

# VII

## Appendix

### Strategies used to Assess and Portray Learning Community Outcomes LC Outcomes for Students

Goals for learning community programs	Types of evidence
Participation and enrollment	Student admissions indices Student performance on intake diagnostic/placement tests Demographic data (gender, race/ethnicity, age, and other information) College Student Survey (CIRP) College Student Expectations Questionnaire (CSXQ) College Student Inventory—Noel-Levitz Locally developed beginning-of-program questionnaires that ascertain how students discovered the program, why they enrolled, what their aspirations are for the experience
General response to the LC program, increased interaction with peers, faculty, student affairs professionals	Course evaluations; locally designed questionnaires Your First College Year Survey Survey of Student Engagement (NSSE/CCSSE) Student Satisfaction Inventory (Noel-Levitz) College Student Experiences Questionnaire or Community College Student Experiences Questionnaire (CSEQ, CCSEQ) In-class observations by third-party evaluators Focus group and individual interviews, student self-assessments, end-of-program reflective conversations
Retention, progress to degree	Institutional data regarding course completion, persistence to subsequent terms or years Credit attempted in subsequent terms Completion of general education requirements; transcript analysis Matriculation to advanced work or major by students who entered as underprepared, or by underrepresented groups of students Increased tuition income resulting from higher retention Rates of transfer from 2- to 4-year institutions Graduation rates
Achievement and demonstration of learning outcomes	GPA in LC courses or grades in certain courses; reduced rates of withdrawal, repeats, failure in LC classes Grade distribution patterns, especially for more at-risk students GPA in subsequent terms or grades in subsequent, related coursework Successful entry to and success in certain majors Pass rates and success on writing or mathematics proficiency tests; other standardized tests, institutional proficiency exams, licensing exams for professions Student or Course LC Program portfolios of student work Student self-evaluations Collegiate Learning Assessment (CLA) Transition point exercises and Capstone projects

Diversity and citizenship understandings and skills, leadership skills, new or affirmed values aspirations, commitment	Locally developed questionnaires Focus group or individual interviews, end-of-program reflective conversations In-class observations by third-party evaluators Reports of student life or service learning staff re: student engagement in student leadership activities, service-learning Student self-assessments
Academic maturity, self-confidence and motivation	Class attendance patterns, in-class participation Consultation with faculty, student affairs units In-class observations by third-party evaluators Locally developed questionnaires, student self-assessments Focus group or individual interviews, end-of-program reflective conversations
Student intellectual development	Learning Environment Preferences Questionnaire Measure of Intellectual Development Essay (MID) Student self-assessments (rated with MID-scoring protocol)

### LC Outcomes for Faculty Members and Others on Teaching Teams

Goals for learning community programs	Types of evidence
Participation	Demographic information Questionnaires or interviews that ascertain what drew these individuals to learning community teaching, what their aspirations are.
General response, levels of , satisfaction deepened understandings, increased self-confidence, motivation, leadership	Individual and focus group interviews, end-of-program reflective conversations Locally designed questionnaires Course or LC program portfolios Teaching portfolios or self-evaluations Standardized national instruments assessing faculty attitudes and practices, i.e., Faculty Survey of Student Engagement (FSES) HERI Faculty Survey
Enlarged pedagogical repertoire, widened scholarly interests, new understandings of other disciplines	Individual and focus group interviews, end-of-program reflective conversations Locally designed questionnaires Course or LC program portfolios Narrative evaluations from students Conference presentations and publications Teaching portfolios or self-evaluations

## LC Outcomes for Institutions

Goals for learning community programs	Types of evidence
Understanding and general response	Individual and focus group interviews End-of-program reflective conversations Locally designed questionnaires
Interdepartmental collaboration	Evidence of collaborative structures/efforts (formal and informal) New curricular initiatives
Fit with institutional goals	Admissions/catalog/web site information LC program reports/promotional materials Reaccreditation reports and feedback
Improved campus climate	Surveys of students and staff Residence hall occupancy rates Records of incident reports, drinking, and substance abuse Use of study areas and libraries
Strengthened curricular offerings	Revisions to general education programs, freshman year curricular offerings, study in minor or major Course or LC program portfolios Reaccreditation reports and feedback
Achievement of diversity-related goals	Patterns of achievement, entry to certain majors, graduation rates and graduate school admission for women and/or students of color Cultural pluralism emphases in LC courses or co-curriculum Individual or focus group interviews with students, staff, and faculty Reaccreditation reports and feedback
Increased cost—efficiencies	Institutional data regarding enrollment patterns, student retention, student progress-to-degree, graduation rates, and comparative costs or cost-savings that result
Reward systems supportive of LC goals	Hiring, tenure, and promotion policies; teaching awards Special stipends or grants for LC curriculum planning, assessment efforts, or research projects on LC effects Course/LC Program/Faculty/Student Affairs portfolios General faculty and staff professional development activities Professional development days; planning retreats or summer institutes related to LC development
Strengthened institutional culture, enhanced institutional reputation, values, aspirations, and commitment	Institutional publications Individual or focus group interviews with students, staff, and faculty, parents, alumni Design or redesign of classroom or residence hall space to support LC initiative Grants and fund-raising initiatives using LCs as strategy Reaccreditation reports and feedback

Adapted from: Smith, B. L., J. MacGregor, R. Matthews, and F. Gabelnick. 2004. *Learning Communities and Reforming Undergraduate Education*. San Francisco: Jossey-Bass.