



STUDENT ENGAGEMENT

**FACULTY PEER LEARNING AND
SELF-ASSESSMENT**

WHO'S IN THE ROOM?

Please tell us:

- Your name
- The courses/subject area you teach
- Whether you're adjunct or full-time
- How long you've been at RCC
- Something interesting/funny about you

You may pass.



OVERVIEW

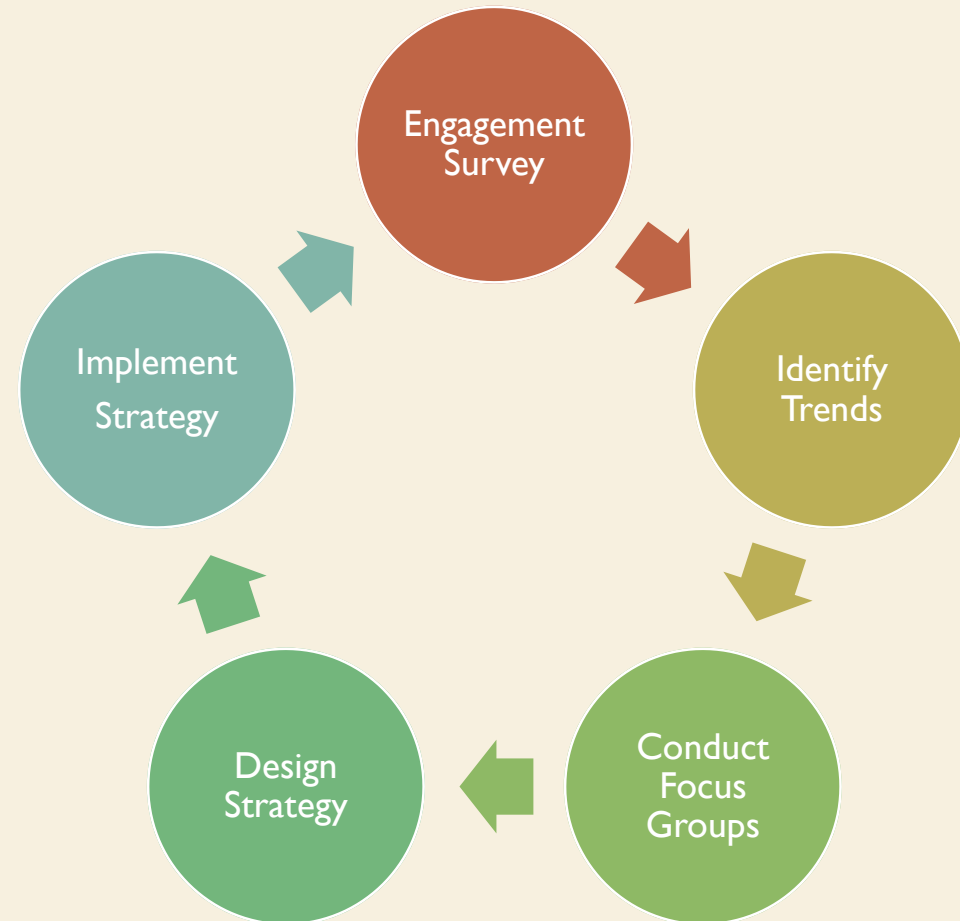
- **WHAT IS THE STUDENT ENGAGEMENT TEAM AND WHAT HAVE THEY BEEN UP TO?**
- **RCC STUDENT ENGAGEMENT TRIVIA**
- **HOW CAN I QUICKLY ASSESS STUDENT ENGAGEMENT IN MY CLASSES?**
- **PEER LEARNING/FEEDBACK FOR FACULTY STUDENT ENGAGEMENT RESOURCES**

STUDENT ENGAGEMENT TEAM

RCC 2017-2020 STRATEGIC PLAN

Goal 2: Student Success

Objective 5: Increase effective student engagement strategies. Student engagement is the degree of attention, curiosity, optimism, interest and passion that students demonstrate when they are learning. It influences the level of motivation they have to learn and progress in their education.



STUDENT ENGAGEMENT PREDICTIONS

- Break into groups of 3 or 4
- Choose a scribe and a spokesperson
- Work together to fill out the predictions exercise sheet



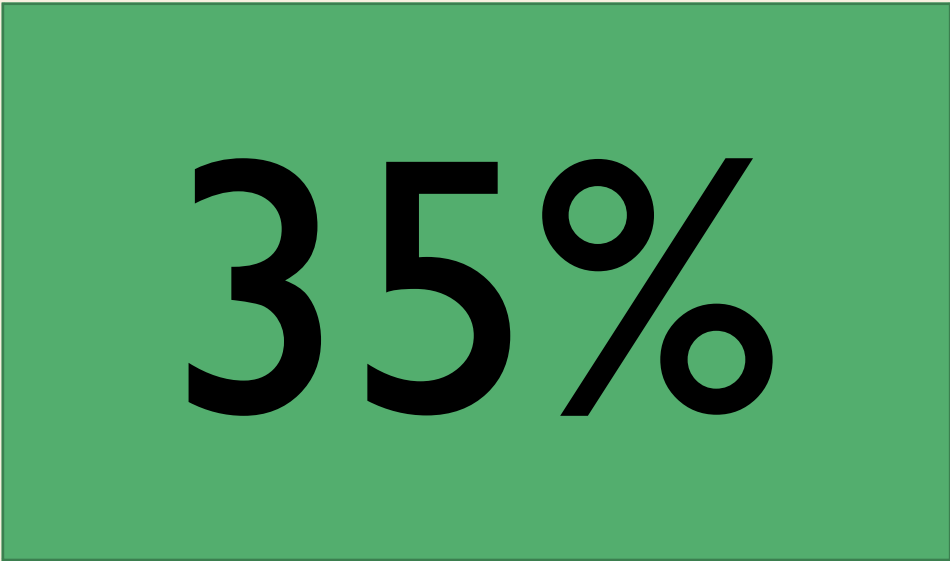
**THE INSTRUCTORS AT THIS COLLEGE
WANT ME TO SUCCEED...**



87%

Agree or Strongly Agree

ALL INSTRUCTORS HAD ACTIVITIES TO INTRODUCE STUDENTS TO ONE ANOTHER



35%

Agree or Strongly Agree


AT LEAST ONE INSTRUCTOR LEARNED MY NAME...



87%

Agree or Strongly Agree

WORKED WITH OTHER STUDENTS ON A PROJECT OR ASSIGNMENT DURING CLASS...



54%

Two or More Times

COMMUNICATED ELECTRONICALLY WITH AN INSTRUCTOR ABOUT COURSE WORK...



37%

Two or More Times

RECEIVED PROMPT WRITTEN OR ORAL FEEDBACK FROM INSTRUCTORS...



67%

Two or More Times

ASSESSING STUDENT ENGAGEMENT IN YOUR CLASSES

Course Feedback Form



Course Name and Number: _____ Section Number: _____

Instructor Name: _____ Year: _____

Academic Term: Fall Winter Spring Summer Minimester

For each of the survey items below, please mark the response that best describes your experience in this course.

1. This set of items asks you about your earliest experiences in this course. To respond, please think about your experiences from the time of your decision to attend this course through the end of the first three weeks of your first semester/quarter.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. The very first time I came to this course I felt welcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The instructor in this course wants me to succeed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. This course was available at a time that was convenient for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The instructor has activities to introduce students to one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The instructor clearly explained academic and student support services available at this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The instructor clearly explained course grading policies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The instructor clearly explained the course syllabus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I knew how to get in touch with my instructor outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The instructor learned my name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. I am prepared to academically succeed in this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. During the first three weeks of this course, about how often did you do the following?

	Never	Once	Two or three times	Four or more times
a. Ask questions in class or contribute to class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Prepare at least two drafts of a paper or assignment before turning it in	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Turn in an assignment late	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Not turn in an assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Participate in supplemental instruction (extra class sessions with an instructor, tutor, or experienced student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Come to class without completing readings or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Work with other students on a project or assignment during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Work with classmates outside of class on class projects or assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Participate in a required study group outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Participate in a student-initiated (not required) study group outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Use an electronic tool (e-mail, text messaging, Facebook, My Space, class Web site, etc.) to communicate with an instructor about coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Discuss an assignment or grade with the instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Ask for help from the instructor regarding questions or problems related to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Receive prompt written or oral feedback from the instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Receive grades or points on assignments, quizzes, tests, or papers, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Discuss ideas from your readings or classes with instructor outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Discuss ideas from your readings or classes with others outside of class (students, family, co-workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Skip class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Would you recommend this college to a friend or family member? Yes No

YOUR STUDENT ENGAGEMENT RESOURCES AND STRATEGIES

- Break into groups of 4-5.
- Choose a scribe and a spokesperson.
- Discuss resources and strategies with your group for 5-10 minutes.
- The scribe will take notes.
- When the timer beeps, we will reassemble and share our ideas.

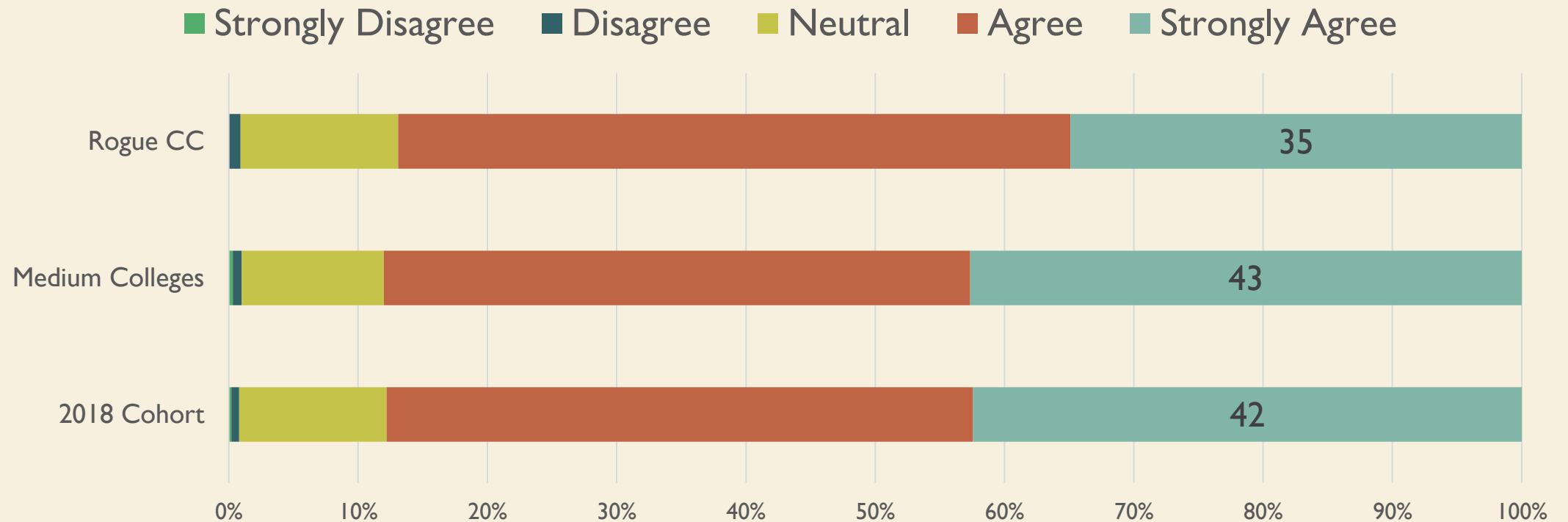


PLEASE:

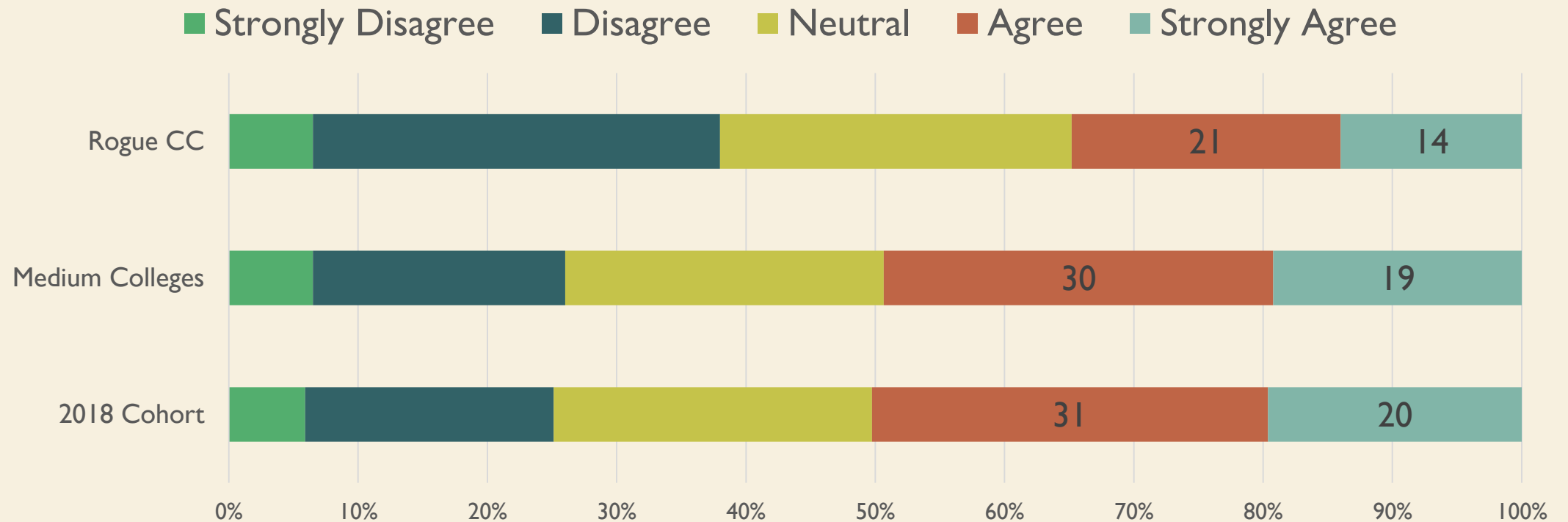
- TAKE A COPY OF THE FOCUS GROUP REPORT
- CONSIDER JOINING OR CONTRIBUTING TO THE STUDENT ENGAGEMENT TEAM
- SEND ANY IDEAS OR FEEDBACK YOU MAY HAVE

THANK YOU!

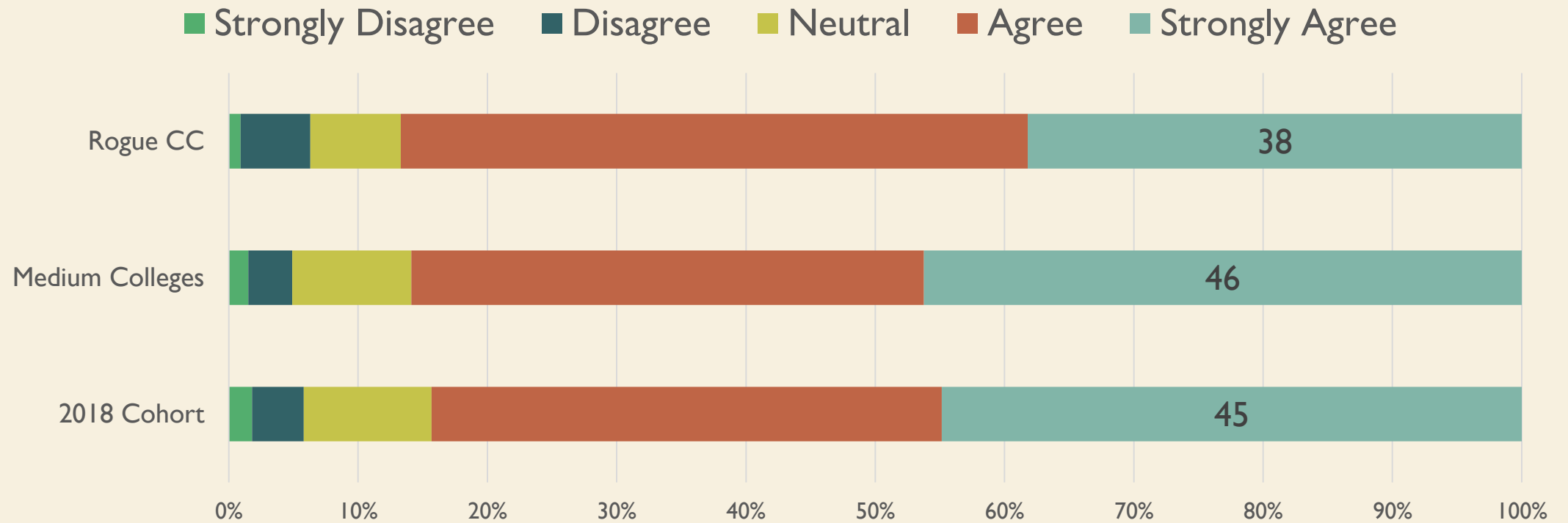
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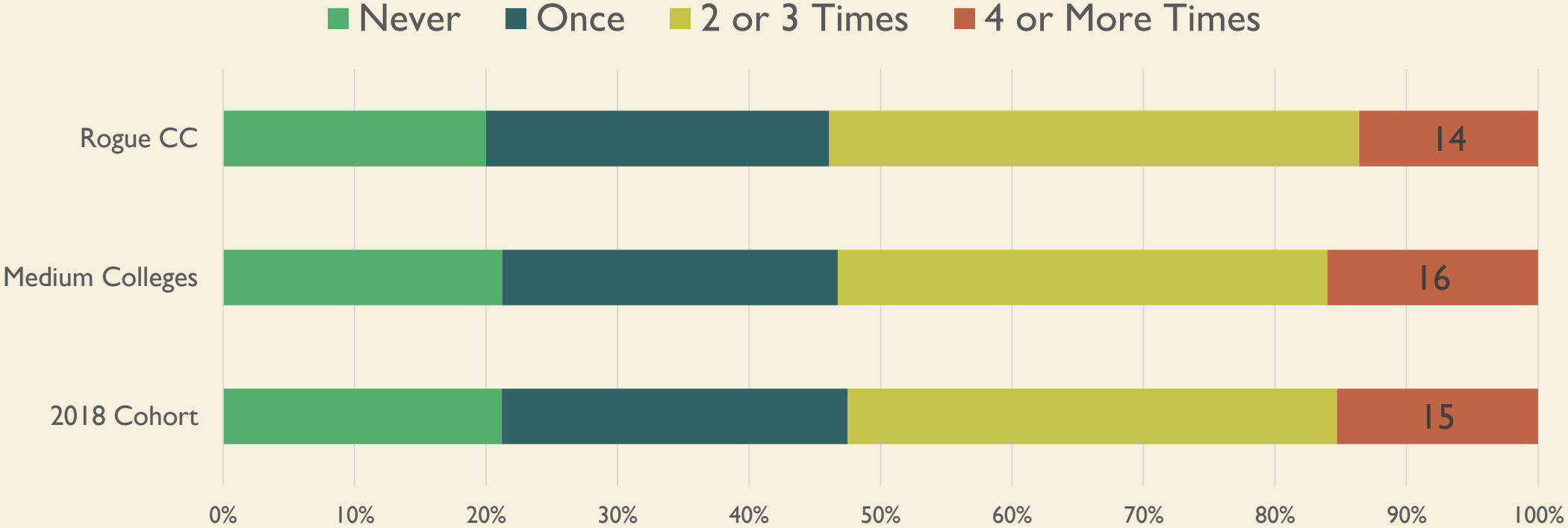
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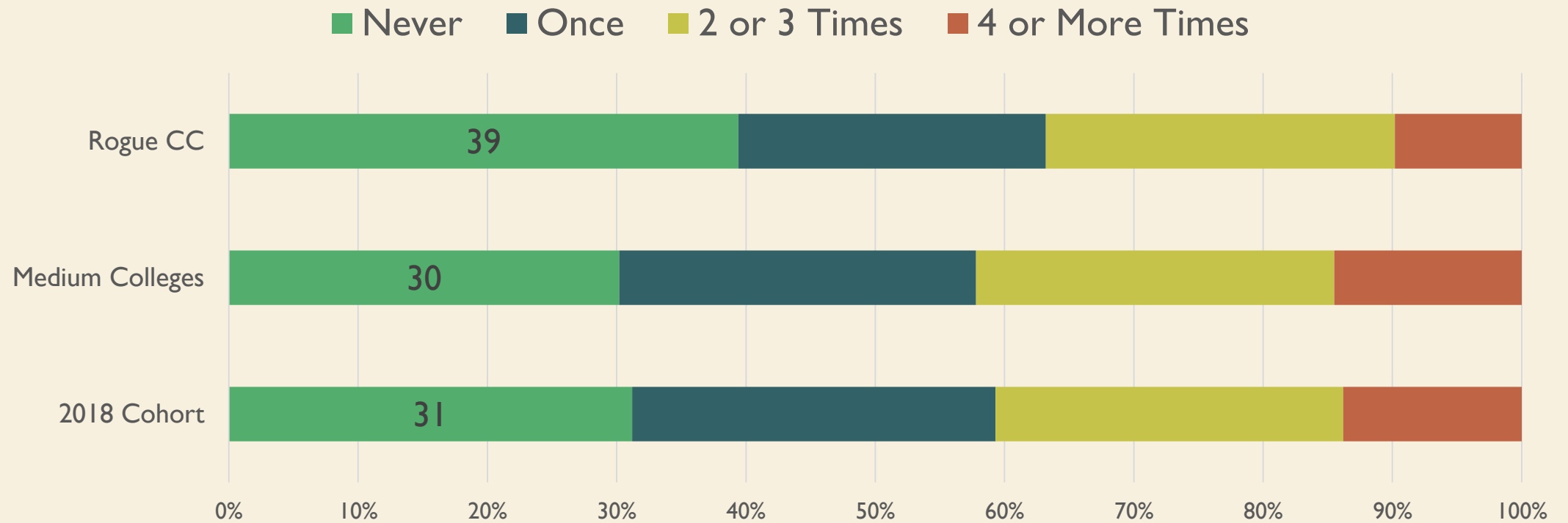
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