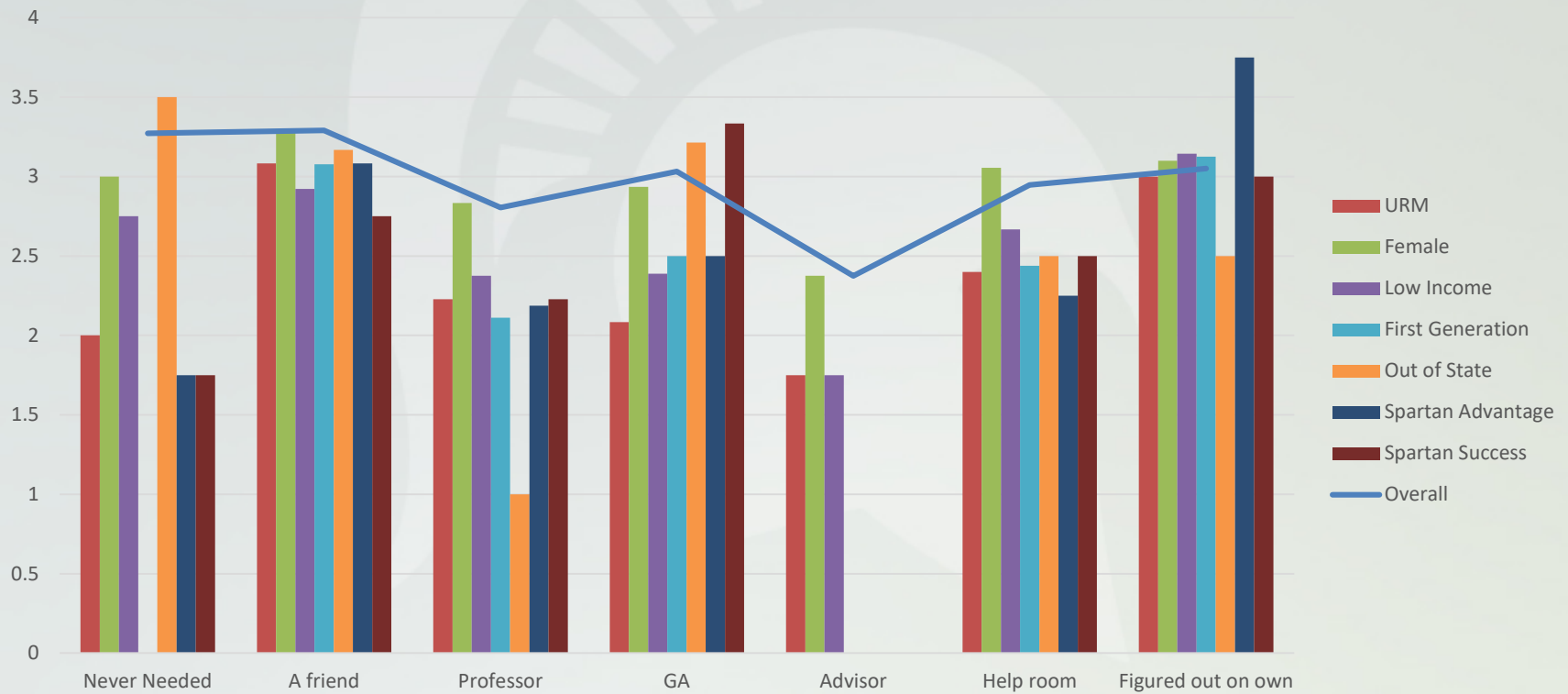
# Help Seeking Behaviors

Average Term GPA by Where First Seeking Help



# Help Seeking Behaviors

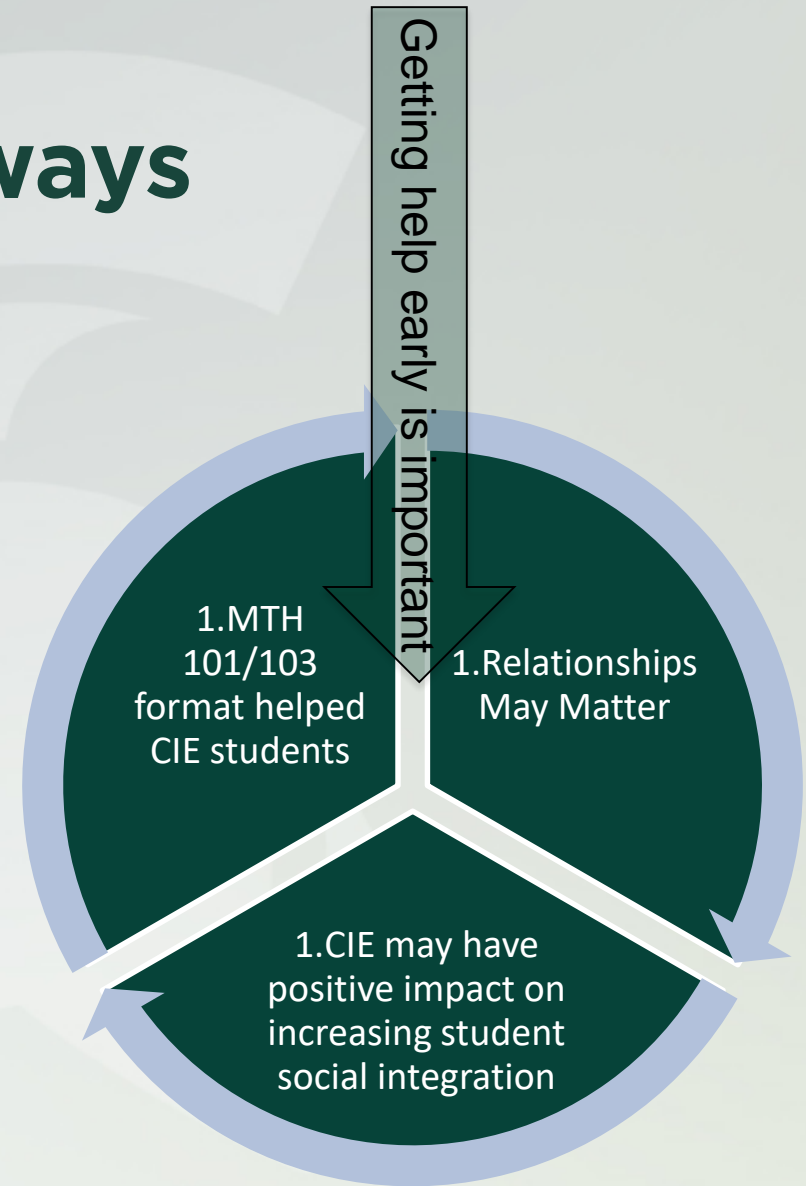
Average Math Grade by Where Seeking Help





# Preliminary Takeaways

- CIE students reported going to a friend first when needing help
  - The students that answered “friends help first” had the highest average term and Math GPA
- CIE may have positive impact on increasing student social integration
  - CIE students showed significantly different mid-year differences to non-CIE peers
- CIE students performed better than non-CIE peers in the same Math classes
  - Students that sought help before a big assignment/exam had better grades than those that waited



# Questions

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