

# STUDENTS ASK: WHY GNED 101?

## GNED 101

### FIRST-YEAR EXPERIENCE

U.S. colleges and universities offer first-year experiences, like CSI's GNED 101, to help students begin to thrive in college. These types of classes provide students with an understanding of themselves as independent learners and provide a pathway of seeing how their 30 credits of general education will enhance their future degree programs and life goals<sup>1</sup>.

**The GNED 101** learning outcomes are designed to build student learning skills by incorporating student engagement activities and high-impact practices into the curriculum and delivery of the class.

**RESEARCH STUDIES**<sup>2 3 4</sup> find students participating in first-year experiences:

1. Develop **better relationships** with faculty and other students.
2. Show increased **satisfaction** with their overall college experiences.
3. Demonstrate a better understanding of themselves as **lifelong learners**.
4. Achieve **higher grades** in college than students who do not participate in first-year experiences like GNED 101.

### LEARNING OUTCOMES

**VALUE:** This course provides an environment in which students can discover their own value of general education and recognize their own achievements in that pursuit.

**PERSPECTIVE:** By equipping students with multiple perspectives (called "ways of knowing") for evaluating and solving problems and understanding issues, society, and themselves, GNED courses empower students to find pathways to success in learning and in life.

**INTEGRITY:** GNED 101 supports students in developing personal integrity for self and towards others, emphasizing traits like dependability, honesty, respect, and good judgment.

**ENGAGEMENT:** GNED courses connect students to the many resources and opportunities available to them at CSI and helps them to build the skills and strategies needed to effectively utilize these resources.

**COMMUNITY:** GNED 101 Instructors intentionally build opportunities for students to connect with each other and with their broader communities throughout the learning process and then to identify the impact of community on their own learning process.

### REFERENCES

<sup>1</sup>Kuh, G.D. (2008). *High-impact educational practices*. Association of American Colleges and Universities (AAC&U). Retrieved January, 2018 <https://www.aacu.org/leap/hips>.

<sup>2</sup>Porter, S. R., and R. L. Swing. (2006). *Understanding how first-year seminars affect persistence*. *Research in Higher Education*. 47 (1): 89-109.

<sup>3</sup>Pascarella, E. T., and P. T. Terenzini. 2005. *A third decade of research*. Vol. 2 of *How college affects students*. San Francisco: Jossey-Bass.

<sup>4</sup>Pascarella, E. T., and P. T. Terenzini. 1991. *How college affects students*. San Francisco: Jossey-Bass.

