



K-STATE FIRST

**CAT Community Program
Faculty Guide
2015**

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K-STATE



TABLE OF CONTENTS

- Introduction to K-State First** 4
 - Mission 4
 - Core programs 5
 - History 5
- Purpose of CAT Communities** 6
 - Who we are 6
 - How they work 6
 - CAT Community philosophy 7
 - Student learning outcomes 8
 - Common components for all CAT Communities 8
 - Types of CAT Communities 9
- Thinking about the classroom** 10
 - Best practices 10
 - Specific ideas for the CAT Connections class 10
 - Collaborating with other instructors in CAT Community 10
 - Planning a field trip 11
 - Using the KSBN book 11
 - Creating community and engaging students. 12
- Working with a learning assistant** 14
 - What is a Learning Assistant? 14
 - Ideas for using the LA in the classroom 14
 - Five ways to maximize your LA relationship 15
 - The LA training program 15
 - Topics for discussion: CAT Community faculty & LAs 16
- Additional resources** 17
- General timeline** 18
- Determining roles & responsibilities form.**..... 19

Chapter 1: An Introduction to K-State First

K-State First Mission

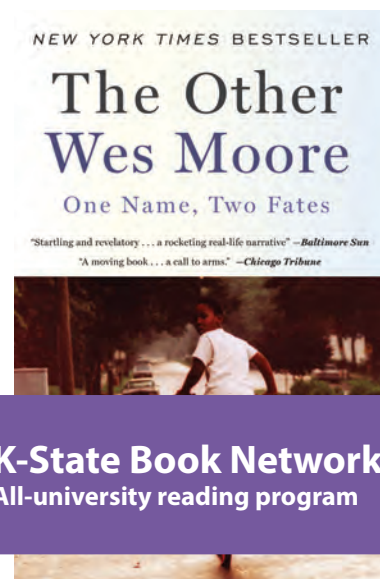
K-State First is an integrated effort to create an outstanding university experience for every first-year student at Kansas State University. The program provides new students with a transition to college-level learning and college life in four important ways:

- By fostering campus community and feelings of belonging
- By offering opportunities for diverse activities and interactions
- By raising academic expectations with engagement and compassion
- By empowering students with a strong sense of personal responsibility and social agency

Bringing together exciting small classes taught by exceptional faculty with a vibrant student life experience, K-State First helps students establish the foundation for a successful college career.



Guide to Personal Success
A K-State professional invests in you
and your first-year experience



K-State Book Network
All-university reading program



CAT Communities
Small student groups with similar
interests take courses together



First-Year Seminar
Small classes with lots of interaction

We know that the first year of college is a big deal for our incoming students. A positive transition to university-level learning and the college experience in general can set students on the path to academic success and degree attainment, as well as satisfaction and achievement in their careers and personal lives. The first year is also the place where students are most likely to encounter obstacles that could deter them from the learning and degree they seek.

Core Programs

K-State First has four core programs for first-year students:

- Connecting Across Topics (CAT) Communities
- First-Year Seminars (FYS)
- Guide to Personal Success (GPS)
- K-State Book Network (KSBN)

K-State First is also an advocate for first-year students and an important source for connection and communication among the various programs and opportunities for incoming students.

CAT Communities

Designed around students' academic interests, these learning communities allow first-year students to meet friends and work with experienced faculty in a specialized area of study. The same 22 students are enrolled in two general education classes together and a one-hour connections class.

FYS

A small group of 22 students fulfill a general education requirement while making the academic and social transition to college life.

GPS

A mentoring program, GPS matches a first-year student with a faculty, staff member or graduate student to serve as a professional point of reference throughout the student's first year.

KSBN

An all-university reading program that selects a common read for the academic year, KSBN connects all first-year students at K-State. It provides incoming students with a shared academic experience that helps open the conversation with professors, staff, administrators and other students.

History

In 2008, we piloted a first-year experience model by offering First-Year Seminars, small classes designed to help first-year students adjust to university life and expectations. In 2009, we introduced our mentoring program, GPS, by pairing incoming students with faculty and staff. We officially launched K-State First in 2010, adding KSBN and CAT Communities to our programs.

In fall 2014, more than 1,900 students took K-State First classes. In addition, 4,000+ students were given a copy of the common reading selection, and more than 300 students participated in the GPS mentoring program.

Chapter 2: Purpose of CAT Communities

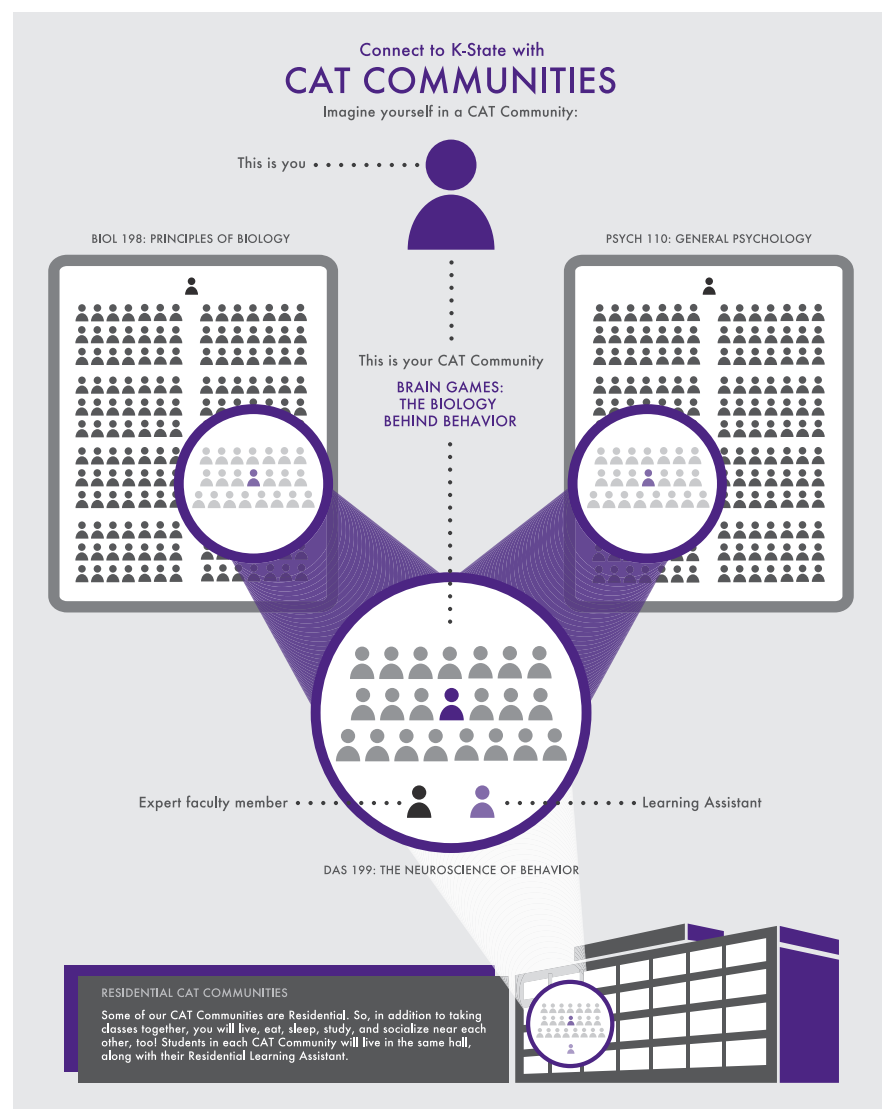
Who We Are

Connecting Across Topics (CAT) Communities are learning communities specifically designed for first-year students. We believe these communities are an excellent way for students to connect with other students and faculty from the beginning of their K-State experience.

CAT Communities are designed around student interests, and they offer mentoring from a professor and an advanced undergraduate Learning Assistant who shares the students' interests. Students may also enroll in residential or study abroad communities, which offer extended learning opportunities outside the classroom.

How They Work

A group of 22 students enroll in two general education courses and one connections course together during the fall semester. The two main courses count toward graduation in most programs, and the friendly faces in the CAT community make the larger, mostly lecture-based classes feel a lot smaller. Once a week, students meet in a connections course with this core group of classmates and a professor or professors with similar academic interests to help students apply what they have been learning. An undergraduate student, called a Learning Assistant (LA), who has been successful in the same courses, will assist with the class and answer questions about college life, learning and activities.



CAT Community Philosophy

The CAT Community class enrolls only first-year students at K-State. CAT Communities are based on the following six elements, which make up our core identity:

Interdisciplinary academic content

Each CAT Community is comprised of graded, academic classes. The content is also distinctively interdisciplinary, as it is shaped by the other courses in the community. The most important goal of these courses is to provide fundamental support to K-State's academic mission and its focus on student learning. Included in this mission is an effort to support student learning beyond the first year, so we encourage faculty to also emphasize such college success strategies as study skills, test-taking strategies and time management as part of their academic curriculum.

Beyond the academic

As they support student learning inside the classroom, CAT Communities also create experiences for students outside of the classroom. Students and faculty are encouraged to attend K-State First events, such as the K-State Book Network program-wide event or other campus events. Faculty also embed within their course co-curricular experiences specifically for their CAT Community students. For example, you might take your students on a field trip or ask that your Learning Assistant organize a study group.

Common elements

CAT Communities are connected to each other as part of the larger K-State First Program. All courses are designed to introduce students to the academic standards of college-level work and the university's undergraduate student learning outcomes. The courses emphasize critical thinking, communication, community building and the application of learning. They also provide students with the opportunity to engage in co-curricular activities.

High-quality instruction

The CAT Community Program has a strong, skilled and dedicated faculty. These faculty members are part of a team of instructors who are coordinated at the university level and work with each other to plan, design, teach and assess the K-State First Program. These instructors, drawn from all over campus, are pedagogically excellent, experienced and interested in undergraduate education at K-State. They are among the best instructors at the university.

Active learning

With their small size and community focus, the CAT Communities invite and encourage an active learning environment. The courses devote significant portions of class time to hands-on learning, group discussions, problem solving, inquiry-based learning and activities that provide students with opportunities to develop their critical thinking and communication skills. CAT Communities are also academic spaces that encourage students to collaborate, interact and develop relationships with their peers and professors.

Peer mentoring

Each CAT Community benefits from the presence of an undergraduate peer mentor, or Learning Assistant (LA). As a fellow student who is acquainted with college life, the LA serves as both a social and academic support for students in the CAT Community. LAs complete a peer mentoring training program, attend the one-hour CAT Community course and facilitate students' transition to college life.



Student Learning Outcomes

All K-State First CAT Communities share four basic Student Learning Outcomes (SLOs): critical thinking, communication, community building and application of learning. Our program-wide SLOs (listed below) should appear on your CAT Community syllabus. You may tailor them to fit your particular academic content or goals for the course.

Upon successful completion of a CAT Community, students will be able to:

Think critically

Identify interdisciplinary connections between two courses and explain their overlapping thematic questions or issues.

Communicate effectively

Express their own understandings of course content in respectful dialogue with others and with engagement, imagination and self-reflection.

Build community

Interact effectively with faculty and peers both inside and outside of the classroom.

Apply learning

Use the skills and knowledge learned in the class to solve new problems, answer questions, or identify areas for further investigation.

Assessing SLOs

All K-State First faculty are encouraged to participate in our program-wide SLO assessment during the fall semester. Assessment methods may vary between courses, and further information can be found on K-State First's web page under the "Faculty Resources" tab. Results will be combined with all other courses assessing the same outcome to create an aggregate report of student learning for each SLO.

Common Components for All CAT Communities

1. Syllabus including common SLOs.
2. An attendance policy.
3. Regular use of active learning pedagogies.
4. Participation in common reading program (KSBN).
5. Attendance at co-curricular events.



Types of CAT Communities

Although all CAT Communities share a similar identity and common elements, K-State First offers four different types of CAT Communities for first-year students.

Interest-driven CAT Communities

Interest-driven CAT Communities are built around faculty and students' academic and social interests, such as music, gender, the weather, self discovery and American culture. This year's interest-driven CAT Communities are:

- Gender, Diversity and Morality
- Predicting the Future: Mind vs. Math
- Understanding the Weather
- Who Will You Be?

Pre-professional CAT Communities

Pre-professional CAT Communities engage students with their intended professions in fields such as engineering, business, law and physical therapy. This year's pre-professional CAT Communities are:

- The Art of Engineering
- Business Decisions
- The Business of Hospitality
- Law and Society
- Leadership for Agricultural Advocacy
- The Need for Feed: Grain Science
- Pre-Physical Therapy
- Profitability in Livestock Enterprises

Residential CAT Communities

Residential CAT communities provide an opportunity for first-year students to connect with students who share their academic interests by placing them in the same campus residence hall. Like our other CAT Communities, students take a group of classes together, but they live and socialize near each other, too. This year's Residential CAT Communities are:

- The American Story
- APDesign Community
- The Art of Hacking Culture
- Be the Change: Social Justice
- Before the Crisis: Public Health
- Brain Games: The Biology Behind Behavior
- Engineering Community
- First Scholars
- Healthcare for the Heartland: Rural Medicine
- Making the Ultimate Playlist: American Culture Revealed
- Next Generation Journalism
- Psychology of Prejudice
- Strengths
- Sustainability and You: People, Planet, and Profit
- Talking Physics
- What Not to Wear: The Psychology of Fashion
- World-Makers: Social Entrepreneurship

Study Abroad CAT Communities

Study Abroad CAT Communities provide a dynamic, global learning experience for K-State students from the start of their college experience. Like our other CAT Communities, students take a group of academic classes together during the fall semester, but they also have the chance to travel abroad for an international service-learning opportunity. This year's Study Abroad Community is:

- Not All Those Who Wander Are Lost: Leadership for a Globalizing Community
- Spanish in Action

Sample CAT Community Course Description

"The Psychology of Prejudice strives to engage students with similar academic interests in a smaller special topic class. The Psychology of Prejudice course will examine stereotypes, prejudice and discrimination broadly, including where bias comes from and how it may be reduced. In addition, we will discuss general strategies for maximizing your success in college."



Chapter 3: Thinking About the Classroom

Best Practices

As no two CAT Community Courses are the same, we cannot provide a step-by-step guide that delineates exactly how you should conduct your CAT Community. However, we can offer a list of practices that have worked well.

In general, a CAT Community classroom should invite first-year students into the university community while engaging them academically and socially. To accomplish these goals, we suggest the following strategies:

Encourage active learning

- Host lively discussions.
- Arrange field trips.
- Engage students in research.

Challenge students, but offer support

- Hold high expectations.
- Help students reach realistic learning goals.
- Encourage risk-taking but offer clear feedback.

Take a holistic approach to student success

- Understand that students have lives apart from the classroom.
- Develop opportunities for both cognitive and social development.
- Create an environment for students to mutually support one another.

Although these ideas are specifically geared toward your CAT Community Connections class, many of the same ideas apply to the other courses in the learning community.

Specific Ideas for the CAT Connections Class

1. Connect your class with the academic content of the other courses or with the (pre-professional) field around which your CAT Community is built. CAT Communities are powerful when the learning from each class connects with and reinforces the learning from the other courses.
2. Infuse your class with student success ideas, lessons and practices that will help your students acquire the skills and the knowledge they need to succeed in your course and your discipline.
3. Use your access to MAPWorks, which provides valuable information about how your students are adjusting.
4. Develop a good working relationship with your Learning Assistant. (See Chapter 4: “Working with a Learning Assistant”)
5. Do something with your students early in the semester. Get some course work from them early and give them some feedback right away. The first three weeks can be crucial.

Collaborating with Other Instructors in the CAT Community

Generally, we refer to the CAT Community Connections course professor as the lead instructor of the CAT Community, while the supporting instructor teaches one of the other courses in the community. There are a variety of ways the lead instructor and supporting instructor can interact. Sometimes, both instructors elect to team-teach the connections course, sometimes the connections class is clearly led by the lead instructor but the supporting instructor plays an active role, and sometimes the lead instructor takes primary responsibility and simply exchanges syllabi with the supporting instructor. All of these models can work. We encourage you to collaborate with your supporting instructor in a way that best fits the needs of your particular CAT Community.

Planning a Field Trip

Field trips are a great way to get students engaged in their community and apply their learning. Consider taking them to the Beach Museum or an off-campus site within the state. Funding is available to help pay for the cost of your field trip. Funding request forms are available from Greg Eiselein (eiselei@k-state.edu), and hard copies of the form will be distributed at August orientation and the professional development workshops.

Field Trip and Co-Curricular Event Awards

K-State First (KSF) has funds to support field trips and other out-of-class co-curricular events for students in the CAT Communities and First-Year Seminar courses.

Faculty members may request these funds by completing a short application that provides information about the event and its purpose, date, number of students involved and anticipated expenses. The kinds of expenses that may be covered include a motor pool vehicle, museum tickets or certain student research expenses, for example. We will not be able to pay for food or items that might be borrowed without cost, such as video equipment available for checkout from iTAC. Application forms are available from Greg Eiselein (eiselei@k-state.edu).

Each KSF event award will cover costs up to \$10 per student per section. Thus, a section of 22 students might receive as much as \$220 for an event. Event awards will be distributed until the fund is exhausted. For any monies that have not been allocated by November 1, a faculty member may apply once for a second award.

Using the KSBN Book

The KSBN book is a great way to open the conversation with your students, since most of them read it over the summer. Consider emailing them before the semester begins and ask them to read the book prior to the first day of class.

The 2015-2016 KSBN common book is *The Other Wes Moore* by Wes Moore, who will be speaking at McCain Auditorium on the evening of Wednesday, October 14th. K-State First Students may receive a free ticket to attend this exciting and important campus event.

For specific ideas about using the book, please check out the “Guide to Using The Other Wes Moore” on the K-State First Faculty Resource page: <http://www.k-state.edu/first/faculty>.

Past KSBN books include:

- *The Ghost Map*, 2014
- *Ready Player One*, 2013
- *The Immortal Life of Henrietta Lacks*, 2012
- *Zeitoun*, 2011
- *Hunger Games*, 2010



Creating Community and Engaging Students

Research demonstrates that students learn best in an environment where they feel connected with those around them and are asked to become co-constructors of their learning through active classroom engagement. Here are some ideas for creating classroom community and designing active learning experiences.

“Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives. They must make what they learn part of themselves.” –From *Seven Principles for Good Practice in Undergraduate Education* (Chickering & Gamson, 1987)

Consider seating arrangements: When possible, have your students sit in a circle or a horseshoe arrangement. These types of arrangements promote face-to-face interaction among students and enhance student-teacher interactions. These arrangements also ensure that every student sits on the “front row” of the class, which makes them more likely to participate in the learning.

Structure lessons to promote engagement: Start with something at the beginning of the lesson to intrigue students about the day’s content. Interweave content with challenging activities or opportunities for engagement. End with a review of the material as a way to help students draw connections with what they have learned.

Be a coach for your students: Let them know that you want them to succeed and that you are there to help them reach their college goals.

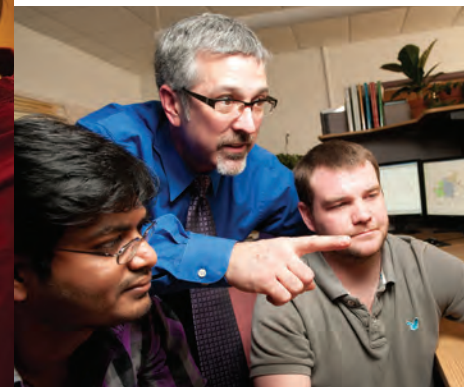
Teach students how to be successful in your class: Share openly with students the keys to doing well in your class and then let them know that you’ll be there to teach them these skills. For example, if paper assignments are a significant part of their grade, teach your students how to write the papers you have assigned. Break down for them each step of the process, and show them how to write the kind of paper your course is asking them to write. If problem solving is key, teach them how to figure out the type of problems you’ll be asking them to tackle. If essay questions play a prominent role on your examinations, teach your students how to write excellent exam essays. And so on.

Incorporate activities that are both hands-on and minds-on: Classroom activities are not just a way of entertaining students or keeping them awake – they are excellent teaching methods to keep students challenged and engaged. There are countless types of activities or projects that can be effective, but below are a few simple ideas to get you started:

- **Journal or reflective writing:** Give students a question or writing prompt related to the day’s topic, and ask them to write down their initial thoughts in one or two minutes. This can be used to kick off a class discussion, or as time for students to review something they have learned.
- **Think-pair-share:** This is a simple, easy way of inviting discussion. Present a question or discussion topic. Give students a few seconds to formulate their own answer, then have them turn to a partner and discuss their thoughts. You can then have students share their ideas with the rest of the class or use their pair-share discussion as the foundation for your next activity or large group discussion.
- **Scenario-based learning:** Present students with a difficult real-world challenge, and ask them to apply theory or concepts learned in the course to determine a solution.
- **Minute speeches:** Distribute slips of paper to students. Each slip should contain one topic, such as a concept from an article they have read or a term they should review for an exam. Give students five minutes to prepare a one-minute speech on that topic. They can use their books or notes, or even work in partners if you choose. Then, have students share their minispeeches with the class.
- **Illustrative quotes:** Bring in copies of an article (or any text) you would like students to discuss. Have students spend the first 10 minutes or so reading through the article and highlighting/underlining quotes that they especially agree with, disagree with, find interesting, or find particularly difficult to understand. Whether you discuss in groups or the whole class, students now have something to contribute. They can discuss/question/affirm the points they’ve underlined.
- **Inside-outside circles:** Divide students into two even groups. Have one group stand in a circle facing the outside of the classroom, and the other group stand in a circle facing the inside of the classroom. Everyone should have one person standing directly in front of them. Provide students with a discussion topic, either verbally or through a note card. They should discuss the topic with the person across from them for 30-60 seconds. Then ask the members of one circle to rotate one person to the left. Students can repeat the same activity only with a different partner or topic.

Looking for more great ideas? Visit the Faculty Resources page on K-State First’s website, request a copy of a student success book from the K-State First team, or visit <http://www.sc.edu/fye/toolbox/index.html>.

Some information and activities included in this section have been adapted from the University of South Carolina’s University 101 handbook, from the chapter “Teaching and Learning.”



Chapter 4: Working with a Learning Assistant

What is a Learning Assistant?

The Learning Assistant is a peer mentor for the first-year students in your CAT Community. As a fellow student who is acquainted with college life, the LA serves as both a social and academic support for students in your class. Although the LA can and will at times serve in a teaching capacity, K-State First distinguishes the LA's role theoretically and practically from that of an instructor or graduate teaching assistant. We believe that the most effective LAs will fill two primary roles:

“Side-by-Side” Role (peer)

As a peer, the LA should come alongside the students in your classroom, providing them with a connection to K-State as well as a picture of a well-integrated college student. Practically, this means the LAs should jump in to your CAT Community, involving themselves in class discussions, sharing their own study habits, attending events, forming friendships with students, etc.

Leadership Role (mentor)

As a mentor, the LA acts as someone who has gone before and thus can act as a coach for students. In this role, LAs challenge students to grow both academically and socially and provide structured ways for them to do so. Practically, this may mean facilitating community-building activities, leading discussions, teaching mini-lessons on time management or study skills, hosting study sessions, or meeting with students one-on-one.

As a peer mentor, the LA will need to negotiate and balance both their side-by-side and leadership role, setting an example while being approachable and relatable.

Ideas for Using the LA in the Classroom

There are a variety of ways to use your LA in the classroom, and we encourage you to use your LA creatively and actively. For example, the LA might:

- Organize and lead a study group.
- Plan a field trip.
- Share study strategies.
- Lead a discussion of the KSBN book.
- Give a presentation on time management.
- Prepare a mini-lecture.
- Facilitate community building activities.
- And much more!



Five Ways to Maximize your LA Relationship

1. Communicate often. Research and interviews with former LAs suggest that frequent communication between instructors and Learning Assistants leads to LA success. Once your LA is hired, establish clear and open lines of communication as early as possible. Schedule a meeting with your LA before the fall semester begins and then meet regularly throughout the semester.

2. Establish clearly defined roles and responsibilities. Although the LA position is intended to be dynamic and flexible, establishing the LA's role early and clearly helps to maximize the potential of the LA position. Consider looking at examples later in this section or complete the chart on page 18 to determine how you might best use your LA in the classroom.

3. Provide feedback. LAs often express a desire for constructive feedback about their performance in the CAT Community. If your LA leads a community building activity or plans a field trip, providing specific and constructive feedback both before and after the event may not only strengthen their performance, but it can also build your working relationship.

4. Ask for feedback. As you feel comfortable, asking your LA for input and feedback about the course can be invaluable. As students, LAs will often notice classroom dynamics not always obvious to an instructor. They may be able to provide insights about types of activities or projects that may work well or not so well. Additionally, they may have useful information about individual students that can help you better work with them.

5. Remember the faculty mentoring relationship is powerful. Although LAs are present in the classroom for the benefit of first-year students, they are students themselves. Thus, you can view working with them as an additional teaching and mentoring opportunity. If you know your LA's career interests, try to provide them with opportunities to build their skill sets in relevant areas. If they do excellent work, provide references for them and help them apply for other jobs. Your influence on them is extremely powerful.

The LA Training Program

All LAs are asked to participate in K-State First's LA training program, which includes weekly meetings with the LA Coordinator and other LAs across campus. These meetings are designed to help show LAs the importance of peer mentoring to our program, including its philosophical and pedagogical bases. Although we realize every LA will have a unique role based on the needs of his or her particular CAT Community, we want them to be equipped with general strategies for effective peer mentoring. These meetings also help foster community among all of the LAs working with first-year students across campus.

Sample topics covered in the LA Training Program:

- Introducing developmental phases of first-year students.
- Teaching and modeling student success strategies, such as time management, basic note taking, test taking and study skills.
- Planning for active learning, facilitating discussions, coordinating co-curricular events.
- Assisting students who need academic or social support.

Along with the requirement to assist in the one-hour connections course, LAs are also asked to plan a minimum of two supplemental sessions outside of class. These may include: organizing or hosting a study session, planning a field trip, coordinating attendance at a lecture, etc. The LA should take the primary responsibility for coordinating each supplemental session, but we encourage faculty members to announce and promote these events to the students in your class.

Topics for Discussion: CAT Community Faculty and Learning Assistants

Often LAs bring a new perspective to the classroom. Here are some ideas for discussions that you may want to have with your LA.

LA/Faculty Background

1. What previous experience does the LA have working with students? What special interests or strengths does the LA have that may benefit the CAT Community as a whole?
2. Has the instructor taught this particular course and/or CAT Community before? What changes – if any – might be made? What new ideas could the LA help execute?

LA Involvement

3. What are the learning outcomes for the CAT Community? How can the Learning Assistant help students meet these objectives?
4. What types of activities will the LA organize or lead? This could include teaching a lesson, planning an icebreaker, leading a small-group discussion, etc.
5. Each LA is responsible for planning two supplemental sessions – outside of class – during the semester. Brainstorm possible ideas for these sessions and tentative times during the semester when these might occur. Previous LAs have arranged field trips, study sessions, movie viewings, etc.

Details and Logistics

6. What time each week will the LA meet with the CAT Community Instructor?
7. What is the best way for each person to be reached?
8. What is the best way for the LA to communicate an absence (illness, school-related activity, etc.)?
9. How should we communicate if one of us feels that some aspect of the class is not going as planned?

Checklist for using your LA/RLA

- Schedule a regular meeting time.
- Build an active role for the LA/RLA in every connections class.
- Remember the LA/RLA is a model student, not a teaching assistant or a team teacher.
- They should never be required to plan assignments, lead discussion, or teach entire class periods all alone.
- Participate in mid-semester LA/RLA evaluation and end-of-the-semester LA/RLA evaluation so we can help them grow professionally and academically.

Chapter 5: Additional Resources

Student Success Textbook

The K-State Guide to Student Success: The Essentials for First-Year Students at Kansas State University contains information on topics such as K-State history and traditions, time management, diversity, and financial literacy. It even has down-to-earth advice about what to wear to class and how to write a professional email. You can also find great ideas to help you use the common read with your students.

The K-State Guide to Student Success: www.k-state.edu/first/faculty

Campus Events and Activities

In order to help get your students involved in campus events, here is a list of places to find out about what's going on at K-State.

Campus calendar: k-state.edu/calendar

Week of Welcome: wow.k-state.edu

Landon Lecture Series: k-state.edu/lectures/landon

Lou Douglas Lectures: k-state.edu/ufm/LouDouglas.htm

Campus Support Offices

Here is a list of offices on campus where you can direct students if they require additional support.

One Stop Shop for Student Success, Division of Student Life: k-state.edu/onestop/

Student Access Center: k-state.edu/accesscenter/

Counseling Services: k-state.edu/counseling/

Office of Student Activities and Services: k-state.edu/osas/

Office of Student Life: k-state.edu/studentlife/

Additional Reading

Angelo, Thomas A., and K. Patricia Cross. *Classroom Assessment Techniques: A Handbook For College Teachers*. 2nd ed. San Francisco: Jossey-Bass, 1993.

Bain, Ken. *What the Best College Teachers Do*. Cambridge: Harvard UP, 2004.

Kuh, George D., et al. *Student Success in College: Creating Conditions That Matter*. San Francisco: Jossey-Bass, 2005.

Palmer, Parker J. *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco: Jossey-Bass, 2007.

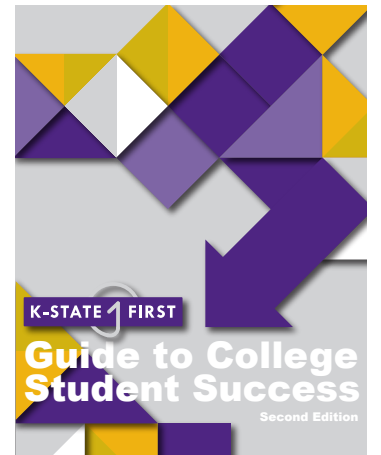
Pascarella, Ernest T. and Patrick T. Terenzini. *How College Affects Students: A Third Decade of Research*. San Francisco: Jossey-Bass, 2005.

Optional Textbook Suggestions for Your Course

Bedford/St. Martin's *Insider's Guide to College Etiquette*. Boston: Bedford/St. Martin, 2011. Print.

Gardner, John N., A. Jerome Jewler, and Betsy O. Barefoot. *Your College Experience: Strategies for Success*. 9th ed. Boston: Bedford/St. Martin's, 2011.

Harrington, Christine. *Student Success in College: Doing What Works!* 1st ed. Boston: Cengage, 2012.



GENERAL TIMELINE



Learning Assistant Hiring:

- Identify and nominate Learning Assistant candidates.
- Invite candidates to fill out an application.
- Initiate first contact with LA.

Attend May informational meeting.



Communicate with LA:

- Establish the LA's role inside and outside your classroom.
- Consider sending your LA the syllabus and course policy statement.
- If possible, outline your fall meeting times.
- Help your LA set goals and address concerns.

Consider contacting your students prior to the beginning of the semester.

- Inform your students that they are members of a CAT community.
- Introduce yourself and your LA in this email.

Send a copy of syllabus to Greg at eiselei@k-state.edu.



Sign and return your IDEA form.

Participate in K-State First's SLO assessment plan.

Communicate with LA:

- Set up a standing weekly meeting where you can discuss the outcome of previous classes and plan for the future.
- Help your LA brainstorm supplemental sessions.
- Encourage the LA to share what is being covered in his/her LA meetings.

Events:

- Attend K-State First faculty meetings.
- Attend program-wide event.

Begin thinking about Spring LA nominations (perhaps encourage input from your current LA).



Communicate with LA:

- Debrief and Evaluate semester with your LA.
- Residential CAT Community professors are expected to do 2-3 activities with their CAT Communities during the spring semester.

Enjoy your break!



Residential CAT Community professors are expected to do 2-3 activities with their CAT Communities during the spring semester.

Determining Roles and Responsibilities

The following grid can be a useful tool to determine your Learning Assistant's responsibilities within your class.

Role and/or Responsibility	Professor	Learning Assistant	Both
Preparing materials for class			
Taking attendance			
Corresponding with absent students			
Facilitating class discussions/ activities/icebreakers			
Teaching academic habits (test-taking strategies, note-taking skills, study skills, etc.)			
Meeting one-on-one with students			
Integrating course resources into the class KSBN book, library resources, etc.			
Coordinating guest speakers			
Organizing and leading study sessions, trips to the library and outside of class instruction			
Other			

Ideas for Supplemental Sessions planned by LA (two required):

Session	Estimated Month/Date
_____	_____
_____	_____
_____	_____



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