Project Name: Increasing Student Engagement Inside and Outside the Classroom with Classroom Response System

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1. Briefly recap project objectives. Have implementation tasks to date caused any meaningful adjustments to the project’s original objectives?

The project objective at 60 days was to describe and compare student satisfactions with REEF polling at 60 days. This was completed on time through a 13-item online survey. Of the 1500 students that were provided REEF licenses, 456 students completed the survey. Significant findings included:

- 60% agree or strongly agree that they enjoy using REEF polling in class with 9.5% disagreeing with this statement
- 23.4% would be fine with purchasing REEF for $10 a semester with a similar number, 25.8% being fine with purchasing a clicker. Only 7.6% think polling is being used too much in class.
- 53% of respondents who are using REEF have not reviewed the questions outside of class.
- Students generally agree that polling helps them learn (64.3% positive 9.3% negative)
- One of the features of REEF is the ability to review answers from lectures at a later time. Just under half of the respondents used this option, with 81.7% using it to review for exams. More faculty development is needed to help interweave the purpose of REEF in the classroom and to purposefully remind students about the functionality of REEF. This can be accomplished by more institutional support during the course set-up by faculty and students.

2. What is the status of in-progress project tasks?

All in-progress project tasks are on time. We have rolled out the software, completed the first round of data gathering from the students with the second round and generated the questions for the faculty portion of our feedback.

3. Compare the current status of the project with regard to scope, schedule and cost with the original submission. Please also describe the cause for any significant variance from the original plan.

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<thead>
<tr>
<th>Scope</th>
<th>Original Proposal</th>
<th>Actual Status</th>
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<tbody>
<tr>
<td></td>
<td>10 instructors; 1000 students</td>
<td>15 instructors; 1500 students</td>
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<td>Faculty development provided and data collection of:</td>
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<td></td>
<td>• Relationship between participation in class and test grades measured at the end of the semester (increase participation leads to better test grades)</td>
<td>• First student survey data collected.</td>
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<td>• Relationship between review of class questions and test grades (more questions reviewed leads to better test grades)</td>
<td>• Most of the effort for the project went into implementation of the software instead of best-practices.</td>
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<td>• Student satisfaction with REEF polling and teaching approach</td>
<td>• Software rollout support provided but is currently being revised based on feedback and needs from faculty and students</td>
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<td>Faculty satisfaction with REEF polling and student engagement</td>
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4. Risk Assessment
   a. Describe any significant new or anticipated risks to the project’s successful outcome with regard to scope, schedule or cost.

   The only anticipated risks is to the scope related to two objectives in the project.
   - To evaluate the relationship between participation in class via REEF polling and test grades we will compare individual class attendance with overall test grades. This data will be gathered from instructor files. We will also be looking at students’ use of the review function of REEF polling and this data will come from the vendor.
   - To evaluate the differences in satisfaction between i-clickers and REEF. Because of the late nature of getting this project funded, many students had purchased I-clickers for the course and are using the REEF software with the I-clicker. We have a small number of students that are strictly using REEF through a mobile device which may make the two groups difficult to compare.

   b. Describe the mitigation strategies to address these new or anticipated risks.

   The second objective regarding satisfaction we are evaluating the data from the first survey to fully understand the reasoning behind the results in order to further investigate the details of their usage and satisfaction. Even if the students are using both options, clickers and mobile devices, we are hopeful to ask questions that will allow us to get some comparison data.