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Themed Learning Communities and Service Learning Leveraged for Student Success

First-Year Experience Conference
San Antonio, TX February 13, 2018

IUPUI

Overview

- What TLCs and Service Learning (two High-Impact Practices leveraged for student success) look like at IUPUI

- Assessment Methods

- Assessment Findings

- Implications

- Discussion

1. Presentation found at http://irds.iupui.edu

Institutional Context

Indiana University-Purdue University Indianapolis
(IUPUI)

- **Recognized for Learning Communities & the First Year Experience (U.S. News)**
- **For 15 consecutive years, U.S. News has highlighted IUPUI for offering programs that help ensure a positive collegiate experience for new freshman and undergraduates**
- **Large Urban Public Research University**
- **Student population of about 30,000 students**
- **First-Time cohort just over 3,800 and New External Transfers just over 1,300 each year**
- **Over 250 degree programs from both Indiana & Purdue Universities, guided by the Principles of Undergraduate Learning**
- **About 50% of First-Year students commute to campus and about 40% are Federal Pell Recipients**

High-Impact Practices in the First-Year

"when I am asked, what one thing we can do to enhance student engagement and increase student success? I now have an answer:

…make it possible for **every student to participate in at least two high-impact activities** during his or her undergraduate program, one in the first year, and one taken later in relation to the major field. The obvious choices for incoming students are **first-year seminars**, **learning communities**, and **service learning**."

George D. Kuh (2008)

High Impact Practices

Through the LEAP initiative, AAC&U has published research on a set of widely tested teaching and learning strategies and programs that—<u>when done well</u>—have substantial educational benefits, especially for traditionally underserved students. The elements of good teaching and learning embedded in these practices can be applied in many settings, including in traditional classrooms as well as special programs, and in co-curricular settings.

★First-Year Seminars and Experiences

★ Common Intellectual Experiences

★ Learning Communities

★ Writing-Intensive Courses

★ Collaborative Assignments and Projects

★ Undergraduate Research

★ Diversity/Global Learning

★ Service Learning, Community-Based Learning

★ Internships

★ Capstone Courses and Projects

★ E-portfolios

LEAP

AAC&U
Association of American Colleges and Universities

Markers of HIPs Done Well

- Expectations set at appropriately high levels

- Significant investment of time and effort

- Interactions with faculty and peers

- Experiences with diversity

- Frequent and constructive feedback

- Periodic and structured opportunities for reflection

- Relevance through real-world applications

- Public demonstration of competence

(Kuh, 2008; Kuh & O'Donnell, 2013)

HIP Program Fidelity

- Fidelity is defined by Webster as "the quality or state of being faithful, the accuracy in details, exactness."

- Program fidelity assessment offers another level of detail about the program as implemented by examining the degree to which interventions are implemented as theoretically planned.

    - Poor Fidelity Examples

        - LC implemented with no integrative learning assignments.

        - SL implemented with no structured reflection.

- It is not possible to test the effectiveness of an intervention if the intervention failed to be implemented as planned (Scott & Sechrest, 1989).

HIP Benefits and Outcomes

High Impact practices are positively associated with:

- Persistence and GPAs

- Deep approaches to learning

- Higher rates of student-faculty interaction

- Increases in critical thinking and writing skills

- Greater appreciation for diversity

- Higher student engagement overall

Bronwell, J & Swaner, L (2010); Hansen & Schmidt (in press; *Journal of The First-Year Experience and Students in Transition*); NSSE, (2007); Kuh (2008)

TLCs at IUPUI

Themed Learning Communities (TLCs) at IUPUI

Essential elements of TLCs:

- Offered in first fall semester for First-Year students

- Cohort of 25 students

- 3 or more linked courses

- Instructional team (faculty member, advisor, peer mentor)

- All TLCs have an embedded First-Year Seminar

- Interdisciplinary theme & connections

- Learning beyond the classroom

Taxonomy Development

- Rapid growth of TLC program

- Fidelity – developing high quality experiences

- Guide/resource for course development

Timeline

- Fall 2015 Develop

- Spring 2016 Feedback

- Fall 2016 Pilot

- Spring 2017 Revise

- Fall 2017 Full Implementation

Five attributes of a TLC at IUPUI

1. **Interdisciplinary theme** shapes each TLC course's design.

2. **Integration** of course content in each TLC course is intentional; course design encourages **integrative thinking** in students.

3. **Out-of-class activities** enhance academic content, integrative thinking, and interdisciplinary theme.

4. **Active learning** strategies are central to each TLC course.

5. **Faculty collaboration** fosters integrative approach, exploration of theme, co-curricular experiences, and student development.

Themed Learning Communities High-Impact Practice Taxonomy

ATTRIBUTES OF TLC	HIGH IMPACT TLC	HIGHER IMPACT TLC	HIGHEST IMPACT TLC
Interdisciplinary theme shapes each course's design.	• Each course includes TLC syllabus cover sheet that includes the theme, essential question, and learning outcome for the TLC. • Each course includes one assignment or activity at the *Apply* level of Bloom's taxonomy connected to the theme or essential question.	• Themed learning community design includes all elements from the HIGH-IMPACT column, and • *One or more courses includes one assignment or activity at the Analyze level of Bloom's taxonomy connected to the theme or essential question.*	• Themed learning community design includes all elements from the HIGH-IMPACT column, and • *Each course includes one assignment or activity at the Analyze level, and* • *One or more courses includes an assignment or activity at the Evaluate or Create level of Bloom's taxonomy connected to the theme or essential question.*
Integration of course content in each course is intentional; course design encourages integrative thinking in students.	• Each instructor shares with the team, a list of course concepts and terminology taught in their course connected to the theme, essential question, and learning outcome of the TLC. Shared concept and terminology lists lead to agreed-upon language for connecting one or more concepts across courses. • Each course includes one assignment or activity where students use concepts or terminology from another course, and make connections between course concepts and life experiences. • Through interrelated assignments or activities, students are exposed to differing theories, practices, and viewpoints.	• Themed learning community design includes all elements from the HIGH-IMPACT column, and • *One or more courses include a co-created assignment or activity where students connect course concepts across disciplines at the Analyze level of Bloom's taxonomy.*	• Themed learning community design includes all elements from the HIGH-IMPACT column, and • *One or more courses include a co-created assignment or activity where students connect course concepts across disciplines at the Evaluate or Create levels of Bloom's taxonomy, which is co-graded or evaluated.*
Out-of-class activities enhance academic content, integrative thinking, and interdisciplinary theme.	• The TLC instructors plan one out-of-class activity that enhances the content of the TLC, connecting the activity to one or more concepts in each course. • Each instructor is involved in either the planning, implementation, or meaning-making activity (e.g. discussion, reflection, assignment, etc.) that contributes to student understanding of the course content in the context of the activity.	• The TLC instructors plan *two* or more out-of-class activities that enhance the content of the TLC, connecting the activities to one or more concepts in each course. • *All instructors are involved in the planning of the activities, one or more instructors attend each activity, and all instructors engage in meaning-making activities (e.g. discussion, reflection, assignment, etc.) that contributes to students making connections between course concepts in the context of the activity.*	• The TLC instructors plan *three* or more out-of-class activities *or engage in an ongoing service learning project* that enhances the content of the TLC, connecting the activities to one or more concepts in each course. • All instructors are involved in the planning of the activities/service learning, all instructors attend the activities, and all instructors engage in a meaning-making activity (e.g. discussion, reflection, assignment, etc.) that contributes to students making connections between course concepts in the context of the activity. • *Students apply concepts from multiple courses to develop new understanding in the context of the activity. One or more courses assesses student learning of the concepts applied in the activities.*

TLCs at IUPUI

- 43 sections serving just under 1,000 students

- Program offerings in Liberal Arts, Engineering & Technology, Science, Art, Social Work, Education, Business, Physical Education, Public & Environmental Affairs & University College.

Theme examples:

1. "Serving Others through Engineering Design"

2. "Like a Girl - Gender, Language, and Power"

3. "Changing Perceptions from the Inside Out"

4. "Baby I Was Born This Way"

5. "Dangerous Minds, Dangerous Policies"

6. "Philanthropy: It's Not Just for Millionaires"

7. "Exploring Majors, Careers, the Real World and YOU!"

8. "Molecules to Medicines"

1. More information available at http://tlc.iupui.edu/

Service Learning at IUPUI

IUPUI Center for Service and Learning
established in 1993 ------- 25 years in the making

- Co-Curricular & Staff Engagement

  - Sam H. Jones Community Service Scholarships

  - Voluntary service, Alternative Breaks, listserv

  - Community Work Study employment

- **Faculty, Academic & Scholarly Engagement**

  - Service learning courses, community-engaged learning

  - Faculty Learning Communities, consultations, workshops

  - Partnerships across campus (e.g., ISL, STEM, TLC's)

  - Research and Program Evaluation

Service Learning at IUPUI

Service learning is a course or competency-based, credit-bearing educational experience in which students

a) participate in mutually identified service activities that benefit the community, and

b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

(Bringle & Clayton, 2012; adapted from Bringle & Hatcher, 1996)

Examples of IUPUI Service Learning Project

- Computer Science students have helped non-profit agencies develop and maintain data-bases.

- Various courses have partnered with a non-profit agency to have students work directly with formerly incarcerated women on developing computer skills and creating resumes.

- Chemistry students have worked with community organizations to test air, soil, and water quality for residents.

- Sociology students have worked with agencies that serve the homeless.
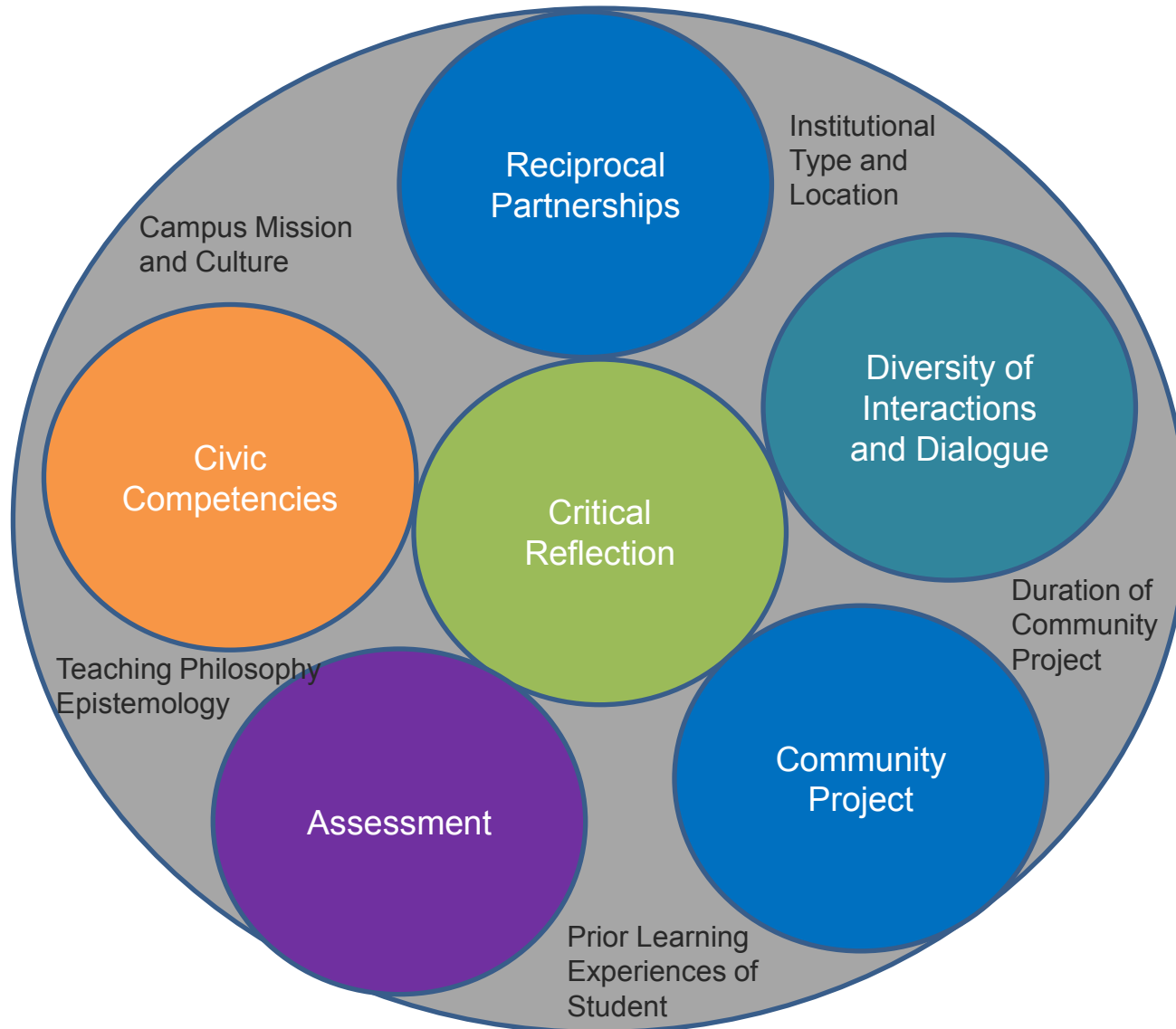
Service Learning Courses Taxonomy

ATTRIBUTE	HIGH IMPACT	HIGHER IMPACT	HIGHEST IMPACT
Reciprocal partnerships and processes shape the community activities, course design, and community outcomes.	The instructor contacts a community organization to host students and provides a brief overview of the course (e.g., learning outcomes, syllabus) and the purposes of the community activities.	The instructor meets with the community partner(s) to discuss the course (e.g., preparation/orientation of students, learning outcomes, syllabus), and to identify how the community activities can enrich student learning and benefit the organization.	The instructor collaborates with and learns from the community partner(s) as coeducators in various aspects of course planning and design (e.g., learning outcomes, readings, preparation/orientation of students, reflection, assessment) and together they identify how the community activities can enrich student learning and add to the capacity of the organization.
Community activities enhance academic content, course design, and assignments.	The instructor includes community activities as added components of the course. The syllabus conveys this information.	The instructor utilizes the community activities as a "text" to provide additional insight into student understanding of academic content and ability to complete assignments. The syllabus describes the relationship of the community activities to learning outcomes.	The instructor integrates the community activities and relevant social issue(s) as critical dimensions for student understanding of academic content and ability to complete assignments. The syllabus provides a strong rationale for the relationship of the community activities to learning outcomes.
Civic competencies (e.g., knowledge, skills, disposition, behavior) are well integrated into student learning outcomes.	The instructor focuses on discipline-based content with some attention given to civic learning or development of civic competencies.	The instructor focuses on discipline-based content and connects to civic learning and civic competencies when relevant to the community activities.	The instructor focuses on the integration of discipline-based content with civic learning and civic competencies and emphasizes the relevance of the community activities to the public purposes of the discipline in society.
Dialogue with others across difference (e.g., racial, ethnic, social economic status, sexual orientation) occurs regularly.	The instructor, the course, and community activities offer students opportunities for interaction and dialogue with diverse others (e.g., race, ethnicity, social economic status, gender, sexual orientation).	The instructor, the course, and community activities engage students in periodic interaction and dialogue with diverse others (e.g., race, ethnicity, social economic status, gender, sexual orientation), as well as interactions and dialogue with peers across a range of experiences and diverse perspectives.	The instructor, the course, and community activities engage students in frequent interaction and dialogue with diverse others (e.g., race, ethnicity, social economic status, gender, sexual orientation), as well as interactions and dialogue with peers across a range of experiences and diverse perspectives.
Critical reflection is well integrated into student learning.	The instructor asks students to create reflective products about the community activities at the end of the semester.	The instructor structures reflection activities and products about the community activities that connect the experience to academic content, require moderate analysis, lead to new action, and provide ongoing feedback to the student throughout the semester.	The instructor builds student capacity to critically reflect and develop products that explore the relevance of the experience to academic content, use critical thinking to analyze social issues, recognize systems of power, and lead to new action. The instructor provides ongoing feedback to the student throughout the semester.
Assessment is used for course improvement.	The instructor articulates the student learning outcomes to the class and assesses at the end of the course.	The instructor articulates the student learning outcomes to the class and uses a measurement tool to assess the service learning component of the course.	The instructor and community partner(s) articulate the student learning outcomes to the class and use measurement tools to assess the service learning component of the course and influence on community outcomes.

Service Learning Course Attributes
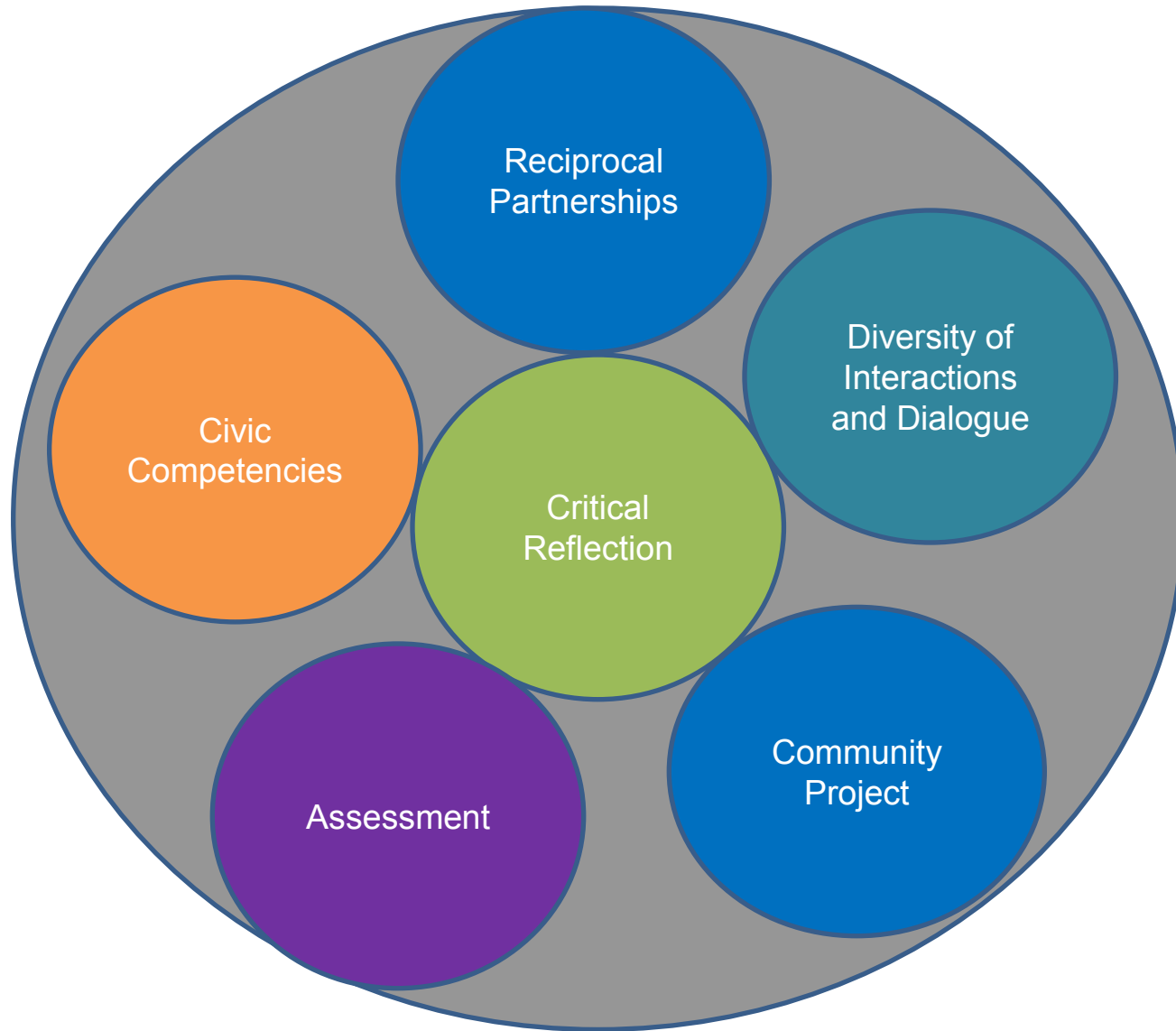
Service Learning Course Attributes

Service Learning Faculty Development Activities

Center for Service Learning offers seminars and ad hoc training on the following:

- Designing a service learning course

- Best practices for finding and sustaining community partnerships

- Navigating logistical issues for an effective service experience

- Facilitating critical reflection

- Assessing civic outcomes

- Visiting scholars throughout the year

- Faculty Learning Communities

FACULTY LEARNING COMMUNITY

Conducting SoTL on Service Learning Using the IUPUI Service Learning Taxonomy

May 10, 2017 through January 10, 2018

LEARNING OBJECTIVES

FLC members will be able to:

- Articulate dimensions of quality in SL course design

- Discuss current research studies on SL course design that supports student learning

- Apply the SL taxonomy to identify variables that may relate to student outcomes

- Identify specific learning outcomes relevant to SL course goals

- Conduct a SoTL project using pre- post- design during 2017-18 academic year

- Share findings with others through local, regional or national conference(s)

Faculty Self Assessment Critical Reflection

SL Course Attribute	High	Higher	Highest
5) Critical reflection is well integrated into student learning	The instructor asks students to create reflective products about the community activities at the end of the semester.	The instructor structures reflection activities and products about the community activities that connect the experience to academic content, require moderate analysis, lead to new action, and provide ongoing feedback to the student throughout the semester.	The instructor builds student capacity to critically reflect and develop products that explore the relevance of the experience to academic content, use critical thinking to analyze social issues, recognize systems of power, lead to new action. The instructor provides ongoing feedback to the student throughout the semester.

1	2	3	4	5	6	7	8	9

RESEARCH QUESTIONS OF FLC MEMBERS

1) To what extent does participation in service learning
increase the level of empathy in undergraduate
nursing students? **[Nursing SL course]**

2) What did fourth year nursing students learn about the development of their own racial values and prejudices through a historical lens by writing a personal racial autobiography? **[Nursing SL course]**

3) To what extent does participation in a Business/Communication Studies Themed Learning Community with a Service Learning component influence students' a) public speaking skills? b) level of anxiety during public speaking? and c) depth of knowledge on a social issue? **[Business/Communication studies TLC]**

RESEARCH QUESTIONS (Continued)

4) To what extent does a SL experience influence a student's sense of belongingness to IUPUI and the broader community? **[Chemistry]**

5) To what extent does a SL experience at a community garden accompanied by facilitative reflection influence students' connection to their major? **[Dentistry]**

6) To what extent does participation in the Community Health course influence students' knowledge and dispositions toward future service in community health and engagement? **[Public Health]**

FLC Faculty Survey

To what extent:	Not at all 1	2	Somewhat 3	4	A great deal 5
1) Was your community partner involved in the course planning and design?	1	2	3	4	5
2) Does your course syllabus provide an educational rationale for connecting course content and assignments to the community activities?	1	2	3	4	5
3) Are civic competencies (e.g., ability to work with a diversity of people, ability to identify social issues) explicitly integrated into student learning outcomes?	1	2	3	4	5
4) Did the various learning and community experiences in this course include dialogue with diverse others (e.g., race, ethnicity, social economic status, sexual orientation)?	1	2	3	4	5
5) Were reflection activities in this course structured with clear guidelines and directions?	1	2	3	4	5
6) Did reflection activities occur regularly during the semester?	1	2	3	4	5
7) Did reflection activities link community activities to academic content?	1	2	3	4	5
8) Did the reflection activities link community activities to students' civic learning?	1	2	3	4	5
9) Did the reflection activities link community activities to students' personal growth?	1	2	3	4	5
10) Did you conduct assessment for improvement of the course?	1	2	3	4	5
11) Did you conduct assessment for improvement of community activities?	1	2	3	4	5

IUPUI

FLC Student Survey

| To what extent:	Not at all 1	2	Somewhat 3	4	A great deal 5
1) Was the community site supervisor actively involved as a co-educator in your learning in this course?	1	2	3	4	5
2) Did the course syllabus provide an educational rationale for connecting course content and assignments to the community activities?	1	2	3	4	5
3) Did your experiences in this course result in you learning more about being an effective citizen (for example, improving your ability to work with a diverse group of people, ability to identify social issues)?	1	2	3	4	5
4) Did you have opportunities to dialogue with diverse others (e.g., race, ethnicity, social economic status, sexual orientation) through experiences in this course?	1	2	3	4	5
5) Were reflection activities in this course structured with clear guidelines and directions?	1	2	3	4	5
6) Did reflection activities occur regularly during the semester?	1	2	3	4	5
7) Did reflection activities link community activities to academic content?	1	2	3	4	5
8) Did the reflection activities link community activities to your civic learning?	1	2	3	4	5
9) Did the reflection activities link community activities to your personal growth?	1	2	3	4	5
10) To what extent were you asked to give feedback on the course?	1	2	3	4	5
11) To what extent were you asked to give feedback on the community activities?	1	2	3	4	5

Assessment

Assessment Methods

- Employ Mixed-Method designs using qualitative and quantitative methods.

- Attempt to understand how TLCs and Service Learning experiences influence students' success levels (e.g., retention rates, GPAs, engagement, civic outcomes).

- Administer end-of-course questionnaires (designed to provide information on students' perceptions of course benefits, learning outcomes, satisfaction levels, why decided to enroll)

- Administer National Survey of Student Engagement

- Conduct focus groups and individual interviews.

- Collect direct measures of student learning (e.g., embedded course assessment and e-portfolios)

TLC Growth: First-Year Students
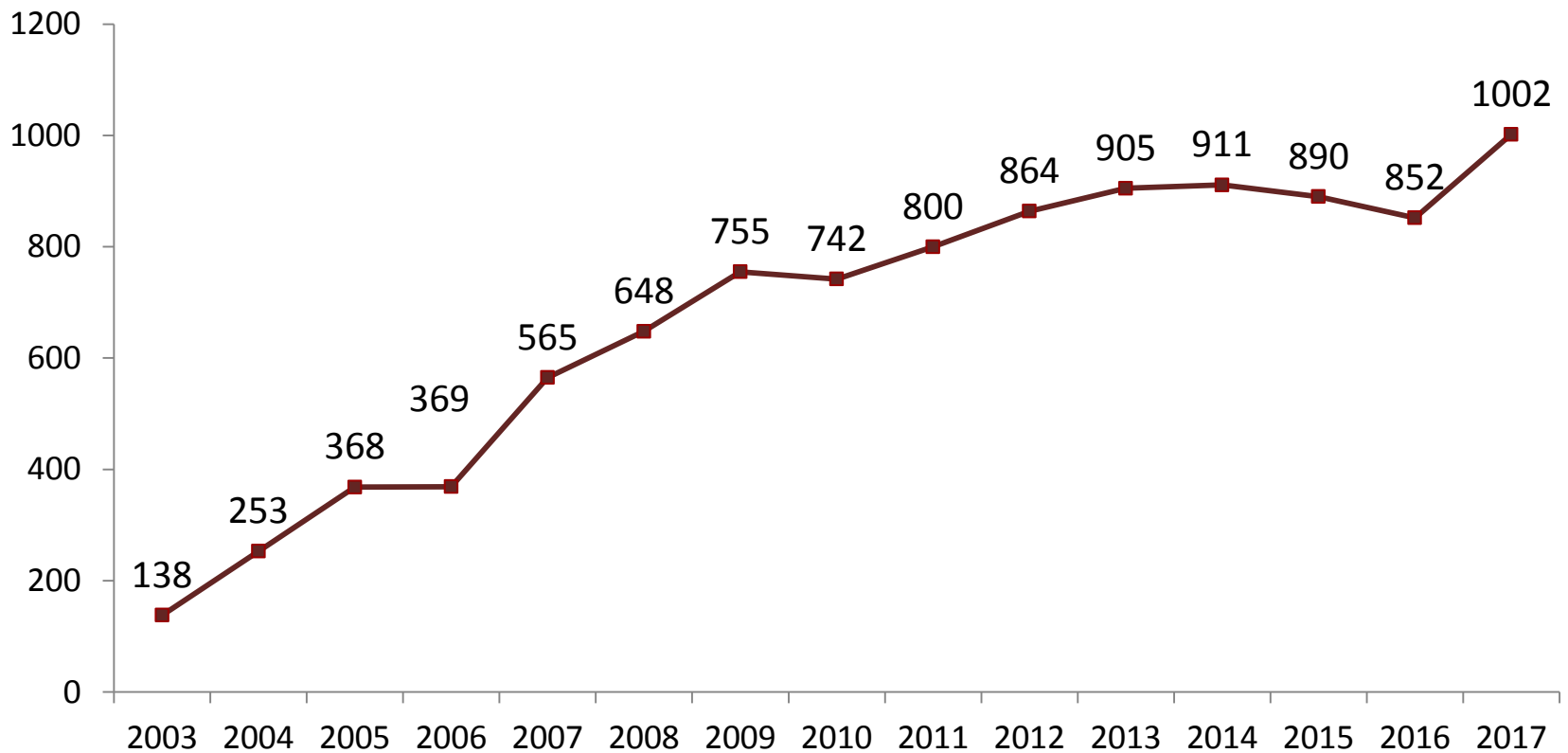
2016 TLC Impact on First Fall GPA: ANCOVA Results

	N	Avg. Fall GPA	Adjusted Fall GPA*
TLC	807	2.87	**2.89**
Non-Participants	2429	2.82	**2.82**
Overall	3296	2.84	

Note 1: Only FYS participants. Students who withdrew from a TLC were counted as non-participants. Excluding students who were missing data on one or more covariates.

Note 2. Differences were statistically significant based on Analysis of Covariance (ANCOVA) results ($p < .042$).

Note 3: Partial Eta Squared indicated a very a small effect size.

* Covariates included in the model were High School GPA, SAT Score, Enrollment Date (proxy for student motivation and commitment), and Income Level (received a Pell Grant or Not dummy coded where 1 = Received Pell Grant and 0 = Did Not Receive a Pell Grant).

2016 TLC Impact on First Fall GPA: ANCOVA Results

	N	Avg. Fall GPA	Adjusted Fall GPA*
TLC	942	2.85	**2.89**
Non-Participants	2417	2.80	**2.78**
Overall	3359	2.81	

Note 1: Only FYS participants. Students who withdrew from a TLC were counted as non-participants. Excluding students who were missing data on one or more covariates.

Note 2. Differences were statistically significant based on Analysis of Covariance (ANCOVA) results (p <. 003).

Note 3: Partial Eta Squared indicated a very a small effect size.

* Covariates included in the model were High School GPA, SAT Score, Enrollment Date (proxy for student motivation and commitment), and Income Level (received a Pell Grant or Not dummy coded where 1 = Received Pell Grant and 0 = Did Not Receive a Pell Grant).

TLC Participants' One-Year Retention Rates Compared to Nonparticipants
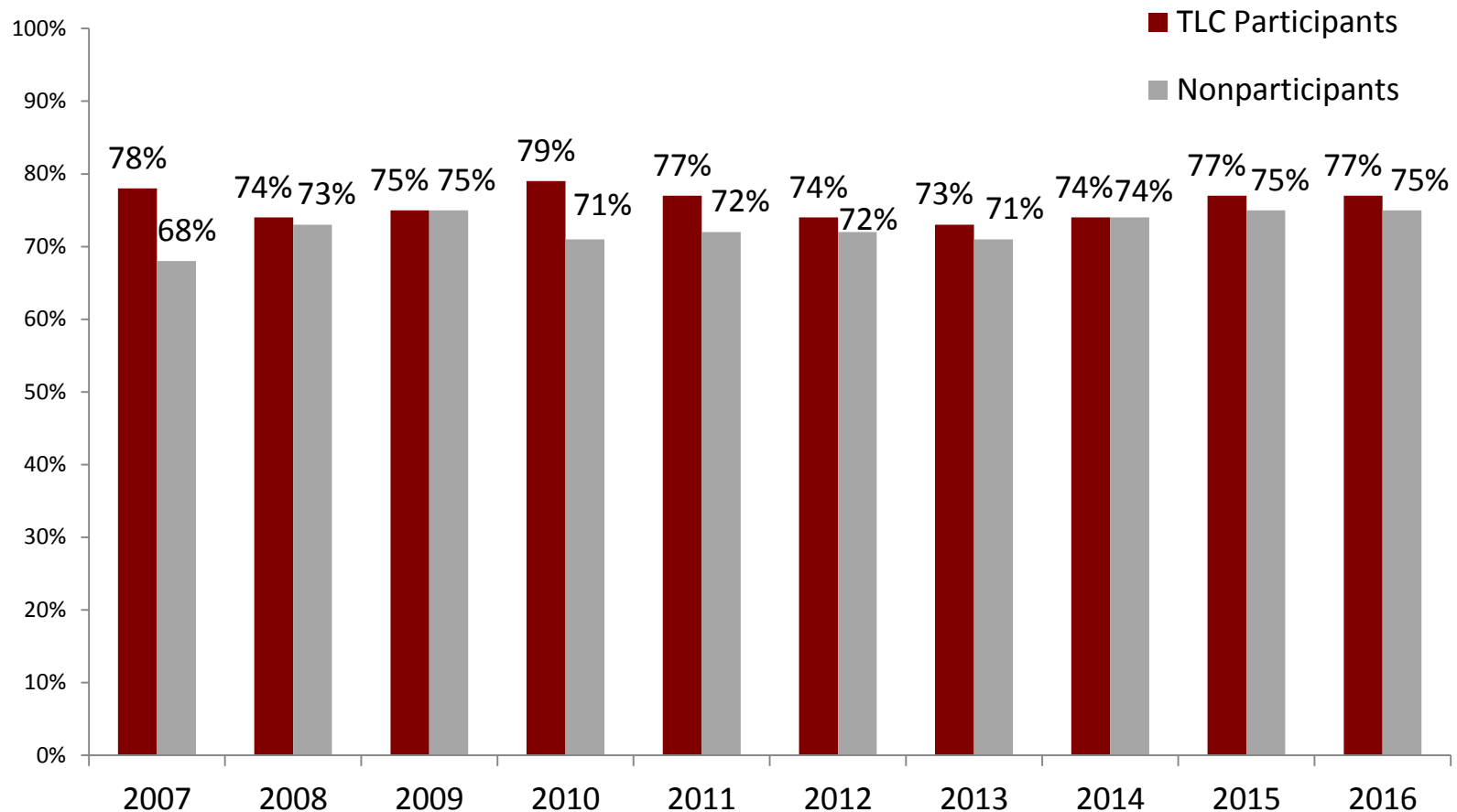
Note: One-year retention rates are significantly higher for TLC participants compared to nonparticipants even when taking academic preparation and demographics into account for the 2007, 2010, and 2011 cohorts (HS GPAs, SAT scores, gender, income level, and admit date). Based on logistic regression results.

Indianapolis Only 2013 First-Time, Full-Time Cohort University College Students Only

Four-Year Graduation Rates Graduated from IUPUI Indianapolis
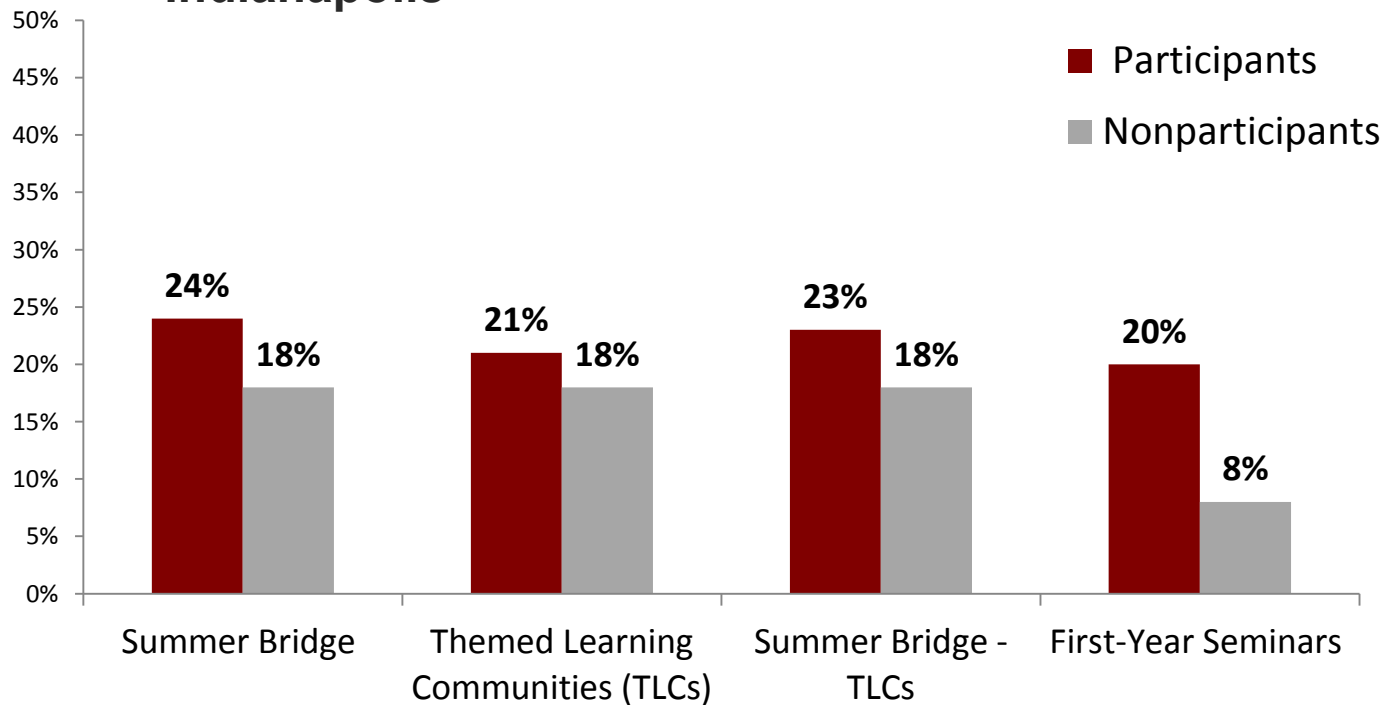
IUPUI

Underserved Students Participation and Outcomes: 2016 TLCs

Student Characteristic	TLC Participants				Nonparticipants			
	N	One-Year Retention (any IU)	One-Year Retention (IUPUI IN)	FY GPA	N	One-Year Retention (any IU)	One-Year Retention (IUPUI IN)	FY GPA
African American	69	**84%**	75%	2.54	285	**71%**	67%	2.39
Latino(a)/Hispanic	80	75%	70%	2.54	232	70%	64%	2.51
Afr. American, Latino,(a) Two or More Races	192	**79%**	**73%**	2.56	660	**70%**	**65%**	2.46
First Generation	277	74%	70%	2.63	847	68%	64%	2.55
Received Federal Pell Grant (proxy for low income)	332	**75%**	**70%**	2.57	1,133	**68%**	**64%**	2.56
Twenty First Century Scholars State Aid	230	**76%**	**70%**	2.58	724	**67%**	**61%**	2.49

Bolded items significantly different based on independent samples t-test or chi-square results.

"While improved retention is a welcome consequence of learning-community work, it has never been its aim. In the push to improve student retention, it is easy to overlook what research tells us: Students persist in their studies if the learning they experience is **meaningful**, **deeply engaging**, and **relevant** to their lives"
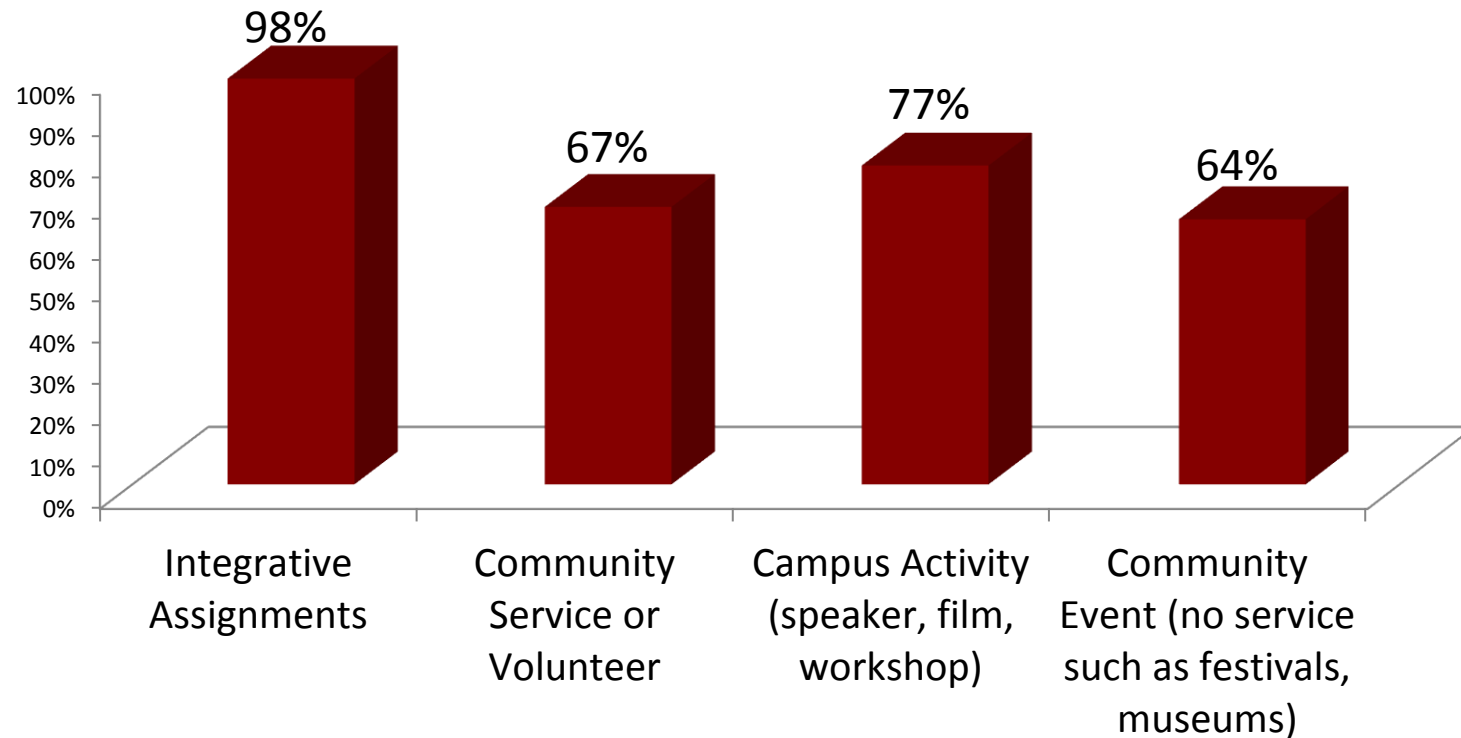
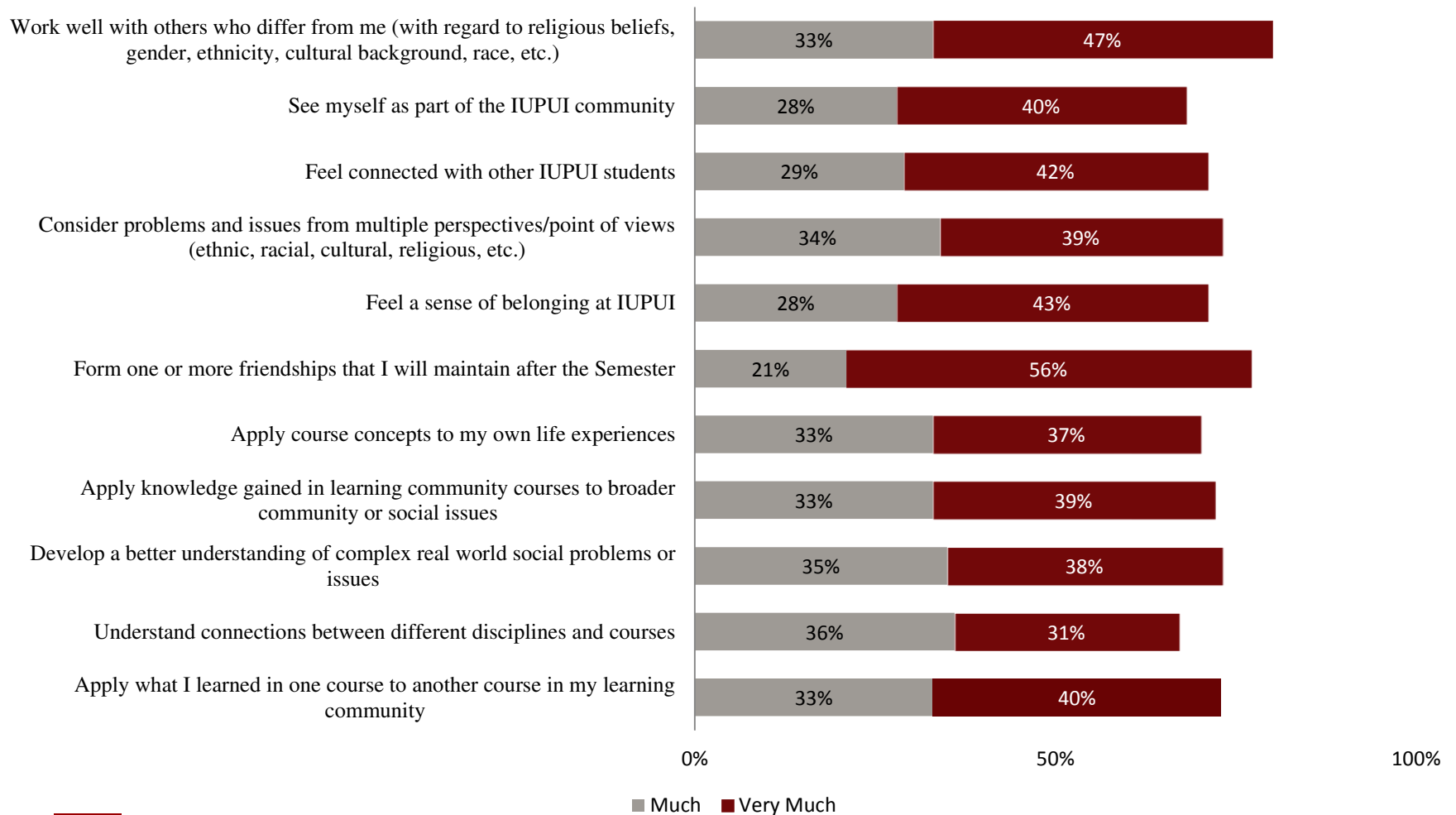(Lardner & Malnarich, 2008).

TLCs Engaging Experiences

Fall 2016 Some Items Had Missing Cases. Students' self-report on end-of-course questionnaire.

% TLC Students Participating in…

2016 TLC End-of-Course Questionnaire Results: Self-Reported Learning Gains and Sense of Community

TLC Students Indicating How Much Their Experience Helped In the Following Areas

Area	Much	Very Much
Work well with others who differ from me (with regard to religious beliefs, gender, ethnicity, cultural background, race, etc.)	33%	47%
See myself as part of the IUPUI community	28%	40%
Feel connected with other IUPUI students	29%	42%
Consider problems and issues from multiple perspectives/point of views (ethnic, racial, cultural, religious, etc.)	34%	39%
Feel a sense of belonging at IUPUI	28%	43%
Form one or more friendships that I will maintain after the Semester	21%	56%
Apply course concepts to my own life experiences	33%	37%
Apply knowledge gained in learning community courses to broader community or social issues	33%	39%
Develop a better understanding of complex real world social problems or issues	35%	38%
Understand connections between different disciplines and courses	36%	31%
Apply what I learned in one course to another course in my learning community	33%	40%

■ Much ■ Very Much

TLC End-of-Course Questionnaire

1. **<u>Sense of Belonging and Community α = .88</u>**

   – "Form one or more friendships that I will maintain after the Semester"

   – "Feel a sense of belonging at IUPUI"

2. **<u>Integrative Thinking and Learning α = .91</u>**

   – "Understood connections between different disciplines and courses."

   – "Develop a better understanding of complex real world social problems and issues."

3. **<u>Peer Interactions α = .73</u>**

   – "Discuss ideas from the TLC courses with peers outside of class"

   – "Exchange ideas with a student whose views were different from your own"

<u>Communication Skills α = .81</u>

   – "Became more effective with communicating my thoughts in writing."

   – "Became more effective with communicating my thought in speaking."

4. **<u>Faculty Interactions (only 1 item)</u>**

   – "Discussed course topics, ideas, or concepts with a faculty member outside of class"

Which Course Components make Significant Impact on Student Satisfaction with Learning Experiences?

1. **Integrative Thinking and Learning**

   – Understand connections between different disciplines and courses

   – Develop a better understanding of complex real world social problems or issues

   – Apply what I learned in one course to another course in my learning community

   – Apply knowledge gained in learning community courses to broader community or social issues

   – Apply course concepts to my own life experiences

- **Sense of Belonging and Community**

   – Form one or more friendships that I will maintain after the Semester

   – Feel a sense of belonging at IUPUI

   – Feel connected with other IUPUI students

   – See myself as part of the IUPUI community

- **Peer Interactions**

   – Discussed ideas from the TLC courses with peers outside of class.

   – Exchanged ideas with students whose views are different from my own.

Which Course Components make Significant Impact on Intention to Persist at IUPUI?

- **<u>Sense of Belonging and Community</u>**

  - Form one or more friendships that I will maintain after the Semester

  - Feel a sense of belonging at IUPUI

  - Feel connected with other IUPUI students
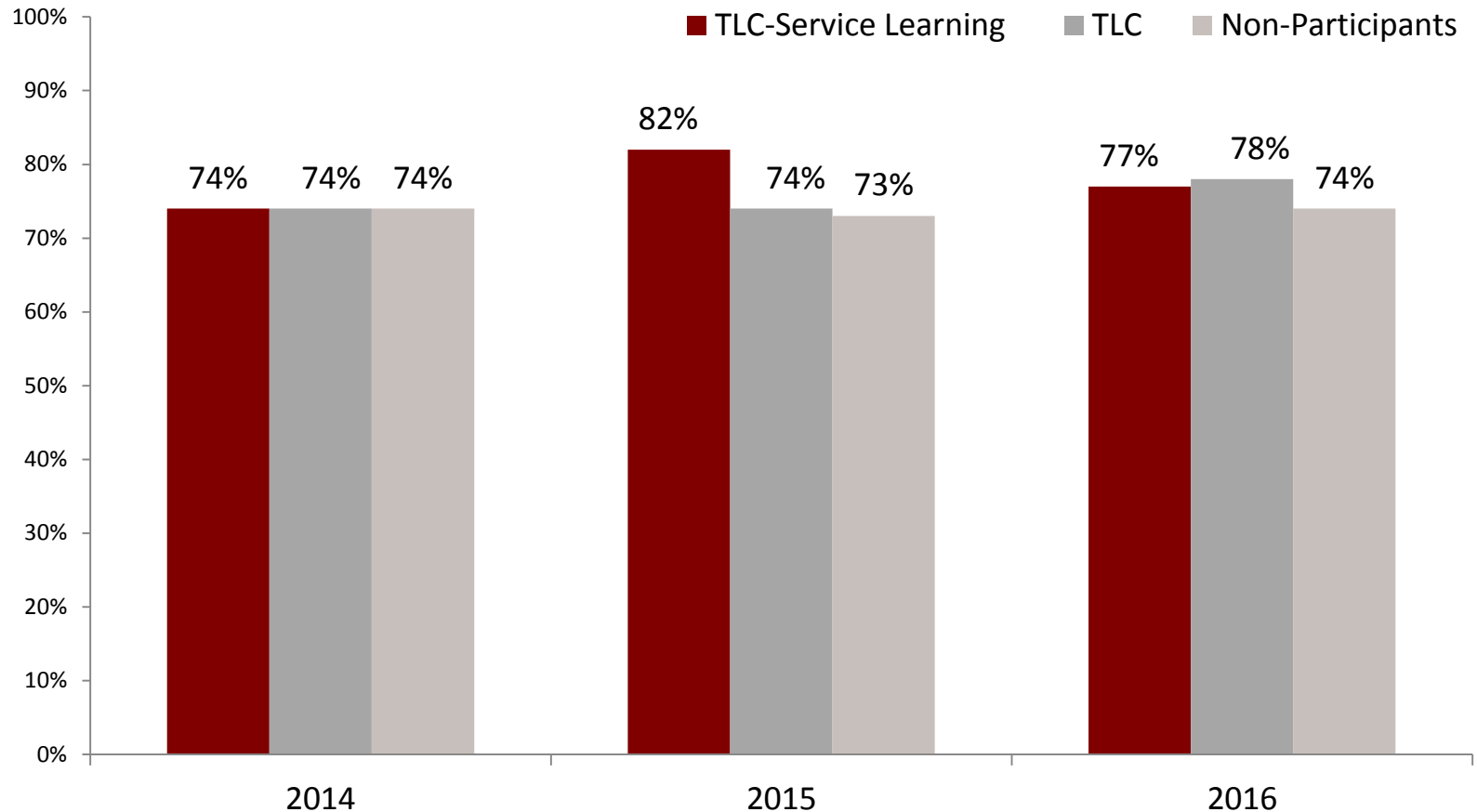
  - See myself as part of the IUPUI community

TLCs with Service Learning

Number of Student Participants

- Fall 2014: 293
- Fall 2015: 278
- Fall 2016: 490
- Fall 2017: 519
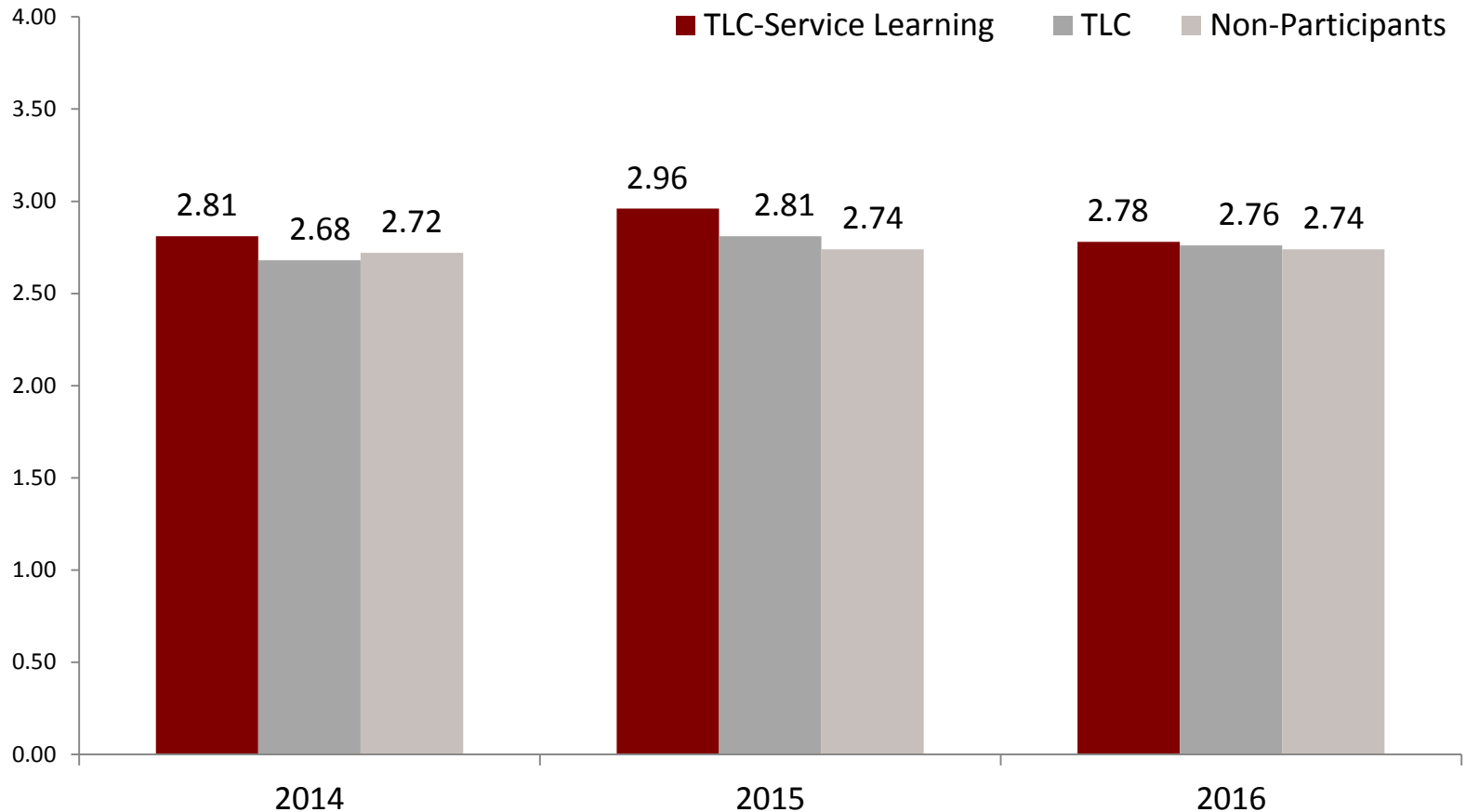
Legend: ■ TLC Service Learning
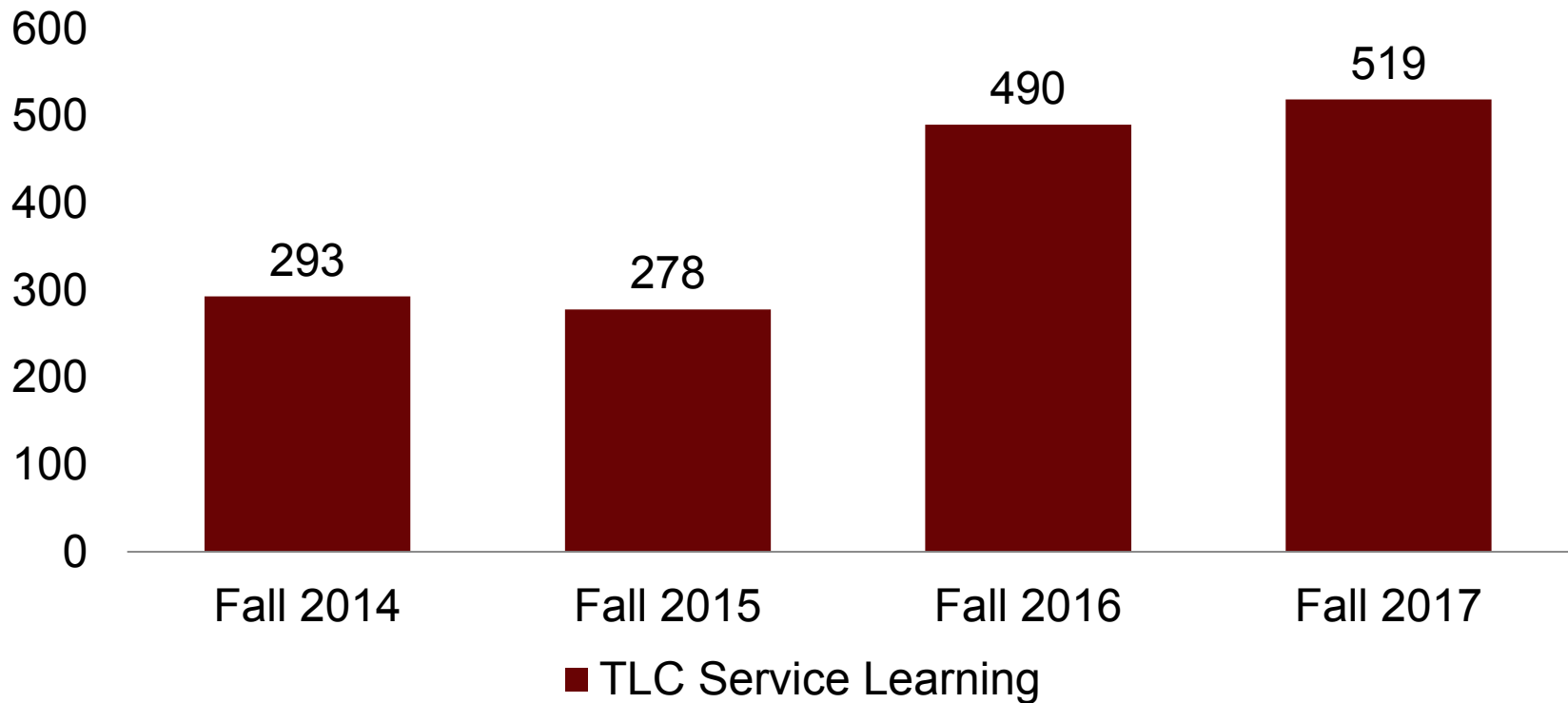
TLC-Service Learning Participants' One-Year Retention Rates Compared to TLC No Service Learning and Nonparticipants (no TLC or SL)

Note: One-year retention rates were significantly higher for TLC-Service Learning participants compared to TLC and nonparticipants even when taking academic preparation and demographics into account for the 2015 cohort and higher than nonparticipants for the 2016 cohort (HS GPAs, SAT scores, income level, and admit date). Based on logistic regression results.

TLC-Service Learning Participants' One-Year CUM GPAs Compared to TLC No Service Learning and Nonparticipants (no TLC or SL)

Note: One-year GPAs rates were significantly higher for TLC-Service Learning participants compared to TLC and nonparticipants even when taking academic preparation and demographics into account for the 2014 and 2015 cohorts (HS GPAs, SAT scores, income level, and admit date). Based on ANOVA results.
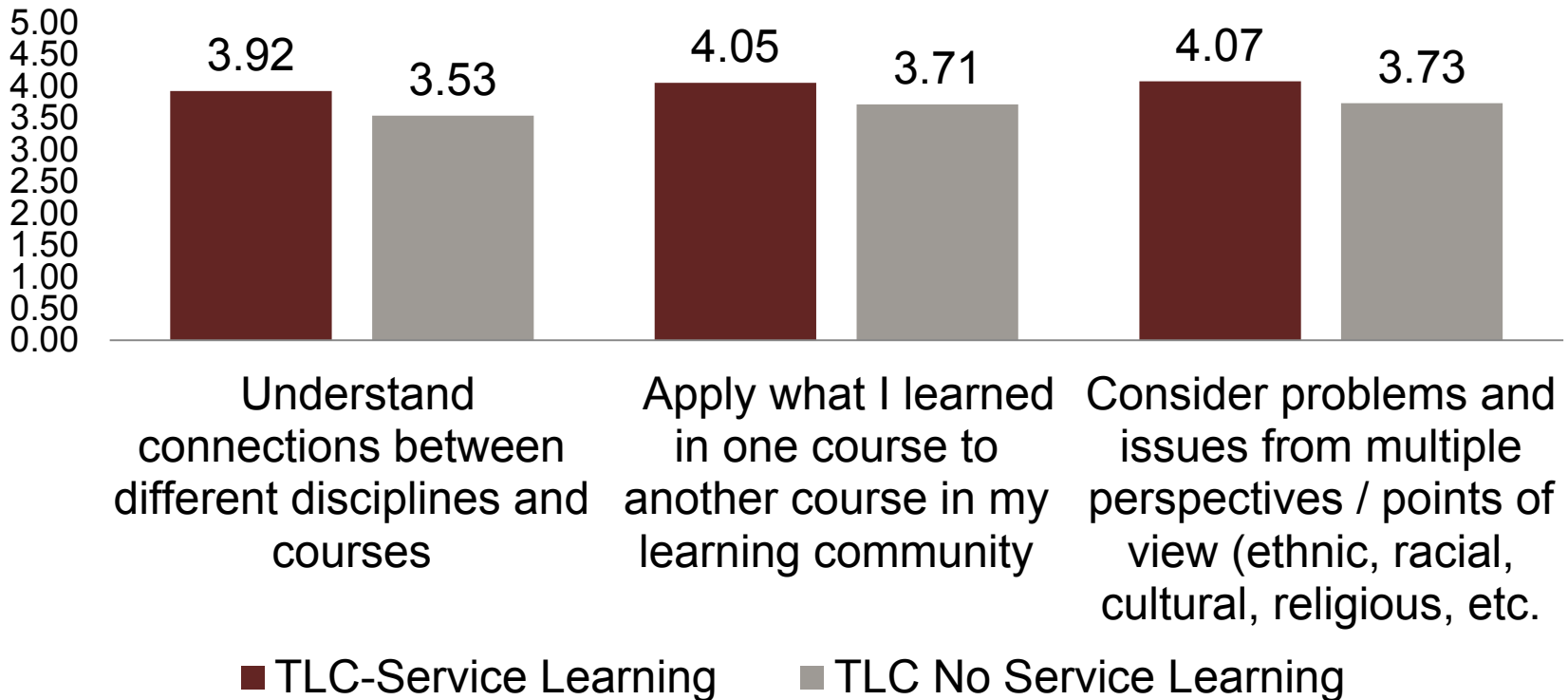
Underserved Students Participation and Outcomes: 2016 TLC Service Learning

Student Characteristic	TLC Service Learning Participants			TLC Participants (No Service Learning)		
	N	One-Year Retention	FY GPA	N	One-Year Retention	FY GPA
African American	47	85%	2.58	23	78%	2.41
Latino(a)/Hispanic	47	68%	2.36	34	85%	2.71
Afr. American, Latino, Two or More Races	121	76%	2.52	74	81%	2.58
First Generation	170	74%	2.62	111	74%	2.64
Received Federal Pell Grant (proxy for low income)	201	73%	2.57	129	78%	2.58

TLC-Service Learning: Integrative Learning

Mean Scores

	Understand connections between different disciplines and courses	Apply what I learned in one course to another course in my learning community	Consider problems and issues from multiple perspectives / points of view (ethnic, racial, cultural, religious, etc.
TLC-Service Learning	3.92	4.05	4.07
TLC No Service Learning	3.53	3.71	3.73

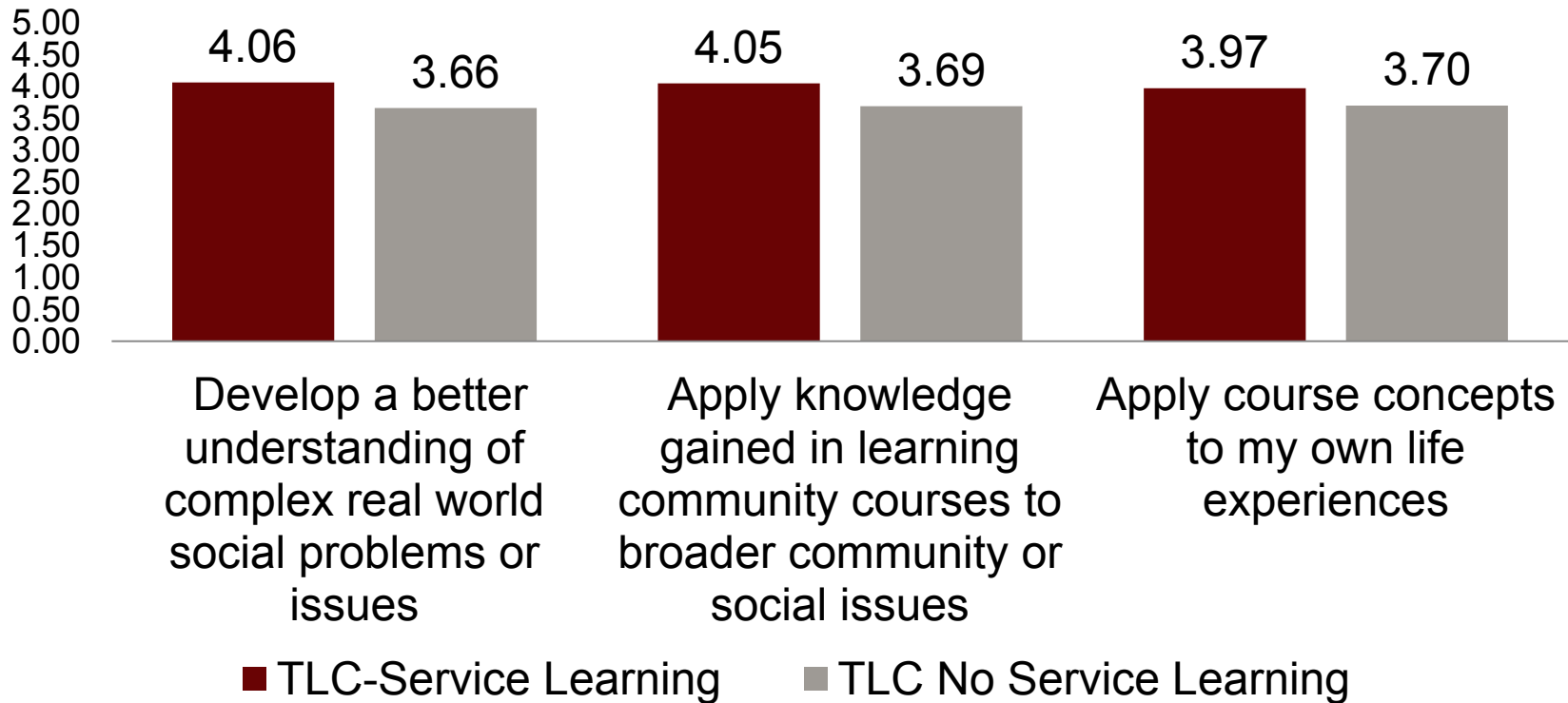■ TLC-Service Learning   ■ TLC No Service Learning

Note 1: All items significantly different based on independent samples t-test results. TLC-SL N=223, TLC No SL N=105

Note 2: Responses based on a 6 point Likert-Type scale where
0= Not at All, 1 = "Very Little", 2 = "Little", 3 = "Some", 4 = "Much", and 5 = "Very Much"

TLC-Service Learning: Civic Engagement Outcomes

Mean Scores

Develop a better understanding of complex real world social problems or issues: TLC-Service Learning 4.06, TLC No Service Learning 3.66

Apply knowledge gained in learning community courses to broader community or social issues: TLC-Service Learning 4.05, TLC No Service Learning 3.69

Apply course concepts to my own life experiences: TLC-Service Learning 3.97, TLC No Service Learning 3.70

Legend: ■ TLC-Service Learning ■ TLC No Service Learning

Note 1: All items significantly different based on independent samples t-test results.
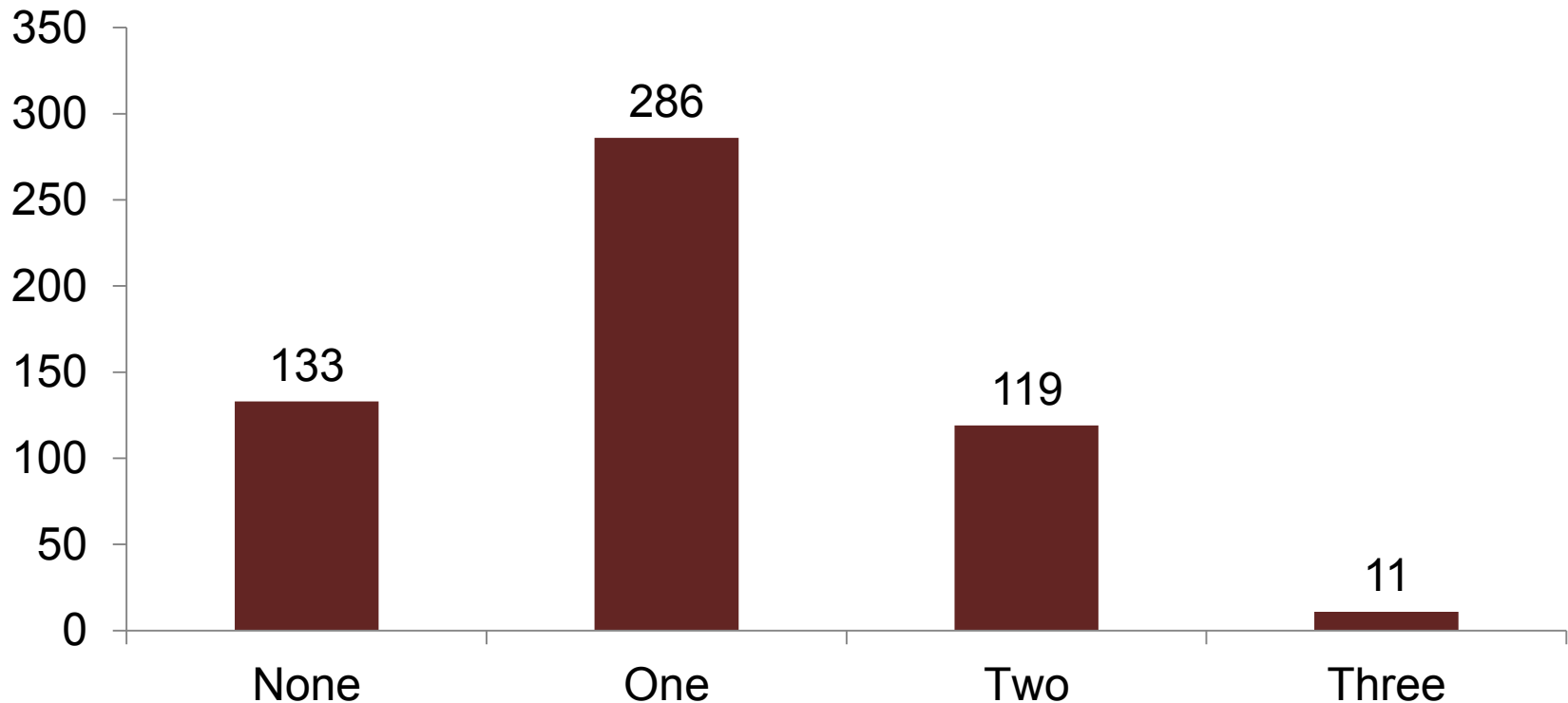TLC-SL N=476, TLC No SL N=216
Note 2: Responses based on a 5 point Likert-Type scale where 1 = "Very Little", 2 = "Little", 3 = "Some",
4 = "Much", and 5 = "Very Much"

NSSE Results: HIP Participation First-Year Students

Learning Community, Undergraduate Research, Service Learning
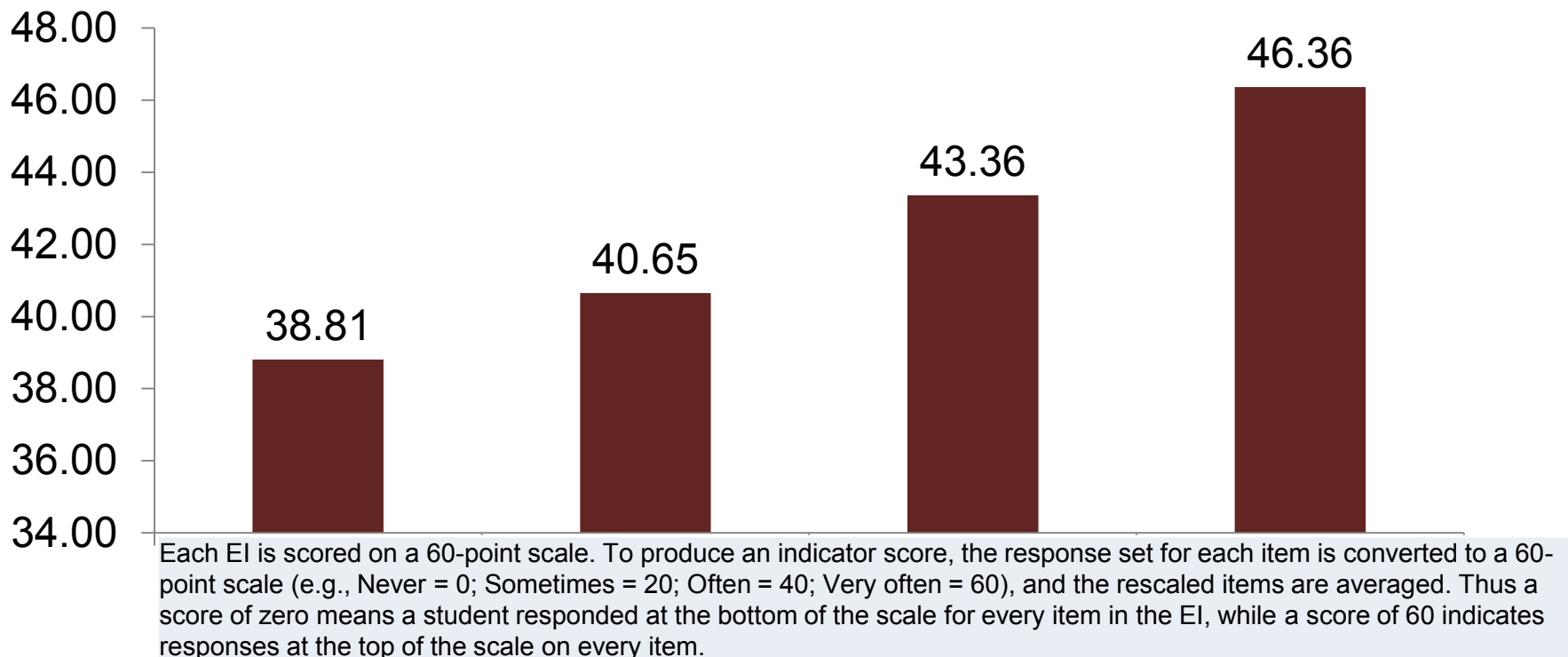
Number of HIP Participated In

"Two" represents Themed Learning Community-Embedded First Year Seminar and Service Learning. Do not emphasize undergraduate research in FY.

NSSE Results HIPs – Higher Order Learning FY Students

Means Higher-Order Learning Scores by Number of High Impact Practices First Year

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

NSSE Results HIPs – Discussions with Diverse Others FY Students

Means Discussions with Diverse Others by Number of High Impact Practices First Year
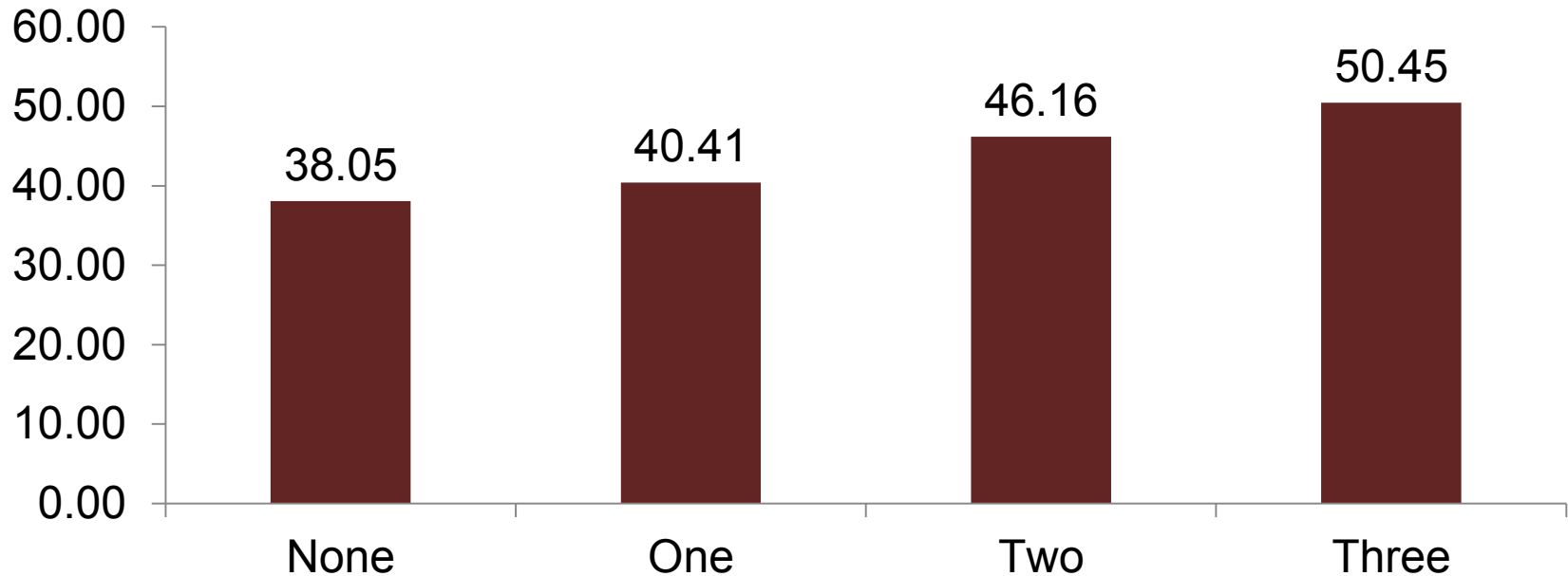
Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

Students' Reflections

Students' Reflections

Deeper Understanding Diversity and Sense of Self Emerge as Themes

Students' Reflections

- "I've learned a lot about race, especially in aspects I didn't think to focus on or notice, like environmental racism or empowerment…I learned that there is so much more to racism than just police brutality or hate crimes…it stretches so much farther. It really opened my eyes to racism, the fact that it stretches into all areas of life."

- "As a white female, I have many opportunities and privileges that many people of color do not get. It was interesting to learn and see for myself all of the racial injustice going on around me. It really opened my eyes to see the importance of standing up for racial injustice in the world and made me want to be more helpful."

Students' Reflections

- "Both of these experiences proved to me that I am not always right in the assumptions I make, an in fact most of the time, I am wrong in making assumptions about groups of people. These experiences made me realize that people who are struggling financially do not need pity from people who are better-off then they are, but rather they need our love and support to help bring them to a better situation."

- "I have never had to work my fingers bloody to get what I want…I have never known what it is like to struggle in life and I am thankful for that."

Students' Reflections

"I mean, I connected to the theme multiple different times during the project. I know one time I was researching educational differences between white and black students, and I started getting angry because I ran across a site that said white students often have a hard time getting into college due to affirmative action. And I started getting upset, thinking "That's not fair, I work just as hard and I don't get it because of the color of my skin!". Then I realized that's how African Americans and other people of color feel every day of their lives in every aspect of their lives. And we ended up discussing education in Sociology a few weeks after, and I realized that students of color have a lot more disadvantages in school and that, really, more children of alumni get into school and take spots away from students than affirmative action students do. That really helped me to feel what people of color feel every day, and made the information much more applicable."

Students' Reflections

- "In general I just started to notice all of the waste everyone around me was producing, myself included. I started to recycle more, I have a lot more reusable cups now, I produce less food waste, etc. Now I'm just trying to have my family follow suit. For me, the experience where I developed a deeper understanding for sustainability and others was the day we did our service project."

- "They have taken well to this so I'm hoping to convince them to start a garden with native fruits/vegetables, to buy more sustainable products, and to in general start considering all that they waste in a day. I'm hoping to start having us use less water and electricity, maybe convert to 100% natural gas with IPL, drive less, etc."

Implications for Practice and Discussion

The Synergy Of Two High Impact Practices – TLC and Service Learning

TLCs

- Fosters sense of community belonging

- Involve students with "big questions" that matter beyond the classroom.

- Explore a common topic through the lenses of different disciplines

- Integration of learning experiences

- Engaging pedagogies

- Co-curricular experiences

- Campus engagement

Service Learning

- Opportunities to analyze and solve problems in the community.

- Critical structured reflection.

- Meaningful experiences with diverse peers and community members.

- Sense of purpose and broadened perspectives.

- Hands-on, real world applications of learning.

- Model the idea that giving something back to the community is an important college outcome.

- Working with community partners is good preparation for citizenship, work, and life.

Implications for Practice

- Faculty development

- Providing students with opportunities for reflection

- Integrative learning assignments

- Intentionally linking themes with SL experiences

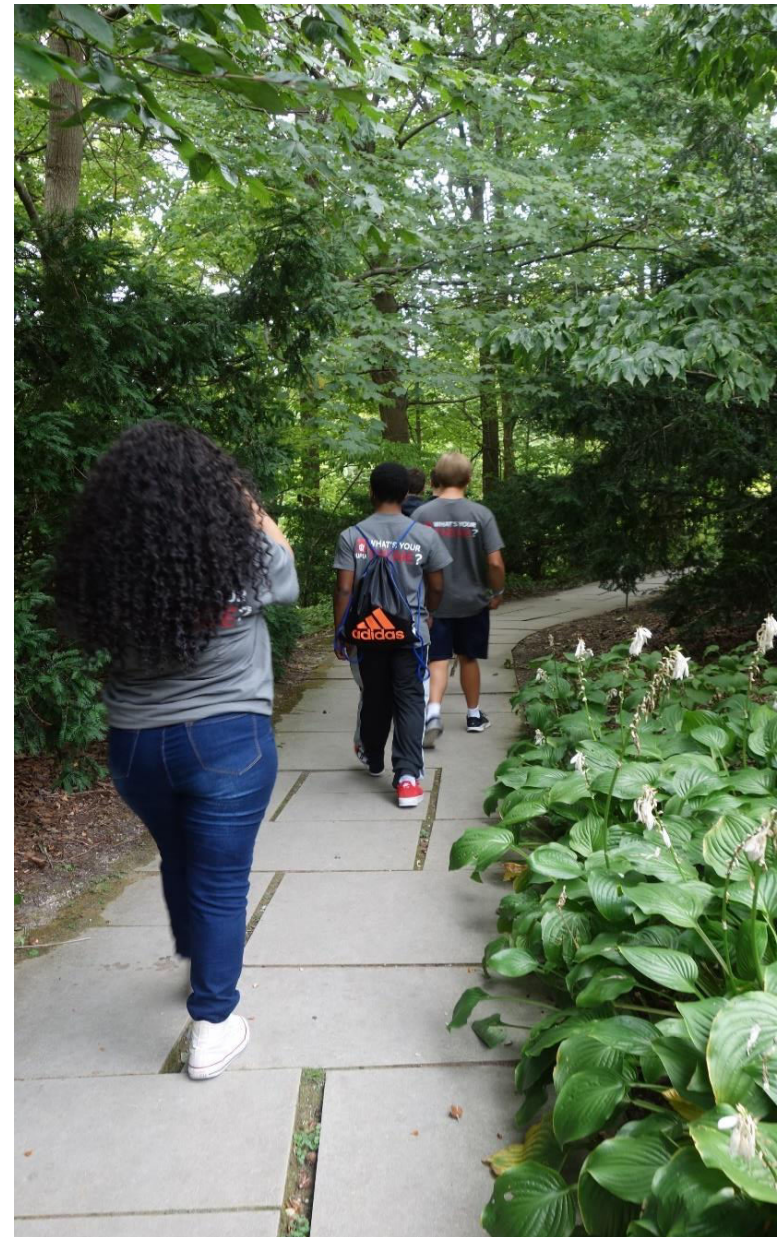- Using assessment results for program improvements

TLC-SL Pilot

Goals

- Core group of TLC using SL pedagogies

- Implementation of high quality SL projects in TLCs

- Integrative learning, civic learning

Process

- Attend two half-day workshops (Intro SL, SL Integration)

- Service Learning Assistant 5 hrs/week during implementation

- $500 activity funds

TLC-SL Pilot

Five pilot teams

- Spring 2017 workshops, team planning

- Fall 2017 implementation

Assessment

- Faculty survey

- Student reflections

- Closing the loop

Lessons Learned From Local Assessment and National Literature
HIPs in First Year

- High Impact Practices have differential impacts.

- Underserved and underrepresented students benefit from HIPs. So reach out and encourage participation.

- Important to design internally valid studies that employ comparison groups.

- Important to clearly describe HIPs (activities, instructional strategies, assignments, intended outcomes).

- Critical that HIPs are done well and with fidelity.

- Lack of studies that investigate direct measures of learning.

Discussion and Questions!?

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