COMMUNITY-ORIENTED DIGITAL ENGAGEMENT SCHOLARS (CODES)

2023-2024

ASSESSMENT REPORT

CODES
SOUTHERN ILLINOIS UNIVERSITY
EDWARDSVILLE

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SECTION 1: PROGRAM OVERVIEW

THIS SECTION EXPLAINS THE CODES PROGRAM, PROVIDES DEMOGRAPHIC INFORMATION FOR STUDENTS, VISUALIZES RETENTION AND SUCCESS DATA, SUMMARIZES THE YEAR'S RPOJECTS, AND LISTS MAJOR ACCOMPLISHMENTS.
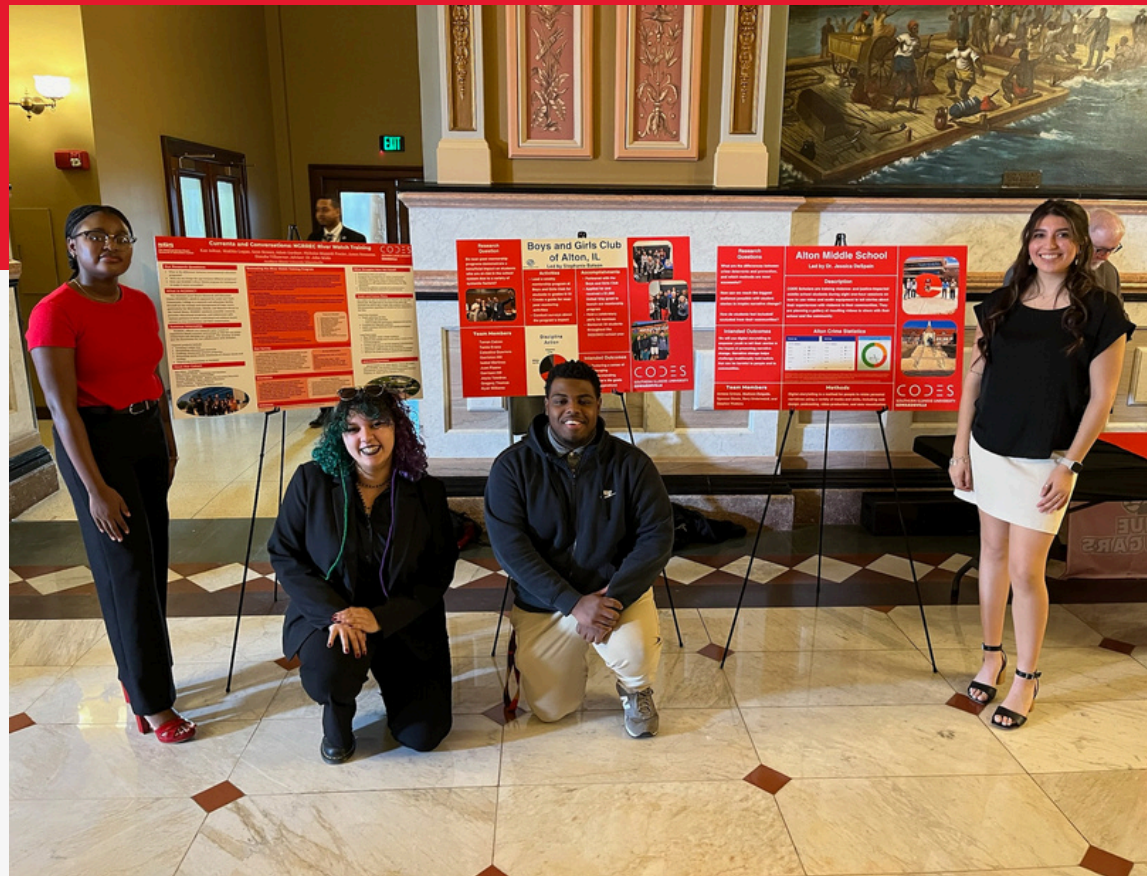
ABOUT CODES

A LITTLE BIT ABOUT COMMUNITY-ORIENTED DIGITAL ENGAGEMENT SCHOLARS

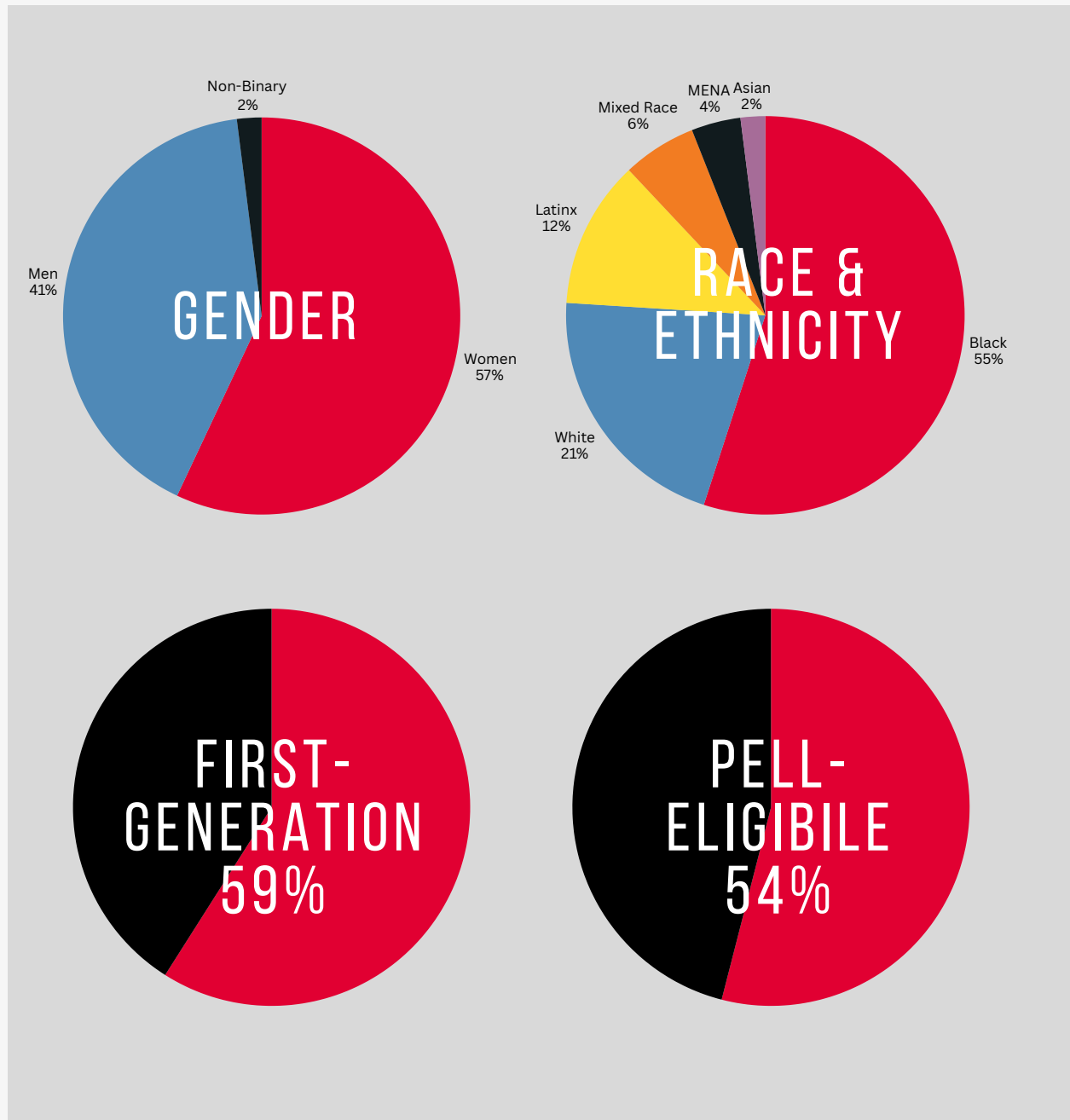**FOR ASSESSMENT PLAN, VIST THE CODES RESOURCES SITE.**

CODES is an alternative general education pathway for students who are Pell-eligible, first-generation, or historically under-represented in their majors.

CODE Scholars use their general education credits to work with community organizations to study and address the world's most pressing problems and share their work in digital environments.

PROGRAM DEMOGRAPHICS

CODES HAS 46 STUDENTS CURRENTLY ENROLLED IN COHORTS 1 AND 2 (21 IN COHORT ONE; 25 IN COHORT TWO). CURRENTLY ENROLLED SIUE STUDENTS WERE ABLE TO APPLY FOR FORFEITED SPOTS IN COHORT 2, BRINGING THE TOTAL NUMBER OF STUDENTS ENROLLED TO 53.

GENDER

- Non-Binary 2%
- Men 41%
- Women 57%

RACE & ETHNICITY

- Mixed Race 6%
- MENA 4%
- Asian 2%
- Latinx 12%
- White 21%
- Black 55%

FIRST-GENERATION 59%

PELL-ELIGIBILE 54%

RETENTION AND SUCCESS DATA

OVERALL RETENTION FOR CODE SCHOLARS — **87%**

RETENTION RATE FOR SIUE STUDENTS FROM SAME DEMOGRAPHIC PROFILE — **69%**
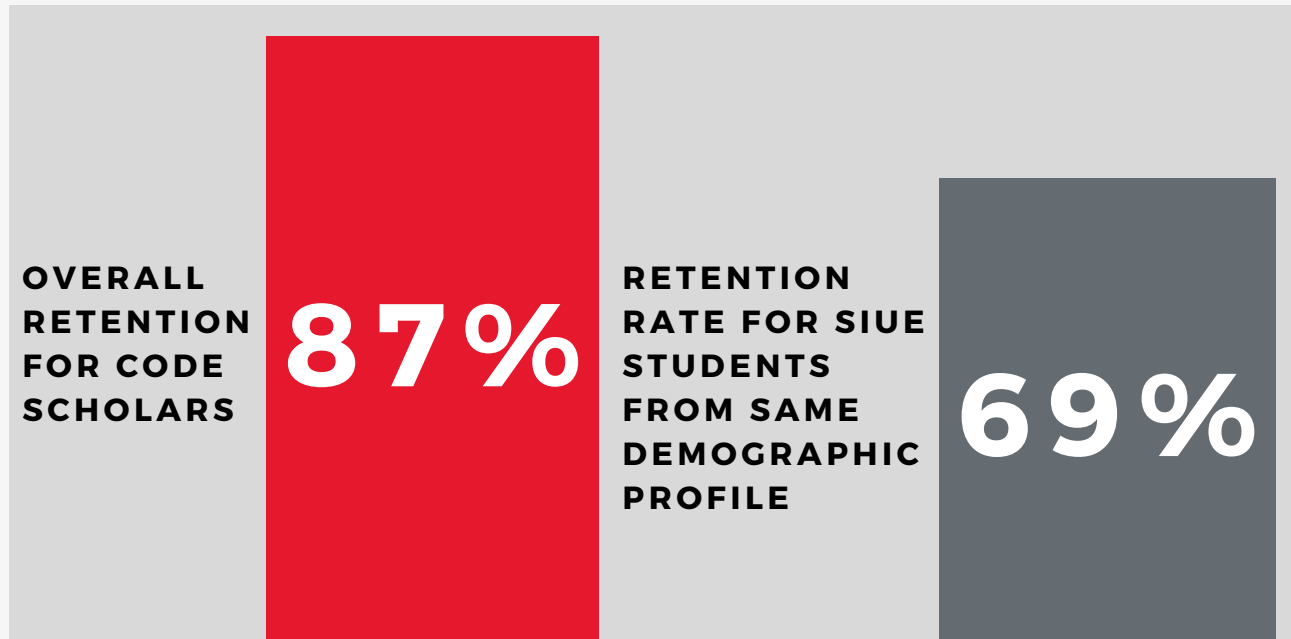
RETENTION RATE FOR COHORT 1 IS 84%; COHORT 2 IS 89%

THE PROGRAM RETAINED ALL FIRST COHORT STUDENTS IN THEIR SECOND YEAR

CODE SCHOLARS ON THE SPRING 2024 DEAN'S LIST — **19**

CODE SCHOLARS IN GOOD ACADEMIC STANDING — **100%**

- Students must complete 12 credit hours per semester and maintain a 2.5 GPA to keep their scholarship. Eight students are currently on scholarship probation. Ten additional students have been on academic probation and recovered their status.
- Of the three students who left in the second cohort, one had challenges with rigor of coursework, one had extreme family challenges, and one transferred for a sports scholarship.

WE SLAPPED!

- CODES was awarded a $1,000,000 grant from the Mellon Foundation. We will be quadrupling from 25 students per cohort to 100!
- Cohort 1 scholars presented their work at SIUE's Undergraduate Scholar's Showcase among graduating seniors.
- The Missouri Botanical Garden featured the work of cohort 2 scholars in their Bulletin, and teams presented their end-of-year proposals to staff there.
- Eight CODE Scholars presented posters about their work during Lobby Day at the Illinois State Capitol Building.
- Greg Thomas, Aaliyah Lindsay, and TaKara Gilbert took on the role of paid CODES Ambassadors. They led recruitment, social media planning, and research initiatives. TaKara launched the first CODES newsletter for students and their parents.

MELLON FOUNDATION PRESS RELEASE

Mellon Foundation

OUR WORK WITH COMMUNITY PARTNERS

COHORT 1

Second-year students spent the spring implementing their projects on-site with mentors Stephanie Batson, Jessica DeSpain, and John Matta. One team led a group of violence-impacted middle schoolers in Alton who used digital storytelling to challenge dominant narratives about young people. Another team launched a peer mentoring program at the Boys and Girls Clubs of Alton. The third team developed a kid-friendly curriculum for National Great Rivers Research and Education Center's RiverWatch, the volunteer biological monitoring program for steam habitats.

COHORT 2

Working with mentors Bryan Jack and Kristine Hildebrandt, CODE Scholars collaborated with staff at the Missouri Botanical Garden (MOBOT). They examined MOBOT's archives and herbarium through the theme of reparative justice. They conducted surveys and interviews of MOBOT visitors and staff to research attitudes and opinions about the legacy of enslavement underlying MOBOT's founding. They also began finding new stories to share about the diverse people who contributed their knowledge and work to the Gardens. They visited MOBOT seven times throughout the school year.

SECTION 2: BUILDING ON ASSESSMENT

THIS SECTION DETAILS PROGRAMMATIC CHANGES BASED ON LAST YEAR'S ASSESSMENT RECOMMENDATIONS AND EXPLAINS HOW FACULTY AND STAFF ADAPTED MID-SEMESTER AS OBSERVATIONS AND DISCUSSIONS SUGGESTED FURTHER CHANGES WOULD RESULT IN CONTINUOUS IMPROVEMENT.

IMPLEMENTING RECOMMENDATIONS

THREE-HOUR CLASS PERIOD

RECOMMENDATION

To increase opportunities for students to interact with partners, schedule research team courses once a week in three-hour blocks.

OUTCOME

Three-hour blocks made traveling to partner sites easier, but first-year students struggled to maintain focus during regular classes.

ADAPTATION

Staff training included student-centered learning ideas to help faculty engage students in multiple ways, and the most recent syllabi include activity lists broken down by the hour.

EPORTFOLIOS

RECOMMENDATION

Make IRIS office hours and development sessions required; instructors must emphasize ePortfolios in instruction.

OUTCOME

Student ePortfolio usage is more wide-spread and standardized. Staff are considering how to integrate eportfolios into first-year advising.

STRUCTURE

RECOMMENDATION

Create reading lists and universal assignments.

OUTCOME

Staff created standard assignments for all teams and adapted them after the first semester based on faculty feedback and student outcomes.

FACULTY INTERACTION

RECOMMENDATION

Offer more opportunities for students to interact with all CODES faculty at multiple points.

OUTCOME

This recommendation has been difficult to implement in the short term. Staff have recommended students visit with faculty in the program who align with their majors.

ADAPTATION

CODES is launching a faculty fellows program this year to increase recruitment. Fellows will give in-class presentations to introduce students to more faculty with varying expertise and identities across campus.

DIVERSE FACULTY

RECOMMENDATION

Continue to use CODES to recruit diverse faculty, and verify content in research team courses is culturally representative.

OUTCOME

A lack of diverse faculty with time in their schedules to teach for CODES continues to be a problem. With Mellon funding, the program plans to hire three-tenure track faculty to support excellence in diversity. The issue was exacerbated when a faculty member lacked experience leading discussions on culturally sensitive content. The program director made the decision to disband the team for the wellbeing and success of students. Now, all CODE Scholars attend antiracism, diversity, equity, and inclusion training, and it will be required of faculty. The Faculty Fellows program will allow for longer vetting of faculty to identify concerns prior to instruction.
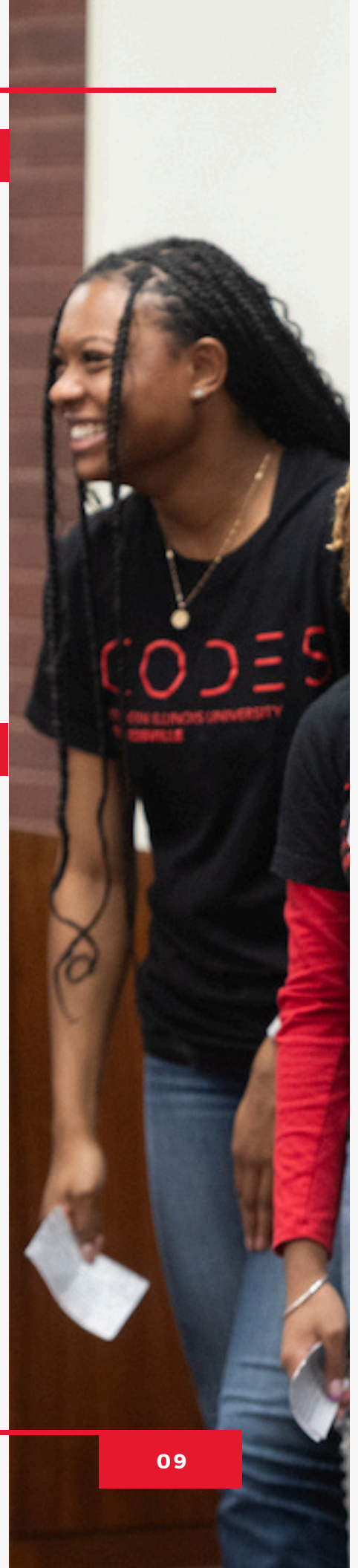
BUILDING ON PARTNER FEEDBACK

Community partners attend orientation and showcase presentations, help students choose teams, and visit class to offer advice, Engagement ramps up as students progress. Last year's assessment indicated both students and partners wanted more engagement sooner, so Cohort 2 students visited MOBOT three times in fall and four times in spring. After touring the Garden, the archive, and the herbarium, they conducted archival research, launched surveys of MOBOT visitors and staff, and interviewed several staff members. Meanwhile, Cohort 1 students implemented plans with their partners based on their previous research.

RECOMMENDATION	OUTCOME
EXPECTATIONS TO INCREASE CLARITY, AGREE ON AN MOU IN SUMMER, AND HOLD A MEETING WITH PARTNER AND FACULTY.	MOU HELPED WITH CLARITY, AND AN AGREED UPON THEME DESCRIPTION WAS CHOSEN PRIOR TO LAUNCHING PARTNERSHIP.
COMMUNICATION CC FACULTY AND DIRECTOR ON EMAILS AND MAINTAIN MESSAGING PLATFORM FOR PARTNERS.	DIRECTOR HANDLED ALL COMMUNICATIONS TO STREAMLINE PROCESS AND CC'D FACULTY.
DATES AND DEADLINES MAINTAIN A SHARED CALENDAR WITH REMINDERS ATTACHED TO EVENTS.	BEGAN TO SEND CALENDAR INVITES AND A SEMESTER SCHEDULE TO PARTNERS.

SECTION 3: 2023-2024 ASSESSMENT DATA

THIS SECTION INCLUDES ANALYSIS OF STUDENT SRUVEYS, FACULTYS' AVERAGE RANKINGS OF STUDENT LEARNING OUTCOMES, FEEDBACK FROM FACULTY AND COMMUNITY PARTNER FOCUS GROUPS, SOAR'S CONTINUOUS IMPROVEMENT PLAN, AND RECOMMENDATIONS FROM THE STEERING COMMITTEE.

STUDENT SURVEY

FIRST-YEAR STUDENTS COMPLETED A PRE-SURVEY IN FALL 2023 AND ALL STUDENTS WERE INVITED TO COMPLETE A PROGRAM EVALUATION IN SPRING 2024

Scholars ranked their skill with technologies, collaboration, and critical thinking. Scholars also assessed overall program satisfaction. There were 24 responses to the pre-survey and 11 to the program evaluation. Responses below are drawn from the program evaluation.

TECHNOLOGY SELF-EFFICACY

Students reported their level of comfort using technology tools or methods; Their responses indicate adding more opportunities for sound editing and coding or programming would be a benefit.
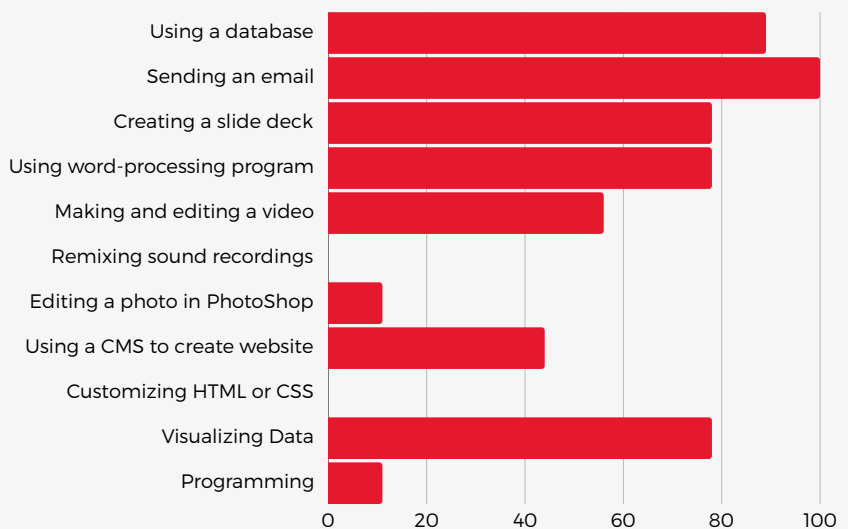
TRANSDISCIPLINARITY

Students reported using multiple disciplines in their coursework that reflect the complexity of their problems and the varied subjects of their reading and research.
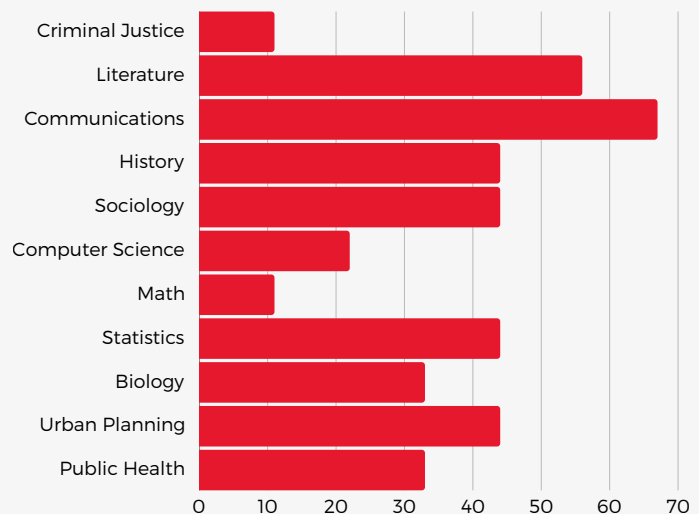
COLLABORATION

Scholars provided the following qualitative feedback to the question: "What have you learned about collaborative work through your experience?"

- I have learned that at first it can be difficult to work in groups and understand people who come from different backgrounds than you.
- I have learned how to work with other people and not to be so independent in order to reach the end goal.
- I've learned that collaboration is vital to the success of any CODES experience. It helps everyone understand the big picture, and encourages us all to stay motivated in our projects.

INTERCULTURAL KNOWLEDGE AND COMPETENCE

Scholars provided the following qualitative feedback to the question: "In what ways during your work with CODES this semester did you explore your own identity and the identity of others?"

- Working with young adults has shown me how far I've come as a college student, but also how I still share the same characteristics as they do. I've come to acknowledge that trying to figure out ones future is hard, and it doesn't happen over night. That mindset helped me explore my own identity, and help develop the identities of the mentees around me.
- CODES helped me explore my identity by being with other people. I usually just like to stick by myself, but with CODES I was made to work with other people which isn't really a bad thing, just something that I was not used to yet. It has helped me to figure out what I wanted to do with my major, and also how I am as a person.
- I would say exploring my own goals I set for the past two semesters and showing that work in my ePortfollio helped me shape my identity and also where I'm strong and where maybe need more time to focus in certain goals I set for myself.

PROGRAM FEEDBACK FROM SURVEY

WHAT DO YOU LIKE BEST ABOUT THE CODES PROGRAM?

- Seeing familiar faces each semester and already having a group I feel comfortable in.
- The fact that my curriculum looks differently than most students at SIUE and I can talk about something innovative that I'm a part of to people I come in contact with.
- I like the contract grading aspect of CODES. If you want to get an A, you have to work for it yourself in your own way.
- Working at your own pace while also having in-depth discussions and working with people from different majors and backgrounds to achieve one common goal.

WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING CODES?

- More minorities in the faculty of the program.
- Make sure the outside partners know our deadlines so it does not cause issues within our classes.
- Helping scholars understand the end goal of their experience is important and something I believe should and can be improved. How are all our classes, experiences, and projects interconnected and where is/will it take us?

OVERALL SATISFACTION

On a scale of 0-10, with 0 being not satisfied and 10 being extremely satisfied, how do you feel about the following aspects of the program?

Category	Average
Responsiveness and support of faculty	8.44
Support for first semester in college	8.56
Opportunities to learn about different disciplines	8.22
Opportunities to share my work with broad audiences	8.67
Opportunities to work with community partners	9

LEARNING OUTCOMES

CODE SCHOLARS ARE ASSESSED USING A SET OF THIRTEEN LEARNING OUTCOME CATEGORIES

Outcomes are adapted from the American Association of Colleges & Universities <u>VALUE rubrics</u> and aligned with SIUEs "<u>Objectives for General Education</u>." Because the program is transdisciplinary, as it states in the SIUE Objectives, "all students will acquire a solid base of knowledge in liberal arts and sciences and of the contributions of these fields to civilization and to the quality of life."

The CODES Learning Outcomes are:

1. Civic Engagement
2. Critical and Creative Thinking
3. Ethical Reasoning
4. Global Learning
5. Information Literacy
6. Intercultural Knowledge and Competence
7. Lifelong Learning
8. Oral Communication
9. Problem Solving
10. Quantitative Literacy
11. Reading
12. Collaboration
13. Written Communication

EACH CODES FACULTY MEMBER ASSESSES EACH STUDENT HOLISTICALLY BASED ON THEIR EPORTFOLIO, THEIR IN-CLASS PERFORMANCE, AND THEIR WORK WITH THE COMMUNITY PARTNER. THEY ASSIGN A SCORE FROM 1-4 FOR VARIOUS CATEGORIES, WITH 1 BEING THE FIRST BENCHMARK, 2-3 BEING MILESTONES, AND 4 INDICATING A SCHOLAR HAS REACHED CAPSTONE LEVEL.

COHORT 1
LEARNING OUTCOME AVERAGES

Outcome	YR 1	YR 2
1.a Civic Contexts/ Structures	2.61	3.55
1.b Analysis of Knowledge	2.3	3.25
1.c Civic Action and Reflection	2.57	3.20
2.a Analyzes Assumptions	2.09	2.95
2.b Taking Risks	2.38	3.25
2.c Synthesizing Knowledge	2.20	2.98
3.a Analyzes Core Beliefs	2.36	3.1
3.b Ethical Issue Recognition	2.20	2.95
3.c Application of Ethical Concepts	2.07	2.98
4.a Adapts Multiple Worldviews	1.92	3.5
4.b Understanding Global Systems	1.52	3.2
4.c Applying Knowledge to Global Contexts	1.42	3.2
5.a Defining Scope	1.85	2.75
5.b Accessing and Evaluating Information	1.99	2.7
5.c Ethical Information Use	2.03	2.6

Outome	YR 1	YR 2
6.a Cultural Self-Awareness	2.08	3.8
6.b Knowledge of Cultural Worldview	1.95	3.4
6.c Cultural Openness	2.35	3.2
7.a Curiosity	2.14	2.85
7.b Initiative	2.12	2.75
7.c Reflection	1.99	2.95
8.a Organization	2.13	3.55
8.b Delivery	2.12	3.2
8.c Central Message	2.10	3.3
9.a Defining Problems	2.06	3.3
9.b Identify Strategies	1.93	3.3
9.c Implement Solution	1.92	3.4
10.a Representation of Quantitative Data	2.22	2.65
10.b Analysis of Data	2.05	2.85
10.c Use of Data in Arguments	2.15	2.85

COHORT 1
LEARNING OUTCOME AVERAGES CONT.

Outcome	YR 1	YR 2
11.a Evaluates Textual Significance	2.26	3.03
11.b Identifies Texts within and across Genres	2.13	2.95
11.c Reads Using Appropriate Lens	2.04	2.78
12.a Contributes to Collaborative Meetings	2.33	3
12.b Facilitates the Contributions of Others	2.15	3.13
12.c Individual Contributions	2.45	3.13
13.a Understands Context, Audience, and Purpose in Writing	2.27	3.45
13.b Content Development	2.22	3.25
13.c Syntax and Mechanics	2.16	3.22
Overall Average	2.12	3.11

ANALYSIS

Faculty in CODE 221: Research Team III ranked students in all categories; Faculty in CODE 220: Community Engagement with Science ranked categories 2, 3, 5, & 7-12.

The overall average for students' second year is 3.11, an almost one-point increase from last year, indicating students are graining knowledge and improving their academic skills.

Student writing (category 13) has improved by more than a point for all outcomes since last year.

Students still have strides to make in Global Learning (category 4), which may indicate the need to re-think content in research teams.

Scholars conducted on-site implementations, which could have resulted in student growth in Civic Engagement (category 1) and Creative and Critical Thinking (category 3).

COHORT 2
LEARNING OUTCOME AVERAGES

Outcome	YR 1
1.a Civic Contexts/ Structures	2.32
1.b Analysis of Knowledge	2.36
1.c Civic Action and Reflection	2.40
2.a Analyzes Assumptions	2.42
2.b Taking Risks	2.29
2.c Synthesizing Knowledge	2.43
3.a Analyzes Core Beliefs	2.47
3.b Ethical Issue Recognition	2.45
3.c Application of Ethical Concepts	2.43
4.a Adapts Multiple Worldviews	2.54
4.b Understanding Global Systems	2.44
4.c Applying Knowledge to Global Contexts	2.33
5.a Defining Scope	2.47
5.b Accessing and Evaluating Information	2.52
5.c Ethical Information Use	2.65

Outome	YR 1
6.a Cultural Self-Awareness	2.66
6.b Knowledge of Cultural Worldview	2.5
6.c Cultural Openness	2.74
7.a Curiosity	2.35
7.b Initiative	2.38
7.c Reflection	2.41
8.a Organization	2.44
8.b Delivery	2.27
8.c Central Message	2.39
9.a Defining Problems	2.47
9.b Identify Strategies	2.4
9.c Implement Solution	2.29
10.a Representation of Quantitative Data	2.03
10.b Analysis of Data	1.96
10.c Use of Data in Arguments	1.89

LEARNING OUTCOME SCORES COHORT 2 (CONT.)

Outcome	YR 1
11.a Evaluates Textual Significance	2.57
11.b Identifies Texts within and across Genres	2.46
11.c Reads Using Appropriate Lens	2.48
12.a Contributes to Collaborative Meetings	2.43
12.b Facilitates the Contributions of Others	2.41
12.c Individual Contributions	2.55
13.a Context of and Purpose for Writing	2.55
13.b Content Development	2.48
13.c Syntax and Mechanics	2.49
Overall Average	**2.38**

ANALYSIS

Faculty in the research teams (121 & 122) ranked scores in all categories; Faculty in CODE 121: Transdisciplinary Communication ranked all categories except 1, 3, and 10. Faculty in CODE 123: Research and Systems Thinking ranked all categories except 1. The overall average was a 2.38, which is indicative of students being at an early stage in their coursework. It is also a .23 marginal increase over last year's average, which may indicate programmatic improvement or more lenient scoring by faculty.

Scores were the lowest in Quantitative Literacy (category 10), suggesting an emphasis on statistics beyond CODE 123 would be helpful.

Scholars scored a high 2.63 in Intercultural Knowledge (category 6), which may be due to their research in reparative justice.

FACULTY FEEDBACK

In focus groups, faculty observed that the cohort model helped CODE Scholars integrate into college life and prepared them better for the commitment required for college. The chart below indicates their other observations and subsequent action plans.

FOCUS GROUP FINDING	ACTION PLAN
TEAM SIZE INCIDENTS OF CULTURAL INSENSITIVITY OCCURRED IN ONE OF COHORT 2'S TEAMS AS A RESULT OF FACULTY'S LACK OF EXPERIENCE TEACHING DIFFIULCT CULTURAL CONTENT (SEE MORE DISCUSSION ON P. 16).	DISBANDED TEAM AND DIVIDED STUDENTS AMONG OTHER TEAMS. LARGER TEAMS SUPPORTED COLLABORATION AND PROBLEM ANALYSIS, SO STAFF DECIDED TO KEEP NEW SIZE FOR FUTURE COHORTS. FACULTY INDICATE INCREASING SIZE MORE WOULD HARM RETENTION AND SUCCESS RATES.
EPORTFOLIOS & TEAM SITES FACULTY AND STUDENTS HAD DIFFICULTY UNDERSTANDING THE PURPOSE AND CONTENT OF EACH SITE.	CREATE A TEMPLATE FOR BOTH SITES WITH DOCUMENTATION AND INFORMATION ABOUT HOW AND WHEN TO USE THEM.
CONTRACT GRADING STUDENTS SOMETIMES PERCEIVED THE FREEDOM OF CONTRACT GRADING AS AN EXCUSE NOT TO DO WORK ON TIME.	CORRECTED BY ADDING BASE REQUIREMENTS FOR ATTENDANCE AND PARTICIPATION; FACULTY SUGGEST CONTINUING THIS MODEL.
READING STRUGGLES ASSESSMENT AND FACULTY FOCUS GROUPS SUGGESTED STUDENTS STRUGGLE WITH COLLEGE-LEVEL READING EXPECTATIONS.	ADDED SOURCE ANALYSES INSPIRED BY JILL ANDERSON AND SARAH CONOYER'S READING ACROSS THE CURRICULUM PILOT; WILL ADD MORE READING INSTRUCTION TO CODE 121.
SYLLABUS SELF-CREATION STUDENT SYLLABUS CREATION WAS TOO CHALLENGING FOR FIRST-SEMESTER SCHOLARS' STAGE AND COMFORT LEVEL WITH RESEARCH.	REVISED SYLLABI NOW INCLUDE ASSIGNED READINGS AND ASSIGNMENTS FOR FIRST-SEMESTER TEAMS, WITH MORE FREEDOM ADDED EACH SEMESTER. FACULTY SUPPORT KEEPING THESE CHANGES.
FACULTY TRAINING UNDERSTANDING THE PROGRAM'S CONCEPT, CONTRACT GRADING, AND USE OF EPORTFOLIOS IS A TIGHT LEARNING CURVE FOR FACULTY.	STAFF ARE DEVELOPING MORE CODES-SPECIFIC TRAINING; FACULTY SUGGEST THE FELLOWS PROGRAM MAY HELP INSTRUCTORS SEE THE PROGRAM IN ACTION EARLIER.

SOAR ASSESSMENT

Under Dr. Earleen Patterson's leadership, staff in SOAR teach CODE Scholars successful academic strategies, monitor their success, and provide extra support for those on academic probation. All CODE Scholars are assigned Sarah Stover as their advisor to guide their course selection and plan longterm career goals. Stover also helps schedule CODES courses at times that will work for multiple majors, and she collaborates with major advising units to establish course adjustments and substitutions. In conversations related to program efficiency, success, and expansion, SOAR has idenified the following observations and plans for the coming year.

OBSERVATION	ACTION PLAN
ADVISING CHECKPOINTS WITH EXPANSION, ADDITIONAL SOAR ADVISORS WILL ADD CODE SCHOLARS TO THEIR CASE LOAD.	STOVER WROTE A CHECK-IN SCHEDULE WITH FOR EACH STAGE OF A STUDENTS' EXPERIENCE TO CLARIFY THE PROGRAM'S ADVISING STANDARDS FOR NEW ADVISORS.
ACADEMIC SUPPORT CODE SCHOLARS WOULD BENEFIT FROM WRAP-AROUND SERVICES AND ACADEMIC SUPPORT.	SOAR'S SCHOLAR VLLAGE OFFERS STUDY SESSIONS, ACADEMIC COACHING, AND PEER MENTORSHIP; THIS YEAR CODE SCHOLARS WILL ATTEND TWICE A WEEK.
EPORTFOLIO TIE-IN EPORTFOLIOS SHOULD ACCOUNT FOR STUDENTS' CO-CURRICULAR ACTIVITIES AND LIFE PLANNING.	EPORTFOLIOS WILL BE INTEGRATED INTO ADVISING APPOINTMENTS; ADVISORS WILL HELP THEM DEVELOP THE "MY GOALS" AND "MY JOURNEY" PAGES.

PARTNER FEEDBACK

STRENGTHS

Partners indicated the program is unique because it engages students in several types of learning, and students are building meaningful relationships that will impact them for the rest of their lives.

MOBOT would like to extend the partnership beyond one cohort, and involve their broader network of St. Louis partners. They would like to consider how a longer term collaboration might better support MOBOT and students.

FOCUS GROUP FINDING	ACTION PLAN
ROLE CLARITY MOBOT HAD CONFUSION IN THE DELINEATION OF STAFF ROLES FOR THE PROJECT.	CLARIFYING ROLES IN THE MOU MAY HELP THE ORGANIZATION VISUALZE THE PROJECT UNDERWAY.
SEMESTER MEETINGS FACULTY AND PARTNERS BEGAN MEETING BEFORE EACH SEMESTER TO OUTLINE PLANS AND EXPECTATIONS.	MEETINGS ESTABLISHED CLARITY AND SHOULD BE CONTINUED; MAKE AN INFOGRAPHIC ABOUT THE GOALS OF EACH SEMESTER OF THE PROGRAM.
STUDENT FEEDBACK PARTNER WOULD LIKE ACTIVE ROLE IN OFFERING FEEDBACK TO STUDENTS BASED ON LEARNING OUTCOMES.	DEVELOP PARTNER RUBRICS FOR PRESENTATIONS OF RESEARCH AND DISCUSS APPROACHES TO ACCEPTING AND INTEGRATING FEEDBACK WITH STUDENTS.
EXPANDING PARTNERSHIPS PARTNER EXPERESSED DESIRE NOT TO LOSE MOMENTUM FROM PARTNERSHIP.	DISCUSSED GROWING PARTNERSHIPS IN LIGHT OF MELLON FUNDING AND CONTINUING TO EXPAND NETWORK RATHER THAN CHANGING PARTNERS WITH EACH COHORT.

COMMITTTEE FINDINGS

THE STEERING COMMITTEE REVIEWED SURVEYS, FOCUS GROUP SUMMARIES, FACULTY SCORES, AND A SELECTION OF EPORTFOLIOS.

SUCCESSES

GROWTH IN LEARNING OUTCOME SCORES INDICATE THAT CHANGES FROM LAST YEAR WERE SUCCESSFUL

STAFF ARE LEARNING TO STANDARDIZE EPORTFOLIOS AND EXPLAIN BENEFITS TO STUDENTS AND FACULTY

PROGRAMMATIC CHANGES GAVE STUDENTS MORE OPPORTUNITIES TO VISIT THEIR PARTNER EARLIER

TRAINING FOR FACULTY INCREASED CULTURALLY REPRESENTATIVE CONTENT IN CLASSROOMS

CODES AMBASSADORS HELPED SUPPORT PROGRAMMING FOR STUDENTS OUTSIDE CLASS

RECOMMENDATIONS

ADD ADDITIONAL EPORTFOLIO CHECKPOINTS IN SYLLABI TO ENCOURAGE MORE FREQUENT USAGE

ADD EPORTFOLIO CHECKPOINTS FOR GOALS AND JOURNEYS PAGES INTO ADVISING

LAUNCH FACULTY FELLOWS PROGRAM TO TRAIN FACULTY TO WORK WITH THE CODES PROGRAM

INCREASE DIVERSITY OF FACULTY THROUGH FELLOWS PROGRAM AND MELLON FUNDING FOR TENURE LINES

ADD ADDITIONAL SUPPORT AND ASSESSMENT FOR HELPING STUDENTS LEARN TO COLLABORATE

GIVE STUDENTS MORE OPPORTUNITIES TO PRACTICE BASIC WEB CODING, INCLUDING HTML AND CSS

ENCOURAGE FACULTY TO ATTEND WEBINARS ABOUT STUDENT BELONGING AND ADEI ISSUES

EXPANSION PLANS

THE STEERING COMMITTEE DISCUSSED THE EXPANSION TO 100 STUDENTS PER COHORT IN THE CONTEXT OF LAST YEAR'S ASSESSMENT. THEY DECIDED UPON THE FOLLOWING ADAPTATIONS TO THE PROGRAM.

ENROLLMENT IN SKILLS-BASED COURSES

To simplify scheduling and give students the opportunity to interact with more of their peers, the four skills based courses will be open to any CODE Scholar regardless of their research team

RESEARCH TEAM PODS

To increase flexibility, research teams will be scheduled in synchronous pods of two per partner. This will allow us to group teams for field trips, help students form deeper relationships with a slightly larger group, and increase the impact of the program for our partners.

STUDENT MENTORSHIP FROM FACULTY

Currently, every student has Dr. DeSpain in CODE121 and first year students meet with her two times per semester. Develop a faculty mentorship program with CODES fellows so students feel a connection to faculty and have someone they can go to beyond their research team mentor.

TECHNICAL SKILLS AND EPORTFOLIOS

Currently, every first-year student meets with Dr. Smith to get their WordPress login and take a crash course. CODE Ambassadors will help host second-week workshops for groups of four in SOAR's Scholar Village to provide the same level of support.

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