AIMS²(HSI-STEM Grant) Meeting # 13

California State University
Northridge

JD 1568
2 PM – 4 PM
December 06, 2012

•*Jacaranda Hall- Courtesy Prof. Steven Stepanek*

AGENDA

- <mark>Welcome and Information Items</mark>
- Review of Draft Annual Performance Report – Nathan
- Cohort updates from GCC, COC and CSUN
  - COC – Susan and David
  - GCC – Richard and Jan
  - CSUN – Nagwa and Tesha
- Course Articulation Agreements
  - Status Updates from GCC, COC, and CSUN
- Project activities
  - Cohort Visits across partner campuses - Tesha
  - Outreach to High Schools (Cohort Students)
  - CSUN Faculty Visits to partner campuses
- LA Mission College HSI-STEM grant – Report by Dr. Parvaneh Mohammadian (Time Certain 3 PM)
- Meeting Calendar for Spring 2013

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Evaluation Framework

- Project objectives ground evaluation as an embedded mixed methods case study design
  - Within overall framework, evaluation designs varied by campus to meet unique project needs
- Overall evaluation goal was to assess project performance measures with baseline and actual performance data at each campus

Data Collection and Analysis

- Data sources
  - Cohort participants, faculty mentors, project staff
  - Institutional data
- Data collection methods
  - Structured journals, questionnaires/surveys, and personal/group interviews
- Data analysis
  - Frequency analysis and thematic data analysis

The Big Picture: Overall Findings

- Of the 33 performance measures for 12 project objectives, 28 are quantitative
  - Half of the quantitative measures (n=14) have been achieved, while the other half show progress
    - 1 project objective has been achieved (1a--transfer)
- The 5 qualitative performance measures reveal important information about student-faculty, peer-peer, and research interaction

Overall Findings: Larger Patterns

- Addition of academic counselors at CSUN, GCC, and CoC marks a milestone

- STEM tutoring at GCC/CoC, STEM workshops at all three campuses are clear strengths

- Supplemental labs, faculty research at CSUN support student participation development

- Peer mentoring at CSUN and frequent peer interaction at all three campuses reach students

Transfer and Completion

- Transfer achievement (1a)
  - 65 new CSUN transfer students entered in 2011-12 from CoC/GCC in a field housed in the CECS
    - 181% increase over the project target (n=36) and a 310% increase over the baseline figure (n=21) from 2010-11

- Program completion approaches target (7a)
  - 29.3% (22/75) completed a degree program for the most recent period vs. 30.9% (21/68) project target
    - An increase over the project baseline (26.5% or 18/68)

Faculty Mentor Research at CSUN (10b)

- Faculty research prepared students academically
  - Research presented students with typical problems and solutions in their fields and concepts in class

- Research projects connected students to careers
  - "Doing research with [redacted] helped me to think critically about my future career."

- Challenges to participating in faculty research
  - Either "no time" to participate or "no notice given"
    - Possible solution to resolve issue: reminders to students that research opportunities are selective and by invitation only

Student-Faculty Interaction at CSUN (11b)

- Overall, positive interactions with faculty, particularly with academic needs, course selection, academic advisement, and research
  - "My faculty mentor is very helpful…willing to listen" and "is friendly…we just talk"
  - "My faculty mentor knows about internships and research projects I can get involved in."
  - "[Redacted] helped to select my courses from my senior year into the Masters' program."

Effects of Student-Faculty at CSUN (11b)

- Student-faculty interaction seemed to impact students beyond the classroom and lab
  - "[Redacted] gives me advice and shows me how to manage my time."
  - "My faculty mentor changed my attitude about homework, changing my bad habits, and volunteering with…people involved in my major."
  - "My faculty mentor is like a parent-tough love. [Redacted] guides me on the right path. [Redacted] tells me exactly what I have to do."

Peer Interaction at CSUN (12d)

- Cohort participants encountered a peer environment where they enjoyed meeting new students, forming study groups, and working in research groups with other students
  - "I met friends and we took the same classes."
  - "I now have friends I can meet…and study with."
  - "I like working with the same students in my [redacted] group and research group."

Peer Mentoring and Tutoring at CSUN (12d)

- Cohort participants found a support system in their mentors that served to guide them through their transition to CSUN, through programs

  – "My peer mentor helped me to navigate things," connecting him or her to services beyond the reach of the peer mentor

- Peer tutors supported cohort participants

  - "I was glad when we knew who the peer tutors were. I was able to get in touch with them right away and they helped me to study for this one class I was having problems with."

Challenges of Peer Interaction at CSUN (12d)

- Two challenges that interviewees cited as the most persistent in their interactions with peers
  - Communication with peer tutors/mentors
    - "no face to face, only emails," "didn't have any interactions"
      - Steps taken to resolve issue: peer mentors attend faculty mentor group meetings with cohort participants plus meet outside of groups
  - Access to peer tutors
    - "saw a peer tutor once," had a "hard time finding a tutor," "peer tutors came too late to get help, and "too many students for each mentor or tutor"
      - Steps taken to resolve issue: students are given a table with peer tutors/contact information and asked to connect/set meeting with tutors

Effects of Peer Interaction at CSUN (12d)

- Mitigate student transfer experiences
  - "I still see my friends from GCC and we have some classes together."

- Facilitate academic self-confidence
  - "My mentor helped me to turn into a self-starter and to ask for help." "[Tutors] are my security blanket."

- Connections between faculty mentors and peers
  - "I was glad to be working on the same team as seniors, I could see progress."

Focus Areas for CoC and GCC

- Efforts to increase academic counselors have been successful, but need to translate this success into advising sessions with students (3b)

- Number of students who participate in peer mentoring by CSUN students may be worth focusing on (6a/b)

Focus Areas for CSUN

- While academic advising has increased during the period, an area to focus efforts may lie in how to nudge up the academic advising sessions with cohort participants (8b)

- Like academic advising, tutoring sessions may need to reach just a few more students in the cohort (9a/12b)

Overall Project Focus Areas

- Enhance communication/contact, including possible monthly newsletters, weekly project announcements, and addition of cohort participant email addresses to the website

- Develop project policy/cohort participant contract clause about progressive steps to remove students for non-participation in project activities/faculty mentor meetings, etc.

  – Codify/modify current practices for removal

Next Steps

- Data collection/analysis with Cohorts 1/2 at all three campuses for baseline data, actual data

- Develop/present findings from a literature review of undergraduate student experiences and student-faculty interaction in STEM fields

- Develop program monitoring tools to more closely assess progress towards performance measures on an ongoing basis

Questions/Comments

- We invite you to share comments, concerns, questions about the draft APR

- In addition, we ask you to review the draft APR and share comments and suggestions for revisions for the final draft
  - Submit via email to Nathan by 12/13

- Thank you for your support of the project evaluation and compliance reporting!

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Meeting dates

- **Schedule for spring 2013**
  - **February 07**
  - **March 07**
  - **April 04**
  - **May 02 (Advisory Committee)**

All meetings from 2 PM – 4 PM

Summer meeting: June 2013 (date TBA)