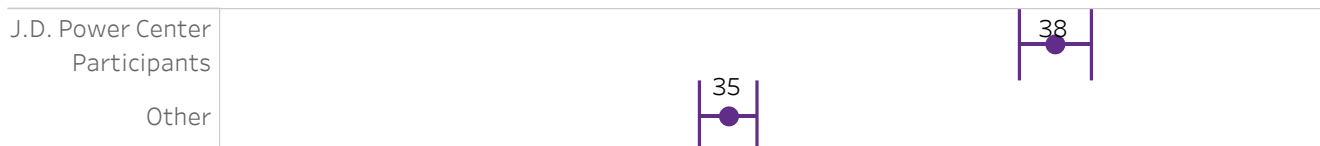


J.D. Power Center Participation and Reflective and Integrative (RI) Learning

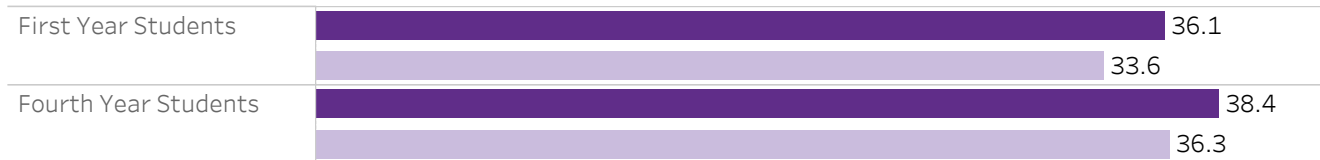
A Research Memo from the Office of Assessment and Research

Background: The Office of Assessment and Research (OAR) conducted an exploration of the relationship between student participation in experiential learning and their scores on the High Impact Practice (HIP), Reflective and Integrative Learning (RI), from the 2016 administration of the National Survey of Student Engagement (NSSE). NSSE is administered for first-year and senior students. NSSE defines Reflective and Integrative (RI) Learning as students' "ability to make connections between their learning and the world around them, reexamining their own beliefs and considering issues and ideas from others' perspectives."

The results of an independent samples t-test showed that, on average, **J.D. Power Center participants had significantly higher RI scores than students who did not participate in experiential learning** ($t = 3.142, p < 0.01$).



We also specified various regression models to study the association between J.D. Power Center participation and RI while incorporating other variables that, when considered, might affect the strength or direction of the association. One variable we found particularly important to include was **class year**. Since first year and fourth year students participated in this study, it could be possible that fourth year students always have higher RI scores than first year students. We tested this theory, and found that even after controlling for class year, J.D. Power Center participation could still significantly predict RI scores. **Compared to students who did not participate in experiential learning, those that did participate in at least one J.D. Power Center experience were predicted to be 2.4 points higher in RI, controlling for class year.**



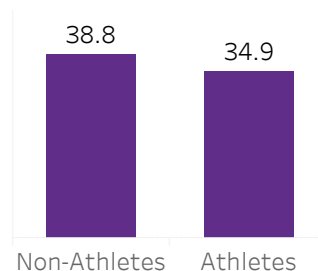
■ J.D. Power Center Participants ■ Other

Note: There was no significant interaction between J.D. Power Center participation and class year.

Finally, we used a stepwise regression model to explore which of the several predictors listed in the box on the bottom left of this page were most strongly related to RI. We found that class year was the most significant predictor of RI without controlling for any others. Athlete status was the strongest predictor after controlling for class year, and it had a negative association with RI. **J.D. Power Center participation was the third best significant predictor of RI after controlling for class year and athlete status.** After controlling for these three variables, no other variables tested were significantly related to RI.

Self-Reported Variables: Previous or Current Military Participation, International Student Status, First Generation Status, Race (White v. Other), Sexual Orientation, Disability Status, Athlete Status

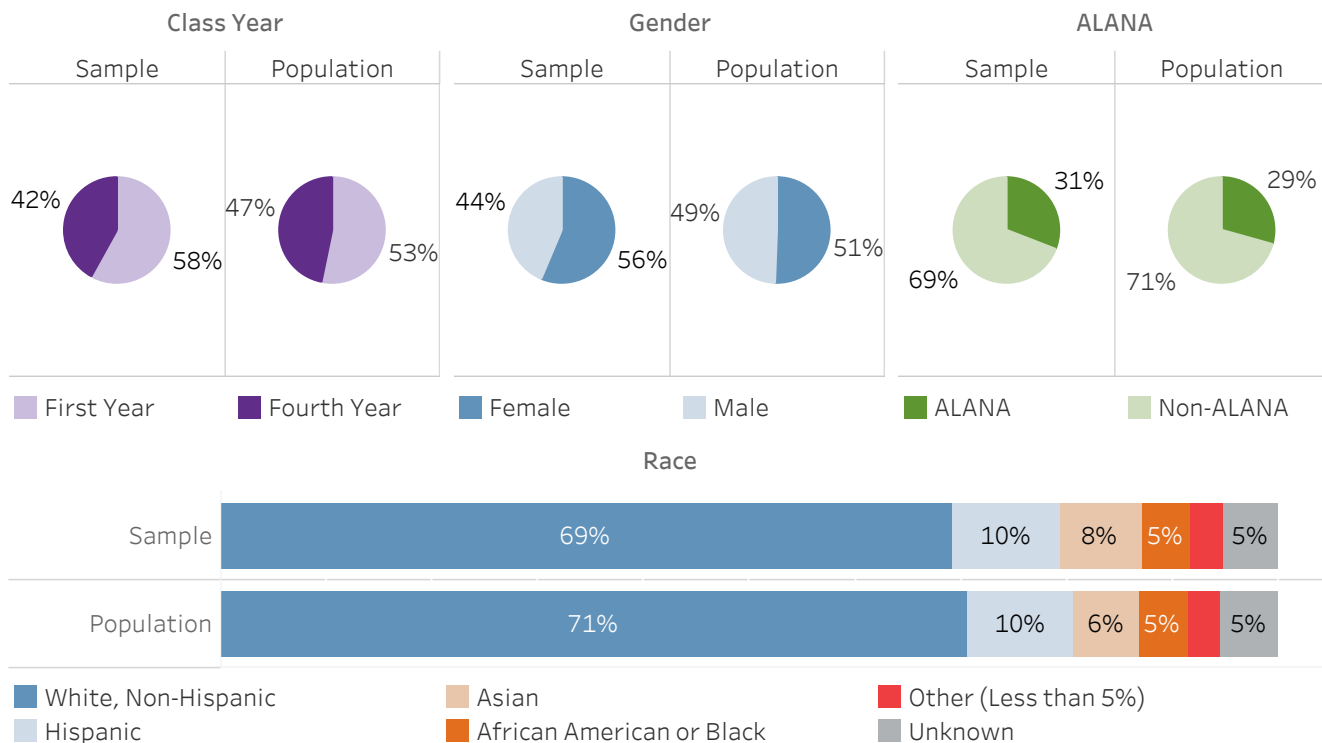
Institution-Reported Variables: J.D. Power Center Participation, Class Level, Sex



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Response Rate and Representativeness: Of the 1432 first and fourth year students who were invited to participate in NSSE in 2016, 588 responded, resulting in an overall response rate of 41%. While this response rate is quite high for a nationally normed survey, since these participants were not randomly selected, it was important to explore how representative the survey sample was of the overall population of students that were invited to take the survey. As shown by the graphs below, **the sample was somewhat representative of the population on key demographics such as class year, sex, ALANA status, and race.** Our analyses used proportional sample weights based on class year, gender, and ALANA status to account for the small discrepancies between the sample and population of Holy Cross's first and fourth year students who were invited to take the survey.



Limitations and Future Directions: This research was largely exploratory, examining whether evidence could be found of an association between student-reported participation in J.D. Power Center programs and higher Reflective and Integrative Learning (RI) scores. Confirmatory methods would provide stronger conclusions about the relationship between these two variables, but this would require the development of a more articulated theory of change regarding how J.D. Power Center experiences are believed to affect change in RI, and what confounding variables might complicate the association. This limitation is further emphasized by the especially low amount of variance in RI explained by our final, stepwise regression model. **A perfect model of the variance in RI would explain 100% of variance in RI scores, but our final model only explained 5% of that variance.**

Given these results, OAR will work toward developing further assessment measures based on specific J.D. Power Center program goals that can provide more direct evidence of student learning, particularly as it relates to Reflective and Integrative (RI) learning. Developing these program goals will assist us in building a better predictive statistical model of RI, and to better isolate the unique effect of J.D. Power Center programs on RI.