

# Early Intervention Strategies Designed for Large Enrollment Courses To Encourage Student Success and Increase Faculty Engagement

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## Abstract:

Student disengagement has increased in large enrollment courses and many students do not seek or use resources that would increase their chances for success in such courses. Faculty who teach such courses face an uphill battle trying to ensure all students are motivated while fulfilling their major responsibility of instructing effectively. This project centers on the plan of alerting students of help and resources available as well as benefits of using these resources early in the semester using surveys and the Learning Management system. Another component of the project provides a roadmap for faculty to guide students in this endeavor.

## Primary Stakeholders:

- Students
- Faculty
- Department of Chemistry and Chemical Biology
- Learning Centers

## Key Steps/Activities:

- Creation of Survey and Analysis, IRB submission
- Creation of assignment that ensures students study the syllabus
- List of interventions that can be paired with results
- Running a pilot program
- Presenting findings faculty in the department
- Creating a roadmap to help colleagues adopt model
- Working with the Learning Center to adapt model for different courses

## Effectiveness Measures:

- **Student Component:**
  - Observing student engagement of survey and syllabus
  - Observing improvement in students' scores/participation initially identified as at risk
  - Tracking if students did utilize resources identified for them using exit survey
- **Faculty Component:**
  - Tracking faculty interest in project
  - Increasing faculty engagement in project
  - Tracking improvement in performance after implementation of project

## Communication/Engagement:

- Regular meetings with the Learning Center during pilot program and larger implementation
- Discussion of results after first semester of implementation
- Recommendations transmitted to department during faculty meeting
- Special training session for faculty in large courses
- If IRB is submitted, results will be published.

## Proposed Timeline:

- Summer-Fall 2023: IRB submission, creating initial survey and plan for analysis
- Spring 2024: Pilot project
- Summer-Fall 2024: Data analysis and expansion
- Spring 2025: Full Implementation

## Current Status/Future Directions:

- The planning stage will commence Summer 2023 and continue through Fall 2023
- Project will run as a pilot in Spring 2024
- After data analysis, expansion plans to provide templates to other large courses in the CCB department, full implementation will commence Spring 2025