

1135-J5-345

**Benjamin David Sencindiver\*** (sencindi@math.colostate.edu), **Mary E. Pilgrim** (mpilgrim@rams.colostate.edu) and **James E. Folkestad**. *Measuring Self-Regulated Learning: A Tool for Understanding Disengagement in Calculus I*. Preliminary report.

Calculus 1 has been and continues to be a key gateway course to STEM majors, which contributes to a loss of students in the STEM pipeline. While many factors play a role in the student experience, student-learning behaviors are particularly important in learning. By analyzing early online homework activity and help seeking, rich descriptions of student can be used for early prediction for at-risk students, but can be misrepresentative for students who have not yet engaged with these resources. This preliminary report presents self-regulated learning (SRL) theory as a way to understand student behaviors. Using this framework, online tools were designed to collect behavioral data which was used to create a SRL score based on in-course student activity. This preliminary report presents findings on the relationship between student behaviors in Calculus I, a behavioral SRL score, and failure rates, particularly with students disengaged with Calculus I course content. (Received August 26, 2017)