

2014 TLC Curriculum Planning Retreat

NCAA Conference Center

March 28, 2014



What suggestions do you have
for the TLC retreat?

***“Perhaps a ‘State of the TLCs’
presentation that not only shares
statistics but updates us on
rankings... visibility across
campus... higher ed as a whole,
growth plans, etc.”***

Still the “best” ...

Programs to look for:

- Learning Communities
- First Year Experience
- Service Learning



<http://colleges.usnews.rankingsandreviews.com/best-colleges/rankings/learning-community-programs>

10 years of TLCs

- **Terry Daley**
- **Ed Gonzalez**
- **Deb Keller**
- **Francia Kissel**
- **Bev Linde**
- **Bill Orme**
- **Joan Pedersen**
- **Melinda Phillabaum**
- **Phil Scarpino**
- **Sonja Staum-Kuniej**
- **Corinne Ulbright**

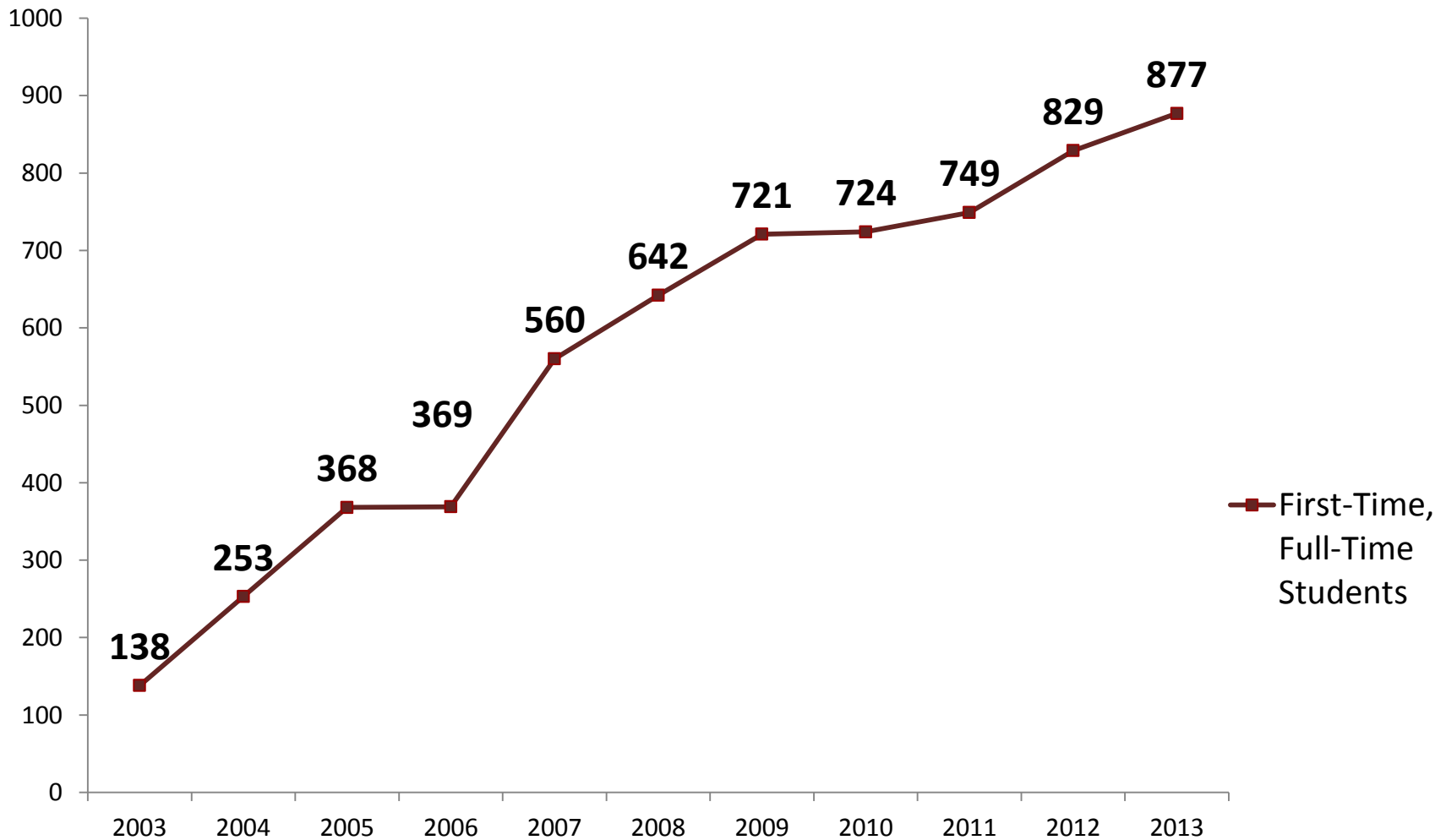
Over 50 people with 5+ years of TLCs

- **Keith Anliker**
- **Sarah Baker**
- **Gail Bennett-Edelman**
- **Jackie Blackwell**
- **Keith Brown**
- **Lauren (Chism) Schmidt**
- **Mary Ann Cohen**
- **Terry Daley**
- **Archana Dube**
- **Crystal Garcia**
- **Patrick Gee**
- **Beth Goodman**
- **Robert Grimm**
- **Pam Hacker**
- **Randal Halverson**
- **Kathleen Hanna**
- **Michele Hansen**
- **Mark Harper**
- **Sara Harrell**
- **May Jafari**
- **Cory Jefferson**
- **Lynn Jettpace**
- **Deb Keller**
- **Shannon Kelley**
- **Khadija Khaja**
- **Francia Kissel**
- **Sarah Layden**
- **Bev Linde**
- **John McGrew**
- **Beth Neal-Beliveau**
- **Kristi Palmer**
- **Joan Pedersen**
- **Melinda Phillabaum**
- **Mike Polites**
- **William Potter**
- **Mary Price**
- **Gina Sanchez -Gibau**
- **Phil Scarpino**
- **Lauren (Chism) Schmidt**
- **Denise Slayback-Barry**
- **Eric Snajdr**
- **Sherry Stone**
- **David Strong**
- **Kate Thedwall**
- **Regina Turner**
- **Corinne Ulbright**
- **Joe Weaver**
- **Ann Wells**
- **Dawn Whitehead**
- **Cindy Williams**
- **Casey Windhorst**
- **Mike Yard**

Program growth

- 7 programs in 2003
- 42 programs scheduled for 2014 (+1?)

TLC Program Growth



A few highlights from last year

TLC Mini-grants:

Some of the cool experiences

R.I.S.E. Experiences

Other awesome learning experiences:

Global Crossroads: Secondary Students with La Universidad Autónoma del Estado de Hidalgo (UAEH) in Pachuca, Mexico.

Research: Science TLC research projects like...

Service Learning:

Learning Communities, First Year Seminars and Service Learning as High Impact Practices

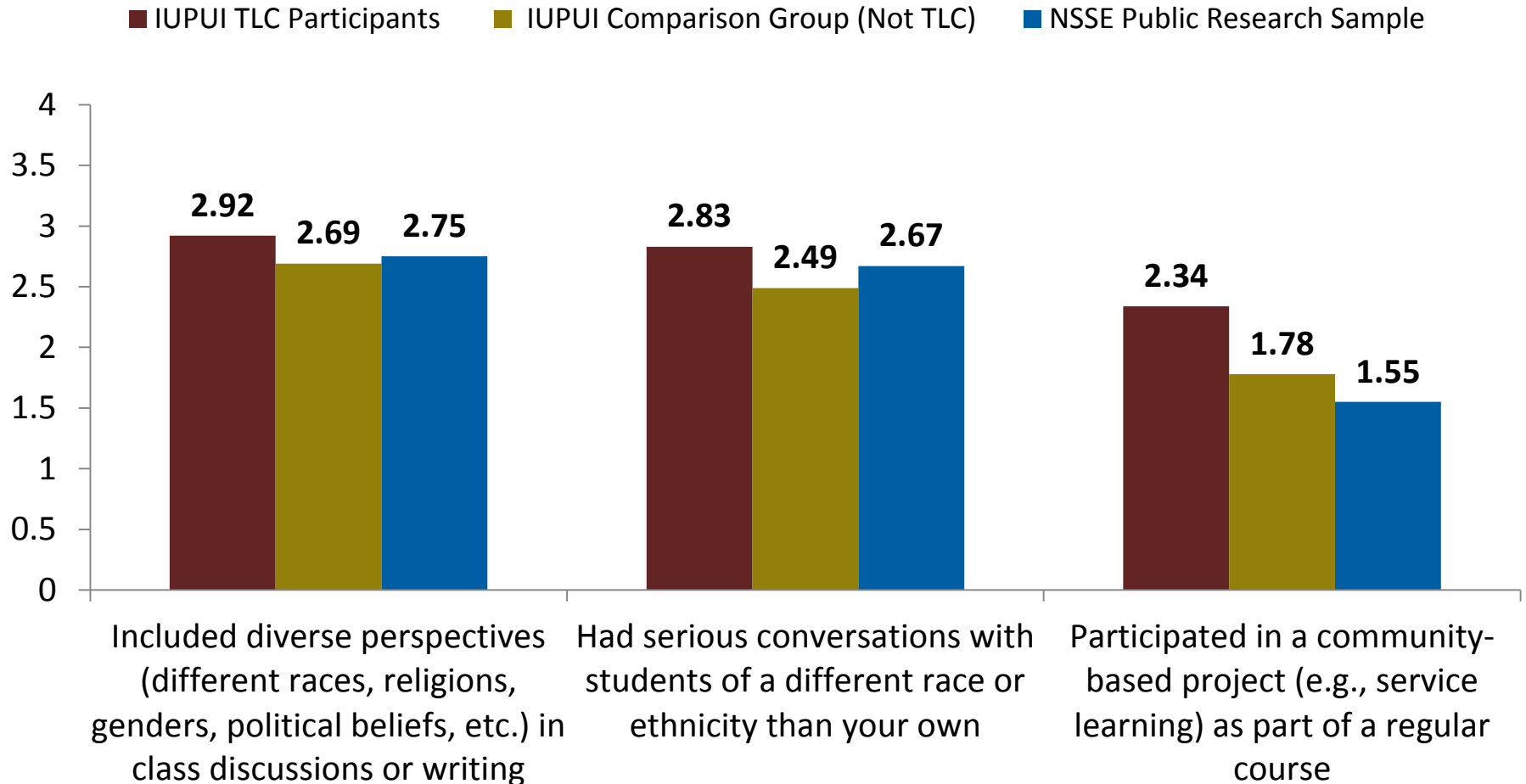
- This is what we know: First Year Seminars and Learning Communities are HIPs - and we know HIPs matter. We know that HIPs work for (student populations) and we know that more HIPs are better (Finley). We also know that it is possible to have "low impact" HIPs. In other words, having TLCs isn't enough - we must do them well. This is what the literature tells us about doing them well.

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
- (Finley & Kuh, in press; Kuh & O'Donnell, 2013; Kuh, 2008)

National Survey of Student Engagement Results

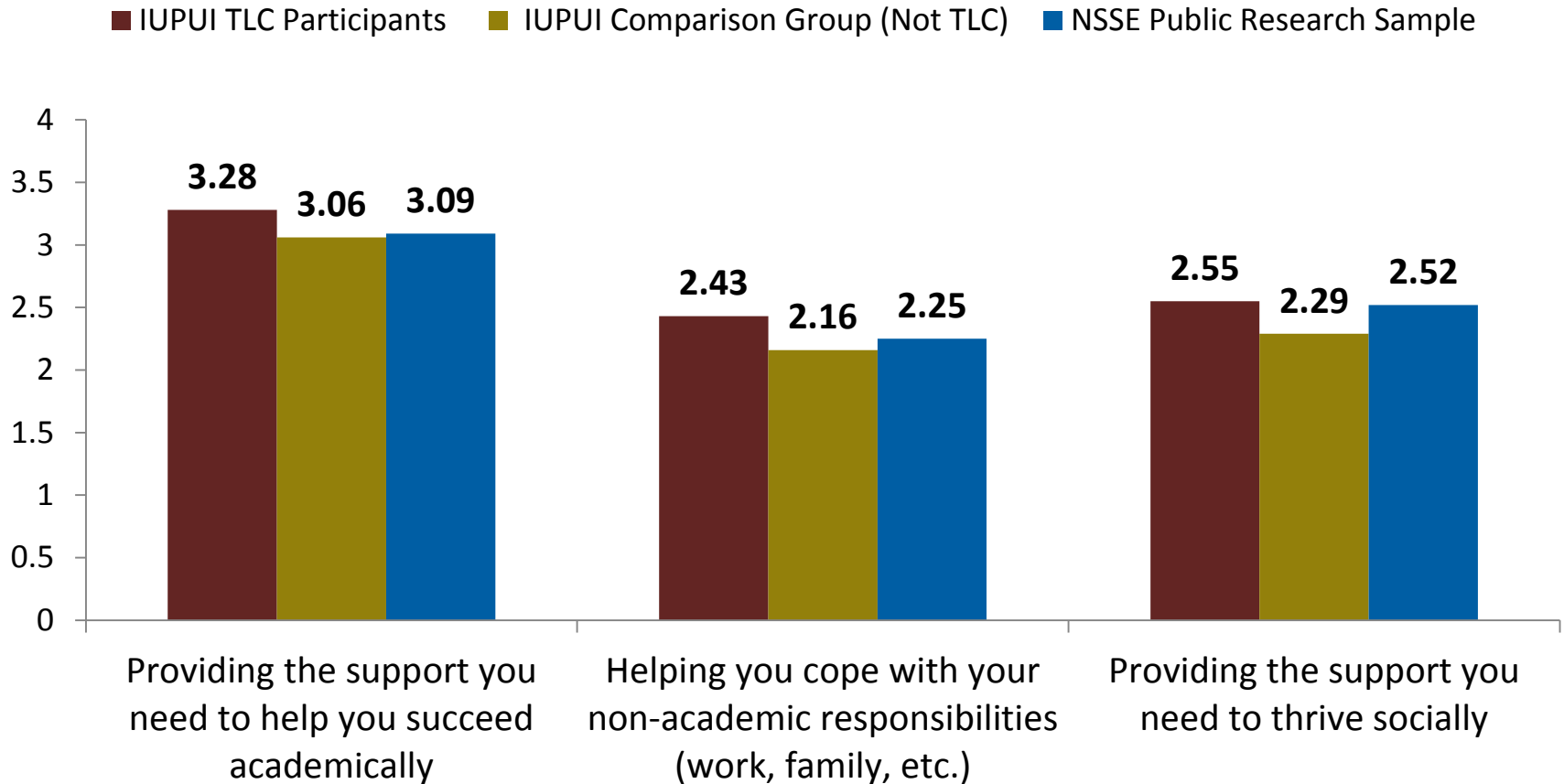
Academic and Intellectual Experiences



Note: Responses based on a 4-point scale where 1 = "never," 2 = "sometimes," 3 = "often" and 4 = "very often"

National Survey of Student Engagement Results

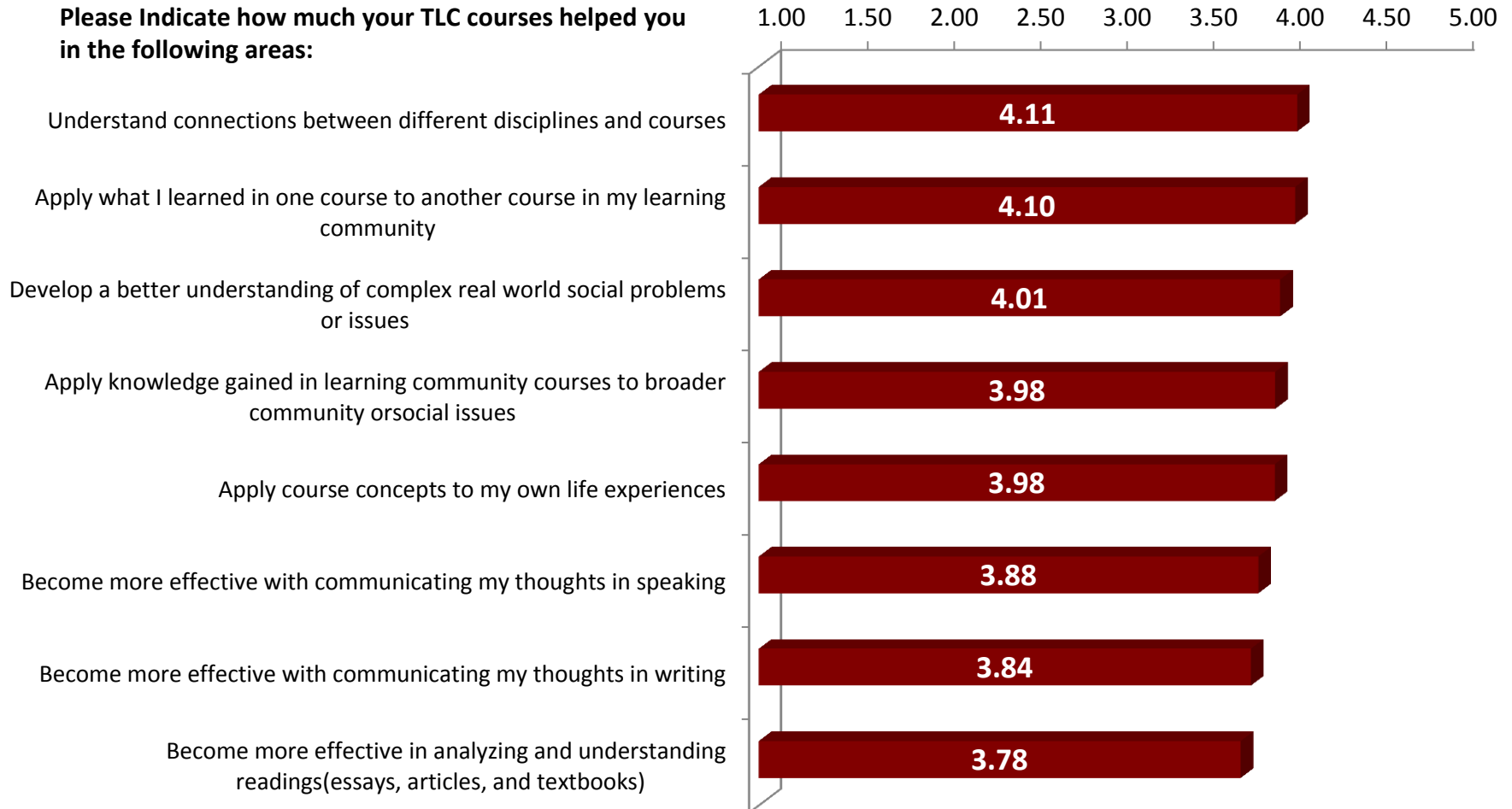
Institutional Environment



Note: Responses based on a 4-point scale where 1 = "very little," 2 = "some," 3 = "quite a bit" and 4 = "very much"

Real World Applications, Integrative Learning and Reflection

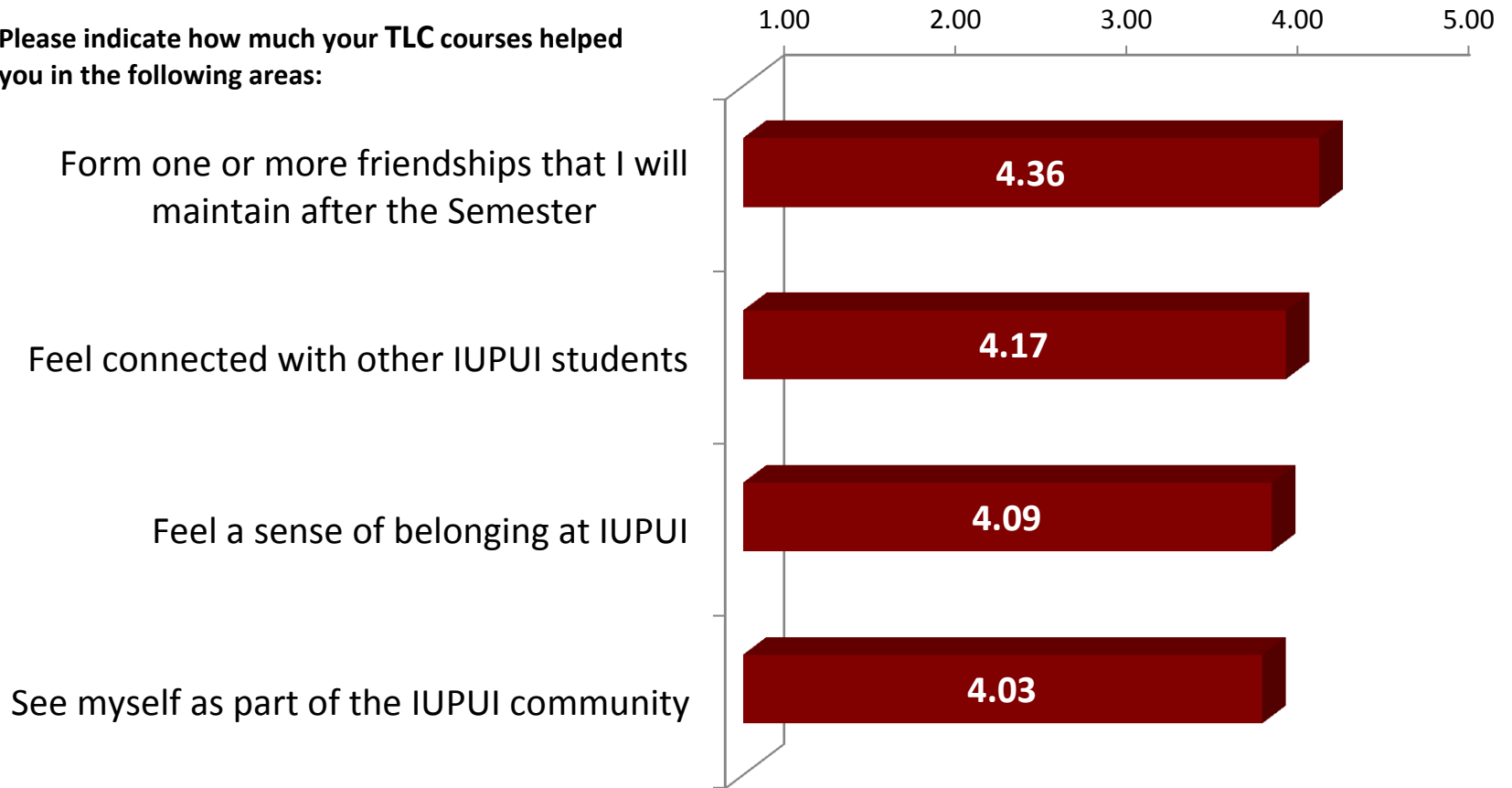
Please Indicate how much your TLC courses helped you in the following areas:



Note: Responses based on a 5 point Likert-Type scale where 1 = "Very Little", 2 = "Little", 3 = "Some", 4 = "Much", and 5 = "Very Much"

Sense of Community

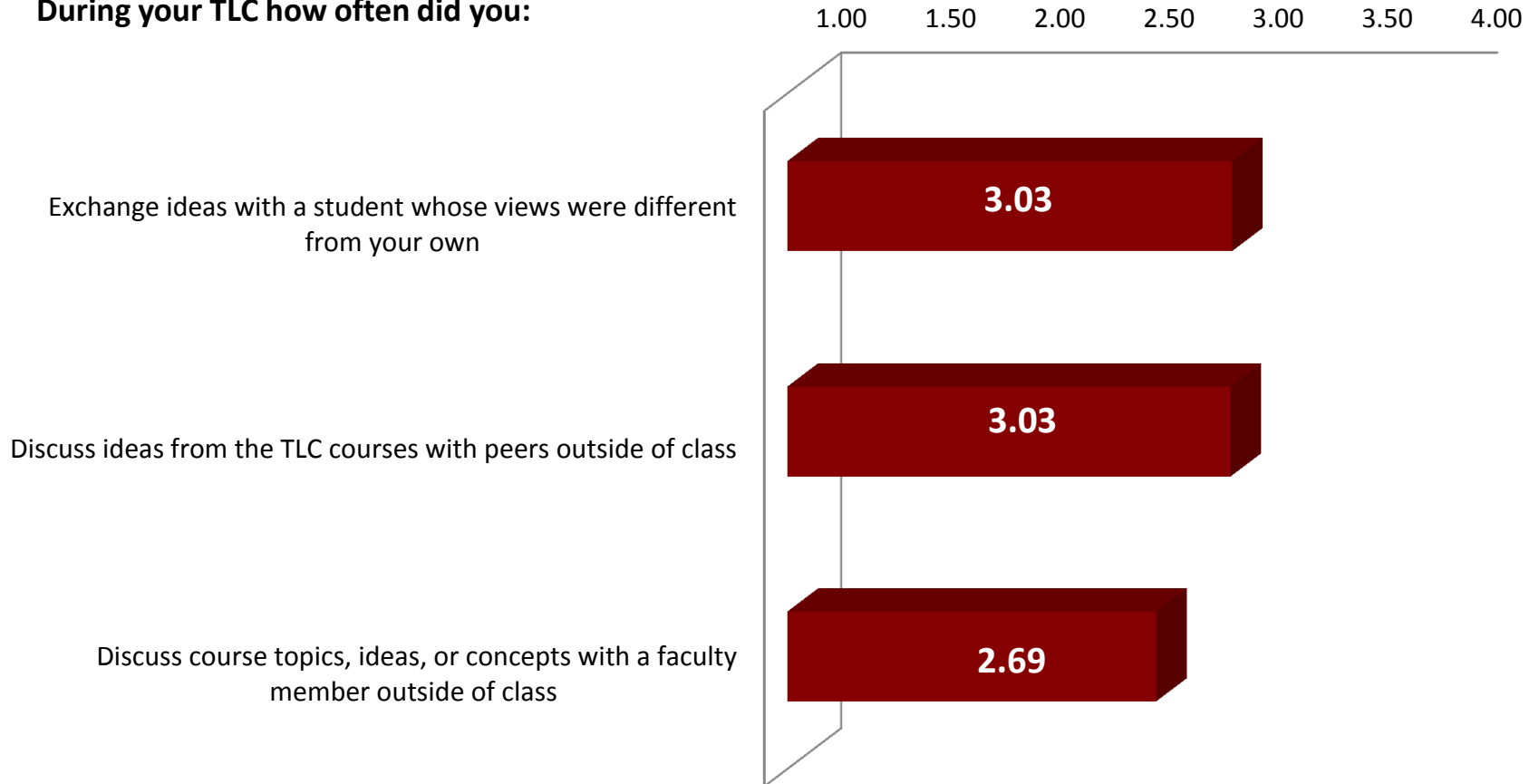
Please indicate how much your TLC courses helped you in the following areas:



Note: Responses based on a 5 point Likert-Type scale where 1 = "Very Little", 2 = "Little", 3 = "Some", 4 = "Much", and 5 = "Very Much"

Peer and Faculty Interactions

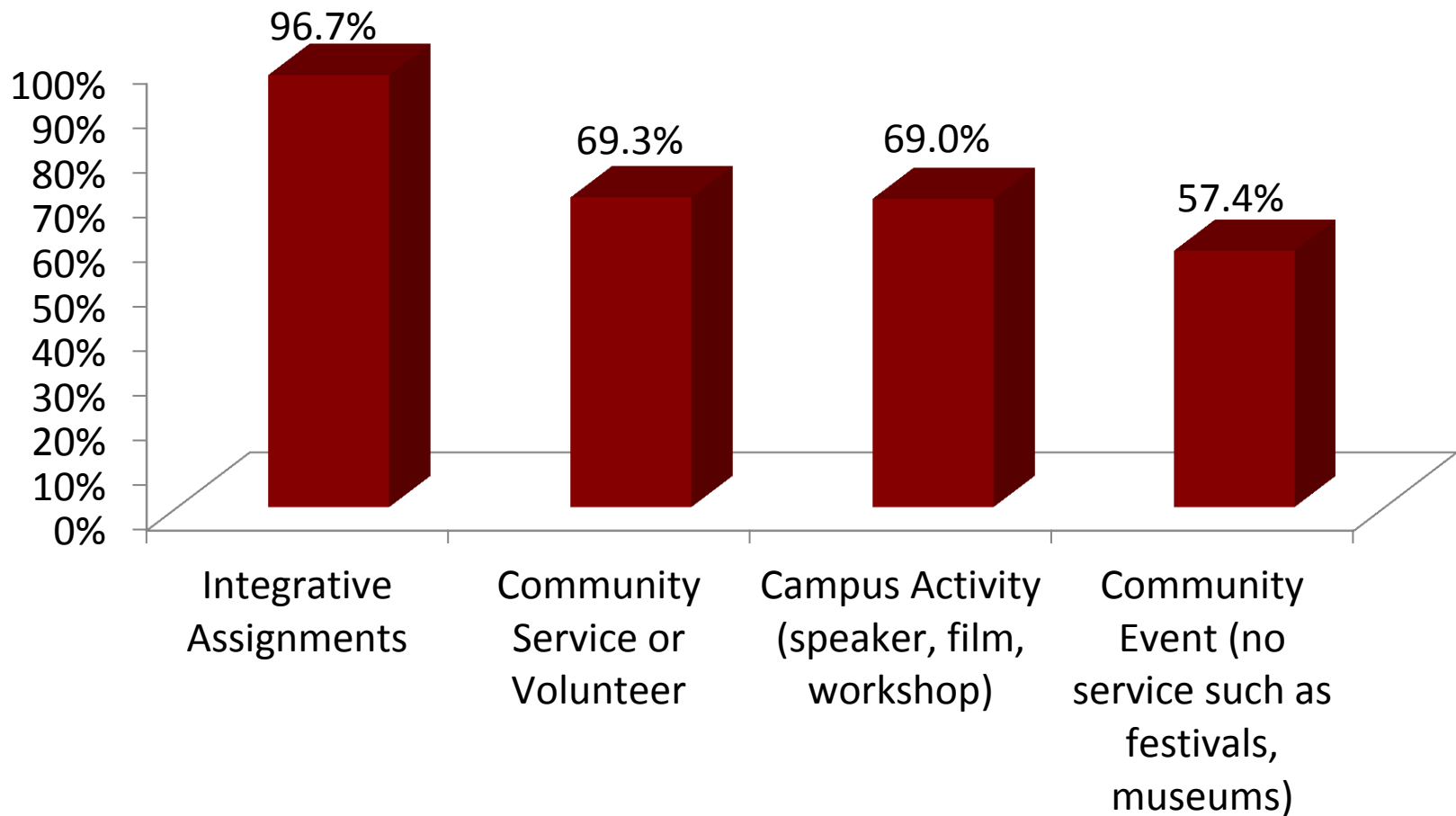
During your TLC how often did you:



Note: Responses based on a 4-point scale where 1 = "never," 2 = "sometimes", 3 = "often" and 4 = "very often"

Engaging Experiences

% TLC Students Participating in...



TLC End-of-Course Questionnaire

- **Sense of Belonging and Community $\alpha = .88$**
 - “Form one or more friendships that I will maintain after the Semester”
 - “Feel a sense of belonging at IUPUI”
- **Integrative Thinking and Learning $\alpha = .91$**
 - “Understood connections between different disciplines and courses.”
 - “Develop a better understanding of complex real world social problems and issues.”
- **Peer Interactions $\alpha = .73$**
 - “Discuss ideas from the TLC courses with peers outside of class”
 - “Exchange ideas with a student whose views were different from your own”
- **Communication Skills $\alpha = .81$**
 - “Became more effective with communicating my thoughts in writing.”
 - “Became more effective with communicating my thought in speaking.”
- **Faculty Interactions (only 1 item)**
 - “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?

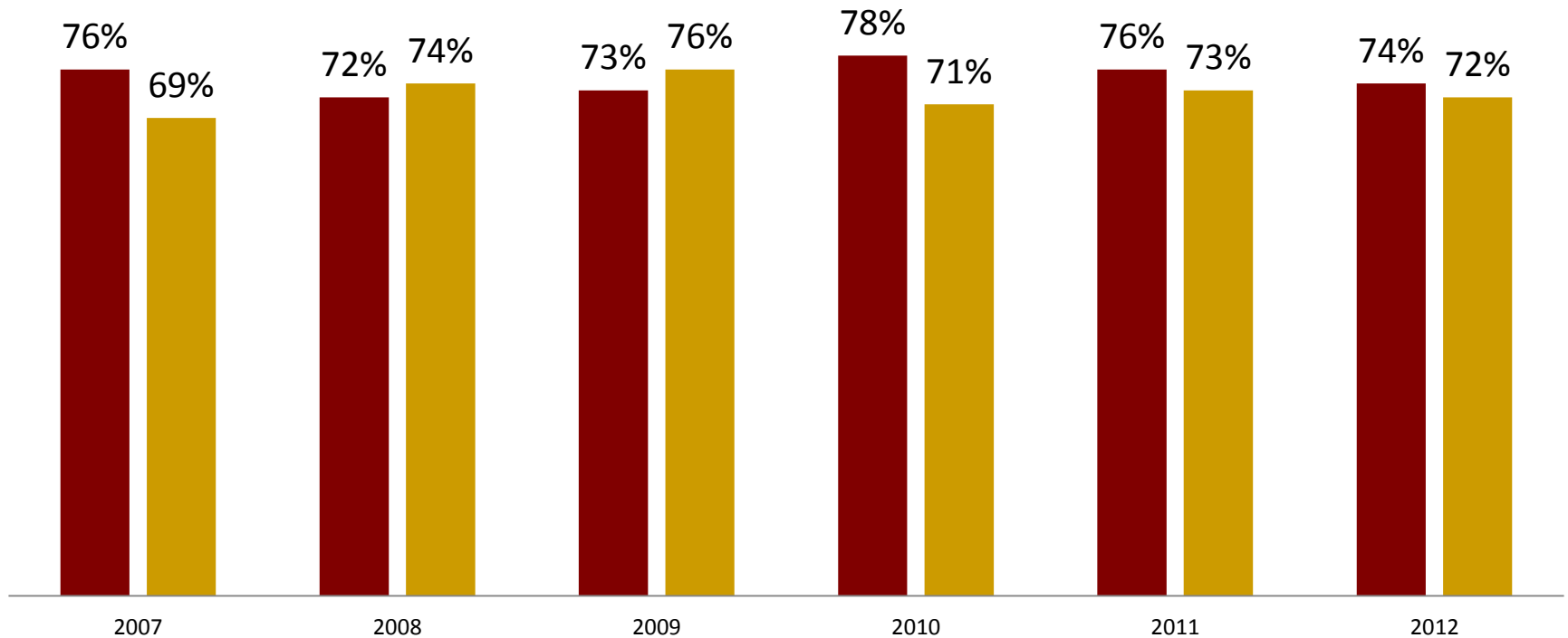
- **Integrative Thinking and Learning**
 - Understand connections between different disciplines and courses
 - Develop a better understanding of complex real world social problems or issues
 - Apply what I learned in one course to another course in my learning community
 - Apply knowledge gained in learning 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?

- **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

TLCs and One-Year Retention

■ TLC Participants ■ 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). 2012 one-year retention rates are not significantly different.

2011 TLCs and One-Year Retention

	Variable	B	SE	Wald Statistic	95% CI	p	Odd Ratio
Step 1	H.S GPA	1.15	.13	77.37	2.44, 4.06	.000	3.15
	SAT Score	.00	.00	2.21	1.00, 1.00	.137	1.00
	First Generation	-.10	.10	1.03	.74, 1.10	.310	.90
	Female	-.01	.10	.01	.81, 1.21	.932	.99
	Low Income	-.18	.10	3.34	.68, 1.01	.068	.83
Step 2	H.S GPA	1.17	.13	79.33	2.48, 4.14	.000	3.21
	SAT Score	.00	.00	2.51	1.00, 1.00	.113	1.00
	First Generation	-.11	.10	1.30	.73, 1.09	.255	.89
	Female	-.02	.10	.04	.80, 1.20	.835	.98
	Low Income	-.18	.10	3.11	.69, 1.02	.078	.84
	TLC	.28	.11	7.16	1.08, 1.63	.007	1.33

TLC participants have **33%** better odds of being retained compared to non-participants (based on the odds ratio).

Fall 2013 TLCs

	Fall GPA	% Below 2.0 Fall GPA	Fall-Spring Retention Rate*
TLC	2.85	17%	91%
Nonparticipants	2.81	19%	88%
Overall	2.82	19%	89%

*Bolted items are statistically significant based on an independent samples t-test or chi-square test results ($p < .001$).

Fall 2013 TLCs Impact on GPA

	N	Fall GPA	Adjusted Fall GPA*
TLC	833	2.86	2.88
Non-Participants	2208	2.81	2.81
Overall	3041	2.83	

Bolded items are statistically significant based on Analysis of Covariance (ANCOVA) results ($p < .045$).

Partial Eta Squared = .023 indicating a small effect size.

* Covariates included in the model were High School GPA, SAT Score, Enrollment Date (proxy for student motivation), 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 (dummy coded where 1=Female and 0 = Not Female or Male).

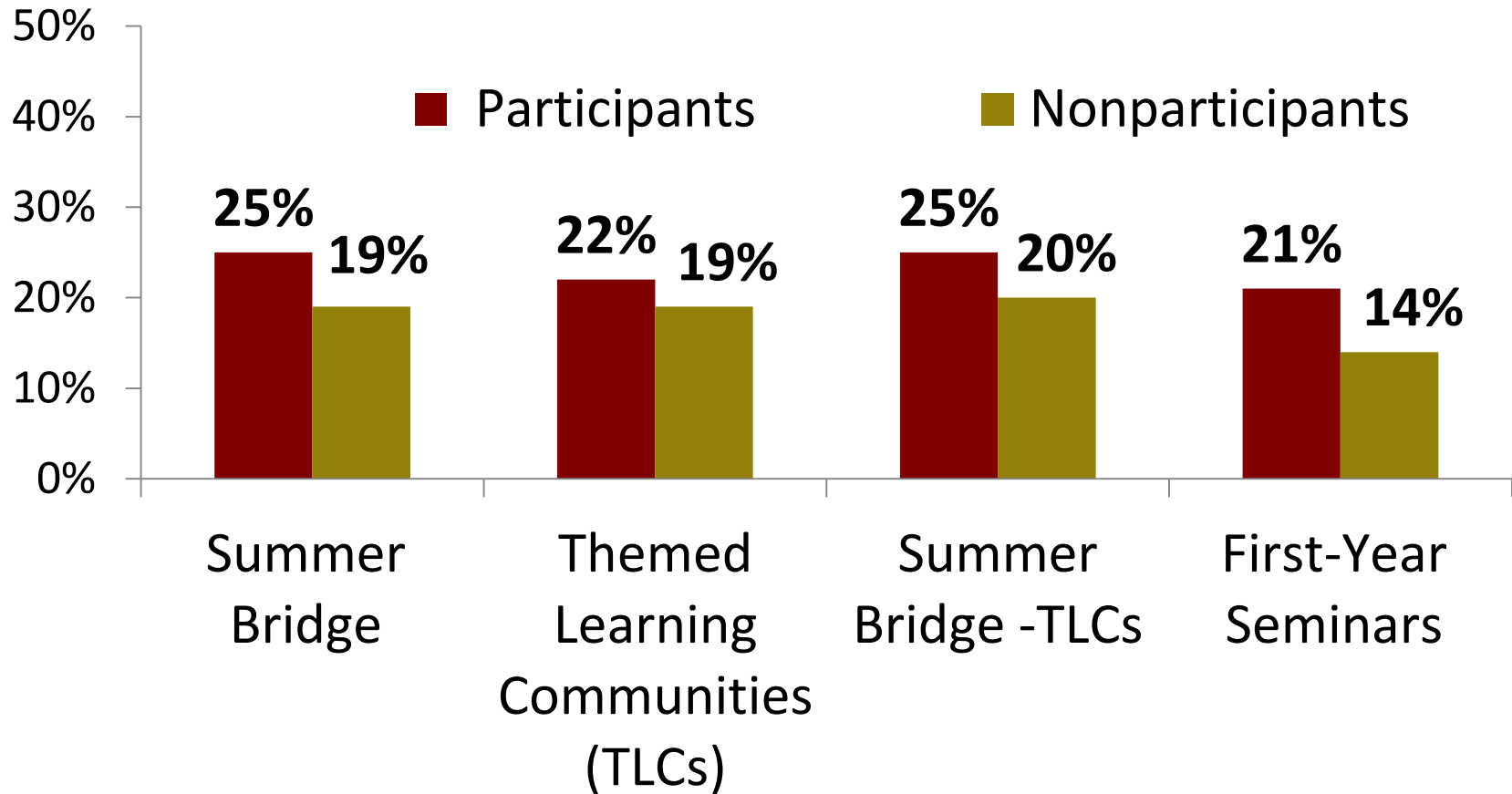
Fall 2013 TLCs by School

TLC	N	Actual First Year GPA	Adjusted First Year GPA**	Fall-Fall Retention Rate	Adjusted Fall-Fall Retention Rate**
Business	43	2.51	2.58	74%	73%
Education	56	2.66	2.76	77%	79%
Engineering	67	2.66	2.35	82%	76%
Herron	17	3.12	3.23	83%	90%
HPER-L	43	2.74	2.69	71%	71%
Nursing	66	2.99	2.83	81%	78%
Science	63	2.52	2.42	72%	70%
Liberal Arts	130	2.67	2.70	73%	73%
SPEA	33	2.61	2.61	80%	79%
Social Work	15	2.32	2.49	53%	57%
Technology	33	2.43	2.48	67%	67%
University College	225	2.54	2.63	71%	72%
Overall	791	2.63		74%	

**Adjusted while taking into account HS GPAs and SAT scores and based on ANCOVA results.

Note: **Green** shading indicates that actual Fall GPA is above expected or adjusted.

Indianapolis Only 2009 First-Time, Full-Time Cohort 4-Year Graduation Rates



Final Note

“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).