

CIRCLEIN: PARTNERING FOR STUDENT SUCCESS



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South Carolina

IMPROVE SUCCESS IN BOTTLENECK COURSES



- High DFW rates → sciences, math and computing
- High DFW rates have a negative impact on:
 - first generation students
 - low-income backgrounds
 - underrepresented groups

Fall '22

26.7 % DFW

Pell grant / TRIO 28.5%

Pell grant / Non-TRIO 40.8%

Fall '23

20.8 % DFW

20.5%

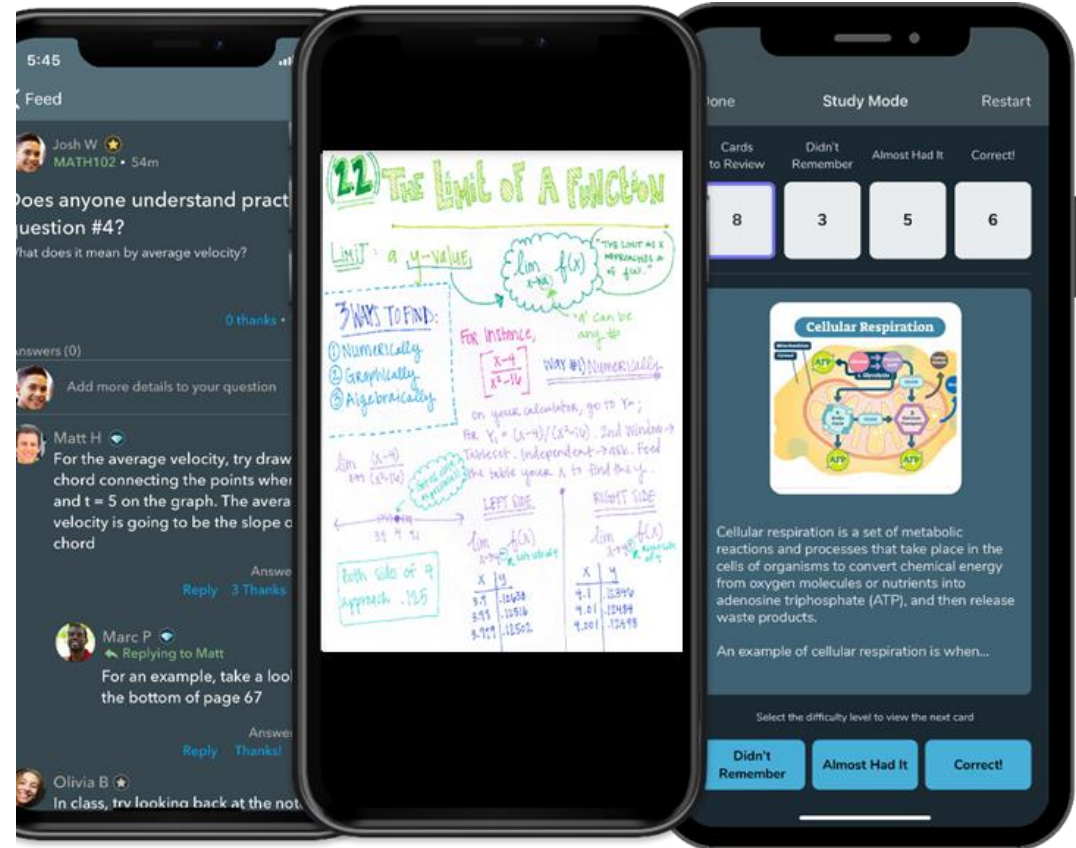
30.1%



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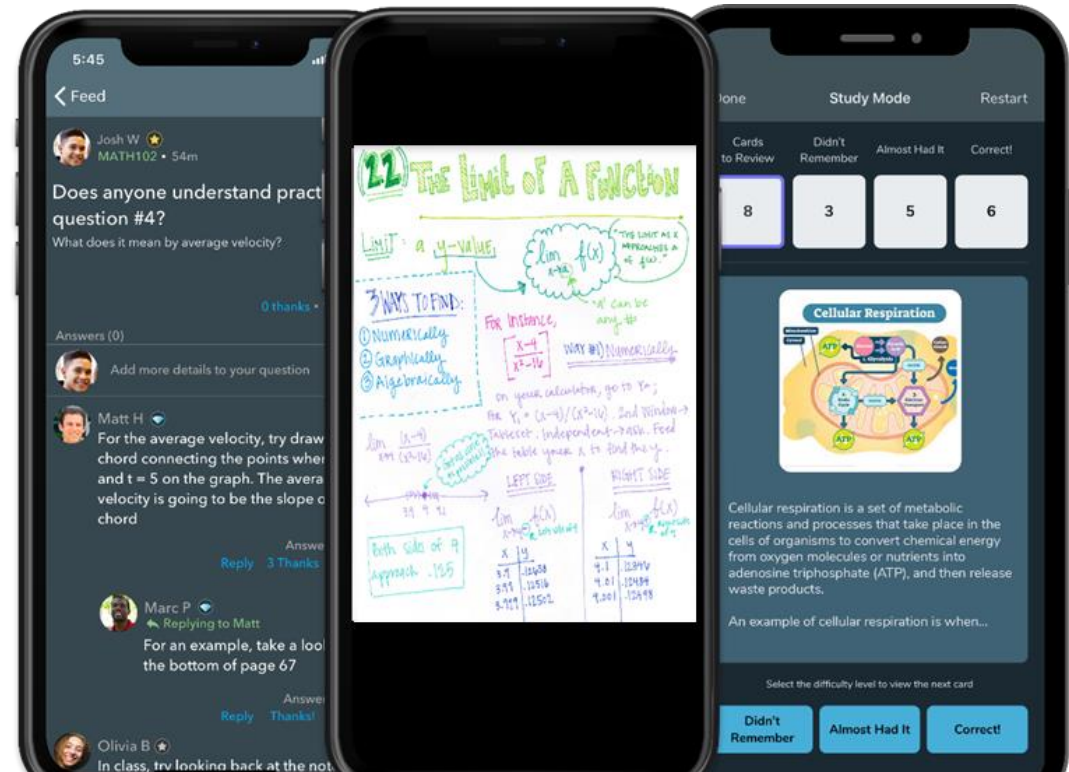
WHY CIRCLE-IN?

- Virtual peer-led community
- Builds on gamification research and collaborative learning to:
 - increase student learning
 - increase student retention
- Incorporates tools that students use in one app:
 - Similar to What'sApp, GroupMe, Quizlet and Zoom combined in 1
- NSF Grant Funded
- **USC Goal: Decrease DFW rates**



STUDENTS LEVERAGE EACH OTHER

- ✓ **Chat Rooms:** Students interact with each other in a safe space.
- ✓ **Shared Notes:** Upload a photo of handwritten class notes, or type in notes to share with the class.
- ✓ **Flashcards:** Create study aids and study cards created by your classmates.
- ✓ **Anonymous Questions:** No question is a stupid question.
- ✓ **Posts:** Create text announcements or add formulas with LaTeX editor.
- ✓ **Resources:** Attach videos from the internet, PDFs, URLs, or any type of attachment to be shared with all classmates.



1

3:41 pm

Guys watch out for how specific this website is. I accidentally used U instead of the provided sign. I also forgot to put a space in between the comma and number and it marked it wrong



4:40 pm

Here's some work on how to do that problem



Students warn each other about homework issues with technology and show each other how to work through problems.

1

4:41 pm

you're a life saver

1

thank you so much

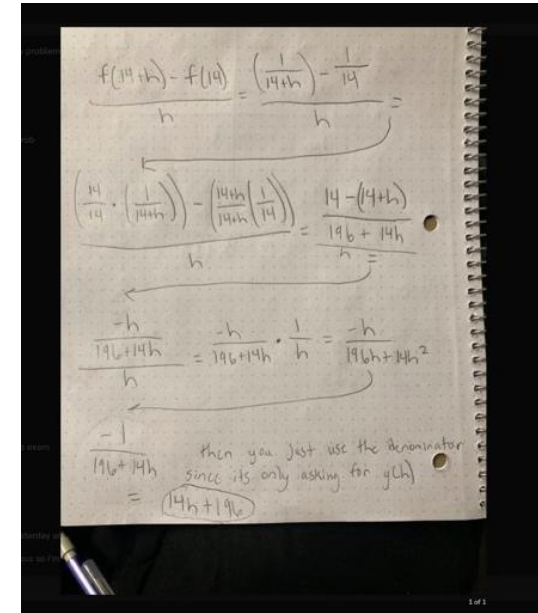
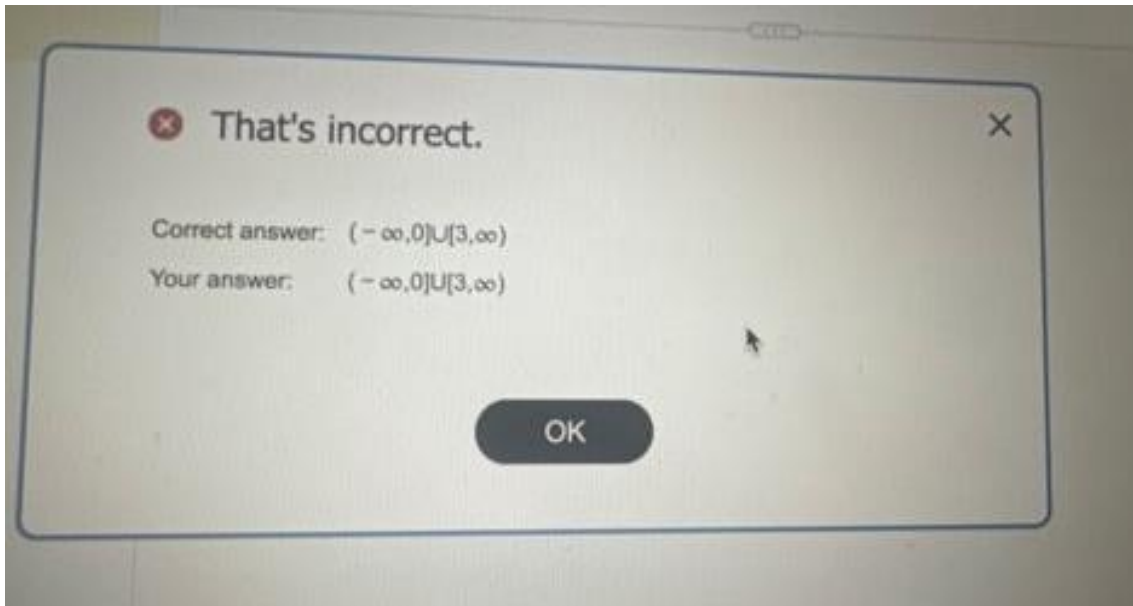
Students thank each other with emojis and build a culture of gratitude.

6:42 pm
6:42 pm

Are you guys doing a study group tomorrow?

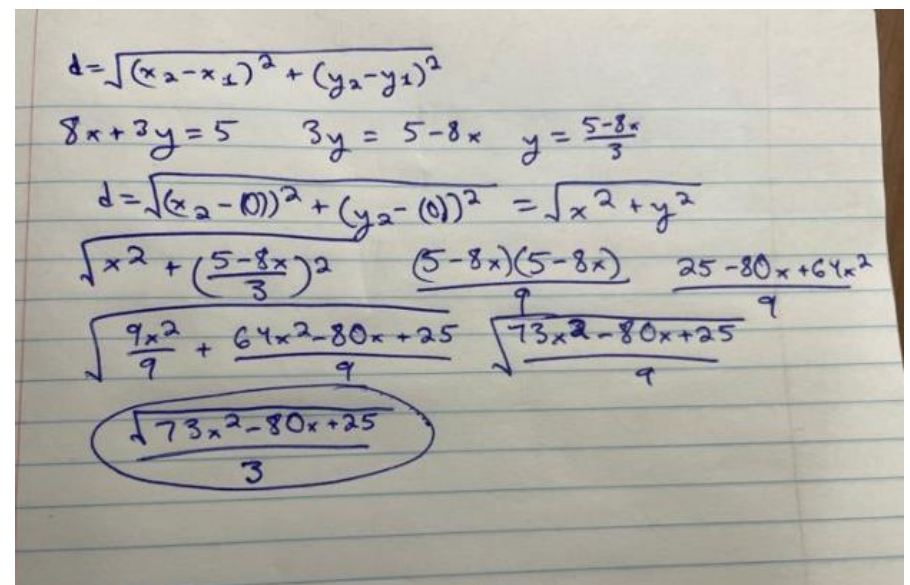
12:08 pm

Send a message



Consider the point (x, y) lying on the graph of the line $8x + 3y = 5$. Let L be the distance from the point (x, y) to the origin $(0, 0)$. Write L as a function of x .

$$L = \frac{\sqrt{73x^2 - 80x + 25}}{3}$$



COURSE FEEDBACK

Students are asked 4 questions:

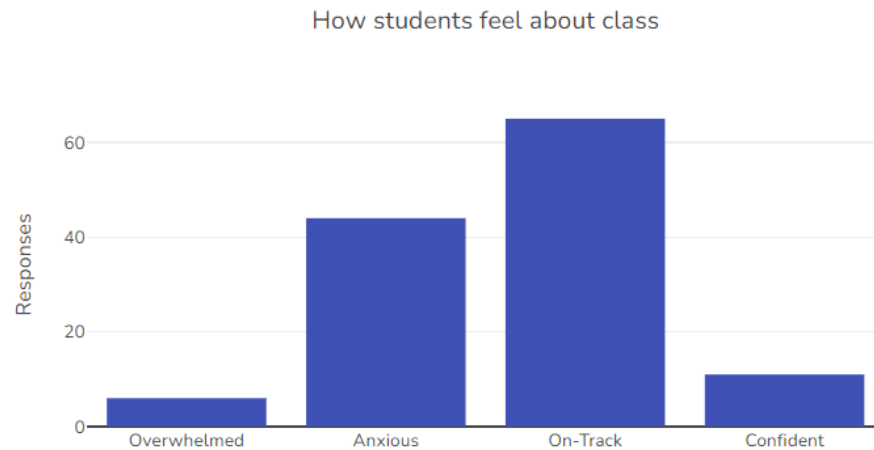
1. Did you accomplish your study goals this week?
2. How do you feel you are doing in class (overwhelmed, anxious, on track, confident)?
3. Is there anything you're struggling with or need help with?
4. Do you have any questions you can't find answers to or any unresolved needs in this class?



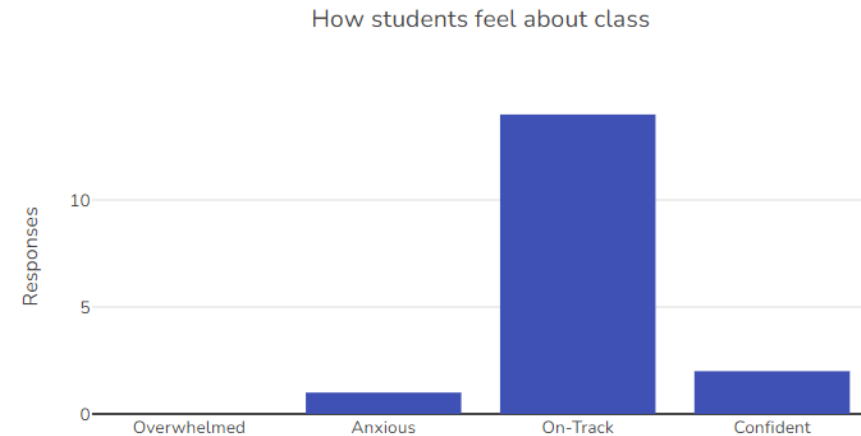
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HOW DO YOUR STUDENTS FEEL?

Week 2

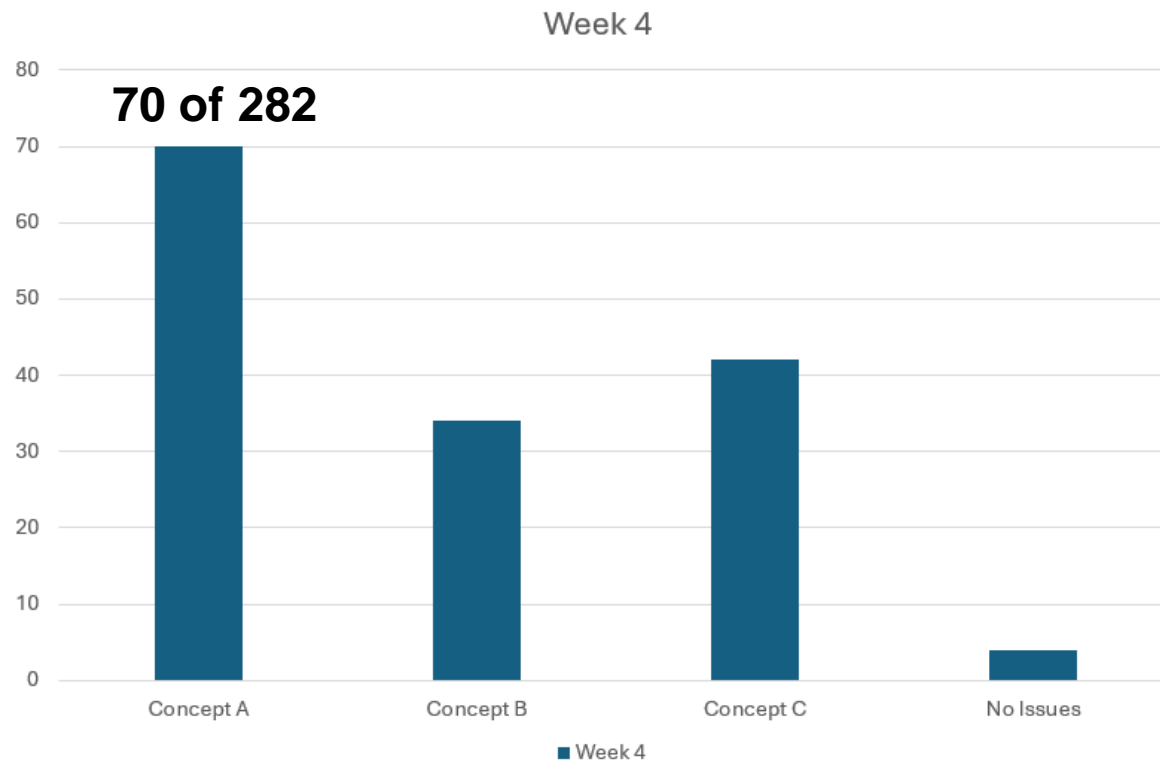


Week 5



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WHAT ARE YOU STRUGGLING WITH?



A= Adjusting Journal Entries
B= Debits and Credits
C= Financial Statements
D= Not Struggling



WHAT INSTRUCTORS SAY

"Receiving real-time feedback from students about my lecture, including what they learned and what they may still be struggling with, **made me a better teacher.**"

Professor, ACCT 225

"I don't think students **need one more thing to do**, they already have too much on their plate."

Professor, ACCT 225

"What I like most about CircleIn is its ability to **foster engagement and collaborative learning** among students, and **improve my teaching.**" Professor, Math 141

ENGAGEMENT EXPERIMENTS

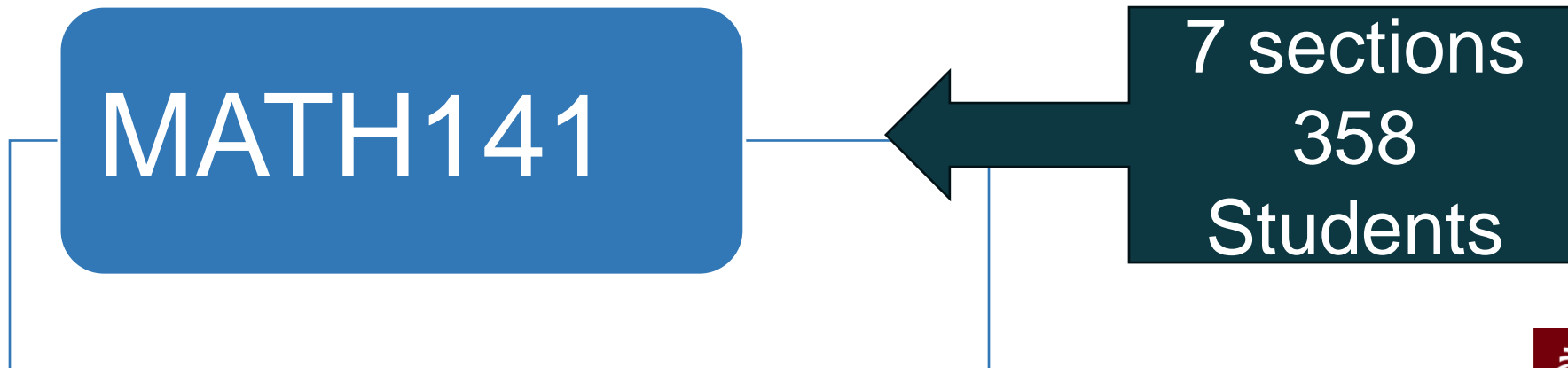
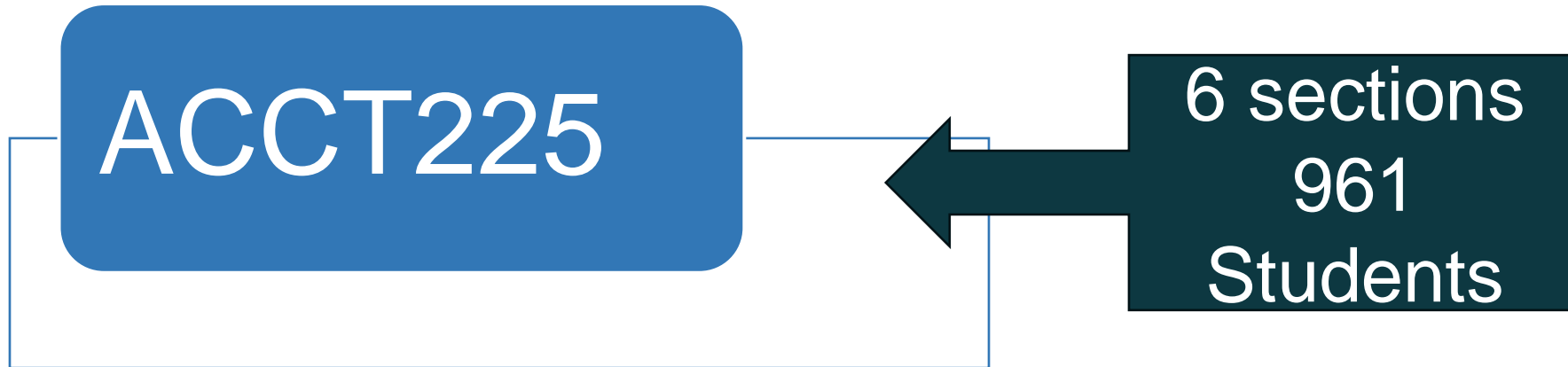


- Class competitions
- Instructor Incentives
- Student contests
- SI contests
- Participation grade
- Regular communication with faculty



FALL 2023 USC PILOT

87%
Student
Engagement



STUDY ACTIONS ACROSS ALL SECTIONS (FALL 2023)

521,941 Total Study Actions

7,104 Flashcards created

3,292 Questions Asked

1,671 Class Messages

1,410 Direct Messages

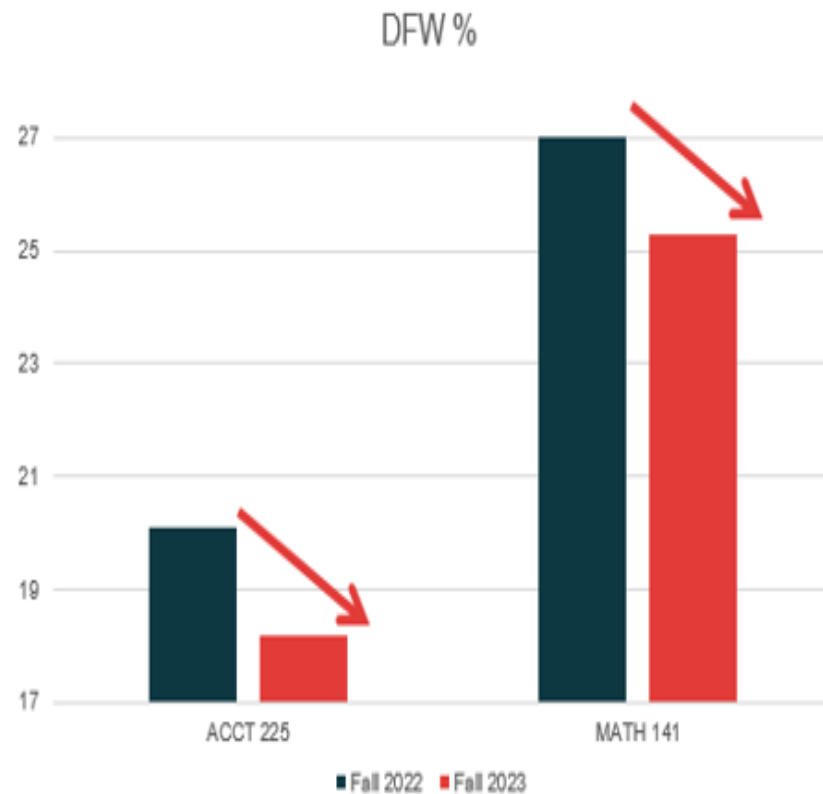


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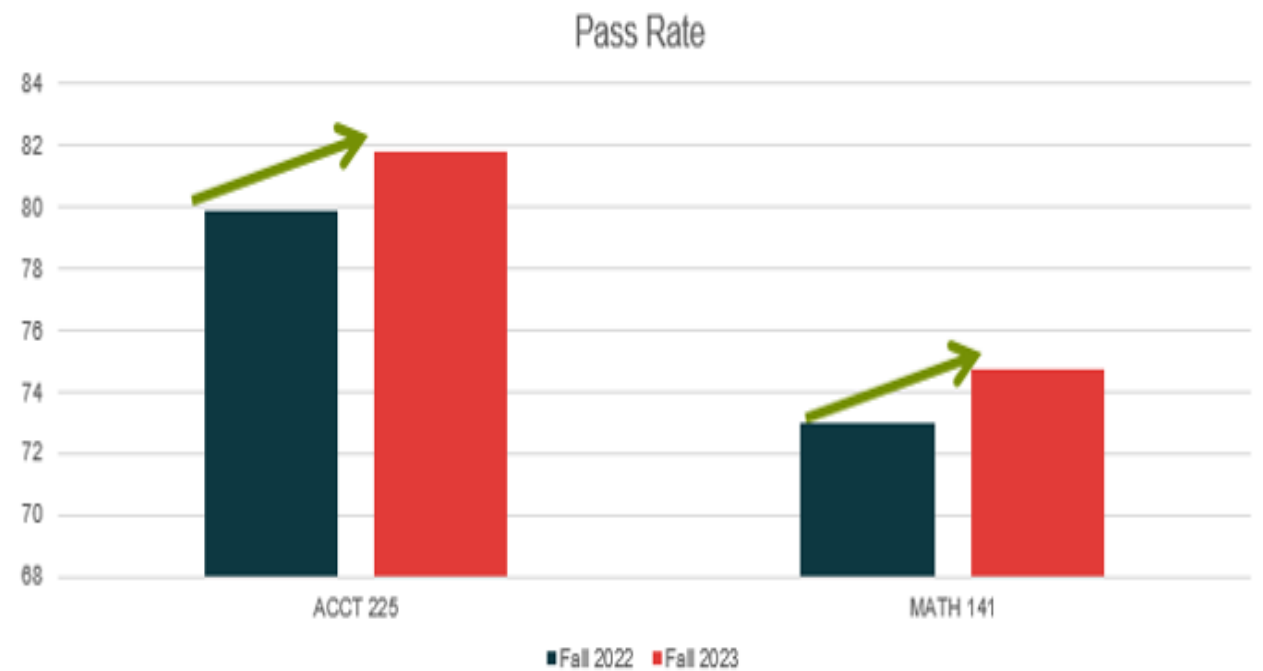
| ACCT-225 Section | Enrolled Student | Using CircleIn | Engaged | Feedback Submission | Study Actions | Actions per user avg. |
|------------------|------------------|----------------|---------|---------------------|---------------|-----------------------|
| 1 | 395 | 324 | 82% | 0 | 37,012 | 114 |
| 2 | 155 | 155 | 100% | 1,527 | 226,807 | 1,463 |
| 3 | 118 | 118 | 100% | 1,017 | 90,861 | 770 |
| 4 | 121 | 98 | 81% | 0 | 17,233 | 175 |
| 5 | 87 | 81 | 93% | 0 | 19,718 | 243 |
| 6 | 93 | 92 | 99% | 747 | 56,543 | 636 |

| MATH-141 Section | Enrolled Student | Using CircleIn | Engaged | Feedback Submission | Study Actions | Actions per user avg. |
|------------------|------------------|----------------|---------|---------------------|---------------|-----------------------|
| 1 | 53 | 53 | 100% | 334 | 70,557 | 1,331 |
| 2 | 49 | 47 | 96% | 263 | 40,303 | 857 |
| 3 | 54 | 35 | 65% | 0 | 15,058 | 430 |
| 4 | 47 | 38 | 81% | 0 | 15,368 | 404 |
| 5 | 46 | 46 | 100% | 329 | 16,320 | 354 |
| 6 | 60 | 48 | 80% | 0 | 13,280 | 287 |
| 7 | 60 | 44 | 73% | 0 | 12,345 | 280 |

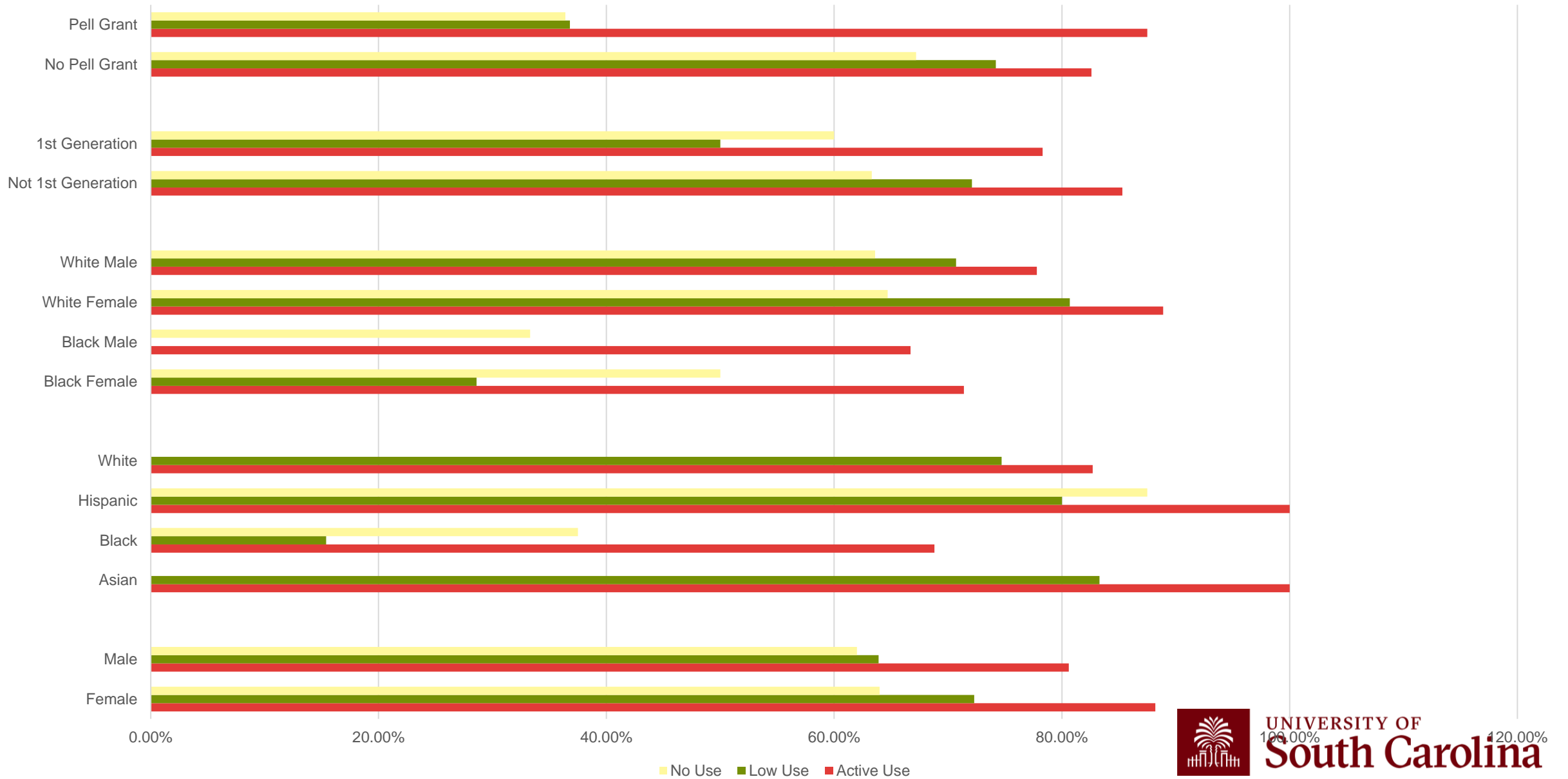
DFW RATE CHANGE



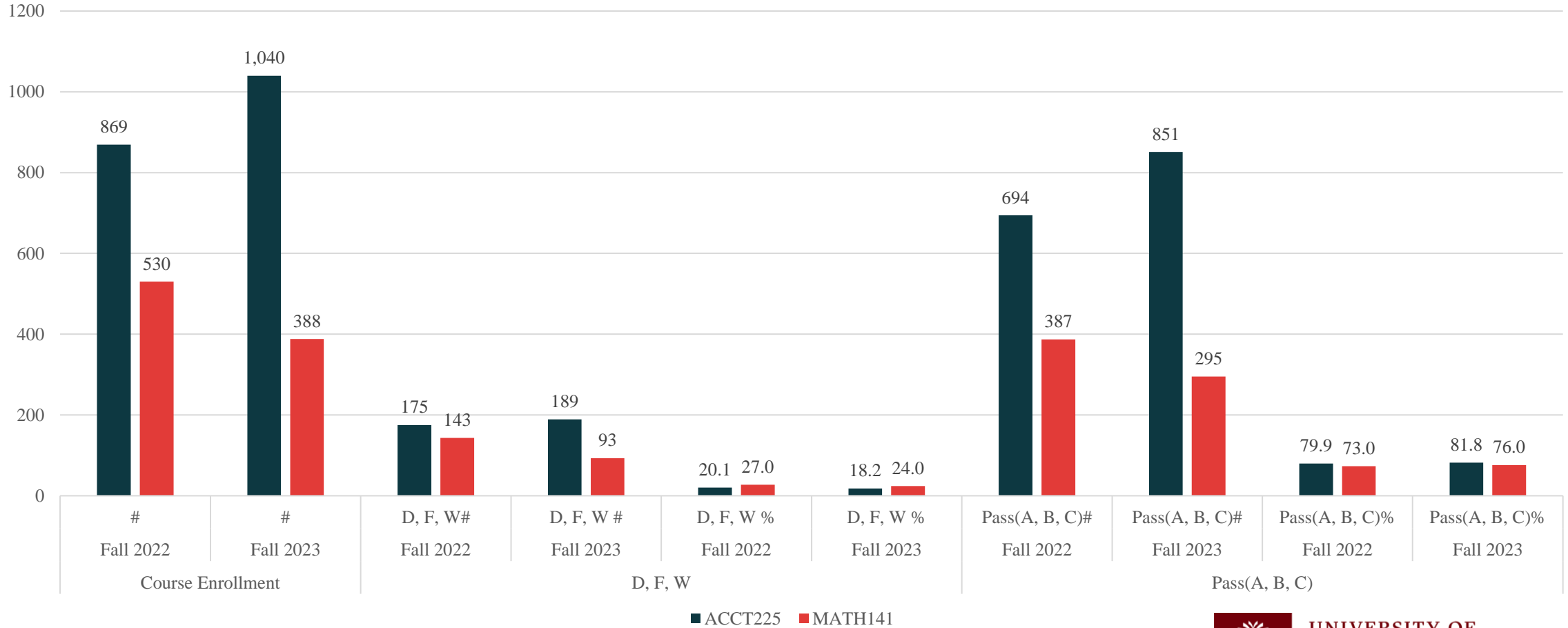
A,B,C PASS RATE CHANGE



CircleIn Use Fall 2023: Pass Rate



PASS RATES (A, B, C) AND DFW ACCT225 & MATH141 FALL 2022 AND FALL 2023



NEXT STEPS

- Focus groups / end of semester surveys with students, faculty, SIs
- Preparation for year 2 of pilot
- Review of year 1 data, paying particular attention to DFW rates
- Use of data to drive conversations about DFW rates



THANK YOU!

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Studies

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