

# 27TH ANNUAL CURRICULUM PLANNING RETREAT

## “SEEING LEARNING COMMUNITY PROGRAM PRACTICES THROUGH NEW LENSES”

DUMAS BAY CENTRE — FEDERAL WAY, WASHINGTON

APRIL 17-18, 2014

### AGENDA

#### THURSDAY, APRIL 17

- 9:00–10:00 a.m.      **Check in**  
WLCC Steering Committee meeting
- 10:00–10:45 a.m.      **Opening Session: Introductions for individuals and teams**  
*Facilitated by WLCC Steering Committee*
- 10:45 a.m.–11:45 p.m.      **Option A: Nuts and Bolts of Integrative Assignments: How to Get Started**  
Integrative assignments—assignments that ask students to draw from multiple areas of knowledge and experience to create new learning—are the heart of learning communities. This session is intended for colleague new to the process of creating effective integrative assignments. We will work a simple heuristic aimed at walking new teaching partners through the process of designing an integrative project, and we’ll have some sample integrative assignments on hand for you to review.  
*Facilitated by Gayatri Sirohi (Highline Community College) and Gillies Malnarich (Washington Center)*
- Option B: Planning time for teams; consultations with resource faculty**
- 12:00 p.m. –12:30 p.m.      **Option A: How Do Campuses Assess Learning Community Programs?**  
Participants in this session will get a report from the survey Washington Center conducted about how campuses assess their learning community programs. After spending ten or fifteen minutes reviewing the findings, including outcomes associated with learning community programs and specific assessment tools being used, Washington Center staff will facilitate a conversation about how teams in WA state might assess their own programs.
- Option B: Planning time for teams; consultations with resource faculty**
- 12:30–1:30 p.m.      **Lunch**  
*Note: For the afternoon sessions, you are invited to bring an assignment or activity from your program, as well as your institution’s learning community program outcomes (if available). If you do not bring an assignment, samples from other institutions will be available. Teams are welcome to attend both options, or just one or the other, as best meets your needs.*
- 1:30–2:45 p.m.      **Option A: Seeing our Assignments through New Lenses, Part I**  
This session will focus on rubrics being used for program assessment to explore how they might be useful in generating and structuring assignments. Participants will be invited to use the Degree Qualification Project (DQP) and AACU Value rubrics as lenses to discuss one of their existing assignments, or to begin to generate a new assignment. If possible, please bring a copy of an assignment or activity you would like to use for this session.  
*Facilitated by Emily Lardner (Washington Center), and Karen Weathermon (Washington State University),*
- Option B: Planning time for teams; consultations with resource faculty**
- 3:00–4:15 p.m.      **Option A: Seeing our Assignments through New Lenses, Part II**

This session will focus on institution-level program outcomes to explore the connection between assignments and outcomes. Participants will be invited to use North Seattle Community College's newly adopted Integrated Studies program outcomes as lenses to discuss an assignment. If possible, bring a copy of an assignment or activity and your program's outcome statements. (*Sample materials from North Seattle Community College will be available as well, should you not be able to bring your own.*)

*Facilitated by Jane Harradine, Julianne Kirgis, and Karen Stuhldreher (all from North Seattle Community College)*

**Option B: Planning time for teams; consultations with resource faculty**

4:15–5:00 p.m.

**Team planning time/free time**

5:00–6:00 p.m.

***Dinner***

The Steering Committee session and all those interested will gather during dinner to discuss the current WLCC website, examining what is currently available and what directions we would like to pursue to fulfill the Consortium's mission. All are welcome to participate and lend their voice to this discussion of disseminating resources.

7:00–8:30 p.m.

**Option A: TED Talks Discussion: “Kathryn Schulz: On Being Wrong”**

This session will use Kathryn Schulz's TED Talk as a springboard to discussion about how learning communities can contribute to intellectual risk-taking and student resiliency. The Washington State University team will also share how they built upon Schulz's ideas in learning community courses, residence halls, and all-campus programming as an example of using a common campus theme.

*Facilitated by Karen Weathermon and colleagues (Washington State University)*

**Option B: Team planning time**

**FRIDAY, APRIL 18**

8:00–9:00 a.m.

***Breakfast***

9:00–10:15 a.m.

**Option A: Assignment Design: Putting It Together**

What does the process of assignment design look like when followed all the way through, from creating an assignment to coaching and then assessing its effectiveness? And what is the experience of students who then engage in meeting the assignment? What do both instructor and students find challenging, frustrating, and illuminating about the process?

*Facilitated by Jane Harradine, Karen Stuhldreher, and students from North Seattle Community College*

**Option B: Team planning time; consultations with resource faculty**

10:15–11:00 a.m.

***Break/Check out of rooms***

11:00 a.m.–Noon

**Closing Session: Reporting out on work accomplished**

*Facilitated by WLCC Steering Committee members*

Noon–1:00 p.m.

***Lunch***

1:00–3:00 p.m.

**Optional: Team work time**