Learning Communities Assessment Report 2017-18

Stefanie Baier
cp4444@wayne.edu
## Participants

**Coordinator Participation**

<table>
<thead>
<tr>
<th>Total # of LCs</th>
<th>Coordinator Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>38</td>
<td>24</td>
</tr>
<tr>
<td><strong>Funded LCs</strong></td>
<td>Coordinator Responses</td>
</tr>
<tr>
<td>32</td>
<td>24</td>
</tr>
<tr>
<td><strong>Self-funded LCs</strong></td>
<td>Coordinator Responses</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
</tr>
</tbody>
</table>

**Peer Mentor Participation:** 166/265

**Student Participation:** 1075/9,000 (approximately)
Learning Outcome 1

Learning Communities will create a community of learners, where, students have a strong sense of membership in a diverse community, whose purpose they understand and value, and with whom they engage.
LO1: Meaningfully engage with other students to create a community of learners

All groups Mentors said that this HIP was met (strongly agree/agree > 80%).
LO1: Meaningfully engage with other students to create a community of learners

Significant difference between peer mentors and students, Chi Square = 20.478, p = .00 (PMs > Students);
Significant difference between coordinators and students, Chi Square = 11.26, p = .00 (Coord. > Students)
Learning Outcome 2

Learning Communities will develop three specific learning outcomes, experiences designed to meet the learning outcomes, and an assessment plan to measure student success.
Learning Outcome 2 – Results

• Of all the funded Learning communities 100% submitted three or more LOs (those included High Impact Practices as well as academic and community building goals).

• Overall LO2 was fully met by 68.75% of all of the Provost Office-funded Learning Communities (22 of 32). These submitted three outcomes, assessment plan and individual assessments.

• Three of the non-completers did not receive funding for the upcoming year (completion 22 out of 29 = 75.86% fully met).
Learning Outcome 3

Learning Communities will incorporate characteristics of High Impact Practices (HIPs), as outlined by the AAC&U, for improved student success. They will offer students opportunities for increased connection to the subject matter and provide students with both independence and support.
LO 3 : Survey Items Pertaining to HIPs

Coordinators, peer mentors and students were asked to what extent High Impact Practices (8 survey items) were implemented in their LC (5 point Likert Scale with answer options ranging from Strongly Disagree to Strongly Agree).

Surveys were completed by:

- 24/32 LCs provided Coordinator Data (30 Coordinators - some LCs had more than one coordinator)
- 166 Peer Mentors
- 1075 Students
Analyses

- Percentages of agree/strongly agree were calculated

- Kruskal Wallis Analyses of Variance were performed to determine group differences in responses to show to what extent High Impact Practices were implemented

- Significant Differences between groups were determined
Learning Outcome 3

Learning Communities will incorporate characteristics of High Impact Practices (HIPs), as outlined by the AAC&U, for improved student success. They will offer students opportunities for increased connection to the subject matter and provide students with both independence and support.
HIP 1: Work on assignments, projects, and activities which are challenging at appropriately high levels.

Coordinators and Peer Mentors said that this HIP was met (strongly agree/agree > 80%) not so students (79.1%).
HIP 1: Work on assignments, projects, and activities which are challenging at appropriately high levels.

A significant difference was found between Peer Mentors and LC students, Chi-Square = 12.288, p=000. Peer mentors thought HIP 1 was met at significantly higher levels than students did.
HIP 2: Invest significant time and effort on learning activities throughout the semester.

Coordinators, Peer Mentors, and Students said that this HIP was met (strongly agree/agree > 80%).
HIP 2: Invest significant time and effort on learning activities throughout the semester.

A significant difference was found for coordinators and students, Chi-Square = 4.398, p = .036 Coord > Students.
HIP 3: Constructively interact with faculty, peers and peer mentors about subject matter.

Coordinators, Peer Mentors, and Students said that this HIP was met (strongly agree/agree > 80%).
HIP 3: Constructively interact with faculty, peers and peer mentors about subject matter.

Kruskal Wallis showed NO significant differences between groups, Chi-square = 5.123, p = .077.
HIP 4: Experiencing diversity through interacting with and learning about people whose background is different.

Coordinators, Peer Mentors, and Students said that this HIP was met (strongly agree/agree > 80%).
HIP 4: Experiencing diversity through interacting with and learning about people whose background is different.

A significant difference was found between Coord. and students, Chi-Square = 4.464, p = .035 (coord > students).

A significant difference was found between Peer mentors and students, Chi-Square = 5.213, p = .022 (PM > students)
HIP 5: Improve their learning through timely and constructive feedback.

Coordinators, Peer Mentors, and Students said that this HIP 5 was met (strongly agree/agree > 80%).
HIP 5: Improve their learning through timely and constructive feedback.

A significant difference was found between PMs and students, Chi-Square = 14.010, p= .000 PM > Students
HIP 6: Reflect on their learning and have opportunities to integrate knowledge.

Coordinators, Peer Mentors, and Students said that this HIP was met (strongly agree/agree > 80%).
HIP 6: Reflect on their learning and have opportunities to integrate knowledge.

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.40%</td>
<td>3.30%</td>
<td>2.20%</td>
<td>40.00%</td>
<td>57.80%</td>
</tr>
<tr>
<td>1.10%</td>
<td>6.10%</td>
<td>12.40%</td>
<td>35.50%</td>
<td>58.00%</td>
</tr>
</tbody>
</table>

A significant difference was found between coordinators and students, Chi-square = 5.601, p=0.18
A significant difference was found between PMs and students, Chi-Square = .129, p= .005
HIP 7: Make real-world connections and applications through field trips, speakers and other activities.

Coordinators said this HIP was met (strongly agree/agree > 80%) not so peer mentors & students.
HIP 7: Make real-world connections and applications through field trips, speakers and other activities.

A significant difference was found between coordinators and peer mentors, Chi-Square = 6.224, p= .013. A significant difference was found between coordinators and students, Chi-Square= 6.980, p=.008 (Coord > PMs & Students)
HIP 8: Present Knowledge and competence through presentations in or outside of the classroom

Coordinators said this HIP was met (strongly agree/agree > 80%) not so students and peer mentors.
HIP 8: Present Knowledge and competence through various forms of presentation in or outside of the classroom

No significant differences were found between the groups.
Learning Outcome 3 – Overall Results

• All groups agreed that HIP elements 2-6 were met; Coordinators and PMs agreed that HIP 1 was met; Coordinators only agreed that HIP 7 & HIP 8 were met.

• Significant differences were found between the groups, where students indicated that High Impact Practices were met at significantly lower levels than their coordinators and peer mentors indicated.
Learning Outcome 4

Learning Communities will train responsible Peer Mentors to lead academic study sessions, demonstrate effective study methods to LC students, appropriately respond to challenges, and build a sense of community among participants.
Peer Mentor Evaluation by students

- **My PEER MENTOR ...**
- ... maintains contact with students.
- ... is approachable for students.
- ... acknowledges students’ challenges and assists with finding realistic solutions.
- ... shows respect and understanding for diverse student experiences.
- ... demonstrates a variety of effective study methods.
- ... encourages students to make effort to try new strategies, and provides feedback on their efforts.
- ... guides students with collecting information and careful selection of materials for problem solving.
- ... offers advice and suggests resources to identify academic and career aspirations.
- ... shows students that they are accountable for their learning process and outcome.
- ... encourages active participation in the community and service projects.
Learning Outcome 4 – Results

• Of all LC students, students 1075 completed the LC Student Outcome Survey which included the peer mentor evaluation questions.

• According to the survey, all 10 items were met at 80% or above (Sum of agree/strongly agree).
How can we support you?

• Review of Assessment Plans and Instruments
• Support for writing learning outcomes
• Alignments of measurement instruments with outcomes
• Communicating outcomes to students and peer mentors
• HIPs – What are they and how can we make them more visible?