

Session I-06: Improving Retention & Student Success through Cohort-Building & Networking

NSF STEP Grantees Meeting Workshop



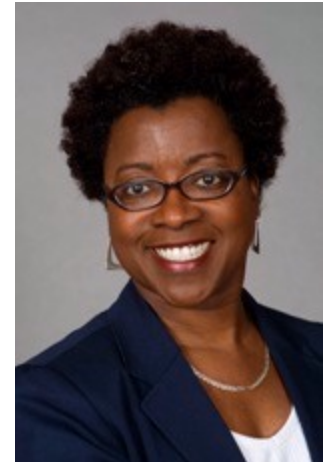
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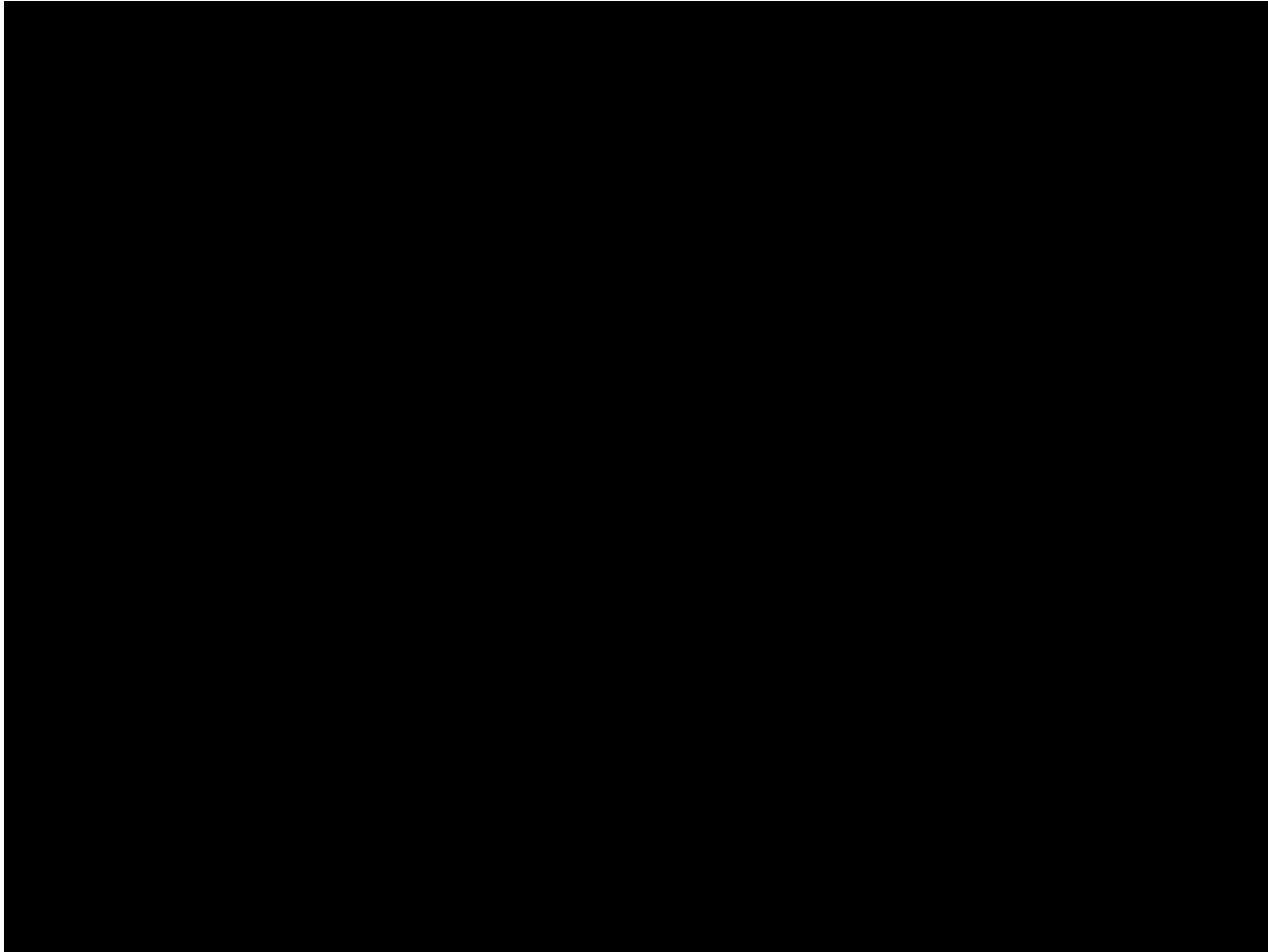


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March 2012*



Student Video 1 – Cohort Building



Improving Retention & Student Success through Cohort Building & Networking

- Grant Goals
 - Student Retention & Student Achievement
- Implementation Strategies
 - **Cohort Building**
 - Networking

Cohort Building – What It Is

Building productive academic relationships

- Among students
- Between students and faculty
- Between students and the UC administration

Cohort Building Strategies

- Summer Bridge Program
- Cohort course scheduling
- Collaborative learning
 - Cooperative courses (calculus, physics)

Cohort Building Strategy

Summer Bridge

- Academic interdependence
- Nightly study session
- Instructors and staff weekly meetings

Cohort Building Strategy

Cohort Course Scheduling

- Summer bridge academic year course recommendations
- Math and science course registration
- Long-term affiliations formed

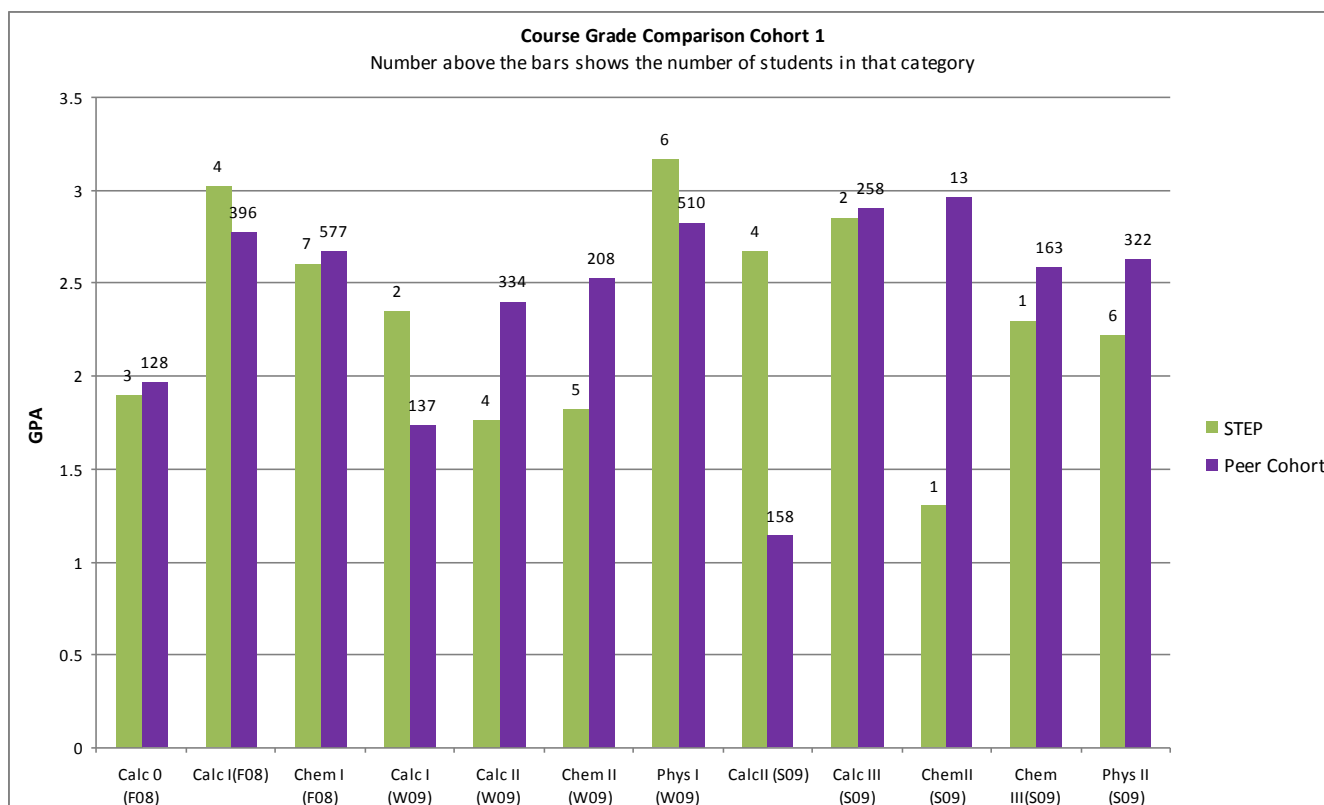
Cohort Building Strategy

Supplemental Cooperative Learning Classes in Freshmen Math & Science Courses

- receive additional instruction time
- develop problem-solving skills
- study in groups of 3-4
- build long-term relationships

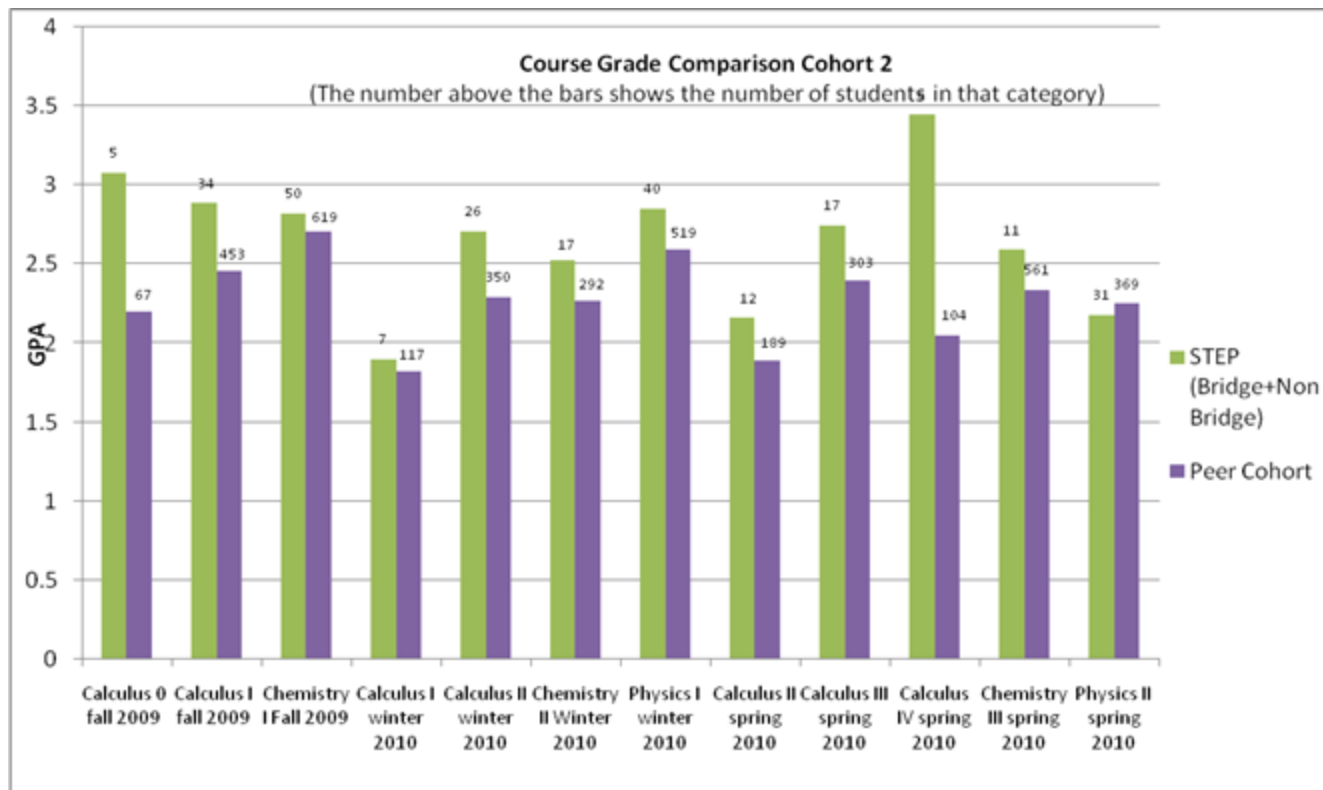
Impact of Summer Bridge & Supplemental Cooperative Learning Classes

Performance of STEP and Peer Cohort in Freshmen Math & Science Courses: **2008-2009** (participation in cohort building activities was on volunteer basis – not all did)



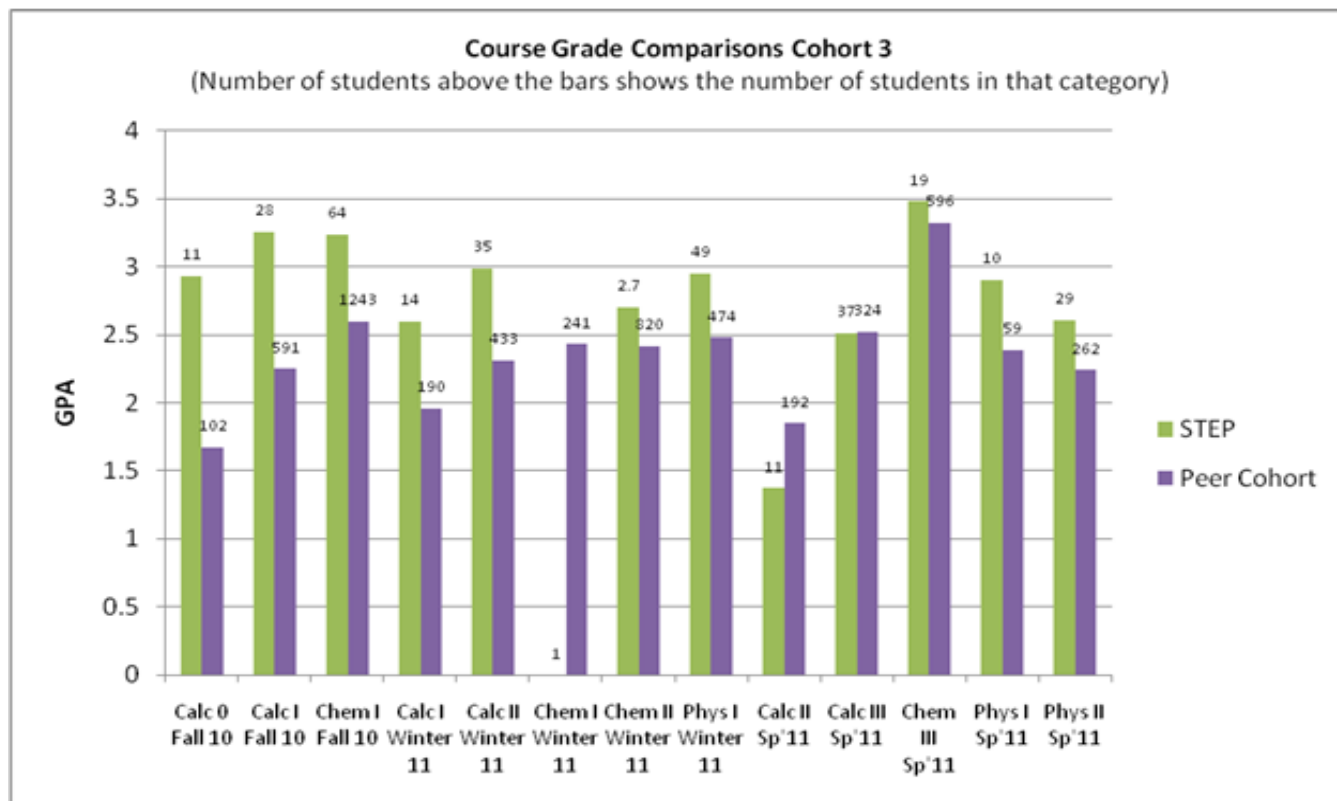
Impact of Summer Bridge & Supplemental Cooperative Learning Classes

Performance of STEP and Peer Cohort in Freshmen Math & Science Courses: 2009-2010



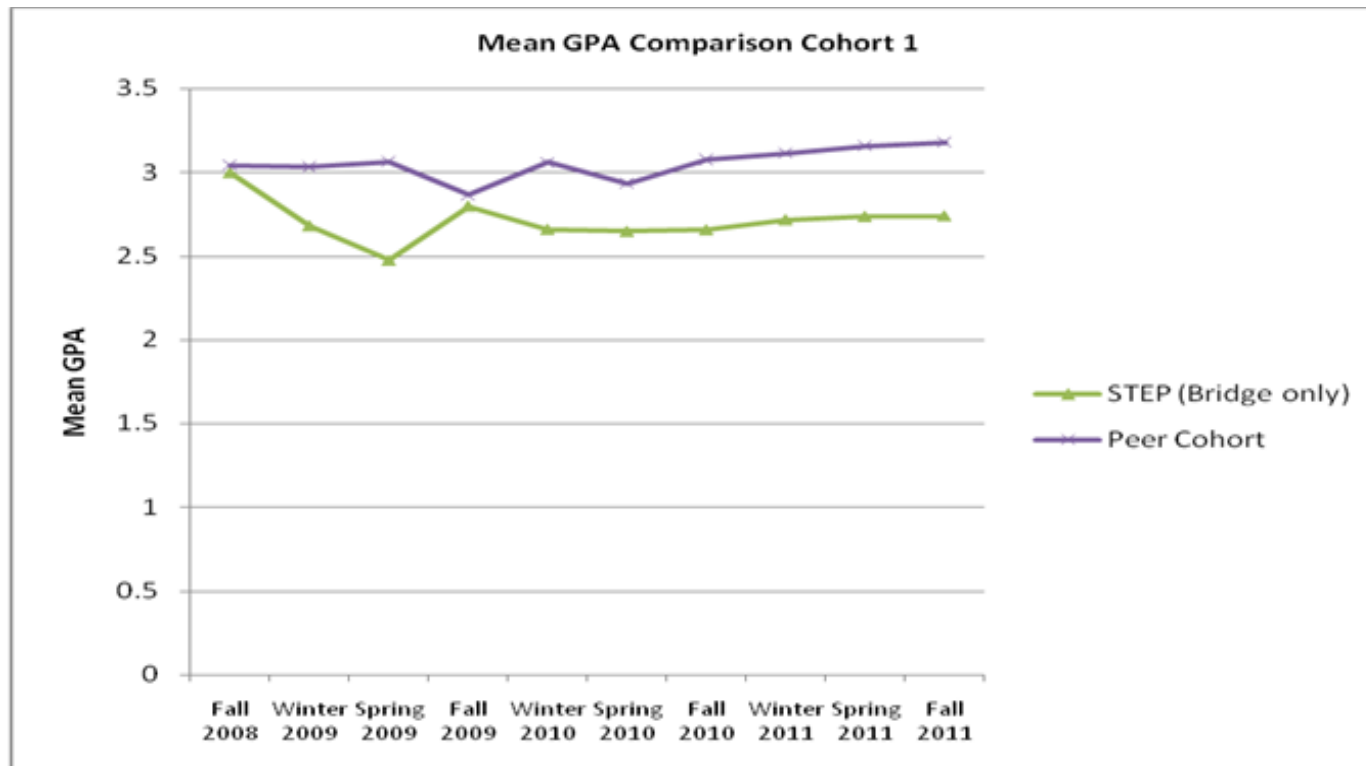
Impact of Summer Bridge & Supplemental Cooperative Learning Classes

Performance of STEP and Peer Cohort in Freshmen Math & Science Courses: 2010-2011



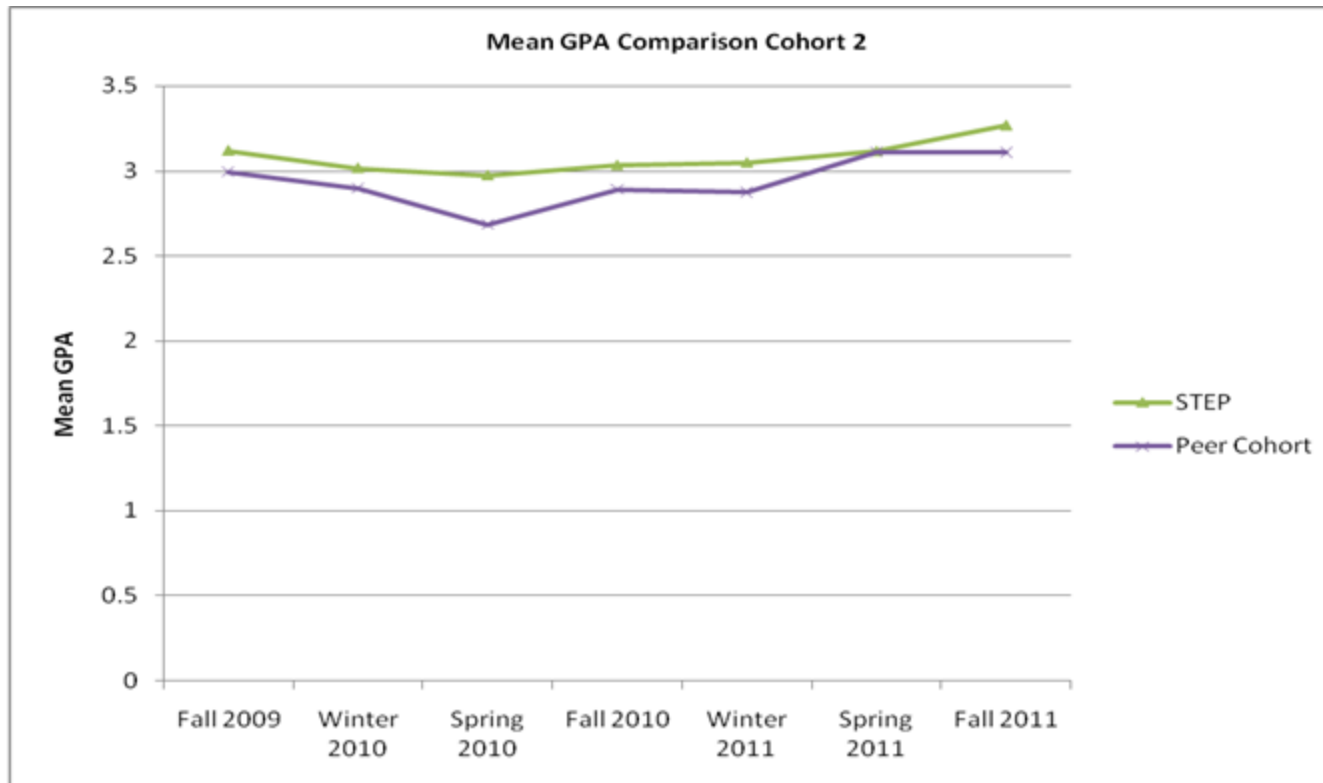
GPA Outcomes

GPA of STEP and Peer Cohort for students who started in Fall 2008: Cohort 1 (participation in cohort building activities was on volunteer basis – not all did)



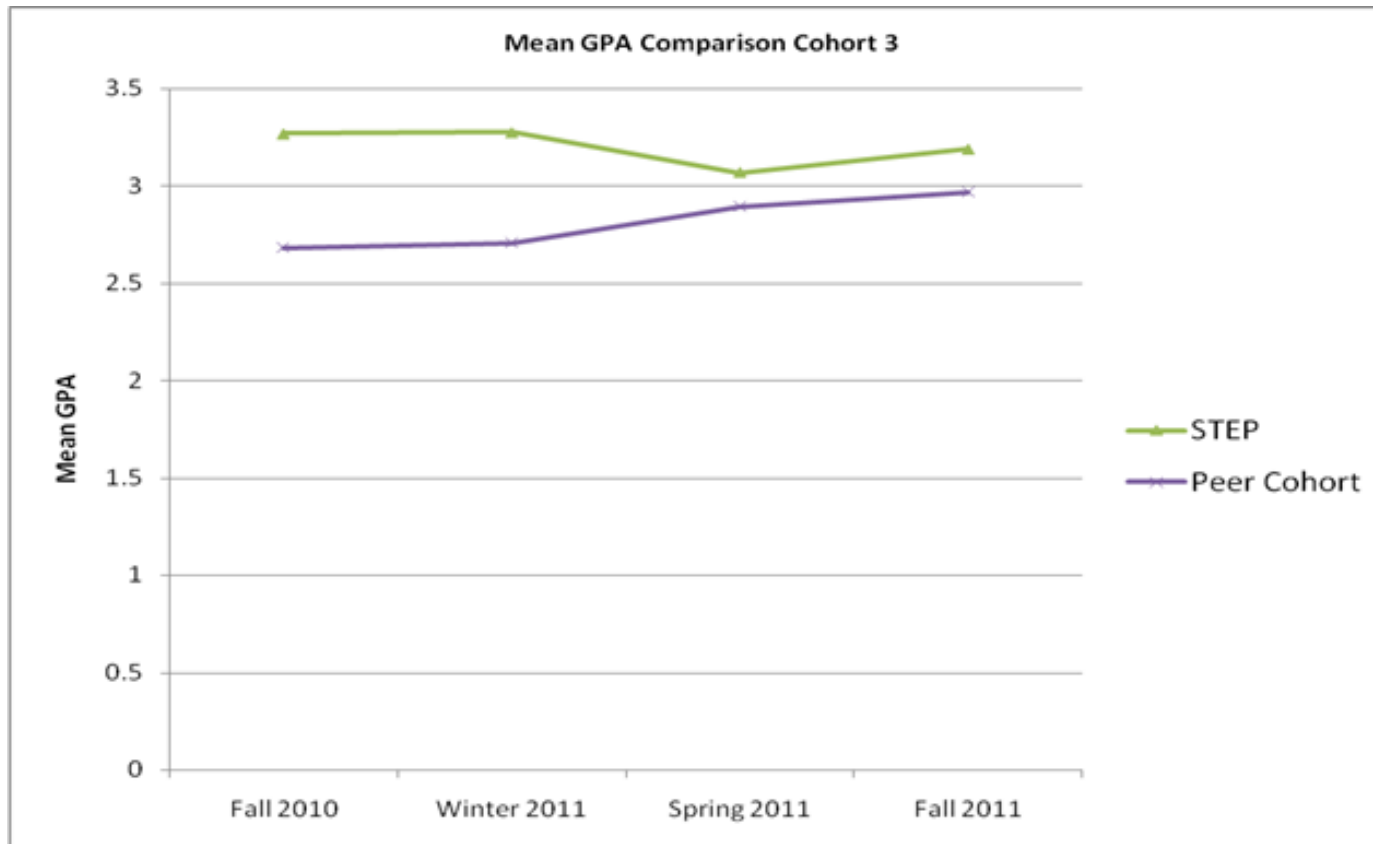
GPA Outcomes

GPA of STEP and Peer Cohort for students who started in Fall 2009: Cohort 2



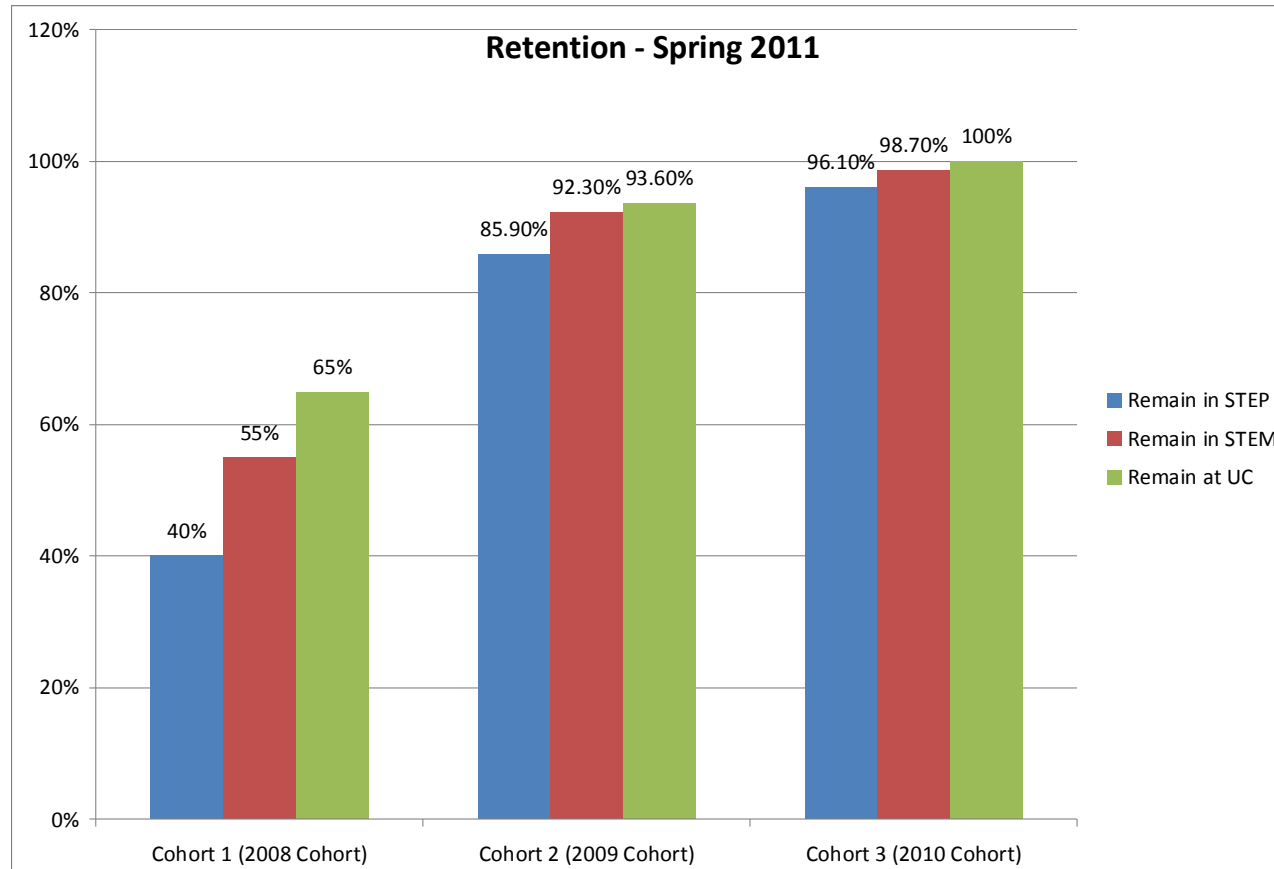
GPA Outcomes

GPA of STEP and Peer Cohort for students who started in Fall 2010: Cohort 3



Retention Outcomes

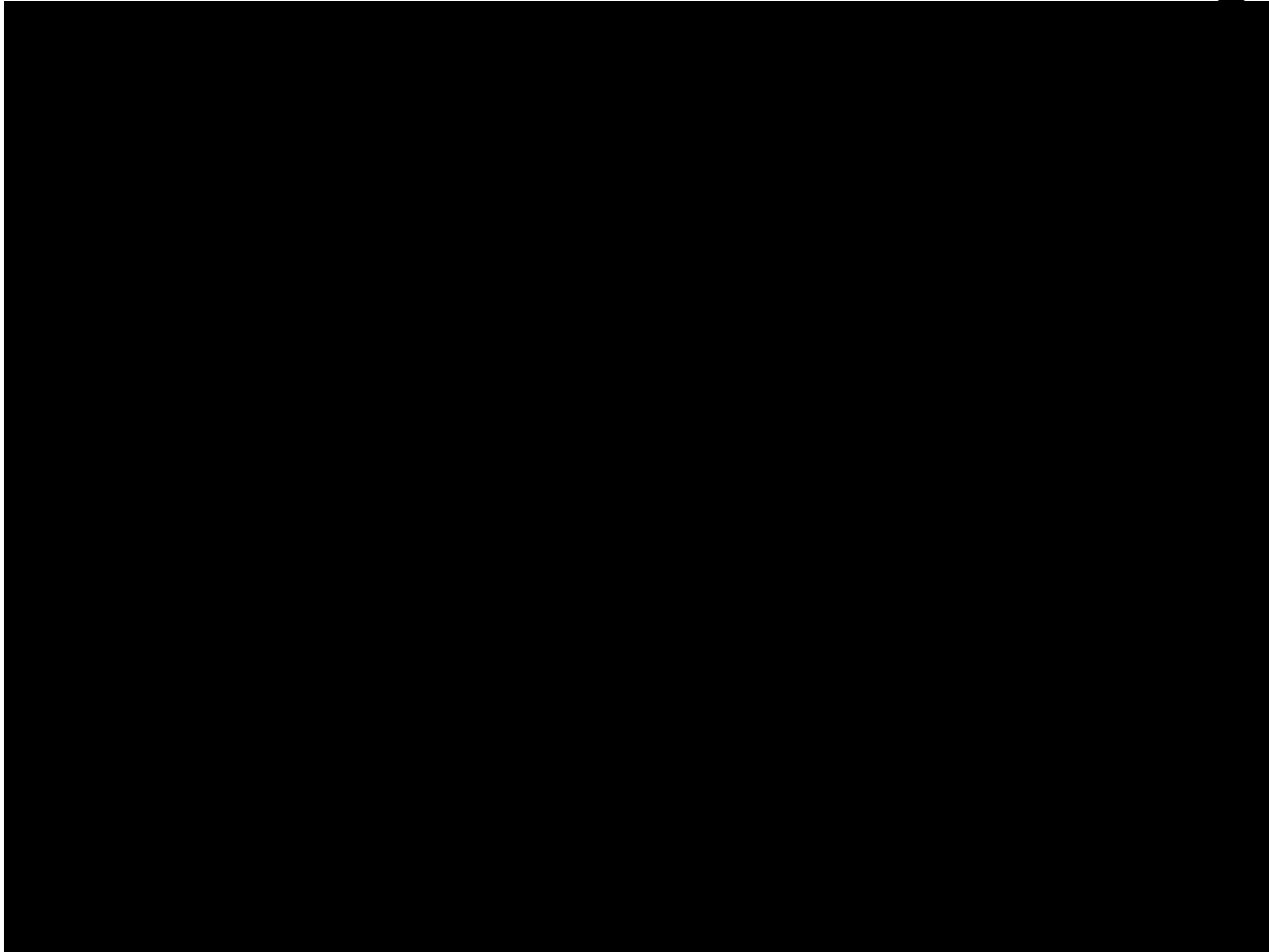
Retention of STEP Cohorts



Cohort Building Group Activity

- Discuss activities that your project has used to build cohort relationships
- Discuss the key benefits from these activities
- Report back to group

Student Video 2 - Networking



Improving Retention & Student Success through Cohort Building & Networking

- Grant Goals
 - Student Retention & Student Achievement
- Implementation Strategies
 - Cohort Building
 - **Networking**

Networking Strategies

- Monthly socials
- Progress reports
- STEP advisors
- Industry mentoring
- LeMons Competition project

Monthly Socials



Monthly Socials

Socials bring students together to:

- meet representatives from the university, faculty, and industry
- discuss academic strategies for success
- learn about co-op opportunities
- investigate undergraduate research experience options
- explore the option for graduate school
- connect with each other

Progress Reports

- opportunity to meet instructors
- periodic feedback on performance
- long-term relationships with instructors
 - research opportunities
 - recommendation letters

STEP Advisors

- Quarterly Meeting
 - Instructor reports
 - Course work
 - Community engagement
 - Personal and academic concerns

General Electric Aviation Mentoring Program

- Students interact with engineering professionals to:
 - assist in their overall academic and professional development
 - help students understand the educational and career related skills needed for a successful engineering career
- 23rd Year

Toyota/E3 24 Hours LeMons

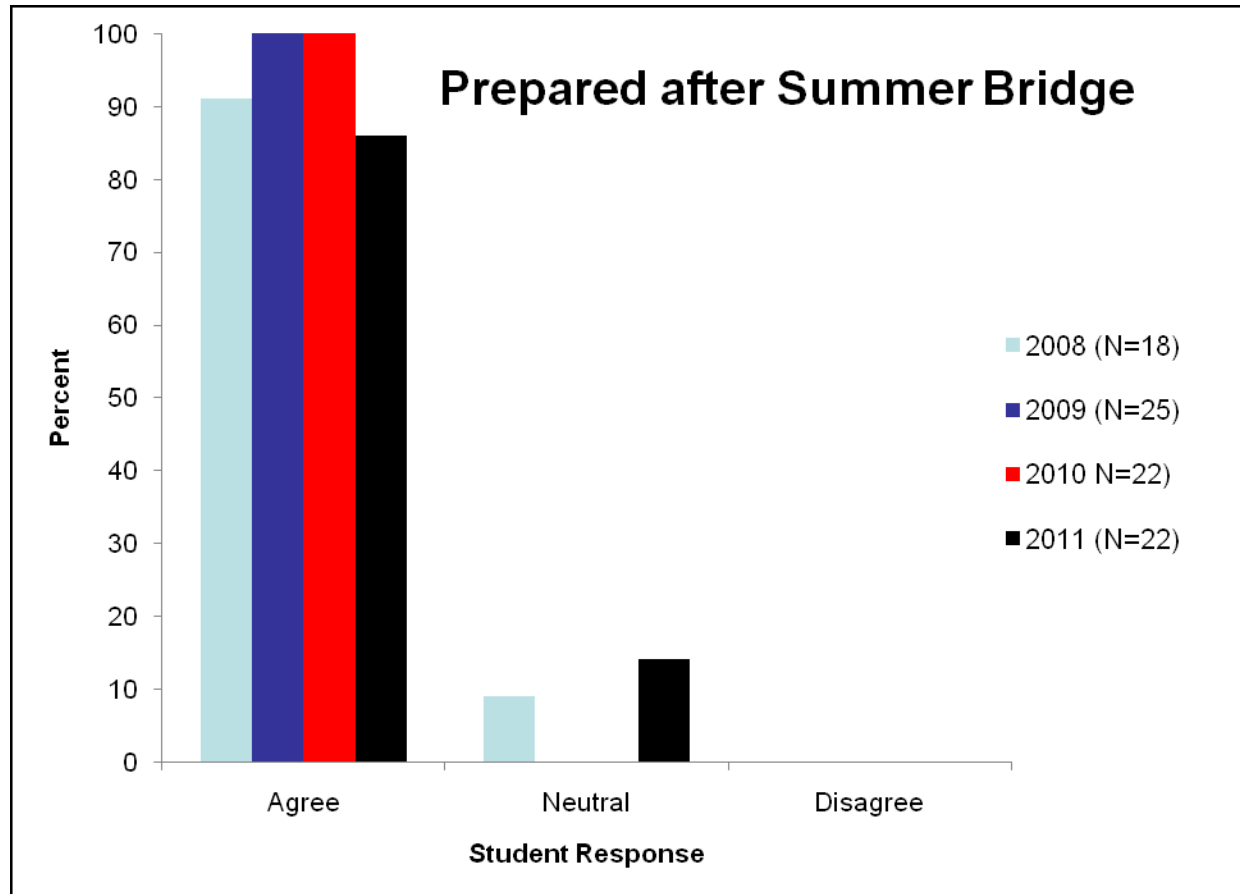
- E3 Students and Toyota engineers transform a couple of very old, beaten-up Toyotas into race cars for an endurance race called “The 24 Hours of LeMons.”
- Networking for industry
 - Co-op recruitment for underrepresented engineers for Toyota
 - Toyota has hired three E3 students in the past three years

Toyota/E3 24 Hours LeMons



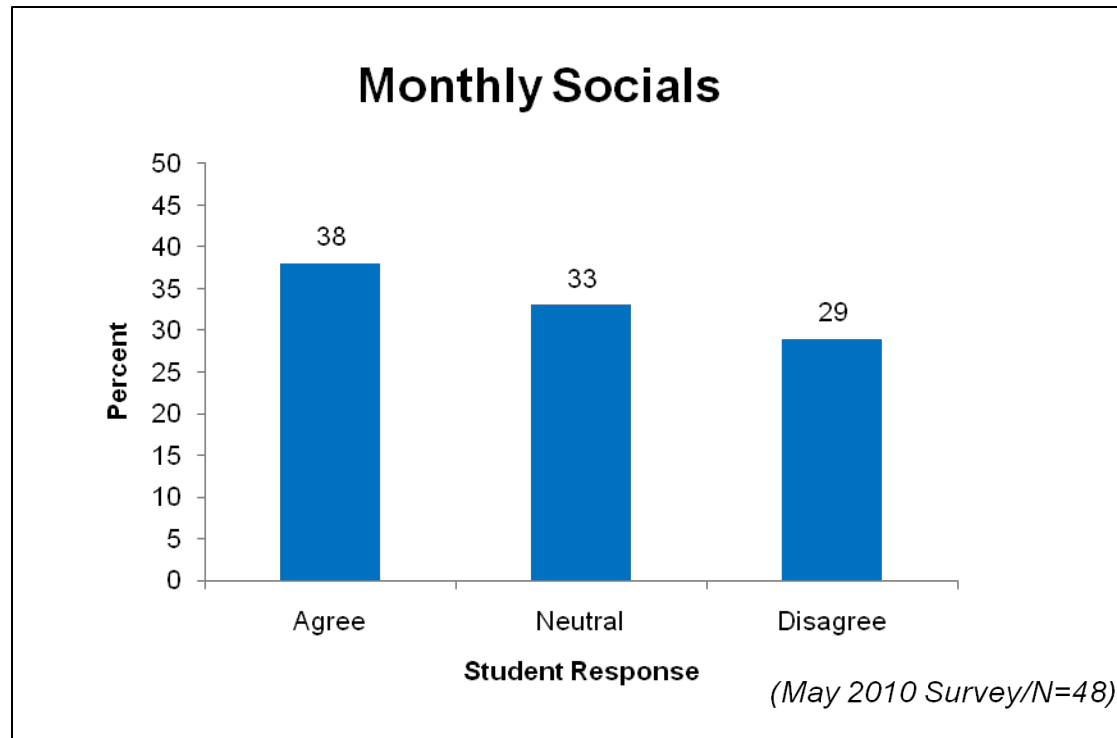
Student Satisfaction Survey

Summer Bridge - *"I feel prepared to succeed at UC"*



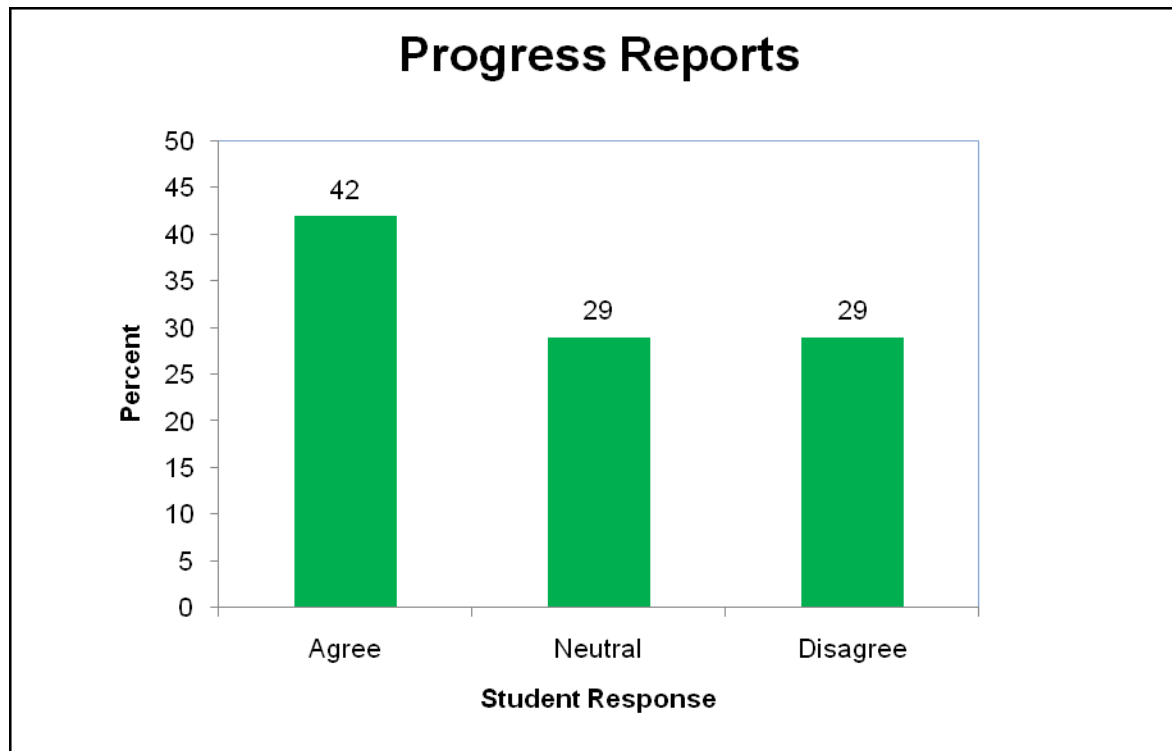
Student Satisfaction Survey

“The monthly socials and guest speaker sessions were informative.”



Student Satisfaction Survey

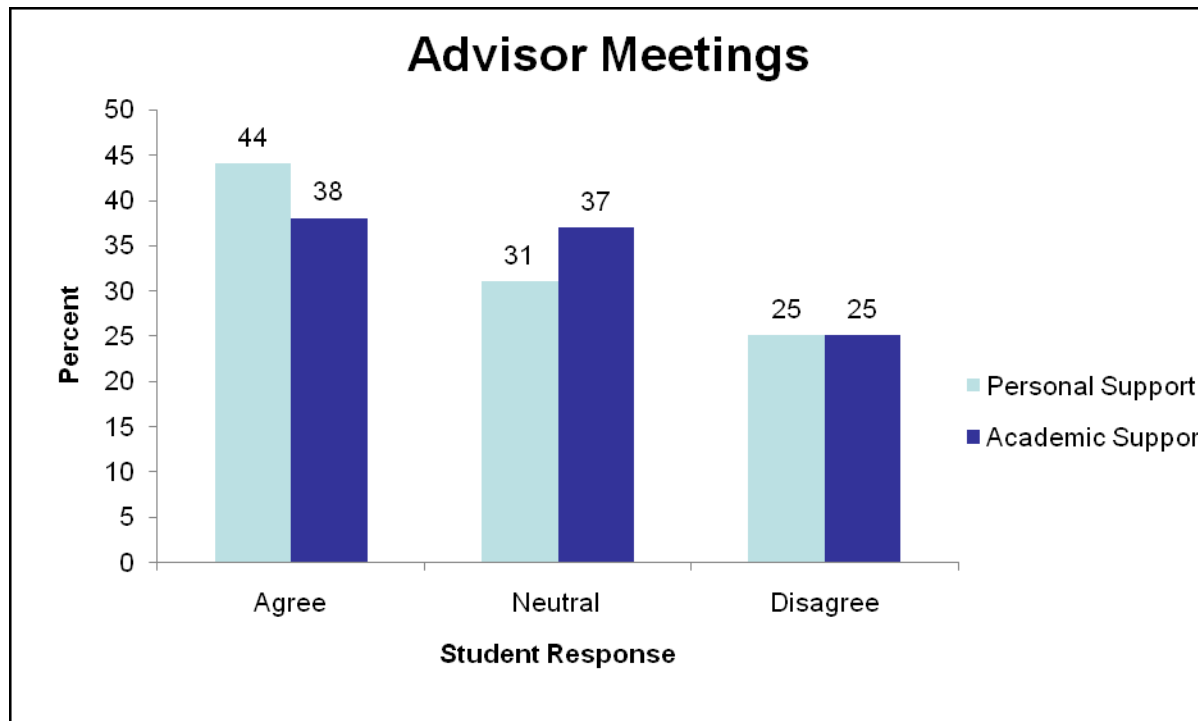
“The required Progress Reports facilitated a positive relationship with my teachers.”



Student Satisfaction Survey

The quarterly meetings with my Program Advisor were helpful in providing me personal support”

“The quarterly meetings with my Program Advisor were helpful in providing me academic support”



Networking Group Activity

Create an activity (not something someone is currently doing) that promotes networking

- Intended outcomes
- Report out

Summary:

Strategy Assessment vs. Goals

- What strategies proved effective
- What strategies need review and realignment

Summary

Goal 1: Retention

- Challenges
 - Coordinating Student Participation in Various Programs (Bridge and others)
- Successes
 - Retention: 82% vs. 74% for College

Goal 2: Achievement

- Challenges
 - An early challenge was student participation in the activities.
- Successes
 - Better performance in freshmen math and science courses
 - Better performance in overall Everything needs to connect to student success

Questions/Discussion

For more information on the UC STEP
Program:

<http://www.e3.uc.edu/STEP/>

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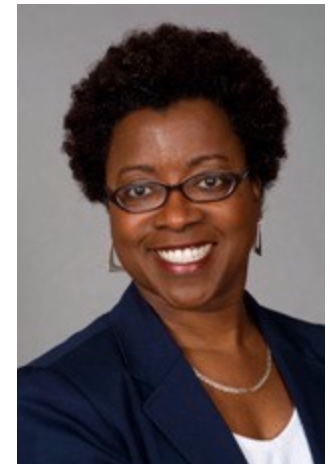
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