

STEM Gateway Symposium 2013

Discussion Group Responses

Course Reform Discussion Group Responses

Promoting Course Reform proposal process to faculty:

- Who to target:
 - New faculty who are interested in spending significant time on teaching
 - Lecturers who have more time to spend on teaching
 - Tenured faculty who are not satisfied with the results of their teaching efforts
 - Graduate students who are potential TA's on the projects
- How to promote:
 - Make sure faculty know about the financial incentives to participating
 - Ask current project teams to report on their efforts and findings to department meetings and faculty senate
 - Increase rewards for innovation on teaching, possibly even creating a Provost Award for Outstanding Course Reform Team effort

Sustainability:

- Use CAPS model to increase sustainability:
 - Generate buzz
 - Expand to more courses
 - Document success
- Ask the Provost to encourage course reform in departments with additional funding
- Promote creation of discipline-based groups in departments as well as degree/concentration areas

Courses to target:

- BIO 201-204
- Trigonometry
- Engineering Calc 162/163
- EE Circuit Analysis 203 & 238

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Data-Driven Prioritization Discussion Group Responses

- Who is already part of collaboration?
 - right now, it's mainly the traditional STEM disciplines
 - it would be good to include other stakeholders
- Who else should we collaborate with?
 - this was put out as a question to think about, but wasn't answered during the discussion
- Are we sharing info correctly?
 - same as above; not actually answered
- New-ish STEM initiative:
 - cross-training dept. advisors with UC advisors
 - creating advisor network
 - create better communication between dept. advisors and UC advisors so that students are getting consistent information
- Track students: department(s), sequence of courses (e.g. math), # course retakes, # credits to graduation, services utilized
 - Is advising helpful? Are students utilizing it?
 - Difficult to track transfer students
 - CNM: "swirling patterns" (e.g. double enrollments; students entering UNM as juniors & seniors)
 - we currently don't know much about this population, although a large proportion of UNM students are "swirlers"
 - would be helpful to determine a way to track this population, but there are obstacles
 - Tracking 1st-time freshmen is simpler but not representative
 - most traditional research tracks 1st-time freshman to graduation
 - this is how we currently track students
 - see above – traditional 1st-time freshmen do not represent our student population
 - what do we do about this?
- Datamart: Rita Abeyta says by mid or late summer/fall
- Use data from CAPS?
 - would be helpful to have a stronger partnership with them
 - they collect their own data on student progress and outcomes – can we use it? How could we integrate it?
- current obstacle to tracking student data: lack of access through Banner ID
 - most student tracking information is organized by Banner ID, but Banner ID is confidential and cannot be shared or utilized in data analysis
 - makes it difficult to pull data, track progress by student, etc.
- CNM & UNM may not collect same data from students
 - hard to make comparisons based on transcripts

- coursework that transfers to UNM may not include the same course content
 - may not always have access to all of the information in CNM transcripts
 - need more consistency between CNM & UNM (articulation agreements)
 - prevent CNM students from having to retake courses at UNM due to lack of course transfer
 - make it clear what will transfer and what will not
 - make sure CNM transfer courses contain the same content as their equivalent UNM courses
- “Starfish”: will cover Early Alert system → identify at-risk students
 - aggregate data, e.g. use of tutoring
 - how to flag students who are seemingly doing well, but are actually struggling?
 - provide referral to prof for intervention
 - don’t wait until students are failing to start providing intervention
 - students show signs of struggling before problems manifest as poor exam grades, poor final grades, withdrawals, etc. – how to identify them and help them
- Much of this can be automated
 - this would reduce workload burden on staff and faculty
 - would provide a measure of consistency
- “Accuplacer”: would be great if we could access it
- What value does it add to have SI leader, SSIG, PLF, switch from pedagogy to interactive learning?
 - Track progress in that class AND subsequently
 - If a class has both PLF & SSIG, does it really add value? (e.g., PLF helps by 10%, SSIG helps by 10%, but PLF with SSIG only helps by 12%)
 - need to examine this to ensure that services are being provided efficiently and are not being duplicated with little net gain
- Does SSIG help with progression to next required class?
 - e.g. to junior year (when courses in major generally start)
 - Problem: low enrollment in SSIG makes it hard to generalize current data

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SSIG Discussion Group Responses

1. Reasons for low enrollment

- *Not enough incentives for students. Incentives suggested:*
 - Make SSIGs a core requirement
 - Utilize 3 credit hours
 - Link to a course
- *Marketing. Suggestions:*
 - Recruit at New Student Orientation
 - Get advisors on board
 - Get campus organizations on board

2. Organizations to partner with

- FAC
- FLC
- HESO
- Engineers without borders
- Ethnic centers
- Departments (ie. Engineering)
- All departments that advise 101
- WISE
- Faculty and staff (especially young faculty)

3. Ideas for Redesigning SSIGs

- Integrate with Engineering 101
- Link courses (ie. STEM and C&J) so it knocks off a core requirement
- Application Topics that are interdisciplinary and solve social problems (i.e. acequia water system- tie in water division, water quality, sheer stress, forces involved)

STEM Gateway Spring 2013 Symposium: PLF Group Notes

1. Promote to Faculty—(Associate Dean/Faculty) (Advisement)
 - a. Student Workshops by Advisors
 - School Of Engineering
 - CAPS, SI -study strategies
 - b. STEM-UP Peer Mentors share info through class visits—faculty and students.
 - c. Word of mouth—How/who

2. PLF Topics—Training (Include Instructors)
 - A. Communications between peers and instructors
 - a. Chain of command—protocol, situations
 - b. Liaison—chairs (team?) Course Reform
 - B. Resources