SOPHOMORE
Scholars-in-Residence

Presentation to SACS On-Site Committee by
Dr. Rick Mayes, Program Director
Dr. Jenny Bergeron, Assessment Specialist
Program Mission Statement

The Sophomore Scholars-in-Residence program is a collaborative living-learning community connecting curricular and residential life.
NSSE 2006 Benchmarks

- **Level of Academic Challenge**: 61.5 (First-Years) vs. 64.5 (Seniors)
- **Active and Collaborative Learning**: 42.1 (First-Years) vs. 54.1 (Seniors)
- **Student-Faculty Interaction**: 36.3 (First-Years) vs. 53.2 (Seniors)
- **Enriching Educational Experiences**: 28.9 (First-Years) vs. 56.5 (Seniors)
- **Supportive Campus Environment**: 61.6 (First-Years) vs. 59.9 (Seniors)

*First-Years* vs. *Seniors*
Program Components

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

- 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

• 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

• 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

- 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

• 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Courses Offered</th>
<th>Development Status</th>
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</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>Development Year: 4 courses in development</td>
<td></td>
</tr>
<tr>
<td>2009-10</td>
<td>First courses offered: 4 courses, plus 4 in development</td>
<td></td>
</tr>
<tr>
<td>2010-11</td>
<td>6 courses offered, 5 under development</td>
<td></td>
</tr>
<tr>
<td>2011-12</td>
<td>8 courses offered, 4 under development</td>
<td></td>
</tr>
<tr>
<td>2012-13</td>
<td>8 courses offered, 5 under development</td>
<td></td>
</tr>
<tr>
<td>2013-14</td>
<td>10 courses offered, 4 under development</td>
<td></td>
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</tbody>
</table>
# Projected Budget through 5th Program Year*

<table>
<thead>
<tr>
<th></th>
<th>Devpt. Year 2008-09</th>
<th>Year 1 2009-10</th>
<th>Year 2 2010-11</th>
<th>Year 3 2011-12</th>
<th>Year 4 2012-13</th>
<th>Year 5 2013-14</th>
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<tbody>
<tr>
<td><strong>PERSONNEL</strong></td>
<td>$44,300</td>
<td>$138,540</td>
<td>$165,456</td>
<td>$185,271</td>
<td>$198,380</td>
<td>$219,748</td>
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<td><strong>PROGRAM SUPPORT</strong></td>
<td>$7,500</td>
<td>$16,800</td>
<td>$8,944</td>
<td>$9,302</td>
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<tr>
<td><strong>COURSE DEVELOPMENT</strong></td>
<td>$10,000</td>
<td>$10,400</td>
<td>$12,436</td>
<td>$11,247</td>
<td>$13,454</td>
<td>$12,167</td>
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<tr>
<td><strong>DISCRETIONARY EXPENSES</strong></td>
<td>$2,500</td>
<td>$2,760</td>
<td>$3,047</td>
<td>$3,364</td>
<td>$3,714</td>
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<td><strong>TOTAL BUDGET</strong></td>
<td>$64,300</td>
<td>$248,500</td>
<td>$314,683</td>
<td>$382,240</td>
<td>$405,198</td>
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</table>
Students

• 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

- 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

• 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

- 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

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

Psychological:
• Group processing skills
• Maturity

Psycho-Social:
• Academic adjustment
• Social adjustment
• Career and academic decision making
Internal Measures

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

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

• 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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