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); Julia Gressick, PhD, Education, jgressic@iusb.edu; Joel Langston, Manager, Instructional Media Services and Communication, jblangst@iusb.edu; Cynthia Lang, Assistant Director, Financial Aid and Scholarships

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 midterm.

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 Forum on Ethical Issues in Science and Technology

1. Narrative for Critical Thinking and 13 Fallacies Card Game

Goals for Year 3

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**

- Test if playing the game without prior teaching of the 13 Fallacies will provide the same level of learning as teaching the fallacies before students play the game. Can the game stand on its own merit or does parallel teaching enrich student learning? This year we were interested in analyzing the role of an instructional video activity as a supplement to U100 students’ play of the game 13 Fallacies to learn about common fallacies in thinking. In previous semesters, students learned through playing the game after viewing an instructional video. In Fall 2015 the instructional video was segmented and supplemented with a worksheet students completed as they watched. To analyze the effectiveness of this approach, some U100 instructors used the worksheet with segmented videos and others did not. We conducted pre and post-test analyses across these two conditions.

Students who were in classes that used the worksheet and video as a supplement to gameplay (n = 39) had an average pre-test score of 26% and post-test score of 69%. The mean individual gain in performance was 43%. Individuals in the comparison group, which did not complete the worksheet video activity (n = 38), had an average pre-test score of 28% and post-test score of 73%. The mean individual gain in performance was 45%. These results indicate that mean student learning gains were approximately the same across conditions. This suggests that both approaches to instruction helped students to learn.

We were also interested in student perceptions of 13 Fallacies as a learning tool, as compared to more traditional instructional approaches. To measure this, students completed a brief survey on their post-test. Across conditions, most students indicated that they felt 13 Fallacies helped them to learn and promoted collaboration with classmates. Furthermore, the majority of U100 students indicated that they preferred the game-based approach to learning when compared to listening to a lecture or writing a paper on the topic of fallacies in thinking.

An article and a presentation about the 13 Fallacies card game was accepted and delivered at the Games+Learning+Society Conference, July 8-10, 2015.

**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

Budget – Year 3

• Add 25 new decks to the 13 Fallacies card game - $250.00
• Pay for registration, travel, and hotel expenses for Joel Langston to attend Games+Learning+Society Conference, June 2016, where he will co-present a paper on 13 Fallacies - $850.00

Fiscal Sustainability

Additional fees for future years will be minimized since only individual cards will need to be replaced. Departments will cover the conference fees.

Timeline

• Order new deck of cards by July, 2016
• Submit article and attend 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.

• Re-create the 13 fallacies Videoscribes into 4 shorter videos with a written assessment following each video
• Create a Videoscribe on how to create a SMART goal
• Create a Videoscribe on beliefs driving student results
• Create a Videoscribe on how memory works
Assessment/Result/Interpretation

Again these instructional materials were immensely helpful in bridging abstract concepts with practical application to aid in college success.

- Each semester students have been asked to write a mastery paper on Unit 1 of the course. The first section of the paper pertains to James Marica’s theory on identity. Prior to the use of utilizing the videoscribe on Marcia’s theory, students frequently confused the different identity states, would not explain the state, or skipped over it. In Fall of 2015, the students’ assessment on their Mastery Paper regarding identity showed a 30% increase on their grades. This should not have surprised me since their assessment of learning this material prior to the paper was significantly more thorough than relying on powerpoint to teach the concepts. I was amazed at how quickly they learned the material in my follow up discussion. They immediately recalled the four states and the degree to which the characters in the videoscribe exemplified commitment and exploration in regards to one’s major.

- Another videoscribe focused on how to create a SMART goal. Typically students on their goal sheet (part of the Mastery Paper assignment) still submit goals that are vague. Not uncommon for someone to write, “Study more.” “Get better grades.” “Don’t procrastinate.” But in the Fall 2015 goal submission, over 85% of students not only submitted a specific goal but provided strategic tactics to reach that goal. When asked at the end of the semester what were students’ key learnings, 15% mentioned the SMART Goal. In the past, nobody listed the Smart Goal as one of their top five takeaways.

- In our second unit on Self-Regulated Learning, I taught a metaphor for how memory functions. Typically students read an article titled “The Memory Jungle and we discuss it. Usually 10% of students participate in the conversation about the meaning of the animals, the meadow, and the jungle. With the use of the videoscribe, that number increased to 30%. Watching the metaphor come alive dramatically enhanced understanding.

Several students commented on the impact of this teaching tool:

- The Videoscribes are effective in elaboration. The videos were elaborate analogies that help carve a larger pathway in my brain versus just reading the terms. I remember exactly what the memory jungle looks like in my mind and how everything interacts. The videos have made their way into my long term memory. – David Judd

- I for one have found them more helpful than simply reading the words off of a slide. Then again I’ve always had an easier time with a visual stimuli to aid with the process of learning, whether it is a table or graph or a monster whose smart goal is about losing weight. – William Click

- The video scribes were very effective. It provided students with a better visual aid and was more interesting than a PowerPoint. I believe that this is a better way of teaching things and other classrooms should use Videoscribes. – Tamara Vaughn
• The video gave a more personal approach by giving the pictures and animation. Some of the parts were funny which helped me remember easier. – Alek Parks
• The videos are something that I would recommend wholeheartedly. – James Hutchins

Timeline

• Create the following Videoscribes this summer
  • Introduction to Self-Regulating Learning
  • Exploration of Regulation of Behavior (2 videos)
  • Exploration of Regulation of Cognition with a focus on Elaboration
  • Exploration of Regulation of Motivation
  • How to overcome procrastination
  • Summary video of key learnings for the semester

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

Budget Year 2
One Year License $276
Smart Goal Bookmarks $245

Budget Year 3
One Year Videoscribe License $144
Creation of 7 Videoscribes $2223

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

3. Narrative for creating the Ethics Forum on Science and Technology 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

More than 160 students attended the forum with 50% of students returning the evaluation form. 80% of the participants indicated that the event inspired them to learn more about the topic. 82%
found the small group interaction extremely helpful. And 83% rated the forum as excellent. 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*

**Budget Year 3**
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**

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 75% 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

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

20 pizzas @ $10 = $200
2 liter soft drink @ $1.99 x 12 = $24.00
Cups and plates = $40
Total: $264

Financial Sustainability
Perhaps the School of Education/Financial Aid will subsidize the pizza for future trainings.

Timeline
1. Consult with Cynthia Lang 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

Summary of Budget Year 1

<table>
<thead>
<tr>
<th>Program</th>
<th>Monies Requested</th>
<th>Monies Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Fallacies Card Game</td>
<td>$1,190</td>
<td>$1175.83</td>
</tr>
<tr>
<td>VideoScribe</td>
<td>$276</td>
<td>$200</td>
</tr>
<tr>
<td>Campus Reads</td>
<td>$1,200</td>
<td>$769</td>
</tr>
<tr>
<td>Learning Communities: U100 and W130</td>
<td>$1,430</td>
<td>Cancelled</td>
</tr>
<tr>
<td>Financial Aid and U100</td>
<td>$131</td>
<td>$131</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$4,227</strong></td>
<td><strong>$2275.83</strong></td>
</tr>
</tbody>
</table>

Left in Budget $1486.17

Summary of Budget Year 2

<table>
<thead>
<tr>
<th>Program</th>
<th>Monies Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Fallacies Card Game. Travel</td>
<td>$850</td>
</tr>
<tr>
<td>VideoScribe License/BookMarks. PO</td>
<td>$521</td>
</tr>
</tbody>
</table>
### Campus Reads/Honorarium - DV

<table>
<thead>
<tr>
<th>Program</th>
<th>Monies Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Reads/Honorarium - DV</td>
<td>$1,200</td>
</tr>
</tbody>
</table>

### Financial Aid and U100/ Hospitality

<table>
<thead>
<tr>
<th>Program</th>
<th>Monies Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Aid and U100/ Hospitality</td>
<td>$204</td>
</tr>
</tbody>
</table>

### Lead Administrator Salary – (K.Sullivan)

For the creative innovation of U100 curriculum by writing the scripts and developing 7 new videos via Videoscribe that will be utilized by 20 sections of U100 serving 400 students.

$250 per video x 7 = $1,750 video creation + 473 fringe benefits = $2,223

<table>
<thead>
<tr>
<th>Program</th>
<th>Monies Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead Administrator Salary – (K.Sullivan)</td>
<td>$2,223</td>
</tr>
</tbody>
</table>

### Total

<table>
<thead>
<tr>
<th>Program</th>
<th>Monies Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$4,998.00</td>
</tr>
</tbody>
</table>

### Requested for Year 2

<table>
<thead>
<tr>
<th>Program</th>
<th>Monies Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requested for Year 2</td>
<td>$4,998.00</td>
</tr>
</tbody>
</table>

### Monies left over from Year 1

<table>
<thead>
<tr>
<th>Program</th>
<th>Monies Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monies left over from Year 1</td>
<td>-$1,486.17</td>
</tr>
</tbody>
</table>

### Adjusted Requested for Year 2

<table>
<thead>
<tr>
<th>Program</th>
<th>Monies Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusted Requested for Year 2</td>
<td>$3,511.83</td>
</tr>
</tbody>
</table>

### Summary of Year 3 Budget

<table>
<thead>
<tr>
<th>Program</th>
<th>Monies Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>13 Fallacies Card Game. Travel</td>
<td>$1,100</td>
</tr>
<tr>
<td>VideoScribe License.PO</td>
<td>$141</td>
</tr>
<tr>
<td>Ethical Issues Forum.DV</td>
<td>$1,200</td>
</tr>
<tr>
<td>Financial Aid and U100 – Pizza and Refreshments.Hospitality</td>
<td>$264</td>
</tr>
<tr>
<td>Lead Administrator Salary – (K.Sullivan)</td>
<td>$2,223</td>
</tr>
</tbody>
</table>

### Total

<table>
<thead>
<tr>
<th>Program</th>
<th>Monies Requested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>$4,928</td>
</tr>
</tbody>
</table>

### Requested for Year 3

$4,928.00 - $1,035.66 (monies left over from year 2) = $3,892.34 adjusted request

### Summary Report from Year 2 Budget

02/01/16

*** ACCUMULATED BY ACCOUNT ***

Page 1
<table>
<thead>
<tr>
<th>OBJECT</th>
<th>CURRENT BALANCE</th>
<th>PCT OF OBJECT</th>
<th>OBJECT CODE</th>
<th>CURRENT BUDGET</th>
<th>ACTUAL TRANSACTIONS</th>
<th>CURRENT ACTUAL</th>
<th>ENCUMBRANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>C&amp;G HOSP</td>
<td>0.00</td>
<td>0.00</td>
<td>4027----</td>
<td>0.00</td>
<td>0.00</td>
<td>501.32</td>
<td>0.00</td>
</tr>
<tr>
<td>TEACH SUPPLS</td>
<td>(501.32)</td>
<td>0.00</td>
<td>4080----</td>
<td>0.00</td>
<td>0.00</td>
<td>250.00</td>
<td>0.00</td>
</tr>
<tr>
<td>HONORARIA</td>
<td>(250.00)</td>
<td>0.00</td>
<td>4535----</td>
<td>0.00</td>
<td>0.00</td>
<td>450.00</td>
<td>0.00</td>
</tr>
<tr>
<td>*** TOTAL GEN EXP</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>1,201.32</td>
<td>0.00</td>
</tr>
<tr>
<td>OTST TRVL</td>
<td>(1,201.32)</td>
<td>0.00</td>
<td>6100----</td>
<td>0.00</td>
<td>0.00</td>
<td>168.00</td>
<td>0.00</td>
</tr>
<tr>
<td>OTST TRANSP</td>
<td>(168.00)</td>
<td>0.00</td>
<td>6180----</td>
<td>0.00</td>
<td>0.00</td>
<td>150.26</td>
<td>0.00</td>
</tr>
<tr>
<td>*** TOTAL TRAVEL</td>
<td>(318.26)</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>318.26</td>
<td>0.00</td>
</tr>
<tr>
<td>**** EXPENDITURES GROSS</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>1,519.58</td>
<td>0.00</td>
</tr>
<tr>
<td>**** EXPENDITURES NET TRANSFERS IN</td>
<td>0.00</td>
<td>0.00</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>1,519.58</td>
<td>0.00</td>
</tr>
</tbody>
</table>

JULY 1 CASH BALANCE: 2,555.24  CURRENT CASH BALANCE: 1,035.66