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Themed Learning Communities and Service Learning Leveraged for Student Success

Assessment Institute
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Today's session

- What are HIPs and why combine Service Learning and Learning Communities
- Themed Learning Communities and Service Learning at IUPUI
- Piloting Service Learning integrated with Learning Communities
- Assessment Methods and Findings
- Implications for Practice
- Discussion/Q&A



Institutional Context

Indiana University-Purdue University Indianapolis (IUPUI)

- Large Urban Public Research University
- Student population of about 30,000 students
- First-Time cohort just over 3,600 and New External Transfers just over 1,200 each year
- The U.S. News and World Report has recognized IUPUI for its outstanding service learning, civic engagement, first-year experience, and learning communities.
- 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.
- 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)



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)



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

Themed Learning Cmtys

- 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.



Themed Learning Communities at IUPUI

Learning Communities at IUPUI

- First-Year Seminar + 1 or more disciplinary courses
- Cohort of 25 freshmen
- Linked by theme/big idea
- Out-of-class experiences
- Integrative connections
- Sense of belonging



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
<p>Interdisciplinary theme shapes each course's design.</p>	<ul style="list-style-type: none"> 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 <i>Apply</i> level of Bloom's taxonomy connected to the theme or essential question. 	<ul style="list-style-type: none"> Themed learning community design includes all elements from the HIGH-IMPACT column, and <i>One or more courses includes one assignment or activity at the Analyze level of Bloom's taxonomy connected to the theme or essential question.</i> 	<ul style="list-style-type: none"> Themed learning community design includes all elements from the HIGH-IMPACT column, and <i>Each course includes one assignment or activity at the Analyze level, and</i> <i>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.</i>
<p>Integration of course content in each course is intentional; course design encourages integrative thinking in students.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Themed learning community design includes all elements from the HIGH-IMPACT column, and <i>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.</i> 	<ul style="list-style-type: none"> Themed learning community design includes all elements from the HIGH-IMPACT column, and <i>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.</i>
<p>Out-of-class activities enhance academic content, integrative thinking, and interdisciplinary theme.</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> The TLC instructors plan <i>two</i> or more out-of-class activities that enhance the content of the TLC, connecting the activities to one or more concepts in each course. <i>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.</i> 	<ul style="list-style-type: none"> The TLC instructors plan <i>three</i> or more out-of-class activities <i>or engage in an ongoing service learning project</i> 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, <i>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.</i> <i>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.</i>

Service Learning at IUPUI

Service Learning at IUPUI

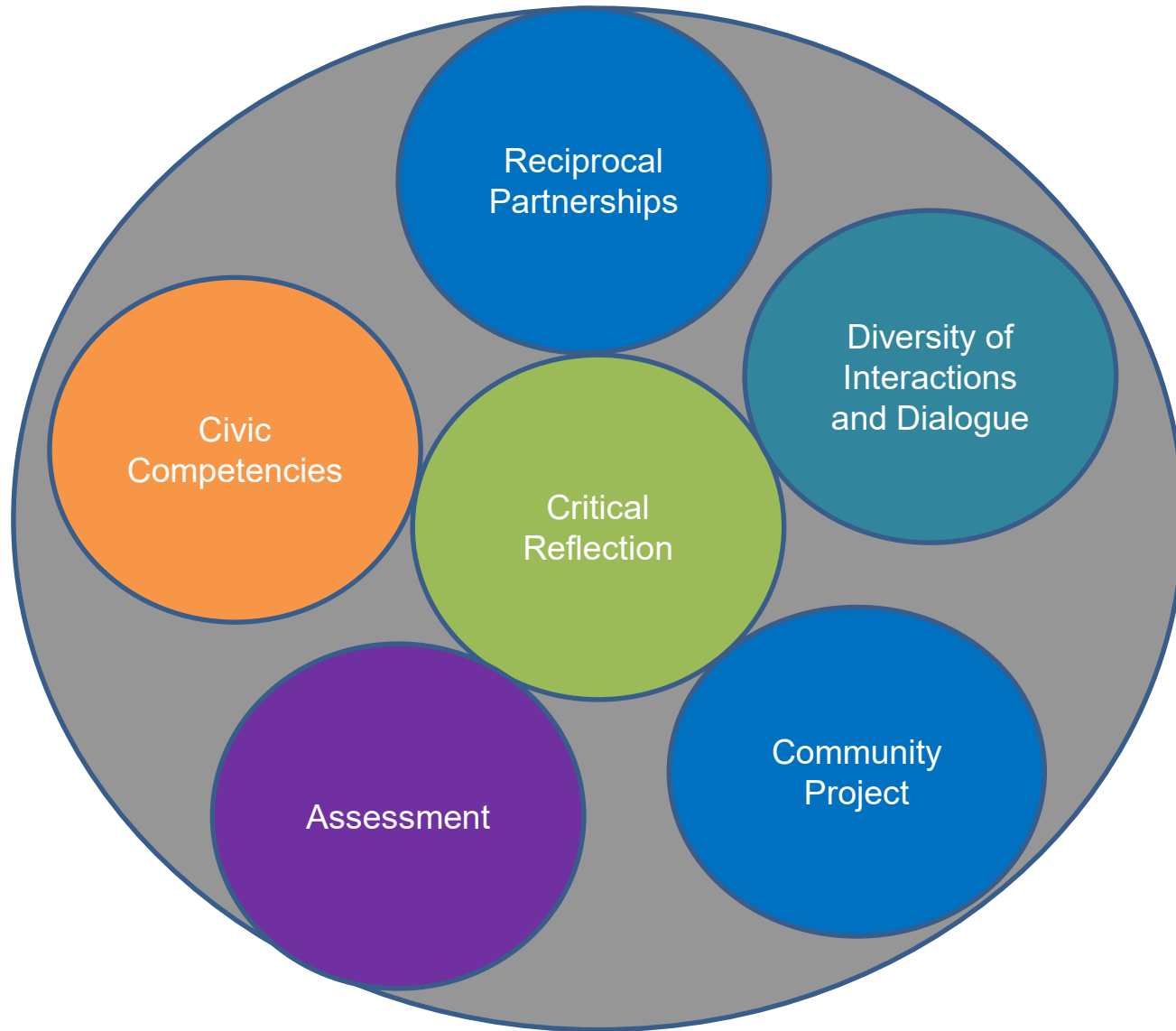
Service learning is a course or competency-based, credit-bearing educational experience in which students

- 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.

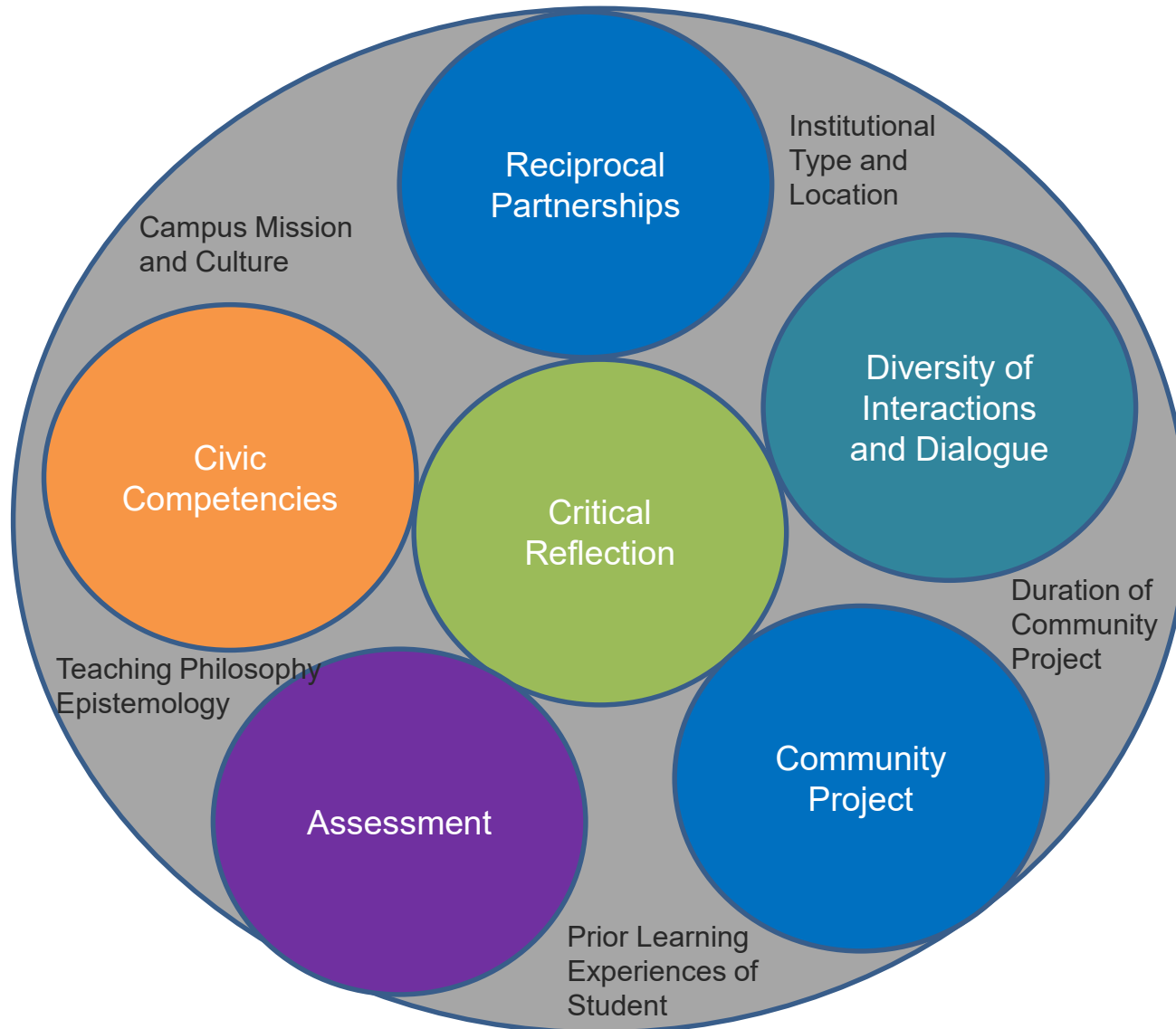
(Bringle & Clayton, 2012; adapted from Bringle & Hatcher, 1996)



Service Learning Course Attributes



Service Learning Course Attributes



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.



Bringing Service Learning and Learning Communities Together

Bringing SL and TLCs together...

- Learning Communities, and Service Learning are High-Impact Practices (HIPs) - and we know HIPs matter.
- We also know that quality is important. Having Themed Learning Communities and Service Learning isn't enough - we must do them well.
- 2016 - Institutional Research and Decision Support assessment that compared Themed Learning Communities with and without Service Learning



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



Business: A Business Guide to Life

BUS-X 103– Learning Community

BUS-X 100 – Introduction to Business Administration

COMM-R 110 – Fundamental of Speech Communication

Essential Question:

Why should individuals and organizations contribute to the social welfare of the community?



Liberal Arts: Race, Conflict and Peaceful Communication

SLA-S 100 –First-Year Success
Seminar

COMM-R 110 –Fundamentals of
Speech Comm.

SOC-R 100 –Introduction to
Sociology

Essential Question:

How does my identity and
communication style/skills and
awareness of society and
community impact my ability to
work through and manage conflict?



SPEA: Service Beyond Self

SPEA-V 100 – Current Topics in Public Affairs

SPEA-V 170 – Introduction to Public Affairs

ANTH-A 104 – Cultural Anthropology

Essential Question:

How are community issues and concerns connected to larger-scale policy impacts?



Science: Sustainability: Thriving Communities, Thriving Planet

SCI-I 120 – Windows on
Science

GEOL-G 107 –
Environmental Geology

SPEA-V 222 – Principles of
Sustainability

Essential Question:

As a critical thinker, how can
I apply sustainable solutions
to create thriving
communities and a thriving
planet?



University College: Inequality and Social Justice

UCOL-U 110 – First-
Year Seminar

ENG-W 131 – Reading,
Writing, and Inquiry I

SWK-S 102 – Diversity
in a Pluralistic Society

Essential Question:

How do I become a
social justice ally?



Our Approach to Integrating SL into TLCs

- Five 3-course teams (one of them a FYS) via call for participants
- Each used a common SL project embedded across the three courses (vs SL solely in one course)
- Developed common reflection prompts for each team
- Spring workshops with Patti Clayton
- Developed a design-thinking tool to help each team plan
- Assessed level of student academic, civic, and personal growth as well as faculty development and growth via surveys and student reflections



Tools and Support

- Design thinking tool
 - Givens
 - Choice points
 - Table for planning
- Workshops to share ideas and begin to work with the tool
- Taxonomies
 - Themed Learning Communities
 - Service Learning
- Service Learning Assistant Scholar
- Meetings with teams during preparation and implementation (as desired)



Design thinking tool 5 *givens*:

- **Given #1:** Each syllabus includes a cover sheet with theme, essential question, and learning outcome for the TLC as well as definition of SL and description of its role
- **Given #2:** Each course in the TLC will integrate at least one SL-related assignment or activity
- **Given #3:** There are at least 5 distinct LOs toward which the SL project is designed:
 - the TLC learning outcome
 - academic concept(s) in each course
 - academic concept(s) in each course in connection with concept(s) in at least one other course
 - a civic learning outcome
 - a personal growth learning outcome
- **Given #4:** The team provides at least two opportunities for students to interact with the full faculty team in or out of the classroom.
- **Given #5:** The team assesses both student learning outcomes and community outcomes.



Design thinking tool *5 choice points*:

- **Choice point #1:** Options for using the interdisciplinary theme that connects the courses in shaping the incorporation of SL in each course in the TLC
- **Choice point #2:** Options for integrating content from multiple courses in SL assignments, including co-creation by all 3 instructors
- **Choice point #3:** Nature of the SL component of the course (modularized or ongoing) along with intensity of instructor involvement
- **Choice point #4:** Distribution of SL experience across the courses
- **Choice point #5:** Distribution of (the minimum of 5 distinct) SL LOs across the courses



Opportunities and Challenges

- Opportunities
 - Faculty learning from one another--more “ambassadors” for participating in service learning and integration of HIPs
 - Increased student civic learning
 - Broadened and deepened understanding of SL as HIPs
- Challenges
 - Time (perennial challenge with SL)
 - Length of design thinking tool
 - Varied level of experience with both TLCs and SL (not everyone at same level with each)



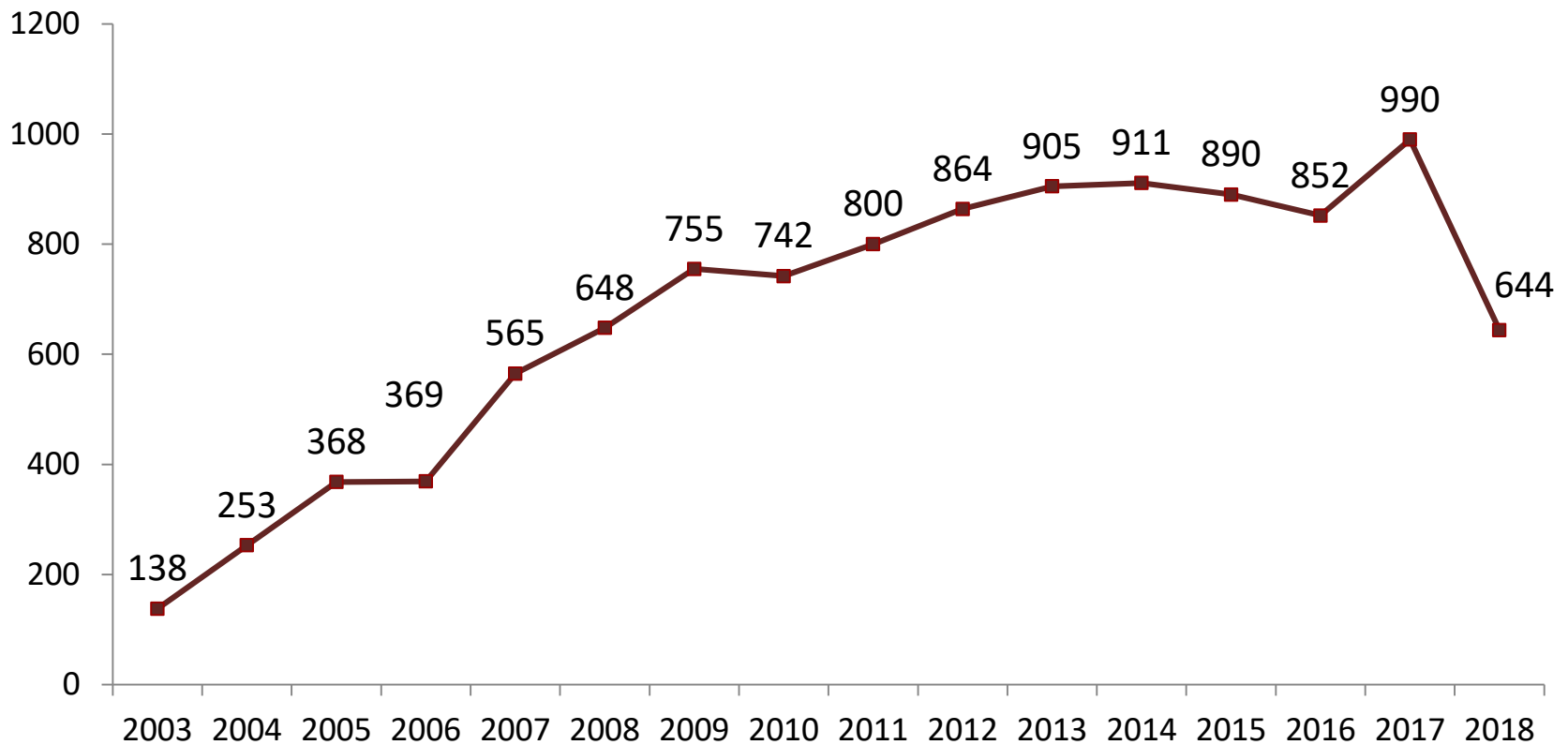
Assessment

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).
- Faculty Survey Designed to Assess Five Attributes or Conditions that Matter.



TLC Growth: First-Year Students



2017 TLC Impact on First Year GPA: ANCOVA Results

	N	Avg. Fall GPA	Adjusted Fall GPA*
TLC	936	2.76	2.79
Non-Participants	2374	2.74	2.73
Overall	3310	2.74	

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

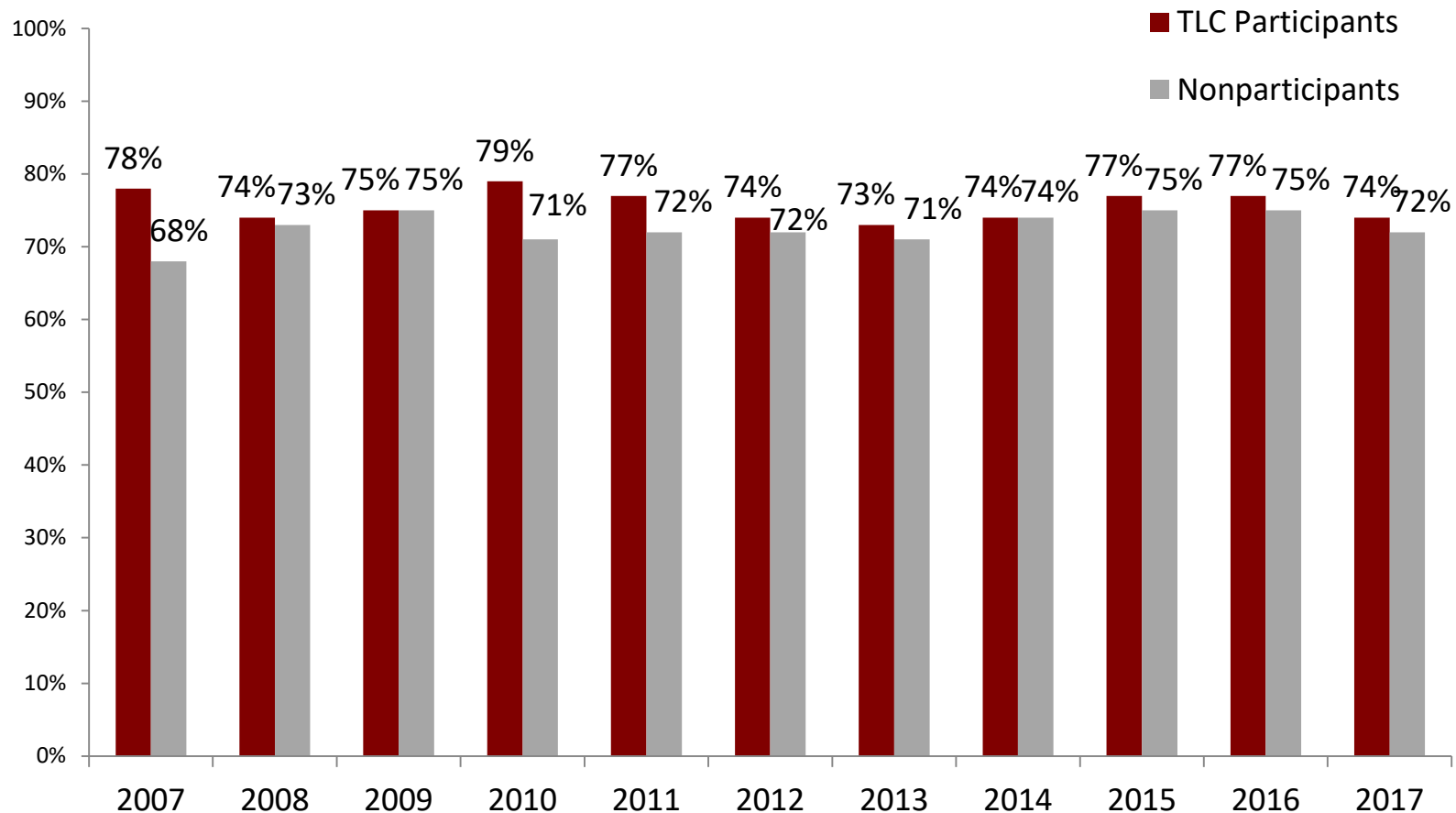
Note 2: Differences were statistically significant based on Analysis of Covariance (ANCOVA) results ($p < .048$).

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) and Gender.



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.



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.

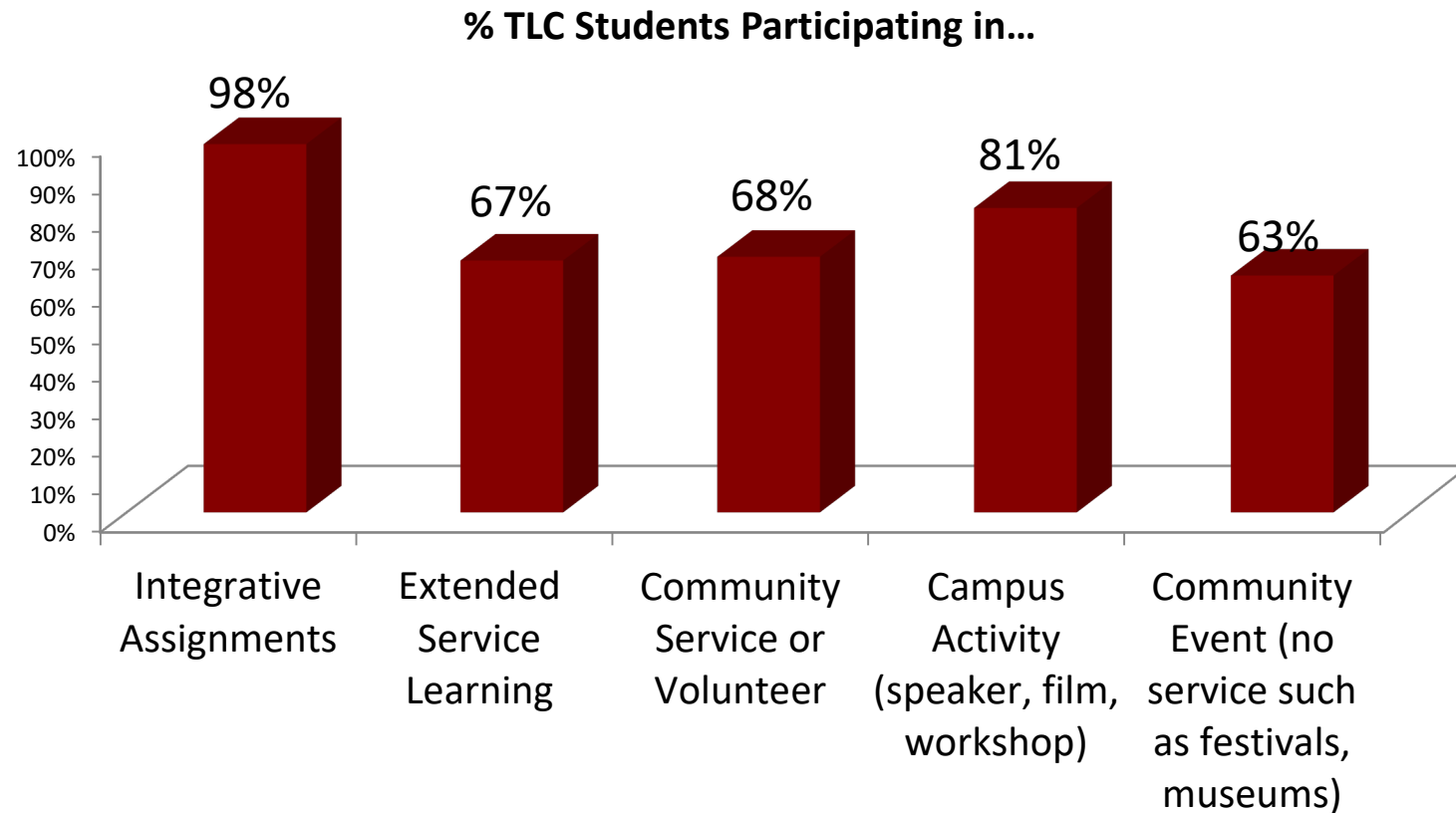
In the push to improve student retention, it is easy to overlook what research tells us: Students persist in their studies if the learning they experience is **meaningful, deeply engaging, and relevant** to their lives”

(Lardner & Malnarich, 2008).



TLCs Engaging Experiences

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



TLCs Improving Students' Interactions with Diverse Others, Sense of Community, and Application of Knowledge (Fall 2017)

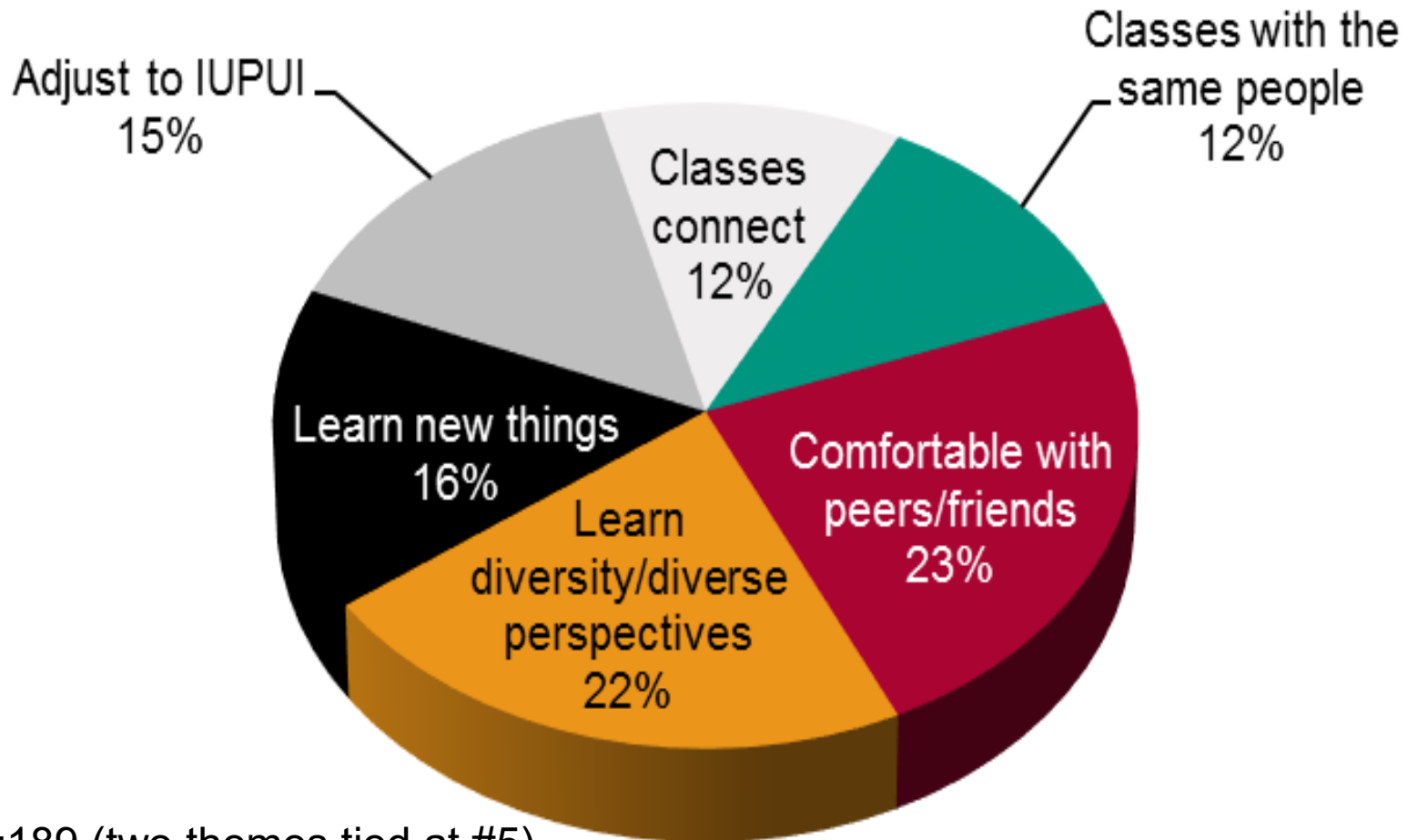
Please indicate how much your experience in the Themed Learning Community helped you...

	N	Mean	Not at all	Very little	Little	Some	Much	Very much
Percentages								
Work well with others who differ from me (with regard to religious beliefs, gender, ethnicity, cultural background, race, etc..)	387	5.11	1.6	1.0	2.8	16.8	34.9	42.9
Form one or more friendships that I will maintain after the semester	388	5.08	2.8	1.8	4.9	14.2	27.3	49.0
Consider problems and issues from multiple perspectives/point of view (ethnic, racial, cultural, religious, etc.)	389	4.94	2.3	2.6	4.9	17.2	34.7	38.3
Apply what I learned in one course to another course in my learning community	388	4.91	1.5	2.8	6.2	19.8	32.0	37.6
Feel connected with other IUPUI students	389	4.85	2.6	2.6	5.9	20.6	33.4	35.0
Develop a better understanding of complex real world problems or issues	388	4.84	2.1	3.4	5.9	20.1	34.8	33.8

1=Not at all, 2=Very Little, 3=Little, 4=Some, 5=Much, 6=Very much



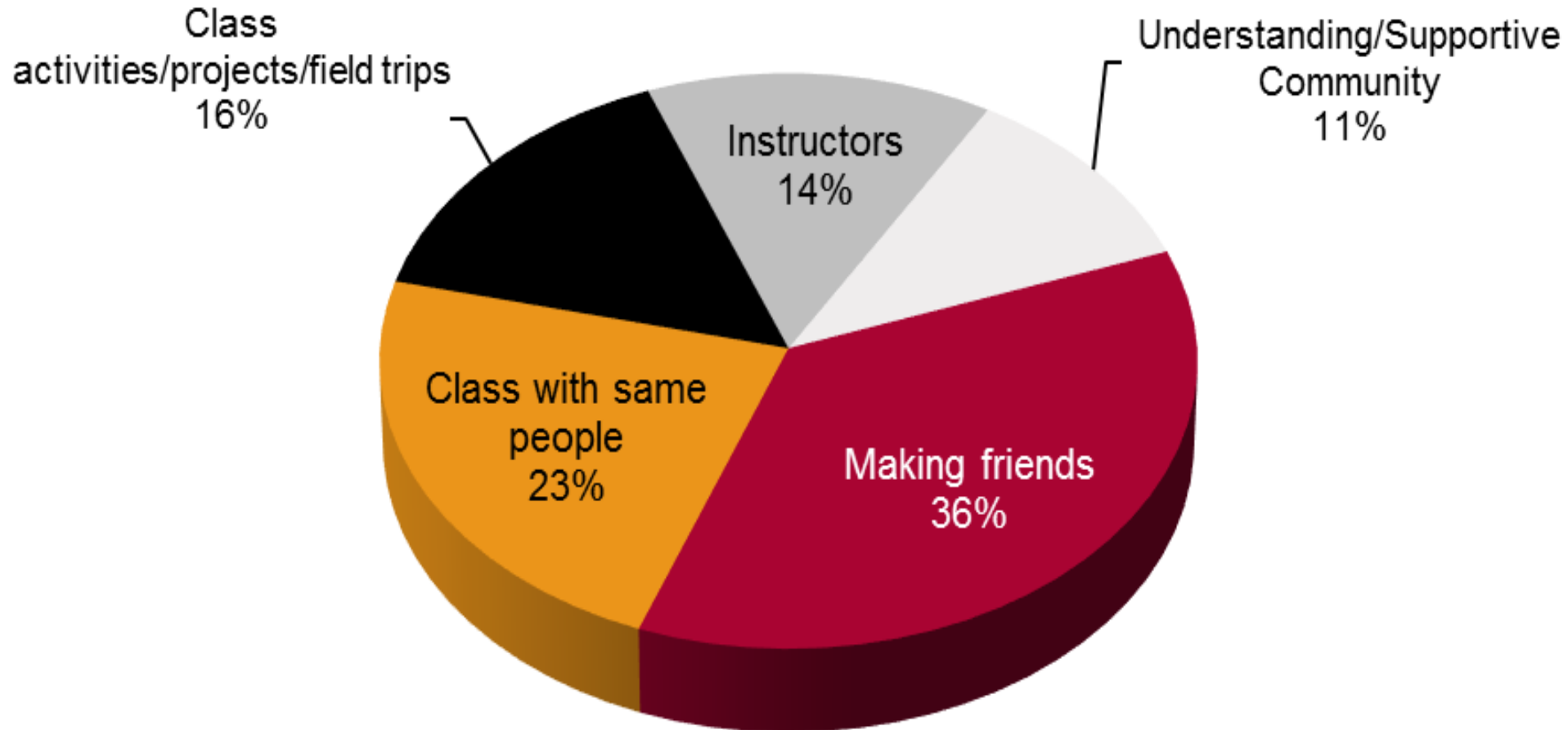
Please Describe How Your TLC Experience Contributed To Your Learning?



Top 5 N=189 (two themes tied at #5)
Total N of Comments=279



Please Describe What You Liked Most About Your TLC Experience?

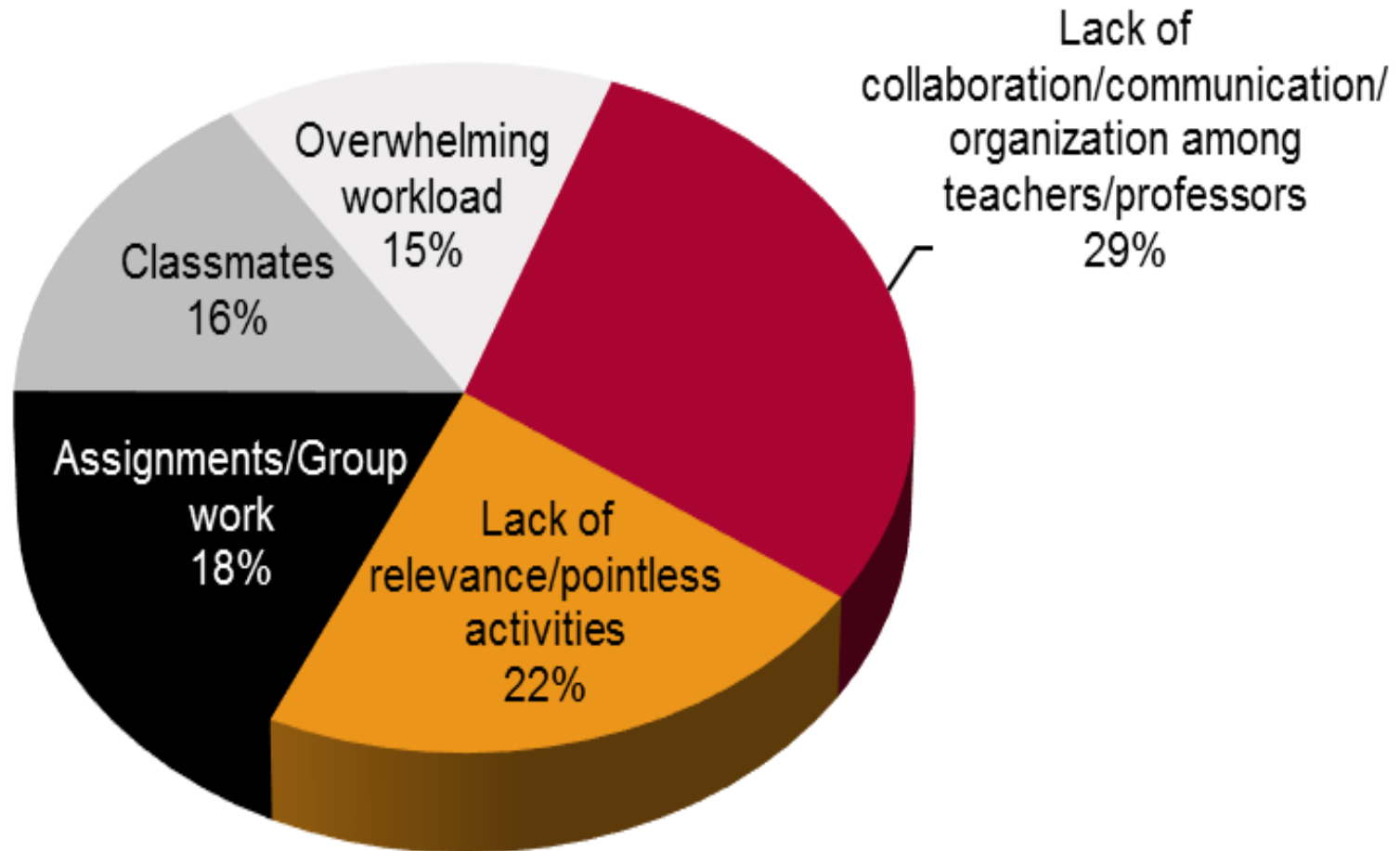


Top 5 N= 266

Total N of Comments=291



Please Describe What You Liked Least About Your TLC Experience?



Top 5 N=138

Total N of Comments=169



Faculty Survey: TLCS as High Impact Practices and Attributes/Conditions that Matter

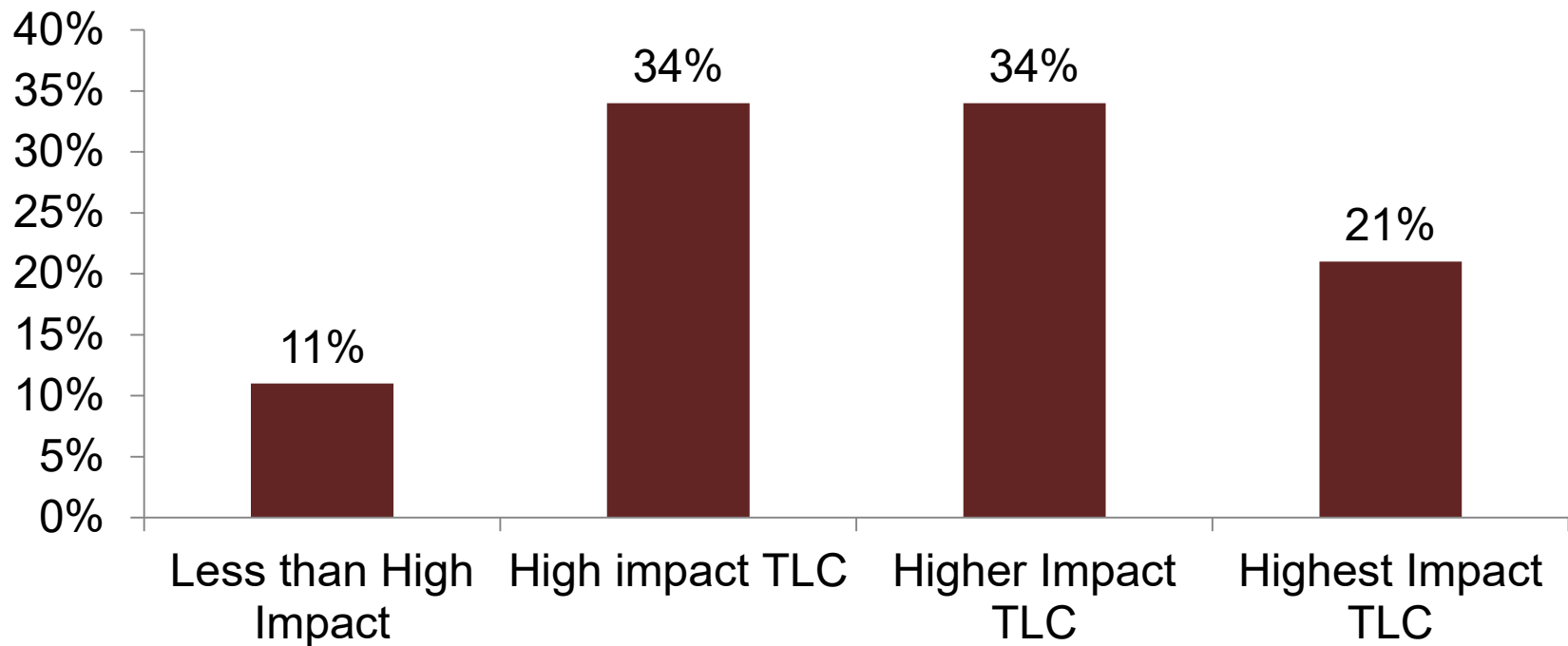
Survey Method:

1. Administered to all faculty teaching in Themed Learning Communities via Qualtrics link.
2. The response rate for the TLC Faculty survey was 95.3%. 121 out of 127 responses were collected. It is a required survey so opted into agreeing to use results for research purposes.
3. There was one faculty member that indicated they did not want to be a part of the research. N reported here is 120.
4. There were a few faculty that taught multiple TLCs. 127 number is the number of individual links that were sent out but there were 113 faculty members.



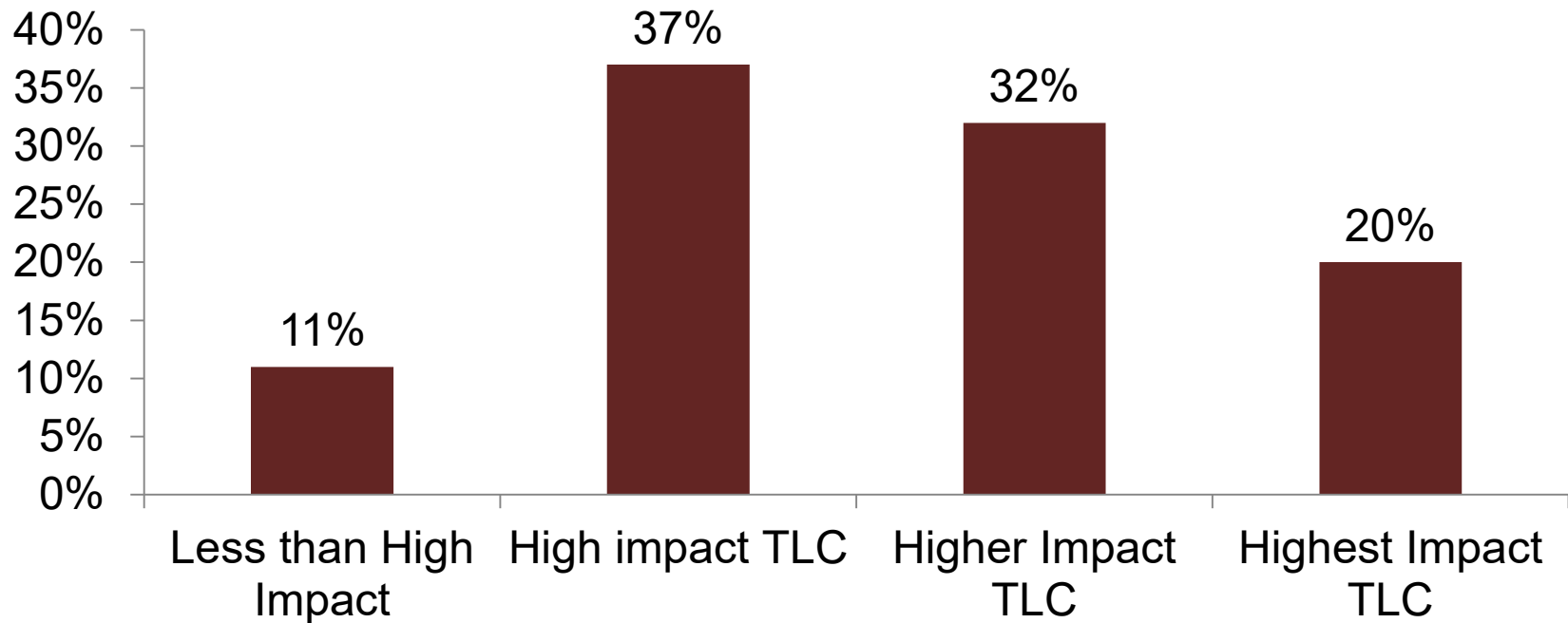
Faculty Survey Indicators of Conditions that Matter - Taxonomy

Interdisciplinary theme shapes each course's design



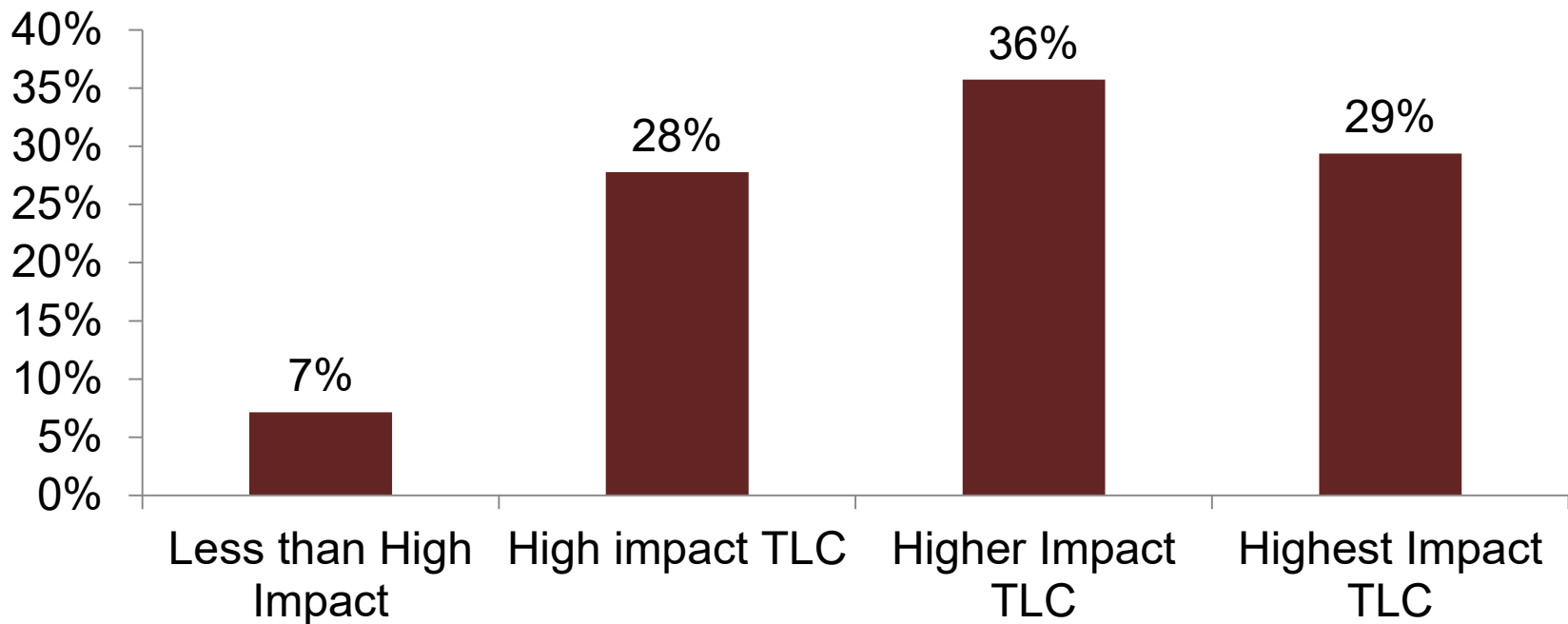
Faculty Survey Indicators of Conditions that Matter - Taxonomy

Course design encourages integrative thinking in students



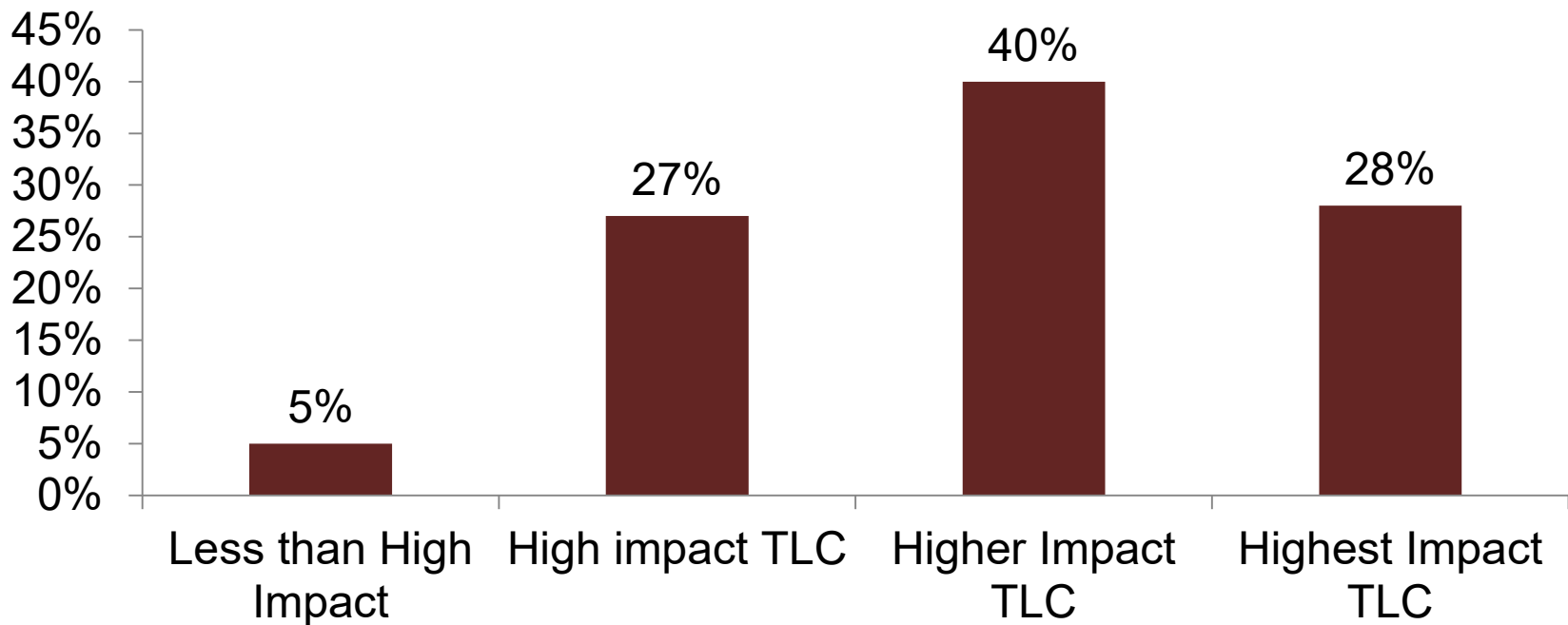
Faculty Survey Indicators of Conditions that Matter - Taxonomy

Out of class activities enhance academic content, integrative thinking, and interdisciplinary theme



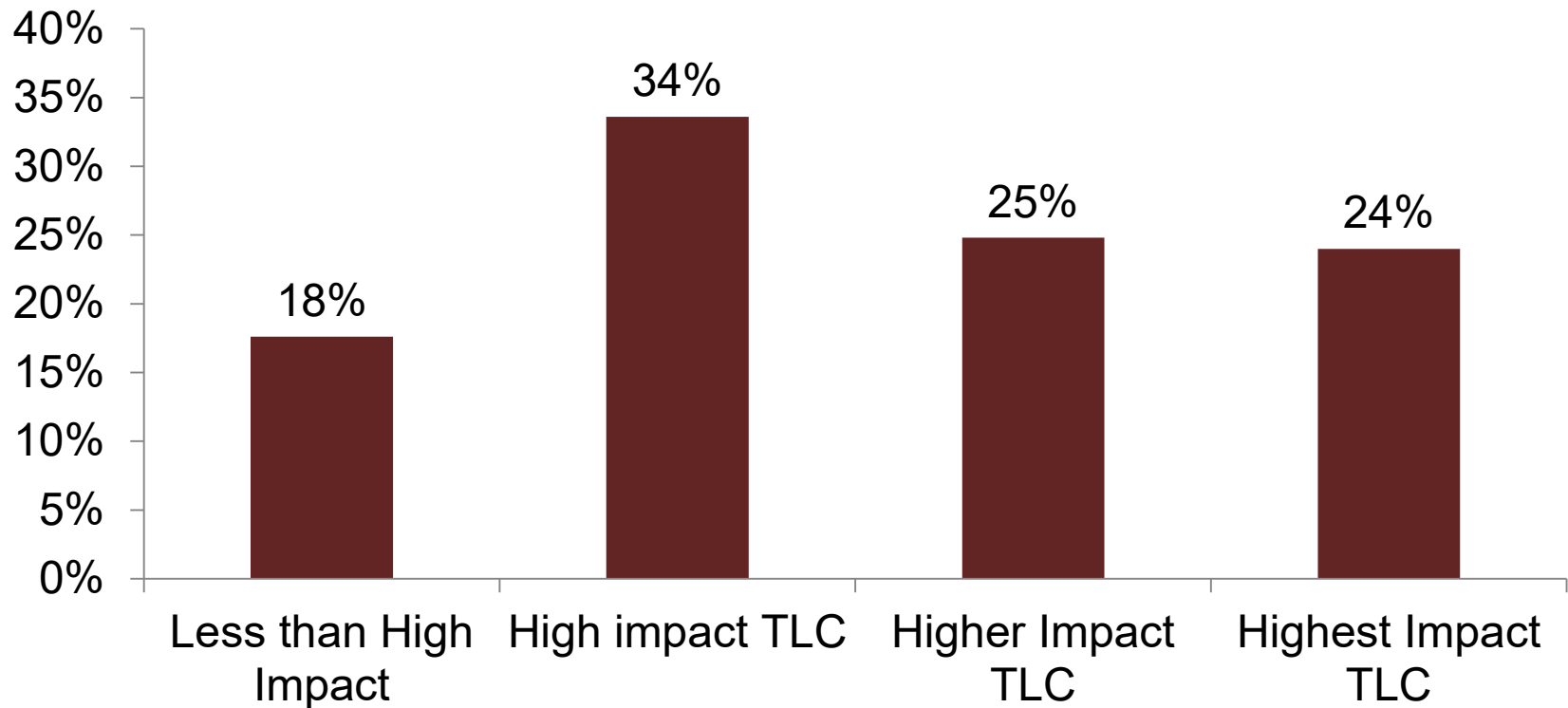
Faculty Survey Indicators of Conditions that Matter - Taxonomy

Active learning strategies are central to each course



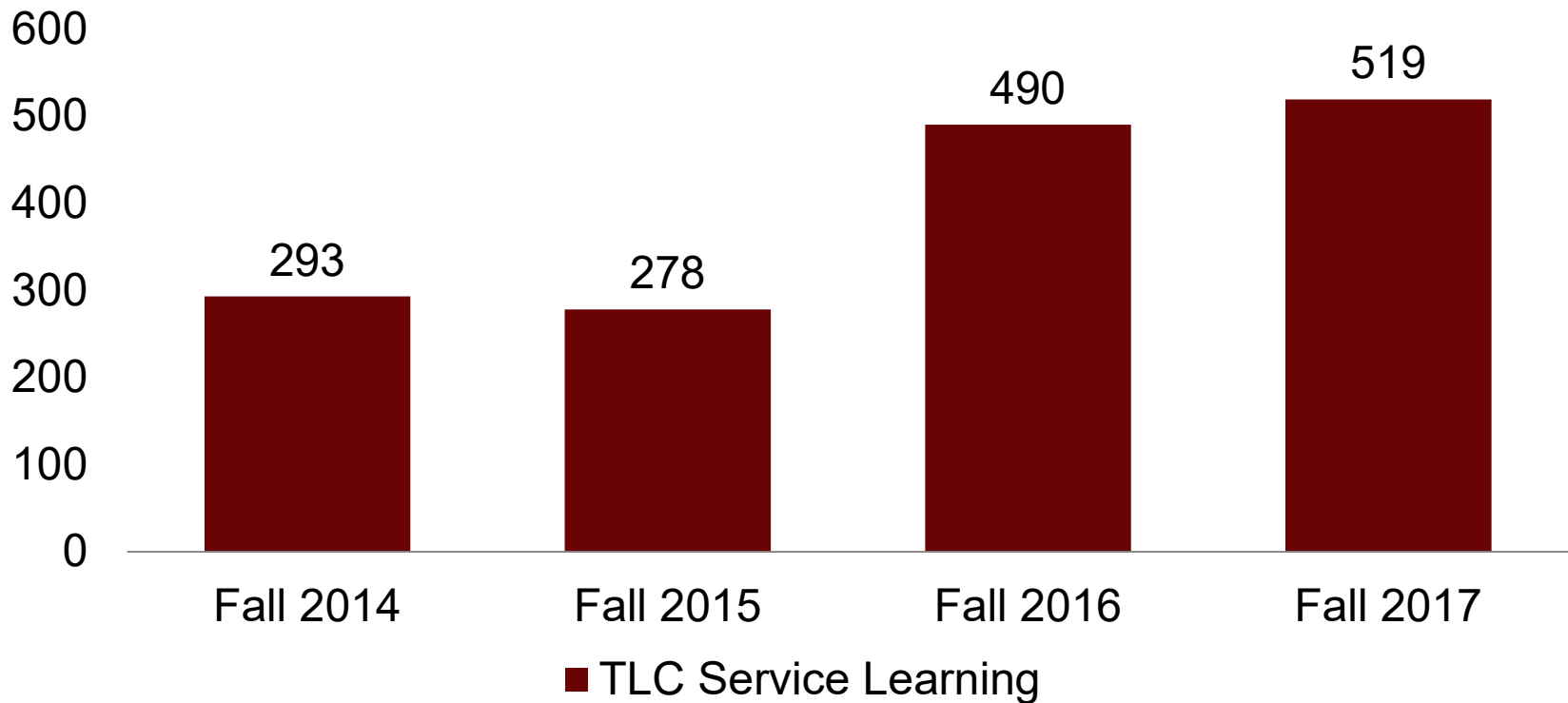
Faculty Survey Indicators of Conditions that Matter - Taxonomy

Faculty collaboration

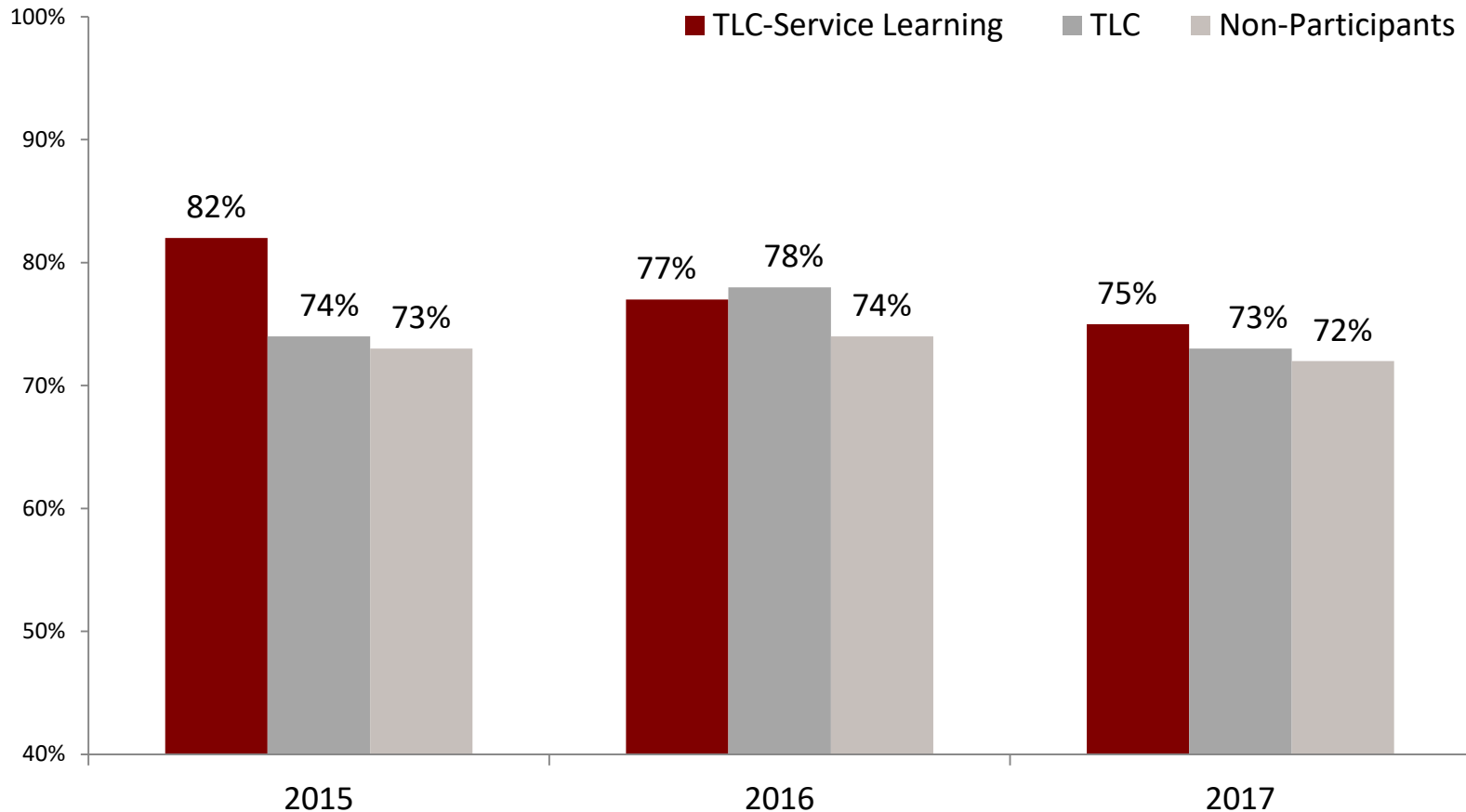


TLCs with Service Learning

Number of Student Participants



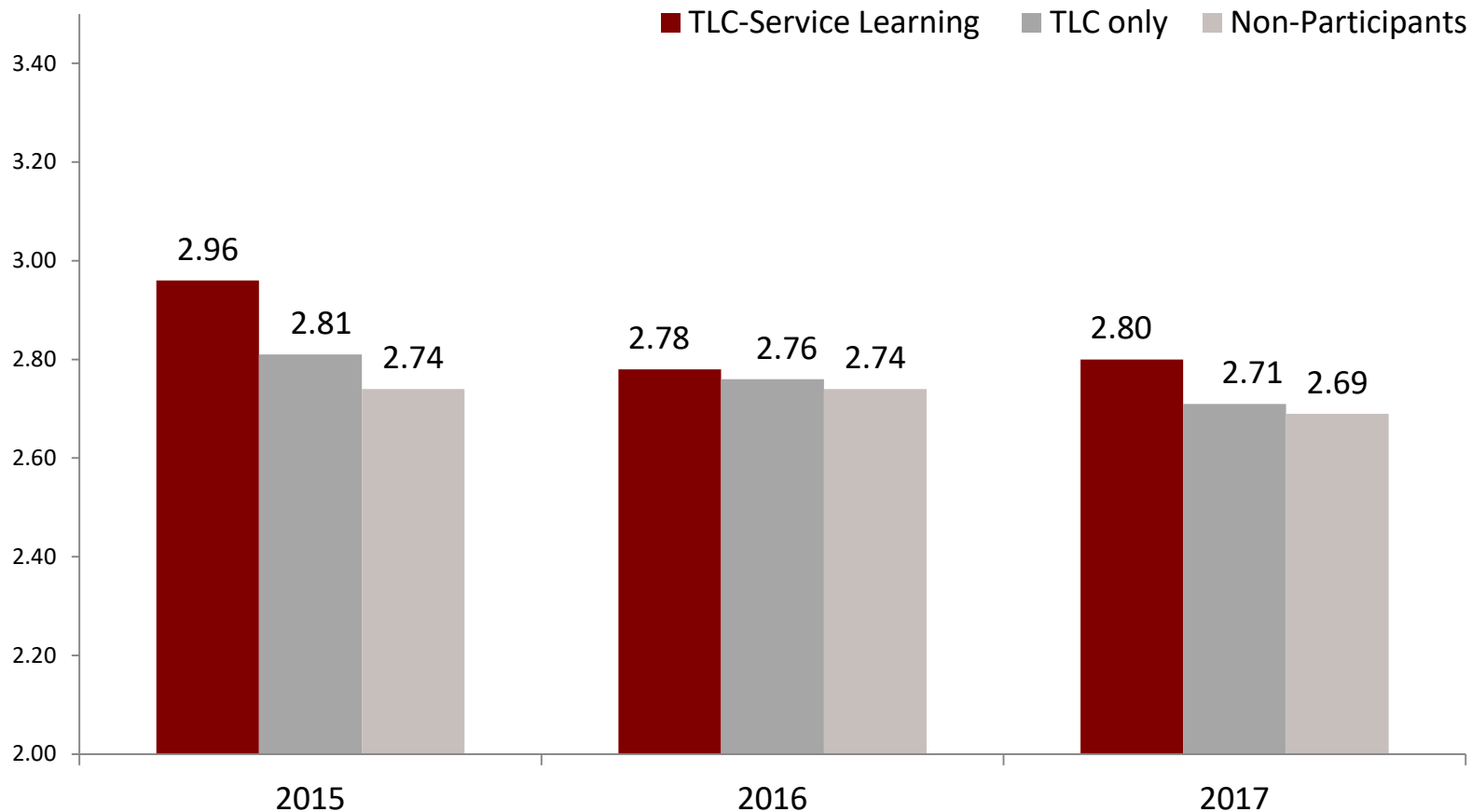
TLC-Service Learning Participants' One-Year Retention Rates Compared to TLC No Service Learning and Nonparticipants (no TLC or SL)



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)

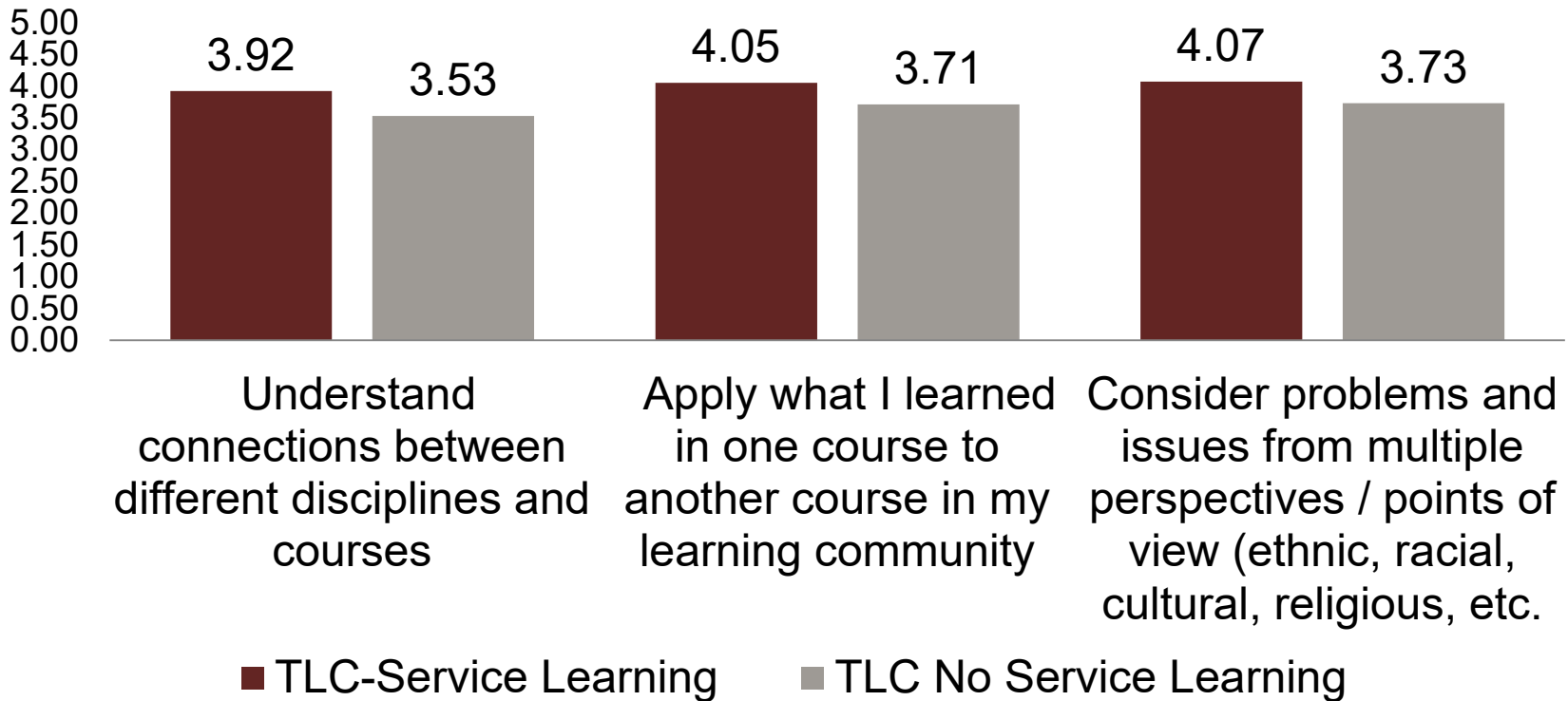


Note: One-year GPAs rates were significantly higher for TLC-Service Learning participants compared to TLC and nonparticipants even when taking academic preparation and demographics into account for the 2014 and 2015 cohorts (HS GPAs, SAT scores, income level, and admit date). Based on ANOVA results.



TLC-Service Learning: Integrative Learning

Mean Scores

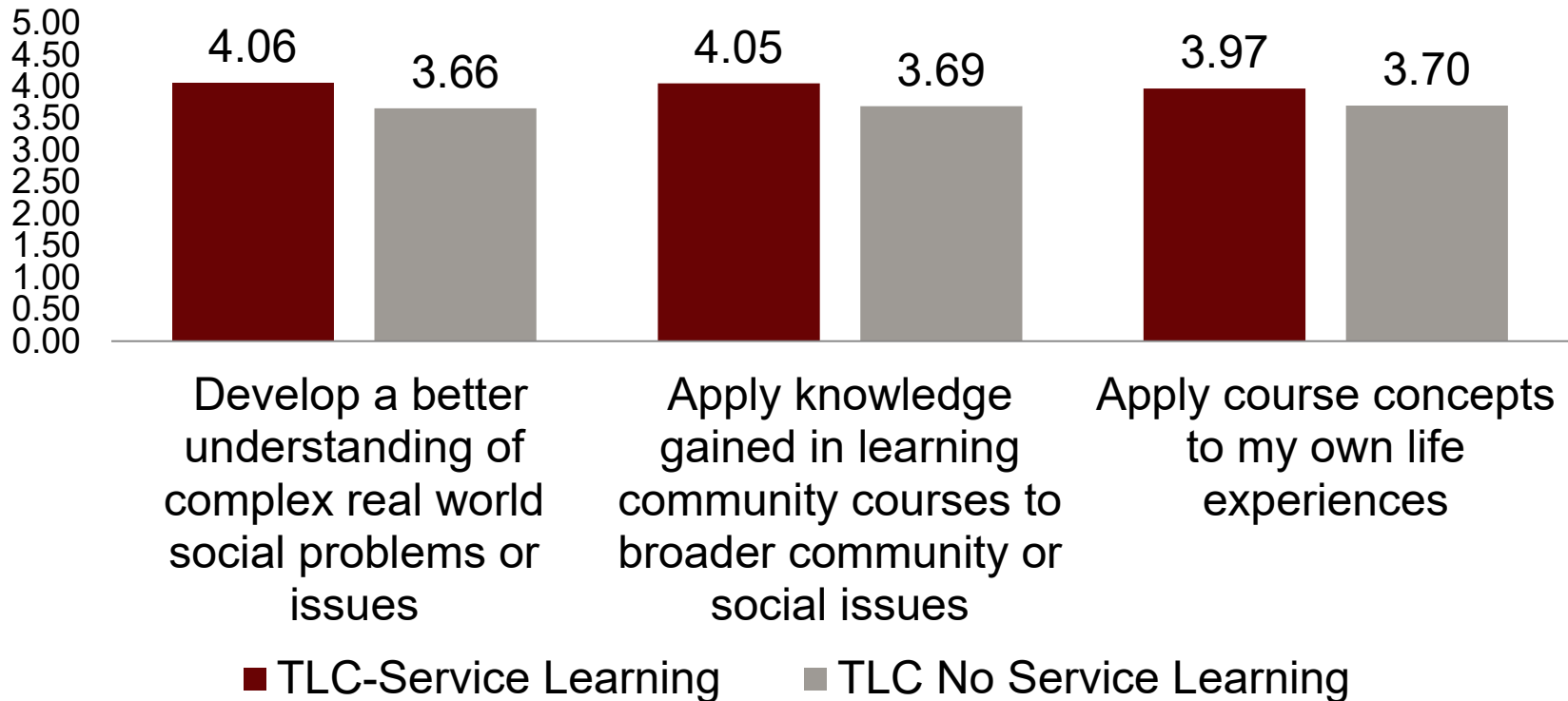


Note 1: All items significantly different based on independent samples t-test results. TLC-SL N=223, TLC No SL N=105

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



Note 1: All items significantly different based on independent samples t-test results.

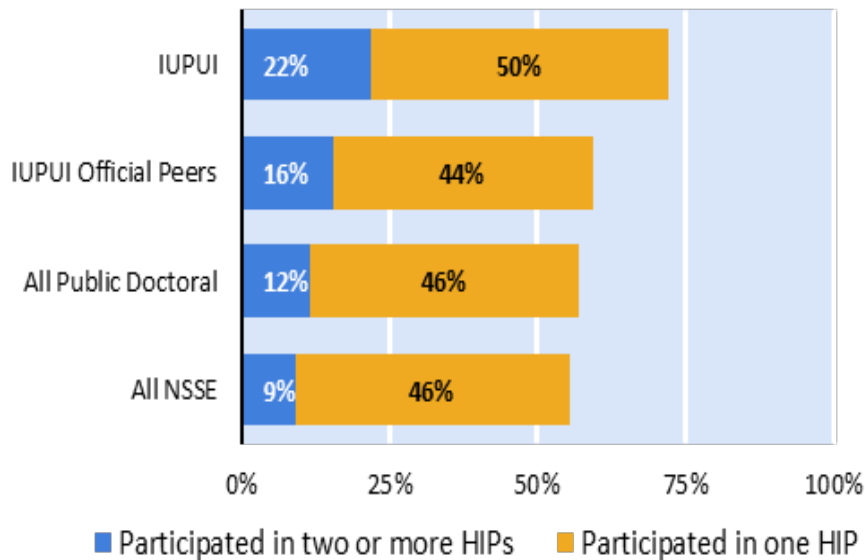
TLC-SL N=476, TLC No SL N=216

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"

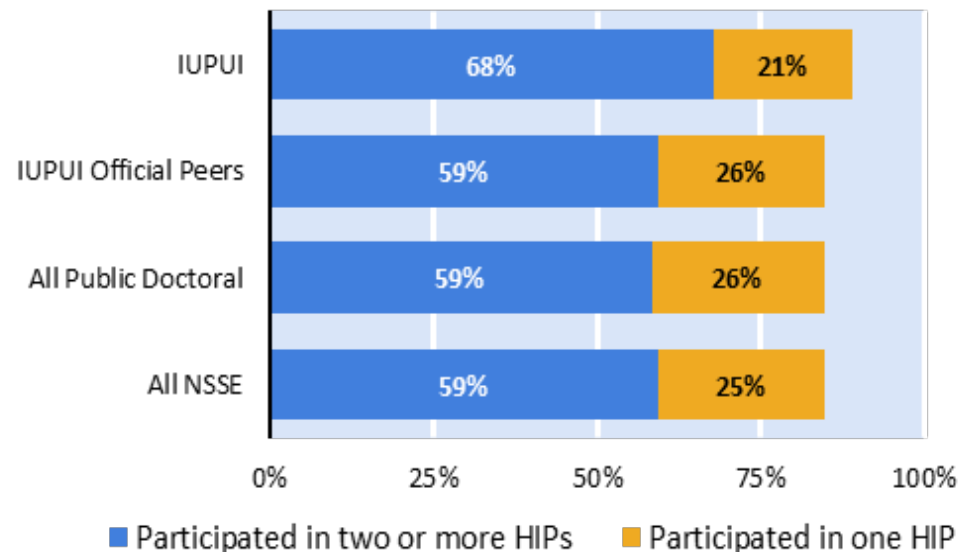


2018 National Survey of Student Engagement High Impact Practices

First-Year Students



Seniors



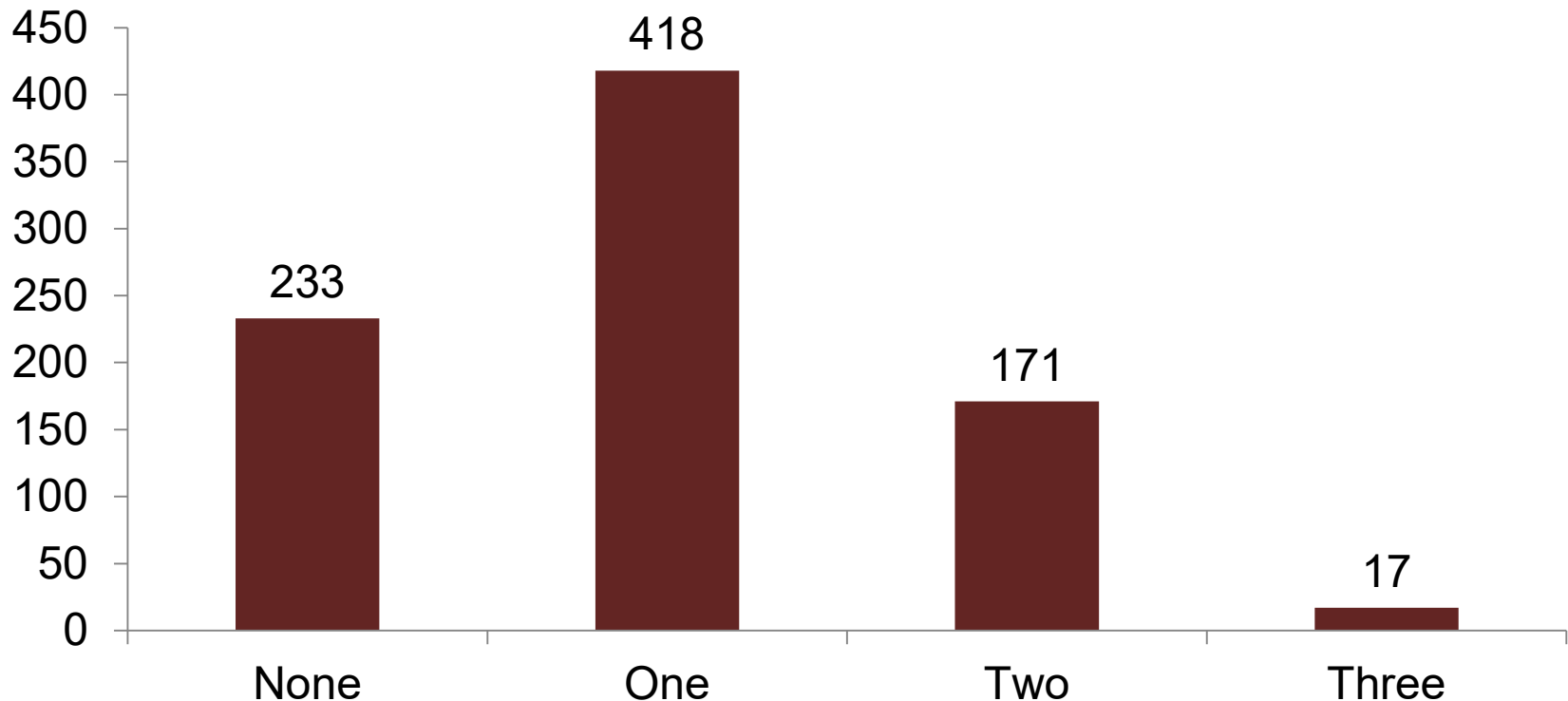
IUPUI students **significantly** more likely to participate in Learning Communities, Service Learning, Internships, and Capstones (culminating senior experiences)



NSSE 2018 Results: HIP Participation First-Year Students

Learning Community, Undergraduate Research, Service Learning

Number of HIP Participated In

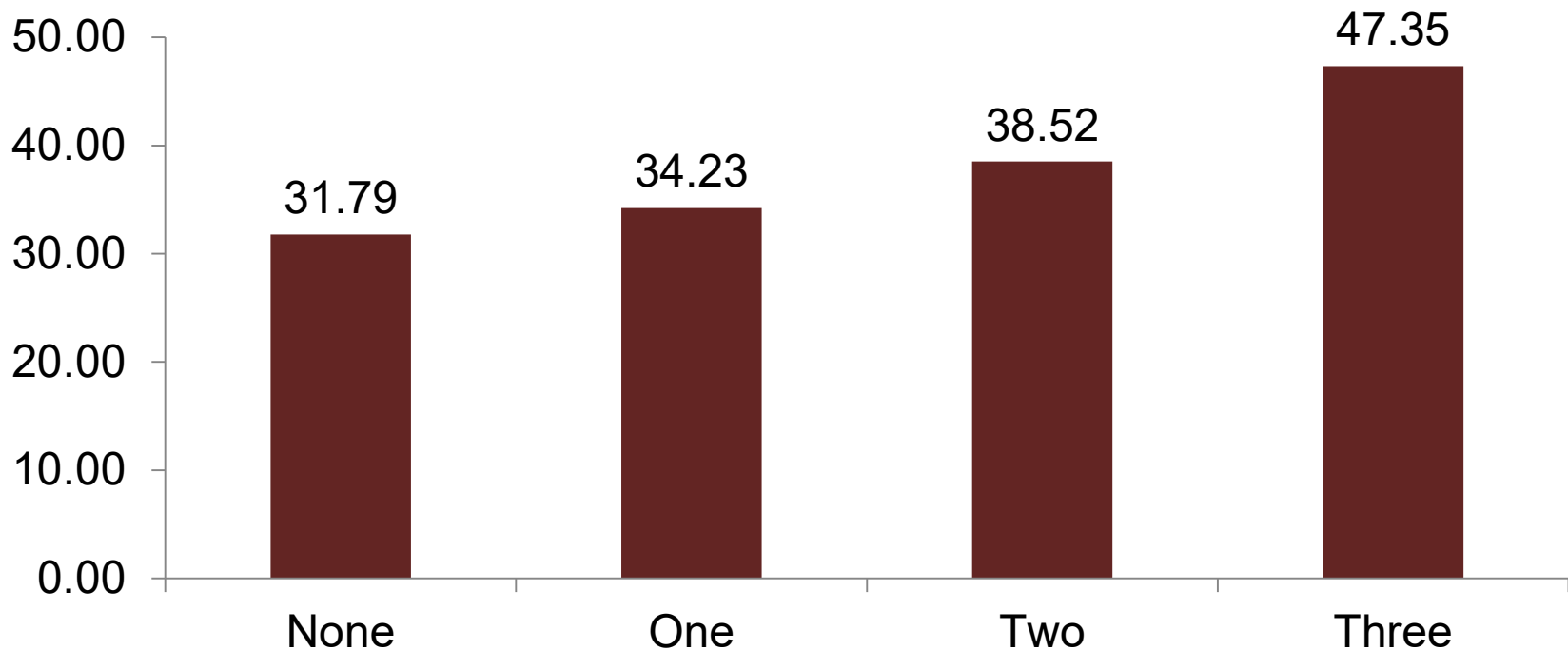


“Two” represents Themed Learning Community-Embedded First Year Seminar and Service Learning. Do not emphasize undergraduate research in FY.



NSSE 2018 Results HIPs – Collaborative Learning

Means Collaborative Learning Scores by Number of High Impact Practices First Year

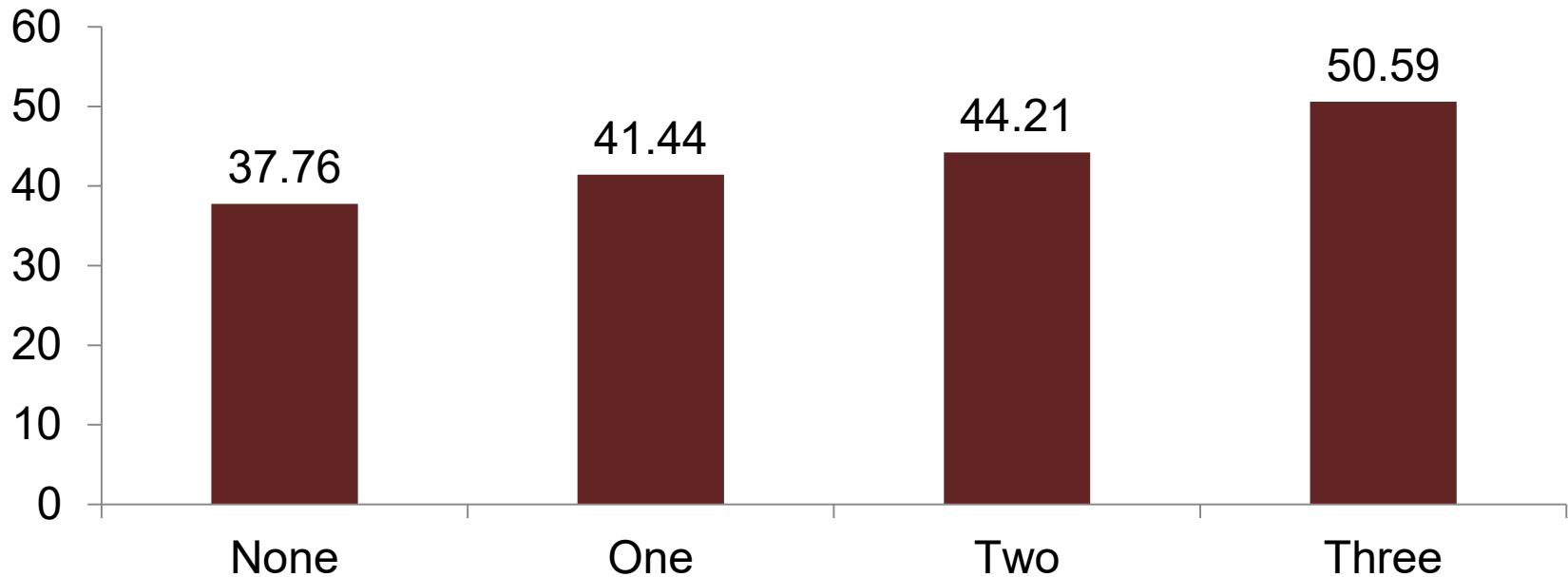


Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the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



NSSE 2018 Results HIPs – Discussions with Diverse Others FY Students

Means Discussions with Diverse Others by Number of High Impact Practices First Year

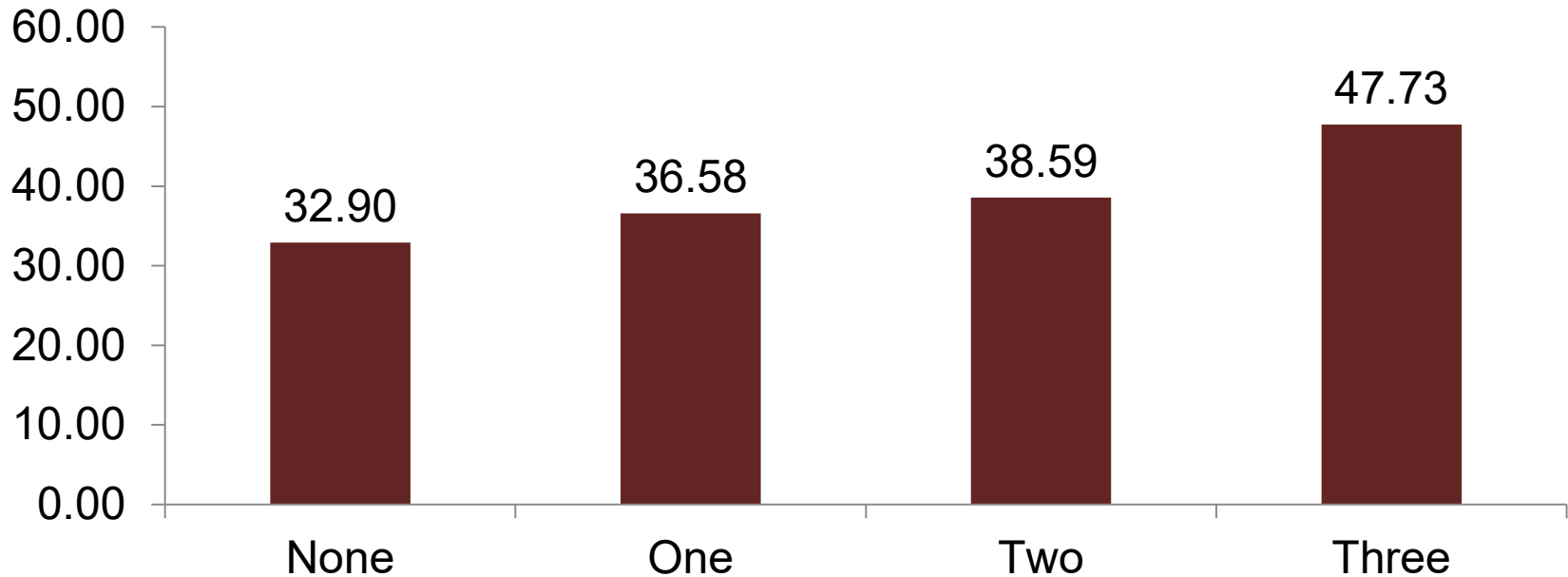


Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the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



NSSE 2018 Results HIPs – Reflective and Integrative Learning

Means Reflective and Integrative 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.



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

- “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.”



Outcomes

Faculty Learning and Development

“For the first time, I saw the service project as an artifact - much like the articles, books, videos and websites I've used for decades in analysis writing.”

“It has really helped me to clarify how to help students communicate and have open conversations about issues involving race.”

“I have been more satisfied with my teaching and with the quality of student learning. I also feel that I have been able to broaden my students' understanding of civic involvement and have them more prepared to speak in public.”



Implications for Practice and Discussion

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

Discussion and Questions



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information!

