Vision 20/20 Proposal – Year 2

Title: Increasing Student Retention through High Impact Practices for EDUC-U100

Team: Kathleen M. Sullivan, PhD, Director of U-100, sullivka@iusb.edu (team leader); Julie Elliot, Library, felli@iusb.edu; Julia Gressick, PhD, Education, jgressic@iusb.edu; Joel Langston, Manager, Instructional Media Services and Communication, jblangst@iusb.edu; Malysa Ayala, Assistant Director, Financial Aid and Scholarships, mamayala@iusb.edu; Christina Sullivan, Senior, Communications Major and U-100 Peer Mentor, chjsulli@indiana.edu; Aaron Turner, Education Major and U-100 Peer Mentor.

Abstract:

Dream with me! Imagine significantly impacting the academic success of 417 EDUC-U100 freshmen. These are the University’s most at risk students. They enter college with SAT’s as low as the mid-700’s and possess minimal skills to navigate college. More than 41% of them have an Expected Family Contribution of $0.

If the University is to increase retention, then it must invest in courses like EDUC-U100 that provide rigorous, relevant, and relationship centered experiences for these students. In Chancellor Allison’s, Installation Address, he cautioned us to avoid the black hole of negative, directionless complaining and focus our energies on ways to empower our students’ success. “Let’s put aside some questions like, “How did this student ever make it to college?” or “Why don’t our students study like they should?” and begin to ask a new set of questions. “What can I do to help this student?” “How can I help our students better manage their time and their other resources?”

This grant proposes a two prong approach to enhance student retention:

1. Develop engaging pedagogy that deepens our students’ critical thinking skills and utilizes a significant campus experience that brings relevancy to such learning.
2. Educate EDUC-U100 instructors and peer mentors on the essentials of Financial Aid. Students will now be mandated to meet with their financial aid counselor near the mid-term.

Within this Vision 20/20 proposal, we will report the progress of our four grant requests: 13 Fallacies Card Game, Videoscribe Software, Financial Aid Enrichment, and Campus Reads Forum.
1. Narrative for Critical Thinking and 13 Fallacies Card Game

Goals

There are two broad goals of 13 Fallacies. Our first goal is that, through playing this game, students will develop a deeper, enduring understanding of common fallacies in thinking. This will include not only their ability to identify these fallacies in others’ thinking, but also avoid them in their own reasoning. Our second goal is to improve students’ argumentation skills and foster their development of well-reasoned, supported arguments. From these goals, our assessment of student learning will be guided by the following overarching research questions:

1. How does engaging in 13 Fallacies game play promote students’ understanding of common fallacies in thinking?
2. How does engaging in 13 Fallacies game play influence and promote students’ argumentation skills?

Assessment/Results/Interpretation

To assess the effectiveness of our game-based initiative, we leveraged a design-based research approach. Design-based research (e.g. Brown & Campione, 1996; Collins, 1992; The Design-Based Research Collective, 2003) was used to iteratively assess the validity of our intervention. After each iteration of implementation, we made modifications to the game intended to improve student learning.

Specifically, to assess the effectiveness of the game, students completed an individual pre-test prior to engagement and an isomorphic post-test to understand trends in individual student learning outcomes. The assessments measured students’ ability to identify the common fallacies covered by the game. Students completed a pre-assessment prior to initial game play in early November 2014. The post assessment was administered on the last day of the semester in December 2014. Students from seven U100 courses were invited to participate in these assessments. Across these classes, 72 students consented to participate and successfully completed both the pre and post-tests. The average pre-test score was 28% (SD = 1.78). The post-test score average was 70.25% (SD = 1.53). The average individual gain between pre and post-test was 36.92% (SD = 1.93).

The gain in student scores was significant, \( t(71) = 19.509, p<.001 \), which indicates that 13 Fallacies helped students learn to identify common fallacies in thinking. Our IRB approval number is #14050.

Alterations to the Game as a Result of the Assessments: We believe the card game will be even more effective if we have a lengthier review of the fallacies before we commence the card game. We will implement this element by utilizing a series of 3 minute 13 fallacies Videoscribes detailing 2 or 3 fallacies with an application section. We will assess individual and group progress and then determine which Videoscribe the group needs to review for enrichment.
In the students’ instructor evaluations, students felt their choice of card should have been accepted. We need to better prepare the instructors/peer mentors on how to more carefully differentiate between each of the fallacies.

Students also indicated in their instructor evaluations that they would like the 13 fallacies card game to be more tightly related to the case studies in our critical thinking unit. This will definitely occur in the fall term.

To encourage competition between the classroom small groups, we would like to award a modest gift to the winner of each class. (This year I personally paid for a gift for each instructor to award to the student with the most points😊)

In addition to our team assessing the effectiveness of our educational card game for our campus, we are also submitting an article to the Games+Learning+Society Conference. We will present our finding at this year’s GLS conference.

**Budget – Year 1**

- Creation of 35 decks of card - $510
- Pizzas for game testing - $80
- Attendance at Games+Learning+Society Conference, June 11-13, 2014 - $600
  Total: $1190

Note: Since we had monies left over from our overall account, we paid $400 to have two instructional videos made on how to play 13 Fallacies Game – one for the instructors and one for the students.

**Budget – Year 2**

- Gift awarded to each winner of the each EDUC-U100 class - $150
- Attendance at Games+Learning+Society Conference where Julia Gressick and Joel Langston will present a paper on *13 Fallacies*. The School of Education will pay for Julia’s expenses and I request monies to help fund Joel Langston’s expenses. - $700

**Fiscal Sustainability**

*Additional fees for future years will be minimized since only individual cards will need to be replaced.*

**Timeline**

- Create four *13 Fallacies* Videoscribes detailing 3 fallacies with an application section. (Summer 2015)
- Encourage the instructor and peer mentor to more thoroughly explain the correct answers. Better prepare the instructors/peer mentors on how to more carefully differentiate between each of the fallacies. (Instructor/Peer Mentor Training Summer 2015)
• 13 fallacies card game will be more tightly related to the case studies in our critical thinking unit. Revise instructor materials to assist with this and revise students’ writings to facilitate this. (Summer 2015)
• Attendance at the Games+Learning+Society Conference – July 2015

2. Narrative for Enhanced Engagement through VideoScribe

Goals

1. Create three Videoscribes that will increase student engagement and understanding of the material compared to a more traditional approach of a Powerpoint.

Assessment/Result/Interpretation

Three Videoscribes were created.

• Introduction to the 13 Fallacies with examples of each of the fallacies (11 minute video)
• Reflecting on Beliefs about College and the Implication of those Beliefs (2 min video)
• James Marcia’s Identity States (3.30 min video)

One section of Educ-U100 received a Powerpoint of the content. Another section of Educ-U100 received the Videoscribe version of the Powerpoint content. Students consistently expressed verbally and in writing how they were more engaged with the Videoscribe version. The level of enthusiasm and participation was significantly enhanced in the class that experienced Videoscribe. Also students learned the content twice as quickly with the Videoscribe.

What We Are Going to Do Next

• Increase the number of Videoscribes from 3 to 7. Make a presentation through UCET about VideoScribe. In collaboration with Kael Kanczuzewski explore educational rates for the School of Education and UCET to make this service more widely available. Participate with Julia Gressick in a teaching and learning partnership through UCET. In collaboration with the newly created Smart Goal Videoscribe, all U100 students will create a bookmark that identifies their Smart Goal on one side of the bookmark and their specific action plan on the reverse side.

Budget – Year 1
License $276 (was able to tap into a sale for $200)

Budget Year 2
One Year License $276
Smart Goal Bookmarks

<table>
<thead>
<tr>
<th>Product</th>
<th>Quantity</th>
<th>Unit Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smart Goal Bookmarks</td>
<td></td>
<td></td>
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</tbody>
</table>
Medium Vinyl Bookmark Sleeve (50) 8 9.50
Bookmark Tassels Rainbow Assorted (50) 8 9.50
Medium White Bookmark Inserts (50) 8 5.00

Total: $245 (includes shipping)

**Fiscal Sustainability**

In time I would like the School of Education or UCET to provide the license for multiple users.

**Timeline**

1. Between spring and early summer create 7 new Videoscribes.
2. Explore possibility of presenting on Videoscribe through UCET – spring
3. Present to School of Education on Videoscribe – fall.
4. Collaborate with Julia Gressick on Videoscribe in a teaching and learning partnership through UCET.
5. In Fall U100 students will create bookmarks for a Smart Goal after watching the Smart Goal Videoscribe.

3. **Narrative for creating the Campus Reads program with EDUC-U100 students as the core participants of the program**

**Goals of the program**

- To encourage critical thought and discussion among students, faculty, and community leaders
- To increase student retention through student integration with campus life, faculty and the community through discussions about ethical issues pertinent to emerging science and technology

**Assessment/Result/Implication**

One hundred and 90 students attended the forum with 180 students returning the evaluation form. 90% of the participants indicated that the event inspired them to learn more about the topic. More than 90% found the small group interaction extremely helpful. We will continue our format and invite Indiana University South Bend faculty and University of Notre Dame faculty to present in the large and small group discussions.

**Budget Year 1**

Honorariums - $600
Food/Refreshments - $600

*Total Costs: $1,200*

**Budget Year 2**
Honorariums - $600
Food/Refreshments - $600
Total Costs: $1,200

**Fiscal Sustainability**

In the future perhaps the Chancellors’ fund dedicated to the First Year Experience could assist with this effort.

**Timeline**

1. Invite panelists in the summer to make presentations for the fall forum. We will continue the topic of emerging issues in science and technology and the ethical implications.

4. **Narration to incorporate financial aid and scholarships into the EDUC-U100 curriculum**

**Goals**

- To train EDUC-U100 instructors and peer mentors on fundamentals about financial aid literacy and to dedicate part of their one-on-one meetings with students to guide them on work/study balance
- To require all EDUC-U100 first year students to see their financial aid counsellor by midterm

**Assessment/Results/Implications**

- As a result of this initiative 70% of Educ-U100 Students visited with a financial aid counselor. In one-on-one meetings with peer mentors and instructors many students expressed their appreciation for the opportunity. Each Educ-U100 student received a survey of their experience with the financial aid office. This survey will be assessed and enhancements made to the student experience.

**Budget Year One – Training for Instructors and Peer Mentors about Financial Aid**

10 pizzas @ $10 = $100  
2 liter soft drink @ $1.99 x 8 = $16.00  
Cups and plates = $15  
*Total: $131*

**Budget Year Two - Training for Instructors and Peer Mentors about Financial Aid**

16 pizzas @ $10 = $160  
2 liter soft drink @ $1.99 x 12 = $24.00  
Cups and plates = $20  
*Total: $204*

**Financial Sustainability**

Perhaps the School of Education/Financial Aid will subsidize the pizza for future trainings.
Timeline
1. Consult with Malyssa Ayala to implement changes to enhance facilitation of the student/financial aid meeting – spring. 
2. Invite representatives from the Financial Aid office to present to our U100 Instructors and our Peer Mentors. -- Spring

CANCELLED – Classes did not fill for the linked classes between EDUC-U100 and W130, an introductory writing course.

Summary of Budget Year 1

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<th>Program</th>
<th>Monies Requested</th>
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<tr>
<td>13 Fallacies Card Game</td>
<td>$1,190</td>
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<td>VideoScribe</td>
<td>$276</td>
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<td>Campus Reads</td>
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<td>Learning Communities: U100 and W130</td>
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Summary of Budget Year 2

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<td>Lead Administrator Salary – (K. Sullivan)</td>
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<td>For the creative innovation of U100</td>
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<tr>
<td>curriculum by writing the scripts and</td>
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<tr>
<td>developing 7 new videos via Videoscribe</td>
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<tr>
<td>that will be utilized by 20 sections of U100</td>
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<tr>
<td>serving 400 students.</td>
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<tr>
<td>$250 per video x 7 = $1750 video creation</td>
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<td>+473 fringe benefits = $2223</td>
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**INDIANA UNIVERSITY SOUTH BEND**  
**Internal Proposal Route Sheet**  
**Office of Research Administration**  
(574) 520-4181 | FAX (574) 520-5549 | sbres@iusb.edu

**Erika Zynda**  
Office of Research Administration  
A247  
South Bend

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<td>Kathleen Sullivan</td>
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**Project Title:** Vision 2020 Proposal - Year 2  
**Increasing Student Retention through High Impact Practices for EDUC 1100**

**Amount of this request:** $49,450.

**Type of Proposal:**
- [ ] Faculty Research Grant  
- [ ] Curriculum Development  
- [x] Seed Grant  
- [ ] Research Project Initiation Grant  
- [ ] Regional Research Grant  
- [x] Other: Vision 2020 Grant

**Special Needs:**
- [ ] Human Subjects  
- [ ] Animals  
- [ ] Biosafety:  
  - [ ] Pathogenic agent  
  - [ ] Human tissue or fluids  
  - [ ] Recombinant DNA

**Brief Layman's Description of Project:**

Provide enriched curriculum, outside of class attendance, and financial aid education to EDUC 1100, Conditionally Admitted Students.

**APPROVALS:**

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