AIMS² (HSI-STEM Grant) Meeting # 13

JD 1568
2 PM - 4 PM
December 06, 2012

Jacaranda Hall- Courtesy Prof. Steven Stepanek
AGENDA

- Welcome and Information Items
  - 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)
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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 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.”
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
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)
• 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
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)