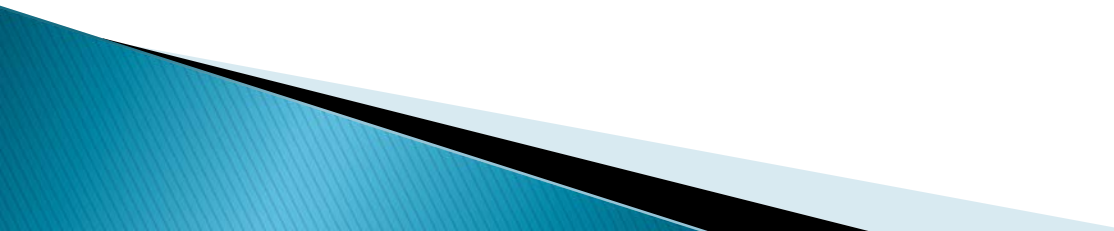
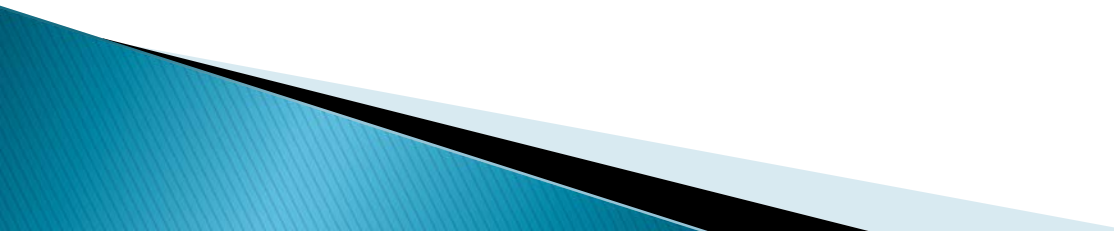


Learning Communities

& Oakland Community College?

- ▶ The Human Condition: What Does It Mean to be Human? (Philosophy and Psychology)
 - ▶ Women Speak: The Public and Private Persona (History and Speech)
 - ▶ Reality: Two Views (Freshman Composition and Introductory Algebra)
 - ▶ Numbers and Molecules (Math and Chemistry)
 - ▶ It Takes a Village (Early Childhood Education and Sociology)
 - ▶ Seeing Photographically/Seeing Anthropologically (Photo/Anthrop)
 - ▶ Madness or Genius? (Humanities and Psych)
 - ▶ Fit Mind/Fit Body (Psych and Phys Ed)
- 


PLC and SLC

- ▶ Professional Learning Communities: Faculty and staff working together to improve teaching and learning via professional & development, curriculum, assessment, and student life initiatives
 - ▶ Student Learning Communities: Faculty, staff, and students, working in teams/cohorts via paired/linked courses, service learning, and student life activities
- 

Student Learning Communities

- ▶ Restructure the curriculum by integrating aspects of the curriculum (paired/linked courses, student activities, service learning)

Cohorts of students are created via linked or paired courses in particular

- ▶ Integration can be content based or pedagogy based (themes; skills -- writing intensive)
- 

Two Common Types

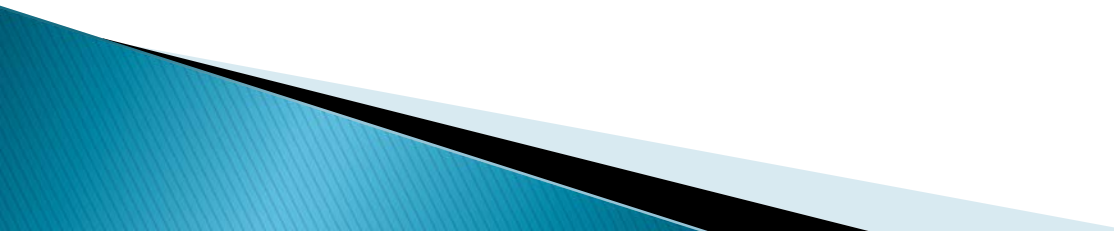
Type 1 (easier to start)

- ▶ Linked LCs preserve more separation – two more courses meeting at different times but faculty work to link content around themes and assignments. They enroll a core/cohort group of students. Student activities, service learning, etc. can be paired as well.

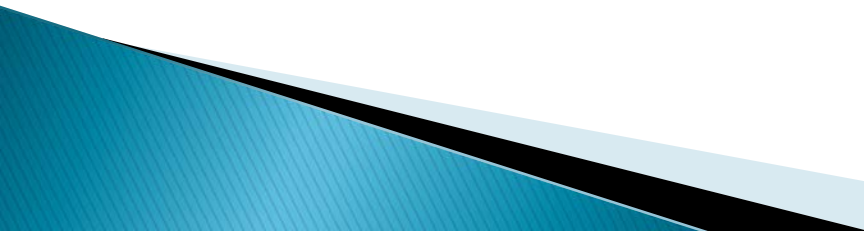
Type 2

- ▶ Integrated LCs place students and faculty back to back in blocks. Team taught in the same room, the lines between disciplines are intentionally blurred and syllabi, assignments, etc. carefully coordinated. Often evolves at institutions that start with linked course LCs.

Will it work at a multi-campus, urban institution?

- ▶ Two year colleges leading the way include Delta College in Saginaw; Johnson CC in KC, Kansas; Metropolitan Community Colleges in KC, MO; Collin County (near Dallas, TX)
 - ▶ Several state four year colleges with populations not unlike OCC's are also leaders IUPUI/Indianapolis; UT-El Paso
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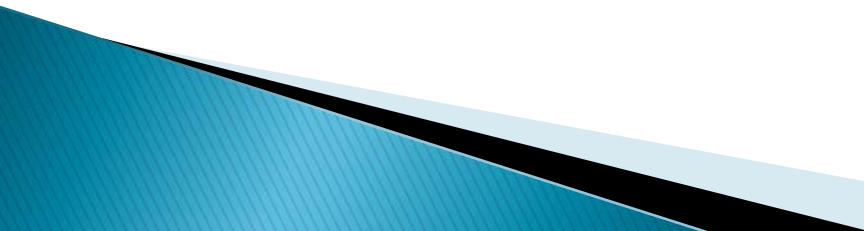
What courses, populations?

- ▶ Courses with same gen ed outcome (Writing Across the Curriculum/effective written communication)
 - ▶ Courses with different gen ed outcomes (themes – civil rights, music and language, patterns that count –biology and math)
 - ▶ Developmental
 - ▶ Occupational
 - ▶ Freshman Seminars and typical freshman gen ed courses
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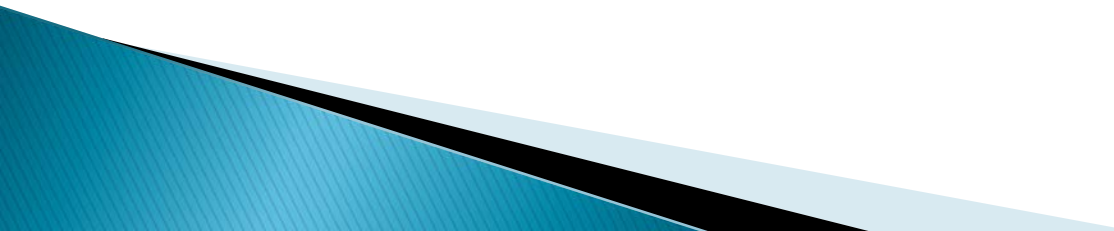
What's needed to make LCs work ?

- ▶ Interested and compatible faculty
 - ▶ Faculty incentives (curriculum development)
 - ▶ Student incentives
 - ▶ Campus/college coordination
 - ▶ MCC calls it – Team, Theme, Design, Outcomes
- (Team = instructors, counseling, admin, student life, SOAC)

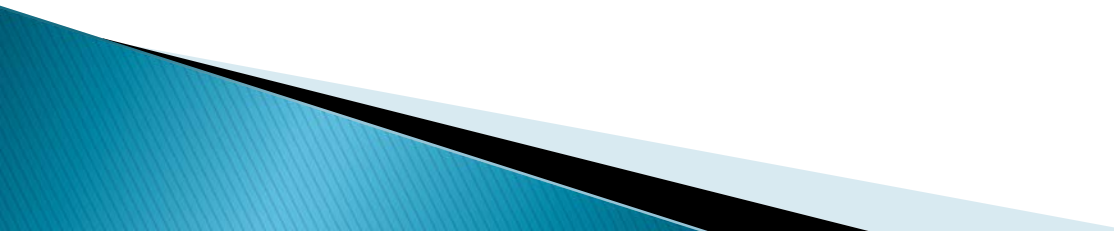
Scheduling

- ▶ Scheduling – be sure all pairs aren't all am, all pm, all m/w, all t/th; but avoid nights and on line, at least at first
 - ▶ Start small but not too small -- The more courses you try to link the harder it is to manage (start with pairs). But one lone pair won't work. Need several pairs. No “boutique” (topics) courses in the beginning. Start with popular gen ed courses
- 

Admin Issues

- ▶ Assessment often documents retention/progress of LC students vs. non-LC
 - ▶ Document student use of resources (office hours) and compared to non-LC
 - ▶ Use PDTC to develop and offer workshops
 - ▶ Provide whatever support counseling, orientation, and student life need to be involved (time, staff, etc).
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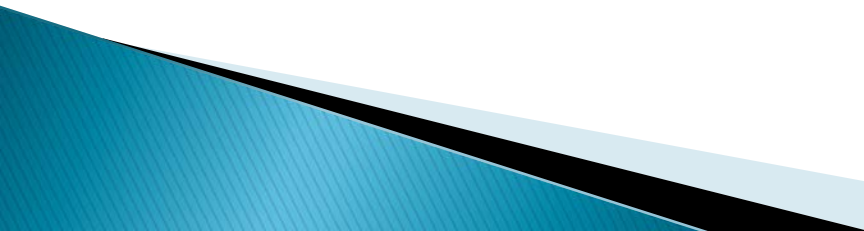
FMA Issues

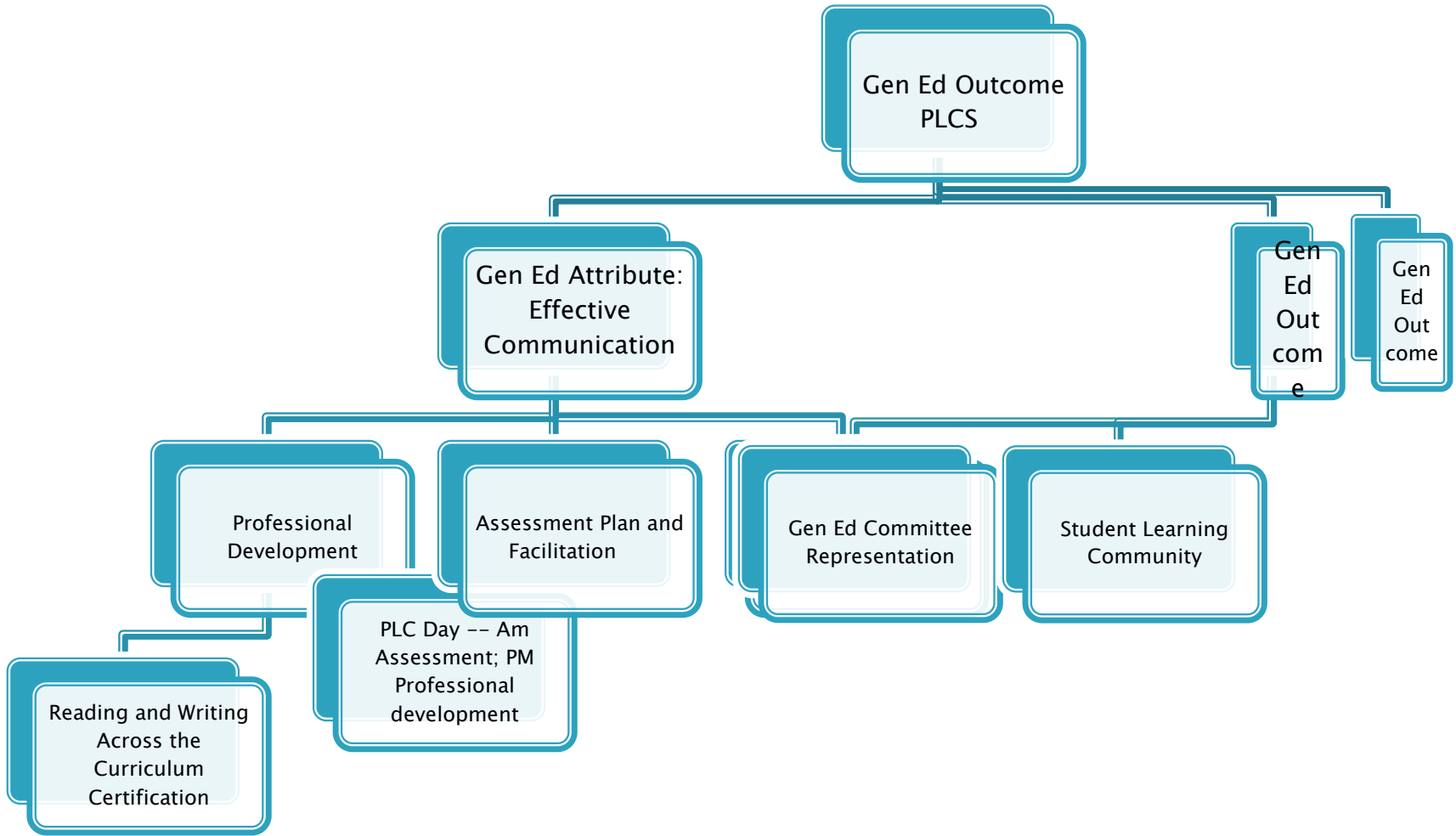
- ▶ OCC has basic model for incentive (curriculum development/on-line course development models)
 - ▶ Some CC's use the equation that if faculty take a prof dev stipend to develop LC pairing, they must offer LC pair within a certain time frame
 - ▶ Most offer a stipend to prepare and a smaller class size for offering: Head count often favors smaller class (a 37 and 27 seat combo will be 27 seats)
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FMA Issues

- ▶ Coordinator(s) needed with release time/stipend (3 hours typical).
- ▶ LC committee develops process for approving/advising proposed pairings (in conjunction with curriculum committee) (MCC and JCC have models)

Student Incentives

- ▶ A way for students, esp. commuter or part time, to develop connections with peers and instructors (which research suggests is critical to student success – satisfaction/retention/progress)
 - ▶ A classroom climate that emphasizes engagement
 - ▶ MCC “Students who usually run from work to campus to home find LCs give them the motivation to study with others on campus, use the library, speak with advisors....”
- 



Next Steps / Professional Development

- ▶ Establish a group of OCC's current practitioners – those who have offered or tried to offer paired courses – and other interested parties to explore implementation, create PDTC training, and recruit.
- ▶ Don't reinvent the wheel. Materials from MCC and JCC, IUPUI, and others fit our institution (how to design courses & develop themes, course proposal, posting for coordinator, instructor compatibility surveys).

Next Steps / Professional Development

- ▶ Send “team” to Evergreen State College, Olympia, WA Summer Institute (see web page Washington Center for Undergrad Higher Ed)
 - ▶ Delta Community College (have someone come to us)
 - ▶ Send interested parties to annual Learning Communities Conference, Kansas City, MO Nov. 14–15, 2008
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