

Learning Community Survey Results

Spring 2010

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STUDENT SURVEY

BACKGROUND

Since 2005, the Title V grant at San Joaquin Delta College has funded a number of different programs and services designed to build the College's capacity to serve historically underrepresented students. In 2007, the grant supported the implementation of a structured learning communities program aimed at (1) increasing student engagement and social support in the short term, and (2) persistence and graduation in the long term. The College's student learning communities consist of two or more courses linked by specific theme. The learning communities program utilizes two main models of service delivery: cohort learning communities (in which the same students are enrolled in all learning community courses) and partial cohort learning communities (in which some students are enrolled in all learning community courses, while others are not).

At Delta College, learning communities allow students to take two or three courses that share a theme or context and enroll the same students. Since the Title V learning communities began in fall 2007, the number and variety of learning community courses has increased each semester. In spring 2010, learning communities were offered for students in two special programs, students in several specific majors or academic programs, and students assessing at specific levels in reading, writing and math.

Although the learning community course offerings and themes vary from year to year, the major goals of the program remain the same: increase student engagement, support student success, and help students persist and graduate or transfer to a four-year university. Beginning in fall 2007 with the launch of the restructured learning communities program, surveys were administered to students enrolled in learning communities at the beginning and end of the semester. These surveys included an academic self-efficacy scale and campus climate scale, as well as satisfaction-related items.

Findings of studies conducted between 2007 and 2009 revealed improved student perceptions of campus climate but no difference in student academic self-efficacy scores after participating in a learning community. Based on faculty and student feedback and in an effort to better measure learning community program effectiveness, the surveys were redesigned in the spring 2010 semester. Items on the new surveys were derived from learning communities program goals, and input from the Learning Communities Coordinator. Specific items on the survey were derived from several sources and included modified questions from the Community College Survey of Student Engagement (CCSSE). The final baseline and follow-up surveys included a four-item competence scale, a 12-item academic engagement scale, and a semantic differential scale describing faculty, other students and student services staff.

The goals of the study were to:

- Describe learning community students in fall 2009, both demographically and academically
- Determine if learning community students differed demographically from the overall student population
- Assess student perceptions of campus climate and academic self-efficacy before and after participating in a learning community

METHOD**► Participants**

Student demographic and enrollment data were obtained from the College's System 2000 database. In spring 2010, a total of 257 students were enrolled in a learning community course. All but two (255) students were enrolled in two or more learning community courses at census; these students comprised the learning community cohort and population of interest for the current study. Students who enrolled in just one learning community course were excluded from baseline-to-follow-up comparisons.

Readers should not that Teacher Pipeline and EOPS Academy learning community students were excluded from the study due to significant differences in program implementation; STEM learning community students were also excluded from the study due to separate grant evaluation procedures.

For comparison purposes, academic and demographic data were obtained for all students enrolled at Delta College in spring 2010. A total of 18,412 students were enrolled for credit in spring 2010. When learning community students were compared to the overall credit student population, some important differences emerged. Learning community students were slightly more likely to be male, African American or Hispanic and under 20 years of age. In addition, learning community students were more likely to come from low-income households than students in the overall population. Table 1 illustrates demographic data for learning community students and the overall student population in spring 2010.

Table 1. Demographics for Learning Community Students and All Students, Spring 2010

	All Students (N=18,412)		Learning Community Students (N=255)	
	N	%	N	%
Gender				
Female	10,490	57.0%	130	51.0%
Male	7,626	41.4%	121	47.5%
Unknown	296	1.6%	4	1.6%
Ethnicity	N	%	N	%
African American	2,026	11.0%	43	16.9%
American Indian/Alaskan Native	253	1.4%	3	1.2%
Asian/Pacific Islander	3,998	21.7%	55	21.6%
Hispanic	5,723	31.1%	104	40.8%
White	5,229	28.4%	38	14.9%
Other, non-white/Unknown	1,183	6.4%	12	4.7%
Age Category	N	%	N	%
19 and under	5,879	31.9%	98	38.4%
20 to 24	6,168	33.5%	91	35.7%
25 to 29	2,130	11.6%	22	8.6%
30 to 34	1,279	6.9%	12	4.7%
35 to 39	922	5.0%	5	2.0%
40 to 49	1,300	7.1%	11	4.3%
50 and over	734	4.0%	16	6.3%
Low-Income Status	N	%	N	%
Did not receive BOGG fee waiver	10,096	54.8%	94	36.9%
Received BOGG fee waiver	8,316	45.2%	161	63.1%
Total	18,412	100%	255	100.0%

Source: SJDC System 2000 Database, August 23, 2010

Initial assessment level, first-time status, unit load and previous academic performance data were obtained for learning community students and the overall credit student population. While learning community students were relatively similar to the overall student population in terms of initial assessment levels, they differed somewhat from the overall population in previous GPA, new student status, and unit load. Compared to the overall population, learning community students had slightly lower previous cumulative GPAs, were more likely to be new students, and attempted a greater number of units in spring 2010. Table 2 illustrates academic history data for learning community students and the overall student population.

Table 2. Academic Background for All Students and Learning Community Students, Spring 2010

	All Students (N=18,412)		Learning Community Students (N=255)	
	N	%	N	%
Math Assessment Level				
Level 1 (Two levels below transfer)	4,986	27.1%	76	29.8%
Level 2 (One level below transfer)	5,328	28.9%	92	36.1%
Level 3 (Transfer level)	6,266	34.0%	79	31.0%
No Scores/Exempt	1,832	10.0%	8	3.1%
Reading Assessment Level				
Level 1 (Two levels below transfer)	5,324	28.9%	67	26.3%
Level 2 (One level below transfer)	8,002	43.5%	132	51.8%
Level 3 (Transfer level)	2,945	16.0%	42	16.5%
No Scores/Exempt	2,141	11.6%	14	5.5%
Writing Assessment Level				
Level 1 (Two levels below transfer)	6,822	37.1%	108	42.4%
Level 2 (One level below transfer)	4,997	27.1%	68	26.7%
Level 3 (Transfer level)	4,329	23.5%	65	25.5%
No Scores/Exempt	2,264	12.3%	14	5.5%
Academic Data				
New Student in Spring 2010	1,535	8.3%	39	15.3%
	M	SD	M	SD
Units Attempted in Spring 2010	9.40	4.51	12.50	2.78
Cumulative GPA prior to Spring 2010	2.67	.87	2.58	.97

Source: SJDC System 2000 Database, August 23, 2010

Some of these demographic and academic differences are intuitive given the themes and characteristics of the spring 2010 learning communities. For example, learning community students were enrolled in two to three learning community courses, which may in part explain why they had a higher average unit load. In addition, students from specific ethnic groups were targeted in the AFFIRM and Puente learning communities, which may account for the greater percentage of Hispanic and African American learning community participants. Finally, learning communities are often advertised to first-time students as a way to learn about campus resources and meet other students, which may explain the higher percentage of first-time students enrolled in learning communities.

► Procedure

Surveys were distributed to students in learning communities at the start and end of the spring 2010 semester. Baseline and follow-up surveys were distributed in one class per learning community (Guidance or English, depending on the community), and students were asked to include their student identification numbers on the survey so that baseline surveys could be linked to follow-up surveys. Eighty-four percent of the 255 students who enrolled in a learning community completed the baseline measure, and just over half (57%) completed the follow-up

survey. Only 140 (55% of all students enrolled) completed baseline surveys that could be matched to follow-up surveys. Table 10 compares demographic data for baseline-only students and students who completed both surveys.

When baseline-only students were compared to matched (baseline to follow-up) students, only two notable demographic differences emerged: African American and low-income students were underrepresented in the matched survey group. While African American students comprised 17% of the learning community student population, they accounted for just 11% of the matched survey respondents—and 28% of baseline-only respondents. Low-income students accounted for just 59% of the matched cases group, compared to 63% of all learning community students and 73% of baseline-only respondents. No other notable differences emerged. Table 3 illustrates demographics for students who completed just the baseline survey and students who completed both the baseline and follow-up surveys.

Table 3. Student Demographic and Academic Profiles, Baseline and Follow-Up Survey

	Baseline Only (N=74)		Matched Cases (N=140)	
	N	%	N	%
Gender				
Female	40	54.1%	74	52.9%
Male	32	43.2%	65	46.4%
Unknown	2	2.7%	1	0.7%
Ethnicity				
African American	21	28.4%	16	11.4%
American Indian/Alaskan Native	1	1.4%	2	1.4%
Asian/Pacific Islander	12	16.2%	34	24.3%
Hispanic	30	40.5%	61	43.6%
White	7	9.5%	20	14.3%
Other/Unknown	3	4.1%	7	5.0%
Age				
19 and under	29	39.2%	60	42.9%
20 to 24	23	31.1%	47	33.6%
25 to 29	7	9.5%	12	8.6%
30 to 34	5	6.8%	5	3.6%
35 to 39	3	4.1%	1	0.7%
40 to 49	2	2.7%	5	3.6%
Low-Income Status				
Did not receive BOG fee waiver	20	27.0%	57	40.7%
Received BOG fee waiver	54	73.0%	83	59.3%
Total	74	100.0%	140	100.0%

► Survey Instruments

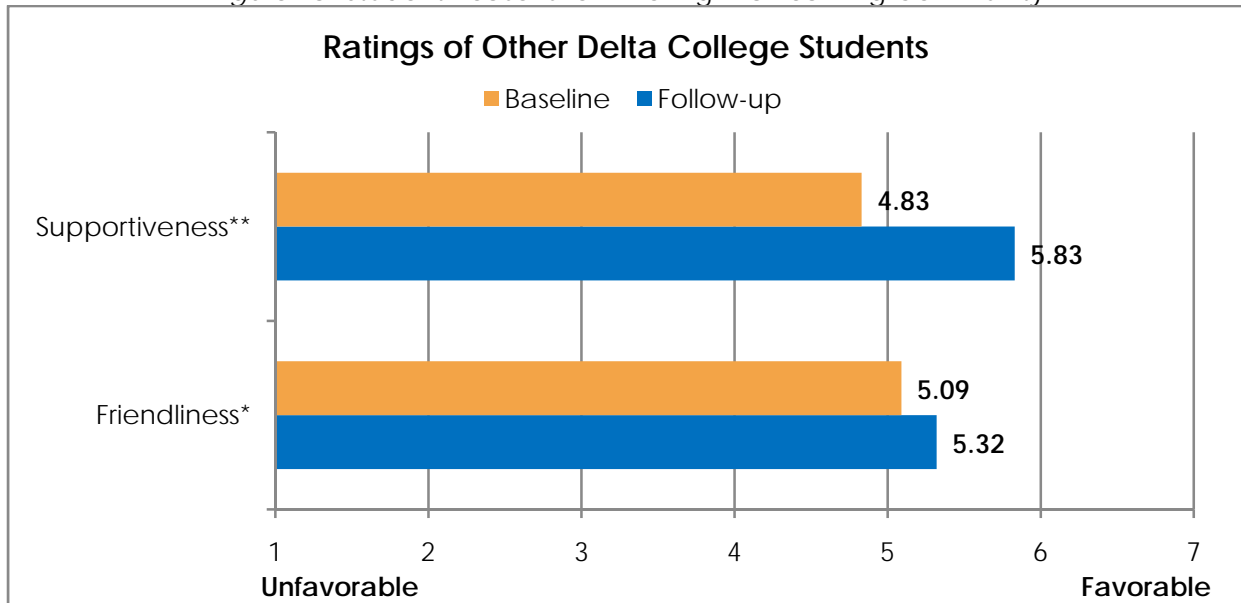
A baseline survey was distributed to students enrolled in a learning community course at the beginning of the spring 2010 semester, and a follow-up survey was administered to learning community students during the last two weeks of the semester. Both surveys included semantic differential scales intended to measure student perceptions of Delta College faculty, students and staff. In addition, both surveys included a 12-item academic engagement scale, a four-item perceived competence scale and a five-item scale intended to measure student feelings toward the College overall. The follow-up survey included additional items pertaining to learning community enrollment and feelings about the learning community. A copy of the baseline survey can be found in **Appendix A**; a copy of the follow-up survey is provided in **Appendix B**.

Reliability analyses were conducted with both baseline and follow-up responses on the academic engagement scale and perceived competence scale. Both scales had acceptable internal consistency ratings. The baseline academic engagement scale had a reliability coefficient of .78, and the follow-up scale had a reliability coefficient of .76. The baseline perceived competence scale had a reliability coefficient of .90, and the follow-up scale had a reliability coefficient of .87. A description of survey results is provided below.

RESULTS

To assess changes in student perceptions of College faculty, other students and student services staff, students were asked to rate other students, faculty and staff on a variety of dimensions at the beginning and end of the spring 2010 semester. Paired samples t-tests were used to determine if students' ratings of other students, faculty and staff were significantly more positive after participating in a learning community. The analysis revealed that learning community students had significantly more positive ratings of their fellow students after participating in a learning community. Students gave high ratings of their fellow students in terms of supportiveness and friendliness. Figures 1a and 1b illustrate learning community student ratings of other Delta College students from baseline to follow-up.

Figure 1a. Student Reasons for Enrolling in a Learning Community

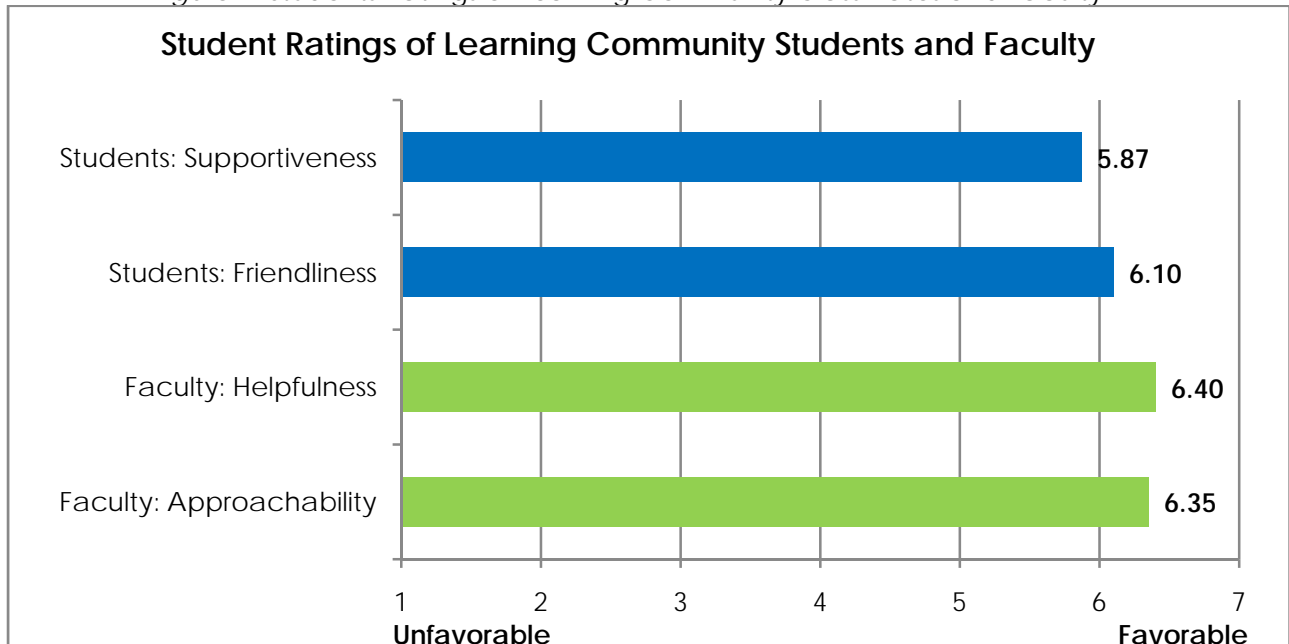


*Significant at the 95% confidence level

**Significant at the 99% confidence level

Students' perceptions of College faculty did not change from baseline to follow-up. Students were also asked to rate the College's student services staff in terms of helpfulness and welcoming presence. On the follow-up survey students were asked to rate the friendliness and supportiveness of their learning community classmates and the helpfulness and approachability of their learning community faculty. Students rated their learning community classmates and faculty highly. Figure 2 illustrates student ratings of learning community classmates and faculty at the end of the spring 2010 semester.

Figure 2. Students Ratings of Learning Community Classmates and Faculty



Student’s ratings of student services staff did not change significantly from baseline to follow-up, which may be due in part to the fact that only a few learning communities including a counseling or student services component.

To assess changes in student utilization of peer learning strategies and academic engagement, students were asked a series of 12 questions about learning-related behaviors. All but two scale questions were positively scored, with higher scores indicating increased frequency of the behavior; reverse score items pertained to undesirable behavior. Students’ responses on the follow-up survey were compared to responses at baseline, and t-tests were conducted to measure changes in scale and individual item means. Results of the t-test revealed that learning community students rated their academic engagement somewhat higher after participating in a learning community. The mean at the baseline measurement for academic engagement was 2.38, and the mean at follow-up was 2.45, a difference that is significant at the 90% confidence level. A similar pattern emerged when responses were compared across individual items. Students reported significantly greater utilization of the following behaviors and strategies after participating in a learning community:

- Asking questions in class
- Working on a paper or project that required information from various sources
- Talking about grades or assignments with instructors
- Discussing educational or career plans with instructors

Table 4 illustrates mean baseline and follow-up scores for each of the above items.

Table 4. Mean Scores for Selected Items on the Academic Engagement Scale

Item/Learning-Related Behavior	Baseline		Follow-up	
	M	SD	M	SD
Asking questions in class*	2.28	.76	2.44	.73
Working on a paper/project that required information from various sources**	2.70	.84	3.02	.69
Talking about grades or assignments with instructors**	2.21	.84	2.42	.71
Discussing educational or career plans with instructors**	1.76	.82	2.01	.86

*Significant at the 95% confidence level

**Significant at the 99% confidence level

Interestingly, students also gave higher ratings to “skipping class meetings” and “not completing assignments” after participating in a learning community. These behaviors seem to be counterintuitive at first, but skipping class may be higher among learning community students because of the perceived friendship and community fostered in the class. Learning community students may have felt more comfortable asking for borrowed notes from their classmates.

At baseline and follow-up, students were asked to rate their competence related to coursework in a four-item perceived competence scale. Student ratings of perceived competence did not change from baseline to follow-up. Students were also asked to rate their perceptions of the College in terms of social and academic support via five Likert-scale items. Contrary to expectation, students’ ratings of the College did not change from baseline to follow-up for any item.

Students were asked to respond to five additional questions on the follow-up survey, including questions about learning community registration and recommendations for the learning community program. When students were asked if they were aware the courses were part of a learning community when they registered, the vast majority (77%) said they were indeed aware of the learning community. When students were asked if they would participate in another learning community in the future, 88% said they would indeed participate in another community.

Students were asked how they would describe their learning community to another student. The majority of students provided positive descriptions of their spring 2010 learning community. The most common descriptions of learning communities pertained to student friendships and the helpfulness of the program. Students also described the helpfulness of the faculty, the connection between classes and the enjoyable atmosphere of the learning community classes.

When asked what they liked best about the learning community program, students mentioned a variety of features, including familiar classmates in all learning community courses, building friendships with classmates, the connections between learning community courses, and the helpful learning community faculty.

Finally, students were asked what they would change about the learning community. Just over half of the students said they would not change anything about the learning community program. Among students who did provide a suggestion for change, the most common suggestions were for improved connections of assignments and themes between courses, different registration policies, and changes to the learning community course schedule or selection of courses.

CONCLUSIONS AND RECOMMENDATIONS

The results of the present study reveal several important findings about the learning community program and the students who participate in the program. When learning community students were compared to the overall student population, results showed that learning community students were more likely to be male, non-white, under 20 years of age and come from a low-income household than students in the general population. These findings suggest that traditionally underserved students tend to enroll in learning communities at greater rates than other students.

Based on the findings of previous studies of the learning community program, student surveys were completely changed in the spring 2010 semester. The new versions of the surveys included an academic engagement scale, perceived self-competence scale, and a scale designed to measure student perceptions of the College. Learning community students were surveyed to determine if they experienced gains in any of these areas after participating in a learning community. The results of the present study suggest that students were somewhat more engaged academically after participating in a learning community. In addition, students' ratings of students and faculty at the College were significantly more positive after participating in a learning community.

Although these findings reveal positive results for the learning community program in terms of student engagement, students' perceived competence and ratings of the College did not appear to change after participating in a learning community. There are several possible explanations for this finding. The majority of learning community participants were continuing students. Compared to first-time students, returning student perceptions of the College may be more stable and, thus, less likely to be affected by participation in a learning community in one semester of their academic career.

Overall, students had relatively positive perceptions of the learning community program, and the vast majority said they would participate in another learning community. Students mentioned meeting other students, the development of friendships with classmates, and the support and helpfulness of the learning community instructors as their favorite learning community features. Fewer than half of the students said they would change something about their learning community. Among those who recommended changes, specific suggestion varied greatly, ranging from changes to course scheduling and registration policies to changes to class assignments.

The results of the present study reveal a positive impact of the learning community program that, up until the spring 2010 semester, had not been quantified. Students appear to have more positive perceptions of students and faculty after participating in a learning community, and similarly, rate utilization of learning strategies related to academic engagement higher after participating in a learning community. In addition, as shown in previous studies, students build supportive relationships with their classmates and faculty throughout the semester.

Perhaps the most significant strength of the learning community program is building social support. This improved engagement is expected to motivate students to use peer learning strategies and become more engaged in their courses. The results of the present study provide partial evidence of these outcomes. In light of this, it may be helpful to the program to build upon this strength by providing faculty training on collaborative and peer learning strategies and activities. The additional training may help faculty build even stronger student communities in the future, and those peer communities may be sustained well beyond the life of the learning community courses.

Although positive, the results of the present study do not address student learning and academic performance. A separate study should be conducted to examine course outcomes and term-to-term persistence among learning community students. Additionally, as with any study, there are limitations to the findings of the present study. Of the 255 students enrolled in learning communities in spring 2009, only 145 completed a follow-up survey, and just 140 of those surveys could be matched to baseline survey respondents. This presents the possibility of a self-selection bias. The results observed in this study may not be representative of all students who participated in learning communities. Furthermore, students were surveyed twice to determine if their ratings of academic engagement-related behaviors increased after participating in a learning community. It is possible that external factors contributed to the observed improvement in academic engagement. Therefore, the results of the present study should be interpreted with caution.

FACULTY SURVEY

BACKGROUND AND METHOD

The learning community program at San Joaquin Delta College was restructured in fall 2007, and from that term forward, the program has expanded and evolved to include communities themed for specific majors, career fields, and student populations. In spring 2010 the learning community program included a total of 12 communities consisting of two- or three-course clusters focused on a specific theme, such as:

- Student success (Level 1 writing students; Level 2 math students)
- Math success (Level 1)
- Psychology, criminal justice or STEM majors
- Teacher preparation
- EOPS student success
- AFFIRM
- Puente

A total of 21 faculty members taught a course for the learning community program in spring 2010. Participating faculty included instructors from the English Language Arts, math, science, social science, counseling and library divisions. To assess faculty satisfaction with and recommendations for improvement of the learning community program, a web survey was conducted with faculty who taught a learning community course in spring 2010. The goals of the survey were to:

- Assess faculty satisfaction with learning community training and resources
- Assess qualitative differences between learning community and non-learning community students
- Identify any challenges faced by faculty during learning community implementation
- Document faculty recommendations for program improvement

The survey included a total of 22 core questions and three follow-up questions. The survey was programmed using LimeSurvey software for administration via the Web. All 21 faculty who taught one or more learning community courses were invited to participate in the survey. Survey invitations were sent to faculty members' College email addresses, and one reminder was issued at the end of the first week of data collection. The data collection period spanned a total of two weeks at the end of the spring 2010 semester. Sixteen faculty responded to and completed the

survey for a response rate of 76%. A summary of faculty responses is provided in the following section; a distribution of responses to all survey items can be found in **Appendix F**.

RESULTS

All sixteen faculty who responded to the survey invitation completed the entire survey. Only two of the participating faculty were in their first semester of teaching a learning community. When these faculty were asked why they began teaching in a learning community, the two new faculty said they were looking to increase student engagement, retention and persistence. The new faculty were split in their assessment of the learning community training: one faculty member expressed dissatisfaction due to lack of training, while the other faculty member conveyed overall satisfaction with the training.

Survey respondents were asked which type of learning community (or communities) they taught courses for. The majority of participants indicated they taught in an assessment level-based learning community. Nearly half (44%) said they taught in a Level 1 first-year experience learning community; 25% said they taught in a transfer-level learning community, and 19% said they taught in a Level 2 learning community.

To assess qualitative differences between learning community and non-learning community students, faculty were asked to compare their learning community class with their non-learning community classes on skill levels, teamwork and in-class behavior. The vast majority of respondents noted improvement in teamwork in learning community courses but were more divided on student skill levels. One in four faculty said that learning community students had greater skill levels than non-learning community students, and nearly the same percentage said learning community student skills were lower than those of non-learning community students.

In terms of classroom behavior, the majority (56%) of faculty rated learning community students about the same as non-learning community students; 31% said that learning community classroom behavior was better than non-learning community classroom behavior.

In order to assess learning community faculty interaction, survey respondents were asked to 1) rate how often they met or communicated with their learning community team and 2) describe their relationship with the other faculty in their learning community team. The majority (56%) of respondents said they met with their faculty team at least once per month; a similar percentage (50%) said they communicated with their team via phone calls at least once per month. Email appeared to be the most frequently used form of communication for learning community faculty: 81% said they emailed their faculty team at least once per month—and 50% said they emailed their team at least once per week. The majority of faculty expressed satisfaction with their contact with learning community faculty. Nearly two in three faculty said they had just the right amount of contact with their learning community faculty team; about one in three said they would like to have more contact with their team members.

Overall, respondents appeared to be rather satisfied with their learning community team: nearly all respondents provided a positive description of their relationship with other learning community faculty positively. Faculty characterized their relationship with other learning community faculty as "responsible," "respectful," "friendly," and "supportive." When asked what they would change about their experience with other learning community faculty, nearly half of all respondents said they would change nothing. Among those who said they would change something, suggestions ranged from additional integration of courses to regular meetings with other learning community faculty.

Respondents were asked how they would describe the learning community program to other faculty. Nearly all respondents provided a favorable description of the program, although several respondents also noted the increased workload and time commitment required for program participation. Respondents were asked what challenges they faced teaching in a learning community. Faculty responses varied greatly, ranging from low student skill levels and immature behavior to finding common ground between learning community courses to finding time to meet with their learning community team.

When asked if there was anything they would change about the learning community program, half of the respondents suggested changes to the program, including additional meeting opportunities for learning community faculty, additional College commitment to support special program learning communities, and notification of learning community students prior to the start of the semester. Faculty were asked to describe any instructional methods that proved to be effective in learning community courses. Half of the respondents cited the alignment of course content, assignments and/or syllabi as a best practice; 25% described a group or cooperative learning experience as an effective teaching strategy.

Survey respondents were asked if they would recommend the learning community program to other faculty. The vast majority (88%) said they would indeed recommend the program to their colleagues. Faculty were also asked if they would be interested in attending a regular lunch meeting with learning community faculty during the semester. Just over half (56%) of faculty indicated they were interested in attending such a meeting; 38% said they would not be interested in attending. Finally, respondents were asked for any additional comments about the learning community program. Among those who did provide responses, the most commonly mentioned suggestion was for additional opportunities to interact with other learning community faculty. Other comments addressed learning community program advertisement, coordination and suggestions for program continuation.

CONCLUSIONS AND RECOMMENDATIONS

The aim of the present study was to assess faculty satisfaction with the learning community program, document best practices, and identify challenges faced during program implementation. Based on the results of the study, it appears that learning community faculty were generally pleased with the learning community program. The majority of survey respondents noted the positive impact of learning communities on student engagement and teamwork, and nearly all respondents expressed positive feelings about their experience working with other learning community faculty.

In terms of best practices, several faculty mentioned cooperative learning opportunities and group projects as effective teaching and learning strategies. In addition, many faculty members mentioned course integration and alignment as an effective learning community practice. Faculty described several challenges they faced teaching in a learning community. Among the most frequently mentioned challenges were student skill levels and behavior in class, lack of time to meet with other learning community faculty, and linking assignments and projects between learning community courses. In light of this, it may enhance the program if training materials and the program web site included additional examples of integrated assignments, guidelines for theming courses, and suggestions for group projects and activities.

The vast majority of faculty respondents described the learning community program as a positive experience for both faculty and students, but some faculty also noted the additional time and workload requirements of learning community participation. In addition, several survey respondents suggested regular faculty meetings and information-sharing sessions for program-

participating faculty. To address these issues, faculty recruitment for the program should include information about time commitments and teamwork expectations for participants. Furthermore, it may be helpful for the program to host an on-campus workshop or learning community conference each year to provide information to potential faculty participants as well as faculty currently teaching in the program.

Finally, nearly every survey respondent noted cooperative learning, engagement and/or teamwork as a major strength of the learning community program. Program informational and recruitment materials should include additional information about these benefits to both students and faculty.

As with any study, there are some limitations to the current study. For example, most but not all learning community faculty participated in the survey; therefore, the opinions expressed in the survey may not be representative of all learning community faculty. In addition, several changes were made to the learning community program during the spring 2010 term, many of which correlate with the recommendations of this study. Additional studies should be conducted in fall 2010 to assess the updated training and learning community faculty resource web site..

LEARNING COMMUNITY SURVEY RESULTS SPRING 2010
APPENDIX A: LEARNING COMMUNITY STUDENT BASELINE SURVEY



**Learning Communities Student Survey
 Spring 2010 Baseline**

Please take a moment to complete this survey and help us improve student experiences in learning communities at Delta College. When you're done, please return your completed questionnaire to your instructor. No individual responses will be identified, and responses will be kept confidential. For the following questions, please select the answer that is most true for you. *If you do not remember your student ID number, please complete Section A.*

Delta Student ID Number:

Today's Date: _____ / _____ / _____
 MONTH DAY YEAR

A. OPTIONAL SECTION (Complete if Student ID number is not available)

A1. What is your date of birth? _____ / _____ / _____
 MONTH DAY YEAR

B. Feelings About College Students, Faculty, and Staff

Please provide a response to each of the following questions by selecting a rating on both of the scales (*a* and *b*) provided for each item.

B1. In general, how would you describe other students at Delta College?

a) Supportive	⑦	⑥	⑤	④	③	②	①	Unsupportive
b) Friendly	⑦	⑥	⑤	④	③	②	①	Unfriendly

B2. In general, how would you describe your instructors at Delta College?

a) Helpful	⑦	⑥	⑤	④	③	②	①	Unhelpful
b) Approachable	⑦	⑥	⑤	④	③	②	①	Unapproachable

B3. In general, how would you describe the student services staff at Delta College?

a) Welcoming	⑦	⑥	⑤	④	③	②	①	Unwelcoming
b) Helpful	⑦	⑥	⑤	④	③	②	①	Unhelpful

C. Previous College Experiences

Thinking of your previous experiences at Delta College, please rate how often you did each of the following using the scale below.

How often did you...	Never	Sometimes	Often	Very Often
C1. Ask questions in class?	①	②	③	④
C2. Work on a paper or project that required information from various sources?	①	②	③	④
C3. Work with other students <u>in class</u> on projects or assignments?	①	②	③	④
C4. Work with other students <u>outside of class</u> on projects or assignments?	①	②	③	④
C5. Come to class without completing assignments?	①	②	③	④

C. Previous College Experiences (continued)

How often did you...	Never	Sometimes	Often	Very Often
C6. Tutor or help other students (paid or voluntary)?	①	②	③	④
C7. Talk about grades or assignments with your instructors?	①	②	③	④
C8. Skip class meetings?	①	②	③	④
C9. Communicate with your instructor via email, online discussion board, or instant messenger?	①	②	③	④
C10. Meet with your instructor outside of class or during office hours?	①	②	③	④
C11. Discuss educational or career plans with your instructors?	①	②	③	④
C12. Discuss ideas from your classes or readings with friends, family members, or coworkers?	①	②	③	④

D. Feelings About Learning

Please respond to each of the following items in terms of how true it is for you based on your learning in previous courses at Delta College. Please mark your responses using the scale below.

	Not true at all		Somewhat true			Very true
D1. I feel confident in my ability to learn course material.	①	②	③	④	⑤	⑥ ⑦
D2. I am capable of learning material in my courses.	①	②	③	④	⑤	⑥ ⑦
D3. I am able to achieve my goals in my courses.	①	②	③	④	⑤	⑥ ⑦
D4. I feel I am able to meet the challenge of performing well in my courses.	①	②	③	④	⑤	⑥ ⑦

E. Feelings About Delta College

How much does Delta College do the following:	Very little	Some	Quite a bit	Very much
E1. Provide the academic support you need to succeed in college	①	②	③	④
E2. Encourage interaction among students from different social, economic, and ethnic backgrounds	①	②	③	④
E3. Help you manage your non-academic responsibilities	①	②	③	④
E4. Provide the social support you need to succeed in college	①	②	③	④
E5. Encourage you to spend time studying outside of class	①	②	③	④

APPENDIX B: LEARNING COMMUNITY STUDENT FOLLOW-UP SURVEY



**Learning Communities Student Survey
Spring 2010 Follow-Up**

Please take a moment to complete this survey and help us improve student experiences in learning communities at Delta College. When you're done, please return your completed questionnaire to your instructor. No individual responses will be identified, and responses will be kept confidential. For the following questions, please select the answer that is most true for you. *If you do not remember your student ID number, please complete Section A.*

Delta Student ID Number:

Today's Date: _____ / _____ / _____
MONTH DAY YEAR

A. OPTIONAL SECTION (Complete if Student ID number is not available)

A1. What is your date of birth? _____ / _____ / _____
MONTH DAY YEAR

B. Feelings About College Students, Faculty and Staff

Please provide a response to each of the following questions by selecting a rating on both of the scales provided below each item.

B1. In general, how would you describe other students at Delta College?

a) Supportive	⑦	⑥	⑤	④	③	②	①	Unsupportive
b) Friendly	⑦	⑥	⑤	④	③	②	①	Unfriendly

B2. How would you describe other students in your learning community this semester?

a) Supportive	⑦	⑥	⑤	④	③	②	①	Unsupportive
b) Friendly	⑦	⑥	⑤	④	③	②	①	Unfriendly

B3. In general, how would you describe your instructors at Delta College?

a) Helpful	⑦	⑥	⑤	④	③	②	①	Unhelpful
b) Approachable	⑦	⑥	⑤	④	③	②	①	Unapproachable

B4. How would you describe the instructors in your learning community this semester?

a) Helpful	⑦	⑥	⑤	④	③	②	①	Unhelpful
b) Approachable	⑦	⑥	⑤	④	③	②	①	Unapproachable

B5. In general, how would you describe the student services staff at Delta College?

a) Welcoming	⑦	⑥	⑤	④	③	②	①	Unwelcoming
b) Helpful	⑦	⑥	⑤	④	③	②	①	Unhelpful

C. Experiences at Delta College This Semester

Thinking about your experiences in the learning community this semester, please rate how often you did each of the following using the scale below.

How often did you...	Never	Sometimes	Often	Very Often
C1. Ask questions in class?	①	②	③	④
C2. Work on a paper or project that required information from various sources?	①	②	③	④
C3. Work with other students <u>in class</u> on projects or assignments?	①	②	③	④
C4. Work with other students <u>outside of class</u> on projects or assignments?	①	②	③	④
C5. Come to class without completing assignments?	①	②	③	④
C6. Tutor or help other students (paid or voluntary)?	①	②	③	④
C7. Talk about grades or assignments with your instructors?	①	②	③	④
C8. Skip class meetings?	①	②	③	④
C9. Communicate with your instructor via email, online discussion board or instant messenger?	①	②	③	④
C10. Meet with your instructor outside of class or during office hours?	①	②	③	④
C11. Discuss educational or career plans with your instructors?	①	②	③	④
C12. Discuss ideas from your classes or readings with friends, family members or coworkers?	①	②	③	④

D. Feelings About Learning

Please respond to each of the following items in terms of how true it is for you based on your learning in your learning community courses this semester at Delta College. Please mark your responses on the scale below.

	Not true at all		Somewhat true				Very true
D1. I feel confident in my ability to learn course material.	①	②	③	④	⑤	⑥	⑦
D2. I am capable of learning material in my courses.	①	②	③	④	⑤	⑥	⑦
D3. I am able to achieve my goals in my courses.	①	②	③	④	⑤	⑥	⑦
D4. I feel I am able to meet the challenge of performing well in my courses.	①	②	③	④	⑤	⑥	⑦

E. Feelings About Delta College

How much does Delta College do the following:	Very little	Some	Quite a bit	Very much
E1. Provide the academic support you need to succeed in college	①	②	③	④
E2. Encourage interaction among students from different social, economic and ethnic backgrounds	①	②	③	④
E3. Help you manage your non-academic responsibilities	①	②	③	④
E4. Provide the social support you need to succeed in college	①	②	③	④
E5. Encourage you to spend time studying outside of class	①	②	③	④

F. Other Comments

For the following questions, please refer to your experiences in a learning community this semester.

F1. Were you aware that this course was part of a learning community when you registered for it?

- Yes No

F2. Would you participate in another learning community in the future?

- Yes No

F3. How would you describe learning communities to another student?

F4. What did you like best about your learning community?

F5. What would you change about your learning community?

APPENDIX C:
LEARNING COMMUNITY STUDENT SURVEY VERBATIM OPEN-END RESPONSES
N=145

F3. How would you describe learning communities to another student?

- A class that is connected to another; you see the same people in them
- A class that is connected with another class: you can turn the same work from one class in to the next
- A group of classes that are related
- A learning community is several classes [that] are grouped together so you can learn, especially from these classes.
- As related courses that help each other
- A class that keeps you on track and keeps you organized
- A few courses with the same students all semester; courses work together
- A great and helpful experience
- A great gateway to continue your educational goals
- A great place to learn new things
- A group of students that take the same classes and help each other
- A learning community is good to have.
- A learning community is two classes that are related to each other based on a certain field of study.
- A place that helps you succeed and continue on to a four-year university. It also saves you a lot of money rather than going to a four-year straight out of high school.
- A set of classes in which you are able to get better support from instructors; you work with the same students in that set of classes
- A smaller class environment in which you get a chance to interact with your fellow classmates and the subjects are supposed to be related
- Additional support that's needed to be successful in college
- AVID; Puente for Chicanos with an ethnocentric focus on literature
- Being in a learning community can help you grow as a person and as a student.
- Classes that are linked together where the students are the same
- Classes that follow a pattern to complete requirements
- Classes that help with one another; you get real close to other students who encourage and help you with anything possible
- Communities in which groups are implemented to supposedly help you learn with social interaction—like most of my other classes
- Encourages participation
- Even though it's new and is still a growing topic, it looks like it has a promising future
- Excellent
- Fun learning; better environment
- Fun: it's nice because you have the classes with the same people, so if you miss [a class] it's easy to catch up
- Fun: you learn more and faster since you have friends in each class
- Get to know people, make friends
- Good plan
- Good to enroll in if [you are] having trouble with school
- Good way to combine classes you need in an interesting way
- Good: easier to manage because instructors and students collaborate
- Great fun
- Great way to discover more resources after orientation; great way to meet future support systems

Great way to learn

Help me get by

Helpful (2)

Helpful, easier interaction between classes

Helpful, informative; I would recommend it to other students

Helpful; you develop learning skills

I did not like the learning community: it was very confusing

I don't really know a lot of learning communities, so I don't know how I could describe it.

I liked it: I was able to get comfortable in class because I knew everyone.

I really didn't like it.

I would describe it as a group of students of different genders who can ask peers for help and study together.

I would describe it as not the typical college class. I would tell them that they would meet and bond with the class and have a good experience. I would recommend it.

I would describe them as classes where the instructors incorporate their assignments with each of the classes; if you do the research in one class, you can use it for the other class as well.

I would have told my friends that a learning community is fun and easy due to the fact that the class is interactive. I like the idea that we do things as a group in and outside of class.

I would say it is a fun class to be in and that the environment is more relaxing than other classes.

I would say that learning communities help you find and achieve your goals for life.

I would suggest if they are not good at one of the classes that they not take it because you can't drop it without dropping the others.

I would tell that student that it's a great experience to go through. It's fun and something new to take in a class.

I would tell them it's not very beneficial. Although a W is better than an F, this learning community leaves you open to getting a W, which still looks bad. If you're having one problem with one class, you either have to get an F for that class or get Ws for all three classes. I don't see the efficiency of these learning community classes.

I would tell them that it is very important and as a lot of information.

If they need help in any subject, a learning community would be the best way to go.

If you've never been to college it's a wonderful tool; however, if [you are] returning and have specific goal, it slows the progress.

Important groups in which one becomes more confident and organized for success in college

Interactive study group for three interlinked courses

It helps students get better in any subject they are having trouble with

It improves researching ability and communication skills

It is a certain number of classes you have with the same people. The instructors talk to each other and help you succeed in the classes.

It is a different way of doing things, but you get comfortable with the people you attend class with, which is helpful.

It is a great class to grow.

It is a great help and support, and the instructors are excellent teachers and very good listeners.

It is a group of people taking the same classes.

It is fun. You make friends and can work together to help each other out when you need to. The teachers are also helpful.

It is like a regular class, but with a little more help.

It is really helpful because it focuses on material from each class.

It is very helpful and they should take the chance that the communities give to us.

It is very helpful to have other students help you to improve, motivate and learn from them.

It was very helpful and I enjoyed it very much. The professors are willing to help, but be prepared for a bunch of work.

It works better and I like it. It's easy: all you have to do is show up to class, be on time and do your work. I believe it makes you a better student.

It would help you cover other courses, too.

It's a class that helps you achieve your goals.

It's a connection between two classes and you have the same classmates in both. It's a community to help students get through college.

It's a good experience. You are able to make good friends, and the teachers help you a lot to achieve your goals.

It's a good way to make friends and learn more about yourself.

It's a great experience.

It's a great way to take two classes for a certain major.

It's a group of students who are struggling in the same topic, and you all work together to help each other out.

It's a more effective way to go to school.

It's a set of classes based on a specific topic with the same students. Your teachers keep in touch with each other.

It's easier to communicate with other classmates and catch up with work you have missed.

It's good; helpful environment.

It's good: plenty of places to work

It's great; it's a two-in-one course; teachers interact with each other, so no conflict between schedules and work or assignments.

It's helpful and you can get to know your peers a lot better.

It's like another family, and the class is very well informed.

It's multiple course-taking with the same students.

It's not as bad as you think: you just have to try it.

It's okay.

It's really easy.

It's very helpful. You have the same classmates in different classes, so it's easier to help each other.

It's where two classes must be combined with another in order to register for a class; a personal type of group

Learning communities are a way to unite with other people, to work together as a group to reach goals.

Learning communities are extremely helpful for students. Students are able to be comfortable around their classmates and interact with them.

Learning communities are helpful.

Learning communities are much help for students enrolled in them.

Learning communities are very helpful to the student because you learn how to write in a proper format.

Learning communities make both classes more fun and interesting, especially English; being able to write about criminal justice subjects

Learning communities will help guide you through college and help you emotionally to overcome your fears and help push you up mentally to do what's best for yourself.

One big, happy family

Personal; it's fun; interesting

Same people for two classes

Simply two consecutive classes that are aware of each other

Small, good teacher-student interactions

Supportive; interactive; overall good guidance

Teachers work together to help students complete the course.

That is very beneficial.

The classes and instructor are really helpful and easy.

The learning community is very important because it opens your eyes to other ethnic backgrounds and traditions.
The Learning community, such as this class, Guidance 5, has been fun and educational. They are classes that you have to take together and the teachers try to work together to help you.
They are difficult to keep up with because there's so much work for only one grade.
They are okay, but not for me because I didn't want to be stuck in three classes and not be able to drop the one I didn't like.
They are very helpful and fun.
They are very helpful, and it looks good helping or being involved in community service.
They do a lot of work together as a class, and the two classes work together.
They help me out.
They help you a lot more than others because they give you more time.
They help you be comfortable and outspoken within your classroom, which builds skills outside the classroom
They're fun and very helpful.
This community will help you in any way and get you in classes you need to transfer and get your degree.
This one seemed highly unrelated but enjoyable nonetheless.
Three classes working together
Very helpful (2)
Very helpful, good resources; a lot of communication
Very helpful: we take trips like families and encourage each other
Very interactive and helpful
Well, basically it would be best for me to offer the possibility to my fellow students and let them use the great resources Delta has.
You have to take the good with the bad. One teacher can be excellent and the other horrible.

No response (12)

F4. What did you like best about your learning community?

A lot of resources; it was very helpful
All the people I met
An easy way to pick another class
Being in class with the same group of people
Classmates
Do more study groups
Easy
Easy course work
Easy to learn
Easy to learn the material
English 1A was my favorite class. I love that we're encouraged to come with our own ideas and are given excellent feedback.
Everyone got to know each other
Everyone in the learning community helped each other with assignments and class discussions.
Everyone is friendly and cooperates with each other.
Everything (4)
Everything so far
Everything: the project is meeting new people and expanding my academics
Everything! Especially the companionship
Finding out about all the opportunities available in areas for careers
Friendly classmates; getting in one class guarantees you'll be in another as well

Ginger Holden and Jeff Hislop

Great people, teachers

Group help

Having the same people in every class

Having the same people together in three classes and being able to get to know them

Helpful

Honestly, I didn't care for it at all. I had long days and way too much homework. I felt overwhelmed and didn't feel that I did the best that I could have. I felt that I was at a disadvantage.

I am really comfortable with my classmates, and I feel close to them.

I could express myself a little more.

I did not struggle to get into my English classes because, with the budget cuts, it has become really difficult.

I didn't have to do double the research; the library class was helpful

I didn't have to worry about being on the waiting list because I knew I got the class.

I didn't like it, but it was part of another class so I took it.

I do my homework.

I enjoyed the instructors and my fellow students.

I had a closer relationship with people in the classroom.

I had pretty good teachers.

I had the same classmates in more than one class.

I like having the same people in two classes. We got to know each other, and it became very comfortable.

I like my classmates and my counselor.

I like that I set a goal; the empowerment and self-confidence

I like that you get to see familiar faces in your classes. It makes it easy to make friends and feel comfortable in class.

I like the bonds that can be formed in this learning community.

I like the whole idea of interacting with the younger people.

I liked having some of the same students for both classes.

I liked how supportive the students were and how close the students in the class were.

I liked how the class all became friends and how projects were connected.

I liked my teacher, Mrs. Marta, and my lab.

I liked that both classes were about the same subject. You get to build on what you learn.

I liked that we could help each other out because we were all in the same classes.

I liked that we had our similar assignments in the classes so the research we did for our paper in English class was used for our speech in Communication Studies.

I liked that we talked about FAFSA and Student Education Plan.

I liked that we were all going through the same thing together. If I needed to know when something was due, I could just ask a fellow student.

I met new people and had a lot of fun.

I really enjoyed how close everyone got and how comfortable I was asking or answering the professor's questions.

I was able to talk to people I was comfortable.

I've learned that learning communities help me learn a few things about myself emotionally and mentally.

It is great. I love my instructors. They teach very well.

Meeting and making new friends; interactions

Meeting new students and people

More one-on-one help in learning

Mr. Xiong

My criminal justice teacher, Mr. Levesey

My knowledge gained around science
People opened up more.
People that help you
People were more friendly because they knew you from their other class.
People were very involved with one another.
Personal relationships
Quiet work areas
Reading: it helped me get into a Reading Level 2.
Same people so you could get to know each other
Seeing the same classmates and getting to know those people
Sharing students in multiple classes: getting to know other students
Small class
Some of the assignments were similar; it was the same people in each class
Speeches
Teachers work together; I have more interaction with my classmates
The ability to interact with the class as well as ask questions even if they seemed dumb at first
The atmosphere was the best part for me. Unlike my other classes, it seemed more friendly.
Students interacted with each other as well as the teacher. It made things more fun and a better environment to learn.
The best part that I liked about my learning community is that I came together with my classmates, and we are all trying to reach goals.
The camaraderie
The classes interact with each other.
The classes worked together.
The connection of the classes
The counselors and professors are great.
The discussions in English relating to my causes
The friendly people involved in the community
The friends and outside group work: I really enjoyed it.
The friends I made; the ability to do the research once for both English 1A and Communication Studies 1A projects
The information and support
The information I gained about transferring to a four-year institution
The instructor was open and enjoyable.
The instructors are open and approachable.
The involvement of the instructor and their constant support
The majority of my peers will still be in contact with me after I transfer; I am grateful to be a part of a successful learning community.
The other students in the class
The people
The people and the experiences helped me grow as a student.
The people in it; everything is focused on my major
The people made it fun.
The people that I have met and the bonds I have formed with other students
The professor is very helpful, and the counselor is great.
The professors [are] aware of each other
The students get along well
The students; getting together to study the assignments; I would recommend this for those who are unsure of themselves
The teachers (2)
The teachers breaking down the thing I didn't understand before
The teachers communicate with one another.

The teachers: Maloney and Hemington
The teachers: very good group of teachers
The thing I liked best was making new friends and just being able to relate to them.
The two instructors have a better understanding of what each student is going through course-wise.
The variety of topics and the instructor's ability to learn from the students
The way our instructor used different and interesting methods to teach us
They help you by making sure you are doing it right.
We can turn in the same assignments for both classes.
We get to talk about ourselves, introduce ourselves and get to know each other.
We had the same students in both English and history.
We talk about how we feel and hear each other's stories.
What I like best is that we are able to get along.
What I liked most was that if I needed help, the teacher was very helpful.
Working together
You build trust between your classmates, and that makes things easier within the community.
You can share assignments.
You have the same people in your classes, so it's better learning and [it's] faster to get to know people
You make more friends than in other classes.
Your instructors have time set aside specifically for the learning community students.

No response (14)

F5. What would you change about your learning community?

A more focused and set group of students: maybe three classes, not just two
Absolutely nothing: I really enjoyed it
Better communication between classes
Both classes would be CSU/UC transferrable
Do more: reach out more
Don't really want to change anything: the system works
Everything is great as it is; keep up the learning communities
Fewer essays
Had to come to campus five days a week
Have class parties
I am not sure if I would change anything
I didn't like the fact that I had to drop a class for the other that was required by the learning community.
I didn't understand why guidance was needed.
I don't think I would change anything.
I don't think would change anything in my learning community.
I like it the way it is.
I really enjoy the learning communities and wouldn't change anything about them.
I want more classes [to be] available and would like to get into the classes I need for transfer.
I would add more group work, more field experiences.
I would change the fact that you can't drop the others, too. I think that's right.
I would change very little; it's a great program
I would get rid of the learning communities. I can see a lot of people dropping out of college because of them.
I would have the instructors work together more often and have both classes relate to each other more.
I would like them to be more connected with assignments.

I would not change a thing with the learning community.
I would not change anything because I think that Delta is a great place to learn and pursue the career that you want.
I would not change anything; it is good as it is
I would not change anything.
I would not change one thing about the learning community.
I would sign [up] for another learning community class
I would take the library class out.
I wouldn't change anything about this learning community. It was a great learning experience.
I wouldn't change anything other than the number of students: maybe like five more people in class
I wouldn't change anything.
I wouldn't make [class] work due the following day.
I'm not sure if I would change anything.
I'm not sure: it works pretty well for me
Let me add another learning community class I need for EOP registration.
Let people know you doing a learning community and a lot of homework [will] coincide with the sections.
Maybe get the schedule going a little faster so it doesn't seem as though we are trying to cram everything in at the end
Maybe have it a little clearer as to what assignments were due and when
Maybe have one more trip
More explanation in lessons
More help with papers
More involvement in the community; build leadership skills
More outside help from the teachers/instructors
More updates about grades
No need, in my mind, for any change
No, I liked our learning community because we worked well together, and it seemed like it was working well for me.
None (2)
Nothing (45)
Nothing really
Nothing really, except make it a fun community
Nothing really: it's a solid beginning
Nothing to complain about
Nothing, although I didn't like having two classes after another
Nothing: everything is fine
Nothing: it's a great program
Nothing: there is nothing wrong with this class
See that all instructors are following the noted requirement regarding the subject of the learning community. For example, Psychology 7 subject could be the basis of the learning community English 1A class.
Some classes are not very helpful; combining the classes [is] better
Some of the work; be able to drop one of the classes instead of having to stay in them both
The criminal justice teacher
The instructor was pretty tough: most students dropped out of this class
The only thing I would change is the subject. I would be more interested in the teaching field.
The relevance of the classes
The time the class started
The two classes need to be more connected.
There are a few things that I would change, such as being on time and no absences.

There is nothing that needs to be changed, except maybe how the mastery test is given.
There isn't anything I would change.
They closed parking lots in Cunningham and the parking overflow
Too many assignments: needs to be less than it is now
Very little: everything seems fair
We wouldn't have library-no offense
Work in one class could count in the other class.
You can't drop one class without dropping them all.
You have to pass all the classes.

No response (21)

APPENDIX D
LEARNING COMMUNITY STUDENT SURVEY CODED OPEN-END RESPONSES
(N=145)

F3. How would you describe learning communities to another student?

A Helpful Experience

A learning community is good to have.
Help me get by
Helpful (2)
Helpful, easier interaction between classes
Helpful, informative; I would recommend it to other students
Helpful; you develop learning skills
I would tell them that it is very important and as a lot of information.
It is like a regular class, but with a little more help.
It is really helpful because it focuses on material from each class.
It is very helpful and they should take the chance that the communities give to us.
It is very helpful to have other students help you to improve, motivate and learn from them.
It was very helpful and I enjoyed it very much. The professors are willing to help, but be prepared for a bunch of work.
It's good; helpful environment.
It's helpful and you can get to know your peers a lot better.
Learning communities are helpful.
Learning communities are much help for students enrolled in them.
Learning communities are very helpful to the student because you learn how to write in a proper format.
That is very beneficial.
The classes and instructor are really helpful and easy.
They are very helpful, and it looks good helping or being involved in community service.
They help me out.
They help you a lot more than others because they give you more time.
Very helpful (2)
Very helpful, good resources; a lot of communication
Very helpful: we take trips like families and encourage each other

A Program that Helps You Reach Your Academic and Personal Goals

A great gateway to continue your educational goals

A place that helps you succeed and continue on to a four-year university. It also saves you a lot of money rather than going to a four-year straight out of high school.

Being in a learning community can help you grow as a person and as a student.

I would say that learning communities help you find and achieve your goals for life.

It is a great class to grow.

It's a class that helps you achieve your goals.

It's a good way to make friends and learn more about yourself.

Learning communities will help guide you through college and help you emotionally to overcome your fears and help push you up mentally to do what's best for yourself.

This community will help you in any way and get you in classes you need to transfer and get your degree.

An Enjoyable Learning Experience

Fun learning; better environment

Fun: it's nice because you have the classes with the same people, so if you miss [a class] it's easy to catch up

Fun: you learn more and faster since you have friends in each class

Great fun

I would tell that student that it's a great experience to go through. It's fun and something new to take in a class.

It is fun. You make friends and can work together to help each other out when you need to. The teachers are also helpful.

Learning communities make both classes more fun and interesting, especially English; being able to write about criminal justice subjects

Personal; it's fun; interesting

The Learning community, such as this class, Guidance 5, has been fun and educational.

They are very helpful and fun.

They're fun and very helpful.

Connected Class Enrollment/Curriculum

A class that is connected to another; you see the same people in them

A class that is connected with another class: you can turn the same work from one class in to the next

A few courses with the same students all semester; courses work together

A group of classes that are related

A learning community is several classes [that] are grouped together so you can learn, especially from these classes.

A learning community is two classes that are related to each other based on a certain field of study.

As related courses that help each other

Classes that are linked together where the students are the same

I would describe them as classes where the instructors incorporate their assignments with each of the classes; if you do the research in one class, you can use it for the other class as well.

It's a connection between two classes and you have the same classmates in both. It's a community to help students get through college.

It's a set of classes based on a specific topic with the same students. Your teachers keep in touch with each other.

It's where two classes must be combined with another in order to register for a class; a personal type of group

Simply two consecutive classes that are aware of each other
Three classes working together

Courses Taught by Helpful, Supportive Faculty

A set of classes in which you are able to get better support from instructors; you work with the same students in that set of classes

It is a certain number of classes you have with the same people. The instructors talk to each other and help you succeed in the classes.

It is a great help and support, and the instructors are excellent teachers and very good listeners. It's a good experience. You are able to make good friends, and the teachers help you a lot to achieve your goals.

Teachers work together to help students complete the course.

They are classes that you have to take together and the teachers try to work together to help you.

Classes with More Student and Faculty Interaction

A smaller class environment in which you get a chance to interact with your fellow classmates and the subjects are supposed to be related

Encourages participation

Good: easier to manage because instructors and students collaborate

I would have told my friends that a learning community is fun and easy due to the fact that the class is interactive. I like the idea that we do things as a group in and outside of class.

Interactive study group for three interlinked courses

It's great; it's a two-in-one course; teachers interact with each other, so no conflict between schedules and work or assignments.

Small, good teacher-student interactions

Supportive; interactive; overall good guidance

They do a lot of work together as a class, and the two classes work together.

Very interactive and helpful

Students Support Each Other/More Comfortable, Supportive Environment

A group of students that take the same classes and help each other

Additional support that's needed to be successful in college

Classes that help with one another; you get real close to other students who encourage and help you with anything possible

Get to know people, make friends

I liked it: I was able to get comfortable in class because I knew everyone.

I would describe it as a group of students of different genders who can ask peers for help and study together.

I would describe it as not the typical college class. I would tell them that they would meet and bond with the class and have a good experience. I would recommend it.

I would say it is a fun class to be in and that the environment is more relaxing than other classes.

Important groups in which one becomes more confident and organized for success in college

It is a different way of doing things, but you get comfortable with the people you attend class with, which is helpful.

It's a group of students who are struggling in the same topic, and you all work together to help each other out.

It's easier to communicate with other classmates and catch up with work you have missed.

It's like another family, and the class is very well informed.

It's very helpful. You have the same classmates in different classes, so it's easier to help each other.

Learning communities are a way to unite with other people, to work together as a group to reach goals.

Learning communities are extremely helpful for students. Students are able to be comfortable around their classmates and interact with them.

One big, happy family

They help you be comfortable and outspoken within your classroom, which builds skills outside the classroom

Improves Learning and Related Skills

Great way to learn

If they need help in any subject, a learning community would be the best way to go.

It helps students get better in any subject they are having trouble with

It improves researching ability and communication skills

It works better and I like it. It's easy: all you have to do is show up to class, be on time and do your work. I believe it makes you a better student.

Other: Positive

A class that keeps you on track and keeps you organized

A great and helpful experience

A great place to learn new things

Classes that follow a pattern to complete requirements

Even though it's new and is still a growing topic, it looks like it has a promising future

Excellent

Good plan

Good to enroll in if [you are] having trouble with school

Good way to combine classes you need in an interesting way

Great way to discover more resources after orientation; great way to meet future support systems

It would help you cover other courses, too.

It's a good way to make friends and learn more about yourself.

It's a great experience.

It's a great way to take two classes for a certain major.

It's a more effective way to go to school.

It's good: plenty of places to work

It's multiple course-taking with the same students.

The learning community is very important because it opens your eyes to other ethnic backgrounds and traditions.

Well, basically it would be best for me to offer the possibility to my fellow students and let them use the great resources Delta has.

Other: Neutral or Mixed Comments

AVID; Puente for Chicanos with an ethnocentric focus on literature

Communities in which groups are implemented to supposedly help you learn with social interaction—like most of my other classes

I don't really know a lot of learning communities, so I don't know how I could describe it.

If you've never been to college it's a wonderful tool; however, if [you are] returning and have specific goal, it slows the progress.

It is a group of people taking the same classes.

It's not as bad as you think: you just have to try it.

It's okay.

It's really easy.

Same people for two classes

This one seemed highly unrelated but enjoyable nonetheless.
You have to take the good with the bad. One teacher can be excellent and the other horrible.

Other Corrective

I did not like the learning community: it was very confusing
I really didn't like it.
I would suggest if they are not good at one of the classes that they not take it because you can't drop it without dropping the others.
I would tell them it's not very beneficial. Although a W is better than an F, this learning community leaves you open to getting a W, which still looks bad. If you're having one problem with one class, you either have to get an F for that class or get Ws for all three classes. I don't see the efficiency of these learning community classes.
They are difficult to keep up with because there's so much work for only one grade.
They are okay, but not for me because I didn't want to be stuck in three classes and not be able to drop the one I didn't like.

No response (12)

F4. What did you like best about your learning community?

Course Content/Theme/Connection

English 1A was my favorite class. I love that we're encouraged to come with our own ideas and are given excellent feedback.
Finding out about all the opportunities available in areas for careers
I didn't have to do double the research; the library class was helpful
I liked that both classes were about the same subject. You get to build on what you learn.
I liked that we had our similar assignments in the classes so the research we did for our paper in English class was used for our speech in Communication Studies.
I liked that we talked about FAFSA and Student Education Plan.
My knowledge gained around science
Reading: it helped me get into a Reading Level 2.
Speeches
The classes worked together.
The connection of the classes
The discussions in English relating to my causes
The information I gained about transferring to a four-year institution
The people in it; everything is focused on my major
The variety of topics and the instructor's ability to learn from the students
We can turn in the same assignments for both classes.

Easier to Learn Course Material

Easy
Easy course work
Easy to learn
Easy to learn the material

Ease of Class Enrollment/Registration

An easy way to pick another class
I did not struggle to get into my English classes because, with the budget cuts, it has become really difficult.
I didn't have to worry about being on the waiting list because I knew I got the class.

Everything About the Learning Community

Everything (4)

Everything so far

Everything! Especially the companionship

Everything: the project is meeting new people and expanding my academics

Familiar, Friendly Classmates/Having the Same Students in Multiple Classes

Being in class with the same group of people

Classmates

Everyone is friendly and cooperates with each other.

Friendly classmates; getting in one class guarantees you'll be in another as well

Having the same people in every class

I had the same classmates in more than one class.

I liked having some of the same students for both classes.

I liked that we could help each other out because we were all in the same classes.

People were more friendly because they knew you from their other class.

People were very involved with one another.

Some of the assignments were similar; it was the same people in each class

The friendly people involved in the community

The majority of my peers will still be in contact with me after I transfer; I am grateful to be a part of a successful learning community.

The other students in the class

The students get along well

We get to talk about ourselves, introduce ourselves and get to know each other.

We had the same students in both English and history.

We talk about how we feel and hear each other's stories.

What I like best is that we are able to get along.

Getting to Know Classmates/Family Atmosphere

All the people I met

Everyone got to know each other

Having the same people together in three classes and being able to get to know them

I am really comfortable with my classmates, and I feel close to them.

I had a closer relationship with people in the classroom.

I like having the same people in two classes. We got to know each other, and it became very comfortable.

I like that you get to see familiar faces in your classes. It makes it easy to make friends and feel comfortable in class.

I like the bonds that can be formed in this learning community.

I liked how supportive the students were and how close the students in the class were.

I liked how the class all became friends and how projects were connected.

I met new people and had a lot of fun.

I really enjoyed how close everyone got and how comfortable I was asking or answering the professor's questions.

I was able to talk to people I was comfortable.

Meeting and making new friends; interactions

Meeting new students and people

People opened up more.

Personal relationships

Same people so you could get to know each other

Seeing the same classmates and getting to know those people

Sharing students in multiple classes: getting to know other students

The best part that I liked about my learning community is that I came together with my classmates, and we are all trying to reach goals.

The camaraderie

The people that I have met and the bonds I have formed with other students

The thing I liked best was making new friends and just being able to relate to them.

You build trust between your classmates, and that makes things easier within the community.

You have the same people in your classes, so it's better learning and [it's] faster to get to know people

You make more friends than in other classes.

Great Teachers

Ginger Holden and Jeff Hislop

Great people, teachers

I had pretty good teachers.

I liked my teacher, Mrs. Marta, and my lab.

It is great. I love my instructors. They teach very well.

Mr. Xiong

My criminal justice teacher, Mr. Levesey

Teachers work together; I have more interaction with my classmates

The counselors and professors are great.

The instructor was open and enjoyable.

The instructors are open and approachable.

The involvement of the instructor and their constant support

The professor is very helpful, and the counselor is great.

The professors [are] aware of each other

The teachers (2)

The teachers breaking down the thing I didn't understand before

The teachers communicate with one another.

The teachers: Maloney and Hemington

The teachers: very good group of teachers

The two instructors have a better understanding of what each student is going through course-wise.

The way our instructor used different and interesting methods to teach us

They help you by making sure you are doing it right.

What I liked most was that if I needed help, the teacher was very helpful.

Your instructors have time set aside specifically for the learning community students.

Personal Growth

I could express myself a little more.

I like that I set a goal; the empowerment and self-confidence

I've learned that learning communities help me learn a few things about myself emotionally and mentally.

The people and the experiences helped me grow as a student.

Student Interaction/Group Work

Group help

The ability to interact with the class as well as ask questions even if they seemed dumb at first

The atmosphere was the best part for me. Unlike my other classes, it seemed more friendly.

Students interacted with each other as well as the teacher. It made things more fun and a better environment to learn.

The classes interact with each other.

The friends and outside group work: I really enjoyed it.

The students; getting together to study the assignments; I would recommend this for those who are unsure of themselves

Working together

Support/Help in Class

A lot of resources; it was very helpful

Everyone in the learning community helped each other with assignments and class discussions.

Helpful

I liked that we were all going through the same thing together. If I needed to know when something was due, I could just ask a fellow student.

More one-on-one help in learning

People that help you

The information and support

Other: Positive

I do my homework.

I enjoyed the instructors and my fellow students.

I like my classmates and my counselor.

I like the whole idea of interacting with the younger people.

Quiet work areas

Small class

The friends I made; the ability to do the research once for both English 1A and Communication Studies 1A projects

The people

The people made it fun.

You can share assignments.

Other: Corrective

Do more study groups

Honestly, I didn't care for it at all. I had long days and way too much homework. I felt overwhelmed and didn't feel that I did the best that I could have. I felt that I was at a disadvantage.

I didn't like it, but it was part of another class so I took it.

No response (14)

F5. What would you change about your learning community?

Assignments/Class Activities

Fewer essays

I would add more group work, more field experiences.

I wouldn't make [class] work due the following day.

Maybe have it a little clearer as to what assignments were due and when

Maybe have one more trip

Work in one class could count in the other class.

Class Offerings

Both classes would be CSU/UC transferrable

I didn't understand why guidance was needed.

I want more classes [to be] available and would like to get into the classes I need for transfer.

I would take the library class out.

Some classes are not very helpful; combining the classes [is] better
We wouldn't have library-no offense

Class Scheduling

Had to come to campus five days a week
Maybe get the schedule going a little faster so it doesn't seem as though we are trying to cram everything in at the end
Nothing, although I didn't like having two classes after another
The time the class started

More Connection between Classes

Better communication between classes
I would have the instructors work together more often and have both classes relate to each other more.
I would like them to be more connected with assignments.
See that all instructors are following the noted requirement regarding the subject of the learning community. For example, Psychology 7 subject could be the basis of the learning community English 1A class.
The relevance of the classes
The two classes need to be more connected.

More Help/Outreach

Do more: reach out more
More help with papers
More involvement in the community; build leadership skills
More outside help from the teachers/instructors

Registration/Enrollment Policy

I didn't like the fact that I had to drop a class for the other that was required by the learning community.
I would change the fact that you can't drop the others, too. I think that's right.
Let me add another learning community class I need for EOP registration.
Some of the work; be able to drop one of the classes instead of having to stay in them both
You can't drop one class without dropping them all.
You have to pass all the classes.

Would Not Change Anything

Absolutely nothing: I really enjoyed it
Don't really want to change anything: the system works
Everything is great as it is; keep up the learning communities
I am not sure if I would change anything
I don't think I would change anything.
I don't think would change anything in my learning community.
I like it the way it is.
I really enjoy the learning communities and wouldn't change anything about them.
I would change very little; it's a great program
I would not change a thing with the learning community.
I would not change anything because I think that Delta is a great place to learn and pursue the career that you want.
I would not change anything.
I would not change anything: it is good as it is
I would not change one thing about the learning community.

I wouldn't change anything about this learning community. It was a great learning experience.
I wouldn't change anything other than the number of students: maybe like five more people in class

I wouldn't change anything.

I'm not sure if I would change anything.

I'm not sure: it works pretty well for me

No need, in my mind, for any change

No, I liked our learning community because we worked well together, and it seemed like it was working well for me.

None (2)

Nothing (45)

Nothing really

Nothing really, except make it a fun community

Nothing really: it's a solid beginning

Nothing to complain about

Nothing: everything is fine

Nothing: it's a great program

Nothing: there is nothing wrong with this class

There isn't anything I would change.

Very little: everything seems fair

Other

A more focused and set group of students: maybe three classes, not just two

Have class parties

I would get rid of the learning communities. I can see a lot of people dropping out of college because of them.

I would sign [up] for another learning community class

Let people know you doing a learning community and a lot of homework [will] coincide with the sections.

More explanation in lessons

More updates about grades

The criminal justice teacher

The instructor was pretty tough: most students dropped out of this class

The only thing I would change is the subject. I would be more interested in the teaching field.

There are a few things that I would change, such as being on time and no absences.

There is nothing that needs to be changed, except maybe how the mastery test is given.

They closed parking lots in Cunningham and the parking overflow

No response (21)

**APPENDIX E:
FACULTY SURVEY**

Learning Community End-of-Semester Faculty Survey
(Spring 2010)

CODEBOOK

[Survey Invitation]

Dear Learning Community Faculty Member,

We are very interested in your opinions of the learning community program and would like to get your suggestions for the program's future. To this end, we are conducting a survey of faculty and request your participation in the brief Internet survey. Participation in the survey is encouraged but completely voluntary. The goal of the survey is to improve the learning community program for faculty and students. The survey takes about 20 minutes to complete. Please be assured that no individual responses will be identified, and only aggregate data will be reported. To begin the survey, please click on the link below:

{SURVEY URL}

If you have difficulty accessing the survey, please contact Bri Hays in the research office at (209) 954-5688 or bhays@deltacollege.edu. If you have questions about the learning community program, please contact Ginger Holden at (209) 594-5564.

Thank you in advance for your willingness to help us improve learning communities at Delta College!
Learning Community Team

[Survey Welcome Page]

Welcome to the Learning Community Faculty Survey! The goal of the survey is to gather faculty opinions of and suggestions for the learning community program and to use this information to improve the program for the future.

To proceed with the survey, please click on the **Next** button below.

First Semester

- Q1. Is this your first semester teaching in a learning community?
- Yes
 - No →GO TO Q4

New Faculty

- Q1A. What is the primary reason you began teaching in a learning community?
- To provide additional social support for students
 - To give students access to additional campus resources
 - To increase student engagement
 - To increase student retention/persistence
 - To learn about other disciplines from faculty colleagues
 - To increase my own involvement on campus
 - Other

New Faculty: Reason Participated
[IF OTHER:]

Q1AX. Please describe the **primary reason** you began teaching in a learning community.

New Faculty: Satisfaction with Training

- Q1B. How satisfied were you with the training available for new learning community faculty?
- Not at all satisfied
 - Not very satisfied
 - Somewhat satisfied
 - Very satisfied
- Q1C. How would you describe the learning community training experience to other faculty?
-

Q1D. As a new learning community faculty member, what were your biggest concerns entering this semester?

Learning Community Students

[ASK ALL:]

The next few questions are about the students in your learning community course(s) **this semester**.

Q2. Which type of learning community did you teach in **this semester**? (Please select all that apply)

- First-year experience—Level 1
- First-year experience—Level 2
- First-year experience—Transfer Level
- Special program (CTE, AFFIRM, Puente)
- Other

Q3. How would you describe **student skill levels** in your learning community course(s) compared to your other (non learning community) courses?

Q4. How would you describe **student teamwork** in your learning community course(s) compared to your other (non learning community) courses?

Q5. How would you describe **student in-class behavior** in your learning community course(s) compared to your other courses?

Learning Community Faculty Team

The next few questions are about your experience with the other faculty teaching in your learning community this semester.

Q6. How often did you meet or communicate with your learning community faculty team...

	Less than once per month	One to three times per month	Four or more times per month
In person?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On the phone?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Via email?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Q7. How did you feel about the amount of contact you had with your learning community faculty team?
- It wasn't enough - I would like to have more regular contact with my team
 - It was just the right amount - I wouldn't change anything
 - It was too much - I prefer less contact
 - Other

Learning Community Faculty Communication: Other Specified
[IF OTHER:]

Q7X. Please describe how you felt about the amount of contact you had with other learning community faculty.

Learning Community Faculty Relationships and Experience

Q8. How would you describe your relationship with the other faculty teaching in your learning community?

Q9. Please describe what, if anything, you would change about your experience with other learning community faculty.

Learning Community Challenges

The next few questions are about your experiences teaching in a learning community this semester.

Q10. How would you describe the learning community program to other faculty?

Q11. What challenges did you face in your learning community course(s) this semester?

Q12. Is there anything you would change about the learning community program?

- Yes
- No

Learning Community Changes
[IF YES:]

Q12A. Please describe what you would change about the learning community program.

Learning Community: Successes and Recommendations

Q13. Please describe any strategies, activities or learning tools that helped you overcome challenges or worked particularly well in your learning community.

Q14. Would you recommend the learning community program to other faculty?

- Yes
- No

Q15. Would you be interested in attending a regular brownbag lunch meeting with other learning community faculty?

- Yes
- No

Q16. Please describe any recommendations you have for the learning community program below:

*****PROGRAMMING LEGEND*****

BOLD, ALL CAPS IN BRACKETS OR AFTER ARROW

Bold, Mixed Case, Light Blue Highlight

Italicized Mixed Case

Skip Instructions

New Section

Participant Instructions

**APPENDIX F:
FACULTY SURVEY RESPONSES**

Completed Surveys

	Number	Percent
Complete	16	100.0%
<i>Total</i>	<i>16</i>	<i>100.0%</i>

Q1 Is this your first semester teaching in a learning community?

Response	Number	Percent
1 Yes	2	12.5%
2 No	14	87.5%
<i>Total</i>	<i>16</i>	<i>100.0%</i>

Q1A What is the primary reason you began teaching in a learning community?

Response	Number	Percent
3 To increase student engagement	1	6.2%
4 To increase student retention and persistence	1	6.2%
8 Not asked	14	87.5%
<i>Total</i>	<i>16</i>	<i>100.0%</i>

Q1AX Please describe the primary reason you began teaching in a learning community.

Not asked (16)

Q1B How satisfied were you with the training available for new learning community faculty?

Response	Number	Percent
2 Not very satisfied	1	6.2%
3 Somewhat satisfied	1	6.2%
8 Not asked	14	87.5%
<i>Total</i>	<i>16</i>	<i>100.0%</i>

Q1C How would you describe the learning community training experience to other faculty?

I wasn't trained, but would have liked to be.

No response (1)

Not asked (14)

Q1D As a new learning community faculty member, what were your biggest concerns entering this semester?

All of us were so busy that there were no meeting times. I believe that there needs to be more structure and regular collaboration time, which implies release time.

No response (1)

Not asked (14)

**Q2_1 Which type of learning community did you teach in this semester?
(Multiple Response)**

Response	Number	Percent
1 First-year experience - Level 1	7	43.8%
2 First-year experience - Level 2	3	18.8%
3 First-year experience - Transfer Level	4	25.0%
4 Special program (CTE, AFFIRM, Puente)	1	6.2%
5 Other	2	12.5%

Q3 How would you describe student skill levels in your learning community course(s) compared to your other (non learning community) courses?

About the same (2)

Above average (many had been in gifted programs.

Basic Skills

Better but still amazingly short of my expectations

I would say they are the same.

Lower skills, less motivation

My Math 80 class had at least 12 students who did not have the prerequisite skills necessary to be successful. Some of these students have worked very hard and will get a C, but it has been a struggle for them—which could have been alleviated if they had taken a pre-algebra class first. Hopefully, when our new assessment levels are validated we will see fewer students in our math classes who are unprepared. Several of the other students in my class who were prepared were taking the class mainly to review their algebra before going on to more advanced classes. I did not have any non-learning community Math 80 classes this semester for comparison. For the most part, my Math 38B STEM learning community students did quite well compared to the non-learning community students. It's hard to compare, though, because of the small number of STEM learning community students.

Remedial/basic levels

Similar is aptitude

Student level was very low. I think these students ended up in the LC because they could not get in to any other Level 1 classes. This was a group of students who didn't understand how

college works, were last minute enrollees, and in general were even less college-ready than other L1 students.

Student skill levels seemed slightly lower than non-LC English 1A courses I have taught in prior semesters.

Students' skill level, especially motivation, was lower.

The skill level is very low. This is the last class I have that fills, I think that it gets folks that are late with their registration, or who are so new to the campus that they don't understand all of the aspects of registration.

Their basic skill set was better

No response (1)

Q4 How would you describe student teamwork in your learning community course(s) compared to your other (non learning community) courses?

Excellent: I observed cooperation all semester

Great: there was a feeling of "family". Example: students often covered for other absent group members by taking extra copies of assignments.

I observed a tremendous amount of teamwork in my learning community course and not as much in my non-learning community courses. One downfall to this teamwork, however, is that the teamwork tends to spill over into copying others homework answers.

I think students worked better as a team, however their lack of motivation may have been catchy.

Little rough at first, but they got the hang of it.

Much better

Much better and more supportive

My students work better together and are more helpful to one another.

Not much different

Pretty good; students collaborated regularly on assignments

Students were more comfortable with each other than in other classes.

Teamwork was better: [students were] more willing to work in small groups because they knew each other.

Teamwork was very positive as students shared knowledge from the linked course to complete class assignments.

There is definitely more teamwork in my learning community class compared to my regular class.

No response (2)

Q5 How would you describe student in-class behavior in your learning community course(s) compared to your other (non-learning community) courses?

About the same as other students

Behaviors were the same.

Great

Mostly about the same; a little less motivated and disciplined about the work

Much higher level of class participation; a culture developed

My learning community students enjoy group activities and class hands-on applications. They tend to sit with members of their own groups and help one another. Also, if a student has a family emergency, he/she will contact one of the group members who will relay the message to the instructor and other members of the community.

No special behavioral problems were noted in the LC compared to non-LC courses. In fact, engagement was often increased due to the contextualized subject matter.

Not much different

Same (3)

The students in my Math 80 learning community class this semester were attentive and polite. The students were comfortable asking questions and worked well together in groups. In general, I feel that the students in my learning community classes get to know each other more quickly and bond better than students in my non-learning community classes.

These students were similar to other Level 1 students: they range from high school behavior to mature adult behavior.

They are more "kicked back."

Typical; chatty at times, but generally on-task

Very social: good and bad, but mostly good and ready to work

Q6_1 How often did you meet or communicate with your learning community faculty team...In person?

Response	Number	Percent
1 Less than once per month	7	43.8%
2 One to three times per month	7	43.8%
3 Four or more times per month	2	12.5%
<i>Total</i>	<i>16</i>	<i>100.0%</i>

Q6_2 How often did you meet or communicate with your learning community faculty team...On the phone?

Response	Number	Percent
1 Less than once per month	8	50.0%
2 One to three times per month	5	31.2%
3 Four or more times per month	3	18.8%
<i>Total</i>	<i>16</i>	<i>100.0%</i>

Q6_3 How often did you meet or communicate with your learning community faculty team...Via email?

Response	N	Percent
1 Less than once per month	3	18.8%
2 One to three times per month	5	31.2%
3 Four or more times per month	8	50.0%
<i>Total</i>	<i>16</i>	<i>100.0%</i>

Q7 How did you feel about the amount of contact you had with your learning community faculty team?

Response	N	Percent
1 It wasn't enough - I would like to have more regular contact with my team	5	31.2%
2 It was just the right amount - I wouldn't change anything	10	62.5%
4 Other	1	6.2%
<i>Total</i>	<i>16</i>	<i>100.0%</i>

Q7X [IF OTHER:] How did you feel about the amount of contact you had with your learning community faculty team?

It was enough, but the more we met the better the class got.

Not asked (15)

Q8 How would you describe your relationship with the other faculty teaching in your learning community?

As in a prior semester, he is responsible, respectful, and always available to help finalize integrated assignments, discuss student progress, and offer encouragement.

Easy to communicate with Maloney

Fine

Good

Good rapport and relationship

Great, just should have met more one-to-one or sat in on each other's class once or twice a month

I have a friendly, easy-going relationship with the guidance teacher for my Math 80 learning community. We work well together as we try to help our students succeed.

I think we shared our vision of student success, but we didn't have opportunity to collaborate the way we'd hoped.

Open and honest; we are trying to find the silver bullet to student learning in our classes

Positive experience, collegial relationship, and wonderful partners

Quite cordial; we are supportive of each other

Very good

Very good at first, preparing for the semester, but then it all dropped off; we just checked in on attendance issues, not curriculum updates

Very positive

We were a team

No response

Q9 Please describe what, if anything, you would change about your experience with other learning community faculty.

Have regular meetings through the semester to make improvements for our linked assignments. I feel it would be helpful if I were more aware of the topics being presented in the other learning community courses so that I could allude to them in my own class. This would help students realize that the learning community instructors are working together as a team

I had a great time

I wish I had CHOSEN my faculty team; I was assigned, and have a different teaching perspective than my colleagues.

I wouldn't change anything. I think it would be great if we could have a retreat together...spend a considerable amount of time developing the LC.

If I participate in a future learning community, I will want to meet with the other teachers regularly.

It was fine

More time for faculty contact

None

Nothing

Nothing

Nothing in this team

Nothing: I feel very fortunate to work with such a dedicated faculty member

No response (3)

Q10 How would you describe the learning community program to other faculty?

A rewarding teaching experience

Focused on the retention and success of African American students (with content reflective of that community's background, needs, and interests)

Fun sharing the same students with a teacher

Great opportunity to serve students if you're willing to put in the work

It is a bit of startup work, but has wonder benefits for students to see connections in the material that they are learning.

It is a wonderful opportunity to work cooperatively with another faculty member and gain insight and ideas about working with students.

It is an excellent, innovative program that enables the faculty from different disciplines to team up their efforts to contextualize their instruction or class assignments or projects with a central theme.

It takes more time to meet with other faculty.

It was beneficial to students.

It's a great opportunity for students and faculty to work together towards a common goal. It's challenging, but well worth the hard work despite the disappointments that are inherent with any program faculty invest a great deal of time in.

Learning communities are linked classes with a central theme or context that makes learning relevant to students' interests.

The learning community program provides a vehicle for students to bond and get to know one another quickly. I believe that students in a learning community are more likely to feel connected to the college and to feel like they belong in college than students who are not part of a learning community. The classroom atmosphere in a learning community can be more accepting and comfortable for students than in classes which are not part of a learning community.

The students tend to bond and become a family away from home. They look out for each other. It was a nice experience to watch that happen.

Worthwhile getting to work with faculty in another discipline

No response (2)

Q11 What challenges did you face in your learning community course(s) this semester?

AFFIRM does not reflect the target demographic: it looks (demographically) like any other class that I have taught

Dual class assignments

Integrated assignments

Many absences and tardiness

Meeting time

My LC was career-focused, yet a high number of my students were NOT planning to pursue a career in this particular field. This created a serious problem with retention. Those pursuing careers in AJ enjoyed the contextualized English course; those pursuing careers outside of this field were not stimulated by the linked topics and the contextualized subject matter. More promotion of the LC is needed to help prevent this problem.

One member of the team changed the integrated assignment so that it was no longer integrated: frustrated me AND the students (who were confused)

Scheduling and enrollment issues

The faculty didn't have time to meet; many of the students are not motivated to learn; high Level of drop out.

The most significant challenge this semester was the large proportion of students who did not have the prerequisite skills needed for success. This problem applied only to my Math 80 class. All but one student in my Math 38B STEM learning community had the necessary pre-requisite skills.

Time together

We have several students whose priorities have shifted from education to work or making-the-ends-meet. A couple of them do not have any out-of-class time for their homework or hands-on applications after class. Although they are smart kids and have greater potential of being more successful, some of them need to be reminded of their class assignments or projects on a regular basis. Even with the instructor's repeated interventions (phone calls, e-mail, in-class talk, Academic Alert), a couple of them were not able to complete their homework assignments to receive a good grade because they have no time to work on their assignments or projects. One student had a family challenge on the East Coast and was not able to handle her school work during the latter part of the semester. Although she did not want to drop the class, she was not able to come to class or complete her assignments.

We seem to have a group of students that just are not motivated to do college work, and they don't push each other.

No response (3)

Q12 Is there anything you would change about the learning community program?

Response	N	Percent
1 Yes	8	50.0%
2 No	8	50.0%
<i>Total</i>	<i>16</i>	<i>100.0%</i>

Q12A [IF YES:] Is there anything you would change about the learning community program?

A commitment from the administration to targeting and solely focusing on promoting AFFIRM as a community designed for African American identity development and cultural affirmation

Best practice workshops amongst all LC faculty

Cluster of two classes is fine, but three classes are challenging to students. I recommend not offering three classes clustered together.

For learning communities in which the students are mixed, i.e. some are in the community, and some are not, it should be possible for the instructor to assign completely different work to both subgroups, and more work to the community group as he/she chooses to do so.

Reinstitute stipends

Required meetings in the semester; maybe a check off list that would be sent to a central coordinator: if we were slacking off, that coordinator could call and help set up meeting times and give encouragement

Staff development time together away from the hectic semester

We need to add Wait Lists to our LC classes during enrollment. We need to have a button added to Academic Alert which enables LC faculty to send a letter to students informing them that they have enrolled in an LC prior to the beginning of the semester. Not all students read email, but the majority of students would receive this hard copy via snail mail.

Not asked (8)

Q13 Please describe any strategies, activities or learning tools that helped you overcome challenges or worked particularly well in your learning community.

Bringing in skills from the OTHER classes to my own class: they responded well to that

Collaborative learning; integration of assessment strategies to support diverse learning needs and learning styles

Coordination of papers, speeches, and research

Group work, presentations, and career/educational resource awareness

Having one teacher meet with the students in all of the LC classes the first day: a central contact person for them to add and drop; a group calendar of all course assignments so that the other teachers could comment on my assignments in their classes and help keep students on track with turning items in on time

Kindra worked to be sure our expectations laid out in our syllabi were similar.

My students worked particularly well this semester in small groups. I attribute this to the fact that they were in a learning community and knew each other well. I often had groups of three or four students work together reviewing topics where at least one student in a group thoroughly understood the concepts discussed in class. The competent students did a great job helping out the students who were struggling.

Role playing presentations, utilizing concepts from the linked course, worked particularly well. In general, utilizing the skills from one class in the other (and announcing that sharing of class skills) is essential.

Share class assignments

Sharing topics for discussion and writing assignments

Synchronized class assignments so that they are tied in to the same theme and one assignment helps the other in helping students learn the holistic process of research and application

The fact that the students knew each other well was the best part. They were very supportive of each other. This led to wonderful class interaction, communication and discussion.

Visiting the other class

No response (3)

Q14 Would you recommend the learning community program to other faculty?

Response	N	Percent
0 No	1	6.2%
1 Yes	14	87.5%
9 No response	1	6.2%
<i>Total</i>	<i>16</i>	<i>100.0%</i>

Q15 Would you be interested in attending a regular brownbag lunch meeting with other learning community faculty?

Response	N	Percent
0 No	6	37.5%
1 Yes	9	56.2%
9 No response	1	6.2%
<i>Total</i>	<i>16</i>	<i>100.0%</i>

Q16 Please describe any recommendations you have for the learning community program below:

A learning community of two classes and maybe not three
 Already described in previous answer concerning wait lists and Academic Alert
 I feel that Ginger Holden has done a great job bringing people together to discuss what makes a good learning community. I found all the faculty group meetings to be very helpful. I hope this will be continued.
 I would like to see a LC conference or workshop prior to the semester that would allow faculty to brainstorm and work together on LC improvements.
 More explanation of the LC in the paragraph with our class registration rather than just the link to a web page: students need some information at the beginning; the link expects them to do more work, [but] they won't
 Prepare and share the syllabus with the learning community team and try to follow the schedule so as to help with the synchronization of the assignments in the learning community.

No response (9)