

Supporting Transfer Students Via a Learning Community

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Session Purpose

- Share the successes and challenges of one transfer learning community (TLC)
- Provide information on the impact our TLC has made
- Offer sample resources for other learning community use



Our TLC: Future Aggie Mentors (FAM)

- College of Education funded
- Operates within our department – Educational Psychology
- Co-led by Dr. Walichowski (bilingual ed) & Dr. Montague (special ed)
- Associated with a sophomore level course
 - EPFB 210: Family Involvement and Empowerment
 - All majors in the department are required to take this course
 - Course enrollment capped at 40



FAM Vision

- Assist in successful transition to the University.
 - Connection
 - Retention
 - Timely graduation
- Provide students with a support network needed as new students to the University.
- Participants assist one another with issues and concerns.
- Meetings highlight study strategies and journaling.
- FAM faculty bring in guest speakers.
 - Other faculty in EPSY
 - Support Services on campus



Sample Timeline

Date & Time All Meetings Held in YMCA 109	Topic/Guest Speaker	Faculty Facilitator
9/14/15 9:00 – 10:30 YMCA 109	Welcome to FAM! Organization & Pomodoro Technique	Marcia Montague & Miranda Walichowki
9/21/15 9:00 – 10:30	Strengths Quest	Marcia Montague
10/5/15 9:00 – 10:30	Speaker Panel	Marcia Montague
10/19/15 9:00 – 10:30	Group Coaching	Miranda Walichowki
11/2/15 9:00 – 10:30	Financial Literacy Get to Know: SPED Faculty	Marcia Montague
11/16/15 9:00 – 10:30	Group Coaching #2	Miranda Walichowki
11/30/15 9:00 – 10:30	Stress Relieving Techniques Get to Know: CPS Faculty	Marcia Montague
12/7/15 9:00 – 10:30	Career Support Get to Know	Miranda Walichowki

Practical Issues

- Meet twice each month during the academic semester.
- Meetings include:
 - Strategy for successful college students &/or guest speaker
 - Journaling opportunity
 - Fellowship and a meal
- Meetings last 90 minutes.
- Time set at the beginning of the semester.



Sample Agenda

FAM Meeting # 3

February 24, 2015 at 12:30 – 2:00 p.m.

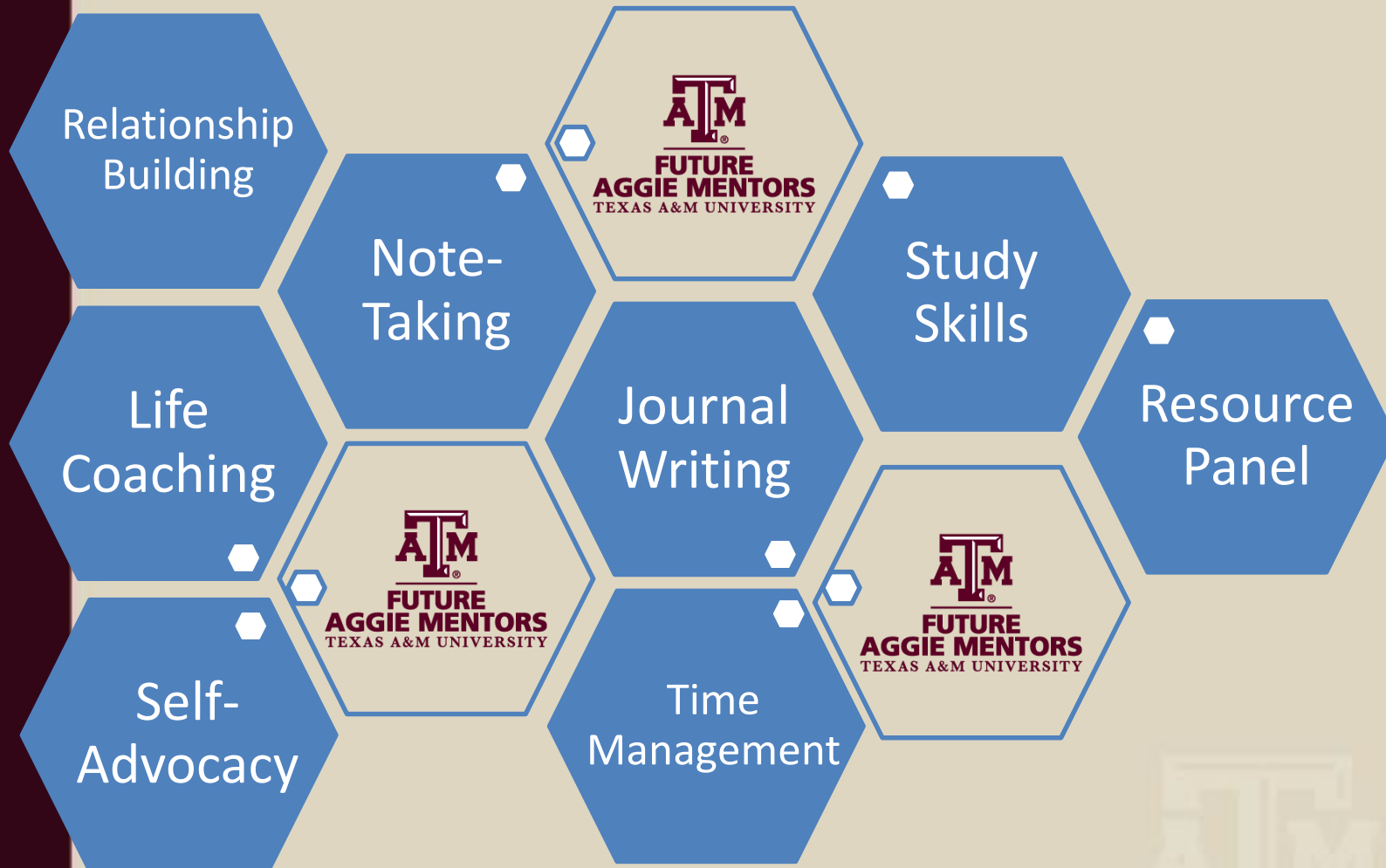
Room 801

Lunch: Double Daves

1. Lunch and Learn: Mentor Chats
2. Studying for Exams – Dr. Patricia Lynch
3. Note-taking – Dr. Marcia Montague
4. Journal Writing
What are my priorities? What are my daily actions? Do my actions align with my priorities?



Sample Activities



Measuring Impact

- Pre Surveys
 - Likert scale items
 - Open-ended responses
- Post Surveys
 - Likert scale items
 - Open-ended responses
 - Ratings
 - Rankings
- See samples



Feedback from Students

RELATIONSHIPS

“FAM allowed me to build strong relationships with other people in my major. Without FAM, I don’t think I would’ve been able to build those relationships as quickly.” JR

TRANSITION

“I had a hard time coming into A&M and this group helped me to realize that I wasn’t the only one freaking out and that everyone is in the same boat as me. I learned some great study techniques and ways to stay organized that I didn’t know before. I use most of the skills in my everyday life as well as my student life. I love being organized and staying productive, but it’s hard with my stress level. This group helped me to stay focused and keep my mind on my goals.” MM



Feedback from Students

FAM EXPERIENCE

“I genuinely loved being in a safe environment where we were able to talk about anything without fear of judgment. I made so many new friends and I was able to experience new things with people who shared the same passions as I do. Without FAM, I would have not been able to realize my flaws in studying and I would not have been able to improve as a student.” JK

ON ACADEMICS

“I have taken the various lesson on grammar/writing and applied them in writing my resume and various professional papers.” LM



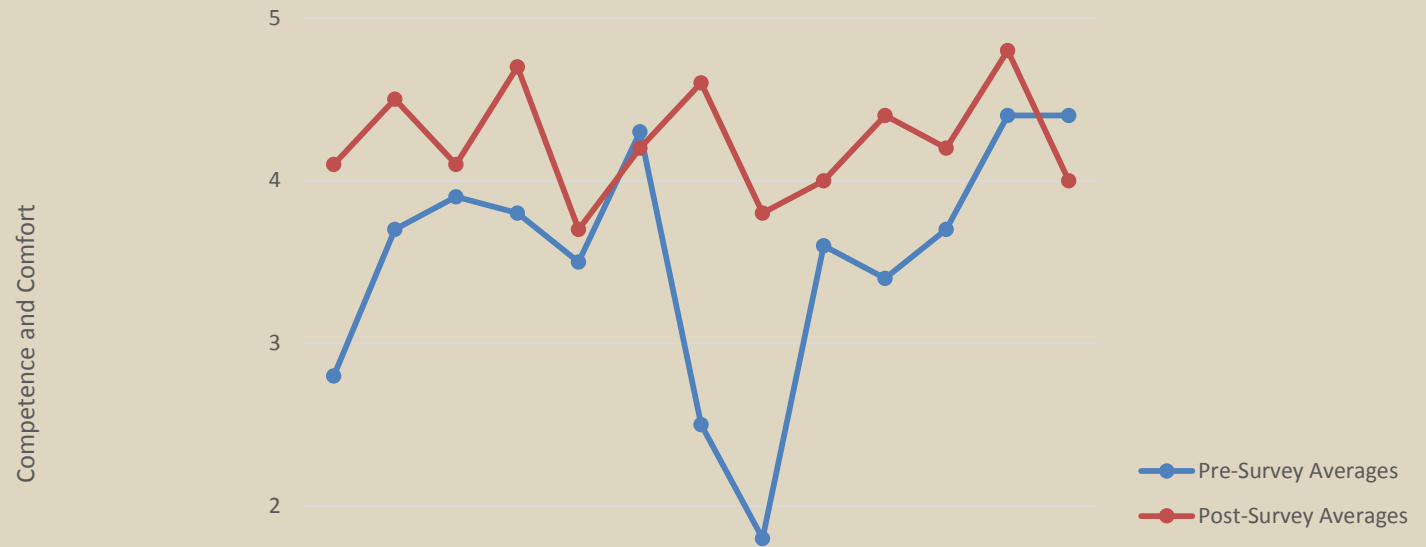
Survey Results

- Average responses were recorded for each survey administration.
- In 11 out of 13 areas measured, students felt more comfortable or confident at the conclusion of the semester with FAM.
- Students showed marked growth in their:
 - ability to locate resources on the TAMU campus
 - perceived connectedness to faculty.
- Other growth was noted in ability to:
 - self-advocate,
 - be self-determined,
 - be organized,
 - manage time,
 - write effectively,
 - be resilient, and
 - be successful at TAMU.



Survey Results

FAM Fall 2014 Survey Results



	Locate Resources	Advocate	Self-Determination	Organization	Time Management	Connected to TAMU	Connected to 1 Faculty	Connected to +1 Faculty	Write Effectively	Study Strategies	Resiliency	Successful at TAMU	Successful in Profession
Pre-Survey Averages	2.8	3.7	3.9	3.8	3.5	4.3	2.5	1.8	3.6	3.4	3.7	4.4	4.4
Post-Survey Averages	4.1	4.5	4.1	4.7	3.7	4.2	4.6	3.8	4.0	4.4	4.2	4.8	4.0

Skills and Knowledge



Questions? Comments?

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