

2018 Learning Community Course Evaluations

Executive Summary

CONTACT INFORMATION

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The IUPUI Learning Communities (LC) experience is a semester long cluster of courses linked together for beginning students. The programs are designed to help beginning students make a successful transition to college and set them up for future success in classes, allowing students to build close friendships with peers and make connections with faculty.

In both Themed and Gateway Learning Communities, students co-enroll in two or more courses and explore a central theme with experiences in and out of the classroom, forming connections between classwork and their life experiences. Structurally the models are different, in Themed Learning Communities the course instructors work collaboratively to intentionally connect the content of their courses through assignments and activities, and meet as a team with the students. In Gateway Learning Communities the First-Year Seminar instructor works to integrate learning connected to the theme into the FYS course while involvement from the linked course instructor(s) is not required.

The questionnaire was designed to enhance understanding of students' perceptions of their Learning Community experience (e.g., if the courses improved the students' ability to form connections, apply knowledge across courses, and if instructional team members were committed to promoting an environment that respects and celebrates diversity). The questionnaire also allowed students to respond to open-ended questions on the aspects they liked the most and least about their LC experience, and why they chose their Learning Community.

Results suggest that the Themed Learning Community experience helped students work well with diverse others, explore topics directly related to their TLC theme, and made it easier for them to make friends. The Gateway Learning Community experience helped students form lasting friendships, work well with diverse others, and work collaboratively with other students.

Results suggested that the TLC experience contributed to integrative thinking and engagement (97% of students reported completing a graded assignment that required integrating ideas, strategies, or skills; 79% reported participating in a campus activity as part of their TLC) and similar, but slightly lower, amounts for the GLC experience (95% of students reported completing a graded assignment that required integrating ideas, strategies, or skills; 72% reported participating in a campus activity as part of their GLC). Also, seven in ten respondents indicated they are significantly likely to return to IUPUI for the next academic year for both Learning Communities.

TLC and GLC Significant Differences

- Overall, TLC respondents were more satisfied/very satisfied with their experience than GLC respondents by 11%.
- For all significant differences, TLC was significantly higher than GLC results.
- With TLC having a theme, they explored topics directly related to the theme more often and applied what they learned in one course to another LC course.
- TLC students reported considering problems and issues from multiple perspectives, applying knowledge to broader community or social issues, and actively discussing complex issues and ideas more than GLC students.



**Institutional Research
and Decision Support
(IRDS)**

TLC Key Highlights

- 81% of respondents indicated that their TLC helped them work well with others who differ from them (with regard to religious beliefs, gender, ethnicity, cultural background, race, etc...) either much or very much.
- During their TLC, 84% of students reported they often or very often explored topics directly related to the theme of their TLC
- 79% reported they often or very often actively discussed complex issues and ideas.
- The number one aspect respondents liked was having classes with the same people (38% of comments).
- Nearly a quarter of respondents selected a Themed Learning Community based on the content (28%).
- Almost 40% of comments suggested that respondents least liked aspect of their TLC experience was related to the assignments.

Themed Learning Community Student Survey Responses

- Eighty-one percent of respondents indicated much/very much that their TLC helped them work well with others who differ from them (with regard to religious beliefs, gender, ethnicity, cultural background, race, etc...).
- Almost three-fourths (74%) of students felt they applied much/very much of what they learned in one course to another course in their learning community.

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...)	208	5.21	0.5	1.4	1.9	15.4	34.1	46.6
Apply what I learned in one course to another course in my learning community	208	5.10	1.4	1.9	2.9	19.7	27.4	46.6
Consider problems and issues from multiple perspectives/point of view (ethnic, racial, cultural, religious, etc.)	208	5.06	1.4	4.3	2.9	16.3	27.9	47.1
Form one or more friendships that I will maintain after the semester	207	5.03	2.9	4.3	6.8	13.0	18.4	54.6
Develop a better understanding of complex real world problems or issues	208	4.96	2.4	1.9	5.8	20.2	26.9	42.8
Apply knowledge gained in learning community courses to broader community or social issues	207	4.94	1.9	4.8	3.9	19.3	26.6	43.5
Apply course concepts to my own life experiences	207	4.89	2.9	2.9	6.8	17.9	28.5	41.1
Feel connected with other IUPUI students	208	4.88	3.4	2.9	3.8	23.6	24.5	41.8
Understand connections between different disciplines and courses	208	4.88	2.9	1.9	4.8	22.1	31.3	37.0
Feel a sense of belonging at IUPUI	207	4.86	2.9	2.4	8.7	18.4	26.6	41.1
See myself as part of the IUPUI community	206	4.80	2.4	4.4	6.8	19.9	30.6	35.9

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

* Rank ordered by means

- During their TLC, 84% of students reported they often or very often explored topics directly related to the theme of their TLC, while 79% reported they often or very often actively discussed complex issues and ideas.

During your TLC how often did you:						
	N	Mean	Never	Sometimes	Often	Very often
Percentages						
Explore topics directly related to the theme of your TLC	208	3.38	2.4	13.9	27.4	56.3
Actively discuss complex issues and ideas	208	3.25	4.8	16.3	28.4	50.5
Work collaboratively with other students on a project, assignment, or activity	208	3.25	2.4	16.3	34.6	46.6
Explore complex issues or problems by connecting ideas from the learning community classes	207	3.15	4.3	20.8	30.4	44.4
Exchange ideas with a student whose views were different from your own	208	2.98	6.3	27.4	28.4	38.0
Discuss ideas from the TLC courses with peers outside of class	208	2.94	8.2	29.3	22.6	39.9
Discuss course topics, ideas, or concepts with a faculty member outside of class	208	2.55	20.2	33.2	17.8	28.8

1=Never, 2=Sometimes, 3=Often, 4=Very often

* Rank ordered by means

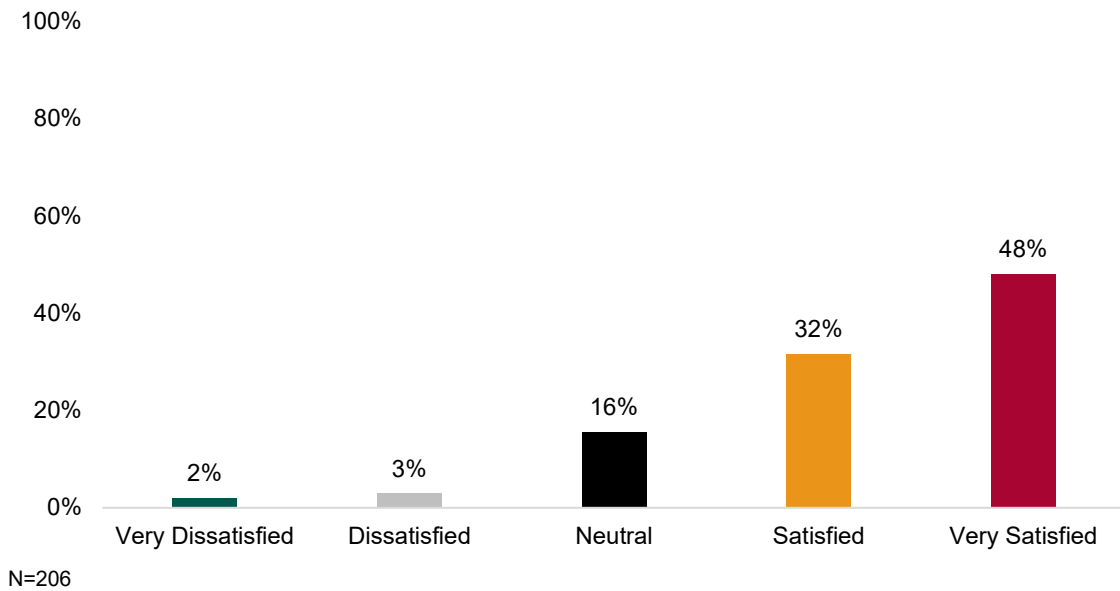
- Overall students felt the instructional team members had respected both their social identities (91% much/very much) and their diverse perspectives (89%).

My instructional team members:								
	N	Mean	Not at all	Very little	Little	Some	Much	Very much
Percentages								
Respected me and my social identities (religious beliefs, gender, race, sexual orientation, and others)	208	5.54	0.0	1.0	1.9	6.3	24.0	66.8
Had respect for diverse perspectives and identities (religious beliefs, gender, race, sexual orientation, and others)	205	5.50	0.0	1.0	1.5	9.8	22.4	65.4
Were committed to promoting an environment that respects and celebrates diversity	208	5.38	0.0	2.4	2.4	9.1	26.9	59.1
Made intentional efforts to welcome me	208	5.30	0.5	2.9	2.9	12.0	23.1	58.7
Encouraged me to think about problems and issues from multiple perspectives/points of view (ethnic, racial, cultural, religious, and others)	208	5.26	0.5	2.9	4.3	12.5	22.1	57.7
Went out of their way to support me to succeed academically	208	4.96	1.9	4.8	4.8	19.2	22.6	46.6

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

* Rank ordered by means

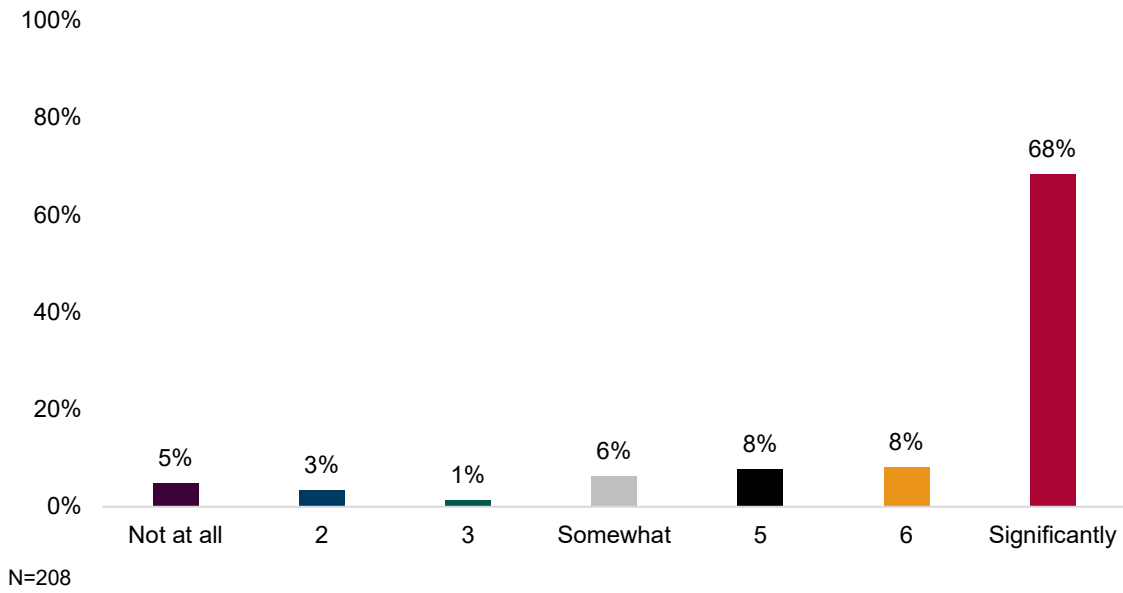
Overall How Satisfied Were You With Your TLC Experience?



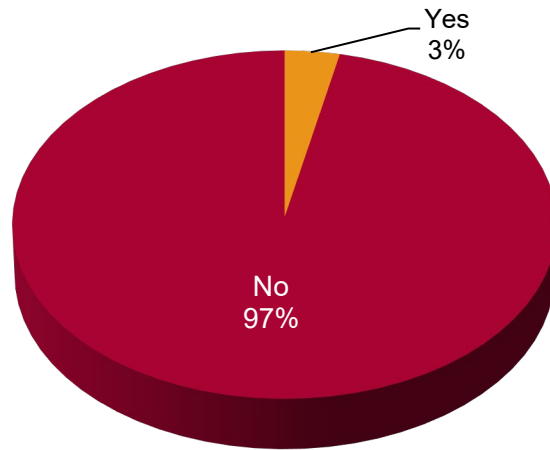
- Ninety-seven percent of students reported completing a graded assignment that required integrating ideas, strategies, or skills, while 79% reported participating in a campus activity as part of their TLC.
- Almost one-quarter (24%) of students reported that during their TLC there was not one time that all of their instructors met together with the students.

As part of your TLC did you:			
	N	Yes	No
Assignments/Participation/Experience	Percentages		
Complete a graded assignment (paper, project, speech, etc.) that required integrating ideas, strategies, or skills from the classes included in this TLC	207	97.1	2.9
Participate in a one-time community service or volunteer activity	200	48.5	51.5
Participate in an extended service learning activity	200	39.5	60.5
Participate in a campus activity (for example: a speaker, film, or workshop on campus)	200	79.0	21.0
Participate in an activity or event in the Indianapolis community that did not involve service (for example: festivals, museum exhibitions, etc.)	200	55.5	44.5
As part of your TLC, was there at least one time during the semester:			
When all the instructors from all your TLC courses met together with TLC students	208	76.0	24.0

For the Next Academic Year, How Likely Is It That You Will Return to IUPUI?



Are You Under 18 Years Old?



N=208

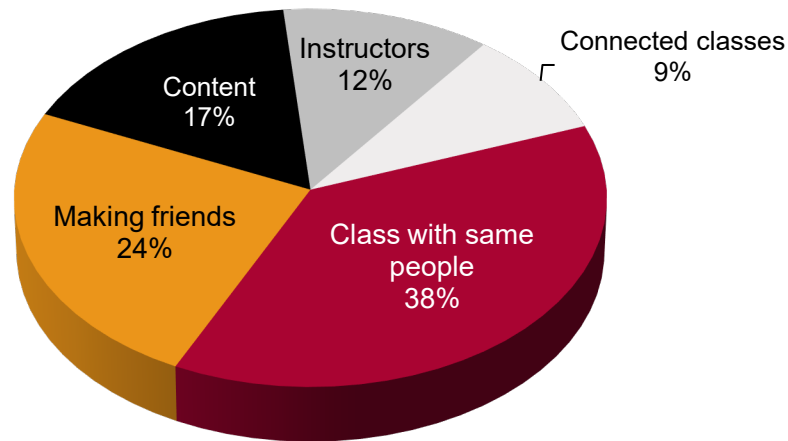
Themed Learning Community Student Survey

Qualitative Report

Most Liked Aspects about Themed Learning Community

The respondents mentioned numerous different aspects they liked the most about their Themed Learning Community but the number one aspect they liked having class with the same people (38% of comments), followed by making friends (24%). They also liked the content that was covered in their learning community courses (17%).

Please Describe What You Liked Most About Your TLC Experience?



Top 5 N= 143

Most Liked Aspects about Themed Learning Community Example Comments

Class with same people

- "I liked that it was classes with the same people, so I knew I could talk to them and it made me feel more comfortable."
- "Being with the same people and seeing familiar faces."
- "I liked having the same group of people in each class. Even though the psychology class included a lot more people than just the community, I felt better knowing they were there and could help if I needed it."
- "I liked being able to connect to other students who have the same major as me and similar career interests."
- "I liked bonding with my peers the most. Having three classes together helped me feel more at home at IUPUI."

Making friends

- "I like the friendships that I made the most and those will definitely last a lifetime."
- "I liked forming close bonds with other people in the group that will most definitely be friendships that continue."
- "I liked meeting people and making friendships."
- "I loved meeting the people and bonding with them. It helped me feel at home at IUPUI and I was able to form close friendships with people that I know I will continue after this semester."

Content

- "I liked the new experience and knowledge that I picked up from this class and the involvements as well."
- "I liked the way our professor connected real life problems, including their own, with the lectures to help us understand the issues that many experience in our world."
- "It gave me a real life example of oppression and what social workers do, which helped solidify my want to become a social worker."
- "I was able to help start an awesome, large project that I'll be able to take pride in once completed in the coming years."
- "I also very much enjoyed all of the out of class experiences we had, especially the four field trips. Not only were they fun, they were also memorable, meaningful, and exciting."

Instructors

- “All of the teachers were helpful and nice. There was never a time when I felt that I couldn’t talk to any of the professors.”
- “Instructors being present at every session and interacting, communicating with, and being involved with students.”
- “Everything we did was interesting. There was no boring moments. The instructors worked hard to make everything understandable and fun.”
- “It had professors who generally cared about your grade and how you succeeded in the class.”

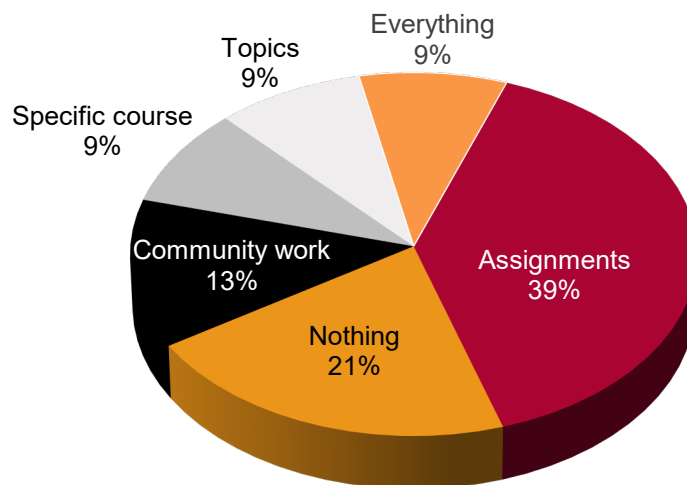
Connected classes

- “How all classes were connected and we all had the same classes, it built community.”
- “I enjoyed being able to connect learning across different courses, there were many times that things I learned in one class applied to what I was doing in another class.”
- “I liked how the classes worked together.”
- “I liked how my classes connected with each other.”

Least Liked Aspects about Themed Learning Community

Almost 40% of comments indicated the respondents least liked aspect of their TLC was in relation to the assignments. The second least liked aspect mentioned in the comments was nothing. 13% of comments indicated dislike over community work, multiple mentioning transportation concerns.

Please Describe What You Liked Least About Your TLC Experience?



Top 6 N=91

Least Liked Aspects of Themed Learning Community Example Comments

Assignments

- “All the presentations.”
- “The little projects got in the way of other class homework that was more important to my major or degree.”
- “Huge group projects and the presentation that went with it”
- “I felt as if the deadlines overlapped a lot, making it a little difficult to complete all assignments.”
- “A bit unorganized, assigned unnecessary work, and was a harsh grader on simple assignments.”

Nothing

- “I did not dislike anything.”
- “I don’t know what I liked least about my TLC experience, I really liked it for the most part.”
- “I have no complaints. Everything done in the TLC helped my learning experience.”
- “I was very pleased so there was nothing I disliked.”
- “It was all good honestly.”

Community work

- “Some of the events that were offered to us were harder to get to than others. I do not have a car on campus and when my other peers did not want to go I felt uncomfortable taking an uber alone.”
- “Being required to attend specific community activities.”
- “How the experiences were mandatory, because it was hard not having a car and not being able to get to an event that would be helpful.”
- “I actually wish we had the opportunity to visit the site more often than 2 times.”
- “I did not like that we had to attend campus events because sometimes my schedule was busy and I was unable to attend.”

Specific course

- “The freshman seminar was more like a study hall.”
- “One class could have been an online class.”
- “The seminar class seemed to only be beneficial to students who lived on campus.”
- “The freshman seminar.”

Topics

- “All the race talk.”
- “How some of the guest speakers did not pertain to anything I needed.”
- “Some of the meetings weren’t that interesting.”
- “I would of liked to learn more about teaching.”
- “I pretty much liked everything about it but we did learn about race and culture a lot which was a little annoying.”

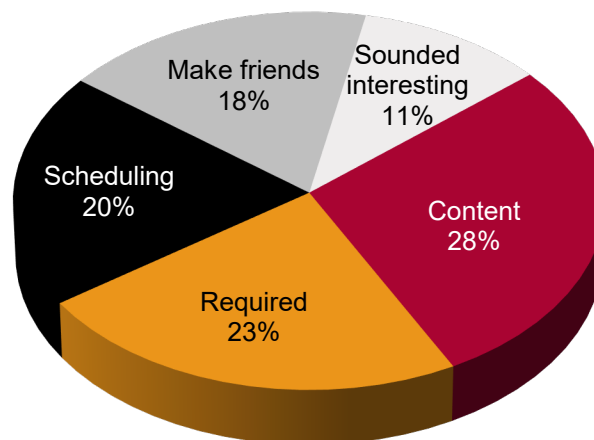
Everything

- “Everything most of the things discussed in classes was irrelevant to the course.”
- “Everything other than the mentor meetings.”
- “Everything.”
- “It was the biggest waste of time for me. It provided me with absolutely no value as well as the instructor was disrespectful.”

Why Enrolled In a Themed Learning Community

Over a quarter of respondents selected a Themed Learning Community based on the content (28%). Twenty-three percent of comments indicated students enrolled in their TLC because it was required and 20% did because of scheduling.

Please Describe The Reason Why You Enrolled In A Themed Learning Community?



Top 5 N= 169

Content

- “I am interested in learning about different cultures.”
- “I chose this learning community because I am so interested in criminal justice and wanted to see if it fits me, and it does.”
- “I chose the sustainability learning community because it is extremely relevant to my major.”
- “I enrolled in a learning community because I want to help children that are not English as their first language, like me.”

Required

- “Because I was told I had to.”
- “A learning community was required for my major.”
- “I enrolled because it was an option when I first registered for classes and I had to pick from the learning community or Summer Bridge and I picked the learning community.”
- “I was forced to because of a grant I received.”
- “It was one of the requirements of a scholarship I got.”

Scheduling

- “Fit my work schedule.”
- “I chose this Learning Community because it was the last option available to me.”
- “I was unable to do Summer Bridge or the first year seminar and it worked best with my schedule.”
- “I enrolled in a Learning Community because I wanted to move in early.”
- “I was told to at orientation.”

Make friends

- “I hoped to create connections with a small group of great students at this large campus.”
- “I figured it would make it easier to create friendships, which was true.”
- “This was one of the options for a neuroscience major, and I thought it would help me make friends and be around other neuroscience majors.”
- “To meet people and form connections that will last throughout my undergraduate education.”
- “I thought it would be a good way to make friends.”

Sounded interesting

- “I chose this TLC specially because I had the psych credits needed and it sounded interesting”
- “I enrolled in this learning community because I thought it would be the most interesting.”
- “I got intrigued by the cultural part.”
- “This one sounded interesting and people were really talking it up at orientation.”
- “Genuinely interested me.”

GLC Key Highlights

- Seventy-two percent of respondents indicated that their GLC helped them work well with others who differ from them (with regard to religious beliefs, gender, ethnicity, cultural background, race, etc...) much or very much.
- During their GLC, 72% of students reported they often or very often explored topics directly related to the theme of their GLC.
- Sixty-two percent reported they often or very often actively discussed complex issues and ideas.
- The number one aspect respondents liked was making friends (42% of comments).
- Nearly a quarter of respondents selected their Gateway Learning Community because it had the same people and a greater chance of making friends (23%).
- Over one-third (35%) of comments suggested that respondents least liked aspect of their GLC experience was related to the assignments.

Gateway Learning Community Student Survey Responses

- Almost three-fourths (73%) of students felt they formed one or more friendships that they will maintain after the semester.
- Seventy-two percent of respondents indicated much/very much that their GLC helped them work well with others who differ from them (with regard to religious beliefs, gender, ethnicity, cultural background, race, etc...).

Please indicate how much your experience in the Gateway Learning Community helped you...								
	N	Mean	Not at all	Very little	Little	Some	Much	Very much
	Percentages							
Form one or more friendships that I will maintain after the semester	174	5.01	4.6	2.3	3.4	17.2	21.8	50.6
Work well with others who differ from me (with regard to religious beliefs, gender, ethnicity, cultural background, race, etc...)	173	4.95	3.5	2.3	4.0	18.5	28.9	42.8
Feel connected with other IUPUI students	174	4.78	3.4	2.3	6.3	22.4	32.2	33.3
Consider problems and issues from multiple perspectives/point of view (ethnic, racial, cultural, religious, etc.)	174	4.76	4.6	1.7	9.2	21.3	23.6	39.7
Apply course concepts to my own life experiences	174	4.75	3.4	4.0	10.9	19.0	27.6	35.1
Feel a sense of belonging at IUPUI	174	4.70	5.2	1.7	7.5	24.7	25.3	35.6
See myself as part of the IUPUI community	174	4.68	5.7	1.7	6.9	23.0	29.3	33.3
Apply what I learned in one course to another course in my learning community	173	4.58	4.0	6.4	8.1	21.4	28.9	31.2
Apply knowledge gained in learning community courses to broader community or social issues	173	4.57	5.2	3.5	11.6	21.4	26.0	32.4
Develop a better understanding of complex real world problems or issues	174	4.56	5.7	4.6	7.5	22.4	29.3	30.5
Understand connections between different disciplines and courses	174	4.56	4.0	4.0	6.3	28.7	31.6	25.3

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

* Rank ordered by means

- During their GLC, 72% of students reported they often or very often worked collaboratively with other students and 72% students indicated exploring topics directly related to the theme of their GLC often or very often.

During your GLC how often did you:						
	N	Mean	Never	Sometimes	Often	Very often
Percentages						
Work collaboratively with other students on a project, assignment, or activity	173	3.07	4.6	24.3	35.8	35.3
Explore topics directly related to the theme of your GLC	174	3.06	2.3	25.9	35.6	36.2
Actively discuss complex issues and ideas	174	2.94	4.6	28.2	35.6	31.6
Explore complex issues or problems by connecting ideas from the learning community classes	173	2.86	6.9	29.5	34.1	29.5
Exchange ideas with a student whose views were different from your own	173	2.77	6.9	34.7	32.4	26.0
Discuss ideas from the GLC courses with peers outside of class	174	2.68	13.2	28.7	34.5	23.6
Discuss course topics, ideas, or concepts with a faculty member outside of class	173	2.49	20.2	31.8	27.2	20.8

1=Never, 2=Sometimes, 3=Often, 4=Very often

* Rank ordered by means

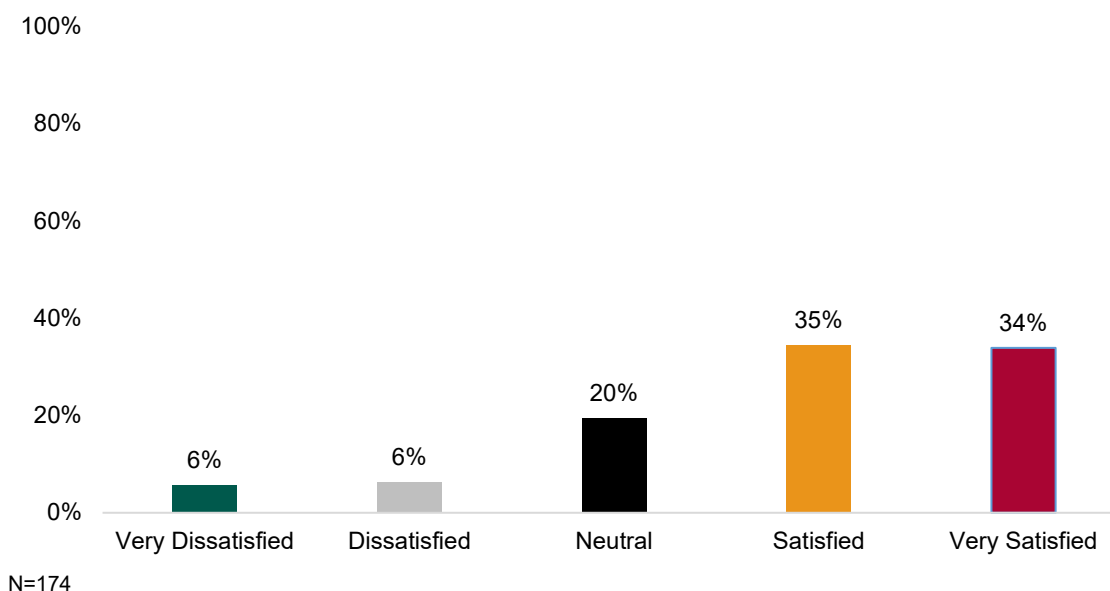
- Overall students felt the instructional team members had respected both their diverse perspectives (90%) and their social identities (89% much/very much).

My instructional team members:								
	N	Mean	Not at all	Very little	Little	Some	Much	Very much
Percentages								
Had respect for diverse perspectives and identities (religious beliefs, gender, race, sexual orientation, and others)	173	5.47	0.6	1.7	0.0	7.5	28.3	61.8
Respected me and my social identities (religious beliefs, gender, race, sexual orientation, and others)	174	5.43	0.0	2.3	0.6	8.0	29.9	59.2
Encouraged me to think about problems and issues from multiple perspectives/points of view (ethnic, racial, cultural, religious, and others)	174	5.33	2.9	4.6	1.7	15.5	27.0	48.3
Were committed to promoting an environment that respects and celebrates diversity	173	5.21	1.2	2.3	3.5	13.9	25.4	53.8
Made intentional efforts to welcome me	174	5.13	1.7	2.9	4.6	10.3	32.2	48.3
Went out of their way to support me to succeed academically	172	4.79	4.7	5.2	6.4	12.2	33.1	38.4

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

* Rank ordered by means

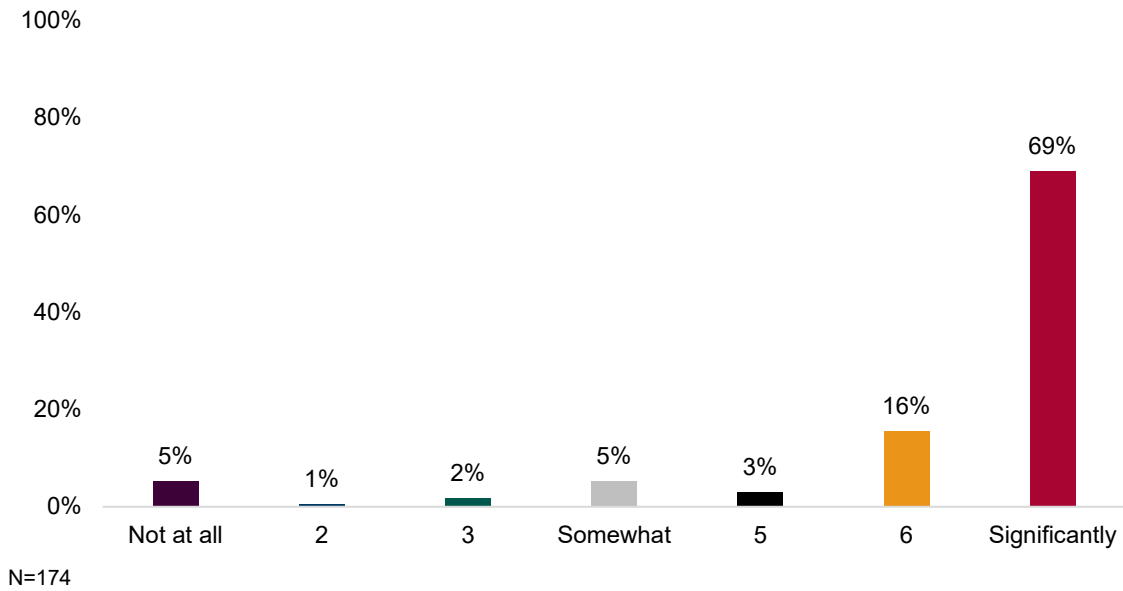
Overall How Satisfied Were You With Your GLC Experience?



- Ninety-five percent of students reported completing a graded assignment that required integrating ideas, strategies, or skills, while 72% reported participating in a campus activity as part of their GLC.
- Over one-third of students (39%) reported that during their GLC there was not one time that all of their instructors met together with the students.

As part of your GLC did you:			
	N	Yes	No
Assignments/Participation/Experience	Percentages		
Complete a graded assignment (paper, project, speech, etc.) that required integrating ideas, strategies, or skills from the classes included in this TLC	174	94.8	5.2
Participate in a one-time community service or volunteer activity	167	44.9	55.1
Participate in an extended service learning activity	167	43.1	56.9
Participate in a campus activity (for example: a speaker, film, or workshop on campus)	167	71.9	28.1
Participate in an activity or event in the Indianapolis community that did not involve service (for example: festivals, museum exhibitions, etc.)	167	46.1	53.9
As part of your GLC, was there at least one time during the semester:			
When all the instructors from all your GLC courses met together with TLC students	174	60.9	39.1

For the Next Academic Year, How Likely Is It That You Will Return to IUPUI?



Are You Under 18 Years Old?



N=174

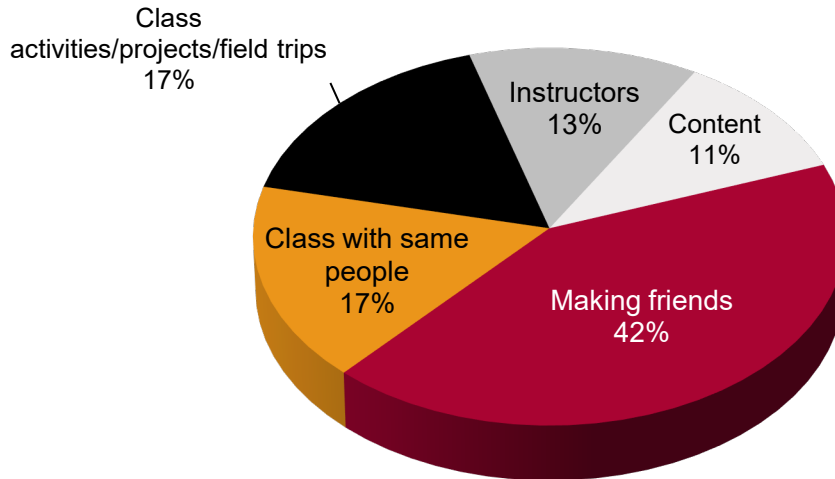
Gateway Learning Community Student Survey

Qualitative Report

Most Liked Aspects about Gateway Learning Community

The respondents mentioned numerous different aspects they liked the most about their Gateway Learning Community but the number one aspect they liked was making friends (42% of comments). Seventeen percent of the comments indicated having the same students and familiar faces in their classes was the aspect they liked the most.

Please Describe What You Liked Most About Your GLC Experience?



Top 5 N= 119

Most Liked Aspects about Gateway Learning Community Example Comments

Making Friends

- "I got new friends that I got to see in a handful of my classes."
- "I liked all of the friends that I have made and it brought me together with everyone and I learned a lot of communication skills."
- "I liked meeting new friends."
- "I really liked how I felt like I made a lot of new friends just because of that class. We went on field trips together and I felt like I spent a lot of time with this group of people more than any other."
- "It made me a lot of new friends."
- "Meeting new people from different areas."

Class with Same People

- "I enjoyed seeing familiar faces in almost all of my classes. This made me feel like I wasn't alone in starting college."
- "Having the same peers in more than one class. This helped me make strong friendships."
- "I liked having a sense of community from having three shared classes with my fellow education majors. I made a lot of meaningful connections and learned about myself from these people."
- "I liked having the same classes with everyone in my learning community so we could help each other."
- "I liked having familiar faces in multiple classes of mine."

Class Activities/Projects/Field Trips

- "Activities we did when we had a guest speaker come in."
- "Getting to volunteer."
- "I liked being introduced to places out in the local community that support less privileged individuals and offer historical information to students."
- "What I liked most about my learning community was the fact that we got to go to the morgue and look at the dead bodies. It was really interesting and fun."

Instructors & Mentors

- “I liked all the people in there and the professors. They helped me when I asked questions and the class really helped me learn more about different jobs.”
- “I loved my teachers! They were very helpful and dedicated to helping and making my experience great.”
- “My instructors were all very nice and wanted to see each student succeed.”
- “I enjoyed the people and having mentors walk you through getting set up for classes and things next semester.”

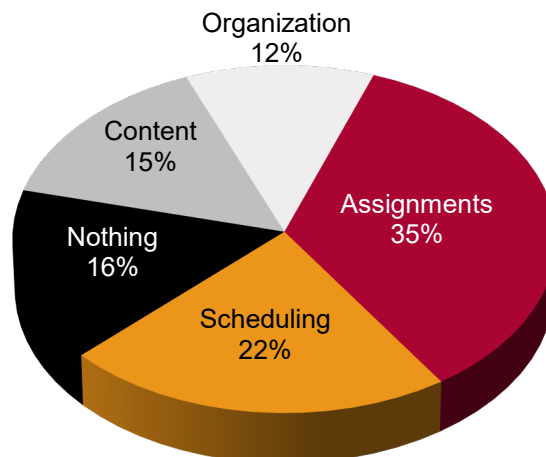
Content

- “I learned a lot about social justice, and it really opened my eyes.”
- “I liked learning about other careers in my learning community.”
- “I liked that it made me look outside of the box I lived in and it showed me more than what I knew. It showed me problems in my community and how I could with that and how people are always being oppressed.”
- “I loved learning about all the different job fields.”

Least Liked Aspects about Gateway Learning Community

Thirty-five percent of comments indicated the respondents least liked aspect of their GLC was in relation to the assignments. The second least liked aspect mentioned in the comments was the scheduling of the courses. Sixteen percent of comments indicated nothing was disliked, followed by 15% disliking some of the content.

Please Describe What You Liked Least About Your GLC Experience?



Top 5 N=94

Least Liked Aspects of Gateway Learning Community Example Comments

Assignments

- “Doing the readings.”
- “How assignments were to be done out of class when the class was pretty lengthy. Had a lot of time to do things in class for more guidance.”
- “I didn’t like the service learning locations. I didn’t have a car, so it was difficult for me to complete my service learning project.”
- “The busy project such as projects towards the end.”
- “There was little feedback on any assignments so it seemed like I received random grades with no justification or ways to improve.”
- “This class is way too much work for a single credit hour.”

Scheduling

- “A lot of the stuff was shared too late.”
- “How it’s all in one day, back to back classes.”
- “I did not like how long the class meeting was every week. We met for almost two hours every Wednesday and went over similar material most of the time.”
- “The length of the class period.”

Nothing

- “I liked everything about my experience.”
- “I feel like everything we did in there was very useful.”
- “It was fine, no complaints.”
- “I didn’t dislike anything it was just a little hard at times to grasp that ideas of others exercises.”
- “There was nothing I didn’t enjoy.”

Content

- “I expected the class to help me with math since it was linked to my math class. I did not like how we never went over any math or got homework time.”
- “Some of the speakers I felt like didn’t apply a whole lot.”
- “I personally think the learning community was pointless, I didn’t learn about anything to do with healthy mind or healthy bodies.”
- “I wish we talked more about other career options.”

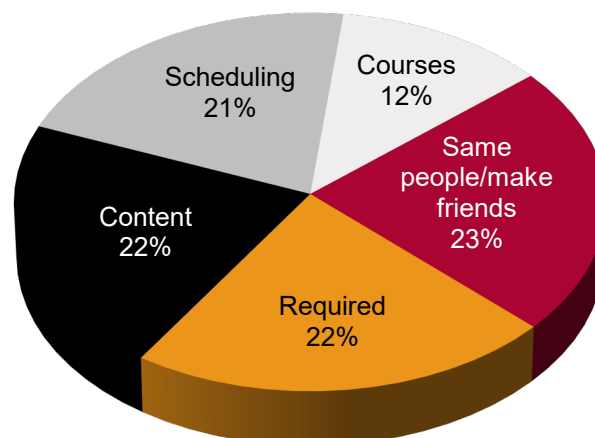
Organization

- “I least liked how the professors did not know much about the other classes associated with the learning community. I think you should be able to drop a learning community class.”
- “Professor seemed very unorganized at times and would often go back on their word.”
- “Time management.”
- “Last minute things. My learning community did not volunteer yet.”

Why Enrolled In a Gateway Learning Community

Nearly a quarter of respondents selected a Themed Learning Community either because it would have the same people and improve chances of making friends (23%), was required (22%), or based on the content of the learning community (22%).

Please Describe The Reason Why You Enrolled In A Gateway Learning Community?



Top 5 N= 139

Why Enrolled In a Gateway Learning Community Example Comments

Same people/Make friends

- “I chose this learning community because I wanted to be enrolled in classes with the same 25 people. I knew this would be a great influence on my adjustment to college.”
- “I am very introverted and felt that if I was with an entirely new group of people every class, I wouldn't be able to talk to anyone. By seeing the same people often it forced me to come out of my shell more.”
- “I thought it would be a good way to meet people.”
- “I wanted to make sure I would make friends and connections throughout campus because it would help me have a better experience at IUPUI.”
- “I enrolled in this learning community to meet more people that have the same interests as me.”

Required

- “I am a pell grant recipient.”
- “Had to do a learning community or bridge and I had a summer job so couldn't do bridge.”
- “It was required of me as a Freshman.”
- “It was mandatory and I just picked one that fit my schedule.”
- “I had to, but I chose math because I am bad at math.”

Content

- “I do not like math and being a part of this community I figured I would get extra help with math.”
- “I chose this Learning Community because it talks about social justice.”
- “I never really explored the idea of bioethics in medicine, which will be very important in my line of work.”
- “I chose this learning community because I wanted more information about health careers.”
- “To get some volunteer experience.”

Scheduling

- “Didn't want to do bridge or standalone seminar.”
- “I changed my major so I was kind of forced into it because they were all filled up.”
- “It fit best with my schedule.”
- “It was the only one open that I didn't already have credits for.”

Courses

- “I enrolled in one because I was able to get a lot of classes out of the way by taking it.”
- “It had an ethics class that would satisfy a need for a required class for my major.”
- “I chose this learning community because of its paired course giving and volunteering in America.”
- “This one included my speech class that I needed.”
- “I liked how it went together with my biology course.”

Learning Communities Student Survey Responses: Significant Differences

Note: sections and questions represented are only those found to be significantly different between TLC and GLC groups.

Significant Differences between TLC and GLC			
Please indicate how much your experience in the Gateway Learning Community helped you...			
	TLC mean	GLC mean	Chi-square
Consider problems and issues from multiple perspectives/point of view (ethnic, racial, cultural, religious, etc.)	5.06	4.76	.010
Apply what I learned in one course to another course in my learning community	5.10	4.58	.003
Apply knowledge gained in learning community courses to broader community or social issues	4.94	4.57	.015

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

Significant Differences between TLC and GLC			
During your Learning Community, how often did you...			
	TLC mean	GLC mean	Chi-square
Explore topics directly related to the theme of your TLC/GLC	3.38	3.06	.001
Actively discuss complex issues and ideas	3.25	2.94	.001
Explore complex issues or problems by connecting ideas from the learning community classes	3.15	2.86	.018
Discuss ideas from the TLC/GLC courses with peers outside of class	2.94	2.68	.002

1=Never, 2=Sometimes, 3=Often, 4=Very often

Significant Differences between TLC and GLC			
	TLC mean	GLC mean	Chi-square
Overall how satisfied were you with your Learning Community experience?	4.21	3.84	.019

1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied