

Learning Support: Building Equity through Assessment, Partnerships, and Inclusion



CALIFORNIA STATE UNIVERSITY and the UNIVERSITY OF CALIFORNIA 2019 LEARNING SUPPORT CONFERENCE Sacramento State Riverview Conference June 18-19, 2019

June 18, 2019

Time Session Location

9:00 – 9:30 a.m. Check-in/Breakfast Riverview Conference

9:30 – 9:45 a.m. Welcome Remarks Riverview Conference

9:30 – 9:45 a.m. Diana Tate Vermeire, serves as the Vice President for Inclusive Excellence. Diana came to the campus from the ACLU of Northern California in 2017. In her short tenure at Sacramento State, she has made a significant impact on our diversity, inclusion, and equity efforts. Sacramento State, one of the nation's most diverse universities, is committed to fully realizing its goal of an inclusive campus culture – and Diana is on a mission to make that happen. She is focusing on increasing diversity among the University faculty, completing a campus climate survey, and working to establish “trust and safety” in discussing sensitive issues. Diana is eager for the challenge of “creating the space and modeling and giving resources to be able to have conversations that open our minds, change our perspectives, allow us to view and do things in a way that is more inclusive of others and leads to the success of ... all of us in this community.”

10:00 – 11:00 a.m. Breakout Session 1

Equity and Inclusion

A. Opportunities Online: Meaningful Engagement Through Tutoring

Learning Centers have particular concerns when it comes to implementing online tutoring, and this presentation will focus on how to make online tutoring successful for students and student employees through the GoBoard.com platform and a new training course for online tutors. This course is focused on tutors and students creating meaningful engagement and reflective practices to improve the tutoring cycle. This presentation will highlight best practices for greater student success in terms of technology and free online tutoring implementation through the GoBoard.com platform that provides equitable access to tutoring for all students.

Inez Anders, UC Davis

Assessment

B. Promoting Inclusion and Equity through Assessment of student outcomes using Canvas

This presentation shares the activities of one program at the University of California, Santa Cruz, assessing student learning outcomes at the program level, and lessons learned. The presentation will include 1) ideas for designing and building new measurement tools or rubrics that offer a reliable way to assess student learning across courses and programs 2) information about loading and sharing rubrics at the program level in a management system, such as Canvas 3) practical ways to support instructors to use a Learning Management System for assessment and to ensure follow through 4) how to pull a program-level report of student outcomes and what this looks like 5) ways to analyze and present outcomes data to a variety of faculty at different levels of quantitative comfort and for greatest impact and 6) information that

will support programs and instructors value the findings as feedback and promote inclusive teaching and continuous improvement.

Jennifer Quynn, University of California, Santa Cruz

Partnerships

C. Faculty Partnership for Shared Office Hours: Chemistry Community Learning Room

The Chemistry Community Learning Room (CCLeaR) is a partnership among faculty members in a dedicated office space. CCLeaR creates a larger opportunity for partnership and inclusion in the campus community, especially for those students who are non- traditional or underrepresented minorities. Institutional support on campus leads to increased retention rates and higher rates of graduation among both traditional and underrepresented minority students; by ensuring students have easily accessible and comfortable spaces to learn, they are more likely to pass these gatekeeper courses and continue in their STEM majors. The CCLeaR model is not exclusive to STEM majors, it is highly applicable in all academic disciplines, at any grade level. Once a partnership is formed among faculty members, student learning outcomes and class materials are shared to maximize the ability for each faculty member to help students across multiple courses

Kristen McGraw, San Francisco State University

11:15 -- 12:15 p.m. Breakout Session 2

Equity and Inclusion

A. Intercultural Leadership—Scaling-up Intercultural leadership in Higher Education.

The primary goal of the Intercultural Leadership Program is to foster culturally inclusive behavior and intercultural communication skills among peer leaders so that they learn to facilitate professional development in intercultural sensitivity and cultural competence across campus. The program begins with a two-part series course in which student leaders learn to first increase awareness of their cultural identity and learn to better navigate the diverse and complex world around them. Students then develop culturally competent leadership and communication skills through innovative activities and models (Bennett, 2014, Deardorff 2012, Jordan 2014, Ladson-Billings 2009). After completing this two-part series, students will be prepared to become global peer educators with intercultural leadership skills so they facilitate workshops on campus. This presentation includes students who successfully completed the course.

Tina Jordan, Irina Antonenko and Student Leaders, CSU Sacramento

Partnership and Assessment

B. Collaboration between the Writing Support Center and STEM Faculty to Facilitate Quality Peer Review and Writing in a High-Enrollment Biochemistry Course

While peer review is commonly implemented at the college level, many instructors across the disciplines do not include it for practical purposes. Our presentation will share the findings and logistics of an ongoing partnership between writing center staff and STEM faculty that introduces expert-led peer review groups into a high-enrollment biochemistry course in which students provide feedback and grade their peers' work. Research supports that when students are taught specific strategies for how to give effective feedback and are given specific and clear directions for peer review, they feel more competent giving peer feedback and learn the value of receiving peer feedback (Ambrose et al.; Nilson; Paulus; Straub). However, scholarship tends to overlook expert-led peer

Bridget Mabunga, Ariel Loring, & Mona Monfared, UC Davis

Partnership

C. More Than the Sum Of Its Parts: Success in Mathematics Through Collaboration

CSUDH has developed a cross-divisional partnership to provide math tutoring and SI services. The presentation will briefly highlight the key elements of the partnership between student affairs, the campus tutoring center, and the mathematics department, and the results of the collaboration for students.

Sharon Lanaghan, CSU, Dominguez Hill

12:15 – 1:15 p.m. Lunch Riverview Conference

12:45 – 1:15 p.m. Food for Thought Power (Sign-up during check-in) Riverview Conference

1:20 – 2:20 p.m. Breakout Session 3

Equity and Inclusion

A. The Coaching Habit: Supporting learning center tutors and staff

Building a coaching habit within your learning center fosters curiosity, openness to learning, and opportunities for reflection. This presentation will unpack traditional supervisory and management behaviors that may create dependency, disconnection, and stress in your team. Learn and practice inclusive, growth-oriented strategies to be a better coach and build a habit of curiosity as a foundation of your center's culture.

Lauren Reagan, CSU Monterey Bay

Assessment

B. Student focus groups: Distinguishing between tutoring and Supplemental Instruction on our campus

This presentation will discuss results of student focus groups, and the process of conducting these focus groups, in order to address perceptions of the tutoring and SI models in our large 200+ employee academic support program. We believe that tutoring is not just a place for homework help; these sessions are an intimate space where students can feel more comfortable to participate and get to know their peers. We also notice a cycle of dependency in Supplemental Instruction sessions, where the Learning Assistant attends lecture and is often asked to re-explain lecture material. The magic of tutoring, as we see it, is that the tutor does not attend lecture and is able to focus on student needs and hosting an interactive learning experience. Focus groups and survey data collected in Spring 2019 will help us address these assumptions and articulate how students perceive the difference between these services, and the larger implications of this on academic support at our university.

Jaqueline Morales, UC Santa Cruz

Partnerships

C. How to Leverage Campus Partners and Maximize Impact to Develop A Holistic Tutor/SI Leader Training Program

By leveraging the expertise of professionals from Academic and Student Affairs and then following up with center staff meetings, learn how the Toro Learning and Testing Center (TLTC) at CSU Dominguez Hills developed a training program framed around developing the student staff professionally and personally so that they could

holistically support themselves and their students. Faculty from Academic Affairs provided sessions for student staff to review discipline specific pedagogy and research methods, while program coordinators from Student Affairs provided sessions that covered career planning, personal branding, Title IX reporting guidelines, and methods to support domestic violence concerns.

Peggy Ozaki, Maricruz Del La Torre-Macz, Lauren Meaux,
CSU Dominguez Hills

2:30 – 3:45 p.m. Session for all: How to leverage Equitable Academic Support in Higher Education; Expert Panel Members: Sharon Castro, UCSC; Jessica Fielder, SFSU; David Galvez, UCSD; Sara Hawkes, UC Davis; Tina Jordan, CSUS; Panel Moderators: Charis Herzon, UCSC and Carol Hunter, UC Davis, Riverview Conference

3:45 – 4:00 p.m. Closing Remarks: James German, Dean of Undergraduate Studies, Riverview Conference

6:00 -- 8:00 p.m. Network and Dinner: Zinfandel Grille 2384 Sacramento, CA 95825

June 19, 2019

Time Session Location

8:45 – 9:30 a.m. Breakfast Riverview Conference

9:00 – 9:30 a.m. Welcome Remarks Riverview Conference

9:00 -- 9:30 a.m. Dr. Ed Mills, Vice President of Student Affairs, CSUS

A collaborative and adaptable leader with more than thirty years of experience, Dr. Mills has committed his career to supporting students to achieve their dreams. He is a highly experienced administrator with special expertise in enrollment management and student engagement. He cares deeply about his students and actively partners with faculty, staff and community leaders to provide a welcoming and inclusive environment. Dr. Mills stays very involved with his students. With Improve Your Tomorrow (IYT), he created IYT-University to support young men of color. He served on the Sacramento Rainbow Chamber Foundation to raise scholarships for LGBTQ+ students. He is a board member of the Future Foundation of Sacramento where he raises funds for scholarships and mentors high achieving, low-income, first generation students. As a first-generation college student himself, Dr. Mills learned to navigate complex academic and financial processes. He often tells students how he missed his first year orientation. Without that information, he showed up at the university a week early and lived in his van until the residence halls opened. Dr. Mills joined Sacramento State in 2007 and has served as Vice President for Student Affairs since 2014. As a member of the President's cabinet, Dr. Mills oversees a budget of more than \$68 million covering 58 departments and 450 staff and faculty. He has led university committees on diversity, administrative policies and wellness initiatives. He also serves as co-principle investigator on several grants with faculty including the university's Developing Hispanic Serving Institution grant.

9:30 -- 9:45 a.m. Food for Thought: A Preview of Wednesday's Presentations Riverview Conference

10:00 –11:00 a.m. Breakout Session 4

Equity and Inclusion

A. A Primer to Enhance Student Preparation and Learning Skills for the Rigors of Pharmacy School: Challenges, Perspectives, and Lessons Learned

California Northstate University College of Pharmacy (CNUCOP) developed and implemented the Pharmacy Primer Program (PPP) in the summer of 2018, with a primary aim to promote learning, review prerequisite content, prepare students for the rigors of pharmacy school, and enhance academic success. The secondary aim was to create a unique, safe, inclusive, and culturally sensitive learning environment that afforded incoming students the opportunity to identify learning strategies for professional school and to begin to form interpersonal relationships with classmates. The interplay between the themes of inclusivity, assessment, and partnership that enabled the planning, development, implementation and assessment of the Primer will be highlighted. Methods.

Jonathan Ballard, Ashim Malhotra, Tiffany-Jade Kreys, Hieu Tran, California Northstate University College of Pharmacy

Assessment

B. Signature assignment: Development, Implementation, Assessment and Lessons Learned

Although each faculty is provided the course description and learning outcomes/goals, how can we evaluate that students in the First Year Seminar achieve the learning outcomes? The introduction of the Signature Assignment appeared to help focus faculty in their education of students, as the scores on the rubric scores were higher for students in the sections that utilized the Signature Assignment in comparison to those sections that did not. As a result of this analysis, the Signature Assignment has been implemented into all First Year Seminar courses. Instructors are given freedom to add to the structure of the assignment, but they must include all the pieces provided.

Bridget Parsh, CSU Sacramento

Partnership

C. A coach approach to learning support: An integrated coaching-advising model

This workshop presents an integrated coaching-advising method for learning support. This development-based framework harnesses active listening and metacognitive exploration to support students as self-regulated learners. It isn't enough to advise students on using a new study strategy; we must also coach them to take action and apply a new approach. Coaching is a support method based in positive psychology, meaning we harness past learning successes to strategize for the present. In doing so, we are also celebrating the learning successes of our learners. This workshop will first situate this approach in the literature surrounding evidence-based practices in student development, metacognition, and self-regulation.

Dr. Annalisa Teixeira, UC Davis

11:15 – 12:15 p.m. Breakout Session 5

Equity and Inclusion

A. One Shining Beacon of Hope

The Peer and Academic Resource Center (PARC) is centered on creating a more culturally, inclusive space on campus while also promoting academic achievement. Student leaders assist students in learning collaboratively in an informal educational community through Supplemental Instruction (SI) Program, or the SI Plus program. PARC is also the home of Workshops and Individual Tutoring program (WIT) and a Peer Led Advising for a College Experiences (PLACE) program, which can help students successfully navigate the demands of our academic community. To better serve our diverse student population, our programs are committed about building culturally competence leaders. The goal of our cultural training is to help our student leaders develop intercultural competence through the use of new and innovative training activities, tools, and models proposed by Darla K. Deardorff and Kate Berardo in Building Cultural Competence. The intercultural competence professional training has played an instrumental role in creating a more culturally, inclusive space on campus while helping with the retention and graduation rates. PARC is that One Shining Beacon of Hope, where we are committed with building student leaders who are adhere to our center's motto, "Successful Students Promoting Student Success."

Vu Tran and Student Leaders, CSU Sacramento

Assessment

B. Survey our Surveys

Developing learning support student surveys to understand student satisfaction can be a complex and time consuming task. What survey questions should I ask, how do I get students to complete the survey, and what do I do with the results are just a few of the questions we struggle with in our qualitative assessment efforts. In a group setting, let's discuss what works for our programs and why as well as some of the issues we would like to address in our survey system. During this interactive session we will work through survey platforms, survey distribution, collection, and reporting. This presentation will be an open discussion on the development of survey systems in learning support programs.

Carol Hunter and Kevin Sitz, UC Davis

Partnership

C. Leveraging Campus Partnerships to Support and Appreciate STEM Tutors

In addition to collaborations and Context Not unlike many college campuses, UCSC STEM undergraduates, particularly those who are underrepresented/minorities (URM) in the field, face both academic and social barriers. It is not uncommon for marginalized students to speak about their experiences with biases, both explicit and implicit, from peers, staff and faculty. In addition to purely academic barriers, such biases are likely to contribute to the attrition rates that seen in URM students pursuing STEM degrees at UCSC. Naturally, this has led staff and faculty (particularly those involved with HSI initiatives) who strive to promote educational equity at UCSC to begin thinking about how equity can be actualized through inclusion, assessment and partnerships. This presentation would discuss the ongoing development of the LSS/MEP partnership future partnerships with other programs at UCSC, such as the Academic Excellence (ACE) Program, SEMILLA (Science Education and Mentorship In Lantinx Lives in Academica) Scholars, and the Educational Opportunity Program (EOP).

Nick Demello, Jennifer Wood, University of California, Santa Cruz

Partnership

D. Refocusing, Redesigning, and Remaining, the Supplemental Instruction Training Program at UC Santa Cruz

In order to make these trainings purposeful, the team wanted to make sure that these complimented the tutor training class and were inspired by feedback we received in different spaces from our MSI Learning Assistants. Further, our team reflected on how each training continues to build on topics covered for new and returning Learning Assistants. Ultimately, our focuses on community and feedback, led to the enhancement of the rapport and collaboration of staff with staff, staff with Learning Assistants and Learning Assistants with other Learning Assistants. This workshop, would be a space to share what we have learned as we have redesigned of our trainings as well as gather ideas from other campuses on the themes they focus for their student staff trainings.

Nasheli Hau-Gutierrez and Sharon Castro, UC Santa Cruz

12:15 -1:15 Lunch Riverview Conference

12:45 -1:15 Lunch Keynote Dr. Carolyn Thomas, Vice Provost and Dean of Undergraduate Education, Riverview Conference

Carolyn Thomas is Professor of American Studies and Vice Provost and Dean for Undergraduate Education at the University of California, Davis. She works across our colleges and divisions and directly with students to achieve Undergraduate Education's vision: that UC Davis have the strongest learning environment of any research university in the nation. She has previously served as program chair, director of the UC Davis Humanities Institute, and convener of a UC system-wide humanities consortium. As a faculty member, Carolyn's research has explored how technological innovation and food production, combined with marketing and advertising, impact Americans' definitions of "health." She has been featured on NPR and the BBC for her award-winning book, *Empty Pleasures: The Story of Artificial Sweetener from Saccharin to Splenda*. She has written two books, two edited volumes, and roughly thirty articles on such topics as the origins of weight training, the mechanization of tomatoes in California, the fondness for Krispy Kreme donuts in the South, and the ineffectiveness of "diet" foods as weight-loss tools. Carolyn is the recipient of the Chancellor's Award for Distinguished Undergraduate Mentoring at UC Davis, and her current research and administrative work focuses on how engaging faculty in creating hybrid courses, working with staff to enhance academic advising, and implementing a diverse honors program can improve student academic success.

1:30– 2:30 p.m. Breakout Session 6

Equity and Inclusion

A. Building an Inclusive Learning Center Using the Culturally Engaging Campus Environments (CECE) Model

This conference session is grounded in Museus's (2014)

Equity and Inclusion

B. Peer Assisted Learning in Mathematics, Biology, and Chemistry

The PAL program at Sacramento State has over five years

Culturally Engaging Campus Environments (CECE) Model and Adam and Love's (2009) Dynamics of Multicultural Teaching and Learning framework to link research with practice. The presenters will discuss how learning centers can use culturally relevant and engaging strategies to foster a stronger sense of belonging, increase academic dispositions, and ultimately, produce academic and college success outcomes. In addition, the presenters will discuss how they use a nationally recognized survey instrument from the National Institute for Transformation & Equity (NITE) to assess their success in inclusive pedagogy and learning.

Charles Lu, UC San Diego

of data showing improved student performance and a closing or narrowing of the achievement gap in STEM courses. In optional, 1-unit adjunct sections, students work in small groups on worksheets written by Sacramento State faculty. Highly trained undergraduate Facilitators do not teach, tutor, or even confirm answers. Here, we will describe the structure, philosophy, and history of the PAL program along with recent successes, and challenges. The workshop will describe PAL and share data. Participants will engage in a PAL style activity to experience the scaffolder facilitation utilized in PAL workshops. Faculty and PAL student facilitators will collaboratively present this session.

Dr. Vincent Pigno, CSU Sacramento

Partnership

C. Advancing Community Health through Experiential Learning: The Evolution of an Internship

Over the last 17 years, the CSU, Chico Center for Healthy Communities' (CHC) internship program has evolved from an informal opportunity to go out into the public to practice what was taught in the classroom, to a structured, experiential learning model for undergraduate and graduate students across multiple disciplines. In 2001, CHC supported three interns, from 2002 – 2006 CHC averaged 300 interns and as of 2019 CHC has supported more than 1,875 interns. These interns gain high-quality para-professional experience in their field of study under the support and guidance of a professional mentor. Based on enrolled unit hours, CHC has generated approximately 14,500 service-learning hours in the community. Due to this impact on the university and the surrounding community, CHC was recognized for its exceptional internship program. CHC has created a learning-centered experience for students to explore their interests and passions in a safe and inclusive space. CHC will share this model so others can create an internship program or grow one they already have. The CHC internship model provides a space for experiential learning, allowing students to gain hands-on experience in a practical setting.

Amy Gonzales and Brandi Simonaro, CSU Chico

2:45 – 4:00 p.m. Student Panel: Eric Roman and Ahmad Karoun, Tutor UC Davis, Claire Mayfield, SI Facilitator, Manuel Martinez, SI Facilitator and Tutor, SFSU, Dahlia Ornelas, MSI leaders and Lead MSI Mentor, UCSC, Riverview Conference

4:00 -- 4:30 p.m. Tour of the Peer and Academic Resource Center

4:30 – End of Conference

Presenter List, Alphabetical by Last Name

	Presenter	Title	Institution	Presentation
1.	Inez Anders	Director, Tutoring Services	University of California, Davis	Opportunities Online: Meaningful Engagement Through Tutoring
2.	Jonathan Ballard	Student Affairs, Career Services, and Admissions Coordinator	California Northstate University College of Pharmacy	A Primer to Enhance Student Preparation and Learning Skills for the Rigors of Pharmacy School: Challenges, Perspectives, and Lessons Learned
3.	Nick Demello, Jennifer Wood	STEM Skills Coordinator, Academic Counselor	University of California, Santa Cruz	Leveraging Campus Partnerships to Support and Appreciate STEM Tutors
4.	Amy Gonzales	Nutrition Education Specialist IV	CSU Chico	Advancing Community Health through Experiential Learning: The Evolution of an Internship
5.	Nasheli Hau-Gutierrez and Sharon Castro	MSI/Tutor Coordinator, Assistant Director Lead Modified SI Program (MSI) Coordinator	University of California, Santa Cruz	Refocusing, Redesigning, and Remaining, the Supplemental Instruction Training Program at UC Santa Cruz
6.	Carol Hunter and Kevin Sitz	Executive Director, Director – Writing Support Center	University of California, Davis	Survey our Surveys
7.	Tina Jordan, Irina Antonenko	Assistant Vice President, Strategic Success Initiatives Director of the Peer and Academic Resource Center; Faculty Coordinator for the SI Program	CSU Sacramento	Intercultural Leadership—Scaling-up Intercultural leadership in Higher Education.
8.	Sharon Lanaghan	Lecturer	CSU Dominguez Hills	More Than the Sum Of Its Parts: Success in Mathematics Through Collaboration
9.	Charles Lu	Director - Office of Academic Support & Instructional Services	University of San Diego	Building an Inclusive Learning Center Using the Culturally Engaging Campus Environments (CECE) Model
10.	Bridget Mabunga, Ariel Loring, & Mona Monfared	Writing Specialist, Writing Specialist, LPSOE	University of California, Davis	Collaboration between the Writing Support Center and STEM Faculty to Facilitate Quality Peer Review and Writing in a High-Enrollment Biochemistry Course
11.	Kristen McGraw	Lecturer	San Francisco State University	Faculty Partnership for Shared Office Hours: Chemistry Community Learning Room
12.	Jaqueline Morales	MSI/Tutor Coordinator	University of California, Santa Cruz	Student focus groups: Distinguishing between tutoring and Supplemental Instruction on our campus -

13.	Peggy Ozaki, Maricruz Del La Torre-Macz, Lauren Meaux	Senior Coordinator, Assistant SI Coordinator, Assistant Tutor Coordinator	CSU Dominguez Hills	How to Leverage Campus Partners and Maximize Impact to Develop A Holistic Tutor/SI Leader Training Program
14.	Bridget Parsh	Director, First Year Experience Programs	CSU Sacramento	Signature assignment: Development, Implementation, Assessment and Lessons Learned
15.	Vincent Pigno	Assistant Professor of Mathematics, Faculty Associate for the Peer Assisted Learning Program	CSU Sacramento	Peer Assisted Learning in Mathematics, Biology, and Chemistry
16.	Lauren Reagan	Director, Cooperative Learning Center	CSU Monterey Bay	The Coaching Habit: Supporting learning center tutors and staff
17.	Dr. Annalisa Teixeira	Success Coaching and Learning Strategies Coordinator	University of California, Davis	A coach approach to learning support: An integrated coaching-advising model
18.	Vu Tran	Faculty Coordinator for Workshops & Tutoring	CSU Sacramento	One Shining Beacon of Hope.