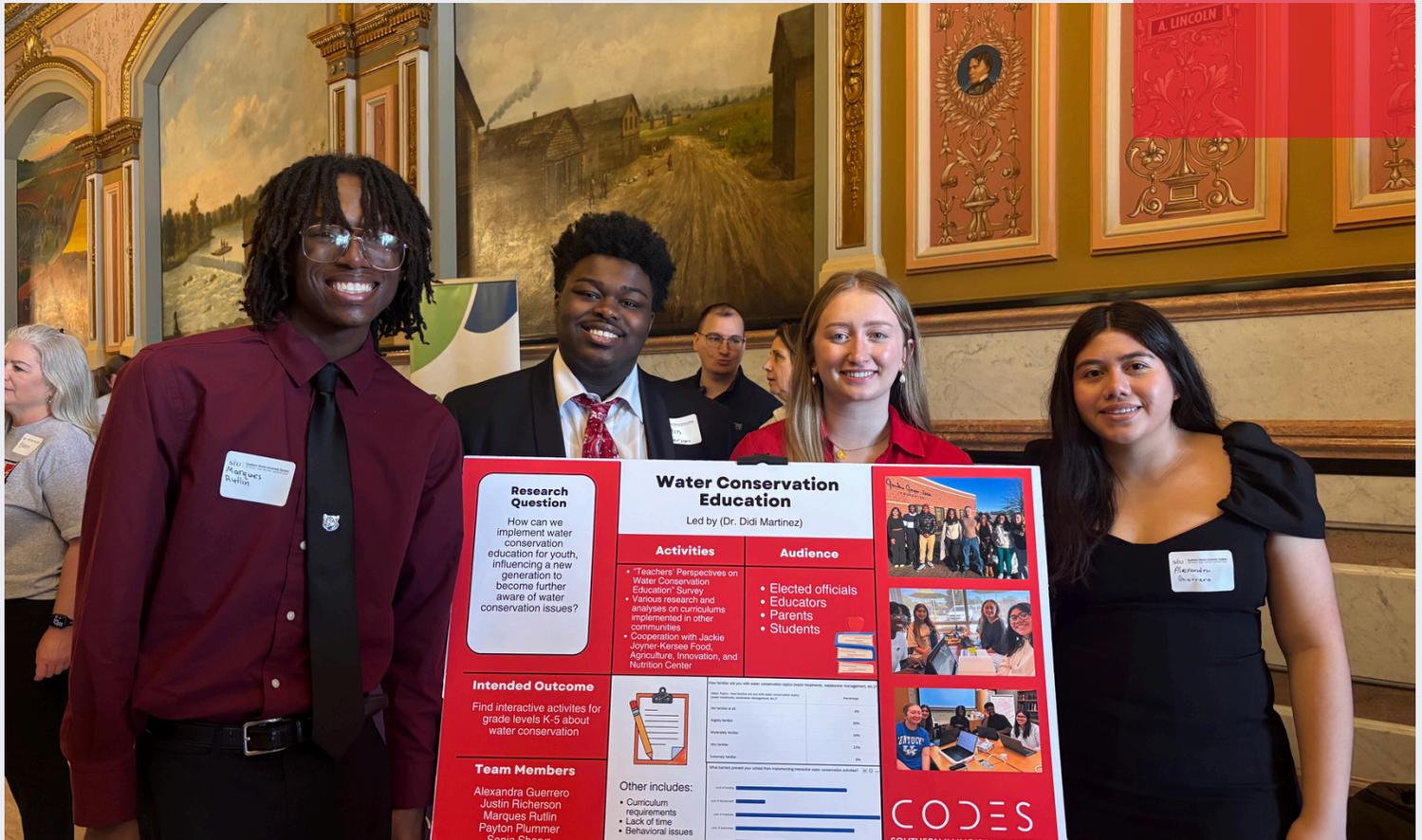


# CODES

SOUTHERN ILLINOIS UNIVERSITY  
EDWARDSVILLE



# 2024-2025

# ASSESSMENT REPORT

COMMUNITY-ORIENTED DIGITAL  
ENGAGEMENT SCHOLARS

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# ABOUT CODES

**COMMUNITY-ORIENTED DIGITAL ENGAGEMENT SCHOLARS (CODES) IS A GENERAL EDUCATION PATHWAY AT SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE (SIUE), SPEARHEADED BY THE IRIS CENTER FOR DIGITAL HUMANITIES AND STUDENT OPPORTUNITIES FOR ACADEMIC RESULTS (SOAR),**

**CODES IS GENEROUSLY SUPPORTED BY THE MELLON FOUNDATION AND HAS RECEIVED PREVIOUS AWARDS FROM THE NATIONAL ENDOWMENT FOR THE HUMANITIES.**

**[FOR ASSESSMENT PLAN, VISIT THE CODES WEBSITE.](#)**



**FROM 2022-2025, CODES RAN THREE COHORTS AND SERVED 79 STUDENTS**

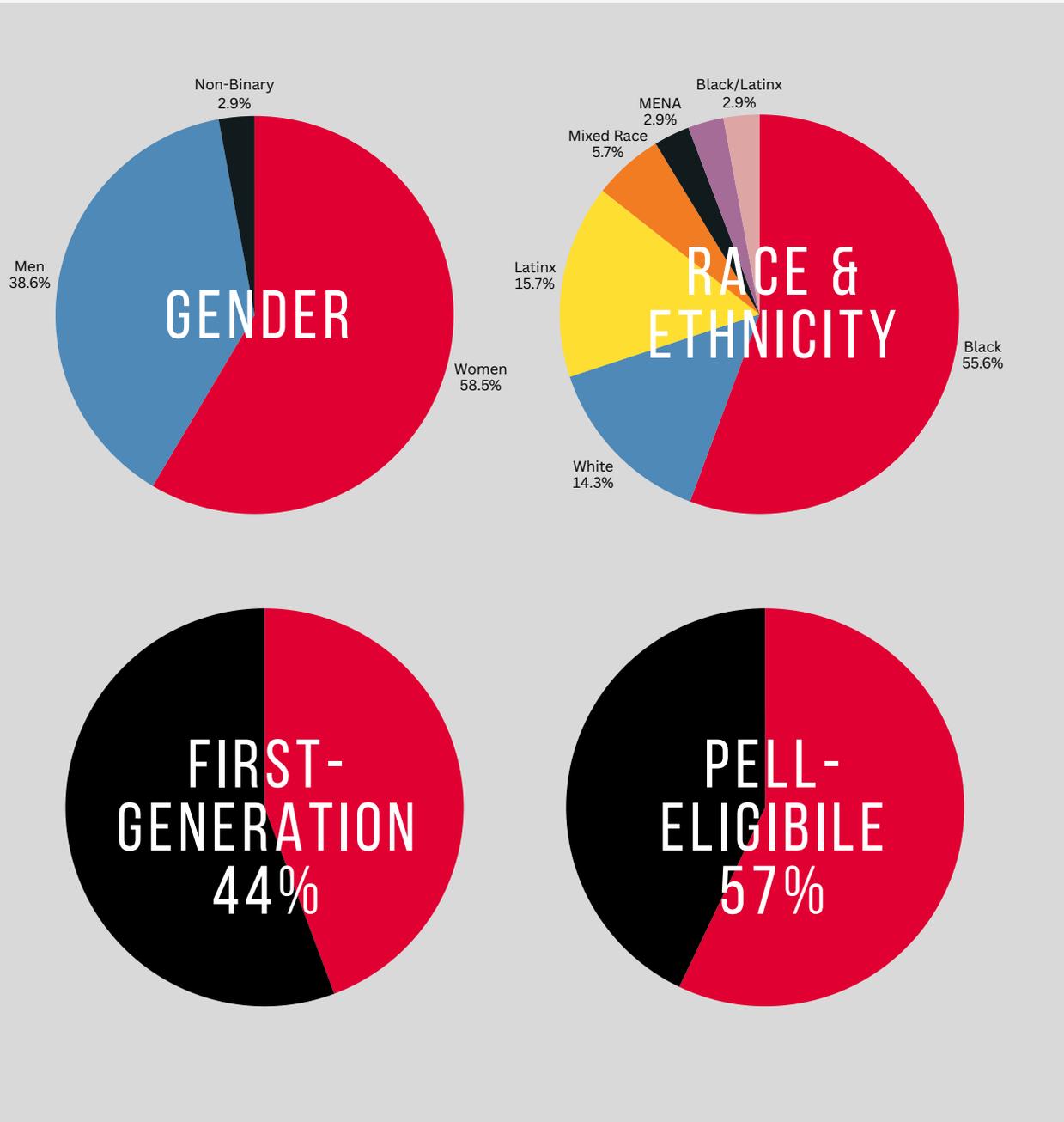
CODES is a selective program, offering full tuition for students who are among the first generation in their family to attend college, who are historically underrepresented in their major, or who are Pell-eligible.

From their first semester, CODE Scholars collaborate with community partners with the goal of creating a more socially just world. They study and address local examples of global problems and share their outcomes using digital humanities methods.

In the standard general education curricula, students struggle to connect isolated disciplines and articulate the value of their humanities courses. By contrast, CODE Scholars are deeply immersed in why the humanities matter for their lives, for the wellbeing of their communities, and for the careers they imagine for themselves.

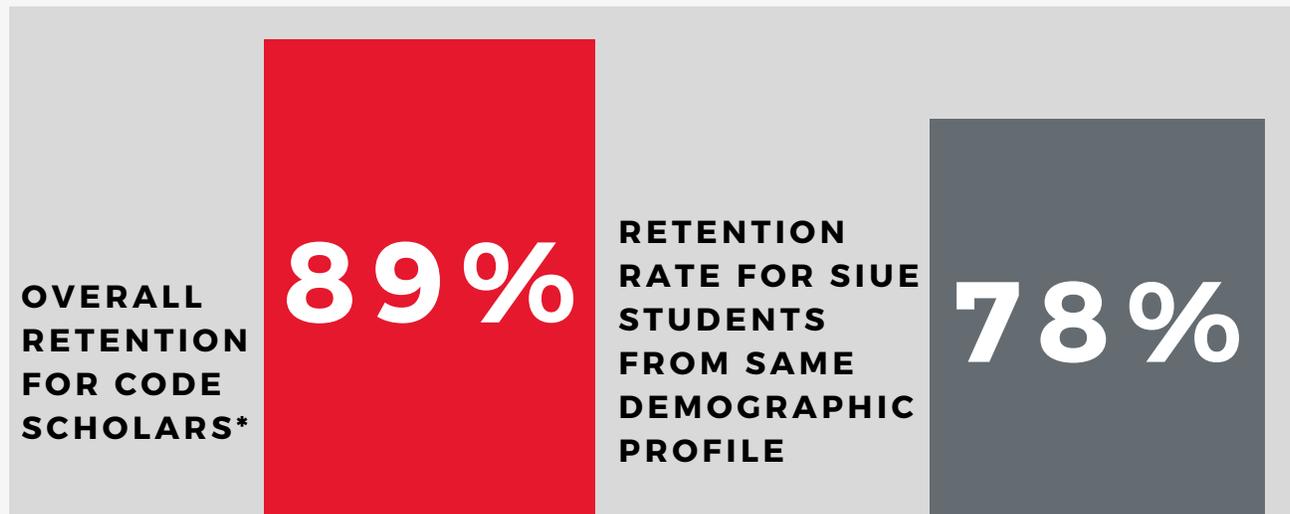
# PROGRAM DEMOGRAPHICS

CODES HAS 70 STUDENTS CURRENTLY ENROLLED IN THE FIRST THREE COHORTS (21 IN COHORT ONE; 24 IN COHORT TWO; 25 IN COHORT 3). CURRENTLY ENROLLED SIUE STUDENTS WERE ABLE TO APPLY FOR FORFEITED SPOTS IN COHORTS 2 AND 3, BRINGING THE TOTAL NUMBER OF STUDENTS ENROLLED OVERTIME TO 79.



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# RETENTION AND SUCCESS DATA



## OVERALL RETENTION RATE PER COHORT

COHORT 1: 84%  
COHORT 2: 92%  
COHORT 3: 100%

\*First-to-second-semester retention data is derived from students who have the CODES attribute on tenth day. Students added later are not included. If students leave CODES but remain enrolled at SIUE, they are marked as retained.



- Students must complete 12 credit hours per semester and maintain a 2.5 GPA to keep their scholarship. In Fall 2024, eight students were on probation/suspension and seven recovered by semester's end. In Spring 2025, six students were on probation/suspension and four recovered by semester's end.
- Ten students have left the program for the following reasons: (2) received sports scholarship from other institutions, (2) wanted to pursue careers not requiring college degrees, (6) struggled meeting minimum academic standards.

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# MAJOR ACCOMPLISHMENTS



- In the first year of the \$1,000,000 Mellon grant, staff reviewed more than 400 applicants, conducted 150 interviews, and admitted the first expanded class of 100 scholars!
- Drs. DeSpain and Patterson collaborated with the College of Arts and Sciences to hire three tenure-track faculty housed in English, Anthropology, and History to teach in CODES.
- SIUE Post-Doctoral Fellow Dr. Jacqueline Shea joined the CODES team, adding a wealth of expertise in qualitative research design, sustainability, and interdisciplinary methodologies.
- We hired web developer Dan Schreiber who created a scrollytelling tool for student projects, automated ePortfolio creation, and supported the launch of *Emplace*, the community-oriented digital storytelling platform.
- We hired Community Coordinator Andrea Barajas, who began work in January, and has operationalized outreach and built four new partnerships for the 2025-2026 cohort.
- Dr. DeSpain launched the Fellows program to train seven faculty in the pedagogical methods central to CODES.
- CODE Scholars presented their work at SIU System Day at the Capitol, at the Fall CODES Symposium, and at SIUE's Undergraduate Scholars Showcase.



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# OUR WORK WITH COMMUNITY PARTNERS

## COHORT 1

The first cohort completed their capstone course in Fall 2025 with Jacqueline Shea. This was the first iteration of the course, designed to help students reflect on their time in the program, polish final products, and disseminate their research. For example, students created maps of Alton's crime statistics, recorded podcasts about mentoring, and developed lesson plans about digital storytelling. They gave final presentations at the IRIS Center's Fall Showcase.

## COHORT 2

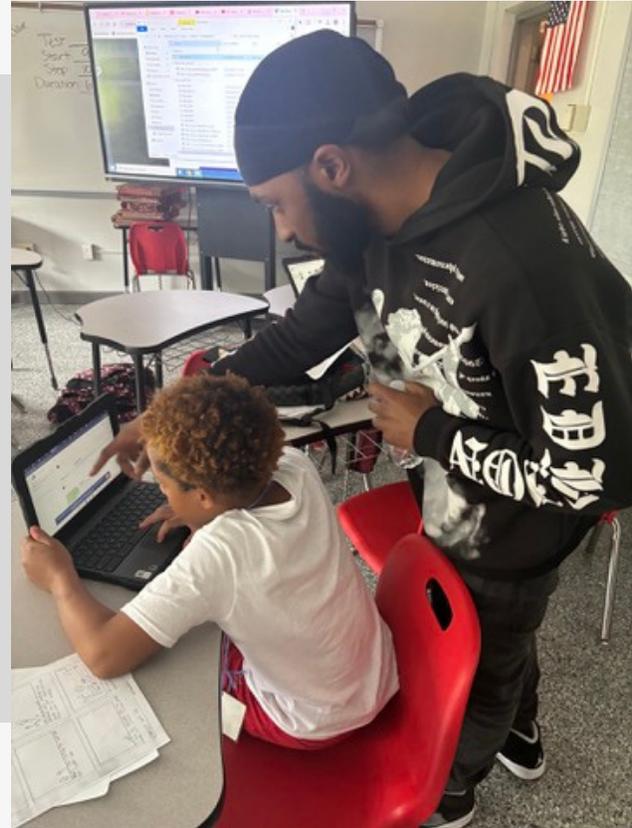
Working with mentors Bryan Jack and Kristine Hildebrandt in Fall 2024, CODE Scholars collaborated with staff at the Missouri Botanical Garden (MOBOT). Because of a change in the course of study, these students were the first to complete their capstone in their second year. Under the guidance of Treasure Redmond, they designed lessons about the Garden's history of enslavement and videos, and informational exhibits on the theme of reparative justice. They also presented at SIUE's Undergraduate Scholars Showcase.

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# OUR WORK WITH COMMUNITY PARTNERS

## COHORT 3

With the support of research team faculty Adriana Martinez and Jacqueline Shea, cohort 3 launched in partnership with Heartlands Conservancy and the Jackie Joyner Food Agriculture Innovation Center (JJK-FAN). In Fall, students learned about issues of equity and water infrastructure. As students began to conduct surveys, interviews, and archival research, they turned to documenting the water crisis in Cahokia Heights, supporting JJK-FAN's educational efforts with a focus on water, and working to educate young people like them about the importance of conservation efforts.



## FORMING NEW PARTNERSHIPS

In preparation for our first 100-student cohort, CODES hired community coordinator Andrea Barajas in January 2025. Barajas reviewed our communication methods and developed a partner toolkit to support onboarding new partners. She also had the challenging task of forming four new partnerships in six months to support the work of incoming students. Our 2025-2027 collaborators are the Cahokia Public Library District, the St. Louis Art Place Initiative, The Wedge, and the Child Friendly Cities Initiative in collaboration with Alton City Hall. In addition, Barajas strengthened current relationships by launching the Mellon-supported internship program with the Missouri Botanical Garden and planning a community advisory board, in which partners will provide feedback and gain valuable insights from one another.

# 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.**





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# IMPLEMENTING RECOMMENDATIONS

## ADDITIONAL EPORTFOLIO CHECKPOINTS

### RECOMMENDATION

Add additional ePortfolio checkpoints in syllabi to encourage more frequent usage

### OUTCOME

In addition to more checkpoints, DeSpain and Shea revised the grading contract and ePortfolio grading page into one template, to make the process less cumbersome for students. They added a list of basic class expectations at the template's top, associated with the letter grade. IRIS Staff also simplified the main ePortfolio template, updated the design for easier student access and faculty grading, and updated ePortfolio documentation and tutorials.

## FACULTY TRAINING

### RECOMMENDATION

1. Launch faculty fellows program to train faculty to work with the CODES program.
2. Encourage faculty to attend webinars about student belonging and ADEI issues

### OUTCOME

In Fall 2024, DeSpain launched the CODES faculty fellows program. Fellows apply with the understanding that they will teach in CODES the following year. Fellows met eleven times to learn about teaching with a whole-student approach, culturally responsive curricula, helping students form community across difference, and strategies for a student-centered classroom. They also observed CODES classes and developed curricula and activities for CODES and their other courses.

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## COLLABORATION

### RECOMMENDATION

Add additional support and assessment for helping students learn to collaborate

### OUTCOME

Many assignments now include a project charter to help teams delineate goals and roles clearly. We chose community norms in courses and continued to return to them throughout the year. Still, students struggle with conflict. Differing perspectives on time management and work quality are often the culprit. Faculty adapted assignments to make the work of each team member clear. This year we also included conflict resolution at orientation. This is a recommendation in constant process!

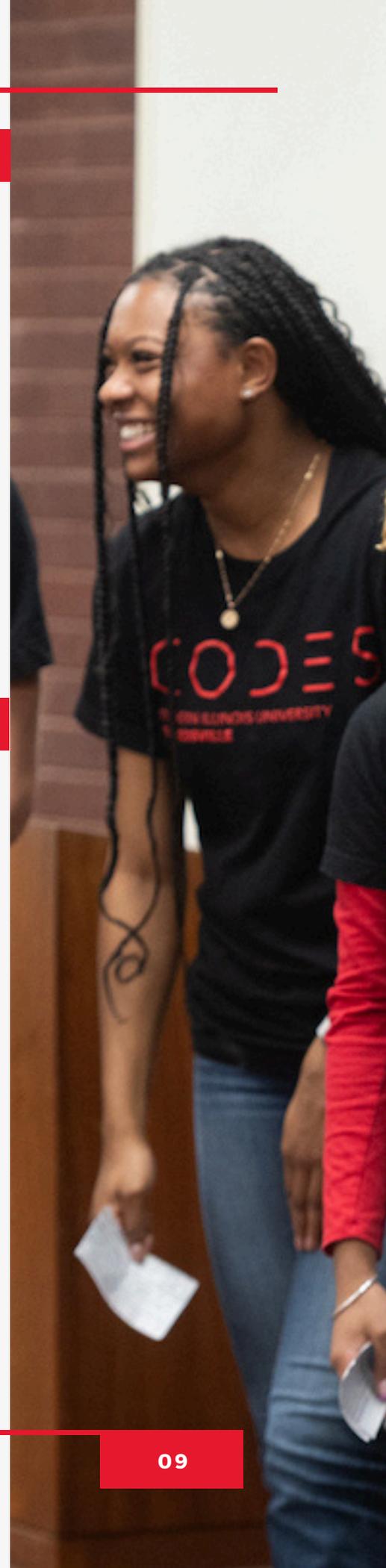
## DIVERSE FACULTY

### RECOMMENDATION

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

### OUTCOME

We collaborated with the College of Arts and Sciences on a cluster hire for three tenure-track positions: Black/Africana Cultural Anthropology, Nineteenth and Early-Twentieth Century African American Literary Studies, and African Diaspora/Afro-Caribbean/ Afro-Latin American History. A committee including faculty from CODES and represented departments reviewed sixty-eight applicants and hosted eight campus visits. Dr. Kevin Wamalwa, Anthropology; Dr. Laura Soderberg, English; and Dr. Manuel Robles, History joined us in Fall 2025. Faculty who teach in CODES are predominantly white, but we continue to recruit diverse faculty across campus and to train white faculty to support CODES students.



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# FACULTY FEEDBACK

In December 2024 and May 2025, Martinez and Shea met with DeSpain to discuss fall course outcomes and plan for revisions for the next year. DeSpain integrated their suggestions into the Fall 2025 syllabus re-designs.

## FOCUS GROUP FINDING

## ACTION PLAN

### EPORTFOLIO TEMPLATES

STUDENTS HAD UNCERTAINTIES ABOUT THE LEVEL OF SPECIFICITY FOR THEIR ARTIFACTS AND HOW MANY THEY SHOULD INCLUDE PER GOAL; FACULTY ALSO WERE LESS CLEAR ON HOW THE BASIC EXPECTATIONS OF THE COURSE SHOULD BE FACTORED INTO GRADES.

DESPAIN AND SHEA INTEGRATED THE GRADING CONTRACT AND EPORTFOLIO INTO ONE TEMPLATE THAT INCLUDED THE CHART FOR BASIC COURSE EXPECTATIONS AT THE TOP OF THE DOCUMENT. THE EPORTFOLIO NOW REQUIRES TWENTY EXAMPLES TOTAL BY SEMESTER'S END.

### TEAM WEBSITES

THE TEAM WEBSITES STILL WEREN'T BEING USED ACTIVELY.

TEAM REALIZED GOAL OF RESEARCH TEAM WEBSITE IS TO ARCHIVING WORK, SO WE MOVED TO MICROSOFT TEAMS TO KEEP FILES ACROSS SEMESTERS.

### ASSIGNMENT TITLES

STUDENTS WERE NOT ADDING VISUALS TO MULTIMODAL ESSAYS

DESPAIN CHANGED TITLE OF ASSIGNMENT TO MULTIMEDIA ESSAY AND MOVED SCROLLYTELLING INTO SEMESTER 1 FINAL PROJECT.

### COLLABORATION CHALLENGES

CODE SCHOLARS CONTINUED TO STRUGGLE WITH COLLABORATION, FREQUENTLY BECOMING FRUSTRATED WITH OTHER STUDENTS.

WE ADDED MORE CONFLICT RESOLUTION TRAINING TO ORIENTATION, DEVELOPED A PROJECT CHARTER, EMPHASIZED WAYS FOR STUDENTS TO CLAIM THEIR PORTIONS OF THE WORK, AND MADE MORE ASSIGNMENTS INDEPENDENT.

### FACULTY TRAINING

UNDERSTANDING THE PROGRAM'S CONCEPT, CONTRACT GRADING, AND USE OF EPORTFOLIOS IS A TIGHT LEARNING CURVE FOR FACULTY.

THIS YEAR THE PROGRAM LAUNCHED THE CODES FELLOWS PROGRAM, WHICH HAS ALREADY RESULTED IN A SIGNIFICANT IMPROVEMENT IN FACULTY READINESS TO TEACH IN THE PROGRAM. DESPAIN ALSO DEVELOPED NEW SYLLABI TEMPLATES, ASSIGNMENT SHEETS, AND WEEKLY NOTES TO SUPPORT INSTRUCTION IN ALL COURSES.

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# PARTNER FEEDBACK

## STRENGTHS

JJK-FAN and Heartlands have expressed appreciation to CODE Scholars for their insightful questions and collaborative spirit. Both organizations emphasized how the program served as a catalyst for fostering meaningful cross-organizational connections.

Partners shared interest in joining the CODES Internship Program to deepen scholar-mentor relationships and provide hands-on experience.



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## FOCUS GROUP FINDING

## ACTION PLAN

### MENTORSHIP COMPENSATION

HEARTLANDS SUGGESTED COMPENSATING STAFF FOR TIME DEVOTED TO PROJECT.

INTEGRATE MENTORSHIP COMPENSATION INTO FUTURE GRANT PROPOSALS TO HELP FUND EXTENDED STAFF ENGAGEMENT.

### COMMUNICATION TRANSITION

PARTNERS WERE UNCLEAR ABOUT LIAISON CHANGES BETWEEN SEMESTERS TWO & THREE.

COMMUNITY COORDINATOR WILL SCHEDULE FIRST FALL MEETINGS TO ENSURE CONSISTENT COMMUNICATION BETWEEN PARTNERS AND FACULTY.

### PROJECT CLARITY

PARTNERS EXPRESSED A NEED FOR CLEARER ALIGNMENT ON PROJECT GOALS AND EXPECTATIONS WITHIN THE CODES COLLABORATION.

PRIOR TO PARTNERSHIP LAUNCH, THE COMMUNITY COORDINATOR NOW IMPLEMENTS A COLLABORATIVE TRAINING TO ESTABLISH SHARED OBJECTIVES.

### INTERNSHIP OPPORTUNITIES

PARTNERS WANT TO CONTINUE AND EXPAND STUDENT-MENTOR ENGAGEMENT.

CO-DEVELOP AND IMPLEMENT PAID INTERNSHIP OPPORTUNITIES FOR THIRD-YEAR UNDERGRADUATE STUDENTS TO DEEPEN ENGAGEMENT AND PROVIDE HANDS-ON EXPERIENCE.



# IRIS CENTER ASSESSMENT

Dr. Margaret Smith, interim Director of IRIS, directs technological initiatives for the CODES program, including the development of digital tools, tutorials, classroom presentations, ePortfolio guidance, and the launch of *Emplace*, the community storytelling publication platform for CODES. In November 2024, the IRIS Center hired web developer Dan Schreiber. Together, Smith and Schreiber launched a scrollytelling tool and user tested it with students, envisioned the framework for *Emplace*, and automated the ePortfolio process with plans to expand the model across campus.

## OBSERVATION

## ACTION PLAN

### TECHNICAL SELF-EFFICACY

STUDENTS STRUGGLED TO FIND SOLUTIONS TO TECHNICAL ISSUES ON THEIR OWN

IRIS LIMITED STUDENT CHOICE WITH A NEW TEMPLATE THEME AND DEVELOPED NEW GUIDANCE FOR WORDPRESS,

### OPPORTUNITIES TO CODE

SURVEYS INDICATED STUDENTS DID NOT GAIN CODING LITERACY IN THE PROGRAM

NEW TUTORIALS FOR LEAFLET AND SCROLLYTELLING INTRODUCE DATA MANAGEMENT AND BASIC HTML AND CSS INTO ASSIGNMENTS.

### FINISHED PRODUCTS

IT HAS BEEN DIFFICULT TO PUBLISH AND SHARE STUDENT WORK BECAUSE IT LACKS POLISH

CODES ADDED MORE LESSONS ON COPY EDITING, DESIGN PRINCIPLES, AND QUALITY CONTROL; TEAM DEVELOPED REVIEW PROCESS FOR *EMPLACE*.



# SOAR ASSESSMENT

Under Dr. Earleen Patterson’s leadership, staff in SOAR teach CODE Scholars successful academic strategies, monitor their success, and provide support for those on academic probation. All CODE Scholars are assigned Sarah Stover or Sade Shepherd as their advisor to guide 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. More than half of CODE Scholars also participate in SOAR’s Boundless Scholar Experience (BSE). SOAR has identified the following observations and improvement plans.

OBSERVATION	ACTION PLAN
<p><b>ONBOARDING ADVISORS</b> WITH EXPANSION, ADDITIONAL SOAR ADVISORS WILL ADD CODE SCHOLARS TO THEIR CASE LOAD.</p>	<p>SADE SHEPHERD JOINED THE TEAM AND WAS ONBOARDED BY STOVER. DESPAIN ALSO LAUNCHED WEEKLY MEETINGS TO SUPPORT STAFF COMMUNICATION.</p>
<p><b>ACADEMIC SUPPORT</b> BSE SWITCHED FROM WEEKLY REQUIRED SOAR HOURS TO A NON-CREDIT BEARING LAB.</p>	<p>TO INTEGRATE THIS TRANSITION INTO CODES, SOAR SCHEDULED CODES MENTOR-BASED LABS AND HELPED PLAN CONTENT TO AVOID OVERLAP.</p>
<p><b>FACULTY COMMUNICATION</b> AS THE PROGRAM GREW, TEAM WANTED TO ENSURE REGULAR COMMUNICATIONS WITH FACULTY.</p>	<p>TEAM INSTITUTED CHATS FOR EACH CLASS AND A PROTOCOL TO COLLECT REGULAR UPDATES FROM FACULTY ABOUT STUDENT CONCERNS.</p>

# SECTION 3: 2024-2025 ASSESSMENT DATA

THIS SECTION INCLUDES ANALYSIS OF STUDENT SURVEYS, FACULTY'S AVERAGE RANKINGS OF STUDENT LEARNING OUTCOMES, RECOMMENDATIONS FROM THE STEERING COMMITTEE, AND FUTURE PLANS



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# STUDENT SURVEY

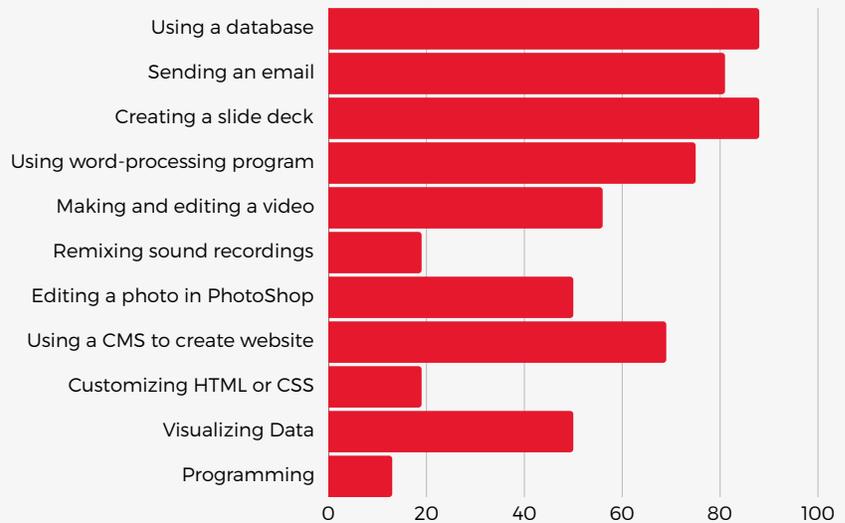
## FIRST-YEAR STUDENTS COMPLETED A PRE-SURVEY IN FALL 2024, AND ALL STUDENTS WERE INVITED TO COMPLETE A PROGRAM EVALUATION IN SPRING 2025

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 22 to the program evaluation. Responses below are drawn from the program evaluation.

### TECHNOLOGY SELF-EFFICACY

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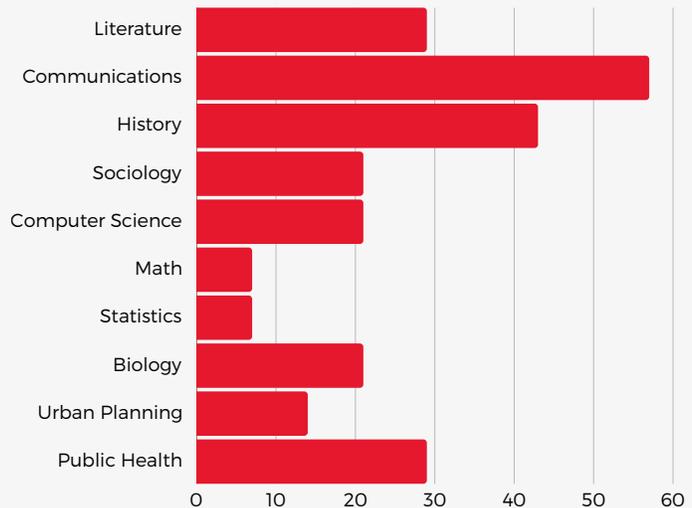
The program added more opportunities to work with data visualization along with some basic web encoding, and we are seeing slightly higher self-efficacy rates in those categories.



### TRANSDISCIPLINARITY

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Interestingly, students' reporting use of multiple disciplines has gone down overall. Faculty have been discussing transdisciplinary methods and whether the boundaries of disciplines are necessary knowledge for students or whether they may benefit more from an integrated approach.



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## **COLLABORATION**

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

- I have learned that working amongst my peers is vital in CODES. Establishing roles for each team member works well and makes everyone contribute. Brainstorming activities among small groups worked effectively in making a game plan for tackling an issue.
- It requires a lot of patience as in college people have drastically diverse schedules. It also takes understanding the individuals within your team: what makes them able to work more efficiently.
- It's important to discuss things early before beginning projects, research, group essays, etc. It also helps having discussions throughout in case of changes.

## **EXECUTIVE FUNCTIONING**

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Scholars provided the following qualitative feedback to the question: "When you have a large assignment that may involve multiple factors or solutions, what do you do?"

- I start with a plan of how I want to work on the assignment. Then I look for sources of information to see what I can gather about my topic before. After gathering information, I like to start working on the part that I feel I have the best info on. If a problem pops up, I do my best to fix it, otherwise I'll ask someone what they think I could do to correct the issue.

## **INFORMATION LITERACY**

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Scholars provided the following qualitative feedback to the question: "When you encounter a new piece of information, how do you determine how reliable it is?"

- I do research on the author, looking into other pieces they've published, or what their education background looks like. I also look at the time and place. I want to make sure the information is relative in both.
- I definitely look it up on internet but on multiple different sites and I make sure that they are reliable through different strategies, as I learned from my first class in CODES.

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# PROGRAM FEEDBACK FROM SURVEY

## WHAT DO YOU LIKE BEST ABOUT THE CODES PROGRAM?

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- What stood out to me was having someone in my corner before even starting college. CODES opened up opportunities and provided support to help me feel prepared and connected.
- Working with community partners and feeling like your actually making a difference for people.
- I love the faculty and the amount of people rooting for you. There is always at least 10 people to have your back whether that is something regarding CODES or overall college help.
- The opportunity to connect with others through my work and to network with people in the workforce to acquire knowledge. I like the opportunity that CODES gave me to get a degree and that is the biggest thing I am mostly grateful for.

## WHAT SUGGESTIONS DO YOU HAVE FOR IMPROVING CODES?

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- I wish there could be more networking between cohorts. I wish more people would attend events so our bonds can grow closer.
- Creating more assignments or projects that explore identity deeper.
- No suggestions about the program. I think is well structured but we could improve communication with the community partner (this could be on them and not necessarily the program).

## OVERALL SATISFACTION

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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
<b>Responsiveness and support of faculty</b>	<b>8.5</b>
<b>Support for first semester in college</b>	<b>8.25</b>
<b>Opportunities to learn about different disciplines</b>	<b>7.75</b>
<b>Opportunities to share my work with broad audiences</b>	<b>8.88</b>
<b>Opportunities to work with community partners</b>	<b>7.5</b>



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# LEARNING OUTCOMES

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

Outcomes are adapted from the American Association of Colleges & Universities VALUE rubrics and aligned with SIUEs "Objectives for General Education." 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	YR 3
1.a Civic Contexts/ Structures	2.61	3.55	3.43
1.b Analysis of Knowledge	2.3	3.25	3.76
1.c Civic Action and Reflection	2.57	3.20	3.81
2.a Analyzes Assumptions	2.09	2.95	3.62
2.b Taking Risks	2.38	3.25	3.67
2.c Synthesizing Knowledge	2.20	2.98	3.67
3.a Analyzes Core Beliefs	2.36	3.1	3.33
3.b Ethical Issue Recognition	2.20	2.95	3.86
3.c Application of Ethical Concepts	2.07	2.98	3.67
4.a Adapts Multiple Worldviews	1.92	3.5	3.43
4.b Understanding Global Systems	1.52	3.2	3.71
4.c Applying Knowledge to Global Contexts	1.42	3.2	3.71
5.a Defining Scope	1.85	2.75	3.86
5.b Accessing and Evaluating Information	1.99	2.7	3.86
5.c Ethical Information Use	2.03	2.6	4.00

Outcome	YR 1	YR 2	YR 3
6.a Cultural Self- Awareness	2.08	3.8	3.81
6.b Knowledge of Cultural Worldview	1.95	3.4	4.00
6.c Cultural Openness	2.35	3.2	3.86
7.a Curiosity	2.14	2.85	3.67
7.b Initiative	2.12	2.75	4.00
7.c Reflection	1.99	2.95	4.00
8.a Organization	2.13	3.55	3.90
8.b Delivery	2.12	3.2	3.95
8.c Central Message	2.10	3.3	4.00
9.a Defining Problems	2.06	3.3	3.95
9.b Identify Strategies	1.93	3.3	3.76
9.c Implement Solution	1.92	3.4	3.57
10.a Representation of Quantitative Data	2.22	2.65	4.00
10.b Analysis of Data	2.05	2.85	3.76
10.c Use of Data in Arguments	2.15	2.85	3.81

# COHORT 1

## LEARNING OUTCOME AVERAGES CONT.

Outcome	YR 1	YR 2	YR 3
<b>11.a Evaluates Textual Significance</b>	<b>2.26</b>	<b>3.03</b>	<b>3.71</b>
<b>11.b Identifies Texts within and across Genres</b>	<b>2.13</b>	<b>2.95</b>	<b>3.71</b>
<b>11.c Reads Using Appropriate Lens</b>	<b>2.04</b>	<b>2.78</b>	<b>3.71</b>
<b>12.a Contributes to Collaborative Meetings</b>	<b>2.33</b>	<b>3</b>	<b>3.71</b>
<b>12.b Facilitates the Contributions of Others</b>	<b>2.15</b>	<b>3.13</b>	<b>3.67</b>
<b>12.c Individual Contributions</b>	<b>2.45</b>	<b>3.13</b>	<b>3.67</b>
<b>13.a Understands Context, Audience, and Purpose in Writing</b>	<b>2.27</b>	<b>3.45</b>	<b>3.95</b>
<b>13.b Content Development</b>	<b>2.22</b>	<b>3.25</b>	<b>3.81</b>
<b>13.c Syntax and Mechanics</b>	<b>2.16</b>	<b>3.22</b>	<b>3.81</b>
<b>Overall Average</b>	<b>2.12</b>	<b>3.11</b>	<b>3.78</b>

### ANALYSIS

In their third year, cohort three students were enrolled in only one course, CODE320: Capstone, so only one faculty member provided data for them.

Their overall average in the course was 3.78, a .67 increase from last year, indicating students are gaining knowledge and improving their academic skills.

Written Communication (category 13) has again improved significantly, but other categories that showed smaller growth in previous years also saw a marked jump, including Lifelong Learning (category 7) and Oral Communication (category 8).

Their Civic Engagement (category 1) and Collaboration (category 12) scores have also improved markedly, which may indicate their growing maturity as well as increased engagement and professionalization through their major coursework.



# COHORT 2

## LEARNING OUTCOME AVERAGES

Outcome	YR 1	YR 2
1.a Civic Contexts/ Structures	2.32	3.18
1.b Analysis of Knowledge	2.36	3.26
1.c Civic Action and Reflection	2.40	3.14
2.a Analyzes Assumptions	2.42	2.67
2.b Taking Risks	2.29	3.08
2.c Synthesizing Knowledge	2.43	3.03
3.a Analyzes Core Beliefs	2.47	3.33
3.b Ethical Issue Recognition	2.45	3.22
3.c Application of Ethical Concepts	2.43	3.22
4.a Adapts Multiple Worldviews	2.54	3.53
4.b Understanding Global Systems	2.44	3.3
4.c Applying Knowledge to Global Contexts	2.33	3.18
5.a Defining Scope	2.47	3.01
5.b Accessing and Evaluating Information	2.52	3.06
5.c Ethical Information Use	2.65	3.28

Outcome	YR 1	YR 2
6.a Cultural Self-Awareness	2.66	3.49
6.b Knowledge of Cultural Worldview	2.5	3.49
6.c Cultural Openness	2.74	3.53
7.a Curiosity	2.35	3.16
7.b Initiative	2.38	3.10
7.c Reflection	2.41	3.27
8.a Organization	2.44	3.10
8.b Delivery	2.27	3.20
8.c Central Message	2.39	3.17
9.a Defining Problems	2.47	3.03
9.b Identify Strategies	2.4	3.08
9.c Implement Solution	2.29	3.07
10.a Representation of Quantitative Data	2.03	2.89
10.b Analysis of Data	1.96	3.00
10.c Use of Data in Arguments	1.89	2.77

# LEARNING OUTCOME SCORES COHORT 2 (CONT.)

Outcome	YR 1	YR 2
<b>11.a Evaluates Textual Significance</b>	<b>2.57</b>	<b>2.91</b>
<b>11.b Identifies Texts within and across Genres</b>	<b>2.46</b>	<b>2.97</b>
<b>11.c Reads Using Appropriate Lens</b>	<b>2.48</b>	<b>3.03</b>
<b>12.a Contributes to Collaborative Meetings</b>	<b>2.43</b>	<b>3.09</b>
<b>12.b Facilitates the Contributions of Others</b>	<b>2.41</b>	<b>3.07</b>
<b>12.c Individual Contributions</b>	<b>2.55</b>	<b>3.07</b>
<b>13.a Context of and Purpose for Writing</b>	<b>2.55</b>	<b>3.06</b>
<b>13.b Content Development</b>	<b>2.48</b>	<b>3.25</b>
<b>13.c Syntax and Mechanics</b>	<b>2.49</b>	<b>3.28</b>
<b>Overall Average</b>	<b>2.38</b>	<b>3.14</b>

## ANALYSIS

In their second year, cohort two students were enrolled in CODE220: Community Engagement with Science (including all categories but 7 and 11-13), CODE221: Research Team III (their implementation semester), and CODE320: Capstone.

Their overall average was 3.14, a .76 increase from last year. Though the growth from the first to second year is slightly lower than was the first cohort, with each each new year of data, it is becoming apparent that students see significant growth in writing, speaking, critical thinking and collaboration skills during year two of the program.

We note that “use of data in arguments” is particularly low, and plan to add more data visualization skill development to CODE123 and CODE220.



# COHORT 3

## LEARNING OUTCOME AVERAGES

Outcome	YR 1
1.a Civic Contexts/ Structures	2.24
1.b Analysis of Knowledge	2.44
1.c Civic Action and Reflection	2.28
2.a Analyzes Assumptions	2.47
2.b Taking Risks	2.54
2.c Synthesizing Knowledge	2.62
3.a Analyzes Core Beliefs	2.31
3.b Ethical Issue Recognition	2.47
3.c Application of Ethical Concepts	2.26
4.a Adapts Multiple Worldviews	2.32
4.b Understanding Global Systems	1.88
4.c Applying Knowledge to Global Contexts	1.92
5.a Defining Scope	2.33
5.b Accessing and Evaluating Information	2.38
5.c Ethical Information Use	2.27

Outcome	YR 1
6.a Cultural Self-Awareness	2.47
6.b Knowledge of Cultural Worldview	2.37
6.c Cultural Openness	2.46
7.a Curiosity	2.10
7.b Initiative	1.99
7.c Reflection	1.91
8.a Organization	2.37
8.b Delivery	2.47
8.c Central Message	2.49
9.a Defining Problems	2.24
9.b Identify Strategies	1.95
9.c Implement Solution	1.85
10.a Representation of Quantitative Data	1.58
10.b Analysis of Data	1.60
10.c Use of Data in Arguments	1.62

# LEARNING OUTCOME SCORES COHORT 3 (CONT.)

Outcome	YR 1
<b>11.a Evaluates Textual Significance</b>	<b>2.49</b>
<b>11.b Identifies Texts within and across Genres</b>	<b>2.09</b>
<b>11.c Reads Using Appropriate Lens</b>	<b>2.23</b>
<b>12.a Contributes to Collaborative Meetings</b>	<b>2.20</b>
<b>12.b Facilitates the Contributions of Others</b>	<b>2.08</b>
<b>12.c Individual Contributions</b>	<b>2.57</b>
<b>13.a Context of and Purpose for Writing</b>	<b>2.47</b>
<b>13.b Content Development</b>	<b>2.54</b>
<b>13.c Syntax and Mechanics</b>	<b>2.63</b>
<b>Overall Average</b>	<b>2.24</b>

## 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 2.24, which is indicative of students being at an early stage in their coursework. It is also a marginal decrease over last year's average.

Scores were the lowest in Problem Solving (category 9) and Quantitative Literacy (category 10), suggesting again that an emphasis on statistics beyond CODE 123 would be helpful.

Scholars scored highest in Written Communication (category 13), which is heavily emphasized in the first year of CODES.



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# COMMITTEE FINDINGS

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

## SUCCESSSES

**Fellowship program and curricular materials helped faculty teach with greater confidence and clear understanding of program goals.**

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**Work to refine communication and outreach has strengthened community partnerships.**

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**Redesign of ePortfolio platform includes more opportunities for students and faculty to find help one place.**

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**Expanded recruitment efforts and streamlined admissions process resulted in a full 2025 cohort of 100 students.**

## RECOMMENDATIONS

**Introduce CODE Scholars to department sooner and help them connect with major.**

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**Develop OPEN Educational Resource textbook specific to CODES.**

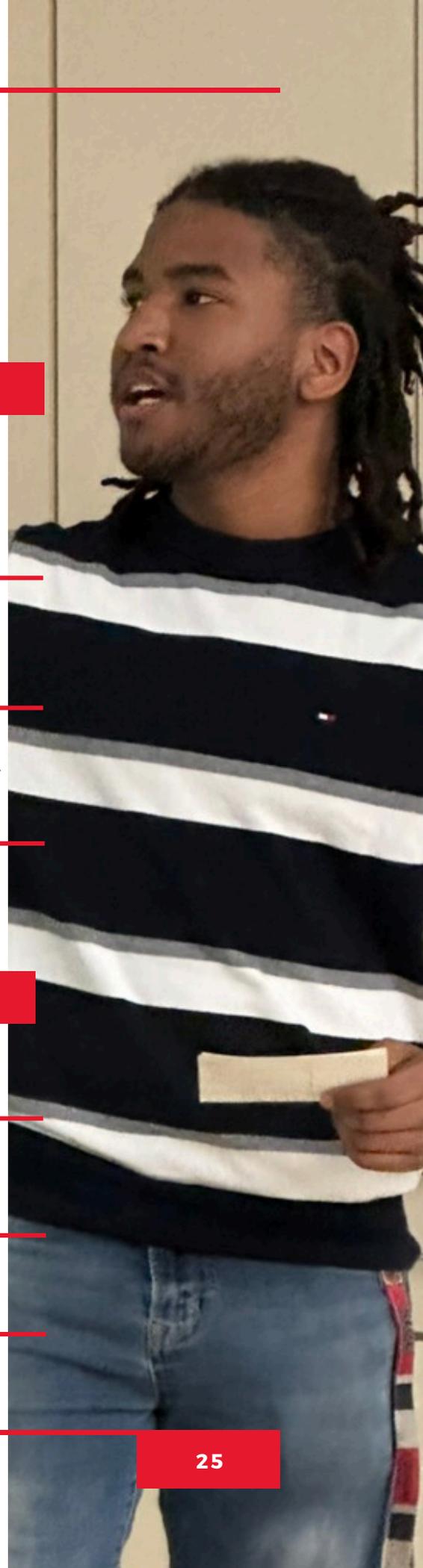
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**Revisit previous partners to avoid burnout and strengthen community connections.**

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**Help faculty take on a stronger mentorship role with research team students.**

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