

Faculty Liaison Programming Plans for Fall 2017-Spring 2018

Spring- Summer 2017 Goal for ASC Faculty Liaisons:

In collaboration with the Academic Success Center and Office of Undergraduate Studies, the Faculty Liaisons will create a plan for programming that will do the following:

1. Address student needs as identified through research and data, which are applicable/shared across multiple departments/disciplines.
2. Will initially be implemented in Fall 2017 with expectations for an edited/revised/modified implementation plan in Spring 2018.
3. Requires no additional funding.
4. Includes a plan for assessment/evaluation in December 2017.

Patty Seleski, History (Arts and Humanities Faculty Liaison)

What is the academic need or challenge to be addressed?

To increase reading comprehension and fluency.

What is the proposed plan?

Fall 2017: Use a section of History 130 that employs TAs for breakout sections. Following an initial quiz based on class reading (or other assignment), TAs will work with students on effective reading strategies (e.g. SQ5R or other identified methods) as applied to course materials. Over the course of the semester, TAs will reinforce strategies and monitor students' use of them. ASC liaison and/or coach will hold drop-in office hours to assist students with implementation of strategy in their own work.

Spring 2018: Depending on assessment outcomes, either rerun the program in History 130 or expand to other sections. We are also exploring how departments might use peer coaching internships to sustain the program (such as junior/senior level students who are in pre-teaching tracks within majors).

Kimie Vanderbilt, Psychology (Behavioral and Developmental Sciences FL)

What is the academic need or challenge to be addressed?

We have heard from numerous sources that students have difficulty with basic academic skills, such as planning, reading, time management, studying, etc. We hope to address the development and growth of students' academic skill by implementing metacognitive measures surrounding course performance in order to increase students' perceived agency over their success. Perceived academic self-efficacy was the one factor found to predict academic achievement, according to Adam's work, and we hope to help student develop a more active awareness of their academic abilities.

What is the proposed plan?

A short (five minute) recurring (e.g. weekly or biweekly) metacognitive intervention (e.g. “exam wrapper”) which students will complete in their weekly Psyc 100 discussion sections, possibly in conjunction with weekly quizzes/exams. Students will answer reflective questions (e.g. How well do you feel you prepared for this quiz? What was something you did that helped you to do well? What do you wish you had done differently while studying for this week’s quiz? What could you plan to do next week in order to do better on next week’s quiz?) In Fall 2017, we will pilot the metacognitive interventions in one large course of Psyc 100 (240 students). Scores/DFWs/feedback will be compared to prior year’s measures, or to other sections held the same semester. The goals will be to increase students’ academic performance, relative to the other groups. In Spring 2018, after taking our initial findings into account, we plan to expand our interventions to more sections/course (if found to be effective) and/or establish workshops for faculty hoping to implement such interventions in their classrooms.

Sajith Jayasinghe, Chemistry (Science and Mathematics FL)

What is the academic need or challenge to be addressed?

Low number of students who seek out faculty advising.

What is the proposed plan?

Summer 2017 – Identify incoming freshman with declared majors in the CSM

Fall 2017 – Establish a series of workshops to address faculty advising and success in the sciences (possibly):

- “How and when to talk your faculty advisor”
- “How to study to succeed in the sciences”
- “What can I do with a degree in the sciences?”
- “Meet the science faculty and learn about their research”

Spring 2018- Modify workshop series and offer in spring 2018.

Allie Carr, Academic Transitions Librarian (Academic Transitions FL)

What is the academic need or challenge to be addressed?

The goal of this program is to create a community of transfer students, aiming to assist in their transition to CSUSM and helping them get the most out of their short time at CSUSM.

What is the proposed plan?

Fall 2017: Transfer Student Community

1. Online community in Cougar Courses - Provides an online community where students can interact with each other and ask questions in forums, along with resources and information of particular interest to transfer students.

2. Transfer Tuesdays – a weekly meet-up where students can meet, hang out, chat, etc. Tuesday at U-Hour, KEL 2110.

3. Transfer Tuesdays Guided Discussions co-lead by ASC Coach/Faculty Liaison/Student Assistant - There will be 5 guided sessions, strategically scheduled to address some of the most pressing needs of our students:

- Sept. 5 - Transfer Tuesday Kick-Off Pizza Party
- Sept. 19 - Prioritizing Tasks for Your First Year @ CSUSM
- Oct. 10 - Jumpstart Your Library Research
- Oct. 24 - Planning for Advising
- Dec. 5 - Study Snacks and Stressbusters

Spring 2018: Revised series based on post-assessment results from fall 2017

Karen Glover, Sociology (Social Sciences FL)

“Scholar Studio”

Scholar: a person unafraid of their and others’ brilliance; a person who knows or suspects their own ability to hold, understand, critique, and produce knowledge with a high level of expertise.

Studio: a creative, liberating space

What is the academic need or challenge to be addressed?

Development of critical engagement and critical thinking skills to build student academic/scholar/advocate identity.

What is the proposed plan?

Fall 2017: A stand-alone workshop -- “Scholar Studio” -- offered three times in the first part of the semester for students to strengthen their ability to identify and understand the main parts of a research text: main inquiry, theory, literature review, methods, results, and the big picture. A critical race theory and intersectionality approach will ground the Scholar Studio, with the ultimate goal to have students see more clearly the scholar in themselves.

Students will be recruited through various means, including communication with faculty in Social Sciences, in-person visits to classes, email and social media, flyers/sandwich boards around campus, contact with Social Science student groups/clubs, other campus resource centers, and via the student newspaper. Students who attend may participate in recruitment of their friends/colleagues for prizes (bookstore items).

The one-and a half-hour Scholar Studio includes:

- a brief overview of the sociology of knowledge – dismantling concepts of who is a “scholar;”
- review of Critical Race Studies and “critical, counter, alternative” ways of knowing – learn how to better understand components of research by critiquing the components and production of knowledge;
- engagement of how to better identify and understand main components of research – this part involves introducing students to examples of identifying language (...what one student termed

“trigger words”) that *signal* theory, method, etc. via the interactive use of abstracts, a short research article, and other examples provided in class.

- hand-outs on the PowerPoint presentation and a four-page, informal document called “How to Examine and Engage Scholarly Work as a Scholar.”

Students will be asked to offer feedback on all aspects of the Scholar Studios at the end of each gathering – feedback will be incorporated into future gatherings.

Assessment includes follow-up communication with students who attend the Scholar Studios about if and how it benefitted them academically – both in the classroom and in their own sense of scholarly identity. At the pilot of Scholar Studio conducted in July 2017, a brief survey was given before and after the Scholar Studio (...asking about students’ sense of how well they can identify and understand main components of research and about their own sense of scholarly identity), with about three out of four students showing a sense of *improvement* on the *majority* of measures. However, the brief timeframe between pre-and post- surveys may not capture meaningful information and may be a concern. Alternatively, if time allows (...perhaps in the smaller gatherings), students could work on “dissecting” a scholarly abstract or very brief article prior to the Scholar Studio, and dissect a similar-level abstract/study at the end of the workshop. There may also be opportunity to attach some assessment information when students register for the Scholar Studio, which may mediate some of the concern about timing of pre- and post-assessment. Another possibility of assessment involves interviews with student participants at the end of the semester to inquire about the experience of Scholar Studio.

Spring 2018: Based on feedback from Fall 2017, a student-informed Scholar Studio to target more specific needs of students, such as following academic argumentation and evidence. To the degree possible, the Scholar Studios will include material relevant to the students’ particular disciplines.

Possibility of “Scaling” Studio Scholar: If the program is successful, it might be utilized across campus in both smaller, intimate gatherings at the ASC or in larger spaces and classrooms in a more generalized approach, i.e. professors could request a Scholar Studio presentation in and/or for a whole class (the latter became evident during the July pilot when two professors requested to bring their classes...). The Scholar Studio could also be promoted specifically for new students as they begin college careers and also for upper-level senior thesis projects and master’s work preparation where students could work on individualized projects.

Long-term goals: With a more meaningful awareness of students’ own ability to hold, dismantle, critique, and produce knowledge as the ultimate goal, the hope is that Scholar Studio students will also attend planned “graduate school talks” at the ASC and participate in other high impact practices such as the Sociology Department Student Research Symposium (held in the spring semesters).