Learning Community Assessment Workshop

Sponsored by the Learning Community Assessment Subcommittee

November 15, 2000
Opening Go-round

- Name
- Position
- Learning community affiliation
- Brief description of what makes your learning community unique
Workshop Overview

- Assessment terminology
- LC assessment guidelines
- Current assessment efforts
  - Retention
  - LC survey
- Human Subjects Approval
  - Human Subjects Assurance Training
  - Registrar’s Office
  - LC survey
- Control groups
- January workshop
From your review of the material prior to the workshop, what questions do you have for the panel?

- Formulate an answer individually.
- Share your answer with your partner.

- Listen carefully to your partner’s answer.
- Create a new answer through discussion
- Account for your discussion by being prepared to be called upon.
Current Assessment Efforts

- Retention study
- LC survey
## Retention Rates of First-Time Full-Time Freshmen in Learning Communities

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>Number of Communities</th>
<th>Number of Freshmen</th>
<th>1-Year Retention</th>
<th>2-Year Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>In Community</td>
<td>23</td>
<td>1,088</td>
<td>90.9%</td>
</tr>
<tr>
<td></td>
<td>Not in Community</td>
<td></td>
<td>2,712</td>
<td>81.9%</td>
</tr>
<tr>
<td>1999</td>
<td>In Community</td>
<td>36</td>
<td>1,620</td>
<td>89.9%</td>
</tr>
<tr>
<td></td>
<td>Not in Community</td>
<td></td>
<td>2,400</td>
<td>81.8%</td>
</tr>
</tbody>
</table>
Definitions for Comparing Retention & Graduation Rates

Cohort

- **First-time** --
- **Full-time** --
- **Degree-seeking** --
- **Entered fall semester** --

First-time Admissions type--
1. Direct from high school
2. By exams
3. ISU Transfers with < 24.0 credits
Definitions for Comparing Retention & Graduation Rates

Cohort

- **First-time** --
- **Full-time** --
- **Degree-seeking** --
- **Entered fall semester** --

**Full-time**

attempted full-time course load (≥ 11.5 credits) during first fall semester
Definitions for Comparing Retention & Graduation Rates

Cohort

- First-time
- Full-time
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Definitions for Comparing Retention & Graduation Rates

Cohort

- First-time --
- Full-time --
- Degree-seeking --
- Entered fall semester --

Entered fall semester

Students who entered for the first time during a summer term and continued enrollment during the subsequent fall semester are considered as fall entering students.
Definitions for Comparing Retention & Graduation Rates

- **Retention** --
  Measured as of fall term in one year intervals following entry, 10th day census.
  - Retention at ISU
  - Retention in College/Department or Program

- **Graduation** --
  Measured through the end of summer beginning three years after entry for freshmen and one year after entry for transfers
## Retention and Graduation Rates, First-Time Full-Time Freshmen

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>Number Entered</th>
<th>Average ACT Composite</th>
<th>Retention Rate</th>
<th>Cumulative Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1-Year</td>
<td>2-Year</td>
</tr>
<tr>
<td>1989</td>
<td>3,751</td>
<td>24.2</td>
<td>83.2%</td>
<td>73.2%</td>
</tr>
<tr>
<td>1990</td>
<td>3,310</td>
<td>24.4</td>
<td>81.6%</td>
<td>71.7%</td>
</tr>
<tr>
<td>1991</td>
<td>3,228</td>
<td>24.0</td>
<td>81.4%</td>
<td>71.5%</td>
</tr>
<tr>
<td>1992</td>
<td>3,333</td>
<td>23.9</td>
<td>81.8%</td>
<td>72.1%</td>
</tr>
<tr>
<td>1993</td>
<td>3,416</td>
<td>24.1</td>
<td>81.1%</td>
<td>70.8%</td>
</tr>
<tr>
<td>1994</td>
<td>3,325</td>
<td>24.1</td>
<td>81.5%</td>
<td>71.8%</td>
</tr>
<tr>
<td>1995</td>
<td>3,274</td>
<td>24.1</td>
<td>81.5%</td>
<td>73.3%</td>
</tr>
<tr>
<td>1996</td>
<td>3,599</td>
<td>24.5</td>
<td>82.8%</td>
<td>74.4%</td>
</tr>
<tr>
<td>1997</td>
<td>4,007</td>
<td>24.6</td>
<td>83.6%</td>
<td>75.1%</td>
</tr>
<tr>
<td>1998</td>
<td>3,800</td>
<td>24.5</td>
<td>84.4%</td>
<td>76.5%</td>
</tr>
<tr>
<td>1999</td>
<td>4,020</td>
<td>24.5</td>
<td>85.1%</td>
<td></td>
</tr>
<tr>
<td>Peer Avg. (Last Cohort)</td>
<td>86.7%</td>
<td>78.7%</td>
<td>73.8%</td>
<td>32.1%</td>
</tr>
</tbody>
</table>
# Retention and Graduation Rates, Full-Time Transfers

<table>
<thead>
<tr>
<th>Entry Year</th>
<th>Number Entered</th>
<th>Retention Rate</th>
<th>Cumulative Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1-Year</td>
<td>2-Year</td>
</tr>
<tr>
<td>1989</td>
<td>1,316</td>
<td>79.4%</td>
<td>71.8%</td>
</tr>
<tr>
<td>1990</td>
<td>1,433</td>
<td>77.9%</td>
<td>71.1%</td>
</tr>
<tr>
<td>1991</td>
<td>1,468</td>
<td>77.1%</td>
<td>69.5%</td>
</tr>
<tr>
<td>1992</td>
<td>1,387</td>
<td>78.0%</td>
<td>69.8%</td>
</tr>
<tr>
<td>1993</td>
<td>1,515</td>
<td>79.6%</td>
<td>70.7%</td>
</tr>
<tr>
<td>1994</td>
<td>1,490</td>
<td>76.6%</td>
<td>78.6%</td>
</tr>
<tr>
<td>1995</td>
<td>1,313</td>
<td>77.1%</td>
<td>69.9%</td>
</tr>
<tr>
<td>1996</td>
<td>1,365</td>
<td>77.5%</td>
<td>70.8%</td>
</tr>
<tr>
<td>1997</td>
<td>1,435</td>
<td>78.6%</td>
<td>71.0%</td>
</tr>
<tr>
<td>1998</td>
<td>1,469</td>
<td>78.0%</td>
<td>70.3%</td>
</tr>
<tr>
<td>1999</td>
<td>1,511</td>
<td>81.8%</td>
<td></td>
</tr>
</tbody>
</table>
## Average One-Year Retention Rates by Entry College for 1996-1999 Full-Time Freshmen

<table>
<thead>
<tr>
<th>Entry College</th>
<th>Total</th>
<th>FCS</th>
<th>LAS</th>
<th>Eng</th>
<th>Educ</th>
<th>Dsn</th>
<th>Bus</th>
<th>AG</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Entry College</td>
<td>78.6%</td>
<td>60.2%</td>
<td>68.1%</td>
<td>71.0%</td>
<td>72.4%</td>
<td>71.1%</td>
<td>62.8%</td>
<td>78.6%</td>
</tr>
<tr>
<td>In Other College</td>
<td>9.4%</td>
<td>20.7%</td>
<td>15.9%</td>
<td>9.4%</td>
<td>12.6%</td>
<td>19.8%</td>
<td>18.6%</td>
<td>9.4%</td>
</tr>
</tbody>
</table>

**Legend:**
- AG: Agriculture
- Bus: Business
- Dsn: Science
- Educ: Education
- Eng: Engineering
- FCS: Family and Consumer Sciences
- LAS: Liberal Arts and Sciences
- Total: Overall average
Current Assessment Efforts - LC Survey

- New ISU Undergraduate Education Survey administered to all learning community students and to all non-learning community students living on campus.
  - Rate current level of skill functioning in knowledge and ability domains
  - Rate importance of various experiences
  - Expected time allotment
  - Open ended questions
Current Assessment Efforts - LC Survey (continued)

- LC students rated their current level of skill functioning significantly stronger than non-LC students in:
  - Knowledge of university policies and procedures relevant to undergraduate students.
- Knowledge of university resources for undergraduate students.
- Knowledge in anticipated discipline or field of study.
- Knowledge of career choices and options in anticipated discipline or field of study.
- Ability to make formal class presentations.

*Preliminary findings*
Current Assessment Efforts - LC Survey (continued)

- LC students rated the following to be significantly more important than non-LC students:
  - Interact closely with faculty members.
- Participate in a department club, residence government, or other organization.
- Develop study groups with other students.

*Preliminary findings*
Current Assessment Efforts - LC Survey (continued)

- LC students expected to spend significantly more time engaged in the following activities:
  - Studying in groups
  - Talking with their advisor
  - Community service/volunteer work

- Non-LC students expected to spend significantly more time engaged in the following activity:
  - Paid work

*Preliminary findings
LC Survey Preliminary Findings - TTYP

- What does this information tell us about ISU LC students as group? What implications does that have for program development?
- Formulate an answer individually.

- Share your answer with your partner.
- Listen carefully to your partner’s answer.
- Create a new answer through discussion
- Account for your discussion by being prepared to be called upon.
Human Subjects Approval

- Human Subjects Assurance Training
  - National Institutes of Health
  - University of Minnesota
  - Iowa State University
- Registrar’s Office
- LC Survey
Human Subjects Guidelines - Approval NOT required when:

- Using data for the sole purpose of in-house program evaluation.
- Using secondary data.
  - Data from the Office of the Registrar is considered to be secondary.
Human Subjects Approval is Required when:

- The LC coordinator collects quantitative or qualitative data to supplement data from the Office of the Registrar.

AND

- There is ANY chance that this data will be used in publication, presentation or research.
If using data sets from the Office of the Registrar:

Eliminate data sets of LESS THAN FIVE

- When reporting information of an academic nature.
  Examples:
  • grade point average
  • high school rank

- When reporting any information defined as confidential where the individual case could be identified.
Human Subjects Approval - LC Survey

- Cover letter
  - methods, description of program, primary investigator, LC assessment research
- Method of collecting data
  - guided questions, survey, rubric, or other technique
- Consent form
Control Groups

- Why have a control group?
  - it should ensure more valid comparisons of the effects of LCs compared to the absence of a LC
  - it provides a stronger case for the “treatment” effect of learning community participation
    - if results show better outcomes from being in a LC
  - it makes for a stronger research design and more believable results
Control Groups (continued)

- How should the control group be picked?
  - ideally, as similar as possible to the “treatment group”
  - there are two main ways to do this:
    - (1) random selection
      - controls automatically for key traits (e.g., gender, classification)
    - (2) matching
      - controls for known key traits
Control Groups (continued)

- How can control group members be collected?
  - from class enrollment lists
  - from Registrar’s office data
  - from Residence Halls data
  - from “purposive” comparison groups
    - other sections of the same class
    - other, roughly comparable, non-LC classes
Control Groups (continued)

- What do you do with control group data?
  - compare results for control group (e.g., grades, retention) against the same measures for the LC
    - t-tests, analysis of variance, analysis of covariance
  - adjust for missing data, particularly if using one-to-one matching
  - compare means (e.g., gpa) or proportions (e.g., retention) between groups
Control Groups (continued)

- Where can I get help with comparing the control group with the LC?
  - Learning Communities Assessment Subcommittee
  - college research institutes/centers
  - Statistical Laboratory/statistical and research methods consultants
  - Registrar
  - Residence Halls
Workshop Summary

- Assessment terminology
- LC assessment guidelines
- Current assessment efforts
- Human Subjects Approval

- Control groups
- January workshop
January Workshop

- Qualitative research methods
- Assessment plan
- Residential component and out of class learning
- Website/list serv
- Scheduling
Closing Go-round

- What questions are left unanswered?
- In addition to the five planned topics (qualitative research methods, assessment plan, residential component and out of class learning, and website/list serv) what would you like to see offered at the January workshop?