

EARLY STUDENT ENGAGEMENT & THE SWEET 16

What can SENSE tell us about early student engagement in classrooms at
RCC?



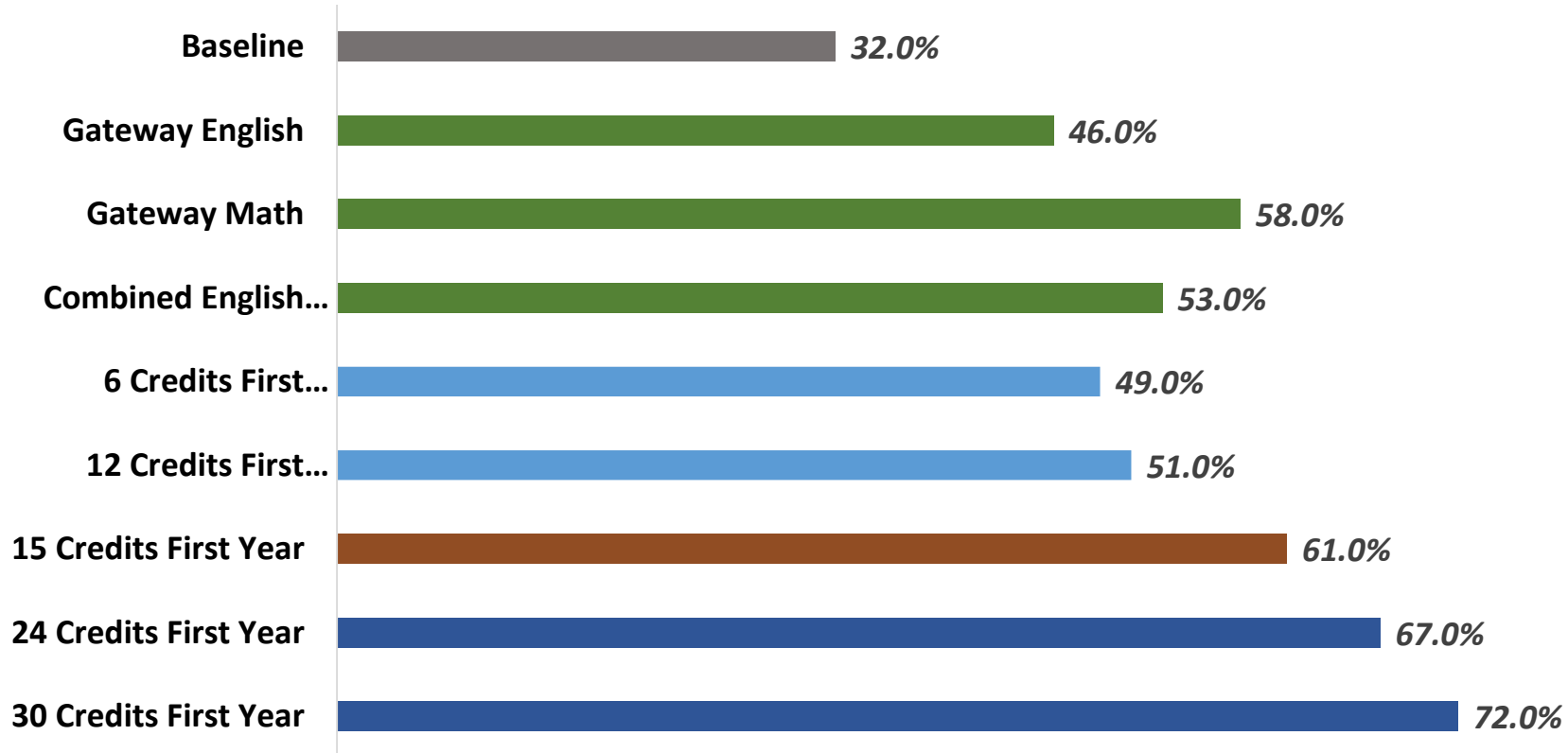
National Research : CCRC Findings

- “An examination of first-year metrics can motivate colleges to introduce practices that create the initial conditions necessary for subsequent success (Jenkins & Bailey, 2017).”
- Credit momentum the first year plays an important role in completion rates.



National Research : CCRC Findings

Adjusted* Six-Year Completion Rate by KPI Status: **All**



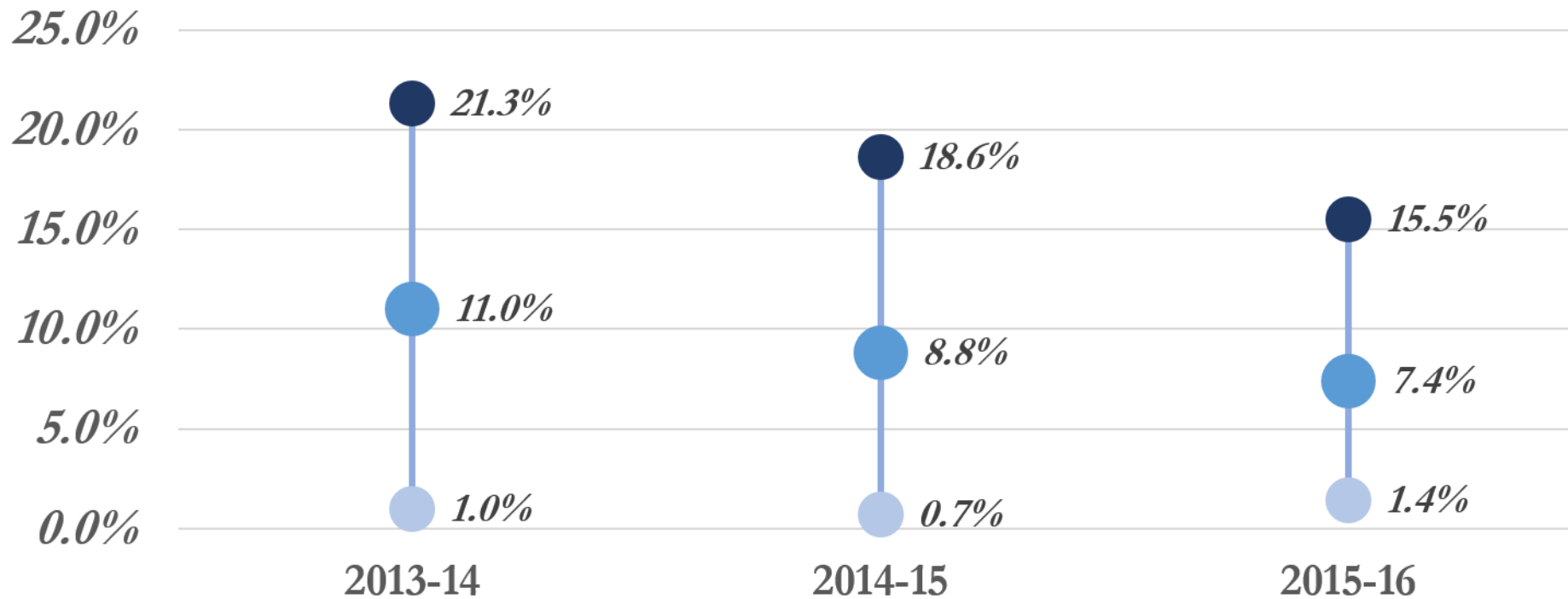
*KPI outcomes are adjusted controlling for student characteristics



Earning 16+ Credits the First Year and the Completion Rate at RCC

Three Year Completion Rate: Any Certificate or Degree

First Time Freshmen



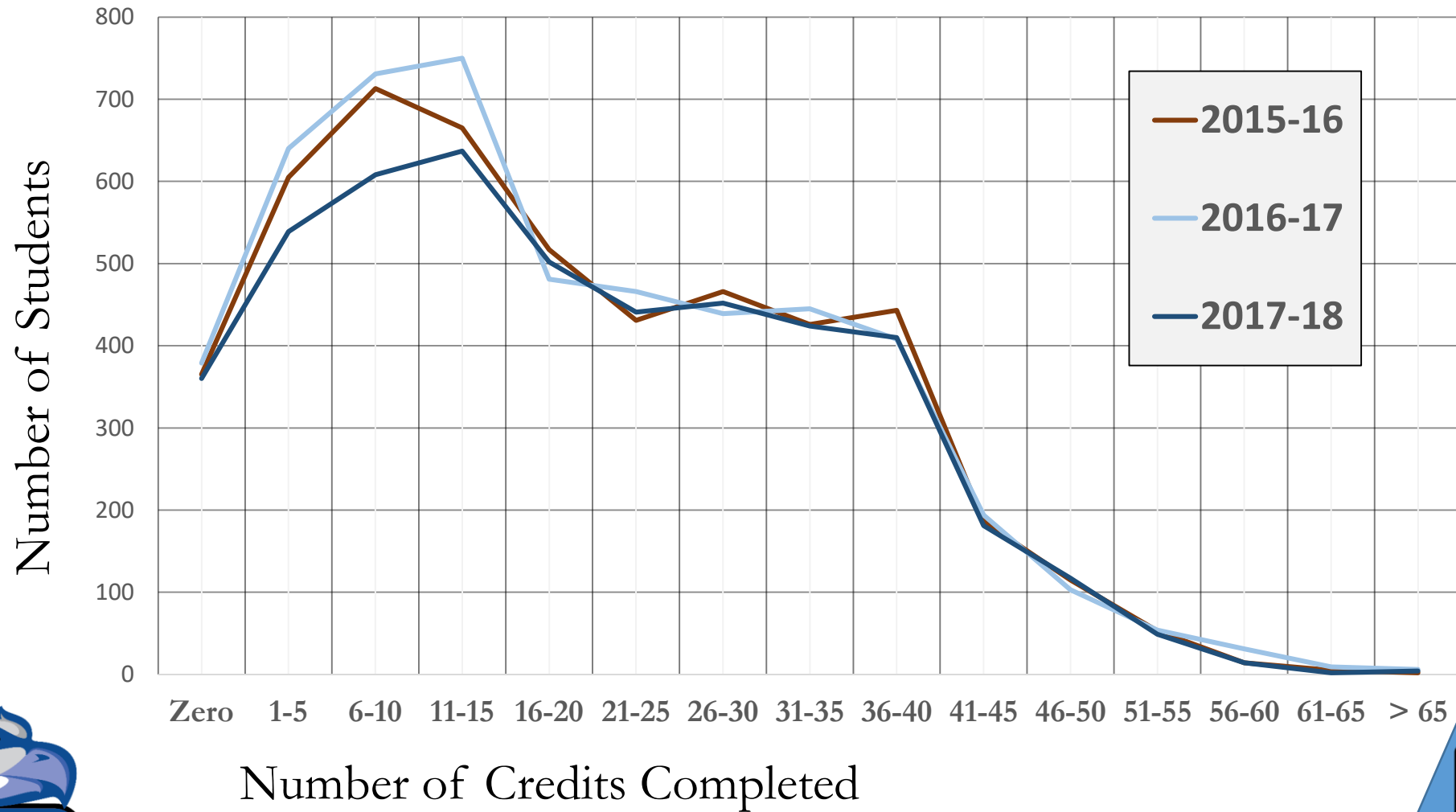
● Everyone

● Did Not Pass 16

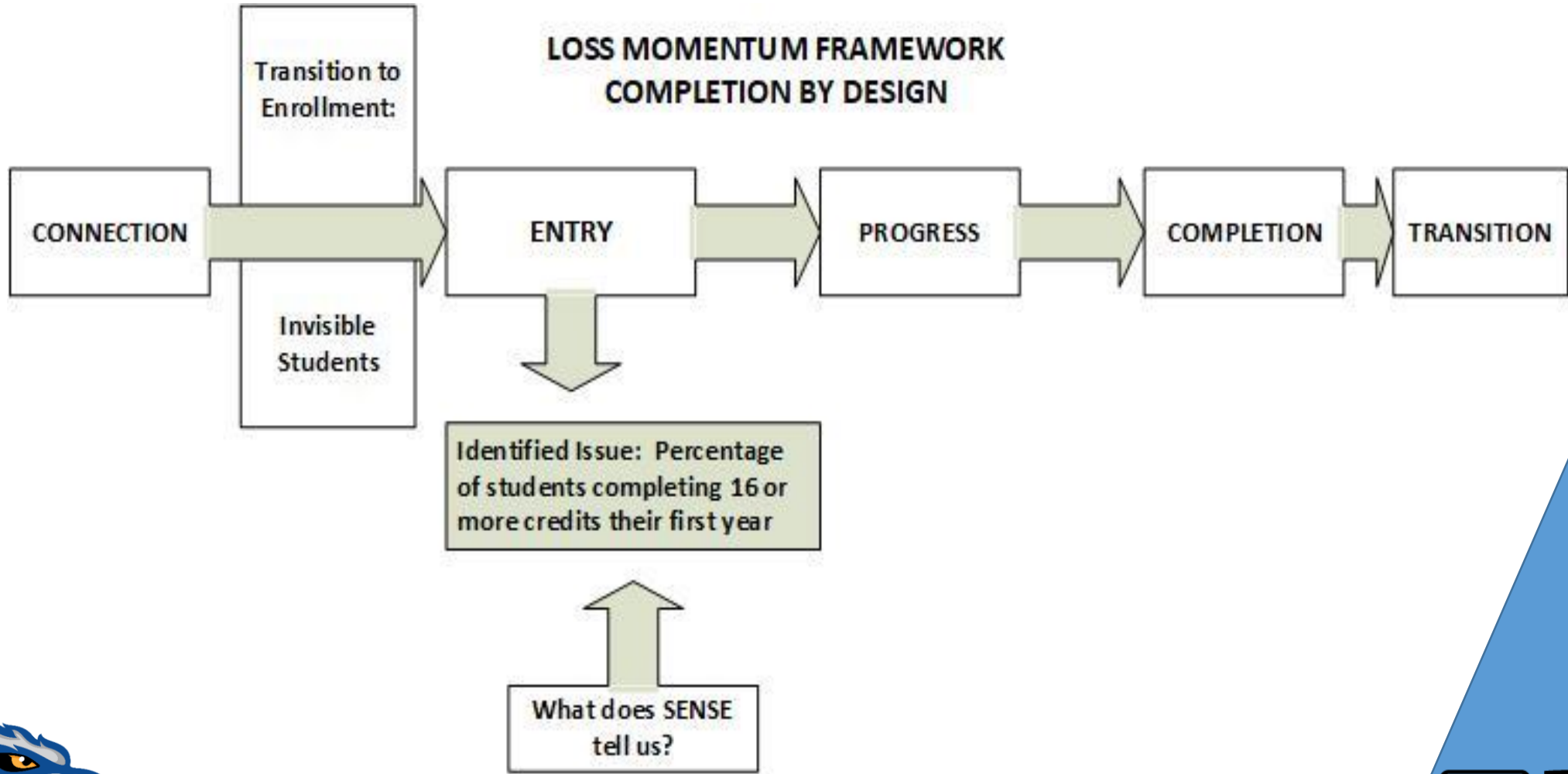
● Passed 16+



Successful Credit Completion During an Academic Year at RCC



Loss Momentum Framework



Using the Survey of Early Student Engagement (SENSE)

- SENSE is a survey which helps us understand the earliest experiences of students
- Generally given to first time ever in college students within the first 6 weeks of their college experience
- Is helpful in pinpoint potential issues related to student success



Five SENSE Takeaways for the Classroom



Odessa College: The link between faculty/student relationship and student success

- Odessa College defined drop rates equivalent to our definition of Withdrawal and Z grade rates.
- Odessa College noticed a broad range drop pattern across their classes.
- They observed instructors with high drop rates versus those with low drop rates, and found it was not a function of teaching methods but rather the instructor's relationship with their students.



Odessa College: The link between faculty/student relationship and student success

- Implemented a drop (i.e., withdrawal) rate improvement program which included:
 - Interacting with students by name during the first week of the new term
 - Monitoring student behavior and progress and intervening
 - Meeting with students one-on-one and communicating on course performance
 - Maintaining structured course while allowing for some flexibility. They called this becoming a “master of paradox”.



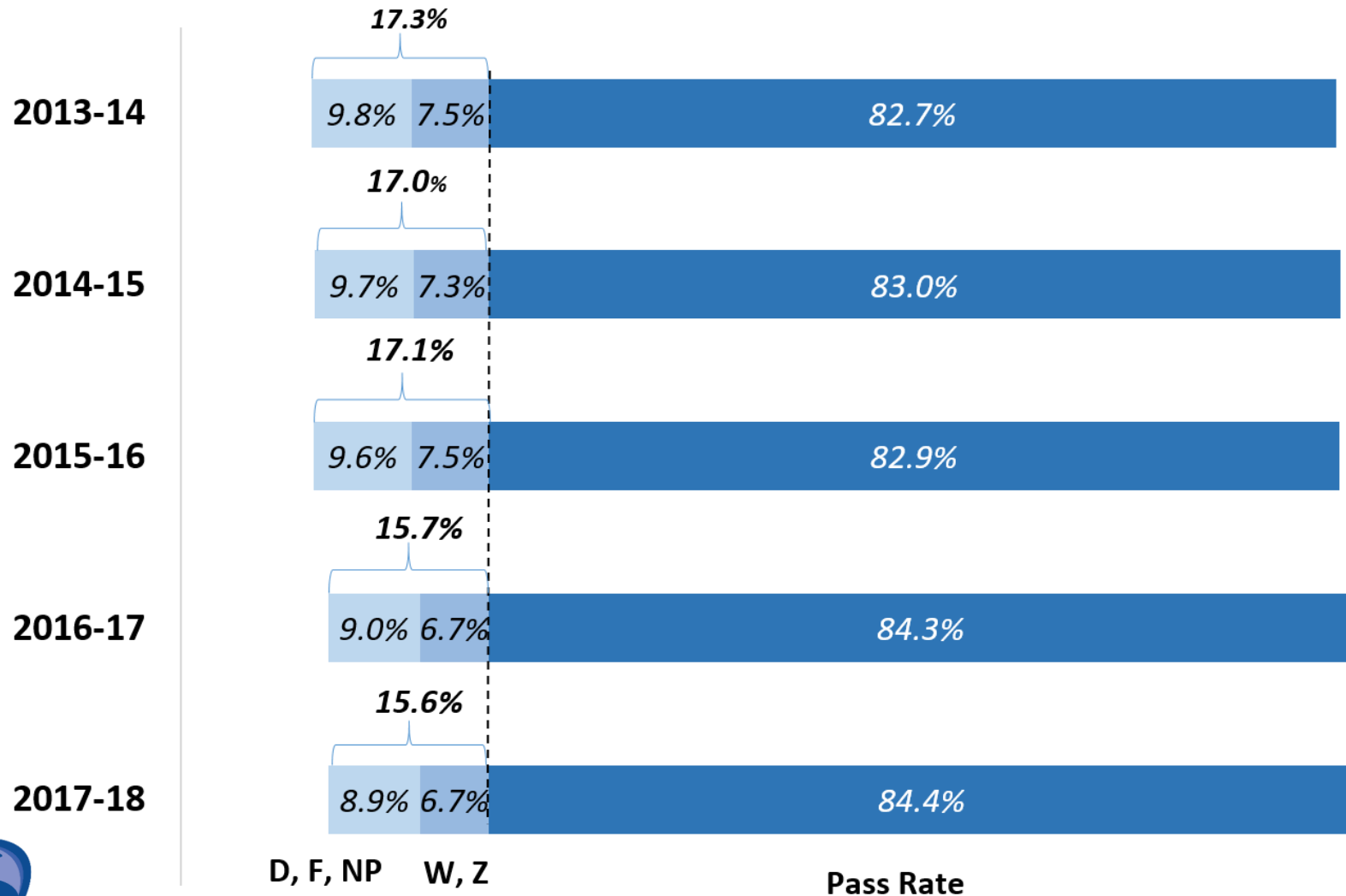
Odessa College: The link between faculty/student relationship and student success

- Overall results found that the “inclass (sic) retention rates increased from an average of 83 percent to that of 95 percent.”
- In other words only 5% of students enrolled in a course failed to complete the course
- Results held true regardless of age, race/ethnicity, gender or Pell status.



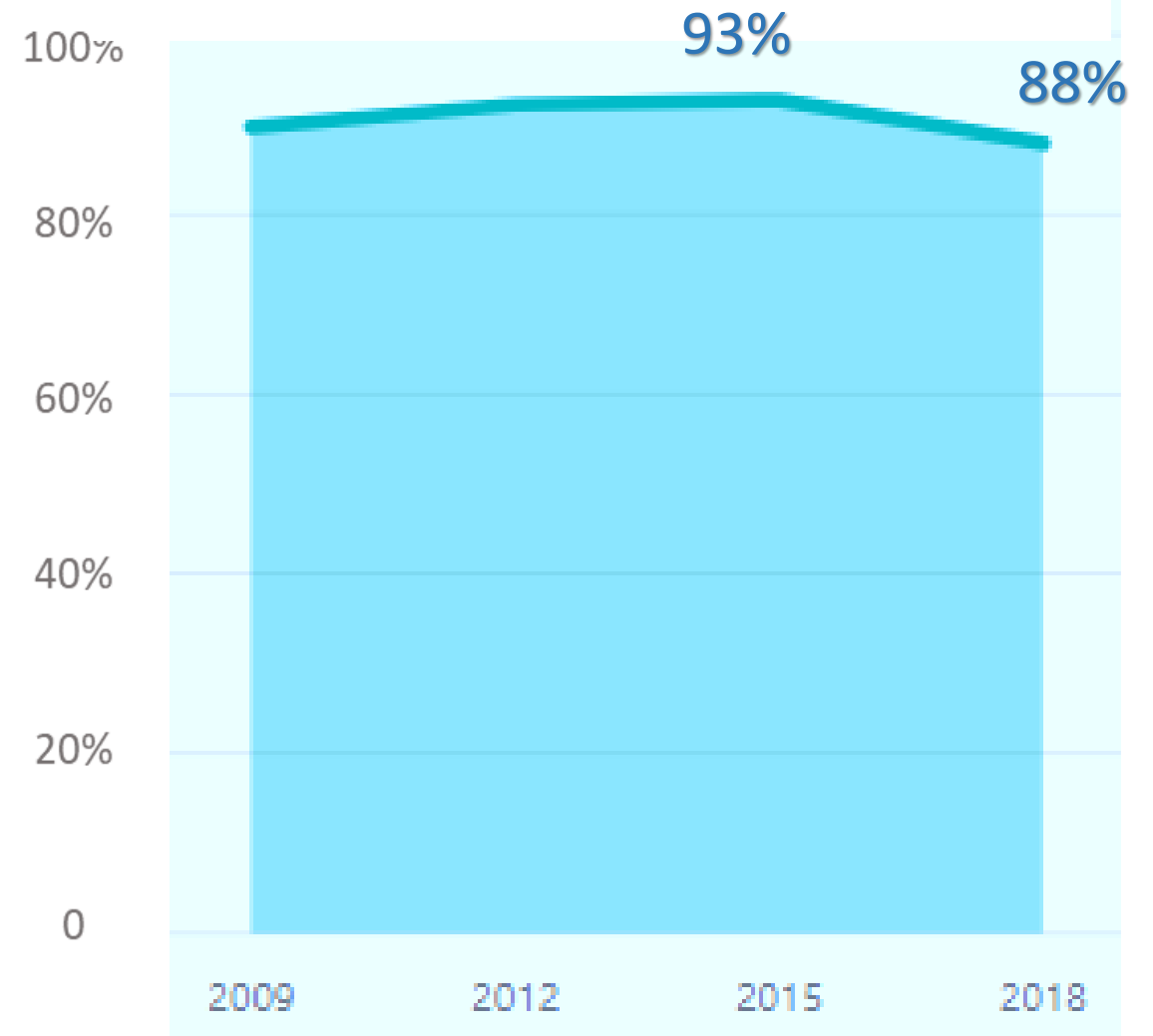
Rogue Community College and DWF Rates

DWF rates for all RCC Credit Courses by Academic Year



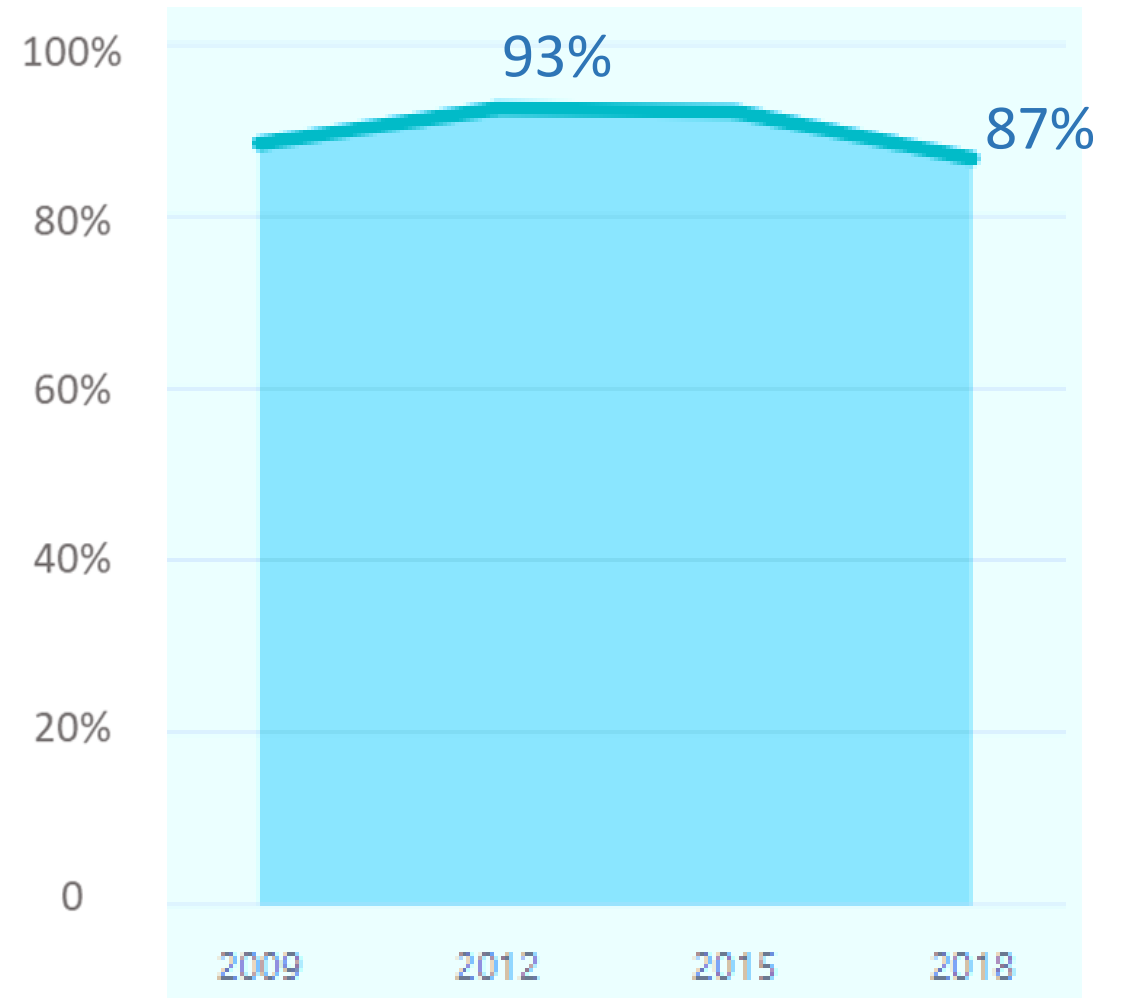
Student-Faculty Interaction

Percent of students who agree or strongly agree at least one instructor learned their name



Student-Faculty Interaction

Percent of students who agree or strongly agree they know how to get in touch with their instructor



Research on Collaborative Learning and Student Success

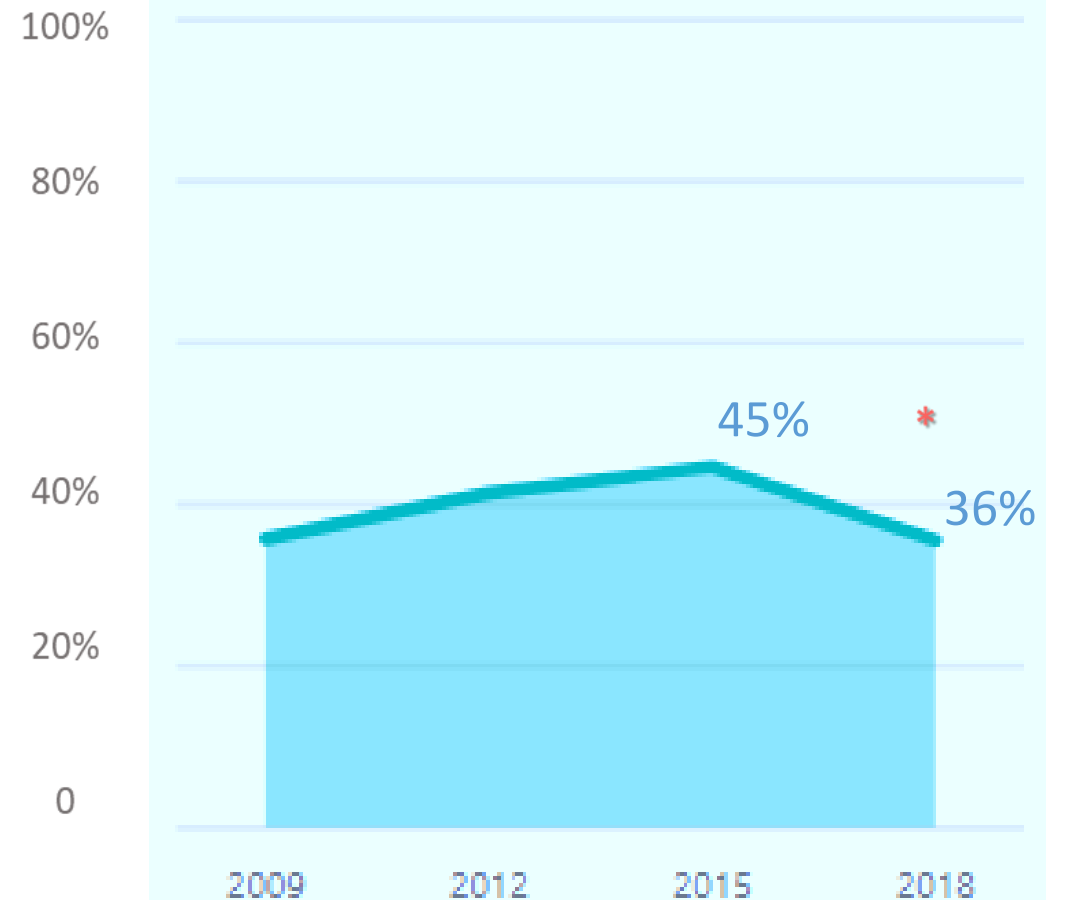
The primary function of collaborative learning is to improve student comprehension of classroom material. Interaction and discussion with fellow learners reinforces the concepts students are trying to learn, and helps them remember information longer and understand it better (Kezar 2005; Shimazoe and Aldrich 2010). This collaborative approach has been shown to increase students' grades and overall graduation rates (Chen 2015; Price and Tovar 2014; Springer, Stanne and Donovan 1997).



Active and Collaborative Learning

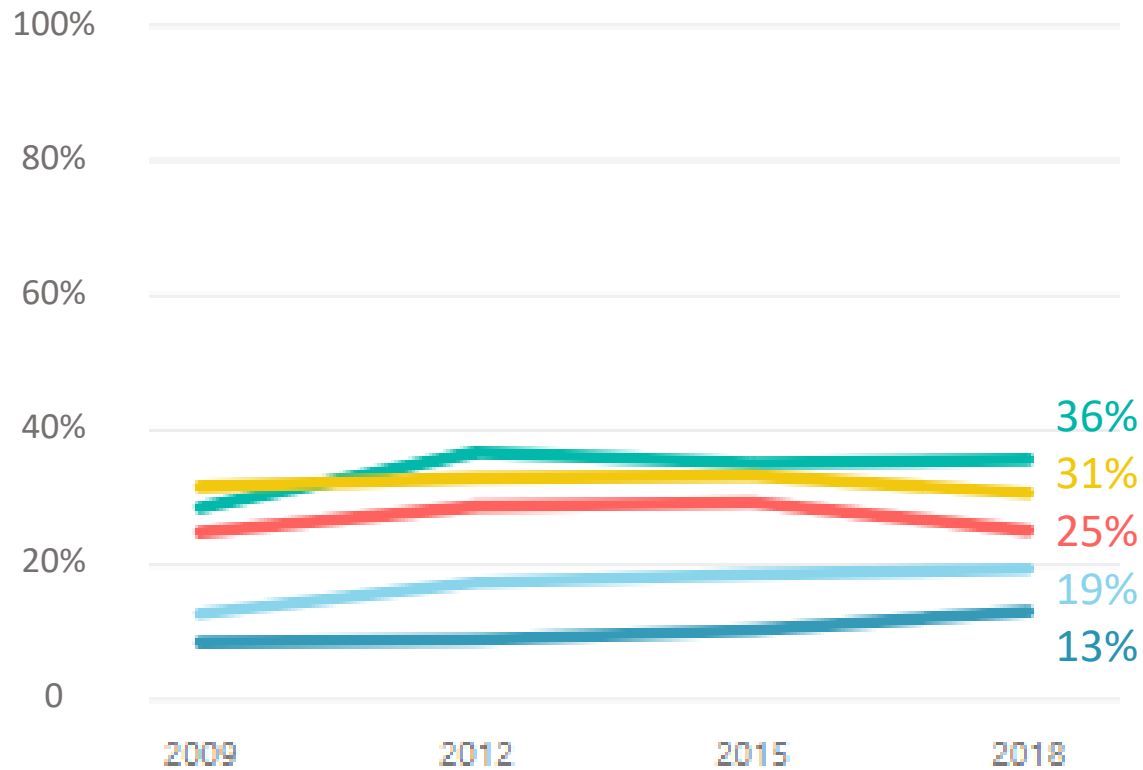
Percent of students who agree or strongly agree that instructors had activities to introduce them to other students

*** Cohort: 50%**



Active and Collaborative Learning

Collaborative Learning Outside of Class: One or more Times...



Work with classmates outside of class

Discuss ideas from class with instructors outside of class

Participate in supplemental instruction

Participate in student-initiated study group outside of class

Participate in required study group outside of class



References

- <https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-college-improvement.pdf>
- Odessa College Case Study: <http://www.zogotech.com/wp-content/uploads/2015/03/Odessa-Case-Study-with-AtD.pdf>



References

- Kezar, Adrianna. 2005. “Redesigning for Collaboration within Higher Education Institutions: An Exploration into the Developmental Process.” *Research in Higher Education*, 46(7): 831-860. doi: 10.1007/s11162-004-6227-5.
- Shimazoe, Junko, and Howard Aldrich. 2010. “Group Work can be Gratifying: Understanding and Overcoming Resistance to Cooperative Learning.” *College Teaching*, 58(2):52-57. doi: 10.1080/87567550903418594.



References

- Chen, Victoria. 2015. “From Distraction to Contribution: A preliminary Study on How Peers Outside the Groups Can Contribute to Students’ Learning.” *The Canadian Journal for the Scholarship of Teaching and Learning*, 6(3):8.
- Price, Derek. V., and Esau Tovar. 2014. “Student Engagement and Institutional Graduation Rates: Identifying High-impact Educational Practices for Community Colleges.” *Community College Journal of Research and Practice*, 38(9):766-782. doi: 10.1080/10668926.2012.719481.
- Springer, Leonard, Mary Elizabeth Stanne, and Samuel Donovan. “Effects of Small-group Learning on Undergraduates in Science, Mathematics, Engineering and Technology: A Meta-analysis. *Review of Educational Research*, 69(1):21-51.

