

Abstract Submitted  
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**STREAMS at BSU as a Catalyst for Departmental and Institutional Change** THOMAS KLING, Bridgewater State University — STREAMS, an NSF STEP grant (NSF-DUE0969109), implements best practice approaches to improve student retention in biology, chemistry, computer science, geological sciences, mathematics and physics. Course re-design and the addition of “Structured Learning Assistance” supporting students in gateway, introductory courses are central components to increase student retention. Individual departments at Bridgewater State University designed their own student supports, creating a diverse range of PLTL, Supplemental Instruction, Studio, and Structured Learning environments that emphasize group work led by a senior undergraduate PAL and inquiry in different ways, tailored to department personalities, and perceived student need. The broad success in reducing D, F, & W grades and increasing A & B grades in these courses, and the sustainability of these practices are directly tied to the personal investment of the wide range of departmental faculty involved in the added supports. This talk will highlight the overall structure of the STREAMS grant and implementation, emphasizing in particular the changes made in physics from to a hybrid inquiry-based / studio physics style.

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