Fall 9-2017

STEM Gateway Peer Learning Facilitators Professional Development Curriculum

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STEM Gateway Peer Learning Facilitator (PLF) Program

Resources for Teaching and Learning

2012-2017

Project for Inclusive Undergraduate STEM Success

The University of New Mexico STEM Gateway program is funded through a U.S. Department of Education of Education TITLE V grant, 2011-2016 (total anticipated funding $3.82 million).
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1. … identify academic issues in STEM student populations and recognize “gateway” courses in STEM that may benefit from course redesign.
2. … outline expectations for peer learning facilitators (PLFs) and PLF instructors.
3. … optimize/maximize usage of peer learning facilitators (PLFs) in classrooms.
4. … select training content for PLFs according to needs that provide impetus for active learning style in courses and subsequently adapt training according to needs of PLF cohort.
5. … design evaluation strategies to identify outcomes.
6. … use data to inform on applicability and efficacy of PLFs to identify modifications and implementation of such.
7. … develop alternatives for sustaining the PLF program in courses that opted for incorporation of PLFs for course redesign.
STEM Gateway
Peer Learning Facilitator Program

Part I: Identifying the Problem and a Possible Solution

After completing this session of the institute, program coordinator will be able to…

…identify academic issues in STEM student populations and recognize “gateway” courses in STEM that may benefit from course redesign.

…outline expectations for peer learning facilitators (PLFs) and PLF instructors.

…optimize/maximize usage of peer learning facilitators (PLFs) in classrooms.

Project for Inclusive Undergraduate STEM Success
The University of New Mexico (UNM) is unique in that it caters to a high percentage of minority students, identifying it as a minority-majority institution. Nonetheless, research that tracked 1503 first-time full-time freshman students interested in STEM degrees identified that White, Non-Hispanic are still at the highest percentage (46.2%) for opting to enroll into STEM degrees, followed by Hispanics (35.5%) to then drop drastically for other minority groups (~6-2%; American Indian, Asian/Pacific Islander/Native Hawaiian/Black/African American). Even more astonishing is the finding that 42.5% of the total cohort switched to a different degree while 29.6% stopped pursuing a degree altogether with this incidences occurring most in the freshman/sophomore students. (Tim Schroeder, Provost Committee on Academic Student Success).

This identified a struggle in the STEM student population at UNM providing impetus for further exploration of STEM “gateway” courses in STEM degrees. STEM gateway courses are defined as entry level program-requirement courses that provide basic but crucial knowledge that is fundamental for student advancement and success when pursuing a STEM degree. Expanding knowledge of teaching curriculum and restructure of such courses aids UNM in distinguishing what works and what needs to be redesign in order to support struggling students.
Stop, Switch or Stay:
Research into STEM persistence at the University of New Mexico

http://umnstemgateway.blogspot.com/p/research-project.html

WEBSITE
http://stemgateway.unm.edu

For PDF of today’s presentation...
Click on first link “To learn more about the STEM Gateway Program, click here”
Click on the “Research” tab along the top
Click on “NMHEAR Presentation (long or short)”

For PDF of “Stop, Switch or Graduate” briefings...
Click on first link “To learn more about the STEM Gateway Program, click here”
Click on the “Research” tab along the top
Scroll down to the description of “Stop, Switch or Graduate” study
Click on “Briefing 1” and/or “Briefing 2”

OR, FOLLOW THE DIRECT URL AT THE TOP OF EACH SLIDE
Project Team

- Patrick Coulombe, Graduate Assistant, STEM Gateway, University of New Mexico
- Vicky Duee, Senior Institutional Researcher (former STEM Gateway Institutional Researcher), University of New Mexico
- Phil Handwerk, formerly Office of Institutional Analytics, University of New Mexico
- Heidi Rodenbeck, formerly STEM Institutional Researcher, Office of Institutional Analytics
- Danielle Rudder, Graduate Assistant, STEM Gateway, University of New Mexico
- Tim Schroeder, Project Director, STEM Gateway
- Gary Smith, Principal Investigator, STEM Gateway, University of New Mexico
- Terry Turner, Office of Institutional Analytics, University of New Mexico

Definition of STEM

For the purpose of this study, STEM (Science, Technology, Engineering, and Mathematics) degrees are defined narrowly as those bachelor’s degrees within the following disciplines: astrophysics, biology, biochemistry, chemistry, computer science, earth & planetary sciences, engineering (all majors), environmental science, mathematics, physics, and statistics.

Goal of this Study

OUR GOAL IS TO STUDY THE UNM STEM UNDERGRADUATE STUDENT EXPERIENCE FROM BEGINNING TO END, AND WITH A REASONABLE EXPECTATION OF A MAXIMUM SIX YEAR TIME TO GRADUATION.

This information will be used to improve the STEM education experience at UNM.

This data should not be used to blame departments or individuals in any way. Our data does not go deep enough to draw such conclusions.

STOR SWITCH OR STAY...

Research Questions

Explores STEM degree completion patterns at UNM through two primary lenses:

- Degree outcomes. How do undergraduate students who graduate with STEM degrees differ from those who switch majors out of STEM, and from those who stop attending UNM prior to completing their degrees?
- Course outcomes. How do undergraduate STEM students perform in the core math & science gateway courses that lead into their STEM degrees?
POPULATION DESCRIPTION / DEFINITIONS

For both of these lenses, we studied:

• 1503 first-time full-time freshmen students from the falls of 2005, 2006 and 2007 ...
• who initially stated they were interested in STEM degrees ...
• representing 16.6% of the freshman population during these three fall semesters.

These students indicated an interest in STEM majors when completing their admissions applications, or when visiting with academic advisors during their first semesters.

Table 1. Overview of Population

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of Students</td>
<td>1503</td>
</tr>
<tr>
<td>Number of students who changed majors out of STEM (SHIFTED)</td>
<td>639 (42.5%)</td>
</tr>
<tr>
<td>Number of students who graduated with STEM degrees (GRADUATED)</td>
<td>334 (22.2%)</td>
</tr>
<tr>
<td>Number of students who stopped attending UNM (STOPPED)</td>
<td>444 (29.6%)</td>
</tr>
<tr>
<td>Number of students still enrolled at UNM (ENROLLED)</td>
<td>86 (5.7%)</td>
</tr>
</tbody>
</table>

DEGREE OUTCOMES LENS

Student Outcomes

This portion of the study seeks to identify patterns regarding four subsets of STEM students from the 2005, 2006 and 2007 cohorts as described above:

• ENROLLED: Students who are still enrolled in courses at UNM, and who indicate that as of Fall 2012 they were still working towards STEM degrees.
• GRADUATED: Students who graduated with STEM degrees prior to the Fall 2012 semester.
• SHIFTED: Students who switched out of STEM areas, but who continued taking courses at UNM. These students may or may not have graduated with degrees in non-STEM disciplines.
• STOPPED: Students who stopped attending courses at UNM.

Variables

This study attempts to define patterns related to each group that could help UNM identify for whom the status quo is working best and for whom we most need to redesign the ways that we teach and support students. In exploring these patterns, we considered the following student variables:

• Ethnicity
• Gender
• Pell eligibility and median estimated family contribution/family income level
• Lottery scholarship status
• First generation college student status
• Average high school GPA
• Average ACT scores
• ACT scores and high school GPAs correlated to account for possible grade inflation
• Cumulative college GPA at most recent semester completed
• Average number of semesters taken to matriculate into a STEM program
• Average number of remedial courses completed
• Number of credit hours completed at the time of shifting out of STEM (for “shifted” and “stopped” subgroups only)
• Number of semesters completed at the time of shifting out of STEM (for “shifted” and “stopped” subgroups only)
• Cumulative UNM GPA when shifting out of STEM (for “shifted” and “stopped” subgroups only)
COURSE OUTCOMES LENS
Definition for STEM Gateway Courses

For purposes of the STEM Gateway Title V Program, STEM Gateway Courses are defined as those which meet at least one of the following criteria:

- Entry level (100 and 200 level) program-requirement courses that lead to degrees in the approved STEM disciplines
- Companion courses (labs, problem solving courses, etc) that are connected to Core Requirement or Program Requirement courses (as specified above)
- Pre-requisite courses that are required by students to take Core Requirement or Program Requirement courses (as specified above)
- Large-enrollment (>500 students/year) courses required for degrees in the approved STEM disciplines and typically taken within the first two years in the field.

GATEWAY COURSES STUDIED

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO</td>
<td>201</td>
</tr>
<tr>
<td>BIO</td>
<td>202</td>
</tr>
<tr>
<td>BIO</td>
<td>203</td>
</tr>
<tr>
<td>CHEM</td>
<td>121</td>
</tr>
<tr>
<td>CHEM</td>
<td>122</td>
</tr>
<tr>
<td>CHEM</td>
<td>123</td>
</tr>
<tr>
<td>CHEM</td>
<td>124</td>
</tr>
<tr>
<td>CHEM</td>
<td>301</td>
</tr>
<tr>
<td>CHEM</td>
<td>302</td>
</tr>
<tr>
<td>CHEM</td>
<td>303</td>
</tr>
<tr>
<td>CHEM</td>
<td>304</td>
</tr>
<tr>
<td>CS</td>
<td>152</td>
</tr>
<tr>
<td>ECE</td>
<td>131</td>
</tr>
<tr>
<td>ENVS</td>
<td>101</td>
</tr>
<tr>
<td>ENVS</td>
<td>102</td>
</tr>
<tr>
<td>EPS</td>
<td>101</td>
</tr>
<tr>
<td>EPS</td>
<td>105</td>
</tr>
<tr>
<td>EPS</td>
<td>201</td>
</tr>
</tbody>
</table>

SELECTED FINDINGS
DEGREE OUTCOMES LENS
Ethnicity and Gender: STEM Interest

Ethnicities

SUBPOPULATIONS
Ethnicities in Students Opting to Go Into STEM

<table>
<thead>
<tr>
<th></th>
<th>This Population of STEM Students</th>
<th>The General Population of Females Only</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent American Indian</td>
<td>6.4%</td>
<td>5.3%</td>
<td></td>
</tr>
<tr>
<td>Percent Asian/Pacific Islander/Native Hawaiian</td>
<td>5.5%</td>
<td>4.2%</td>
<td></td>
</tr>
<tr>
<td>Percent Black/African American</td>
<td>2.3%</td>
<td>3.3%</td>
<td></td>
</tr>
<tr>
<td>Percent Hispanic</td>
<td>35.5%</td>
<td>37.6%</td>
<td></td>
</tr>
<tr>
<td>Percent White, Non-Hispanic</td>
<td>46.2%</td>
<td>45.5%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Perce% Male</th>
<th>Perce% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>This Population of STEM</td>
<td>62.3%</td>
<td>37.7%</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Data not available for gender breakdown.

SUBPOPULATIONS
Ethnicities in Degree Outcomes

<table>
<thead>
<tr>
<th></th>
<th>Stopped</th>
<th>Graduated</th>
<th>Enrolled</th>
<th>Shifled</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>48</td>
<td>8</td>
<td>4</td>
<td>96</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>17</td>
<td>25</td>
<td>6</td>
<td>33</td>
</tr>
<tr>
<td>Black/African American</td>
<td>7</td>
<td>7</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Hispanic</td>
<td>169</td>
<td>94</td>
<td>41</td>
<td>229</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Race/Ethnicity unknown</td>
<td>15</td>
<td>17</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>186</td>
<td>182</td>
<td>27</td>
<td>299</td>
</tr>
</tbody>
</table>

Note: Data not available for degree outcomes.
SUBPOPULATIONS
Ethnicities in Degree Outcomes

<table>
<thead>
<tr>
<th>Group within each ethnicity</th>
<th>Stopped</th>
<th>Graduated</th>
<th>Entered</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>50.0%</td>
<td>8.3%</td>
<td>4.2%</td>
<td>37.5%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>21.6%</td>
<td>30.9%</td>
<td>7.4%</td>
<td>40.7%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>20.6%</td>
<td>20.6%</td>
<td>0.0%</td>
<td>56.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>21.7%</td>
<td>17.4%</td>
<td>7.7%</td>
<td>43.0%</td>
</tr>
<tr>
<td>Non-Resident Alien</td>
<td>0.0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Native Hawaiian</td>
<td>100.0%</td>
<td>0.0%</td>
<td>0.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>Race/Ethnicity unknown</td>
<td>24.6%</td>
<td>27.9%</td>
<td>11.3%</td>
<td>36.1%</td>
</tr>
<tr>
<td>White, non-Hispanic</td>
<td>26.4%</td>
<td>26.2%</td>
<td>3.9%</td>
<td>43.2%</td>
</tr>
</tbody>
</table>

Native Hispanic students are .65 times as likely to graduate with STEM degrees than non-Hispanic students (p=.001).

SUBPOPULATIONS
Ethnicities in Degree Outcomes

American Indian STEM students are 2.55 times as likely to stop attending UNM (p<.001) and are 0.30 times as likely to graduate with STEM degrees (p<.001) as non-American Indian students.

<table>
<thead>
<tr>
<th></th>
<th>Stopped</th>
<th>Entered</th>
<th>Out</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>0.80</td>
<td>0.30</td>
<td></td>
</tr>
<tr>
<td>Non-American Indian</td>
<td>0.93</td>
<td>.307</td>
<td></td>
</tr>
</tbody>
</table>

Black/African American STEM students are 1.96 times as likely to switch majors out of STEM than non-African American students (p=.001).
SUBPOPULATIONS

Gender in Degree Outcomes

Female STEM students are .48 times as likely to pursue STEM degrees (p=.001), and are 1.36 times as likely to switch majors out of STEM (p=.005) than male students.

Gender in Degree Outcomes

White females are .69 times as likely to stop attending (p=.024), 1.34 times more likely to graduate (p=.069), 1.32 times as likely to switch majors out of STEM (p=.044) and .23 times as likely to still be enrolled as students who are not white females (p=.001).

Non-white females are .63 times as likely to graduate as students who are not non-white females (p=.006).

SUBPOPULATIONS

Gender in Degree Outcomes

White males are 1.35 times as likely to graduate than students who are not white males (p=.029).

Non-white males are .82 times as likely to shift out of STEM degrees (p=.086) and are 1.93 times as likely to still be enrolled than students who are not non-white males (p=.004).
Socio Economic Status: STEM Achievement

Average Median Expected Family Contribution (EFC)
for students who GRADUATED with STEM degrees

$13,371

Average Median Expected Family Contribution (EFC)
for students who SWITCHED MAJORS out of STEM

$7,151

Average Median Expected Family Contribution (EFC)
for students who STOPPED ATTENDING UNM

$5,114

SUBPOPULATIONS
SES in Degree Outcomes

Pell-Eligible STEM students are 1.43 times as likely to stop attending UNM (p<.007) and are .46 times as likely to graduate (p<.001) than non-Pell-eligible students.

First Generation STEM students are 1.62 times as likely to stop attending UNM (p<.001) and are .42 times as likely to graduate (p<.001) than non-First Generation students.

<table>
<thead>
<tr>
<th>Pell Eligible</th>
<th>Odds Ratio</th>
<th>p-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>STOPPED</td>
<td>1.43</td>
<td>.007</td>
</tr>
<tr>
<td>GRADUATED</td>
<td>0.46</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>STOPPED</td>
<td>1.94</td>
<td>.294</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>First Generation</th>
<th>Odds Ratio</th>
<th>p-Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>STOPPED</td>
<td>1.62</td>
<td>&lt;.001</td>
</tr>
<tr>
<td>GRADUATED</td>
<td>0.42</td>
<td>&lt;.001</td>
</tr>
</tbody>
</table>

Commonly Studied

Variables:

• STEM Achievement
INSTITUTIONAL PRIORITY OF OUTCOMES

Graduate STEM

Switch Majors

Stop Attending

PRIORITY OF OUTCOMES

Variables

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>GRADUATE</th>
<th>SHIFT</th>
<th>STOP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students in this group who received a Lottery Scholarship</td>
<td>12%</td>
<td>30.7%</td>
<td>39.5%</td>
</tr>
<tr>
<td>Percent of students in this group who received ACT Math remediation</td>
<td>4.2%</td>
<td>18.2%</td>
<td>26.4%</td>
</tr>
<tr>
<td>Percentage of students in this group who received a Lottery Scholarship</td>
<td>91%</td>
<td>77.5%</td>
<td>36.9%</td>
</tr>
<tr>
<td>Percentage of Lottery-receiving students in this group who lost their Lottery Scholarship</td>
<td>18.4%</td>
<td>28.7%</td>
<td>42.1%</td>
</tr>
</tbody>
</table>

PRIORITIES OF OUTCOMES

Variables

<table>
<thead>
<tr>
<th>VARIABLE</th>
<th>GRADUATE</th>
<th>SHIFT</th>
<th>STOP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of this group who are Pell Eligible</td>
<td>13.5%</td>
<td>23.6%</td>
<td>27.3%</td>
</tr>
<tr>
<td>Average of High School Gifts within this group</td>
<td>3.75</td>
<td>3.45</td>
<td>3.27</td>
</tr>
<tr>
<td>Average of ACT Composite scores within this group</td>
<td>25.8</td>
<td>22.9</td>
<td>22.2</td>
</tr>
<tr>
<td>Average of ACT Math Scores within this group</td>
<td>26.3</td>
<td>22.8</td>
<td>22.0</td>
</tr>
<tr>
<td>Percent of this group who are First Generation</td>
<td>19.5%</td>
<td>34.2%</td>
<td>40.6%</td>
</tr>
<tr>
<td>Average of College Gifts within this group</td>
<td>3.51</td>
<td>2.9%</td>
<td>2.09</td>
</tr>
</tbody>
</table>

High School Origin: STEM Achievement
Stop and Shift Triggerpoints

High School Origin in Degree Outcomes

<table>
<thead>
<tr>
<th>High School Name</th>
<th>UNM Students</th>
<th>% SE Students</th>
<th>ATP Students</th>
<th>% ATP Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>North High School</td>
<td>27</td>
<td>11.3%</td>
<td>21</td>
<td>38.3%</td>
</tr>
<tr>
<td>Del Norte High School</td>
<td>45</td>
<td>13.3%</td>
<td>26.4%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Rio Rancho High School</td>
<td>36</td>
<td>11.6%</td>
<td>13.3%</td>
<td>22.3%</td>
</tr>
<tr>
<td>Eisenhower High School</td>
<td>36</td>
<td>18.7%</td>
<td>30.9%</td>
<td>52.6%</td>
</tr>
<tr>
<td>Los Lunas High School</td>
<td>25</td>
<td>20.0%</td>
<td>37.5%</td>
<td>36.0%</td>
</tr>
<tr>
<td>Cibola High School</td>
<td>100</td>
<td>23.8%</td>
<td>26.9%</td>
<td>30.6%</td>
</tr>
<tr>
<td>Valley High School</td>
<td>28</td>
<td>28.3%</td>
<td>18.9%</td>
<td>67.9%</td>
</tr>
<tr>
<td>San Antonio High School</td>
<td>30</td>
<td>30.3%</td>
<td>27.0%</td>
<td>11.2%</td>
</tr>
<tr>
<td>Edgewood High School</td>
<td>60</td>
<td>31.8%</td>
<td>37.0%</td>
<td>11.2%</td>
</tr>
<tr>
<td>ALASLE High School</td>
<td>25</td>
<td>30.1%</td>
<td>45.5%</td>
<td>59.0%</td>
</tr>
</tbody>
</table>

The average number of credits completed when STEM students stop attending UNM is 38.

The average number of credits completed when STEM students shift majors is 44.8.

STOPPED STUDENTS: 38
- Shifted Students: 44.8
**TRIGGERPOINTS**

*Number of Semesters*

On average, STOPPED students leave UNM after 3.5 semesters.

On average, SHIFTED students changed majors after 3.5 semesters, the same as for STOPPED students.

- Freshman
- 1 sem
- 2 sem
- Sophomores
- 3 sem
- 4 sem
- STOPPED STUDENTS: 3.5
- SHIFTED STUDENTS: 3.5

---

**TRIGGERPOINTS**

*Grade Point Average*

On average, STOPPED students left UNM with an average cumulative GPA of 2.08. This is contrasted by SHIFTED students, who had an average 2.94 cumulative GPA when they changed majors.

- 2.09
- 2.95

---

**Time to Graduation**

Time to Graduation for STEM at UNM

- Graph showing percentage of students by time to graduation for different years.
Time to Graduation for STEM at UNM

<table>
<thead>
<tr>
<th>Gender</th>
<th>Total Grad or Still Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA</td>
<td>13</td>
</tr>
<tr>
<td>NA</td>
<td>6</td>
</tr>
<tr>
<td>Still Enrolled</td>
<td>115</td>
</tr>
</tbody>
</table>

SELECTED FINDINGS
COURSE OUTCOMES LENS

Individual STEM Gateway Course Impact on STEM Graduation

AVERAGE PERCENT OF ENROLLMENTS THAT RESULT IN GRADUATION FOR ALL STEM GATEWAY COURSES STUDIED: 36.43%
### Ten Courses with... The Highest Percentages of Enrollments Resulting in Stop (enrollments > 100)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
<th>CT Sites</th>
<th>CT Sites</th>
<th>CT Sites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>242</td>
<td>518</td>
<td>90</td>
<td>231</td>
<td>136</td>
<td>17.37%</td>
<td>44.59%</td>
</tr>
<tr>
<td></td>
<td>120</td>
<td>426</td>
<td>95</td>
<td>254</td>
<td>110</td>
<td>6.27%</td>
<td>19.62%</td>
</tr>
<tr>
<td></td>
<td>123</td>
<td>405</td>
<td>90</td>
<td>159</td>
<td>98</td>
<td>22.22%</td>
<td>19.26%</td>
</tr>
<tr>
<td></td>
<td>123</td>
<td>635</td>
<td>83</td>
<td>368</td>
<td>139</td>
<td>32.70%</td>
<td>17.95%</td>
</tr>
<tr>
<td>CHEM</td>
<td>123</td>
<td>156</td>
<td>25</td>
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<td>32</td>
<td>16.05%</td>
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<td>70.74%</td>
</tr>
<tr>
<td>MATH</td>
<td>163</td>
<td>182</td>
<td>180</td>
<td>79</td>
<td>57</td>
<td>48.6%</td>
<td>20.68%</td>
</tr>
</tbody>
</table>

### Ten Courses with... The Lowest Percentages of Enrollments Resulting in Graduation (enrollments > 100)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
<th>CT Sites</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ENV S</td>
<td>150</td>
<td>518</td>
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<td>32</td>
<td>16.05%</td>
<td>41.67%</td>
</tr>
</tbody>
</table>

### Ten Courses with... The Highest Number of Enrollments Not Graduating STEM (enrollments > 100)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
<th>1st Year</th>
<th>2nd Year</th>
<th>3rd Year</th>
</tr>
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<td>79</td>
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<td>20.68%</td>
</tr>
</tbody>
</table>

### Ten Courses with... The Highest Number of Enrollments Who Stop (enrollments > 100)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Fall</th>
<th>Spring</th>
<th>Total</th>
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<td>20.68%</td>
</tr>
</tbody>
</table>

[Link to research project page]
The Courses that appear on all four tables...

MATH 121: College Algebra
MATH 150: Pre-Calculus Math
MATH 120: Intermediate Algebra
MATH 123: Trigonometry
MATH 162: Calculus 1

And yet, pre-calculus math is crucial to STEM attainment...

<table>
<thead>
<tr>
<th>Population of students from first-time</th>
<th>Completed MATH 120</th>
<th>Completed MATH 123</th>
</tr>
</thead>
<tbody>
<tr>
<td>STEM Degree Recipients</td>
<td>at UNM</td>
<td>at UNM</td>
</tr>
<tr>
<td>All Engineering Degree Recipients</td>
<td>10%</td>
<td>21%</td>
</tr>
<tr>
<td>All Arts &amp; Sciences B.S. Degree Recipients</td>
<td>28%</td>
<td>57%</td>
</tr>
<tr>
<td>Arts &amp; Sciences: Biology Degree Recipients Only</td>
<td>12%</td>
<td>40%</td>
</tr>
</tbody>
</table>

...and to UNM enrollment for first time freshmen.

PERCENT OF UNM FIRST SEMESTER STUDENTS (ALL MAJORS) WHO ENROLL IN SPECIFIC MATH COURSES

<table>
<thead>
<tr>
<th>Enrollment Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enroll in any pre-calculus mathematics course</td>
<td>66%</td>
</tr>
<tr>
<td>Enroll in Calculus 1 or beyond</td>
<td>6%</td>
</tr>
<tr>
<td>Enroll in no math course</td>
<td>28%</td>
</tr>
</tbody>
</table>
**Course Categories with Low Incidence of Students Graduating STEM Degrees**

**Course Categories with High Numbers of Repeat Enrollments**

**COURSE CATEGORIES**

In the table below, for each course category listed, we see the Graduation percentage for all enrollments from that category.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>P</th>
<th>GRAD</th>
<th>SEMN</th>
<th>CGPA</th>
<th>ACT 50</th>
<th>ACT 80</th>
<th>ACT 90</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Courses</td>
<td>1940</td>
<td>1945</td>
<td>1013</td>
<td>1579</td>
<td>38.60%</td>
<td>67.60%</td>
<td>15.16%</td>
</tr>
<tr>
<td>All Pre-Cal Math Courses</td>
<td>4406</td>
<td>390</td>
<td>1267</td>
<td>682</td>
<td>15.22%</td>
<td>36.07%</td>
<td></td>
</tr>
<tr>
<td>All STEM Enroll Courses</td>
<td>1550</td>
<td>1451</td>
<td>483</td>
<td>1280</td>
<td>22.06%</td>
<td>33.88%</td>
<td>17.15%</td>
</tr>
<tr>
<td>All STEM Support Courses</td>
<td>4523</td>
<td>1056</td>
<td>2004</td>
<td>876</td>
<td>29.25%</td>
<td>39.42%</td>
<td>22.55%</td>
</tr>
<tr>
<td>All STEM Upper Level Courses</td>
<td>1041</td>
<td>1433</td>
<td>427</td>
<td>410</td>
<td>48.50%</td>
<td>49.42%</td>
<td>10.01%</td>
</tr>
<tr>
<td>All STEM - Lower Level Courses</td>
<td>2030</td>
<td>1004</td>
<td>639</td>
<td>182</td>
<td>50.56%</td>
<td>30.30%</td>
<td>8.97%</td>
</tr>
</tbody>
</table>

Of the enrollments in this population from pre-calculus mathematics courses, only 15.12% led to STEM bachelors degrees at UNM.

Of the enrollments in this population from STEM Gateway courses at the 150 level or lower, only 23.31% led to STEM bachelors degrees at UNM.
The Impact of “A” Grades on STEM Graduation

ALL THE WAY TO “A”
Grade Distribution Patterns

<table>
<thead>
<tr>
<th>Semester</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
<th>WD</th>
<th>CR</th>
<th>NCR</th>
<th>ABC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>31.82</td>
<td>24.09</td>
<td>16.33</td>
<td>8.61</td>
<td>2.56</td>
<td>1.80</td>
<td>1.35</td>
<td>0.25</td>
<td>0.04</td>
</tr>
</tbody>
</table>

• Pre-Calculus Math and Student Achievement for Traditionally Underrepresented STEM Students

ALL THE WAY TO “A”
Overview

The “UNM Killer Course List” from Fall 2011 includes eighty-two courses with high enrollments (121 and above) and low student pass rates.

STEM Gateway studied the grade distribution patterns for the following sixteen STEM-based courses on this list: MATH 120, 121, 123, 150, 152, 163, 180, 181, PHYS 150, CHEM 121, 122, 201, 202, BIOL 201, 202. Taken together, these courses represent a sizable portion of the gateway courses that STEM students complete on route to their degree.

<table>
<thead>
<tr>
<th>Percentage of enrollments in this group that received A’s</th>
<th>GRADUATED %</th>
<th>STUDENT %</th>
<th>STOPPED %</th>
</tr>
</thead>
<tbody>
<tr>
<td>(10.05 points lower than GRADUATED)</td>
<td>88.3%</td>
<td>0.5%</td>
<td>5.1%</td>
</tr>
</tbody>
</table>

The Impacted ALL Students

Distribution of students by A’s

Distribution of students who would have failed the course if they did not have the “A”

Distribution of students who would have dropped the course if they did not have the “A”

Distribution of students who would have just passed the course if they did not have the “A”
Pre-Calc Math and Student Achievement
Percent of enrollments that resulted in the following outcomes:

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>MATH 120</th>
<th>MATH 121</th>
<th>MATH 123</th>
<th>MATH 150</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stop</td>
<td>25.82</td>
<td>21.89</td>
<td>24.01</td>
<td>26.25</td>
</tr>
<tr>
<td>Shift</td>
<td>59.62</td>
<td>57.95</td>
<td>39.25</td>
<td>44.59</td>
</tr>
<tr>
<td>Graduate</td>
<td>8.21</td>
<td>12.75</td>
<td>22.22</td>
<td>17.37</td>
</tr>
<tr>
<td>Enroll</td>
<td>6.33</td>
<td>7.40</td>
<td>14.32</td>
<td>11.77</td>
</tr>
</tbody>
</table>

Graduate

Compared to an average for all courses studied = 30.43%

Pre-Calc Math, Ethnicity and Pell-Eligibility

Pre-Calc Math, Ethnicity and Pell-Eligibility

Pre-Calc Math, Ethnicity and Pell-Eligibility

Pre-Calc Math, Ethnicity and Pell-Eligibility

Pre-Calc Math, Ethnicity and Pell-Eligibility

Pre-Calc Math, Ethnicity and Pell-Eligibility

Pre-Calc Math, Ethnicity and Pell-Eligibility

Pre-Calc Math, Ethnicity and Pell-Eligibility

Pre-Calc Math, Ethnicity and Pell-Eligibility

Pre-Calc Math, Ethnicity and Pell-Eligibility

Pre-Calc Math, Ethnicity and Pell-Eligibility

Pre-Calc Math, Ethnicity and Pell-Eligibility

Pre-Calc Math, Ethnicity and Pell-Eligibility
### Pre-Calc Math, Ethnicity and Pell-Eligibility

<table>
<thead>
<tr>
<th>Subpopulation</th>
<th>N at end of semester</th>
<th>Pct &quot;A&quot;</th>
<th>Pct &quot;A-B-C&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>184</td>
<td>12.2</td>
<td>53.0</td>
</tr>
<tr>
<td>American Indian</td>
<td>41</td>
<td>0.0</td>
<td>52.4</td>
</tr>
<tr>
<td>Asian / Pacific Islander</td>
<td>29</td>
<td>20.6</td>
<td>55.9</td>
</tr>
<tr>
<td>Black / African American</td>
<td>6</td>
<td>22.2</td>
<td>33.3</td>
</tr>
<tr>
<td>White, Non-Hispanic</td>
<td>231</td>
<td>14.7</td>
<td>62.5</td>
</tr>
<tr>
<td>Pell-Eligible during first semester</td>
<td>126</td>
<td>8.0</td>
<td>52.0</td>
</tr>
</tbody>
</table>

### Pre-Calc Math, All Students Combined

<table>
<thead>
<tr>
<th>Subpopulation</th>
<th>N at end of semester</th>
<th>Pct &quot;A&quot;</th>
<th>Pct &quot;A-B-C&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 120</td>
<td>426</td>
<td>15.4</td>
<td>65.7</td>
</tr>
<tr>
<td>MATH 121</td>
<td>635</td>
<td>12.9</td>
<td>64.4</td>
</tr>
<tr>
<td>MATH 123</td>
<td>405</td>
<td>15.4</td>
<td>59.2</td>
</tr>
<tr>
<td>MATH 150</td>
<td>518</td>
<td>13.4</td>
<td>57.6</td>
</tr>
</tbody>
</table>

### Success Pct (A-B-C-CR) By Ethnicity and SES

- **Hispanic Range = 19.1**
- **White, Non-Hispanic Range = 5.6**
- **Pell-Eligible Range = 15.2**

Other ethnicities excluded from this chart because their "A" or any of these classes was too small to be considered conclusive.

### Pre-Calc Math, Gender

<table>
<thead>
<tr>
<th>Subpopulation</th>
<th>N at end of semester</th>
<th>Pct &quot;A&quot;</th>
<th>Pct &quot;A-B-C&quot;</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 120</td>
<td>120</td>
<td>16.7</td>
<td>62.8</td>
</tr>
<tr>
<td>MATH 121</td>
<td>121</td>
<td>16.1</td>
<td>62.8</td>
</tr>
<tr>
<td>MATH 123</td>
<td>123</td>
<td>15.7</td>
<td>62.8</td>
</tr>
<tr>
<td>MATH 150</td>
<td>150</td>
<td>15.7</td>
<td>62.8</td>
</tr>
</tbody>
</table>
Success Pct (A-B-C-CR)  
By Gender

- Female Range = 14.1
- Male Range = 3.4

• SELECTED IMPLICATIONS

Students may not know what they want to be when they originally declare a major.

The status quo is not highly effective for traditionally underrepresented STEM students. However, the proportions of these students are growing at UNM.
Students are struggling to get through the pre-calculus math sequence.
When students give up on UNM or on their STEM degrees, they usually do so early in their educational careers.

For More Information...

TIM SCHROEDER  
Project Director  
STEM Gateway Program  
University of New Mexico  
timschroeder@unm.edu  
505-277-1761  
http://unmstemgateway.blogspot.com/  
http://stemgatewayunm.edu
The peer learning facilitator (PLF) program was developed in hopes of improving the outcomes for students that decide to pursue a STEM degree at UNM. The PLF program consists of responsible student peers that obtained a good grade (B or higher) in previously identified large-enrollment STEM Gateway courses that opted to redesigned lecture base teaching to an active learning interphase. The PLF is there to aid both the instructor and their peers; they serve as teaching mediators in a sea of difficult subjects. The PLFs are expected to support instructors in implementing active learning activities that assist in the delivery of difficult STEM concepts while being a non-intimidating resource for students to seek additional instruction when needed.

**Pre-semester training**

The Friday before the beginning of every semester, a PLF pre-semester training would take place. The training focused on informing/reminding PLFs of their duties and expectations. The training included but was not limited to:

- Who Comes to UNM? (Background on student population and grant purpose)
- What is it like to be a PLF? (The PLF Workplace, PLF Best Practices, Peer Mentorship, etc.)
- Reminder of Active Learning Strategies (Critical Thinking, the Scientific Method, The Socratic Method, Learning in Groups, etc.)
- Reminder UNM Resources (LGBTQ Safe Zone, Accessibility Resources, Global education Office, etc.)

This training also allowed a 30 min meeting between PLFs and their assigned course instructors. They would take advantage of this time to set a time for their hourly weekly meeting and discuss what was expected for the first class sessions.
Welcome to Fall Training!
- Grab some breakfast
- Take a folder
- Fill out:
  - PLF Employment Contract
  - UNM STEM Gateway Demographic Survey
  - PLF Survey: Unique ID
  - PLF Initial Survey

Let’s play the Bicycle game...

You have a great little brother who has never learned how to ride a bike.
But – good news!
His birthday coincides with your first PLF paycheck, so you decide to buy him one!

It’s the night before his party when it arrives in a box that seems way too small.
You open it up to see it is in pieces. It came unassembled!!
Worse than that, there are no instructions.

The rules:
- You can’t get a different gift. He really, really wants a bike!
- You have to assemble the bicycle yourself. No hiring someone to do it.
- You have to assemble it tonight. No calling Amazon and demanding a replacement.

You did it!
The STEM Gateway Grant

What it says about you, the PLFs:

The PLF Program is "a classroom learning-assistance effort by undergraduates working with instructors to facilitate active, collaborative learning during class time."

PLFs will work 10-12 hours per week with tasks varying in consultation with instructors and necessarily including in-class work with students and preparatory time under guidance from instructors.

PLFs may review student in-class work and summarize problem points and misconceptions upon which instructors can then focus.

PLFs will receive intensive pre-semester training and will attend 1-2 hours of training each week during the semester.

The STEM Gateway Grant

What does that mean?

PLFs will work 10-12 hours per week with tasks varying in consultation with instructors and necessarily including in-class work with students and preparatory time under guidance from instructors.

PLFs may review student in-class work and summarize problem points and misconceptions upon which instructors can then focus.

PLFs will receive intensive pre-semester training and will attend 1-2 hours of training each week during the semester.

The STEM Gateway Grant

What it says about me, the Program Coordinator:

I have a "responsibility to hire and supervise PLFs and coordinate PLF training and evaluation with OSET personnel and the Project Director."

The Program Coordinator will work with other project personnel to develop strategies to successfully recruit and hire PLFs, effectively match PLFs with instructors and deploy them to classes, and assess the highest impact training requirements for PLFs.

Goal I of the PLF Program:

- Faculty in at least one gateway course in each of the departments that teach a gateway life/physical science or mathematics course will adopt a collaborative-learning pedagogy supported by PLFs by the end of the second project year.

Goal II of the PLF Program:

- Student-success measures for Hispanic and/or low income students completing each PLF-supported course section will improve.
  - Grade of C or higher:
    - Increase by >10% by 2nd semester of PLF deployment
    - Increase by >20% by 3rd semester of PLF deployment
The STEM Gateway Grant

Goal III of the PLF Program:

- Collaborative learning meets needs of >80% of students in PLF-supported classes.
- PLFs, faculty, students, staff surveyed for quality of program & suggestions for PLF component improvement.

Expectations

- Pg. 6 in your Handbook
- Communication is essential.
- When in doubt, ask!

UNM Trainings

- Basic Annual Safety Training 2012
- Preventing Sexual Harassment 2012
- Securing Private Data

Payroll

- Pg. 11-12 in your Handbook

Write these down!

- 277 – 0125
- 934867
- Dane Smith Hall 334
- August 22nd
Welcome to the STEM Gateway Peer Learning Facilitator Program Pre-Semester Training!

Help yourself to coffee and take a seat!

August 15, 2014

What’s our agenda for today?

• 9:15 – 9:30
  • Introductions

• 9:30 – 10:00
  • About STEM Gateway

• 10:00 – 10:30
  • Working at STEM Gateway

• 10:30 – 11:00
  • Introductions with Returners

• 11:00—11:45
  • Insert – Assert Practice

• 12:00 – 1:00
  • Lunch

Tell us:

• Your name

• Your major

• What class you are PLF-ing for

• What did you have for breakfast?

What does the grant say about us?

• The PLF Program is:

  “a classroom learning-assistance effort by undergraduates working with instructors to facilitate active, collaborative learning during class time.”
What does that actually mean?

• PLFs will work 10-12 hours per week with tasks varying in consultation with instructors and necessarily including in-class work with students and preparatory time under guidance from instructors.

• PLFs may review student in-class work and summarize problem points and misconceptions upon which instructors can then focus.

• PLFs will receive intensive pre-semester training and will attend 1-2 hours of training each week during the semester.

What are our goals?

Performance Measure I of the PLF Program:

• Anonymous surveys of students in these classes will show PLF-supported collaborative learning meets the needs of at least 80% of surveyed students.

Performance Measure II of the PLF Program:

• The PLF program will employ 40 undergraduates per semester to work in 15-20 STEM Gateway class sections, potentially impacting 3000 learners per year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Performance Measure I</th>
<th>Performance Measure II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>90.3%</td>
<td></td>
</tr>
<tr>
<td>Fall 2012</td>
<td>90.9%</td>
<td></td>
</tr>
<tr>
<td>Spring 2013</td>
<td>90%</td>
<td></td>
</tr>
<tr>
<td>Fall 2013</td>
<td>89.6%</td>
<td></td>
</tr>
<tr>
<td>Spring 2014</td>
<td>92.8%</td>
<td></td>
</tr>
</tbody>
</table>
What are our goals?

Performance Measure II of the PLF Program:
• The PLF program will employ 40 undergraduates per semester to work in 15-20 STEM Gateway class sections, potentially impacting 3000 learners per year.

<table>
<thead>
<tr>
<th>Year</th>
<th>PLFs</th>
<th>Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2012</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>40</td>
<td>23</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>42</td>
<td>18</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>45</td>
<td>26</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>52</td>
<td>25</td>
</tr>
</tbody>
</table>

What are our goals?

Performance Measure III of the PLF Program:
• Faculty in at least one Gateway course in each of the departments that teach a Gateway life/physical science or mathematics course will adopt a collaborative learning pedagogy supported by PLFs.

What are our goals?

Performance Measure III of the PLF Program:
• Faculty in at least one Gateway course in each of the departments that teach a Gateway life/physical science or mathematics course will adopt a collaborative learning pedagogy supported by PLFs.

Being an Employee or what I need from you, what you need from me
• Communication

The table shows the number of PLFs and sections from Spring 2012 to Fall 2014, with the number of PLFs and sections specified for each semester.
Being an Employee or
what I need from you, what you need from me

• Communication
  • Tell me what is going on, even if it is minor.
  • You can come to my office, text, call, or email any time.

• Communication
  • Tell me what is going on, even if it is minor.
  • You can come to my office, text, call, or email any time.
  • Examples of this are:
    • When you are going to miss class or office hours.
    • If something happens in class you’re uncomfortable with.
    • If you can’t turn your timesheet in on time.
    • When something good happens!

• Communication
  • Be accurate and meticulous about your timesheet.
  • Be where you say you are going to be, when you say you are going to be.
Being an Employee or
What I need from you, what you need from me

• Communication
• Accountability
• Be accurate and meticulous about your timesheet.
• Be where you say you are going to be, when you say you are going to be.
• Examples of this are:
  • Being on time to class and office hours.
  • Keeping track of your off-cycle hours (nights and weekends).

• Communication
• Accountability
• Respect

• Communication
• Accountability
• Respect
• When we communicate, how will we do it?
• You are a role model to students, whether they say or not.

• Communication
• Accountability
• Respect
• When we communicate, how will we do it?
• You are a role model to students, whether they say or not.
• Examples of this are:
  • Responding to staff emails quickly (within 24 hours).
  • THINK before you speak or write.
Being an Employee or
What I need from you, what you need from me

• Communication
• Accountability
• Respect
  • When we communicate, how will we do it?
  • You are a role model to students, whether they say or not.
  • Examples of this are:
    • Responding to staff emails quickly (within 24 hours).
    • THINK before you speak or write.

Is what you’re about to say Thoughtful, Honest, Intelligent, Necessary, Kind?

• Patience
• Are you giving others the time they need to respond?
• Are you holding yourself to the same standards?
• We work together on a grant, which means experimenting and learning.

• Are you giving others the time they need to respond?
• Are you holding yourself to the same standards?
• We work together on a grant, which means experimenting and learning.
• Examples of this are:
  • Letting students finish their thoughts or questions before jumping in
  • Being flexible when last-minute changes arise
Being a PLF

What are my first assignments as a PLF?

• Go to class! Be early.
• Introduce yourself to the Instructor.
• Ask the Instructor if you (and your team) may introduce yourself to the class.
• Introduce yourself to the class.

Being a PLF

How do I get paid?

• Bi-weekly
• Timesheets and Time & Efforts due every other Wednesday (next week!)
• Direct Deposit

Being a PLF

• What will we talk about next week, and beyond?
• Why is Active Learning so great?
  • Active Learning Buy-in, Aug 22
• How are the first few weeks going?
  • Early Semester De-brief, Aug 29

Very Important Stuff!

• Our Weekly Meetings will be 3-4pm in Dane Smith Hall 234
• Your copier code is 934867
• The STEM Gateway main line is 277-2374
• Mary’s cell is (505) 715-0340
Tell us:

- Your name
- Your major
- What class you are PLF-ing for
- What did you listen to on the way to training?

Insert - Assert

Interrupting is rude, unless you’re Kanye West or a PLF!

Insert - Assert

- INSERT
  - Assess the classroom area
  - Be friendly. Smile!
  - Don’t wait for raised hands.
  - Ask open-ended questions.
  - Balance your time.

- ASSERT
  - Check in with as many students as you can.
  - “Can you show me how you did this step?”
  - “Would you be willing to help another student who is still struggling?”

Insert – Assert: The Game

- Each table has several logic problems to work on.
- Count off by 5’s.
- The 1’s are the first “PLFs.” You will have five minutes to circulate among the room and practice INSERT – ASSERT!
- After five minutes are up, 2’s will be the PLFs, then 3’s, and so on.
- We will come back together as a group and discuss.
Insert – Assert: The Game

• For the next five minutes, write down your thoughts on:
  • Were you nervous? Why or why not?
  • What was difficult about Insert-Assert?
  • What surprised you?
  • Did you learn something that you think you will be able to take to class next week?

Wrap-Up

• The next hour is for LUNCH with your team!
• Please do not leave without filling out your Pre-Semester Survey.
• Timesheets and Time & Efforts are due Wednesday by 5pm!
• See you next week!
Allies and Advocates

- **Ally**: anyone who interrupts acts of oppression or discrimination.
  [http://partnersinchange.umich.edu/introductory.html](http://partnersinchange.umich.edu/introductory.html)

- **Advocate**: a person who represents and works with a person or group of people who may need support and encouragement to exercise their rights, in order to ensure that their rights are upheld.

Who Attends UNM?

**Facts at a Glance**

<table>
<thead>
<tr>
<th>Students (Fall 2011)</th>
<th>Total</th>
<th>Female</th>
<th>Male</th>
<th>Age</th>
<th>GPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>117,190</td>
<td>57,485</td>
<td>59,705</td>
<td>18+</td>
<td></td>
</tr>
<tr>
<td>Undergraduate</td>
<td>101,888</td>
<td>50,134</td>
<td>51,754</td>
<td>18+</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td>15,302</td>
<td>7,351</td>
<td>7,951</td>
<td>18+</td>
<td></td>
</tr>
<tr>
<td>International</td>
<td>9,393</td>
<td>2,635</td>
<td>6,758</td>
<td>18+</td>
<td></td>
</tr>
<tr>
<td>Age Group</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18+</td>
<td>117,190</td>
<td>57,485</td>
<td>59,705</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Why does it matter? (to UNM)

- **FY11**
  - 33% Grants & Contracts
  - 20% Clinical Operations
  - 18% State & Local Appropriations
  - 11% Sales & Services
  - 8% Other Operating Revenues
  - 4% Patient Services
  - 4% Tuition & Fees

[http://www.unm.edu/~conweb/resources/audrep11.pdf](http://www.unm.edu/~conweb/resources/audrep11.pdf)

Types of Students

- **Academic Categorization**
  - Non-Traditional Students
  - First Generation students

- **Federal Categorization**
  - Low-income Student
  - International Students

- **Ethnic Categorization**
  - African American
  - American Indian
  - Anglo/White/Non-Hispanic
  - Asian
  - Hawaiian/Pacific Islander
  - Latino/a, Chicano/a, Hispanic students

Updates

- Securing Private Data
Why does it matter? (to us)

- Knowing who your students are means that you can serve them better.
- Students look up to you.

UNM Designations & Rankings

- Non-profit State Educational Institution
- HSI/MI Reference Overview
- USDE Title III / Title V (updated 5.9.11)
- USDE Minority Institution
- USDE Institutions With High Hispanic Enrollment
- HACU Hispanic-Serving Institution
- Carnegie RU/VH: Research Universities

http://research.unm.edu/frequentinfo/frequent_info.cfm

Accessibility Resource Center

2021 Mesa Vista Hall
http://arc.unm.edu

African American Student Services

1130 Mesa Vista Hall  Monday – Friday 8:00AM – 5:00PM

Academic Advising
Advocacy and Liaison
Community Relations
Counseling Services
Mentoring Programs
Financial/Employment Assistance
Scholarship Listing
Tutoring
Job Posting
 Mentorship
Volunteer Opportunities
Social Events
Copy & Fax Services

American Indian Student Services

1119 Mesa Vista Hall
Monday - Friday 8:00AM – 5:00PM  (Wed until 8:00PM)
http://aiss.unm.edu

Association of Non-Traditional Students

Student Union Building 1063
http://www.unm.edu/~antsunm
El Centro de la Raza

Facilities
- Computer Pod
- Conference/Library Room
- Copy/Fax Services
- Break Room

Community Involvement
- Cultural Programs
- Student Organizations
- Community Events
- Special Events

Advisement
- Academic Advisement
- Financial Aid & Scholarship
- Career Advisement
- Employment Opportunities

1153 Mesa Vista Hall
Monday - Friday
7:30AM - 7:00PM

http://elcentro.unm.edu/

Lesbian, Gay, Bisexual, Transgender, & Questioning (LGBTQ) Resource Center

Awareness Days
- Computer Pod
- Counseling
- Educational Resources
- Gender Neutral Restroom
- Hate/Bias Intake Center
- HIV Testing
- LGBTQ Library
- Lounge
- Safe Sex Resources
- Safe Zone Training
- Social Events
- Speaker Series
- Volunteer Opportunities

Building 20A 608 Buena Vista
Open Monday – Friday 9am-5pm

http://lgbtqrc.unm.edu/

Women’s Resource Center

Advocacy
- Brown Bags
- Crisis Intervention
- Family-Friendly Computer Pod
- Film Series
- Peer Support Groups
- Scholarships
- Safe Space
- Workshops
- Video Library

1160 Mesa Vista Hall
M W F 8am-5pm T TH 8am-6pm

http://women.unm.edu

The truth will set you free, but first it will piss you off.
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“If I were to offer any advice to future PLFs I would have to say that they should definitely expect the unexpected, use their previous experiences to further help students, provide nonjudgmental listening to students to get to know them better, and, most importantly, do what they can to learn about the available resources for referring students.”

*Carolina Belmares-Ortega, PLF*
STEM Gateway Office Staff

Tim Schroeder, Program Director
It’s important to know who your boss is! Tim oversees all STEM Gateway programs.

Dr. Gary Smith, Earth and Planetary Sciences Professor and Director of Medical Educator Development
Gary started the PLF program at UNM. He is a particularly good resource for interactions between PLFs and faculty.

Mary Cianflone Program Specialist
Mary is your direct supervisor. She handles everything from hiring and trainings to ensuring you get paid on time.

Meghan Gerson, Program Specialist
Meghan runs the Workshop Program on our grant. She researches and coordinates S3 (Students for STEM Success).

Amy Cordoba, Administrative Assistant
The resident office guru. Cathy maintains program finances, and helps make sure we’re supplied, well-informed, and well-organized.

Chelsey Thorpe, Graduate Assistant
Chelsey is in charge of calculating survey results and assisting with program assessment. She was also a Math PLF!
Our Grant and Our Goals

The University of New Mexico has implemented STEM (science, technology, engineering and math) initiatives to increase the number of Hispanic and other low-income students who attain STEM degrees while also providing a model for collaboration, transfer and articulation between two and four year Hispanic-serving institutions.

The STEM Gateway Project focuses on science, technology, engineering and math degrees and has four components: Gateway Science and Math Course Reform, STEM Student Interest Groups, Enabling More Data-Based Decision Making and Peer Learning Facilitators or PLFs.

“STEM Gateway helps us collaborate with the students on the best way to address their needs in these fields through course reform, STEM Student Interest Groups, Peer Learning Facilitators and data-driven prioritization.”

STEM Gateway Director, Tim Schroeder

The Four Programs

1. Faculty Course Reform: Faculty-driven projects, in partnership with Central New Mexico Community College: CNM is UNM’s largest provider of transfer students. Faculty-driven curriculum reform projects will utilize research-based instructional changes

2. STEM Workshops Program: This new program on the grant aims to coordinate and collaborate with other STEM departments and organizations on campus. We will be organizing resources already offered and stepping in to create new ones where there are gaps. PLFs will be involved, too, so stay tuned!

3. Enabling More Data-Based Decision Making: Works to enlarge UNM institutional research capacities to collect, analyze, and evaluating student-tracking and achievement data on STEM students, including transfer students. Data analyses will guide priorities in project activities while also assessing and evaluate project progress and milestones.

4. Peer Learning Facilitators: That’s YOU! PLFs assist with collaborative learning in order to help students succeed in their academic goals. PLFs help with retention rates and overall class performance. You'll find more information about your job throughout this handbook.
What is a PLF?

A Peer Learning Facilitator is a student who partners with an instructor to help generate collaborative, active learning in large-enrollment classes.

The goal of a PLF is to provide support in the classroom so that students learn from one another in addition to an expert instructor.

In addition to attending the PLF class consistently, PLFs hold office hours where students are free to come with any questions they may have.

In order to maintain and improve academic and mentoring skills, PLFs also attend training sessions on a weekly basis throughout the semester.

“The PLFs push us to take the initiative by asking for help and not only helping us through the problem but by giving us the tools we need to be able to figure it out on our own.”

Math 121 student (and PLF!), Alyssa Johnson

According to the grant, these are some of the PLF Program’s ultimate goals:

1. Increase the number of Hispanic and low-income students attaining degrees in the science, technology, engineering and math fields.
2. Increase student retention.
3. Increase engaging, collaborative classroom learning.
Our Expectations of PLFs

As a PLF, you have a significant amount of freedom and autonomy, as befits your role. That said, you are expected to be active participants in all aspects of your job.

The STEM Gateway Staff expects you to:

- Work 10-12 hours per week.
- Attend all of your PLF class times, and notify Mary and your instructor when you cannot attend.
- Exhibit model student behavior in class.
- Communicate frequently with your instructor and PLF teammates, whether through one-hour weekly meetings or another format that works best for all of you.
- Prepare effectively for your class time, as well as your office hours.
- Have office hours that are productive for you and your students.
- Respond to STEM Gateway staff emails in a timely fashion.
- Submit your Timesheet and Time & Effort form in person by 5:00 p.m. on the deadline days.
- Complete weekly Professional Development Training, as well as UNM 2014 required online training.
- Treat your job duties with respect and joy. You do amazing work and should be proud!

What You Can Expect From Us

The STEM Gateway Staff responsibilities are to:

- Hire you as a UNM student employee and maintain all necessary related administrative paperwork.
- Place you in courses and with team members that best fit your skillset and goals.
- Pay you accurately and in a timely fashion.
- Facilitate your training in the most productive ways possible.
- Track your performance with faculty.
- Assess your work honestly.
- Respond to any issues or questions you have in an urgent and diligent manner.
- Support your goals both academically and professionally as you transition from being a PLF into other roles.
- Treat our job duties with respect and joy. We are proud to work with you!
Things You Should Know About Being A Student Employee at UNM

Before you begin working, you must go to the Student Employment Office and fill out a W-4 employment form for tax purposes and an I-9 form for eligibility verification. You must also complete their online customer service training. (You only need to do this once at UNM, so if you are a returning PLF, you should already have all these materials on file).

You are paid bi-weekly on every other Friday for the course of the semester (see attached Payroll Schedule on pg. 9 for specific dates).

You are only allowed to work 30 hours total per week at UNM (20 hours if you are considered an International student). If you have a second job on campus, please let Mary know right away so she can work with the other department to ensure you do not go over your allotted hours.

The UNM Payroll Department requires all employees to use Direct Deposit systems in receiving their pay. If you are a new employee, please go to my.unm.edu and choose the “Employee Life” tab, then “Enter LoboWeb.”

Once you are on the Employee Page, you will see a “Pay Information” option. This is where you can sign up for and adjust your Direct Deposit options, as well as view paystubs and your overall earnings.

You can review the other options to also adjust your Personal Information and your Tax Forms.
Your Timesheet and Time & Effort Forms are due every other **Wednesday by 5:00 p.m.**

You must turn them in to Mary or another STEM Gateway staff member in person (do not have someone else deliver them) and they must be free of errors. The following pages will show you how to fill out your Timesheet and Time & Effort Forms.

Because your Timesheet and Time & Effort Forms are due on Wednesdays, you will estimate the hours you will work for that Thursday and Friday. Let Mary know if you ended up working different hours on those estimated days and she can correct your hours.

Check your paystubs online at my.unm.edu every payday and be sure there are no errors. It is possible to investigate and fix mistakes, but the longer it goes unnoticed, the more difficult it is to correct. Checking every time you get paid and finding any errors means Mary can fix the problems quickly.

You are paid for the following hours each week:

- 3 hours of class time, when you attend your PLF class
- 3 hours of preparatory time. These tasks are determined by you, your faculty member, and your PLF teammates and consist of whatever items you decide will best prepare you for the week ahead.
- 3 hours of student support outside of the classroom, including study sessions or one-on-one tutoring sessions. Like the preparatory work, these tasks can take on any form you, your faculty member, and your PLF teammates deem most effective for the students in your class.
- One hour of meeting time with your faculty member.
- One hour of Weekly Training with Mary and the other STEM Gateway staff, including other PLFs.
- You are also paid once a semester for supplemental training, including PLF Pre-Semester Training and UNM Required Training.

**This semester, our Weekly Trainings will be held Fridays from 3:00—4:00 p.m.**
UNM Payroll Schedule

PLFs are “Bi-Weekly, Non-Exempt” employees, meaning your pay information is in the left-hand column.

Your Timesheet and Time & Effort Forms are due by 5:00 p.m. on the Wednesday before each pay period ends. You will estimate your hours for the last two days. The days on which you get paid are listed on the far right column within the “Bi-Weekly Payroll (2R).”

---

**UNM Payroll Schedule**

**2014**

**Payroll Timekeeper and Approver Schedule**

Deadlines listed here are ONLY for biweekly time-entry and monthly exception time and the approvals of biweekly time-entry and monthly exception time.

For EPAN/PAF/Hiring Proposal deadlines, consult the OneSource website at [http://onesource.unm.edu/](http://onesource.unm.edu/)

---

**Bi-Weekly Payroll (2R)**

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<th>Time Entry Deadline</th>
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<td>02/06/14 - 02/21/14</td>
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<td>06/28/14 - 07/11/14</td>
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**Monthly Payroll (5R)**

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</tr>
</thead>
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<td>01/31/14</td>
</tr>
<tr>
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<td>02/01/14 - 02/28/14</td>
<td>02/28/14</td>
</tr>
<tr>
<td>3</td>
<td>03/01/14 - 03/31/14</td>
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<tr>
<td>4</td>
<td>04/01/14 - 04/30/14</td>
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<td>10/01/14 - 10/31/14</td>
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<tr>
<td>11</td>
<td>11/01/14 - 11/30/14</td>
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<tr>
<td>12</td>
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Biweekly time entry & approval deadline is 5:00 PM on Monday unless otherwise indicated on the schedule. Monthly exception time entry & approval deadline is 5:00 PM on the 20th unless otherwise indicated.

**Note 1:** Due to the holiday, biweekly time entry/exception time & approvals are due early.

**Note 2:** When two biweekly paydays occur within the month, only mandatory deductions are withheld on the third payroll.

**Payroll Department**
Required UNM Trainings

UNM requires all employees to take annual online trainings (Basic Annual Safety Training 2014, Preventing Sexual Harassment 2014, and Ethics: A Framework for Ethical Decision-Making 2014). As PLFs, you are also required to take Securing Private Data.

You must complete these before you begin working as a PLF. When you complete the trainings, add 2 hours to your timesheet and list them as “UNM Required Trainings” on your Time & Effort Form.

You can find these trainings in my.unm.edu under the “Employee Life” tab. You must click on the “Learning Central” link in the far right bottom corner.

Once you arrive at the “Learning Central” site, you must enter your UNM NetID and password, then search for “UNM Required Trainings.” You should find all three there.
How to Complete Your Timesheet

Enter your Student ID number, your name, and the pay period. (Hint: All you need to enter is the first day and then hit “tab,” and the rest of the dates will populate. You can disregard the “FTE” box.

Enter the times you worked on the appropriate days.

Make sure all dates are accurate and that they match the Time and Effort Form.

Sign and date in pen.

When you hand it in to Mary and she reviews it, she will sign and date the “Supervisor” line.

---

### CEOP Staff Bi-Weekly Timesheet

<table>
<thead>
<tr>
<th>DATE</th>
<th>IN</th>
<th>OUT</th>
<th>IN</th>
<th>OUT</th>
<th>IN</th>
<th>OUT</th>
<th>Total Hours</th>
<th>Labor Override</th>
</tr>
</thead>
<tbody>
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<td>0.00</td>
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<td>0.00</td>
<td></td>
</tr>
<tr>
<td>MON 1/13/2014</td>
<td>9:00 AM</td>
<td>10:00 AM</td>
<td>11:00 AM</td>
<td>2:00 PM</td>
<td>5:00 PM</td>
<td>5:00</td>
<td>5:00</td>
<td></td>
</tr>
<tr>
<td>TUES 1/14/2014</td>
<td>12:30 PM</td>
<td>2:30 PM</td>
<td>1:15</td>
<td>1:15</td>
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</tr>
<tr>
<td>WED 1/15/2014</td>
<td>9:00 AM</td>
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</tr>
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**FIRST WEEK TOTALS:**

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<table>
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<th>IN</th>
<th>OUT</th>
<th>IN</th>
<th>OUT</th>
<th>Total Hours</th>
<th>Labor Override</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td>MON 1/20/2014</td>
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<td>11:00 AM</td>
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</tr>
<tr>
<td>TUES 1/21/2014</td>
<td>12:30 PM</td>
<td>2:30 PM</td>
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</tr>
<tr>
<td>WED 1/22/2014</td>
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</tr>
<tr>
<td>THUR 1/23/2014</td>
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<tr>
<td>FRI 1/24/2014</td>
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**SECOND WEEK TOTALS:**

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**GRAND TOTALS:**

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</thead>
<tbody>
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</tbody>
</table>
How to Complete Your Time & Effort Form

Enter your Student ID number, your name, and the pay period. (Hint: All you need to enter is the first day and then hit “tab,” and the rest of the dates will populate.

You are only entering total hours on this form, not the in/out times as in your timesheet.

Use the columns to designate the type of work you did and the comments box to give a brief description of your work.

Make sure all dates are accurate and that they match your Timesheet.

Sign and date in pen.

When you hand it in to Mary and she reviews it, she will sign and date the “Supervisor” line.

Bi-Weekly Time Effort

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</table>

Employee Signature/Date: [Signature/Date]

Supervisor Signature/Date: [Signature/Date]

Timekeeper Submitted on Pay Period 2:
How to Be a Successful PLF

As a PLF, we don’t expect you to know everything and be all things to your students or faculty member. You are there as a supportive member of the classroom community. That said, here are some things to remember when PLF’ing:

Exhibit model student behavior.
This means showing up to class and your office hours on time, even early, and paying attention during the lecture portions of the class. Students look to you as an example for how a successful student behaves and even small things like checking your email on your phone during class time sends a negative message.

Be approachable.
Not all PLFs are built the same way: some are outgoing and extroverted while others are more reserved. There’s nothing wrong with being either one or a mix of the two, as long as you make yourself approachable and available to the students. Introduce yourself to the class on the first day, make sure they know why you’re there!

“Since we do not have lit marquees with ‘TUTOR’ above our heads, you have to find other ways to make your presence known ...Your body language should say ‘Hey, I’m here, ask me questions!’”

Chris Brown, PLF

Ask questions.
No one expects you to know everything. It’s equally important to display calm attitudes when facing a difficult problem as it is to attack a problem with confidence. Show students that getting stumped isn’t a cause for worry and that finding resources to answer a question is just as important as knowing how to do it in the first place.

Insert and Assert!
Be active when students are active – no standing on the sidelines while they work on problems. “Insert” means to be mobile and listen in: What are the students saying? How are they thinking about the questions? Are there misunderstandings that you can clarify? “Assert” means to engage with students, even if not asked: Check in on students that are working away from peers or seem frustrated. Ask questions of working groups, such as, “How did you figure that out?” “What would have been different if...?” Don’t wait for someone to ask you for help. Dive in and see and hear what’s happening. Sometimes a group may be making mistakes without knowing it so they won’t raise a hand for help; but, if you’re inserting and asserting you’ll be able to get them on track.
How to Be a Successful PLF, cont.

Be familiar with campus.

Even though you are there primarily for academic support, students will still see you as a resource for general UNM information. You should know the locations of important buildings like Mesa Vista Hall, the SUB, Admissions, the Bursar’s Office, and the locations of the various undergrad advisement centers.

Stay in close contact with your team.

Communication is critical for a successful PLF. Since most of your work takes place in different locations all over campus, it is important that you practice good communication skills. Keep in touch with your PLF partners, let Mary know what is going on in class, and always meet with your faculty member at least once a week. Also be sure to check your email every day.

Be patient.

You’ll find yourself explaining the same concept over and over, sometimes even to the same student. The key is to remember what it is like when you are struggling with a difficult concept. Not everyone understands the nuances of the field on the first try. Try explaining the material in a variety of ways. Eventually you’ll develop a sense of what works and what doesn’t.

Be compassionate.

UNM serves a variety of students, including parents, students with different accessibility needs, and ones that have never set foot in a city as big as Albuquerque, let alone had experience in a college class. Throughout the semester, you will attend trainings on the different types of students you may encounter, but just remember Einstein’s words:

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

Be prepared.

It will be difficult to help students if you aren’t knowledgeable of the problems and their solutions in advance. Be sure that you know what students will be doing each day and work through the problems yourself, before class. Bring up questions about your own understanding with the instructor. If you took the course before, review your notes and think about what aspects of this part of the course were challenging to you and how you mastered the concepts. We don’t expect you to remember everything from the course, but we do expect you to take the steps needed to prepare yourself.
More on Communication

Communication skills are an essential requirement of being a successful PLF. You’ll meet many different kinds of people from all walks of life (cross-cultural mentoring is something that happens a lot here at UNM) and it’s important that you be able to communicate effectively and appropriately. Here are some things to keep in mind while PLF’ing:

Understanding is key.

If you understand the potential problems of communication you can make a conscious effort to adjust accordingly. It might require some work to overcome a specific problem. Be patient and understanding and don’t be afraid to admit you’ve wandered into new territory—as much as others are learning from you, you’re learning from them too. Should a situation become too intense or an argument too heated, take a step back. Use your better judgment and make sure your direct supervisor (Mary) and your faculty member are aware of your situation. The more they know, the better they’ll be able to help you.

Use your “Active Learning” knowledge.

It’s no big secret that we all want to be understood, but this can sometimes be tricky between two people who come from entirely different worlds; misunderstandings aren’t uncommon. One way to combat this is by repeating what you think you heard or attempting to clarify the perceived meaning. Keep an open mind.

Use your Team.

Perhaps there is another PLF who can help bridge the gap between you and a student or instructor, or, at the very least, help you with some communication strategies. Don’t be afraid to use your fellow resources! Networking can be a very valuable skill!

“I really can’t express how helpful it is to work with another, more experienced PLF. His insight in [my] situation was really helpful.”

Jacob Ketcham, PLF

Remember that you’re allowed to disagree.

But know when and how to voice this appropriately. Disagreeing with an instructor or a student aloud in class is probably not the best strategy. If you think someone has made a mistake, address it with them privately. There’s no need to be the knowledge police! Unfortunately, sometimes more intense conflicts occur. If you feel unprepared to deal with such a situation, let someone (like Mary or the instructor) know right away!
Sample Syllabus

Math 121 -- College Algebra, Fall 2011

Instructor:  
Office:

Office Hours:  
Phone Number:

Calculator: Scientific calculator required  
E-mail:

Text: College Algebra (NM Custom Edition) by Michael Sullivan

Important information about Math 121:

** You must have at least 70% on the core exam to get a passing grade in the course. **

- **Grading:** Your grade will be based on your performance on the following assignments and exams:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes and assignments</td>
<td>200</td>
</tr>
<tr>
<td>3 in-class tests</td>
<td>300</td>
</tr>
<tr>
<td>Core Final</td>
<td>200</td>
</tr>
<tr>
<td>Total</td>
<td>700</td>
</tr>
</tbody>
</table>

Note: The core final will be held Monday, December 12th from 10:00 am to noon. No graphing calculators are allowed on the final exam.

- **Homework:** Your homework is your most important effort in this class; homework is how you actually learn the material that will be on the quizzes and exams. Expect to do 2 – 3 hours of homework for every hour of class meeting time (an average of 6 - 10 hours per week). Make sure to do all the assigned problems, especially the hard ones. And get help on those if you need it.

- **Attendance and Missed Exams:** Attendance is mandatory, and if you have three or more unexcused absences, you may be dropped from the course (which may result in a NC for the course). If you must miss an exam, contact your instructor immediately. Make-up tests will only be given in appropriate circumstances. Please note: it is YOUR responsibility to drop the course if you decide to stop attending classes.

- **MathXL:** is the electronic support that is crucial for your success in this class. It includes practice problems, quizzes, and tutorials. Use Internet Explorer to go to http://mathxl.com. A registration code comes with your new textbook. Your instructor will have your course code.

- **Student Behavior:** According to the Code of Conduct as stated in the Policies and Regulations for UNM, student activities that interfere with the rights of others to pursue their education or to conduct their University duties and responsibilities will lead to disciplinary action. This includes activities that are disruptive to the class and acts of academic dishonesty. Students are expected to behave in a courteous and respectful manner towards the instructor and their fellow students.

- **Disability Statement:** We accommodate students with documented disabilities. During the first two weeks of the semester, those students should inform the instructor of their particular needs.

- **Website:** For the most current information about the syllabus, test reviews, and sample exams, check our website at http://www.math.unm.edu/courses/math121.

Some of the places where you can get help for this class include:

- **Algebra Tutoring Table,** staffed by algebra instructors 9 – 3 every day. Behind DSH #224
- **CAPS – Center for Academic Program Support,** located on the 3rd floor of Zimmerman Library, 277-4560
- **MEP – Engineering Annex, Room 210,** or call the study group at 277-8795
- **CATS – Counseling and Therapy Services,** Student Health Center, 277-4537. (for test anxiety, etc.)

Problems to review for the Prelim Test: Chapter R Review (pp. 81-83): 3-102 (by 3s)

[omitting #s 45, 48, 78, 90; class discussion on #99 AND adding #s 1, 13, 31, 85, 108]
### Sample Syllabus, cont.

**Schedule of Assignments – Math 121, Fall 2011**

<table>
<thead>
<tr>
<th>Week</th>
<th>Homework Exercises (do only odd-numbered problems unless otherwise noted)</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 22</td>
<td>1.1 11, 15, 21, 25, 27, 37, 39, 77, 79, 81, 85, 91, 97 (See also Chapter R problems above.) 1.2 9, 11, 15, 19, 21, 33, 51, 53, 59, 63, 65, 105, 107 1.4 7 – 25 odd 1.5 1 – 37 odd, 75, 99</td>
<td>Linear Equations Quadratic Equations Radical Equations Solving Inequalities</td>
</tr>
<tr>
<td>Aug 20</td>
<td>Pre-lim Test on Incoming Skills – See Review Problems above] 1.7 17, 19, 21, 23, 25, 27, 31, 39, 41 2.1 9, 11, 13, 19, 23, 35, 37, 39, 41, 47, 59, 63 2.3 1-11 (all), 13, 19, 37-45 (odds), 63, 65, 74, 79, 129</td>
<td>Applications Rectangular Coordinates Lines</td>
</tr>
<tr>
<td>Sept 5</td>
<td>4.2 1-15 all No green ports requiring graphing calculator (No correlation coefficient) 7.1 1-6, 9, 10, 15, 20, 23, 29, 35, 55-61 (all), 65, 67 2.4 11-39 (odds), 59</td>
<td>Interpret linear data &amp; slope Systems of Equations Circles</td>
</tr>
<tr>
<td>Sept 12</td>
<td>(pp 150-151): 3-18 (by 3), 19, 23, 29, 39-51 (by 3), 61, 87, 93, 95 (pp 202-203): 3, 5-16 (all), 17, 23, 27-42 (all), 44-46 (all) Exam #1 (Chapters 1, 2 &amp; 7.1)</td>
<td>Chapter 1 Review Chapter 2 Review (Chapters 1, 2 &amp; 7.1)</td>
</tr>
<tr>
<td>Sept 19</td>
<td>3.1 1-29 (odds), 32, 35-59 (odds), 87, 89 3.2 9, 11-21, 23, 27, 37, 39, 41, 43 3.3 1 – 32 all, 53, 55, 57, 63</td>
<td>Functions The Graph of a Function Properties of Functions</td>
</tr>
<tr>
<td>Sept 26</td>
<td>3.4 1-10 (all), 17-23 (odd), 69 3.5 1-18 (all), 35-59, 65 3.6 3, 5, 7, 9, 19, 23</td>
<td>Library of Functions Transformations Mathematical Modeling</td>
</tr>
<tr>
<td>Oct 3</td>
<td>4.3 1-47, 53, 55, 77, 81, 83, 89 Use h = -b/2a 4.4 1 – 9 all</td>
<td>Quadratic facts &amp; models Quadratic Models &amp; Data</td>
</tr>
<tr>
<td>Oct 10</td>
<td>5.1 11-21, 33-47, 57-71 5.2 11, 21-31 (odds), 39, 41, 45 Transformations of reciprocal and inverse square functions only</td>
<td>Polynomials Functions Rational Functions</td>
</tr>
<tr>
<td>Oct 13-14 – Fall Break – No Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oct 17</td>
<td>Download the Graphing Summary Worksheet from the Math 121 web page Review for Exam #2 Exam #2 (Chapters 3, 4 &amp; 5)</td>
<td>(Chapters 3, 4 &amp; 5)</td>
</tr>
<tr>
<td>Oct 24</td>
<td>6.1 9-19, 29, 33, 39, 43, 49, 53, 55, 61, 65, 69 (parts a to d only, where applicable) 6.2 11, 15-22 (all), 23, 27-37 (odds), 41, 45, 49, 55, 59, 71, 73</td>
<td>Composite Functions Inverse Functions</td>
</tr>
<tr>
<td>Oct 31</td>
<td>6.3 11, 13d, 15d, 17-23 (odd), 29-36 (all), 37-61 (odds), 73-79 (odds) 6.7 1-39 (odds) Where exponential facts are used most.</td>
<td>Exponential Functions Compound Interest</td>
</tr>
<tr>
<td>Nov 7</td>
<td>6.4 4-8 (all), 9-57 (odds), 63-70 (all), 77, 87-105 (odds), 113 6.5 7-23, 31-47, 51-71, 79-95 (all odds) Last day to withdraw without the Dean’s approval: Friday, Nov 11 (WP/WF required)</td>
<td>Logarithmic Functions Properties of Logs</td>
</tr>
<tr>
<td>Nov 14</td>
<td>6.6 5-21 (odds), 31, 33, 41, 43, 59 6.8 1 – 11 all</td>
<td>Exp &amp; Log Equations Exponential &amp; Growth decay</td>
</tr>
<tr>
<td>Nov 21</td>
<td>6.9 1, 3, 5, 7 by hand... using data to find appropriate model Review for Exam #3</td>
<td>Exp. Models from Data (Chapter 6)</td>
</tr>
<tr>
<td>Nov 28</td>
<td>Exam #3 (Chapter 6) Discussion of piecewise defined functions can be included here (Sec. 3.4)</td>
<td>Review for Final Exam</td>
</tr>
<tr>
<td>Dec 5</td>
<td>Review for the Final Exam [Final on Monday, Dec 12th, 10:00 am to noon] Last day to withdraw with the Dean’s approval: Friday, Dec 9 (WP/WF required)</td>
<td></td>
</tr>
</tbody>
</table>
Active Learning Strategies, Techniques, and Activities

Just giving the student the answer when they’ve asked you a question isn’t going to do much in the way of helping them understand the material. It’s your job to encourage students to use their resources: ask peers, seek answers, and question their understanding. By doing so you encourage Active Learning and discourage them from depending on you for answers.

Active Learning covers everything from listening practices and valuable note-taking skills to short in-class responses to the material—anything that engages a student and helps them absorb what they hear and see in class. Activities that encourage Active Learning range from 1-minute writing exercises to complex group projects. FYI: more than likely, you’ll utilize the more simple strategies available because of your limited in-class contact with students. Here are some example exercises that support Active Learning processes:

**One-Minute Response**

Written and oral methods are both acceptable. Have the student(s) summarize an important theory or answer a specific question. Give them some time to both formulate a response and write it down. One-Minute Responses are effective for determining how well concepts are being learned. They can even reveal gaps in one’s knowledge, so that you know where students (individually or collectively) require the most support. EX: “How does Dr. X define ‘scientific realism?’” Or “What is the difference between Carbon Monoxide and Carbon Dioxide?” Open-ended questions might require more than a minute or two to tackle, however, so adjust time accordingly.

**Clearest/Muddiest Point**

Have the student(s) identify the clearest point in the lecture/material (the part they understood the best) and the muddiest point. Not unlike the One-Minute Response, Clearest/Muddiest helps identify both students and theories that require your supportive input. Sometimes, it’s also helpful to ask students to respond to how they feel about the material. Are they comfortable enough to take an exam tomorrow? This can help them identify their own strengths and weaknesses.

**The “Socratic Method”**

Most college students are familiar with the Socratic Method. The method typically requires a small group, led by a moderator (this would be you, PLF) who poses questions for the students to answer. These questions are generally open-ended questions that invite discussion. Great for using during office hours or when you’ve got ample class time!

As a PLF you will quickly learn what works and what doesn’t work. Use your own experiences as a student as well as the information you learn in training sessions to guide you!
Building a Good Relationship With Your Instructor

The instructor, other PLFs, and you compose an instructional team. In some classes there may be graduate teaching assistants or CAPS Supplemental Instruction leaders who are also part of the team. The instructor is the person most responsible for the team’s success by letting you know ahead of time what will be happening in class, giving you suggestions on approaches to working with students, clarifying his or her expectations for you, and soliciting your feedback on how things are going. Although the instructor is the leader, you help the team function as well. There may be times when you feel that the instructor isn’t giving you enough guidance or isn’t responding well to your ideas. This is most likely to happen in situations where the instructor is still learning how to best incorporate PLFs into the team. Here are some suggestions for building a good relationship with your instructor:

- **Always be prepared for class, actively engaged with students, and on time in completing tasks assigned by the instructor.** If your instructor is going to feel comfortable giving you responsibilities and being open to your suggestions, then you must be credible in their eyes.

- We ask instructors to solicit your impressions of “how it’s going” and to report on what you’re seeing and hearing as you work with students so that adjustments to learning can be made. However, sometimes instructors won’t think to ask you or will respond defensively if you tell them something that is contrary to their perceptions. Unless a protocol for you to offer input and feedback is established early by your instructor, consider taking a respectful, proactive approach. For example, after a class you could send an email to the instructor: “I learned some interesting things about how students were challenged by the work in class, today. I thought I’d share these observations with you.” Even if you have an idea about how to do things differently, don’t offer your suggestion immediately; however, be prepared to share your idea if asked. Usually, instructors will respond positively to you sharing observations, especially if you can mix positive points with the negative ones.

- **Let the relationship grow naturally.** Using email, especially when first building a relationship with an instructor, allows you to choose your words carefully and to avoid awkward conversations; but be sure to proofread your message and write professionally so that, again, you’re building credibility. When offering suggestions, consider putting them in the context of your previous experiences: “When I took this class, I found it really helpful when the instructor…”. “When I was a PLF in Dr. X’s class, she approached this type of problem in a way that I found very helpful…”

- **If the instructor isn’t giving you enough information to prepare for class, then also consider sending an email.** “I’m looking forward to Wednesday’s class because this topic is very interesting to me. I want to be sure that I’m being as helpful as possible to you and the students. Can you please tell me what you’re planning to do and where my assistance will fit in best? Are there problems or a worksheet that I could work on before class?” Most instructors appreciate initiative and your respectful prodding may help to promote better communication as the semester progresses.

- **Most important, don’t let a stressful or unproductive relationship persist because it’s not likely to get better on its own.** Let Mary know what is frustrating to you and the STEM Gateway staff will do their best to help establish a better working relationship.
Campus Contact Information

A list of resources that are most relevant to student life, your job and being a UNM student.

**Student Resources**

- **Accessibility Resource Center** (as2.unm.edu) (505)277-3506
- **Office of Admissions** (admissions.unm.edu) (505) 277-8900
- **TOLL FREE: 1-800-CALL-UNM ext. 1**
- **Agora Crisis Center** (www.unm.edu/~agora) (505) 277-3013 or 1-866-HELP-1-NM (1-866-3246-1-55)
- **Bursar’s Office** (www.unm.edu/~bursar) (505) 277-5363
- **Campus Office of Substance Abuse Prevention (COSAP)** (www.unm.edu/~cosap) (505) 277-2795
- **Career Services** (www.career.unm.edu) (505) 277-2531
- **Center for Academic Program Support** (caps.unm.edu) (505) 277-7208
- **Student Affairs** (studentaffairs.unm.edu) (505) 277-0952
- **Student Employment** (www.unm.edu/~wsestudy)
  Phone: (505) 277-3511
- **Student Health Center** (shac.unm.edu)
  Information, Appointments and Counseling Services: (505) 277-3136
  Pharmacy: (505) 277-6306
- **UNM IT** (it.unm.edu)
  Help Desk: (505) 277-5757

**Colleges and Schools**

- **Anderson School of Management** (www.mgt.unm.edu) (505)277-6471
- **Architecture and Planning** (saap.unm.edu) (505)277-3133
- **Arts and Sciences** (www.unm.edu/artsci) (505)277-3046
  Advisement: (505) 277-4621
- **Education** (coe.unm.edu) (505)277-2231
- **Engineering**:
  - Chemical and Nuclear (505) 277-5431
  - Civil Engineering (505) 272-2722
  - Computer Science (505) 277-3112
  - Electrical and Computer (505) 277-2436
  - Mechanical (505) 277-1325
- **Fine Arts** (finearts.unm.edu) (505)277-4817
- **Nursing** (nursing.unm.edu) 1-800-690-0934
- **Pharmacy** (hscc.unm.edu/pharmacy) (505)272-3241
- **Law** (lawschool.unm.edu) (505) 277-2146
- **Medicine** (hsc.unm.edu/som)
  somadmin@salud.unm.edu
- **Public Administration** (spa.unm.edu) (505) 277-1092
- **University College** (www.unm.edu/~ucollege) (505) 277-2631
The STEM Gateway program is funded through a U.S. Department of Education TITLE V grant, 2011-2016, 100% grant funded (total anticipated funding $3.82 million).
For the PLF program to be successful, instructors and PLFs worked together to understand the needs of the students in accordance to the material presented together with the different assigned classroom locations. This continuous interaction between instructors and PLFs allowed for further understanding of what changes would be benefit course redesign.
Planning for your course

The most common approach faculty takes to design a general chemistry course is a content-based approach. In this approach professors first determine the order of topics – this is usually based on textbook chapters with some modifications according to teacher’s experience. Once the order is determined, a class schedule will be planned to fit topics into the weekly lecture meetings. At this point, the course design is almost done and the professor just needs to insert a couple of midterm exams and a final exam to finalize the class schedule. The whole process can be finished within a day, or even a couple of hours for an experienced faculty.

Although this approach is quick and easy, and it allows faculty to makes sure all the required topics will be covered in the course, there are many important aspects about student learning that have not been considered in this approach. For example, is there evidence that shows the planned learning method is effective for student learning? What are the students learning outcomes from this course? What is the mechanism that allows the instructor to improve student learning during the semester? These questions are especially important in a class with diverse student background like in our general chemistry classes that we do not know and should be considered in our course design process.

The approach we recommend and describe in this handbook is called the backward design. We call it backward design because we start with the final outcomes we expect our students to reach as the result of the course learning, and go “backward” to work out the best strategies for students to accomplish the final outcomes. This approach focuses on how “students” reach the “learning outcomes”, instead of how “professor” teaches the “covered topics”.

Before we begin to introduce the steps of backward design, we explain the terminology we use.

1. Each UNM core course has a set of course level Student Learning Outcomes (SLOs). You can find the SLOs for CHEM 121 and 122 in Appendix A. You need to adopt these SLOs for your course. Each semester, you should collect assessment data against selected SLOs (two to three) and use it for the writing of annual General Education Assessment reports.
2. Based on course SLOs, you can write a set of Instructional Objectives (IOs) as the course content. For example, for SLO#3 of CHEM 121: “Explain the structure of the atoms, isotopes and ions in terms of its subatomic particles”, you might have the following three IOs: (1) students practice to identify the numbers of subatomic particles for different elements in the periodic table. (2) students practice to identify isotopes and the numbers of subatomic particles. (3) students practice to identify ions and the numbers of subatomic particles.
3. When we prepare the course level IOs, we need to consider different cognitive and affective levels of student learning activities as described in Bloom’s and Fink’s Taxonomies. Both taxonomies are explained in Appendix B.
4. To monitor students’ learning progress throughout the semester, we use both informative and summative assessments. The informative assessments are low-stakes assessment focusing on providing a quick and diagnostic measure of student understanding and the effectiveness of
teaching. The **summative assessments** are high-stakes assessments serving for the purpose of grading and reporting.

We recommend the following steps for your planning of this course:

1. What are the IOs to be covered are determined which are aligned with course SLOs
2. Learning strategies are chosen & designed for students to learn topics planned in IOs
3. How will IOs and SLOs be assessed during and by the end of semester?
4. What are the course activities to be developed and implemented?

We divide our course activities into three categories based on when it happens:

<table>
<thead>
<tr>
<th>Category</th>
<th>activities</th>
<th>goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-class</strong></td>
<td>Reading assignments</td>
<td>Students learn facts from reading; we expect them to understand simple concepts, too.</td>
</tr>
<tr>
<td></td>
<td>Reading quizzes</td>
<td>Quick assessment of students’ reading</td>
</tr>
<tr>
<td></td>
<td>Muddy points</td>
<td>Students reflect on their reading and inform teachers about what is not understood.</td>
</tr>
<tr>
<td><strong>In-class</strong></td>
<td>Introduction &amp; responses</td>
<td>Teacher summarizes covered topics and responds to students questions</td>
</tr>
<tr>
<td></td>
<td>I-clicker questions</td>
<td>Assessments of student’s learning</td>
</tr>
<tr>
<td></td>
<td>Small group discussions</td>
<td>Students learn covered topics by cooperatively solving problems</td>
</tr>
<tr>
<td><strong>Post-class</strong></td>
<td>ALEKS exercises</td>
<td>Requiring students to transfer knowledge from short-term memory to long-term memory by retrieving and applying.</td>
</tr>
</tbody>
</table>

Under the framework presented above, you can start to plan for your implementation. The following questions help you form your policy and what to be prepared.

**Pre-class**

1. How do I let students know the reading assignments? Should I use handouts, e-mails, or announcement in the BlackBoard Learn?
2. Do I want to ask students to read just the textbook in the reading assignments, or do I want to add other materials such as simulation, videos, or handouts?
3. How will I do the reading quizzes? Will I use ALEKS questions, or my own questions delivered on BlackBoard LEARN? Or will I give them a quiz in the beginning of each class as the reading quiz?
4. How will I assign and collect answers from muddy points? Keep in mind the purpose of muddy points is to inform you about students’ pre-class reading, and should be collected
before the class. You should have sufficient time to review students’ responses before each class. In our current practice, we use LEARN to collect and review responses.

5. What percentage of grade you will give to the pre-class quizzes and muddy points?
6. What are the source or resources of reading assignments? Is there existing resource from course redesign?

In-class

1. How will I organize and present the topics I planned to discuss in each class? Should I use PowerPoint slides as the outline for the classes? Should I give mini-lectures to summarize and further explain the concepts or misconceptions indicated by students’ responses?
2. How will I conduct the small group discussions? How will I form groups? How will I make sure each student has a role in the group discussion? How will I credit each student for discussions? How will help group discussion if they have questions? How will I oversee more than one group? How will I organize PLF and TAs to facilitate the discussions?
3. How will I use clicker in the class? What proportion of grade will I give to students for the use of clickers? What is my policy regarding loaning clickers? How will I register students for clicker? (the section of Classroom Technology has more recommendations)

Post-class

1. How will I grade ALEKS? How will I set up ALEKS, objective or open-pie? Do I want periodic assessments? How frequently do I want assessments?
2. Do I want to give students post-class projects or assignments in addition to ALEKS? How will I grade these assignments?

Other Course Policies

1. Will I take attendance? Will attendance be required and counted toward the final grade?
2. This course has the lab (CHEM 123L or 124L) as the co-requisite. If a student has previously passed the lab, they can register this course without the lab. You need to be aware of this curricular rule when students ask you to give them an override for co-requisite. Similar problems also arise when students drop one of these co-requisite courses because they will also be dropped from the other course. The general rule is the faculty for the course student will remain in made the decision for whether an override will be granted. For example, if a student wants to drop the lab and remain in the lecture, they should appeal to the lecture faculty for override. However, when making the decision, you should consider for the integrity of the curriculum and whether it is possible for student to pass the course. For example, if student wants to drop the lab in week 1 and remains in the lecture, you need to make sure the student’s intention is not to take the lecture without the lab. You also need to make sure that student understands by taking the lecture alone, he/she cannot take the next course until he/she pass the lab, which will delay their progress. The lab policy is students can stay in the lab when they drop from the lecture only if they have completed
50% of the lab materials and with a passing grade. You can consider a similar rule for your class.

3. You should have a classroom policy in place. For example, will you allow students to use cell phone or surf the internet in class?

4. You should have the date and time and room number for your office hours posted.

5. You should have an e-mail policy in place. For example, will you answer weekend e-mails? In what timeframe will students expect to receive your responses?

6. You should have the grading policy in place.
Learning Strategies Inventory


**Muddiest (or Clearest) Point.** This variation on the one-minute paper is specifically designed for determining gaps in student comprehension (Angelo & Cross, 1993). The instructor requests a one-minute written response to the question “What was the ‘muddiest point’ in today’s lecture?” or “What concept do you find most difficult to comprehend?” The question may be more specific. Because the instructor collects the responses immediately and can read them before the next lecture period, he or she has the opportunity to make teaching adjustments in response to the students’ needs much sooner than would be possible otherwise.

**One-Minute Paper.** Originally reported by Angelo and Cross (1993), this technique has been adapted for use in virtually every discipline (see, for example, Dorroh, 1993; Fishman, 1997; Kloss, 1993; Ludwig, 1995; Morrissey, 1982). It is a highly effective method for checking student progress and for providing a consistent means of communicating with students. To implement this method, the instructor simply stops class a few minutes early (or pauses at some point during a lecture), poses a specific question (for example, “What was the main point presented in today’s class material?”), and gives students one (or perhaps two—but not many more) minute to respond. Students’ responses tell the instructor whether or not they view the material in the way he or she envisioned.

Depending on an instructor’s objectives, students may submit their responses anonymously or with their names on them. Anonymity may encourage otherwise reticent students to voice concerns or raise questions, but it will not foster direct communication between students and the instructor. Further, it has been argued that allowing anonymous submissions actually detracts from active engagement in the exercise because students may perceive that they have little to gain by applying themselves to the task (Harwood, 1996).

**Reading Quiz.** Active learning depends on students coming to class prepared. In addition to being an effective means of encouraging students to read assigned material, the reading quiz can be used to measure student comprehension of readings, thus providing the instructor with evidence of students’ level of sophistication as readers (Mazur, 1996, 1997). By asking the same sorts of questions on several reading quizzes, instructors can guide students regarding what to look for when reading assigned texts. For instance, if reading quizzes in an English literature class consistently include questions such as “What color were Esmerelda’s eyes?” students will learn that it is the details that count. On the other hand, questions such as “What reason did Esmerelda give for murdering Sebastian?” highlight issues of justification. If the goal is to instruct and not merely to coerce, quiz questions must be carefully constructed so that they identify both which students have read the material (for the instructor’s benefit) and what is important in the reading (for the students’ benefit). Using straightforward questions based directly on the class reading assignments for each day, Paulson (1999) has found a correlation ($r \approx 0.8$) between the total points on the reading quizzes and the total course points.
Pair-share. Putting students in pairs provides many of the advantages of group work. A recent meta-analysis of 383 published reports on small-group learning in college science, math, engineering, and technology classes showed that small-group learning promotes greater student achievement, increases retention in courses, and promotes favorable attitudes toward the course material (Springer, Stanne & Donovan, 1998). Students have the opportunity to state their own views, to hear from others, to hone their argumentative skills, and so forth, without the administrative requirements of group work (time spent assigning people to groups, class time used for getting into groups, and so on) (Shakarian, 1995). Further, working in pairs makes it virtually impossible for students to avoid participating, thus making each person accountable.

Pair Discussion. In discussion, students pair off and respond to a question either in turn or as a pair. This method easily can be combined with other techniques, such as those discussed under “Questions and Answers” or the “Critical-Thinking Motivators” discussed above. For example, after students have responded to a list of true-false statements, they can be asked to compare their answers with their partner’s and to discuss the statements on which they differed. In science classes, students can be asked to explain how some experimental data support a theory that the instructor has just discussed. Generally, this approach works best when students are given explicit directions, such as “Tell each other why you chose the answer you did.”

Note Comparison/Sharing. One reason that some students perform poorly in classes is that they do not have good note-taking skills. That is, although students may listen attentively, they do not always know what to write down, or they may have gaps in their notes that leave the bewildered when they go back to the notes to study or write a paper. One way to avoid some of these pitfalls and to have students model good note taking for each other is to have them compare notes occasionally. After covering a crucial concept, the instructor might stop lecturing and have students read each other’s notes, filling in the gaps in their own note taking. This activity is especially useful in introductory courses or in courses designed for non-majors or special admissions students. When students see the value of supplementing their own note taking with others’ notes, they are more likely to continue the practice outside of class time.

Peer Review. This method works well when students have completed an individual homework assignment or short paper. On the day the assignment is due, students submit one copy to the instructor and one copy to a partner. Partner pairs may be formed just for the day or assigned for the entire term. Each student offers critical feedback on his or her partner’s work,
standardizes or assesses the partner’s arguments, or corrects mistakes in problem solving or grammar. Peer evaluation can be a particularly effective way to improve student writing. However, students need to be given specific instructions on what to look for in the work they are assessing. In a course that Paulson teaches entitled Writing for Chemists, for example, students receive a Group Editing Guide, which helps them to focus on the important features in each section of a paper. Without these detailed instructions, students tend to make rather general and not very useful comments. Students also can benefit from assessing an anonymous paper or a paper from a previous class selected by the instructor.

**Jigsaw Group.** In jigsaw projects, each member of a cooperative-learning group becomes “specialized,” mastering a discrete part of the subject matter required to complete the project. He or she thereby possesses knowledge critical to the rest of the group. There are generally four stages in the jigsaw process (Clarke, 1994; Marcus, 1998). First, the instructor organizes students into heterogeneous home groups (if the instructor has assigned students to base groups during the term, the base group may constitute the home group for a given project). Each member of the home group is assigned or chooses a part of the subject matter to be explored. For example, if the project requires applying several moral theories to a case study, each student in the home group is assigned to become an expert on a particular moral theory. In the second stage, students reform into focus groups centered on their selected topics. In our hypothetical example, several students from different home groups who were designated as experts on Kant’s moral theory would group together to explore, clarify, and write down the main ideas of that theory. In the third stage, these focus groups disband, and the original groups re-form. The home groups now include an “expert” on each moral theory sub-topic. The experts report their findings to the rest of their home group, and the group discusses the issues in depth. The fourth and final stage of the project requires the group to apply this information. In the example above, each group could determine the moral status of an action portrayed in a case study according to the various moral theories they have mastered.

**Active-Review Sessions.** In the traditional class review session, the students ask questions and the instructor answers them. Students spend their time copying down answers rather than thinking about the material. In an active-review session, the instructor poses questions, and the students work on them in cooperative-learning groups (either informal or base groups can serve this purpose). Then the instructor asks students to share their solutions with the class, and all students discuss any differences among their proposed answers. The ensuing discussion can be guided according to the questions and answers techniques outlined above.

**Work at the Blackboard.** In many problem-solving courses (such as mathematics, logic, or critical thinking), instructors tend to review homework or teach problem-solving techniques by solving the problems themselves. Because students learn more by doing than watching
(Springer et al., 1998), this is clearly not the optimal scenario. Rather than illustrating problem solving, instructors can have students work out the problems themselves by asking them to go to the blackboard in small groups. Cooperative groups encourage discussion of problem-solving techniques (“Should we try this?”) without embarrassing students who have not yet mastered the required skills. If there is insufficient blackboard space, students can still work out problems as a group by using paper and pencil, small dry-erase boards, or even computers if the appropriate software is available.

**Concept Mapping.** A concept map is a way of illustrating the connections that exist between terms or concepts covered in class (Novak, 1990; Novak & Gowin, 1984). Students brainstorm to generate a list of facts, ideas, or concepts for a particular topic and then draw lines connecting related items. Above each line students write the nature of the relationship between the items. Because most of the terms in a concept map have multiple connections, students must identify and organize information to establish meaningful relationships between the pieces of information. A concept map is an effective means to show students how the many concepts covered in a typical course are connected. Although individuals as well as groups of students can do concept mapping, the maps produced in groups are usually much more detailed than those produced by individual students.

**Visual Lists.** In this technique, students make a list of opposing points or arguments on paper or on the blackboard. Students typically can generate more comprehensive lists working in groups than they can alone. This method is particularly effective when asking students to compare views or to list the pros and cons of a position. One technique that works well with such comparisons is to have students draw a “T” and label the left- and right-hand sides of the crossbar with the opposing positions (or “Pro” and “Con”). Students then list everything they can think of to support these positions on the relevant side of the vertical line. Once students have generated as thorough a list as they can, the instructor asks them to analyze the lists by asking questions that are appropriate to the exercise.

**Peer-led Team Learning**

The Peer-Led Team Learning (PLTL) Workshops generally supplement the lecture. PLTL [http://www.sci.ccny.cuny.edu/~chemwksp/](http://www.sci.ccny.cuny.edu/~chemwksp/) can be used in a course with any size enrollment. Under the PLTL model, undergraduate students who have done well in the class previously are recruited and trained as workshop leaders or peer leaders who guide the efforts of a group of six to eight students. These peer-led groups meet weekly (separate from the lecture and the instructor) to work together on problems that are carefully structured to help the students build conceptual understanding and problem-solving skills. There are no answer keys for either the students or the peer-
leaders; the emphasis is on learning to find, evaluate, and build confidence in answers. Simultaneously, the workshops and the peer leaders provide a supportive environment that helps each student participate actively in the process of learning science. Thus, PLTL offers a mix of active-learning opportunities for students and a new role for undergraduate peer leaders that is appropriate for their stage of development; PLTL has been used successfully in courses in chemistry, biology, physics, math, computer science, and engineering. In practice, the weekly workshop replaces traditional recitation sections led by graduate teaching assistants or faculty. Although most peer leaders are undergraduates, many graduate students with appropriate training have also worked effectively and enthusiastically in that role.
Part II: Developing a successful peer learning facilitator

After completing this session of the institute, program coordinator will be able to…

…select training content for PLFs according to expectations that provide impetus for active learning style in redesigned courses.

i) Active learning
ii) Professional development
iii) Resources
iv) PLF reflections
Active learning

Trainings focused on providing PLFs with skills to implement active learning in redesign courses. Among this trainings there was a focus on how to approach students during classroom time, office time, high volume of assistance requested, unengaging students, etc.

PLFs working together on a training exercise, Spring 2012
Peer Learning Facilitator Training
April 6, 2012

A little less lecture,
A lot more inspiration!

ACTIVE LEARNING

TIM SCHROEDER
Senior Director of Extended Learning
B.A. in Political Science
M.S. in Adult Education
Ed. Lead doctoral student

Teaching college courses as an adjunct for 12+ years
I learned digital photography for fun

Tell Us About You:
Name
Where do you call “home”? Something you learned for fun

On a notecard, write your own definition for “Active Learning”
Volunteer? Lead us as a group in identifying the themes that emerged from this definition

"Active learning refers to techniques where students do more than simply listen to a lecture. Students are DOING something including discovering, processing, and applying information. Active learning "derives from two basic assumptions: (1) that learning is by nature an active endeavor and (2) that different people learn in different ways" (Meyers and Jones, 1993).

Kathleen McKinney,
Cross Chair in the Scholarship of Teaching and Learning and Professor of Sociology
Illinois State University

**Types of Activities**

**Share**
activities which encourage students to share their personalities, prior knowledge or plans

- Notes comparisons (Paulson/Faust, #18)
- Icebreakers
- Picture Making (draw a picture of the student who will be successful in this class)
- Holidays, birthdays, celebrations
- Breaking bread

**Focus**
activities which encourage students to focus at the beginning of class, or to zero in on a specific concept

- Daily Journal (Paulson/Faust, #4)
- Pre-Theoretic Intuitions Quiz (Paulson/Faust, #15)
- Pair-share (UNC)
- Buzz Groups (UNC)
- Panel Discussion
- Reverse Thinking (Argue your point, but from the opposite perspective)
**TYPES OF ACTIVITIES**

**ASSESS**

Activities which assess student understanding, confidence and progress

- One-Minute Paper (Paulson/Faust, #1)
- Lecture Check (UNC)
- Muddiest/Clearest Point (Paulson/Faust, #2)
- Clickers, Cards or Fingers (Paulson/Faust, #12)
- Group Quiz

**LEARN**

Activities which introduce students to new concepts, or allow them to apply previously learned knowledge

- Student Summary of Another Student’s Answer (Paulson/Faust, #9)
- Three-Step Interview (UNC)
- Students Writing Quiz Questions (Paulson/Faust, #11)
- Puzzles and Paradoxes (Paulson/Faust, #16)
- Whole-Class Debates (UNC)
- Role Playing (Paulson/Faust, #26 & UNC)

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**On a note card, write down one of the following that you feel would be most useful in your class:**

- SHARE
- FOCUS
- ASSESS
- LEARN

**Find one other person who has the same purpose as yours.**

As a pair, identify one activity you both feel comfortable with from any of the handouts.

Share with the group why you picked this particular activity.
Muddiest / Clearest Point

On a note card, write down one point that you consider to be the muddiest, or one you consider to be the clearest up to this point. Be prepared to share.

Some interesting research...

- “A study of college faculty in a variety of different institutions showed that, on average, college professors devote only 3.65% of class time to questioning, regardless of course level or academic field.

- “Moreover, 63% of these questions are directed at the lowest cognitive level, requiring only recapitulation, clarification, or factual responses.”


Bloom’s Taxonomy (of educational objectives)

1. Knowledge – at this level, information can be recalled.
2. Comprehension – at the level, information can be interpreted and translated
3. Application – at this level, information is used to solve problems
4. Analysis – at this level, information can be broken into parts and relationships between the parts understood
5. Synthesis – at this level, information can be used to create novel information
6. Evaluation – at this level, information can be compared, contrasted and judged against a given criteria
Questions come in different flavors...

“NEW MEXICO SHOULD BUILD ANOTHER COAL POWER PLANT”
- Do you agree with this statement? (closed)
- How would the power plant change your life? (open)
- The plant would be built in which area? (convergent)
- How might the plant impact the environment? (divergent)

...And with different purposes

Knowledge
When is the plant proposed to be built?

Comprehension
Describe the plant project in your own words (no value judgments).

Application
How will the actual construction impact transportation through the state?

Analysis
How does this plant compare to the similar projects in Arizona?

Synthesis
What alternatives to the plant would you propose?

Evaluation
Do you believe we should build the plant?
Why or why not? How would you articulate your biases?

In addition to asking questions, you will need to respond when other students ask you questions.

Normally, our first response is to simply provide the student with the answer he or she is seeking. But is this the best response?

Remember, learners should be encouraged to find their own answers. This is part of the growing process. But how can you encourage students to do so without sending your students away angry?

“Are coal plants bad for the environment?”

PARAPHRASE THE QUESTION. By phrasing the question in your own words, the answer may become more obvious to the student.

REDIRECT THE QUESTION. Ask another student to respond to the question. Or pose the question to the class in general.

ASK PROBING QUESTIONS. Throw the question back the student by picking apart the larger question, and asking a detailed question in return. Get the student to evaluate the components of the question they originally asked.

SOURCE (paraphrased and quoted):
**Q** “Are coal plants bad for the environment?”

**PROMOTE A DISCUSSION** about the question. If the question is central to the issues you are teaching, break the class into groups and ask them to formulate an answer. Once the group reconvenes, ask the groups to share and discuss their responses.

**POSTPONE THE QUESTION.** Perhaps the question will be covered later in the class in greater detail. In such an instance, you should feel comfortable acknowledging the value of the question, and stating that it will be answered at a future time.

SOURCE (paraphrased and quoted):

**Q** “Are coal plants bad for the environment?”

**DISCOURAGE INAPPROPRIATE QUESTIONS.** Occasionally students ask inappropriate questions intended to get attention or sidetrack the class. It is important to maintain control in the classroom while still respecting the dignity of the student. Offer to respond to the student’s questions after the class or training session is over.

**ADMIT WHEN YOU DO NOT KNOW THE ANSWER.** Never make up an answer if you do not know, admit you do not know. Your credibility will not suffer. But if students find out later you faked an answer, your credibility may be destroyed.

SOURCE (paraphrased and quoted):

**Q** “Are coal plants bad for the environment?”

**UTILIZE PAUSES AND SILENCE.** Pauses in conversation prompt people to think. Do not fear pauses. At times, you may even ask students to not respond for 30 seconds (it will seem MUCH longer).

(experiment... close your eyes and don’t count... raise your hand when we think we are at 30 seconds)

**NEVER PUT STUDENTS DOWN.** Always thank students for asking questions, or for answering questions, even if their answers are incorrect.

SOURCE (paraphrased and quoted):

**Q** “Are coal plants bad for the environment?”

**ANSWER THE QUESTION.** There are also times when it is appropriate to answer the student questions yourself. For instance, if time is short, or if the question involves knowledge the class is not likely to have. When you provide a direct answer, be brief and concise. Watch the reaction on the face of the student to make sure they follow what you say.

SOURCE (paraphrased and quoted):
Return of the Muddiest Point
(the sequel)

Discussion of a few cards from earlier

PUTTING IT ALL TOGETHER

Scan through the three handouts.

Design a twenty minute in-class activity (or interconnected series of activities) that addresses this issue from one of the following:

- Environmental perspective
- Cultural perspective
- Economic / Political perspectives

Be prepared to share your plan with the rest of the group

Closing Thoughts

Don’t get tied to any one activity or model, and don’t follow the rules so closely that you forget the main idea… the purpose is for students to learn, not for your activity to go well.

Let yourself be inspired by lessons learned from others. Steal good ideas and then re-engineer them mercilessly. Nothing is 100% original (there is nothing new under the sun… but it’s still new to me!)

Some of our best ideas come from our failures.

Students who are engaged are receptive… Students who are confused are ready to learn… and Students who are happy teach their friends.
Thank you for your participation!
PLF Tutoring Survey

Please read the following list of common PLF related tasks and check mark those that you would like to focus a weekly training on.

**Student Interaction**

- Recalling course material promptly to answer student questions
- Translating your knowledge of the subject in a way the student understands
- Engaging distracted students
- Talking to students about their progress in the course
- Helping students find answers to their questions without “spoon-feeding” them solutions
- Working with and approaching students at the Algebra Tables

**Faculty Interaction**

- What to do while the professor is lecturing or not engaging students in active learning
- How to request a weekly meeting with faculty and common topics to discuss
- Balancing grading and class prep with personal school work
- Discussing concerns about students
ENVS Team Meeting 10/26/15

In-class (mandatory)
Purpose: To assist the instructor in implementing active learning strategies in their course.

- Answer student questions during active learning/group exercises
  - Use guiding questions
  - Don’t just check answers
  - Help students find the answers to their own questions
  - Get students to the “next step” and let them try on their own
- Facilitate collaboration
  - Engage surrounding students when one student asks a question
  - Encourage students to work in groups and help students form groups
  - Suggest students get together outside of class
- Administrative help
  - Hand out papers
  - Collect papers
  - Help students understand the format of the class

Office Hours (mandatory)
Purpose: To help students complete assignments and clear-up misunderstandings about the material.

- Consistency
  - Hold office hours at a time and in a location that works for your students
  - Write office hours on board for students to see
  - Keep Google Calendar up to date
- Answering questions
  - Encourage students to work in groups during your office hours
  - Help students complete worksheets
  - Don’t re-lecture but instead find out which concepts are confusing for the student and help with those
  - Help students connect content of the assignments to the bigger picture

Review Sessions (optional)
Purpose: To help students review cumulative material and prepare for the test.

- Structure
  - 1st hour - review
  - 2nd hour - reference sheet creation
- Advanced prep
  - Determine subjects for review session in advance and which PLF will cover which topics
  - Determine concepts for cheat sheet
• Review
  o DO NOT simply read things off to the students
  o EACH PLF should have an active role in the review session if they are putting the hours on their timesheets
  o Have problems and questions prepared in advance to let the students try. Formulate these yourself or use old problems with the permission of your instructor.
  o Ask them guided questions to help them find the answers such as:
    ▪ What information would you need to know to solve this problem?
    ▪ What is the first step?
    ▪ What broader concept does this connect to?
  o Explain how you came to the correct answers
PLF training

Housekeeping

- Timesheets
  - Good job!
- Reminder:
  - Spring break is 3/12-3/17
- Next PLF Trainings:
  - 3/3 - Promoting Office hours
  - 3/10 - Continue and will talk about Amy chen
  - 3/24 - PLF Share the knowledge

Office Hours Guidelines

- Be approachable.
- Be professional.
- Let the student tell you the purpose of their visit.
- Listen to your students.
- Don’t be afraid to say, “I don’t know, but I’ll find out for you.”
- Be non-judgmental and try to see situations from the student’s perspective.
- Be aware of your own limitations.

Office Hours

When

THE PID GUIDE TO T.A. OFFICE HOURS

ATTENDANCE IS EXPONENTIAL
Tackling high influx of students during office hours

- Exam review
  - Room
  - Questions
  - Joint vs individual?
- Group study session
- Suggestions?

Minimizing student influx by achieving consistent office hour attendance

- Requirement
- Extra Credit
- Promote!!!
  - How often is it mentioned?
  - Is the information accessible to students?
  - Are they informed?
  - Allow or call for small study sessions
- Suggestions?

Student population

- Minority-Majority Institution
- Non-traditional students
  - Not recent high school graduates
  - Part-time
  - Work full-time (35hrs or more/wk)
  - Financially independent
  - Have children or dependents
  - Are single parents
  - Have a GED

Assignment – The ethnic diversity demographics in your field of study

- What is the ethnic diversity in your field of study nationwide?
- What is the ethnic diversity at UNM in the department of

  - Mathematics
  - Engineering
  - Biology
  - Chemistry
  - Museum Collections
  - Biochemistry
  - Computer Science
Professional development

Professional development trainings focused on providing PLFs with skills helped attain the goals of the program as well as make them marketable for their future career-related endeavors.

PLF Spotlight: Sara Spear, March 2015

“Sara began her undergraduate career as an architecture major. But after working as a PLF, she realized her true passion-- mathematics. Since then, Sara has changed her major with the intention of going on to graduate school and ultimately becoming a mathematics professor. Sara believes the most rewarding parts of her the job are when students thank her on test day and when she sees students finally connect with a concept they have been struggling to understand. These cherished moments have led Sara to realize her calling as a mathematics professor. She knows the skills gained as a PLF will serve her well in her future career.”
Effective Integration of Peer Learning Facilitators into Classroom Learning
FAQs for Instructors

What is a Peer Learning Facilitator (PLF)?

PLFs are undergraduate students who are hired to enable and assist instructors to effectively implement active learning in large-enrollment classes. The term “peer” emphasizes that these are students who have a peer relationship with learners in the classroom. “Learning facilitator” emphasizes that PLFs work to facilitate learning in the classroom through one-on-one interaction with learners rather than through traditional teaching. PLFs are currently hired and trained by Title V programs at UNM. They are deployed to large-enrollment courses where instructors are otherwise hesitant to undertake active, collaborative learning during class time because a single instructor cannot effectively answer questions and keep work on task. The job is posted at UNMJobs (http://unmjobs.unm.edu).

What does a PLF do?

Duties can vary in accordance with the nature of the class and the needs of the instructor but working with students during class time is an essential expectation. The most important task is to work with small groups of learners to support the successful completion of in-class assignments or discussions that actively engage students in learning. This task includes (a) clarifying and explaining assignment expectations, (b) checking answers when requested by students who desire to build confidence before moving on with an exercise, and (c) employing a Socratic approach of answering student questions with new questions that support successful completion of, and learning from, in-class assignments. PLFs are only deployed in class sections where in-class work, usually in small groups, is undertaken every, or nearly, every session.

Can PLFs help me grade?

PLFs can be asked to grade in-class work and/or online assessments if an explicit key/rubric is provided by the instructor. High-stakes assignments and exams should not be graded by PLFs. Use of PLFs to grade student work can be advantageous to the instructor but can also endanger the peer working relationship of PLFs with learners in the classroom. Therefore, careful thought should be given to how essential it is for the PLF to grade papers. PLFs can more appropriately be asked to review student work on ungraded assignments and summarize the evident learning deficiencies for the instructor to address in a subsequent class. Some instructors who successfully use active learning in the classroom also desire to administer online “just-in-time” assessments of students’ learning from texts before class and/or frequent online assessments after class sessions. The purpose of either assessment is primarily formative – providing feedback to both learner and instructor on learning progress and where, for the instructor, to devote most time with students in class. PLFs can appropriately be asked to assist in grading these low-stakes online assessments; however it remains essential for the instructor to review these formative results and to plan subsequent classroom activities in light of learner performance.
Engaging and empowering instructors to develop effective, diverse learning opportunities to enhance the success of diverse learners

How are PLFs different from graduate teaching assistants?

For one thing, they are not graduate students and they are not compensated at TA/GA levels. More importantly, TAs are generally thought of as assisting the instructor, whereas PLFs fundamentally assist the learner. Clearly, instructors and students benefit from the presence of both PLFs and TAs but this distinction between instructor-versus-learner focus is an important one to keep in mind. TAs are used in different ways by different departments, so elaborating on distinctions from PLF duties is not straightforward. While PLFs can certainly assist with classroom logistics, their presence should not be justified for setting up AV equipment, passing out and collecting papers, proctoring tests and quizzes, grading exams, or writing exams. PLFs should not be made responsible for preparing content for you to use in class. Asking PLFs to contribute ideas for in-class work and assessment questions is encouraged, because they can offer valuable perspectives on how students in the class are progressing in their learning. However, the work of authoring course materials and assessments is the responsibility of the instructor.

What are my obligations to the PLFs assigned to my class?

Instructors should meet with their PLFs once each week to review the upcoming in-class assignments, distribute keys, and clarify the expectations of these assignments and the particular strategies that PLFs should use to assist students complete the work. These sessions should be planned sufficiently ahead of when the activities occur in class so that the PLFs can prepare for their contribution to classroom learning. Instructors should also make clear expectations for the PLFs, preferably in writing, to diminish the likelihood of misunderstandings. PLFs receive general, nondiscipline-specific training on tutoring methods, but instructors are encouraged to spend time with PLFs to explain the strategies that they should employ in a particular class.

Project for Inclusive Undergraduate STEM Success

http://oset.unm.edu/IUSS.html

See Peer-Assisted Collaborative Learning component
The Family Educational Rights and Privacy Act

Guidance for Eligible Students

February 2011

The following guidance provides eligible students with general information about the Family Educational Rights and Privacy Act (FERPA). This document is a compilation and update of various letters and guidance documents previously issued that respond to a variety of questions about FERPA. While this guidance reflects our best and most current interpretation of applicable FERPA requirements, it does not supersede the statute or regulations. We will attempt to update this document from time to time in response to questions and concerns.

FERPA is a Federal law that is administered by the Family Policy Compliance Office (Office) in the U.S. Department of Education (Department). 20 U.S.C. § 1232g; 34 CFR Part 99. FERPA applies to all educational agencies and institutions (e.g., schools) that receive funding under any program administered by the Department. Parochial and private schools at the elementary and secondary levels generally do not receive such funding and are, therefore, not subject to FERPA. Private postsecondary schools, however, generally do receive such funding and are subject to FERPA.

Once a student reaches 18 years of age or attends a postsecondary institution, he or she becomes an "eligible student," and all rights formerly given to parents under FERPA transfer to the student. The eligible student has the right to have access to his or her education records, the right to seek to have the records amended, the right to have control over the disclosure of personally identifiable information from the records (except in certain circumstances specified in the FERPA regulations, some of which are discussed below), and the right to file a complaint with the Department. The term "education records" is defined as those records that contain information directly related to a student and which are maintained by an educational agency or institution or by a party acting for the agency or institution.

FERPA generally prohibits the improper disclosure of personally identifiable information derived from education records. Thus, information that an official obtained through personal knowledge or observation, or has heard orally from others, is not protected under FERPA. This remains applicable even if education records exist which contain that information, unless the official had an official role in making a determination that generated a protected education record.

Under FERPA, a school is not generally required to maintain particular education records or education records that contain specific information. Rather, a school is required to provide certain privacy protections for those education records that it does maintain. Also, unless there is
an outstanding request by an eligible student to inspect and review education records, FERPA permits the school to destroy such records without notice to the student.

Access to Education Records

Under FERPA, a school must provide an eligible student with an opportunity to inspect and review his or her education records within 45 days following its receipt of a request. A school is required to provide an eligible student with copies of education records, or make other arrangements, if a failure to do so would effectively prevent the student from obtaining access to the records. A case in point would be a situation in which the student does not live within commuting distance of the school.

A school is not generally required by FERPA to provide an eligible student with access to academic calendars, course syllabi, or general notices such as announcements of specific events or extra-curricular activities. That type of information is not generally directly related to an individual student and, therefore, does not meet the definition of an education record.

Under FERPA, a school is not required to provide information that is not maintained or to create education records in response to an eligible student's request. Accordingly, a school is not required to provide an eligible student with updates on his or her progress in a course (including grade reports) or in school unless such information already exists in the form of an education record.

Amendment of Education Records

Under FERPA, an eligible student has the right to request that inaccurate or misleading information in his or her education records be amended. While a school is not required to amend education records in accordance with an eligible student's request, the school is required to consider the request. If the school decides not to amend a record in accordance with an eligible student's request, the school must inform the student of his or her right to a hearing on the matter. If, as a result of the hearing, the school still decides not to amend the record, the eligible student has the right to insert a statement in the record setting forth his or her views. That statement must remain with the contested part of the eligible student’s record for as long as the record is maintained.

However, while the FERPA amendment procedure may be used to challenge facts that are inaccurately recorded, it may not be used to challenge a grade, an opinion, or a substantive decision made by a school about an eligible student. FERPA was intended to require only that schools conform to fair recordkeeping practices and not to override the accepted standards and procedures for making academic assessments, disciplinary rulings, or placement determinations. Thus, while FERPA affords eligible students the right to seek to amend education records which contain inaccurate information, this right cannot be used to challenge a grade or an individual’s opinion, or a substantive decision made by a school about a student. Additionally, if FERPA’s amendment procedures are not applicable to an eligible student’s request for amendment of education records, the school is not required under FERPA to hold a hearing on the matter.
Disclosure of Education Records

Under FERPA, a school may not generally disclose personally identifiable information from an eligible student's education records to a third party unless the eligible student has provided written consent. However, there are a number of exceptions to FERPA's prohibition against non-consensual disclosure of personally identifiable information from education records. Under these exceptions, schools are permitted to disclose personally identifiable information from education records without consent, though they are not required to do so. Following is general information regarding some of these exceptions.

One of the exceptions to the prior written consent requirement in FERPA allows “school officials,” including teachers, within a school to obtain access to personally identifiable information contained in education records provided the school has determined that they have “legitimate educational interest” in the information. Although the term “school official” is not defined in the statute or regulations, this Office generally interprets the term to include parties such as: professors; instructors; administrators; health staff; counselors; attorneys; clerical staff; trustees; members of committees and disciplinary boards; and a contractor, volunteer or other party to whom the school has outsourced institutional services or functions.

A school must inform eligible students of how it defines the terms “school official” and “legitimate educational interest” in its annual notification of FERPA rights. A school official generally has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Additional information about the annual notification of rights is found below in this guidance document.

Another exception permits a school to disclose personally identifiable information from an eligible student's education records, without consent, to another school in which the student seeks or intends to enroll. The sending school may make the disclosure if it has included in its annual notification of rights a statement that it forwards education records in such circumstances. Otherwise, the sending school must make a reasonable attempt to notify the student in advance of making the disclosure, unless the student has initiated the disclosure. The school must also provide an eligible student with a copy of the records that were released if requested by the student.

FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to: determine the eligibility for the aid; determine the amount of the aid; determine the conditions for the aid; and/or enforce the terms and conditions of the aid. With respect to this exception, the term "financial aid" means payment of funds provided to an individual (or payment in kind of tangible or intangible property to the individual) that is conditioned on the individual's attendance at a school.

Another exception permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a "dependent student" as that term is defined in Section 152 of the Internal Revenue Code. Generally, if either parent...
has claimed the student as a dependent on the parent's most recent year's income tax statement, the school may non-consensually disclose the eligible student's education records to both parents under this exception.

Postsecondary institutions may also disclose personally identifiable information from education records, without consent, to appropriate parties, including parents of an eligible student, in connection with a health or safety emergency. Under this provision, colleges and universities may notify parents when there is a health or safety emergency involving their son or daughter, even if the parents do not claim the student as a dependent.

FERPA also permits a school to disclose personally identifiable information from education records without consent when the disclosure is to the parents of a student at a postsecondary institution regarding the student's violation of any Federal, State, or local law, or of any rule or policy of the institution, governing the use or possession of alcohol or a controlled substance. The school may non-consensually disclose information under this exception if the school determines that the student has committed a disciplinary violation with respect to that use or possession and the student is under 21 years of age at the time of the disclosure to the parent.

Another exception permits a school to non-consensually disclose personally identifiable information from a student's education records when such information has been appropriately designated as directory information. "Directory information" is defined as information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Directory information could include information such as the student's name, address, e-mail address, telephone listing, photograph, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, grade level or year (such as freshman or junior), and enrollment status (undergraduate or graduate; full-time or part-time).

A school may disclose directory information without consent if it has given public notice of the types of information it has designated as directory information, the eligible student’s right to restrict the disclosure of such information, and the period of time within which an eligible student has to notify the school that he or she does not want any or all of those types of information designated as directory information. Also, FERPA does not require a school to notify eligible students individually of the types of information it has designated as directory information. Rather, the school may provide this notice by any means likely to inform eligible students of the types of information it has designated as directory information.

There are several other exceptions to FERPA’s prohibition against non-consensual disclosure of personally identifiable information from education records, some of which are briefly mentioned below. Under certain conditions (specified in the FERPA regulations), a school may non-consensually disclose personally identifiable information from education records:

- to authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the U.S. Secretary of Education, and State and local educational authorities for audit or evaluation of Federal or State supported
education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs;

- to organizations conducting studies for or on behalf of the school making the disclosure for the purposes of administering predictive tests, administering student aid programs, or improving instruction;

- to comply with a judicial order or a lawfully issued subpoena;

- to the victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense concerning the final results of a disciplinary hearing with respect to the alleged crime; and

- to any third party the final results of a disciplinary proceeding related to a crime of violence or non-forcible sex offense if the student who is the alleged perpetrator is found to have violated the school’s rules or policies. The disclosure of the final results only includes: the name of the alleged perpetrator, the violation committed, and any sanction imposed against the alleged perpetrator. The disclosure must not include the name of any other student, including a victim or witness, without the written consent of that other student.

As stated above, conditions specified in the FERPA regulations at 34 CFR § 99.31 have to be met before a school may non-consensually disclose personally identifiable information from education records in connection with any of the exceptions mentioned above.

**Annual Notification of Rights**

Under FERPA, a school must annually notify eligible students in attendance of their rights under FERPA. The annual notification must include information regarding an eligible student's right to inspect and review his or her education records, the right to seek to amend the records, the right to consent to disclosure of personally identifiable information from the records (except in certain circumstances), and the right to file a complaint with the Office regarding an alleged failure by a school to comply with FERPA. It must also inform eligible students of the school's definitions of the terms "school official" and "legitimate educational interest."

FERPA does not require a school to notify eligible students individually of their rights under FERPA. Rather, the school may provide the notice by any means likely to inform eligible students of their rights. Thus, the annual notification may be published by various means, including any of the following: in a schedule of classes; in a student handbook; in a calendar of school events; on the school’s website (though this should not be the exclusive means of notification); in the student newspaper; and/or posted in a central location at the school or various locations throughout the school. Additionally, some schools include their directory information notice as part of the annual notice of rights under FERPA.
**Law Enforcement Units and Law Enforcement Unit Records**

A “law enforcement unit” means any individual, office, department, division or other component of a school, such as a unit of commissioned police officers or non-commissioned security guards, that is officially authorized or designated by the school to: enforce any local, State, or Federal law, or refer to appropriate authorities a matter for enforcement of any law against any individual or organization; or to maintain the physical security and safety of the school. The law enforcement unit does not lose its status as a law enforcement unit if it also performs other, non-law enforcement functions for the school, including investigation of incidents or conduct that constitutes or leads to a disciplinary proceeding against a student.

“Law enforcement unit records” (i.e., records created by the law enforcement unit, created for a law enforcement purpose, and maintained by the law enforcement unit) are not “education records” subject to the privacy protections of FERPA. As such, the law enforcement unit may refuse to provide an eligible student with an opportunity to inspect and review law enforcement unit records, and it may disclose law enforcement unit records to third parties without the eligible student’s prior written consent. However, education records, or personally identifiable information from education records, which the school shares with the law enforcement unit do not lose their protected status as education records because they are shared with the law enforcement unit.

**Complaints of Alleged Failures to Comply with FERPA**

FERPA vests the rights it affords in the eligible student. The statute does not provide for these rights to be vested in a third party who has not suffered an alleged violation of their rights under FERPA. Thus, we require that a student have "standing," i.e., have suffered an alleged violation of his or her rights under FERPA, in order to file a complaint.

The Office may investigate those timely complaints that contain specific allegations of fact giving reasonable cause to believe that a school has violated FERPA. A timely complaint is defined as one that is submitted to the Office within 180 days of the date that the complainant knew or reasonably should have known of the alleged violation of FERPA. Complaints that do not meet FERPA’s threshold requirement for timeliness are not investigated.

If we receive a timely complaint that contains a specific allegation of fact giving reasonable cause to believe that a school has violated FERPA, we may initiate an administrative investigation into the allegation in accordance with procedures outlined in the FERPA regulations. If a determination is made that a school violated FERPA, the school and the complainant are so advised, and the school is informed of the steps it must take to come into compliance with the law. The investigation is closed when voluntary compliance is achieved.

Please note that the eligible student should state his or her allegations as clearly and specifically as possible. To aid us in efficiently processing allegations, we ask that an eligible student only include supporting documentation that is relevant to the allegations provided. Otherwise, we may return the documentation and request clarification. This Office does not have the resources
to review voluminous documents and materials to determine whether an allegation of a violation of FERPA is included. An eligible student may obtain a complaint form by calling (202) 260-3887. For administrative and privacy reasons, we do not discuss individual allegations and cases via email. Please mail completed complaint forms to the Office (address below) for review and any appropriate action.

Complaint Regarding Access

If an eligible student believes that a school has failed to comply with his or her request for access to education records, the student may complete a FERPA complaint form and should include the following specific information: the date of the request for access to the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; and the specific nature of the information requested.

Complaint Regarding Amendment

If an eligible student believes that a school has failed to comply with his or her request for amendment of inaccurate information in education records or failed to offer the student an opportunity for a hearing on the matter, the student may complete a FERPA complaint form and should include the following specific information: the date of the request for amendment of the education records; the name of the school official to whom the request was made (a dated copy of any written request to the school should be provided, if possible); the response of the school official, if any; the specific nature of the inaccurate information for which amendment was requested; and evidence provided to the school to support the assertion that such information is inaccurate.

Complaint Regarding Disclosure

If an eligible student believes that a school has improperly disclosed personally identifiable information from his or her education records to a third party, the student may complete a FERPA complaint form and should include the following specific information: the date or approximate date the alleged disclosure occurred or the date the student learned of the disclosure; the name of the school official who made the disclosure, if that is known; the third party to whom the disclosure was made; and the specific nature of the education records disclosed.

This guidance document is designed to provide eligible students with some general information regarding FERPA and their rights, and to address some of the basic questions most frequently asked by eligible students. You can review the FERPA regulations, frequently asked questions, significant opinions of the Office, and other information regarding FERPA at our Website as follows:

If, after reading this guidance document, you have questions regarding FERPA which are not addressed here, you may write to the Office at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC  20202-8520
<table>
<thead>
<tr>
<th>Event</th>
<th>Classmates</th>
<th>Boss (on campus job)</th>
<th>Advisors</th>
<th>Parents</th>
<th>Friends</th>
<th>Facebook</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Got my chemistry test back and received a “D”</td>
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<td>Got my research paper back with the comment: “Please see me during my office hours.”</td>
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<td>Joined a club for two weeks and then quit</td>
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<td>Decided to take a weight training PE class</td>
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<tr>
<td>Broke up with my significant other</td>
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<tr>
<td>Advisor is concerned about my grades, might be put on probation if I don’t bring them up</td>
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<tr>
<td>Professor informed me that if I completed unfinished work on Aleks, I would receive an A in the class</td>
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<tr>
<td>Went to Student Health and Counseling (SHAC) to talk to someone about my stress</td>
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<tr>
<td>Planning to go to the Career Fair at the SUB</td>
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<tr>
<td>Got back my grades for the semester and am thinking of switching my major because I did so poorly</td>
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<tr>
<td>Went to CAPS to get help on my math homework</td>
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</tr>
</tbody>
</table>
ANNOUNCEMENTS

- Graduating? Planning to return next semester?
- Annual trainings on Learning Central
- Mock Finals
- Emergency Contact Sheet
- PLF 1-on-1 meetings
- PLF surveys starting April 18th
- NEW payroll adjustment forms

UPCOMING TRAININGS

- **April 1**: PLFs with CAPS from 3-5pm
- **April 8**: Grant announcements
- **April 15**: No in-person training, Shared Knowledge Conference
- **April 22**: "Students of Concern" - Rob Burford
- **April 29**: PLFs with CAPS from 4-5pm
- **May 6**: End-of-semester surveys & potluck

CONFLICT RESOLUTION

"Whenever you’re in conflict with someone, there is one factor that can make the difference between damaging your relationship and deepening it. That factor is attitude.” – William James

CAUSES OF CONFLICT

Conflict is any situation in which your concerns or desires differ from those of another person.

- Some examples of conflict are:
  - Disagreement between co-workers
  - Disagreement with faculty or supervisor
  - Co-workers who just don’t get along
  - Resentment

- Conflict can arise because team members:
  - Have different points of view
  - Communicate to one another differently
  - Spend large amounts of time together
  - Depend on one another to “get the job done”
  - Established expectations of one another are not communicated and/or are not met
CAUSES OF CONFLICT

Conflict does not always have to be negative. When employees are able to challenge one another’s ideas in a supportive environment, new ideas are generated and fostered.

HEALTHY VS. DAMAGING CONFLICT

Healthy Conflict
- Disagreements that are communicated in a supportive environment that foster the generation of new ideas or ways to problem solve.
- Tension that increases awareness or sheds light on a growing workplace problem.
- Uses respectful and isn’t emotional.

Healthy Conflict
- Name Calling
- Accusations or Personal Attacks.
- Silent and Withdrawn, afraid to speak up
- Cliques, gossip and rumors.
- Lack of Mutual Respect.
- Self-centered approach.

BREAK FOR SHARING

- Does anyone have an example of conflict on their team they would like to share?
- What do you think has caused this conflict?
- Does this appear to be a healthy or a damaging conflict?

DO

- Understand that conflicts are inevitable.
- Resolve to address conflict quickly.
- Focus on the problem.
- Be open to solutions.
- Acknowledge how others are feeling.
- Listen actively.

DON’T

- Focus on personality traits that cannot be changed.
- Interrupt.
- Attack.
- Disregard the feelings of the employees.
- Avoid the conflict.
- Allow emotions to take over the conversation.
- Impose personal values or beliefs.
CONFLICT RESOLUTION IN 6 STEPS

1. Clarify what the disagreement is.
2. Establish a common goal for both parties.
3. Discuss ways to meet the common goal.
4. Determine the barriers to the common goal.
5. Agree on the best way to resolve the conflict.
6. Acknowledge the agreed solution and determine the responsibilities each party has in the resolution.

This process should be completed by all parties in the conflict together.

ACTIVITY: HOT BUTTONS

1. Break up into groups of 4-5.
2. In 3 minutes, write down as many things that “push your buttons” as you can.
3. Collaborate with the group to answer the questions on your worksheet.
   *These sheets are for you to keep. If there isn’t enough time to complete them during training, please do so on your own & reflect.*

ACTIVITY: HOT BUTTONS

• To recognize what makes us emotional/what can cause workplace conflict
• To understand what barriers emotions can create
• To learn to control our emotions

PLFS TO CAPS TRAINING

• Chem, Bio, EPS, & ENVS @ Zimmerman Drop-In Lab
• Pre-calc & Trig @ Zimmerman Drop-In Lab
• Calculus @ DSH 329
Introduction

“Whenever you’re in conflict with someone, there is one factor that can make the difference between damaging your relationship and deepening it. That factor is attitude.” – William James

This training focuses on ways supervisors can work with their employees to resolve conflict in the workplace. It provides practical steps and techniques that everyone can learn.

The purpose of this presentation is to provide supervisors with the knowledge to recognize causes of workplace conflict, how to facilitate resolution of conflict and how to manage the work relationships once the conflict has been resolved.

This sample presentation is intended for presentation to supervisors and other individuals who manage employees that must be customized to include and match your own policies and practices. It is designed to be presented by an individual who is knowledgeable in both employee relations and managing conflict in the workplace.

Objectives

At the close of this session, you will be able to:

1. Cite the causes of workplace conflict.
2. State why it is important to resolve conflict in the workplace.
3. Describe the methods of resolving conflict.
4. List the Do’s and Don'ts of workplace conflict.
5. Describe the steps in the conflict resolution process.

Causes of Conflict

Conflict is any situation in which your concerns or desires differ from those of another person*.

- Some examples of workplace conflict are:
  - Disagreement between employees.
  - Employees who just don’t get along (there isn’t an apparent conflict).

* (From Thomas-Kilmann Conflict Mode Instrument)
Causes of Conflict (cont’d)

- Conflict arises because employees:
  - Have different points of view.
  - Communicate to one another differently.
  - Spend large amounts of time together.
  - Depend on one another to “get the job done”.
  - Established expectations of one another are not communicated and then not met.

Conflict does not always have to be negative. When employees are able to challenge one another’s ideas in a supportive environment, new ideas are generated and fostered.

It is important to remember that conflict will always exist between employees. Effective supervisors have the skills to manage the conflict process and turn disagreements into ideas.

Examples of Healthy vs. Damaging Conflict

Healthy Conflict
- Disagreements that are communicated in a supportive environment that foster the generation of new ideas or ways to problem solve.
- Tension that increases awareness or sheds light on a growing workplace problem.

Damaging Conflict
- Name Calling.
- Personal Attacks.
- Silent and Withdrawn, afraid to speak up.
- Cliques, gossip and rumors.
- Lack of Mutual Respect.

Healthy Conflict

Questions? Comments?

(The following are sample questions for the presenter to pose, they should be removed from the slide before presentation.)

Does anyone have an example of conflict on their team they would like to share?

What do you think has caused this conflict?

Does this appear to be a healthy or a damaging conflict?
Why should we get involved? It’s their problem, right?

WRONG! Managers must learn to manage conflicts amongst their team members so that the business continues to run effectively and objectives are met.

Consequences of Letting Conflict Fester

- Employees not involved in the conflict either “pile on” or withdraw from the conflict.
  - This requires employees to take sides or “check out” from work entirely.
  - Morale and productivity is lowered because employees are focused on the conflict.
  - Employees who work in teams are now divided because of the conflict.

Consequences of Letting Conflict Fester (continued)

- In extreme instances, unresolved conflict can lead to violent or aggressive situations.
  - Potential for employees to become injured.
  - The company may have legal risks associated with violent situations in the workplace.
  - Work will slow dramatically or can halt altogether.

Questions? Comments?

(The following are sample questions for the presenter to pose, they should be removed from the slide before presentation.)

Using the example that we discussed a few minutes ago, can anyone describe what the consequences of this conflict have been?
There are 5 basic ways of handling conflict in the workplace:
1. Competing
2. Collaborating
3. Compromising
4. Avoiding
5. Accommodating

It is important to note that there is no one way to resolve a conflict and often managers will need to utilize multiple methods in order to reach a resolution.

(From Thomas-Kilmann Conflict Mode Instrument)

Competing
The Competing Method involves handling the conflict through unilateral decision making. This is most appropriately used by managers and leaders in the workplace.

The Competing Method is used primarily for:
•   Situations that involve quick action.
•   Instances where there is no compromise or debate.
•   Making hard or unpopular decisions.

Collaborating
The Collaborating Method involves handling the conflict through team input. This means of handling conflict is particularly useful if all parties in the conflict want to find a resolution, but are unable to agree on what the resolution should be.

The Collaborating Method is used primarily for:
•   Gaining support from the team.
•   Using the different perspectives as an opportunity to learn.
•   Improving relationships through collaboration.

Compromising
The Compromising Method involves handling the conflict by reaching a resolution that involves a “win” on both sides of the table.

The Compromising Method is used primarily for:
•   Resolving issues of moderate to high importance.
•   Finding a solution that involves equal power and strong commitment on both sides.
•   Situations where a temporary fix may be needed.
•   Backing up a decision that’s been made using the competing or collaboration methods.
Methods of Resolving Conflict (cont’d)

Avoiding
The Avoiding Method is a way of handling conflict by making an active decision to not handle the conflict. This is best used for situations that are not work related and should be solved through another means.

The Avoiding Method is used primarily for:
- Unimportant or non-work related issues.
- Buying time until a resolution can be reached.
- Recognizing issues as symptoms.

Methods of Resolving Conflict (cont’d)

Accommodating
The Accommodating Method is a way of handling conflict by allowing the other side to “win.”

The Accommodating Method is used primarily for:
- Maintaining perspective in a conflict situation.
- Making active decisions on what can be “let go” vs. what needs another method.
- Keeping the peace and creating goodwill.

Questions? Comments?

(The following are sample questions for the presenter to pose, they should be removed from the slide before presentation.)

Let’s discuss some of the methods that have been used to handle the conflict example we’ve been discussing.

Do’s and Don’ts of Resolving Conflict

Do…
- Understand that conflicts are inevitable.
- Resolve to address conflict quickly.
- Focus on the problem.
- Be open to solutions.
- Acknowledge how employees are feeling.
- Listen actively.
Do’s and Don’ts of Resolving Conflict (cont’d)

Don’t...
- Focus on personality traits that cannot be changed.
- Interrupt.
- Attack.
- Disregard the feelings of the employees.
- Avoid the conflict.
- Allow emotions to take over the conversation.
- Impose personal values or beliefs.

Questions? Comments?
(The following are sample questions for the presenter to pose, they should be removed from the slide before presentation.)

In our example, can anyone name a do or don’t that has been used? How was it effective (or not)?

Steps In The Conflict Resolution Process

There are six steps to the Conflict Resolution Process:
1. Clarify what the disagreement is.
2. Establish a common goal for both parties.
3. Discuss ways to meet the common goal.
4. Determine the barriers to the common goal.
5. Agree on the best way to resolve the conflict.
6. Acknowledge the agreed solution and determine the responsibilities each party has in the resolution.

This process should be completed by all parties in the conflict together.

(The following is “Conflict Resolution Skills for HR Professionals” by Maria Bredley)

Clarity what the disagreement is
Clarifying involves getting to the heart of the conflict. The goal of this step is to get both sides to agree on what the disagreement is.

Tips:
- Discuss what needs are not being met on both sides of the conflict. Ensure mutual understanding.
- Obtain as much information as possible on each side’s point of view.
- Continue to ask questions until you are certain that you, and each side of the conflict understand the issue.
Establish a common goal for both parties
In this step of the process, both sides agree on the desired outcome of the conflict.

Tips:
• Discuss what each party would like to see happen.
• Find a commonality in both sides as a starting point for a shared outcome. That commonality can be as simple as “both sides want to end the conflict.”

Discuss ways to meet the common goal
Both sides work together to discuss ways that they can meet the goal they agreed upon in step 2.

Tips:
• Brainstorm different approaches to meet the goal.
• Discuss until all the options are exhausted.

Determine the barriers to the common goal
In this step of the process, the two parties acknowledge what has brought them into the conflict.

Tips:
• Ask: “If we could have the outcome that we both wanted, how would that look?”
• Define what can and cannot be changed about the situation.
• For the items that cannot be changed, discuss ways of getting around those road blocks.

Agree on the best way to resolve the conflict
Both parties come to a conclusion on the best resolution.

Tips:
• Determine a solution that both sides can live with.
• Discuss the responsibility each party has in maintaining the solution.
• Settle on a means of ensuring that this conflict does not arise again.
The Steps In The Conflict Resolution Process (cont’d)

**Acknowledge the agreed solution and determine the responsibilities each party has in the resolution**

Both sides own their responsibility in the resolution of the conflict and express aloud what they have agreed to.

Tips:
- Get both parties to acknowledge a win-win situation.
- Ask both parties to use phrases such as “I agree to...” and “I acknowledge that I have responsibility for...”

Questions? Comments?

(The following are sample questions for the presenter to pose, they should be removed from the slide before presentation.)

Using the steps we have just reviewed, let’s discuss how we will solve the conflict we have been working on today.

Summary

- Conflict is inevitable in the workplace. There is healthy and damaging conflict
- Some causes of workplace conflict are:
  - Employees with different points of view.
  - Employees who communicate differently.
  - Spending large amounts of time together.
- It is important to address conflict because unresolved conflict leads to low morale, productivity, and in extreme cases, workplace violence.

Summary (cont’d)

- The 5 methods of resolving conflict are:
  1. Competing
  2. Collaborating
  3. Compromising
  4. Avoiding
  5. Accommodating
- The 6 steps in the conflict resolution process are:
  1. Clarify what the disagreement is.
  2. Establish a common goal for both parties.
  3. Discuss ways to meet the common goal.
  4. Determine the barriers to the common goal.
  5. Agree on the best way to resolve the conflict.
  6. Acknowledge the agreed solution and determine the responsibilities each party has in the resolution.
Questions? Comments?

Course Evaluation

Please be sure to complete and leave the evaluation sheet you received with your handouts.

Thank you for your attention and interest!
Fostering diversity in STEM fields

Janeth J. Pena
STEM Gateway

Outline
- What is STEM?
- STEM students at UNM
- Challenges for minorities in STEM
- Diversity in STEM

What is STEM?
- Science, Technology, Engineering and Math

“[Science] is more than a school subject, or the periodic table, or the properties of waves. It is an approach to the world, a critical way to understand and explore and engage with the world, and then have the capacity to change that world…”

- President Barack Obama, March 23, 2015

Status of STEM at UNM
- 1503 First time full-time freshman from the fall of 2005, 2006, and 2007 were tracked in this study.
- Students initially stated that they were interested in STEM degrees

29.6%
42.5%
22.2%

5.7% Still enrolled

Ethnicities in Students Opting to go Into STEM

- American Indian
- Asian Pacific Islander/Native Hawaiian
- Black/African American
- Hispanic
- White, Non-Hispanic
- Race/Ethnicity unknown

Why are minorities underrepresented in STEM?
Challenges for minorities in STEM

- **Early STEM education**
  - The access to basic but fundamental science courses for American Indian, Native-Alaska, black, and Hispanic in high school is significantly worse when compared to that predominately white or Asian-American high school students.
  - U.S. Department of Education

- **Mentoring**
  - **Formal** - specific objectives
  - **Informal** - loosely structured

Jean E. Rhodes, PhD, Frank L. Boyden Professor of Psychology, 2016 Mentoring Conference

- Top SES Quartile
  - Mentoring, Teachers, Coaches, Councillors...
- Bottom SES Quartile
  - Family members, friends, members of their community...

*Socioeconomic status*
Challenges for minorities in STEM

Jean E. Rhodes, PhD, Frank L. Boyden Professor of Psychology - 2016 Mentoring Conference

Top SES Quartile

Mentoring: Teachers, Coaches, Counselors...

Focus: “What are your plans for the future?”

Bottom SES Quartile

Mentoring: Family members, friends, members of their community...

Focus: “What are your immediate plans?”

Low SES and race and ethnicity are intimately intertwined.

Costello, Keeler, & Angold, 2001; National Center for Education Statistics, 2007; Corcoran & Nichols-Casebolt, 2004

* Socioeconomic status

UNM CAN HELP!

UNM STEM Resources

- STEM Collaborative Center
- STEM Gateway
  - Peer Learning Facilitators (PLF)
  - Essential Academic Skills Enhancement
- STEM UP

UNM Research Opportunities

- Undergraduate Pipeline Network
- Ronald E. McNair Scholars and Research Opportunity Program
- Initiative for Maximizing Student Development (IMSD)
- Maximizing Access to Research Careers (MARC)
- Research Match Database at UNM
- Post-Baccalaureate Research and Education Program

UNM Research Opportunities
Why is diversity in STEM important?

"The Difference" by Professor Scott Page

What can you do to foster diversity in UNM?
What is cultural competence?

An awareness of one’s own cultural identity and views about difference, and the ability to learn and build on the varying cultural and community norms of students and their families.

Why is it important?

- It helps understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry.
- This understanding informs and expands teaching practices in the culturally competent educator’s classroom.

How to achieve cultural competence?

- Valuing diversity
How to achieve cultural competence?

- Valuing diversity
  - Accepting and respecting different cultural backgrounds and customs, different ways of communicating, and different traditions and values.

- Valuing diversity
  - Being culturally self-aware
  - Understanding that educators’ own cultures—all of their experiences, background, knowledge, skills, beliefs, values, and interests—shape their sense of who they are, where they fit into their family, school, community, and society, and how they interact with students.

- Valuing diversity
  - Understanding the dynamics of cultural interactions
  - Institutionalizing cultural knowledge and adapting to diversity

Example

1. A student approaches you and mentions that they just moved from outside of the U.S. (international) and don’t know much English, how can you help this student?

Example

2. A student approached you to tell you they are having a difficult time adapting to the culture at UNM.
Example

3. You witness a disrespectful/racial comment towards a student and you see a situation may escalate to a physical encounter.

Questions?
Housekeeping

- Timesheets
  - If out for Spring Break, send them in as soon as possible.
  - Due Tuesday, March 14 by 4:00pm.

- PLF panel (Friday, March 24th from 3-4 PM at DSH 232)
  - Center for Teaching & Learning
  - Associate Director, Amy Chen

Opening questions

PLF questions

Skill-Will Matrix-related questions

Opening Questions

How long have you been a PLF, what subject do you facilitate, how many students are in your class?

What do you wish you knew when you first started facilitating?

How has being a PLF changed your perspective about education and career trajectory?

What have you found to be effective in helping students with high/low will/skill? Give examples.

Describe a particularly rewarding experience you had with a student once you started facilitating.

Which STEM Gateway training did you find most useful with improving your facilitation skills?

PLF Questions

What do you do when you don’t know the answer to a question? How often has this happened to you?

What technique do you use to answer student questions without giving away answers?

What technique do you use to answer student questions when you are not sure of the answer?

How do you help students think deeply about the material and gain confidence in their ability to solve problems independently?

How do you think your job is different from a SI Leader, TA, GA?

How long did it take you to feel comfortable in your position?

How do you deal with disruptive students?

Do you ever have to tell a student to pay attention when the professor is speaking?

How far in advance does your professor give you the materials for upcoming class?

Skill-Will Matrix

1. How competent / able is a person to do something?

2. How motivated / desirous are they to do something?
Nontraditional students

- Independent of parents for financial aid reasons
- Having one or more dependents
- Being a single caregiver
- Not having a traditional high school diploma
- Delaying postsecondary enrollment
- Attending school part time
- Being employed full time

According to National Center of Education Statistics (NCES), about 74 percent of all 2011-12 undergrads had at least one nontraditional characteristic.

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<th>Undergraduate</th>
<th>Female</th>
<th>Part Time</th>
<th>Full Time</th>
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~26%
### Average Age by Level and Load

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<td>23.67</td>
<td>23.47</td>
<td>23.40</td>
<td>23.29</td>
<td>23.17</td>
</tr>
</tbody>
</table>

### Stay a lobo grant

- Emergency fund
- 80/86 non traditional students
Imposter Syndrome
How to see yourself as a competent, capable STEM person

http://unmstemgateway.blogspot.com/p/welcome.html

Do you chalk your success up to luck, timing, or computer error?
• Do you believe “If I can do it, anybody can?”
• Do you agonize over the smallest flaws in your work?
• Are you crushed by even constructive criticism, seeing it as evidence of your ineptness?
• When you do succeed, do you secretly feel like you fooled them again?
• Do you worry that it’s a matter of time before you are “found out”?

Quiz

You feel like you don’t belong?

You feel like you don’t belong?

You feel like you don’t belong?

What?

The IMPOSTER Syndrome

• Intense feeling that others have an inflated perception of your abilities.
• Convinced that you are a fraud and do not deserve the success you have achieved.
• Proof of success is dismissed as luck, timing, or as a result of deceiving others into thinking you are more intelligent and competent than you believe yourself to be.
WHAT I KNOW

WHAT I THINK

OTHER PEOPLE KNOW

Most likely, everyone has at some point in their life’s felt as an imposter.

Pioneering British Military Surgeon
Stationed all over the world
Fought for better food, sanitation and proper medical care

Dr. James Barry, His Servant and Dog, Psyche

Med Career
1815 - 1864

She faked it until she made it!

WHO?

Anyone

HAVE YOU FELT THIS WAY?

Think about an example of when you felt this way

WHY?
WHY?

No one reason why

• Every individual is different
  • Different family structure
  • Cultural beliefs
  • Maybe education not focus at all?

Why Women and minorities?

• You are a stranger in a strange land

• Underrepresented groups do not have a long history of belonging
  • Especially at the high levels of achievement

• The more education and professional skills acquired, the less confident we seem to feel

How to overcome the Impostor syndrome

STEM fields are challenging!!

\[(x + a)^n = \sum_{k=0}^{n} \binom{n}{k} x^{n-k} a^k\]

STEM fields are challenging!!

GUESS WHAT ----
Ok so you feel like this… Now WHAT ?!

WARNING
MASS
CONFUSION
AHEAD

POWER, STRENGTH, CONFIDANCE

Non-verbal communication

Share some science

Testosterone

POWERFULL
Weak

Cortisol

Stress
Less Stress

Imposter to Powerful

Science of Non-verbal Communication
**Science of Non-verbal Communication**

Even when held for a short duration ----
Power poses cause **SIGNIFICANT** physiological changes which in turn effect behavioral responses.

---

**The Power of Voice – More Science**

Non verbal characteristics
- Emphasize words
- Hold attention
- Express confidence
- Subtly communicate feelings

Will tone of voice affect the speaker?

Participants told to read passage in different tones
1. Rank themselves on a scale - to measure POWER
2. Recognition test of words - to measure ABSTRACT THINKING

---

**Tone DOES affect the speaker**

LOWER PITCH = POWER ABSTRACT THINKING

---

**A Sense of Belonging**

- Once the percentage of female students in a department rose above about 15… women’s academic performance improved
- Girls who attend single-sex schools have higher career aspirations than both boys and girls at coed schools
First time full-time freshman from the fall of 2005, 2006, and 2007 were tracked in this study.

Students initially stated that they were interested in STEM degrees:

- **STOP** 29.6%
- **SWITCH** 42.5%
- **STAY** 22.2%

5.7% Still enrolled

Impostor feelings are normal:

- "I always feel so out of place in one of my engineering classes when I am the only girl and all the guys are talking about cars... I think what am I doing here?"
- "I am afraid to ask my classmates for help because I just assume they know more and will not want to include me"
- "I feel like I got into UNM as a fluke and that I never will feel like I belong"

You can do small things to overcome impostor feelings:

- STEM fields are challenging and you need to put in the hard work, but you shouldn’t know it all right away
- YOU ARE A STUDENT
  - Do not be frightened by the unknown — BE CHALLENGED BY IT
- MAKE CONNECTIONS!
  - resources
  - people
  - Stay connected to your end goal
PRACTICE YOUR POSING
AND
YOUR BEST BARRY WHITE IMPRESSION

Questions?

http://stemgateway.blogspot.com/p/welcome.html
Time Management

Due Friday October 28: Time management is the ability to exercise control over the time you spend on activities in order to increase your efficiency/productivity. There are multiple skills that you can employ to become a good time manager which is important when striving to do many things. In your case, being a PLF, a student and also allocating some time to seek future opportunities and fill out applications before deadlines may be overwhelming. Answer the questions below, print this assignment and bring to training at DSH 231.

1. What are three time management techniques that you utilize to meet your daily goals? Provide an example for each, be thorough.

2. Write down one thing you struggle with when it comes to time management. A few things that people struggle with are procrastination, not prioritizing, not managing distractions, to name a few.
Three Ways to Think About Prioritization

A. Urgency vs. Importance (Steven Covey)
Consider the importance (or “weight”) of the items on your list, and the urgency “when is it due?”

<table>
<thead>
<tr>
<th>Important</th>
<th>Not-Urgent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quadrant 1:</strong></td>
<td><strong>Quadrant 2:</strong></td>
</tr>
<tr>
<td>Examples: Things due today or tomorrow, dealing with emergencies or crises.</td>
<td>Examples: Long-term projects, planning ahead, studying in advance, getting started early.</td>
</tr>
<tr>
<td><strong>Quadrant 3:</strong></td>
<td><strong>Quadrant 4:</strong></td>
</tr>
<tr>
<td>Examples: Interruptions, distractions, fun events that come up, social invitations.</td>
<td>Examples: Time wasters, busy work, procrastination activities, aimless internet browsing.</td>
</tr>
</tbody>
</table>

Steven Covey recommends we spend most of our time in Quadrants 1 & 2 and as little time as possible in Quadrant 4.

B. The ABC Method (Alan Lakein)
The ABC Method was originally developed by Alan Lakein and consists of assigning a priority status of “A,” “B,” or “C” to each of the items of your to-do list or task list.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>High priority, very important, critical items, with close deadlines or high level of importance to them.</td>
<td>Medium priority, quite important over time, not as critical as “A” items, but still important to spend time doing.</td>
<td>Low priority at this time, low consequences if left undone at this moment.</td>
</tr>
</tbody>
</table>

C. Other Considerations . . . (adapted from David Allen)

- **What can I do where I am?** (Think about location. What can you do where you are now? Sometimes we have unexpected pockets of time. How can you use them to your advantage?)
- **How much time do I have and when do I have to do something else?** (Be realistic about what can be done. Your to-do list might shift based on how much time you have available)
- **How much energy & focus do I have?** (What can you realistically take on right now?)
- **What has the highest payoff for me if I do it?** (Yet another way to think about importance, weight, or priorities)

Sources:
Procrastination Management

Steps you can take to get yourself out of procrastination and into progress

**Project/Task:**

Are you working on it?

**NO**

**Recognizing Excuses**

What are you doing instead?

How are you justifying NOT getting to work?

What are the underlying reasons?
*(see “6 Reasons that People Procrastinate”)*

**YES**

What does progress look like? What’s your goal?

**Strategies to break your inaction/procrastination:**
*(see “Motivation Techniques”)*

**Get Going!**
Housekeeping

- Update contact information
- Timesheets
  - New deadline: Wednesdays by noon
  - Send to Mary Jane
  - Cc Janeth Pena
- STEM Colloquium April 11, 2017

PLF Resources

- UNM STEM Gateway

PLF Handbook

Fall 2014

Refresher...

The Key to Addressing Difficult Facilitation Situations is FLEXIBILITY

FoSTER

Focus

Be able to articulate your purpose at any time.
Focus

Be able to articulate your purpose at any time.

What is your purpose as a PLF???

Sharing

Seek each other out to learn from each other. Be there for each other.

Ask for advice from your instructor

Who has done this?
What was the result?

Tools

Create a Toolbox of activities, approaches, strategies and language.
Create a Toolbox of activities, approaches, strategies and language.  
Learn to ask good questions... They're more valuable than insightful statements.  
Always strive to LISTEN and OBSERVE better.

How do you know when someone is not listening?

Know Yourself. What are you good at? What do you struggle with?

Be Yourself. You are not defined by your PLF role, rather you are an individual IN your PLF role.

What defines you outside of the PLF program?
Empathy

Know Yourself. What are you good at? What do you struggle with?

Be Yourself. You are not defined by your PLF role, rather you are an individual IN your PLF role.

Believe in your students, and let that faith show in your actions.

Reflect

Think about what you are doing as a PLF (and why you are doing it), especially when you are not on the clock.

Think about why you took this job, and what you are learning that will help shape your future.

Active Learning

One-Minute Response

Written and oral methods are both acceptable. Have the student(s) summarize an important theory or answer a specific question. Give them some time to both formulate a response and write it down. One-Minute Responses are effective for determining how well concepts are being learned. They can even reveal gaps in one's knowledge, so that you know where students (individually or collectively) require the most support. Ex. "How does Dr. X define 'scientific realism'"? Or "What is the difference between Carbon Monoxide and Carbon Dioxide?" Open-ended questions might require more than a minute or two to tackle, however, so adjust time accordingly.
Active Learning

- Clearest/Muddiest Point
  Have the student(s) identify the clearest point in the lecture/material (the part they understood the best) and the muddiest point. Not unlike the One-Minute Response, Clearest/Muddiest helps identify both students and theories that require your supportive input. Sometimes, it’s also helpful to ask students to respond to how they feel about the material. Are they comfortable enough to take an exam tomorrow? This can help them identify their own strengths and weaknesses.

Active Learning

- The “Socratic Method”
  Most college students are familiar with the Socratic Method. The method typically requires a small group, led by a moderator (this would be you, PLF) who poses questions for the students to answer. These questions are generally open-ended questions that invite discussion. Great for using during office hours or when you’ve got ample class time!

Active Learning

- What active learning strategy do you use the most (not restricted to previously mentioned)?

- What active learning strategies do you implement in your personal studies?

- Have you learned any other strategies from students you have assisted through PLFing?
PLF training

Housekeeping

• STEM Summit
  - Tuesday, April 11
  - 9am-4pm
  - Register for free!!!
• End of semester potluck
  - May 5
  - 4 weeks away
• EASE workshop feedback

STEM Outreach

The Importance of Outreach to Underserved Populations
The Importance of Outreach to Underserved Populations

- Lack of Education
- Discrimination
- Differences in Language
- Differences in Culture

What can be considered as outreach?

- Public talks/lectures/discussions
- Visiting primary and secondary schools
- Workshops/schools for teachers and/or students
- Supporting science fairs and similar events
- Online aggregation of science activities, resources, and programs
**TRAINING 7/10**

**HOUSEKEEPING**
- Timesheets
- Fall break Oct. 13-14
  - No training
  - Timesheets are due **Monday 10/10**.
- Midterm PLF survey

---

**CONSIDERATIONS FOR RELOCATING**

**MOVING- IS IT WORTH IT?**
- Motivations
  - Purpose driven vs money driven
- Cost of living
  - Other cities or states

- Salary.com
- CNN money
- Bankrate

---

**MOVING- IS IT WORTH IT?**
- Motivations
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- Salary.com
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- Bankrate
- Other countries

- Numbeo
MOVING- IS IT WORTH IT?

- Motivations
  - Purpose driven vs money driven
- Cost of living
  - Other cities or states
    - Salary.com
    - CNN money
    - Bankrate
  - Other countries
    - Numbeo

MOVING- WHERE TO LIVE?

- Housing

MOVING- WHERE TO LIVE?

- On-Campus
  - Convenient
    - Location
    - Amenities and services
  - Community activities
    - Educational
    - Social
  - Student family housing
    - Graduate student with spouses, domestic partners or families.

MOVING- WHERE TO LIVE?

- Off-Campus
  - Safety?
    - Crime Mapping
    - Neighborhood scout
  - Roommate?
    - Alumni Networks
    - Roomsurf
    - PadLister
    - Roommates.com (charges)
**Moving - Where to Live?**

- Off-Campus
  - Rent
  - Own

- More fixed costs for the term of the lease.
- Access to amenities.
- Shorter-term commitment.

**Moving - Where to Live?**

- Off-Campus
  - Rent
  - Own

- More fixed costs for the term of the lease.
- Access to amenities.
- Shorter-term commitment.

**The Five Year Rule**
- Tax Incentives
- Equity build up
- Good investment

**Moving - Where to Live?**

- Off-Campus
  - Rent
  - Own

- Transportation
  - Car
  - Bicycle
  - City Bus

**Moving - Where to Live?**

- Transportation
  - Car
  - Bicycle
  - City Bus

- Commute
  - Car - Traffic
  - Bus line - Traffic
  - Train
  - Subway
  - Ferry

**Moving - Where to Live?**

- Housing
  - On-Campus
  - Off-Campus
    - Rent
    - Own
MOVING - MOVING COSTS

- Job

MOVING - MOVING COSTS

- Job
  - Covered
- Continuing your higher education

MOVING - MOVING COSTS

- Job
  - Covered

OTHER CONSIDERATIONS - FAMILY

- Daycare cost
  - Can you afford it?
    - $7,300 (NM) vs $12,600 (CT)
    - ↑ 72%
- Education
  - School system
- Family-friendly?
  - Activities

OTHER CONSIDERATIONS - OTHER COUNTRY

- Student visa
  - UK $322.00
  - ES $100.00
  - AU $550.00
- Temporary worker visa
  - UK $255.55
  - ES ~$500.00
  - AU $175.00-$380.00

OTHER CONSIDERATIONS - EMOTIONAL STATE

- Help?
  - Institution
Training 18/11

Housekeeping

- **Timesheets**
  - Timesheets will **NOT** be accepted if they do not have the PLF’s signature (and name at the top of the form).
  - Timesheets must be turned in to me (Janeth) **NO LATER** than midnight of the assigned due date. If they are not turned in by then, timesheets will be on hold until the following pay period. No late timesheets will be entered.

- **Spring 2015**
  - Schedule
  - All classes you can PLF
  - Waiting on instructions

Networking

Paving a way to jobs and careers

Networking - Considerations

- Who to Include in Your Career Network
  - Basically, anyone who can assist you with a job search or career move should be included in your career network
Networking - Considerations

- Who to Include in Your Career Network
- What Your Career Network Can Do For You
- Keep in Touch - Work Your Network

Networking - Considerations

- Who to Include in Your Career Network
- What Your Career Network Can Do For You
  - Information
  - Advice (support)

Networking - Considerations

- Who to Include in Your Career Network
- What Your Career Network Can Do For You
- Keep in Touch - Work Your Network
- What You Can Do for Your Career Network
- Keep Track of Your Network
  - Networking websites

Networking Events

Networking websites

Networking Events

Networking Events
Networking Events

- Inform yourself
- Organize your schedule
- Consider first impressions
  - "Elevator pitch"

Networking Events

- Inform yourself
- Organize your schedule
- Consider first impressions
  - "Elevator pitch"
Elevator Pitch Worksheet

An elevator pitch is a brief, persuasive speech that you use to spark someone’s interest in you. A good pitch should last no longer than 20 to 30 seconds, roughly the time it takes to go up a floor in a lift (hence the name). Your elevator pitch should be interesting, memorable, and succinct. It also needs to explain what makes you unique.

It can take some time to get your “30 Seconds of Me” pitch right, so you’ll most likely go through several versions before finding one that is both compelling and sounds natural in normal conversation.

What do I do?

What do I want to do?

What achievements am I most proud of?

1. 

2. 

3. 

What inspires me about my work?

Getting the Best from Networking Events
Getting the Best from Networking Events

What sets me apart?

Engage with a Question

The elevator pitch is designed to engage a person in conversation, so it’s important that when your 30 seconds are up, you invite the other person to speak. Preparing a few standard open questions (that can’t be answered with a “yes” or “no”) which you can use at the end of your will usually do the trick.

Now, review what you’ve written and put the above components together in a statement of around 10 sentences.

__________________________________________________________________________________________________________________________________________________________

__________________________________________________________________________________________________________________________________________________________

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Example

Here’s an example of how your elevator pitch could come together:

"I’m a Business Analyst with a company that develops mobile applications that businesses use to train their staff remotely. This means that senior managers can spend time on other important tasks. I’m unusual in that I (rather than the account manager) take the lead role in visiting each client organisation to find out exactly what they need. The Requirements Specifications I create means that, on average, 95 percent of our clients are happy with the first version of their app. So, how does your organisation handle the training of new people?"

Practice, Practice, Practice!

When you've completed your pitch, read it aloud to yourself and use a timer to check how long it takes, speaking at a normal pace. If it’s longer than 30 seconds, you risk losing the other person’s interest or monopolising the conversation. So try to cut out anything that’s unnecessary “padding”. Then, when you’re happy with what you’ve got, try it out with a trusted friend or colleague, as they can help you polish it further.

Then be sure to go and try it out in the real world! The more often you use it, the more confident you will become.

Getting the Best from Networking Events
A few updates first

Scheduling a room:

- Zimmerman Library (study rooms on the 1st floor and in the basement)
  - [library.unm.edu/services/rooms/reservearoom.php](http://library.unm.edu/services/rooms/reservearoom.php)
  - non-recurring
- UNM Scheduling Office (DSH, Centennial, Clark Hall, Mitchell Hall, etc)
  - [www.unm.edu/~schedule/request.html](http://www.unm.edu/~schedule/request.html)
  - can take a while to hear back

Updates, cont.

Can students hire me as a tutor?

- YES, but...
  - Be clear
  - Be safe

Updates, cont.

How do I handle “cries for help” and panic?

- Today, we will cover some broad study skills
- Send them to their advisors for any broad academic questions
  - [www.unm.edu/artsci/advisement/index.html](http://www.unm.edu/artsci/advisement/index.html)
- Don’t counsel! Send them to someone who can.
  - [agora.unm.edu](http://agora.unm.edu) – they can even chat online
  - UNM SHAC After Hours On Call Service:
    - (for UNM Students Only)
    - Call 505-277-4537 and select option # 2.
Counting Vowels in 45 Seconds

A E I O U

How accurate are you?
Count all the vowels in the words on the next slide

Dollar Bill
Dice
Tricycle
Four-leaf Clover
Hand
Six-pack
Seven-Up
Octopus

Cat Lives
Bowling Pins
Football Team
Dozen Eggs
Unlucky Friday
Valentine’s Day
Quarter Hour
Sweet

How many words do you remember?

Let’s look at the words again…

What are they arranged according to?
What were the major differences between the two attempts?

We knew what the task was.

We knew how the information was organized.

Study Skills

- Breaks down into four broad areas:
  - Time Management
  - Reading
  - Note-Taking
  - Test-Taking
  - Maybe five with memorization...

Time Management

- Plan your tasks
- Understand the difference between tasks and objectives
- Self-Care
- Rewards
Reading

- Comprehension vs. Completion
- SQ3R
- The Study Cycle

Note-Taking

- Arrive early to class and stay until the end
- Watch for non-verbal cues
- The Cornell Method

Test-Taking

- Put it in context.
- Rehearse!
- WWPD?
Questions to ask yourself

- What are my deadlines?
- How many letters of recommendation?
- Official or unofficial transcripts? How many?
- Electronic or hard copy submission?
- Do I need a personal statement?
- Do I need a writing sample?
- What test scores do I need?

It can get TRICKY!

Remember that for most grad programs, there are two sets of requirements to apply.

One is to the university itself, one is to the program. Each will have different needs.

A good example is the UNM English Dept [http://english.unm.edu/graduate-study/graduate-admissions.html](http://english.unm.edu/graduate-study/graduate-admissions.html)

The Best Advice I Can Give You

- More time = better applications. DON’T WAIT.
- Make it easy on your references. Give them time & info.
- Be honest. Address discrepancies and don’t fudge.
- Save copies of everything in both Word & PDF.
- Get extra copies of anything that you didn’t create (like transcripts).
- Reach out to the program. Ask a lot of questions.
- Put your contact info on every page.
- If you don’t get in, try again.
Letters of Recommendation

The Order of Operations:
1. Informal email / in-person inquiry.
2. Email or deliver hard copy of official request.
3. Follow-up to be sure everything was submitted.
4. Write a thank you note, either card or email.

The Official LoR Packet
- Personal request to the writer with an overview of your plan[s].
- Write about each program separately.
- Give deadlines and method of requested delivery.
  - Attach stamped and addressed envelope, if needed.
- Make your request.
- Give details about the program.

The Personal Statement/Cover Letter
- Don’t use the exact same version.
  - Make yourself a template that you can adjust.
- Know about the program.
  - Why is it ideal for you?
- Be specific.
  - Use the language of the program.
  - Who do you want to work with and why?

The Interview Process
- Dress up for the interview, no matter how informal they make it sound.
- No cologne or perfume.
- No dangly earrings or flashy jewelry.
- Cover tattoos and/or remove piercings.
- Be honest.
- BE YOURSELF! Not who you think they want.
  You will be miserable in any program or job that does not accept you for who you are. I cannot overemphasize this.
You really can be anything you want to be.

It may just take a different form than you originally thought.
PLF Training 8/26

• What do you aspire after you acquire your degree?

  a) More school?
     - Look up the resources available in your department that will help you attain the goal of being accepted to graduate school (or med school, nursing, PA, etc.).
     - If not in your department, look at the resources from UNM, NM, National.
  b) Work?
     - Look up the requirements you need to achieve your desired job.
     - Look up internships (or co-ops, meetings for networking) that can help you attain this position.

**Assignment**: Write down three opportunities that you would be interested in applying to and in a paragraph describe how they would help you attain your goals.

**Due**: 9/2 from 3:00-4:00 PM. Drop in!!! No email accepted.
Housekeeping
- Timesheets.

Outline
- Great man Theory
- Leadership
  - Definition
  - Qualities
  - Styles
- Assignment

GREAT MAN THEORY
- “Leaders are born, not made.”

Leadership
- The action of leading a group of people or an organization.
  - Leadership is influence.
  - The ability to obtain followers.
  - Everyone influences someone.
  
  “Not everyone will become a great leader, but everyone can become a better one.”
  - John C. Maxwell
Leadership

What qualities define a leader?

Leadership -Activity

What qualities define a leader?

Leadership styles

“Commanding leader”
- Demands immediate compliance.
- Emotional intelligence
- Drive to achieve, self-control.
- When does the style work best?
  - In a crisis, to kick start a turnaround, or with problem employees.
  - Not considered “true” leaders because they are leaders by title.
- Negative

Leadership styles

“Visionary leader”
- Mobilizes people towards a vision.
- Emotional intelligence
- Self-confidence, empathy, change, catalyst.
- When does the style work best?
  - When changes require a new vision, or when a clear direction is needed.
- Positive

Leadership styles

“Affiliative leader”
- Creates harmony and builds emotional bonds.
- Emotional intelligence
- Empathy, building relationships, communication.
- When does the style work best?
  - To heal rifts in a team or to motivate people during stressful circumstances.
- Positive
Leadership styles

“Democratic leader”
- Formulates decisions through participation.
- Emotional intelligence
  - Collaboration, team leadership, communication.
- When does the style work best?
  - To build buy-in or consensus, or to get input from valuable employees.
  - Positive

“Pacesetting leader”
- Sets high standards for performance.
- Emotional intelligence
  - Conscientiousness, drive to achieve, initiative.
- When does the style work best?
  - To get quick results from a highly motivated and competent team.
  - Negative

“Coaching leader”
- Develops people for the future.
- Emotional intelligence
  - Developing others, empathy, self-awareness.
- When does the style work best?
  - To help an employee improve performance or develop long-term strengths.
  - Positive

What is your leadership style?

Levels of leadership

Level 1: Position,
- Leadership is based on title, not talent.
- Leadership by authority... not always productive.

Level 2: Permission
- Based on relationships and earning trust.
Additional trainings

Career Fair

Every semester, PLFs were required to attend a science-specific career fair. The purpose was for them to broaden their views on the different opportunities that are available to them and the peers they instruct. A mandatory assignment was developed to ensure attendance to career fair (e.g. delivery of 3-5 business cards with short description of companies).

Resume and CV Building/Headshots

Resume and CV building is a crucial skill that students need to attain during the college career. This training focused on bringing experts from the Career Services at UNM to provide information and feedback on how to build/improve a resume. PLFs were told to bring their resume in order to get feedback from the speakers. Additionally, professional headshots would be taken to be used in job-seeking professional websites (e.g. Linkedin).

End-of-semester PLF potluck

The end-of-semester potluck was a moment where PLFs could have an enjoyable time before proctoring final exams as well as taking their own examinations. This also allowed an environment of closeness that allowed the formation of a PLF network. This activities are important between PLFs because when in need, one PLF can help another by covering a lecture in the case of an unforeseen emergency or they may help each other develop strategies to teach specific class content.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td>The PLF Workplace (guest: Dr. Gary Smith, STEM Gateway)</td>
</tr>
<tr>
<td>Aug 31</td>
<td>What is it like to be a PLF? (New &amp; Returning PLF Panel)</td>
</tr>
<tr>
<td>Sept 7</td>
<td>Who Comes to UNM?</td>
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<tr>
<td>Sept 14</td>
<td>Men of Color Initiative (guest: Chris Ramirez, Equity &amp; Inclusion)</td>
</tr>
<tr>
<td>Sept 21</td>
<td>Undoing Rac-ism (guest: Julio Romero, School of Law)</td>
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<tr>
<td>Sept 28</td>
<td>Active Learning (guest: Tim Schroeder, STEM Gateway)</td>
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<tr>
<td>Oct 5</td>
<td>The Socratic Method in the Classroom</td>
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<tr>
<td>Oct 12</td>
<td><em>Fall Break- No Training</em></td>
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<tr>
<td>Oct 19</td>
<td>Data Session (guest: Vicky Dueer, STEM Gateway)</td>
</tr>
<tr>
<td>Oct 26</td>
<td>The “Perfect” PLF</td>
</tr>
<tr>
<td>Nov 2</td>
<td>What do you want to do? (guest: Cassandra Costley, Career Services)</td>
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<tr>
<td>Nov 9</td>
<td>STEM at UNM (guest: Tim Schroeder, STEM Gateway)</td>
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<tr>
<td>Nov 16</td>
<td>Test Anxiety</td>
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<tr>
<td>Nov 23</td>
<td><em>Thanksgiving Break- No Training</em></td>
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<tr>
<td>Nov 30</td>
<td>How to Apply: Grad School and Work Advice</td>
</tr>
<tr>
<td>Dec 7</td>
<td>Post-Surveys &amp; Potluck</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>August 15</td>
<td>Pre-Semester Training</td>
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<tr>
<td>August 22</td>
<td>Active Learning Buy-In</td>
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<td>August 29</td>
<td>Early Semester De-Brief</td>
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<td>September 5</td>
<td>Self-Advocacy</td>
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<tr>
<td>September 12</td>
<td>No in-person Training – Reflections Due</td>
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<tr>
<td>September 19</td>
<td>Non-Verbal Cues</td>
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<td>September 26</td>
<td>Study Skills and Learning Strategies</td>
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<tr>
<td>October 3</td>
<td>Why Does Active Learning Work?</td>
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<tr>
<td>October 10</td>
<td>No training meeting – Fall Break</td>
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<tr>
<td>October 17</td>
<td>Red Flags and Warning Signs</td>
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<tr>
<td>October 24</td>
<td>Education as a Public/Private Good</td>
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<tr>
<td>October 31</td>
<td>Late Semester De-Brief</td>
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<tr>
<td>November 7</td>
<td>No in-person training – Reflections Due</td>
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<tr>
<td>November 14</td>
<td>STEM Gateway Grant and Data</td>
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<tr>
<td>November 21</td>
<td>Ask-It Basket</td>
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<tr>
<td>November 28</td>
<td>No training meeting – Thanksgiving Break</td>
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<tr>
<td>December 5</td>
<td>Farewell Potluck</td>
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<td>Date</td>
<td>Topic</td>
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<tr>
<td>Jan 16</td>
<td>The Perfect PLF Group Activity</td>
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<tr>
<td>Jan 23</td>
<td>Ask-it-Basket Group Activity</td>
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<tr>
<td>Feb 6</td>
<td>No in-person training: Reflections due</td>
</tr>
<tr>
<td>Feb 13</td>
<td>Metrics (Yadeeh Sawyer)</td>
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<tr>
<td>Feb 20</td>
<td>Critical Thinking (Yadeeh Sawyer)</td>
</tr>
<tr>
<td>Feb 27</td>
<td>Motivation and Mindset (Tara Hackel)</td>
</tr>
<tr>
<td>Mar 6</td>
<td>Public Speaking (Albuquerque Toast Masters)</td>
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<tr>
<td>Mar 13</td>
<td>Spring Break</td>
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<tr>
<td>Mar 20</td>
<td>No in-person training: Reflections due</td>
</tr>
<tr>
<td>Mar 27</td>
<td>Basic Excel (Yadeeh Sawyer)</td>
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<tr>
<td>Apr 3</td>
<td>Advanced Excel (Yadeeh Sawyer)</td>
</tr>
<tr>
<td>Apr 10</td>
<td>No in-person training: Reflections due</td>
</tr>
<tr>
<td>Apr 17</td>
<td>No in-person training: PLFs attend Shared Knowledge Conference</td>
</tr>
<tr>
<td>May 1</td>
<td>Post-surveys &amp; Potluck</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
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<td>----------------------------------------------------------------------</td>
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<tr>
<td>Jan 22.</td>
<td>Accessibility Resource Center (Joan Green)</td>
</tr>
<tr>
<td>Jan 29.</td>
<td>Preparing for a Career Fair (Shalom Bond)</td>
</tr>
<tr>
<td>Feb 5.</td>
<td>Active Shooter Training (Deb Kuidis)</td>
</tr>
<tr>
<td>Feb 12.</td>
<td>McNair/Research/Applying to Graduate School (Ricardo Romero)</td>
</tr>
<tr>
<td>Feb 19.</td>
<td>Creating PLF Videos &amp; CAPS Modules</td>
</tr>
<tr>
<td>Feb 26.</td>
<td>PLFs in CAPS Training</td>
</tr>
<tr>
<td>Mar 4.</td>
<td>External Evaluator Visit</td>
</tr>
<tr>
<td>Mar 11.</td>
<td>PLFs to work on individual projects for the grant</td>
</tr>
<tr>
<td>Mar 18.</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Mar 25.</td>
<td>PLFs in CAPS Training</td>
</tr>
<tr>
<td>Apr 1.</td>
<td>PLFs in CAPS Training</td>
</tr>
<tr>
<td>Apr 8.</td>
<td>Student &amp; Staff Grant Update Discussion</td>
</tr>
<tr>
<td>Apr 15.</td>
<td>No in-person training: PLFs attend Shared Knowledge Conference</td>
</tr>
<tr>
<td>Apr 22.</td>
<td>Students of Concern (Rob Burford)</td>
</tr>
<tr>
<td>Apr 29.</td>
<td>PLFs in CAPS Training</td>
</tr>
<tr>
<td>May 6.</td>
<td>Post-surveys &amp; Potluck</td>
</tr>
</tbody>
</table>
Resources

As additional components, resources available at the University of New Mexico were taken advantage of for the professional development of PLFs as well as for them to gain knowledge of the resources that their peers could take advantage of.

Resources available for students at the University of New Mexico
Upcoming Events, 2 hours

You may attend an event and write a review of it. The review should be no longer than one page and address not only a summary of the presentation, but how the information relates to your work as a PLF.

Leadership Camp
Saturday, March 3 and Saturday, April 21
10:00 – 1:30
Hosted by: The Center for Academic Excellence and Leadership Development

The Leadership Camp is a free five-hour leadership workshop offered to high achieving undergraduate students at UNM. Dr. Adam Bubb who will be leading this camp has expertise in leadership development and Community Service Learning. The seats are limited to 24 students (First-come, first-served basis). Application Deadline: February 28.

Anxiety / Stress Clinic
Wednesday, March 21
3:30 PM - 5:00 PM
Hosted By: Student Health and Counseling
Location: SHAC

Learn the causes of test anxiety as well as coping skills.

Academic Success- Tips and Tricks
Thursday, March 22
3:30 PM - 5:00 PM
Hosted By: Student Health and Counseling
Location: SHAC

Learn tips and tricks to deal with barriers to academic success.

Etiquette Dinner
Thursday, March 29
4:30 PM - 8:30 PM
Hosted By: Career Services
Location: Student Union Ballroom

The free dinner is a formal three-course meal where UNM Career Services staff and employers coach students. General tips included are: networking basics, proper topics of conversation, proper place setting usage etc. For more information, contact Jennifer Crabb at jennas@unm.edu or call 277-2531. Registration is required.
Professional Development Training Options March 2012

**Face-to-Face Sessions, 1-2 hours**

{I am scheduling additional sessions for the month of March and will update you as confirmed}

**LGBTQ Safe Zone Training**  
Friday, March 23  
3:00-5:00  
Hosted by: LGBTQ Resource Center  
Location: tba

The Safe Zone training is designed to increase the overall campus community’s understanding and awareness of lesbian, gay, bisexual, transgender, and questioning issues. Participants in the training will gain a better understanding of homophobia, heterosexism, transphobia, and LGBT issues on UNM’s campus.

**Undoing Racism**  
Friday, March 30  
3:00-4:30  
Hosted by: PIUSS  
Location: tba

This session is not the typical lecture on generic tolerance, but goes over the real definitions of racism, prejudice, and bigotry, and the historical roots of institutional racism.

**STEM Research, 2 hours**

A big part of your job falls under the category of “STEM Education,” which is a trendy topic right now. But, a lot of people have strong and differing opinions about how to “fix” the STEM Education problem right now.

Research an article, blog post, or other related to STEM in higher education and academic success and write a review of it. The review should be no longer than one page and address not only a summary of the article, but how the information relates to your work as a PLF.

Some websites to get you started:

- [http://www.wired.com/geekdad/](http://www.wired.com/geekdad/)  
- [http://scienceblogs.com/](http://scienceblogs.com/)  
Professional Development Training Options March 2012

Upcoming Events, 2 hours

You may attend an event and write a review of it. The review should be no longer than one page and address not only a summary of the presentation, but how the information relates to your work as a PLF.

Graduate School 101/Recruitment Panel
Wednesday, April 4, 2012
1:00 – 2:30
Mesa Vista Hall Suite 1057
Hosted by: Graduate Resource Center

Undergraduate Research and Creativity Conference:
Tuesday, April 10, 2012
9:00 – 5:00
SUB Ballrooms
Hosted by: University College

Resume/Cover Letter Presentation
Friday, April 20, 2012
1:30 – 2:30
UNM Career Service Room 220
Hosted by: Career Services

NM Graduate & Professional Student Conference: Uniting Diverse Disciplines & Distinct Voices
Monday, April 23, 2012 – Tuesday, April 24, 2012
8:00 – 5:00
SUB
Hosted by: Graduate Resource Center

Face-to-Face Sessions, 1-2 hours

Active Learning in the Classroom
Friday, April 6, 2012
3:00-5:00
Hosted by: Tim Schroeder, Director of STEM Gateway
Location: tba

CAPS Subject Meetings (for Math and Chemistry)
Fridays in April

** You must contact me to RSVP for these trainings and get the exact schedule/locations. All PLFs are invited to sit in any of the CAPS Discipline-Specific Meetings to discuss subject-related items.
Scavenger Hunt

A scavenger hunt has the objective of searching for set clues that are around campus. This is a good approach for PLFs to become familiar with locations of different departments. The scavenger hunt was devised with the intent of sending PLFs to offices that are commonly utilized by the student population. Within the set offices, we also included STEM-specific departments that could be of most help to the student population we were focusing on.
As diligent students and hard-working staff members, we have many reasons to “TGIF” here at Stem Gateway! But admittedly, one of our favorite things about Fridays is weekly training with our Peer Learning Facilitators. During these sessions, PLFs further develop their skills as peer-tutors and receive programming on how to become better students themselves.

On October 18, 2013 PLFs got a break from their typical training routine to host a special visitor, Kelli Hulslander! Kelli is the new Student Advisement Coordinator for STEM majors in the UNM College of Arts and Sciences. Since taking her new position, Kelli was kind enough to stop by our training session to get feedback from the PLFs about what improvements could be made to STEM advisement. As tutors in STEM classes and students of those disciplines themselves, the PLFs had quite a lot to share! Overall, it was a very upbeat and enlightening meeting for both parties. The PLFs were very excited to share personal anecdotes with Kelli, and she had the unique opportunity of connecting with students willing to assess her program.

Since that training, Kelli has continued to support our PLFs. Through email correspondence, booking rooms for study sessions and more, she has become an invaluable resource at Stem Gateway. Kelli is going above and beyond in her new position and we are so grateful to have had the opportunity to connect with her this semester!
Names of group members:

**UNM Resources Scavenger Hunt**

Visit each of the locations on this worksheet and answer the following questions. Throughout your journey, keep in mind how these unconventional student resources could be of interest to you and your students.

**Northrop Hall**

*Here you will find UNM’s Earth & Planetary Sciences Department. There is a lot of free fun going on in here! The Meteorite Museum and Geology Museum are open to UNM students and the general public.*

1. Find the Geology Museum and find the Orbicular granite (hint: it is the giant rock that you see when you first enter). Where was the rock found? Which of the fluorescent minerals come from New Mexico? ______________

2. In the Geology Museum there is a Worldwide Earthquake tracker. Find and take a picture with your phone of the places that suffered of earthquakes today.

3. The Meteorite Museum is closed today (Feb.24). However, realize that this a resource available to you and your students.

**Castetter Hall**

*As most of you know, Castetter Hall is home to UNM’s Biology Department. However, this building is relevant to all students on campus, not just STEM majors.*

1. Which speaker was part of the department seminars held on Thursdays 2/23 at 3:30PM? _________________________________________

2. When entering the main doors, to the right you will find a showcase with an exhibition from the Museum of Southwestern Biology, specifically from the division of parasitology. Name two worms and snails that are displayed. ____________________________________________

**Fine Arts & Design Library**

*You don’t have to be a Fine Arts student to use their library. You can even make reoccurring reservations in the Fine Arts study rooms for your office hours or study groups. This space is definitely one of UNM’s hidden treasures.*

1. The Fine Arts & Design Library has an extensive film and music selection for check out by UNM students. What is the checkout period for items from this media library? ________________________________________________
Global Education Office (GEO)

In case you have students that came from abroad, the GEO provides services to international students and scholars coming to UNM. It also coordinates opportunities for UNM students to study overseas!

1. In the front desk, ask for an education abroad postcard. Don’t forget your circular pin in any language you want!

Student Health and Counseling (SHAC)

“It does a student body good!” The SHAC has a variety of services available to students including medical appointments, counseling services, and a full-service pharmacy. Check out some of these lesser-known student benefits from the SHAC!

1. When is the “Coping with Anxiety & Depression” workshop for students taking place in Spring 2017?

________________________________________________________________________

2. On which floor of the SHAC can students get a reasonably priced massage? How much does it cost?

________________________________________________________________________

3. What is the phone number to call for Mental Health/After-Hours Crisis Resources available to UNM students?

________________________________________________________________________

LGBTQ Resource Office

Through safety, education, advocacy, and support, the LGBTQ Resource Center serves as a physical environment from which LGBTQ visibility on the UNM campus can grow. Also, if you sign up for their mailing list you’ll get notice for FREE Frito pie days!

1. The resource table contains information on centers, social events, anything and everything students can take advantage of here at UNM. Pick up the resource center card (card with the lobo paw in the middle).

CONGRATULATIONS! You have completed the scavenger hunt. Please head back to DSH 317 and turn in your worksheet!
PLF reflections

Trainings were mandatory and only excused in special circumstances. If absent, PLF were required to turn in a reflection assignments.

We do not learn from experience... we learn from reflecting on experience.

John Dewey

PICTUREQUOTES.com
STEM Research, 2 hours

A big part of your job falls under the category of “STEM Education,” which is a trendy topic right now. But, a lot of people have strong and differing opinions about how to “fix” the STEM Education problem right now.

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Some websites to get you started:

- [http://www.wired.com/geekdad/](http://www.wired.com/geekdad/)
- [http://scienceblogs.com/](http://scienceblogs.com/)
Peer Learning Facilitator Professional Development Reflection

Name: Click here to enter text.

Date: Click here to enter text.

Use the following questions to help guide your reflections this week. Use complete sentences and be thoughtful, honest, and comprehensive in your responses.

**In the Classroom**

What material was covered in class this week?

Click here to enter text.

Was the pace appropriate for students? If not, how did they respond? Did you take any different steps in the way you helped?

Click here to enter text.

What was one technique or example your instructor used that was especially effective or memorable?

Click here to enter text.

**Prep and Office Hours**

What did your prep time consist of this week?

Click here to enter text.

Did you feel prepared for the material covered in class? Why or why not?

Click here to enter text.

Briefly describe your weekly meeting with the instructor. What form did it take and what items did you go over together?

Click here to enter text.
Reflection

Talk about one way in which you feel you excelled as a PLF this week.

Click here to enter text.

Which aspect of your work this week did you find most challenging and why?

Click here to enter text.

Briefly describe a notable interaction (positive or negative) you had with a student this week and explain why you think it went well (or not).

Click here to enter text.

What was something you appreciated about your PLF teammate(s) this week? Did they teach or show you anything new?

Click here to enter text.
After completing this session of the institute, program coordinator will be able to…

…design evaluation strategies to identify outcomes.

i) Student survey
ii) PLF survey
iii) Instructor survey
iv) PLF observations

…use data to inform on applicability and efficacy of PLFs to identify modifications and implementation of such.

…develop alternatives for sustaining the PLF program in courses that opted for incorporation of PLFs for course redesign.
Student survey

Surveys were done at the end of the semester. PLFs could not be present for the surveys in order to get honest feedback from students in course.
PLF Survey – Course Title, Instructor– PLFs:

1. Does working with other students in class help you learn more than you would otherwise? (Circle only one answer)
   
   A. Yes, I learn much more when I work with other students.
   B. I don’t learn more or less.
   C. No, I don’t learn more at all.

2. About how many times have you asked PLFs for help during class? (Circle only one answer)
   
   A. never
   B. 1-2 times
   C. 3-4 times
   D. 5 or more times

3. How many times so far this semester have you met with a PLF outside of class time? (Circle only one answer)
   
   A. never
   B. 1-2 times
   C. 3-4 times
   D. 5 or more times

4. In this class, how important is it for you to have a PLF available? (Circle only one answer)
   
   A. Very important
   B. Moderately important
   C. Not at all important

5. What would you do to make the PLF program better? (Circle all that apply)
   
   A. Have more PLFs in class
   B. Have the PLFs hold more / longer office hours
   C. Have the PLFs spend more time helping on in-class assignments
   D. Have PLFs organize and assist study groups outside of class time
   E. Other (suggestions):
6. When do you feel like you get to learn the most about the material? *(Circle all that apply)*
   A. When my instructor lectures and goes over examples
   B. When I answer iClicker questions
   C. When I work with a PLF on in-class assignments
   D. When I work with other students on in-class assignments
   E. When I visit a PLF outside of class

7. How were PLFs used in your class this semester? *(Circle all that apply)*
   A. Grading assignments
   B. Proctoring exams
   C. Taking attendance
   D. Helping with in-class assignments
   E. Holding office hours or individual tutoring sessions
   F. Holding exam review sessions
   G. Other (please write in):

8. What do you expect your final grade to be in this class? *(Circle only one answer)*
   A   B   C   D   F

9. Was this class a requirement for:
   *(Circle only one answer)*
   Major          Minor          Not Required

*(semester)*
PLF survey

PLFs provided unique perspectives because of being in the “trenches” of course redesign. PLF surveys were done at the beginning and end of semester to get as much data with regards to their observations related to course, classroom setting, instructors, professional and personal development, etc.
PLF Initial Survey

How do you currently feel about your decision to be a PLF? (choose only one answer)

A. I believe that being a PLF this semester was a good decision.
B. I am not sure whether being a PLF this semester was a good decision.
C. I do not believe that being a PLF this semester was a good decision.

About how many times do you think students will ask you for help during class?

A. 0 times
B. 1 time
C. 2 times
D. 3 times
E. 4 times
F. 5 or more times

How many times this semester do you think you will meet with a student outside of class time?

A. 0 times
B. 1 time
C. 2 times
D. 3 times
E. 4 times
F. 5 or more times

In this class, how important do you think it will be for you to be available? (choose only one answer)

A. Very important
B. Moderately important
C. Not at all important

How do you think you will be used as a PLF in your class this semester? (circle all that apply)

A. Grading assignments
B. Proctoring exams
C. Taking attendance
D. Helping with in-class assignments
E. Holding office hours or individual tutoring sessions
F. Holding exam review sessions
G. Other (please write in):

How would you rate any feelings of anxiety regarding your role as a PLF? (choose only one answer)

A. No anxiety – I feel confident about being a PLF
B. Mild anxiety – I am a little bit worried about being a PLF
C. Moderate anxiety – I have some real concerns about being a PLF
D. Severe anxiety – I am seriously questioning my ability to be a PLF

What are your greatest concerns regarding being a PLF? (circle all that apply)

A. I have no concerns
B. Finding time to attend classes and office hours along with my own schoolwork
C. Communicating with the course instructor
D. Communicating with the students
E. Understanding the material well enough to help other students
F. Other (please write in):

(semester)
PLF Follow-Up Survey

1. How do you currently feel about your decision to be a PLF? (choose only one answer)
   A. I believe that being a PLF this semester was a good decision.
   B. I am not sure whether being a PLF this semester was a good decision.
   C. I do not believe that being a PLF this semester was a good decision.

2. About how many times do students ask you for help during each class? (choose only one answer)
   A. never
   B. 1-2 times
   C. 3-4 times
   D. 5 or more times

3. How many times so far this semester have you met with a student outside of class time? (choose only one answer)
   A. never
   B. 1-2 times
   C. 3-4 times
   D. 5 or more times

4. In this class, how important is it for you to be available? (choose only one answer)
   A. Very important
   B. Moderately important
   C. Not at all important

5. How were you used as a PLF in your class this semester? (circle all that apply)
   A. Grading assignments
   B. Proctoring exams
   C. Taking attendance
   D. Helping with in-class assignments
   E. Holding office hours or individual tutoring sessions
   F. Holding exam review sessions
   G. Other (please write in):

6. As of today, how would you rate any feelings of anxiety regarding your role as a PLF? (choose only one answer)
   A. No anxiety – I feel confident about being a PLF
   B. Mild anxiety – I am a little bit worried about being a PLF
   C. Moderate anxiety – I have some real concerns about being a PLF
   D. Severe anxiety – I am seriously questioning my ability to be a PLF

(semester)
PLF Follow-Up Survey

7. As of today, what are your greatest concerns regarding being a PLF? (circle all that apply)

   A. I have no concerns
   B. Finding time to attend classes and office hours along with my own schoolwork
   C. Communicating with the course instructor
   D. Communicating with the students
   E. Understanding the material well enough to help other students
   F. Other (please write in):

Thank you for your time!
PLF observations

Every semester, the PLF coordinator would sit in a lecture to observe PLFs at work and provide constructive feedback with regards to their interactions with students and active teaching strategies.
<table>
<thead>
<tr>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>arrives to class on time</td>
</tr>
<tr>
<td>displays a positive attitude</td>
</tr>
<tr>
<td>works as team member</td>
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</table>

<table>
<thead>
<tr>
<th>Relationship with Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>communicates productively</td>
</tr>
<tr>
<td>respects role of instructor</td>
</tr>
<tr>
<td>supports classroom goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationship with Student Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>awareness of student needs</td>
</tr>
<tr>
<td>questions and probes</td>
</tr>
<tr>
<td>acts with empathy and respect</td>
</tr>
</tbody>
</table>

Comments
Instructor survey

Surveys for instructors were focused on getting constructive feedback to PLFs.
1. How do you currently feel about having a PLF assist with your class? (choose only one answer)
   A. I believe that having a PLF assist with my class will be beneficial.
   B. I am not sure whether having a PLF assist with my class will be beneficial.
   C. I do not believe that having a PLF assist with my class will be beneficial.

2. To the best of your knowledge, about how many times do students ask your PLF for help during class?
   A. 0 times
   B. 1 time
   C. 2 times
   D. 3 times
   E. 4 times
   F. 5 or more times

3. To the best of your knowledge, about how many times so far this semester has your PLF met with students outside of class time? (choose only one answer)
   A. 0 times
   B. 1 time
   C. 2 times
   D. 3 times
   E. 4 times
   F. 5 or more times

5. How will you utilize the PLF in your class this semester? (circle all that apply)
   A. Grading assignments
   B. Proctoring exams
   C. Taking attendance
   D. Helping with in-class assignments
   E. Holding office hours or individual tutoring sessions
   F. Holding exam review sessions
   G. Other (please write in)

6. What would you do to make the PLF program better? (circle all that apply)
   A. I have no suggestions
   B. Have more PLFs in class
   C. Have the PLFs hold more / longer office hours
   D. Have the PLFs spend more time helping with in-class assignments
   E. Have PLFs organize and assist study groups outside of class time
   F. Other (please write in)
7. When do you feel your students learn the most about the material? (circle all that apply)
   A. When I lecture and go over examples
   B. When I present iClicker questions
   C. When my students work with me on in-class assignments
   D. When my students work with a PLF on in-class assignments
   E. When my students work with other students on in-class assignments
   F. When my students visit me outside of class
   G. When my students visit a PLF outside of class
   H. Other (please write in)

8. In this class, how important is it for your PLF to be available? (choose only one answer)
   A. Very important
   B. Moderately important
   C. Not at all important

9. As of today, what are your greatest concerns regarding your PLF assisting with your class? (circle all that apply)
   A. I have no concerns
   B. The PLF finding time to attend classes and office hours along with their own schoolwork
   C. My communication with the PLF
   D. My students’ communication with the PLF
   E. The PLF understanding the material well enough to help other students
   F. Other (please write in):

10. In which UNM college are you currently teaching? (E.g., Arts & Sciences, Anderson, etc.)

_____________________________________

11. Please use the space below to suggest any other comments, concerns, questions, or suggestions regarding the assistance of a PLF in your class.

Spring 2013
Peer-Learning Facilitator Program
Transforming Higher Education to what Students Want and Need

Overview

- **Peer-Learning Facilitators (PLFs)** assist with **active learning** approaches that involve students working with each other during class, which features three essential elements for student learning:
  - As their most important task, PLFs work with small groups of learners to support the successful completion of in-class assignments or to lead small-group, in-class discussions.
  - Clarifying and explaining assignment expectations or reviewing the material.
  - PLFs enable instructors to use active-learning techniques that would otherwise be very challenging in a large class size with a single instructor.


Students Served

Race/Ethnicity in PLF Courses (2014-2015)

Classification in PLF Courses (2014-2015)

Gender in PLF-served Courses (2014-2015)

Year of STEM Gateway Grant

- # Students Served by PLF Courses
- # Sections Served by the PLF Program
PLFs Transform Classrooms

http://stemgateway.unm.edu/peer-learning-facilitators
Moving forward...

The goal of STEM gateway was to understand and improve the teaching of difficult entry-level courses that trumped degree progress for students, with a focus for underrepresented groups. As the grant closes, the PLF program was deemed impactful by students and alternatives for sustainability are needed for courses that decide to redesign lecture-base courses to an active learning interphase. A crucial component to obtaining sustainability is extending knowledge/communication of the PLF program to other departments in the university. Through communications, three alternatives were considered to obtain sustainability of the PLF program:

1. Institutionalization

An effort can be made to institutionalize the PLF program by incorporating it to a department that provides required services to faculty and students.

2. Departmentalization

Individual departments may have funds available to support facilitators in their courses.

3. Course Model

Undergraduate students can take a credit course to facilitate in previously passed entry-level course.

All three alternatives have the need for supervision of undergraduate facilitators, which can be costly to departments. An option to maximize fund usage is to leave the position as an internship for graduate students that are already knowledgeable with some aspects of teaching and management.