

## SOPHOMORE *Scholars-in-Residence*

Presentation to SACS On-Site Committee by

Dr. Rick Mayes, Program Director

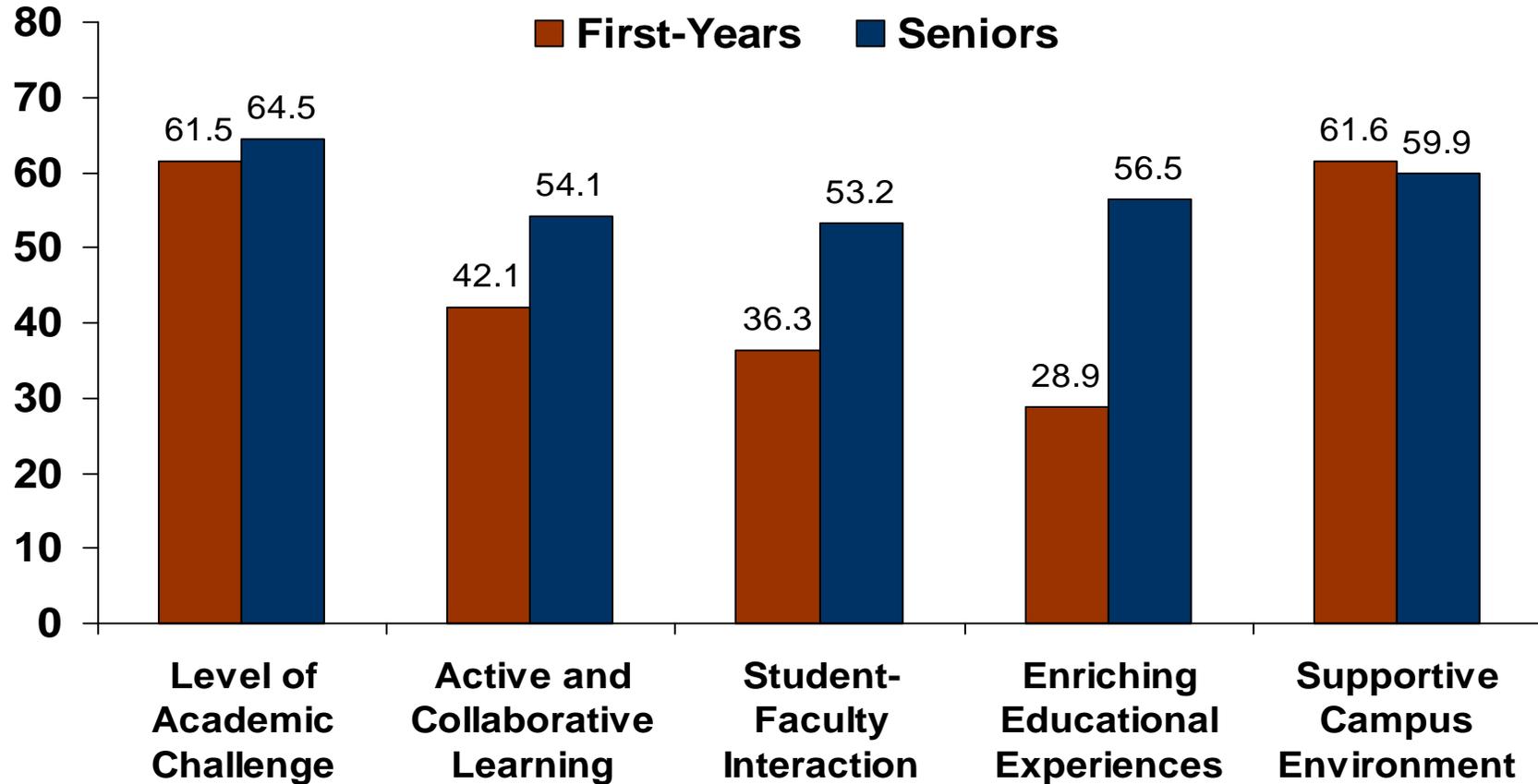
Dr. Jenny Bergeron, Assessment Specialist

# Program Mission Statement

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The Sophomore Scholars-in-Residence program is a collaborative living-learning community connecting curricular and residential life.

# NSSE 2006 Benchmarks



# Program Components

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## FALL SEMESTER

- Students take one of several courses
- Significant faculty interaction with students outside of class
- Students live together in same residence hall for the year

## SPRING SEMESTER

- Students complete group projects as part of a faculty supervised half-unit course
- Students give oral presentations to the University community on their projects

# Courses

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- Courses will be offered from a variety of disciplines
- All will be designed to achieve similar learning objectives
- Courses will integrate active learning components into their curriculum so that learning will be collaborative, experiential, and problem-focused
- By having a variety of disciplines in the program, students can explore potential majors and academic departments can recruit potential majors

# Spring Group Projects

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- Faculty will choose one of three group project types for their students:
  - A project of publication or conference quality
  - A discovery project (research, art project, etc.)
  - A service learning project
- Students will give oral presentations of their group projects to the University community via the Undergraduate Research Symposium or other public forum

# Course Development

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- A critical component to the program is that the courses will be specifically designed to achieve the program learning objectives. This requires significant course development even for pre-existing courses.
- Fall semester one year prior to teaching the course:
  - Faculty receive a one-course reduction (but no stipend)
  - Faculty will attend weekly workshop focused on pedagogical, curricular, and assessment techniques

# Faculty Workshop

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- Taught by guest speakers as well as previous program faculty who will serve as mentors to new program faculty
- Faculty will develop syllabi for the courses and guidelines for spring projects
- Faculty will work with Assessment Specialist to develop or adapt their course assignments to achieve program learning objectives using the standardized program rubric
- Course activities will be finalized at the end of the semester so that they can be advertised to prospective participants in January

# Resources and Support

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- Fall semester in which they teach the one-unit course:
  - Faculty receive \$5000\* stipend
  - Faculty receive a one-course reduction the first time they teach the course in the program
- Spring semester in which they supervise the half-unit course:
  - Faculty receive \$2500\* stipend (but no course reduction)
- There will be a pool of resources equivalent to \$20,000 per course offered for faculty to utilize to design course activities

*\*A total stipend of \$7500 will be dispersed to faculty at the end of the academic year.*

# Timeline

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2008-09	Development Year: 4 courses in development
2009-10	First courses offered: 4 courses, plus 4 in development
2010-11	6 courses offered, 5 under development
2011-12	8 courses offered, 4 under development
2012-13	8 courses offered, 5 under development
2013-14	10 courses offered, 4 under development

# Projected Budget through 5<sup>th</sup> Program Year\*

	<b>Devpt. Year 2008-09</b>	<b>Year 1 2009-10</b>	<b>Year 2 2010-11</b>	<b>Year 3 2011-12</b>	<b>Year 4 2012-13</b>	<b>Year 5 2013-14</b>
<b>PERSONNEL</b>	\$44,300	\$138,540	\$165,456	\$185,271	\$198,380	\$219,748
<b>PROGRAM SUPPORT</b>	\$7,500	\$16,800	\$8,944	\$9,302	\$9,674	\$10,060
<b>COURSE DEVELOPMENT</b>	\$10,000	\$10,400	\$12,436	\$11,247	\$13,454	\$12,167
<b>COURSE SUPPORT</b>		\$80,000	\$124,800	\$173,056	\$179,976	\$233,970
<b>DISCRETIONARY EXPENSES</b>	\$2,500	\$2,760	\$3,047	\$3,364	\$3,714	\$4,100
<b>TOTAL BUDGET</b>	<b>\$64,300</b>	<b>\$248,500</b>	<b>\$314,683</b>	<b>\$382,240</b>	<b>\$405,198</b>	<b>\$480,045</b>

# Students

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- Each course will enroll approximately 18 students
- When fully operational, 180 students will participate each year
- This represents one-quarter of the sophomore class

# Institutional Impact

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- Improved student learning and student engagement
- Promotion of campus diversity
- New curricular offerings
- Positive interdepartmental collaboration
- Strengthened pedagogical techniques
- New incentives for faculty to improve student learning
- Deepened understanding of student needs on campus
- Enhanced institutional reputation

# Assessment

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- **Process Evaluation**
  - Evaluating the progress of program implementation
- **Outcome Evaluation**
  - Evaluating impact of the program on student learning outcomes as well as psycho-social impacts and changes at the institutional level

# Process Evaluation

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- Internal evaluation conducted periodically and continually
  - Assessing course documents (syllabi, etc.)
  - Focus groups with program participants (faculty, students, administrative staff, etc.)
  - Student debriefings conducted by faculty to evaluate course

# Outcome Evaluation

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- Measure the impact of the program
  - Internal Measures
  - External Measures
- Includes assessments at different points in time (immediate, intermediate, and long-term)
- Focus on achievement of program objectives, including student learning objectives

# Student Learning Objectives

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## **Cognitive:**

- In-depth knowledge in thematic area
- Critical problem-solving skills
- Effective communication skills
- Meta-cognitive skills (self-reflection)

- Group processing skills
- Maturity

## **Psycho-Social:**

- Academic adjustment
- Social adjustment
- Career and academic decision making

# Internal Measures

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## Four Standardized Program Rubrics

### End of Fall Semester:

1. To evaluate each student's achievement of learning objectives met in the fall one-unit course
2. To evaluate each student group's project proposal for the spring

### End of Spring Semester:

3. To evaluate each student group's project
4. To evaluate each student group's oral presentation of their project

# External Measures

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## National Benchmarking Surveys

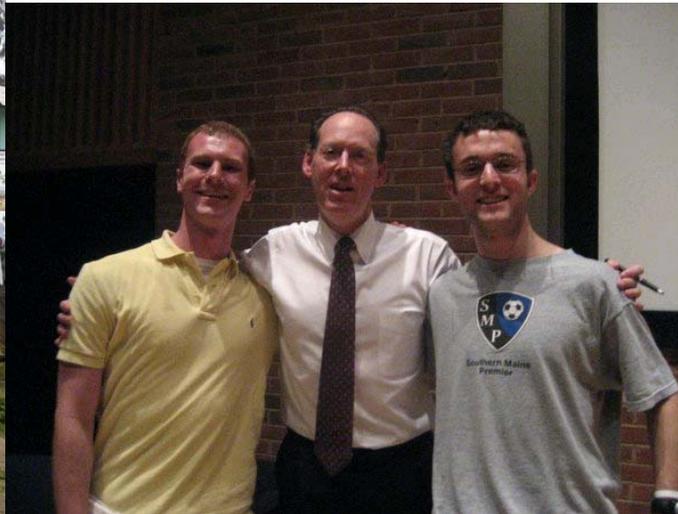
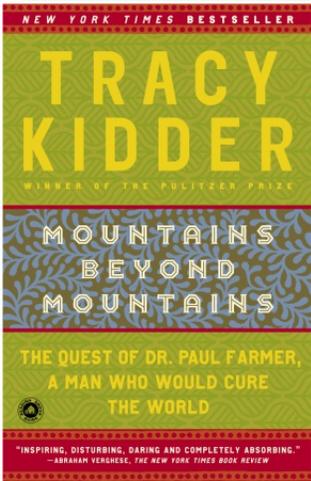
- National Survey of Living-Learning Programs (NSLLP):
  - Administered annually to all program participants
- National Survey of Student Engagement (NSSE):
  - Administered once every other year to all first-year students and seniors
  - Will use for comparison of program participants to non-participants

# Assessment Cycle

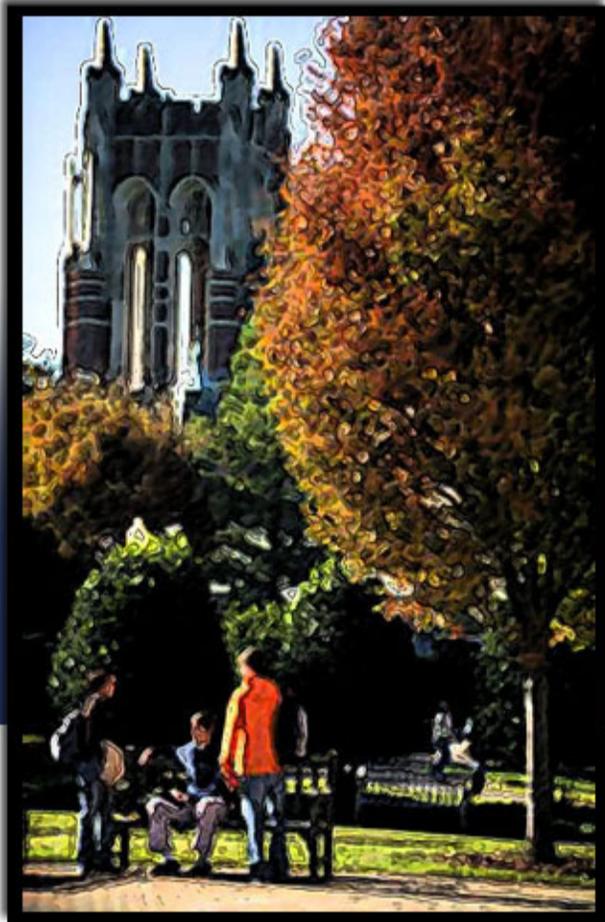
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- Continuous feedback loop
  - We will use results from assessment continually to improve the program
- Fifth-Year report to SACS
  - We will provide a report after the fifth year of the program documenting the results of all of our assessments and improvements in student learning

# Example of a Course Prototype



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