Science and Math Liaison Meeting Notes

April 15, 2016

Present: Steven Bogaerts, Dana Dudle, Bridget Gourley, Alex Komives, Rich Martoglio, Pam Propsom, Jackie Roberts, Dan Rusu, Brian Wright

Division meeting. Ideas for Division Meeting next week? Daily quizzes (Steve) and assignments (Sarah Lee). Strategies for high structure. Could send the *Science* paper. Maybe ask people to bring assignments (10 copies to share).

Senior Day Exam Proctors. Volunteers to help proctor exam on Senior Day? (Friday, May 13, probably 11:00-12:00/12:30-ish)

Tutoring. At the last meeting someone asked about the possibility of having more “contenty” Q tutors. We asked Rich about the diversity of Q tutors. He indicated that there is good gender balance and that they have international students, but not a lot of Domestic Students of Color (DSOC). Use of the Q Center is greatest among 100-level students, Econ, Chem 120 and 130. We discussed the potential of more “contenty”/subject-specific tutors, but Rich pointed out that if departments all have their own SM tutors, then there’s really no need for Q tutors. Rich feels the Q Center is underutilized. We asked how science and math faculty could help with that. Rich said promoting it, bringing classes over, Rich will come to class, do class project in collaboration with Q Center. Pros and cons of *requiring* students to go to the Q Center. Letting students know that Q tutors can help with Excel, graphing, reading lab paper Results section, etc. Is it that listing the Q tutors’ specialty area leads students to think that their need doesn’t match the specific expertise of the tutor when in fact many of the Q tutors could address some of the basic skill needs that students have? Subject tutors get academic credit, but that can be detrimental in terms of tuition overload costs.

100-level course data. Psychology discussed their data since the last meeting. Initial faculty discussion regarding DSOC and first-gen students’ comparative lack of success focused on students’ being less prepared and asking whether the goal is for us to be less “rigorous.” Psychology and other departments have requested more data from Bill Tobin. One analysis psychology requested which SM 100-level courses students take by their incoming student GPA (to try to address the question of self-selection and whether “weaker” or less prepared students take different courses/departments). The data suggest that this is the case.

Dan said one problem he sees is that students don’t spend much time on the material outside of class. How can we stimulate them to do it? Steve—daily quizzes force students to be prepared. He uses them and they go over them right away in class and that’s the main feedback, but he does grade them. He sees real benefits from this in the classroom. The quizzes get students to study before they attempt the assignments. Importance of setting the stage and explaining the purpose of them. Questions: time taken (out of class and in grading), percentage of final grade, ADA accommodations. Jackie uses them too, as open homework quizzes.

Issue of transfer came up again. Daily quizzes might reinforce the material throughout the semester, but what about transfer from one course/semester to another? What about prerequisite or required courses, especially those in other departments: are they doing what we think and are students taking away what they need?

What about study groups?

Physics uses a lot of in-class interactive things.