



National Society of Black Engineers (NSBE)

RETENTION PROGRAM - STUDY HALL GUIDE

**VERSION 3.0
July 2016**



Overview

NSBE Study Hall is meant to help our members, especially first year students taking calculus, physics, chemistry, and certain engineering courses to “excel academically”. From this program, our members will be provided with supplemental information and resources for these classes. NSBE members will be able to improve academically throughout their college career. This program will also foster retention in engineering courses from year to year by providing the academic support needed in specific engineering courses. Please refer to the “chapter best practices” section below if just starting out. It is our goal to see NSBE members excel and be counted among the top students in each of their classes. As a whole, we want NSBE to be viewed as a premier organization and it all starts in the classroom. We are on our way. NSBE, let's continue the momentum in excelling at everything that we do, especially academically!

How It Works

The two study sessions listed below should both occur, each has its own benefits. If implemented correctly and frequently enough there will be large, lasting impacts.

Collaborative Study

Description

Academic Excellence first starts with the help of each other. Collaborative study – a situation in which two or more people are studying the same topic together. In a collaborative learning situation, members will have the opportunity to engage in dialogue about topics and ultimately combine one another's skills.

Benefits include but are not limited to:

- Combining of ideas and thinking methodology in a group setting
- Establishment of accountability system in group
- Uses a team approach to problem solving while maintaining individual accountability
- Encourages diversity understanding
- Encourages student responsibility for learning
- Stimulates critical thinking and helps students clarify ideas through discussion and debate
- Enhances self-management skills
- Builds more positive heterogeneous relationships
- Students are taught how to criticize ideas, not people
- Addresses learning style differences among students



Facilitated Study

Description

Facilitated learning outside of the classroom also provides members with the opportunity to engage in dialogue about concepts. In this situation we recommend that a facilitator be present to answer questions on the topics presented. Facilitators should either be TAs, or members who have received a grade of B or higher in the subject being taught.

Problems presented in these sessions should be selected because they are not routine problems that come from lecture or the course textbook. Careful consideration should be given to identifying problems that address the concepts in depth. It is recommended for members to obtain these problems directly from professors, if possible. Facilitators should present challenge problems that addresses the approach to solving problems rather than the routine process of solving the problems.

Benefits include but are not limited to:

- Testing mastery of topics
- Promotes student-faculty interaction and familiarity
- Builds self-esteem in students
- Enhances student satisfaction with the learning experience
- Promotes a positive attitude toward the subject matter
- Develops oral communication skills
- Develops social interaction skills
- Involves students in developing curriculum and class procedures
- Students explore alternative problem solutions in a safe environment
- Students stay on task more and are less disruptive
- Test anxiety is significantly reduced



Implementation

1. Survey membership to understand the academic needs of chapter members
2. Collaborate with other academic societies if possible
3. Schedule regular sessions throughout the month to host Study Hall – i.e. weekly, bi-weekly
4. Establish a regular location/time for members to meet with their homework
 - a. Suggested times include after general body meetings or other events, and after executive board meetings
 - b. Attendance records should be kept at all NSBE Study Halls. This can be done via the Chapter Spreadsheet
 - c. **Academic Performance Records should be kept to clearly display target areas and progress
5. Members meet during NSBE Study Hall to review class materials or supplemental information for that particular subject
6. **Continue with NSBE Study Hall throughout the year while monitoring progress via surveys and increased grades on homework, tests, quizzes, GPA's and NSBE reports

*** note: Crucial step in the process*



Chapter Best Practices

- Hold an orientation event to bring together all participants. In doing so, have members bring their academic schedules and indicate classes where they need assistance.
 - Meeting dates and times should be determined at the first meeting based on participant and facilitator availability
- To identify session groups, students should be randomly selected. Care should be taken to establish effective groups (i.e., friends are not in the same group,).
- An appropriate number for seminar groups is between six (6) and eight (8) students.
- The chapter executive board meets with the tutors prior to the tutoring sessions to discuss topics and outline the tutorial session. At the beginning of each session, facilitators should perform check-ins with session participants. Check-ins should require students to indicate:
 - Struggle concepts
 - Homework scores
 - Exam scores
 - Other relevant data from their classes (such as class average and standard deviation)
- Study Halls that lead to:
 - Increased homework and test scores
 - Increased conceptual gain of material
 - Better retention of material long term



Checklist

FOR CHAPTER LEADERS:

- Identify upperclassmen, professors, or TAs that can serve as facilitators
- Select an appropriate number of facilitators based on the anticipated number of freshman program participants
- Schedule a program orientation event
- Reserve a classroom/space to introduce freshman to the program
- Determine the selection process for the study hall groups (by course, by major, etc) – you may want to select seminar group leaders
- Determine an appropriate size of seminar groups (we recommend no more than eight (8) per group)
- Sort students into groups based on the classes listed on their application

FOR FACILITATORS:

- Identify the “syllabus” for the seminar group – obtain from professors whenever possible
- Obtain the syllabus for the class (or syllabi for the classes) that you are leading
- Gather challenge problems that relate to each lecture topic
- Schedule supplemental study group discussions based on exam schedules
- Schedule the seminar group’s schedule for the academic term
- Meet with seminar participants to establish a weekly meeting schedule
- Reserve a classroom/space to meet with students during scheduled meetings
- Determine the appropriate length and frequency of seminar group meetings
- Keep a record of student performance and attendance
- Collect student performance information at the start of each group meeting (e.g., collect homework scores, quiz scores, exam scores, etc.)



Important Contacts

For general inquiries please contact the National Academic Excellence Chair. For region-specific inquiries, please contact your respective Regional Academic Excellence Chair.

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