WASHINGTON CENTER
FOR IMPROVING THE QUALITY OF UNDERGRADUATE EDUCATION

CRAFTON HILLS COLLEGE
LEARNING COMMUNITY PROGRAM ACTION PLAN
JUNE 2009- JUNE 2011

This plan focuses on three essential goals for our learning community program: increasing student persistence and achievement; promoting integrative learning; and enhancing students' experiences of learning in the classroom.

PART ONE: INCREASING STUDENT PERSISTENCE AND ACHIEVEMENT

Overview: At this stage of our Learning Community (LC) Initiative, we have an ever-changing collection of linked courses that develop independently of each other with little institutional infrastructure or oversight. To address these deficiencies, we identified in our application to the NSILC the following goals we would like to achieve with this Action Plan:

- Identify campus-wide policies for all LC practitioners.

- Articulate a process for proposing a LC offering.

- Institutionalize administrative structures and procedures, such as scheduling, room assignments, and registration.

- Define policies and procedures for the integration of student support services into learning communities.

- Define spheres of responsibility.

- Identify definite timelines and deadlines for each semester.

- Identify institutional evaluation procedures, both formative and summative.

The following goals are all meant to address these concerns.

Goal: Create a guiding body for oversight and promotion of best practices.

Steps:
- Identify members of the CHC Learning Community Advisory Committee (LCAC) (now).
- Articulate roles of the committee (by October 2009).
- Identify and articulate responsibilities of co-chairs of committee (by October 2009).
- Meet monthly (starting August 2009).

Timeline: Ongoing

Team leads: Cheryl Marshall and Daniel Bahner

Goal: Write a handbook defining campus-wide policies for learning community practitioners, addressing all of the following concerns:

- *Scheduling: Lines of communication; spheres of responsibilities*
- *Training, including training booklet*
- *Proposal of learning*
- *Shared Syllabi (degrees of integration)*
- *Deadlines and timelines*
- *Integration of student services*
- *Events: e.g., field trips, guest speakers, purchasing food, etc.*
- *Integrative assignments and activities (at least two; requisite faculty development; submission of examples)*
- *Evaluation processes: formative and summative, including SLOs for the courses, general education, as well as integrated learning*

Steps: Through a series of bi-weekly meetings, Learning Community Advisory Committee (LCAC) will:
- discuss each of the above;
- assign writing responsibilities;
- review, respond, edit, and propose revisions;
- publish final copy in hard copy and on the LC webpage.

Timeline: By December 2009

Team leads: Cheryl Marshall and Daniel Bahner

Goal: Integrate student services into learning communities.

Two approaches:

1. Integrate counselors, EOPS, EOPS, DSPS, and student success advisors integrated into courses.

Steps:
- Meet with student services practitioners to discuss possible roles and responsibilities, and expectations for counselors, EOPS, DSPS, and student success advisors, and teachers.
- Articulate the results of the discussion in the learning community handbook.

Timeline: By August 17, 2009

Team lead: Debbie Bogh

2. Have counselors teach a student success course as part of learning communities.

Steps:
- Identify appropriate courses.
- Review existing curriculum (such as PCD, CHC, INTDIS, and LRC) for optimal curricular alignment
- Modify curriculum, where appropriate.
- Write curriculum, if necessary.
- Work out putative contract conflicts.

Timeline: Fall 2010
Team leads: Cheryl Marshall and VPSS

Goal: Integrate Learning Resource Center into learning communities, if appropriate.

Steps:
- Review and evaluate current practices (c.f., BSI Action Plan initiative).
- Meet with LRC personnel to discuss and articulate and policies for use of Writing Center, Math Center, LRC, and tutors.
- Implement policies determined through this dialogic process.

Timeline: Spring 2010

Team lead: Robert Brown

PART TWO: PROMOTING INTEGRATIVE LEARNING

Goal: Create a culture of intentional integrative learning.

Steps:
- Lead faculty through the integrative assignment heuristic.
- Work with faculty to incorporate at least two integrated assignments into each LC.
- PD focused on integrative assignments: examples of what others have done.
- Offer workshops when faculty share best practices for increasing student metacognition.

Timeline: Pilot in Fall 2009; ongoing thereafter

Team lead: Daniel Bahner

Goal: Gather evidence of integrative learning.

Steps:
- Cull examples of integrative assignments wherever we can—Washington Center; contacts made at NSILC; other colleges' websites.
- Post examples of integrative assignments on webpage and in hard copy.
- Celebrate people's work.

Timeline: Begin now; ongoing thereafter

Team leads: Daniel Bahner and Jane Beitscher

Goal: Assess integrative learning.

Steps:

- Develop a more effective process for administering the CSSE.
- Articulate LC outcomes, such as the following defined in May 2008:

Through the LC experience at CHC, students will:

  o *Develop a sense of community within the cohort and the campus at large.*

- o *Become aware of and use available campus resources.*
- o *Develop a comfortable rapport with several instructors.*
- o *Learn to work within a group and develop a team concept.*
- o *Articulate a diversity of ideas and interdisciplinary connections.*
- o *Develop and articulate a sense of self as a member of different communities.*

- Identify assessment methods, such as the Washington Center's Protocol; end-of-semester surveys; interviews with students and faculty; artifact analysis; and focus groups.
- Administer assessments.
- Collect and review data.
- Make changes to improve as appropriate.

Timeline: December 2009

Team lead: Daniel Bahner

PART THREE: STUDENTS' EXPERIENCES OF LEARNING IN THE CLASSROOM

Goal: Strengthen classroom practices (e.g., assessing students' experiences, classroom visits)

Steps:
- Offer professional development workshops in best practices for active learning strategies.
- Continue to offer DELTA Academies.
- Conduct SGIDs in all LCs.
- Encourage and promote alternative ways of collaboration among faculty.

Team lead: Daniel Bahner

Timeline: Fall 2009; ongoing thereafter

Goal: Promote integrative learning.

Steps:

- Populate LC website with examples of best practice of integrative assignments.
- Collect and publish (on website; bulletin boards) photos of LC events.
- Encourage students to reflect on integration in all LCs.

Team lead: Daniel Bahner

Timeline: Fall 2009; ongoing thereafter