

Originally presented at the Anderson Conference, January 26, 2012

Linking Feedback to the Classroom

*(Students said **what?!?**)*



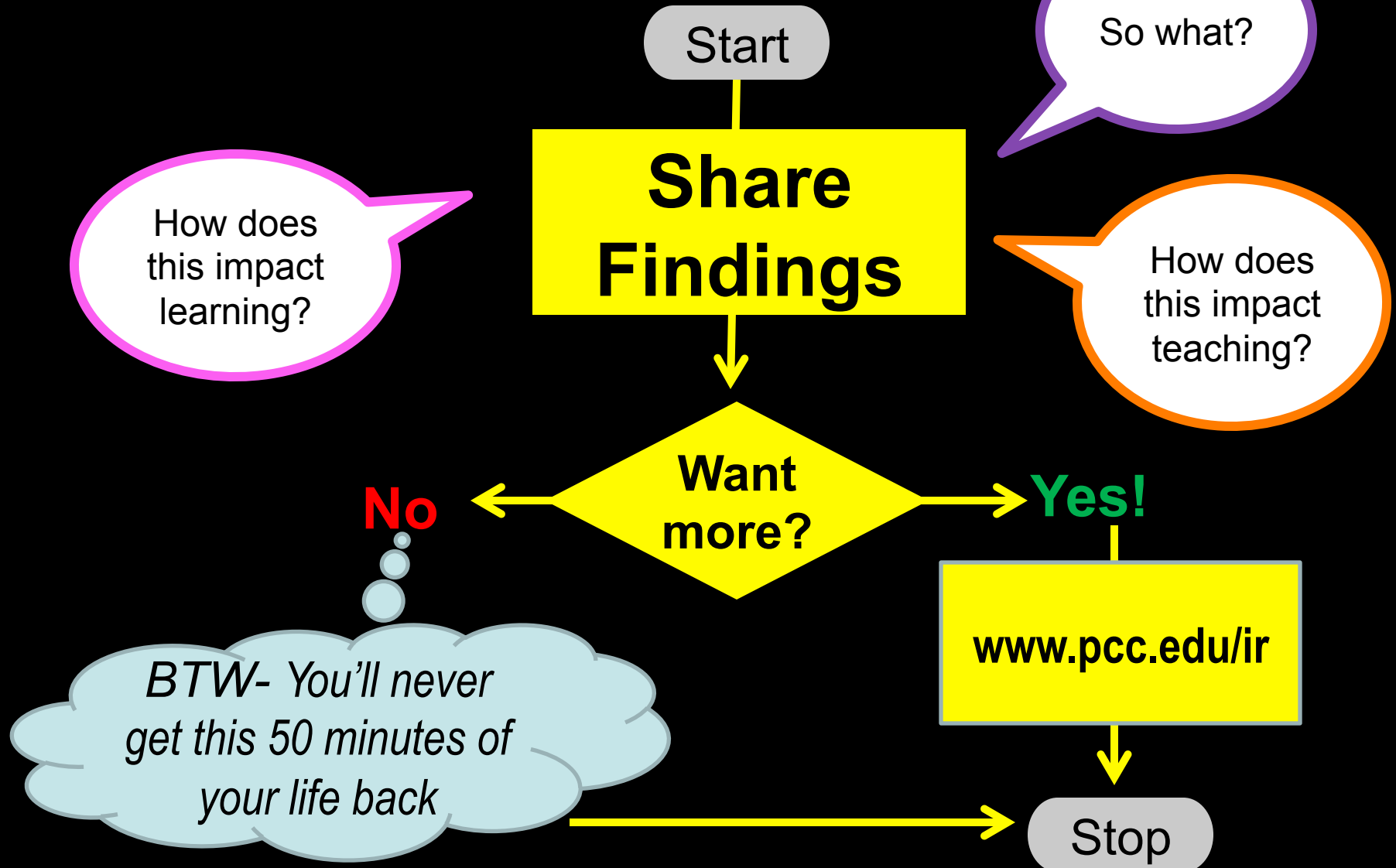
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PCC Director of Institutional Effectiveness

This is an abbreviated and revised version of the original presentation designed for use with a interactive audience.

Additional text has been added (in green text boxes) and all animation removed.

Presentation Overview



Students

~~Research~~ tell us . . .

From a recent Boston Globe article

160,000 undergraduates in the
University of California system
asked

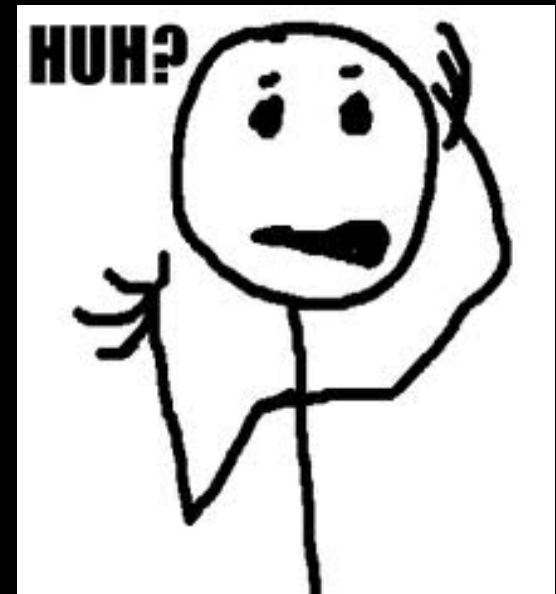
What **obstacles** impeded their
academic success?

*Many obstacles were listed,
but
1 reason . . .*

#1 Reason

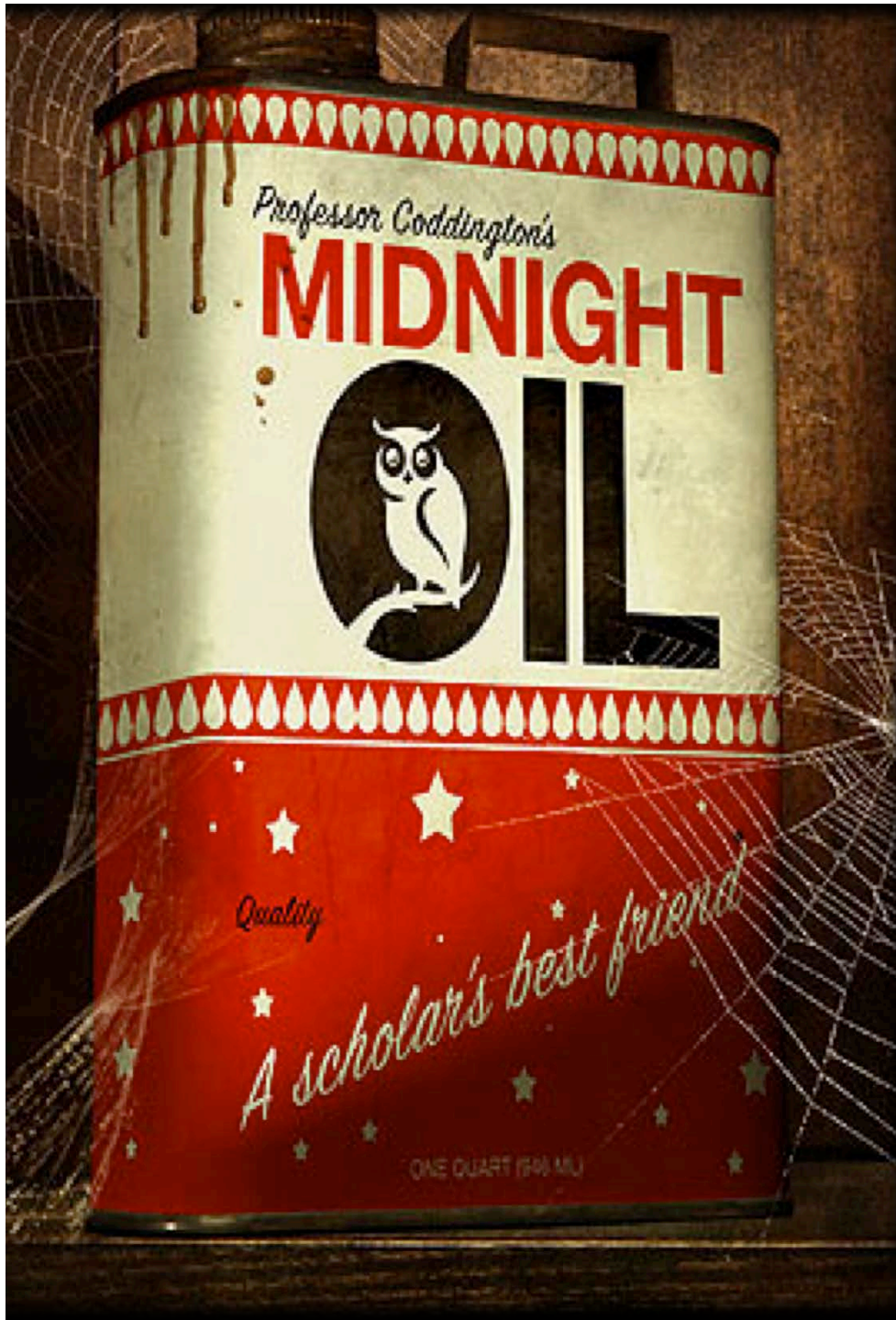
**They didn't know
how to study**

(33% of students)



What about PCC students?

Given these findings, it is likely that PCC students may also have issues with studying; the following findings reflect PCC students.



How many hours per week do full- time students spend **preparing** for class?

PCC CCSSE, Spring 2011

“Preparing” is defined as studying, rehearsing, doing homework problems, reading assignments and any other type of related activity.

In other words, **what percentage of full-time students prepare . . .**

1-10 hours ?

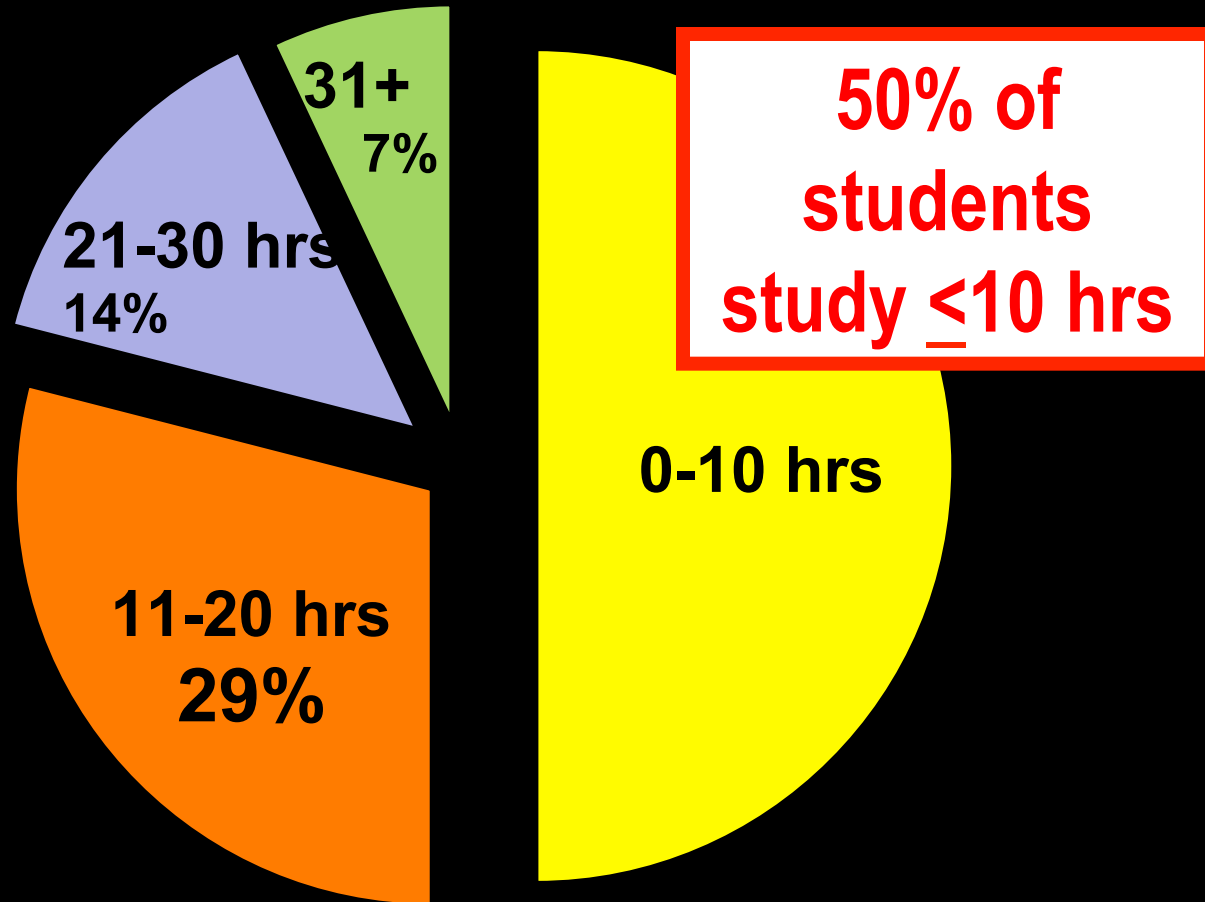
11-20 hours ?

21+ hours ?

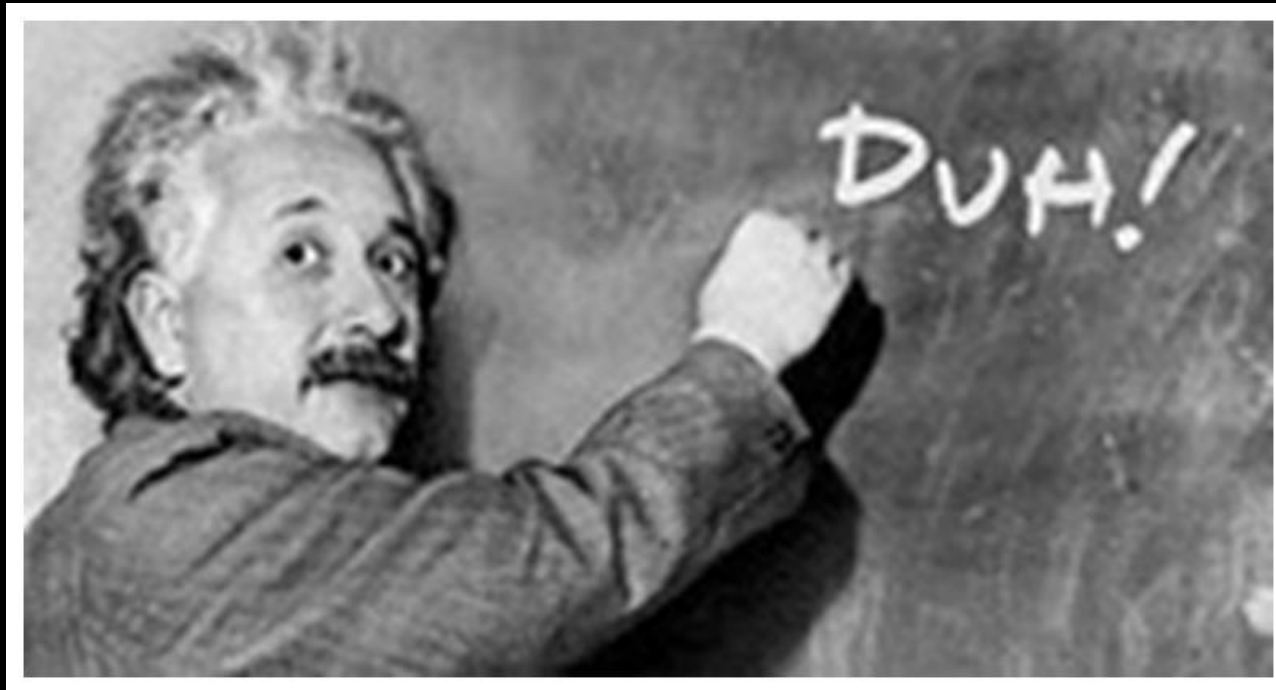
30+ hours?

General rule of thumb: For every hour spent in class per week, an additional 2-3 hours should be spent preparing for class per week.
ie. FT = 12 hrs = 24-36 hrs per week

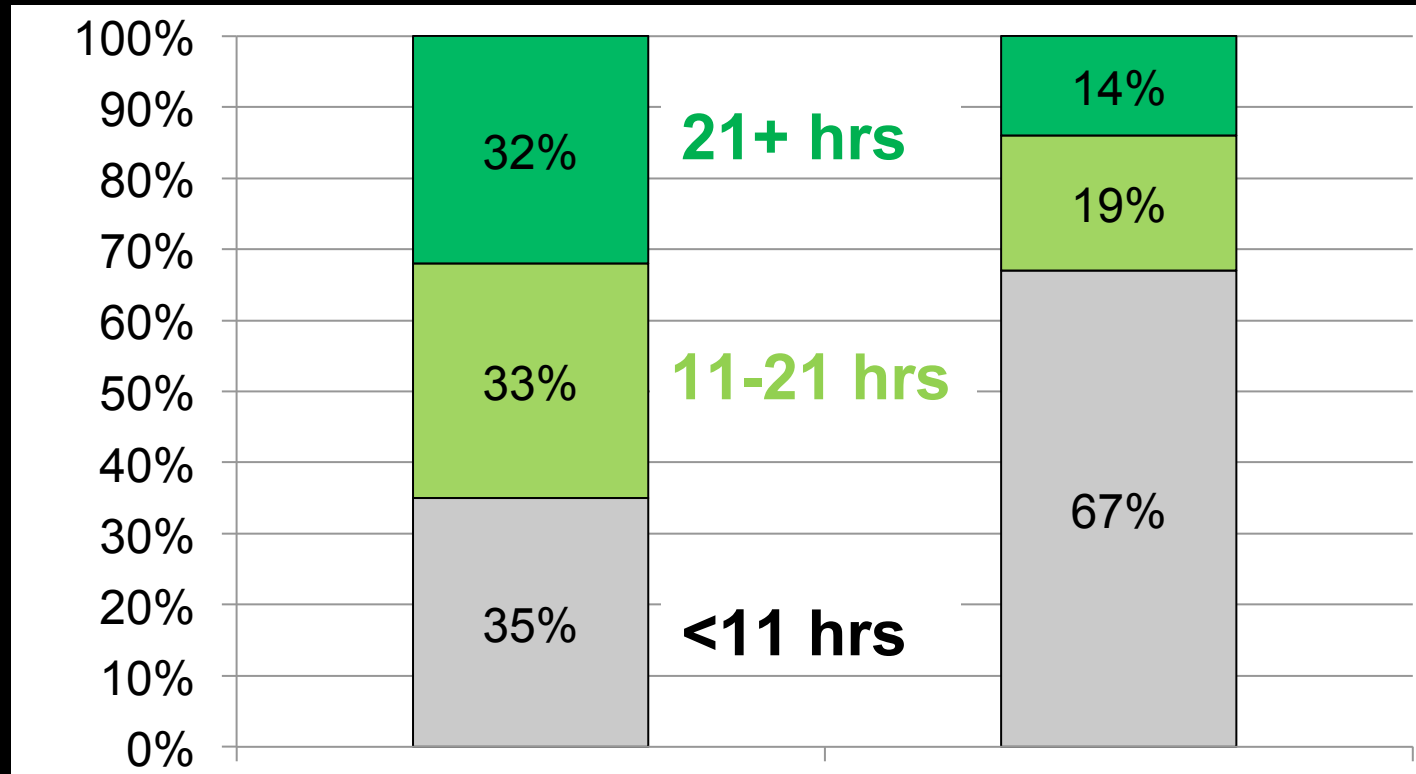
% of FT Students by Class Prep Time



Blinding Flash of the Obvious . . .



Relationship of Study Time to Grades



Student Grade Average:

A

C or lower

(FT students)

What is Student Engagement?

Student Perspective: Time and energy students invest in meaningful educational practices

College Perspective: What the college does to create an environment where students are compelled to do the things that contribute to their learning

Student engagement at its best is the intersection of these two perspectives

Respondent Differences by Campus

	Sylvania	Cascade	Rock Creek	Southeast Center
Age		Oldest	Youngest	
Non-Native English Speakers	13%	Lowest % 11%	14%	Highest % 22%
Dev/ Pre-College	----- Lowest ----- 46%		51%	Highest % 61%
Prior Degree Attainment		Highest %		Lowest %

Dev/Pre-College = has completed, is currently enrolled in and/or plans to enroll in
 Prior Degree Attainment = already has a certificate, 2 yr, 4 yr and/or graduate degrees

Examples of Response Differences by Age

Younger = \leq 24 yrs of age

- Younger Students – use email to communicate w/ instructors more often
71% vs 64% (often/very often)
- Older Students – ask questions in class/contribute to discussions more often
75% vs 59% (often/very often)
- Older Students – spent more time preparing for class
48% vs 28% (11+ hrs)

Age (cont.)

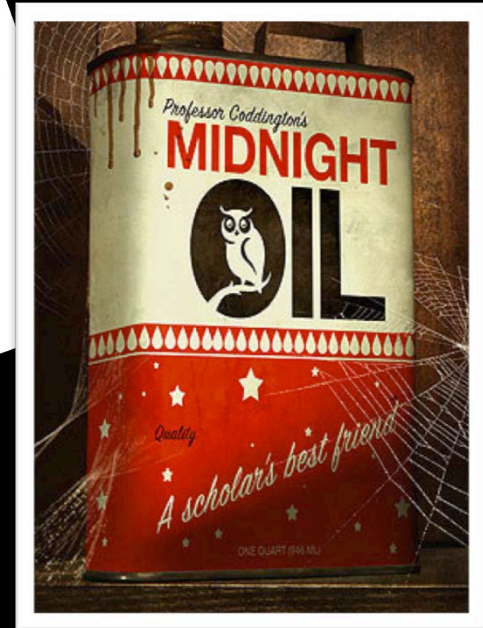
- Older students earned higher grades
63% vs 45% (A to B+ range)
- Older students more likely to have children at home
35% vs 12%

Response differences also found with other variables

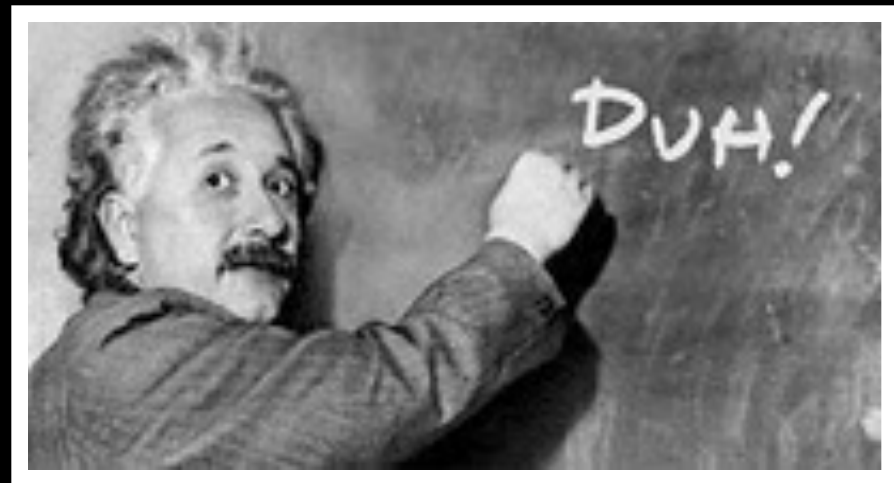
such as

- FT/PT enrollment status
- Dev/NonDE students
- First generation students

*Back to what
research tells us
about **students and
studying***



Students may not know how to study, are likely not preparing the amount of time suggested, and a strong correlation exists between study time and grades.





*Many students
are **burning**
the candle at
both ends!*

Over 72% of students are employed, etc.

Solution: Students need
effective and efficient
study skills

How can faculty help?

- * **Remember** what it's like “not to know”
- * Provide “**how to**” **pointers** (i.e. read a textbook, prepare for an exam, etc.)
- * Remind students of **other resources**
 - College tutoring labs
 - On-line tutoring
 - CG courses!

Research also tells us

There's a **disconnect**
between student aspirations
and behavior . . .

“I have the motivation to do what it takes to succeed in college”

88% of new students

but

27% of those same students skipped class during the first 3 weeks of their first term

Maybe more experienced students are less likely to skip class

NOPE – It's worse!
**41% report skipping classes
sometime during the term**

“Skipping class” is not missing class due to illness, work conflict, etc.

PCC CCSSE 2010

'Not like a student needs encouragement to skip class . . .

Today's weather



Perfect day to skip class.

H 62, L 36

Wednesday's weather



Hell, skip this one too.

H 62, L 35

A hand holding a camera phone in front of a person's face. The phone is held up to the camera lens, and the person's face is visible in the background, slightly out of focus. The entire scene is framed by a yellow border.

GO AHEAD, SKIP CLASS.

Copy your friend's notes
in seconds with your
camera phone.

<http://www.skipclasscalculator.com>



“This calculator was designed to help college students decide if skipping class is a smart move. Answer these questions and your decision will be made based on a surefire mathematical formula.”

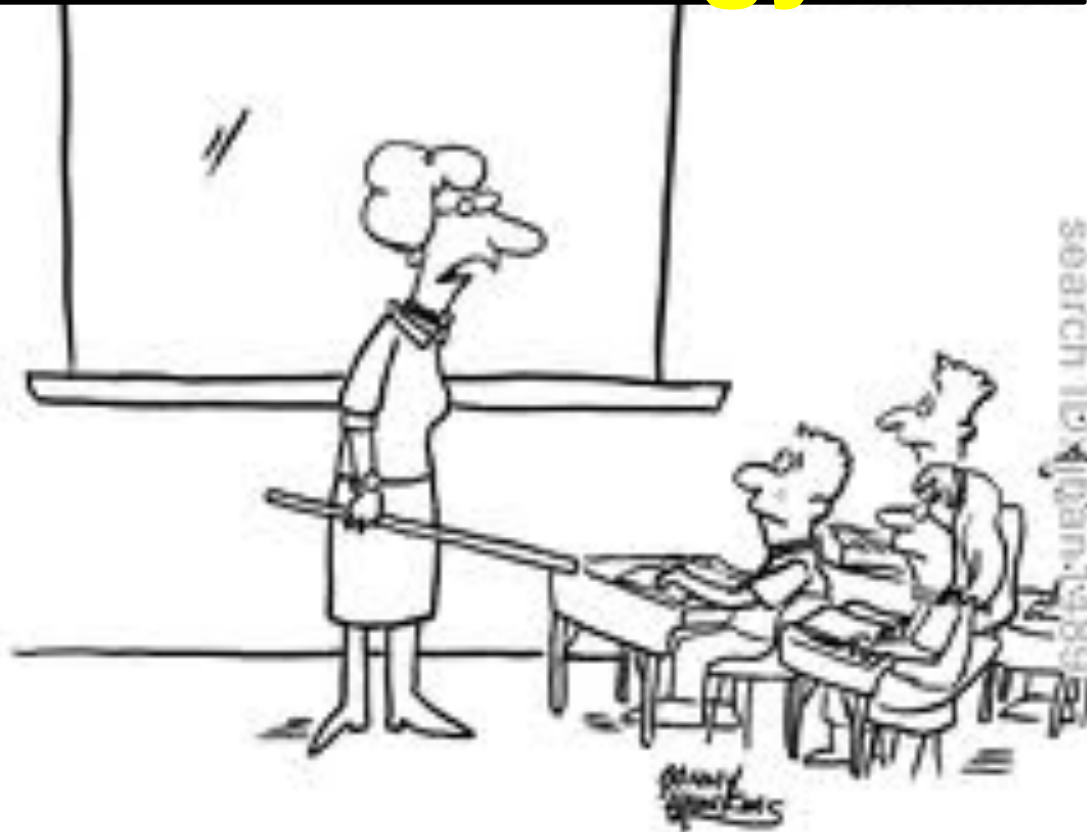
Improving Class Attendance

Guilt?



Remember, every time you skip class, these monsters kill a kitten. Please, think of the kittens.

Technology?



**“And if you can’t make it to class,
at least follow me on Twitter.”**

Active and Collaborative Learning example

“Worked with other students on
projects during class”

Very Often = 15%

Often = 39%

Sometimes = 38%

Never = 8%

To support communicating with students

Course Progress Notification (CPN)

<http://www.pcc.edu/resources/academic/retention/CPN.html>

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About PCC Academic Programs Calendars Class Schedule

PCC / Resources / Academic / Retention / Student Retention

Course Progress Notification (CPN)

During the [2010-2011](#) academic year, over 19,000 students received feedback through CPN.

Thank you faculty! Your feedback and use of CPN has led to some great new improvements within the system.

What is CPN and why should faculty use it?

CPN is an early alert system designed to give students feedback about course progress. It gives faculty an easy and systematic way to communicate with students regarding attendance, class participation, completed coursework, current grades and overall performance. CPN generates an email to individual students noting concerns or positive feedback faculty have and provides students with information regarding PCC student services and resources.

How can faculty find and use CPN?

It's easy. Go to the MyPCC **Faculty** tab and click on Summary Class List in the Tools channel.

Tools

- My Courses
- Banweb
 - Final Grades
 - Summary Class List

On the Class Summary List, or roster, click on the CPN link located at the far right of each student name.

www.pcc.edu/ir

Additional research findings

The image shows a screenshot of the Portland Community College Institutional Effectiveness website. The main content area features a grid of navigation boxes for various data categories. A sidebar on the right lists specific surveys, with a green arrow pointing to the 'National Surveys' section.

Portland Community College
50th Anniversary

Institutional Effectiveness
722 SW 2nd Ave. (971) 722-7705 / [IE Office Directory](#)
PCC's Institutional Effectiveness office provides information that supports higher education institutional planning, administration decision-making and policy formulation and fulfills the college's mandated reporting requirements.

New Reports and Recent Updates
[CCSSE Survey Spring 2011](#)

Note: If you are using Safari or Chrome as your browser please use side links to navigate this site.

Student Fact Sheets Student Demographics	Enrollment Information Level 1: Live. Comparisons of current enrollment to prior year. Level 2: Extract. Reported to Oregon Community College Unified Reporting System (OCCURS) at end of each term. Level 3: Final. Final audited official End of Term OCCURS data.	Student Outcomes Retention Transfer Data Degrees, Certificates Employment Policy Analysis	Graphs, Charts, Maps Zipcode Maps FTE Trends Info Graphics
Future Students K thru 12	Instructional Data 3 Year Data Profile FT Faculty Teaching Ratios	eFactbook 2010-11	Organizational Charts
OCCURS Reporting Time Lines	Academic Master Plan	Institutional Effectiveness Reports for PCC Board of Directors	Profiles for Program/Discipline Reviews
			Surveys CCSSE SENSE Noel Levitz Dist. Learning PCC Graduates Tobacco IPEDS more...

PCC Institutional Effectiveness Surveys

- National Surveys
 - Community College Survey of Student Engagement (CCSSE) [Survey Results](#)
 - Integrated Postsecondary Education Data System (IPEDS) Peer Review [Survey Results](#)
 - Noel Levitz (Student Satisfaction Inventory) [Survey Results](#)
 - Survey of Entering Student Engagement (SENSE) [Survey Results](#)
- PCC developed Surveys
 - 2009-10 Graduates [PCC Students and Degree Attainment: What Mattered Most? \[pdf\]](#)
 - Distance Learning Survey 2009 [Distance Learning Survey Exec Summary 2007 \[pdf\]](#)
 - [Distance Learning Survey Results \[pdf\]](#)

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Portland
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OPPORTUNITY - THEN, NOW, ALWAYS.

