



Using Washington Center's Online Survey to Design Ongoing Professional Development for Learning Community Programs

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The Online Survey: A Range of Purposes

1. Develop a quantitative measure to use with the *Collaborative Assessment Protocol* piloted during Washington Center's National Project on Assessing Learning in LCs
2. Collect national data about the “what” and “how” of substantive learning in LCs based on students' experiences
3. Use survey results to design campus professional development and create online resources to enhance LC practice

Focus on Classroom Learning

“While recognized leaders can make higher achievement a priority, faculty and teachers who work directly with students are the only ones who can actually make it happen.”

~ AAC&U LEAP Report, *College Learning for the New Global Century*, 2007



Scope of Survey Use

- ▶ Piloted in Fall 2009 with 11 institutions, both 2-year and 4-year
- ▶ Colleagues provided critical feedback on two areas:
 - meaning of “integrate” (i.e., “connect”)
 - comparison of LC experiences with other classes
- ▶ Since Wtr/Spr 2010, 60 institutions have participated
 - 2-Yr/4-Yr; private/public; three outside the U.S.
- ▶ As of Spring 2013, the survey database had 14,900 usable responses

Survey Sections



1. Students' engagement in classroom activities
– 13 items
2. Instructors' activities that support learning
– 13 items
3. Students' perceptions of gains made in their own understanding and abilities
– 10 items
4. Students' perceptions of cognitive activities in the LC versus other courses
– 7 items



Results from the 2012–13 National Administration

**Suppose these national results are similar to those
for your institution ...**

**What ongoing professional development activities or
strategies might facilitate LC program improvement?**

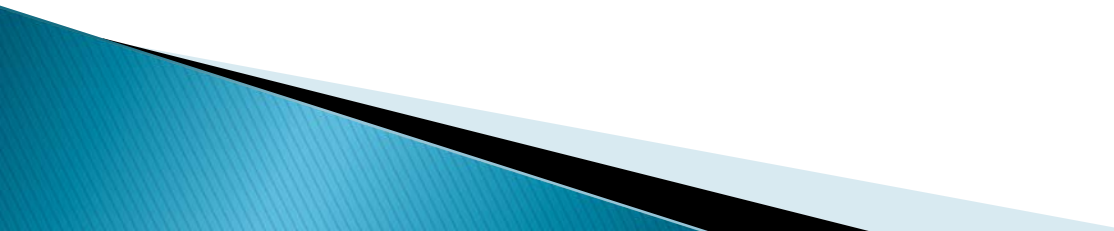


Campus Case Study

Suppose these are the results for your institution ...

What classroom-based professional development activities or strategies do you think might have contributed to these changes?

LC Program – Campus Case Study

- ▶ Two decades offering two–course, team taught interdisciplinary LCs based on collaborative learning pedagogy
 - ▶ 25 LCs offered annually to ~500 first– and second–year students as an alternative to traditional general education courses
 - ▶ Approximately 40 faculty across disciplines teach LCs, including math and science
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Survey-Generated Professional Development

- ▶ Reorganize sections into campus-relevant categories (e.g., Gen Ed and FYE outcomes)
- ▶ Report survey findings to campus community
- ▶ Reviewed by LC faculty at annual LC retreat
- ▶ Results provide basis for ongoing forums on LC program practices (e.g., coaching, student learning documentation and faculty lunch exchanges)

Targeted Professional Development

- ▶ Four LC teams used QR module offered by Gen Ed Committee
- ▶ Three LC teams participated in *SoTL Scholars Seminar*
- ▶ Two LC teams participated in *Service Learning Scholars* (e.g., field-based science labs)
- ▶ *LC Faculty Exchange* between the case study college and a community college in a neighboring state, with a focus on project-based, integrative assignments

What kinds of professional development would help your campus improve your LC program?



Resources

- ▶ [Assessment](#)
- ▶ [College Readiness](#)
- ▶ [Developmental Education](#)
- ▶ [Educational Reform](#)
- ▶ [Effective Teaching](#)
- ▶ [Equity and Diversity](#)
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Resources

Events

ACLC Learning Communities Retreat

October 23-25, 2013—West Hartford, CT

Hosted by the Atlantic Center for Learning Communities (ACLC)

California LC Coordinators Meeting

October 25, 2013—Grossmont College, El Cajon, CA

Washington State Learning Community Coordinators Meeting

November 4, 2013—Highline Community College, Des Moines, WA

National Learning Communities Conference 2013

November 7-9, 2013—*Making Waves*, Omni Corpus Christi Hotel-Bayfront Tower, Corpus Christi, TX

Texas Learning Communities Consortium Meeting

November 7, 2013—Omni Corpus Christi Hotel-Bayfront Tower, Corpus Christi, TX

You do not need to be registered for the National Learning Communities Conference to attend this event.

National Summer Institute on Learning Communities 2014

July 14-18, 2014—The Evergreen State College, Olympia, WA

National Resources

Summer Institute

The National Summer Institute on Learning Communities provides focused time for campus teams to develop action plans for launching, strengthening, or retooling learning community programs.

Regional Networks

These networks and consortiums offer opportunities to connect with peers at nearby institutions as well as cost-effective professional development opportunities at regional retreats.