

# 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

# Assessment Terminology/LC

## Assessment Guidelines - TTYP

- 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

Entry Year		Number of Communities	Number of Freshmen	1-Year Retention	2-Year Retention
1998	<i>In Community</i>	23	1,088	90.9%	85.8%
	<i>Not in Community</i>		2,712	81.9%	73.0%
1999	<i>In Community</i>	36	1,620	89.9%	
	<i>Not in Community</i>		2,400	81.8%	

# 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 ( $\geq 11.5$  credits) during first fall semester



# Definitions for Comparing Retention & Graduation Rates

## Cohort

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

### Degree-seeking

**Undergraduate--  
Specials and  
Veterinary Medicine  
excluded**

# 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

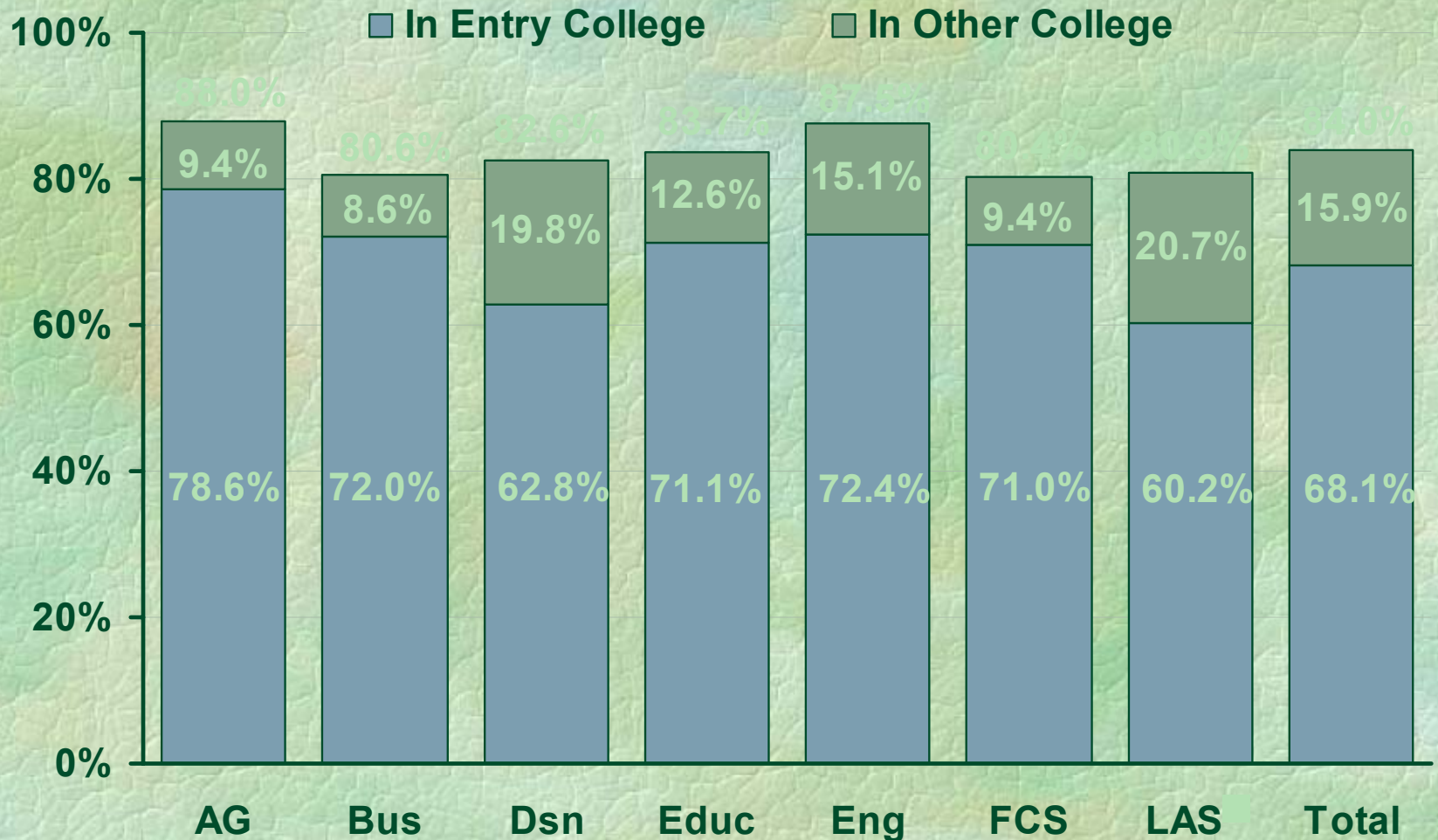
# Retention and Graduation Rates, First-Time Full-Time Freshmen

Entry Year	Number Entered	Average ACT Composite	Retention Rate			Cumulative Graduation Rate		
			1-Year	2-Year	3-Year	4-Year	5-Year	6-Year
1989	3,751	24.2	83.2%	73.2%	69.0%	20.3%	53.6%	61.6%
1990	3,310	24.4	81.6%	71.7%	68.2%	19.0%	51.0%	60.0%
1991	3,228	24.0	81.4%	71.5%	66.4%	20.6%	51.9%	60.1%
1992	3,333	23.9	81.8%	72.1%	68.2%	21.7%	53.7%	61.1%
1993	3,416	24.1	81.1%	70.8%	67.4%	22.3%	52.9%	60.4%
1994	3,325	24.1	81.5%	71.8%	68.9%	24.0%	55.4%	62.4%
1995	3,274	24.1	81.5%	73.3%	69.9%	25.1%	56.7%	
1996	3,599	24.5	82.8%	74.4%	71.5%	28.4%		
1997	4,007	24.6	83.6%	75.1%	71.4%			
1998	3,800	24.5	84.4%	76.5%				
1999	4,020	24.5	85.1%					
Peer Avg. (Last Cohort)			86.7%	78.7%	73.8%	32.1%	59.4%	65.8%

# Retention and Graduation Rates, Full-Time Transfers

Entry Year	Number Entered	Retention Rate			Cumulative Graduation Rate		
		1-Year	2-Year	3-Year	4-Year	5-Year	6-Year
1989	1,316	79.4%	71.8%	68.8%	53.7%	61.7%	65.0%
1990	1,433	77.9%	71.1%	68.1%	54.6%	61.9%	64.5%
1991	1,468	77.1%	69.5%	66.1%	55.5%	61.0%	64.1%
1992	1,387	78.0%	69.8%	67.0%	55.3%	61.8%	64.0%
1993	1,515	79.6%	70.7%	68.4%	55.6%	63.0%	65.0%
1994	1,490	76.6%	78.6%	65.5%	54.2%	60.6%	62.7%
1995	1,313	77.1%	69.9%	66.6%	56.4%	61.5%	
1996	1,365	77.5%	70.8%	68.4%	59.0%		
1997	1,435	78.6%	71.0%	68.0%			
1998	1,469	78.0%	70.3%				
1999	1,511	81.8%					

# Average One-Year Retention Rates by Entry College for 1996-1999 Full-Time Freshmen



# 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?