

Student Learning in the Common Hour

To what extent are students demonstrating learning as a result of completing Common Hour?

Learning Outcome

New students who participate in the Chicago Quarter program will identify academic and social resources to help navigate their transition to DePaul.

Methodology

- A Qualtrics survey was distributed by email to 313 student participants prior to the start of the fall quarter and again after the fall quarter ended.
- Survey results for 106 students who completed the post-quarter questionnaire were scored to determine how many questions a student answered correctly.
- Students had to correctly answer 70% of the questions to have acceptable performance.
- Additionally, survey results from 43 students who took both the pre- and post- quarter questionnaires were analyzed using McNemar's test to determine if students demonstrated a statistically significant change in their responses.

Demographics

- 2,548 first year students were registered for a Chicago Quarter course prior to the start of the fall quarter.
- A random sample of 313 students from 7 Discover Chicago and 7 Explore Chicago sections was invited to participate.

Plan of Action

- In April 2016, findings were shared with Common Hour partners who collaborated on each lesson in order to make adjustments for the fall 2016 questionnaire.
- In July 2016, the updated questionnaire was tested with current students.
- Pre-quarter questionnaires were sent in mid-August and early September 2016 while post-quarter questionnaires will be sent in November 2016 via email.
- In winter 2017, survey data will be analyzed and results will inform curriculum design of the Common Hour moving forward.

Key Findings

- 94 of 106 students (89%) met or exceeded the threshold of success on the post-quarter questionnaire.
- There was an increase in students meeting or exceeding the threshold of success from 32 students (74%) in the pre-quarter questionnaire to 37 students (86%) in the post-quarter questionnaire.
- The small sample size of these pilot findings make it impossible to make broad generalizations or say with confidence that our program level outcome is being met; however, these findings support an expanded assessment of student learning in fall 2016.

