

**Learning Integrated for
New Knowledge (LINK):
The Academic Program**

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**Academic Learning Community:
Definition**

- Intentional linking/clustering of two or more courses
- Enrolling of common cohort of students

• Smith, B. L., MacGregor, J., Matthews, R. S., & Gabelnick, F. (2004). *Learning communities: Reforming undergraduate education*. San Francisco: Jossey-Bass.

**Academic Learning Communities:
Common Practices**

- Building community of students
- Building community of practice for instructors
- Acknowledging and promoting diversity
- Foregrounding integration of curricula and learning
- Engaging in active learning
- Engaging in ongoing reflection and assessment

• Smith, B. L., MacGregor, J., Matthews, R. S., & Gabelnick, F. (2004). *Learning communities: Reforming undergraduate education*. San Francisco: Jossey-Bass.

**Preparing for
Learning Communities – Fall 2010**

- **Instructors Involved**
 - Seven (7) Academic Skills instructors: developmental reading and writing, critical thinking
 - Five (5) General Education faculty: human geography, physical geography, American history, international studies, non-Western astronomy
- **Professional Development**
 - Sp 2010: Monthly meetings – program, participants
 - Su 2010: Week-long workshop – backward course design, learning outcomes, curricular integration
 - F 2010: Monthly meetings – discuss experiences

**Program Requirements
for Students – Fall 2010**

- **General Education Course**
- **ACSK 083: Reading and Learning Strategies**
- **ACSK 090: Composition Preparation**
- **ACSK 120: Introduction to Critical Thinking**
 - Monday Session – critical thinking
 - Wednesday Session – extended orientation

**Preparing for
Learning Communities – Spring 2010**

- **Instructors Involved**
 - Three (3) General Education faculty: physical geography, American history, public speaking
- **Professional Development**
 - Su 2010: Two-day workshop – backward course design, learning outcomes
 - Sp 2011: Monthly meetings – discuss experiences

**Program Requirements
for Students – Spring 2011**

- General Education Course
- ACSK 091: Supplemental Instruction through Weekly Discussion Section

**Program Policies for Students:
AY 2011-12**

- Students who earn the following grades in all of their pre-selected fall-semester courses will be allowed to opt out of the spring-semester program requirements:
 - General Education – B or better and
 - ACSK 083 – A- or better and
 - ACSK 090 – A- or better and
 - ACSK 120 – A- or better

**Preparing for
Learning Communities – Fall 2011**

- Instructors Involved
 - Four (4) Academic Skills instructors: developmental reading and writing, critical thinking
 - Three (3) General Education faculty: anthropology, physical geography, American history
- Professional Development
 - Su 2011: Week-long workshop – learning outcomes, assessment, curricular integration
 - F 2011: Monthly meetings – discuss experiences, revisit curricular integration

**Program Requirements
for Students – Fall 2011**

- General Education Course
- ACSK 083: Reading and Learning Strategies
- ACSK 090: Composition Preparation
- ACSK 120: Introduction to Critical Thinking
 - Monday Session – critical thinking
 - Wednesday Session – self-regulation, academic/personal challenges

**Preparing for
Learning Communities – Spring 2012**

- Instructors Involved
 - Three (3) to Five (5) General Education faculty
- Professional Development
 - Sp 2012: Monthly meetings – discuss experiences

**Program Requirements
for Students – Spring 2012**

- General Education Course
- ACSK 091: Supplemental Instruction through Weekly Discussion Section

Through their LINK experiences,
what has the Planning Team
learned about students?

Fall 2010: Overall Student
Performance Data N=53

- 68 percent: in good academic standing
 - 26 percent: cumulative GPA 3.00-4.00
 - 41 percent: cumulative GPA 2.00-2.99
- 32 percent: on probation
 - 19 percent: cumulative GPA 1.00-1.99
 - 13 percent: cumulative GPA 0.00-0.99

Spring 2011: Overall Student
Performance Data N=46

- 65 percent: in good academic standing
 - 19 percent: cumulative GPA 3.00-4.00
 - 46 percent: cumulative GPA 2.00-2.99
- 35 percent: on probation
 - 24 percent: cumulative GPA 1.00-1.99
 - 11 percent: cumulative GPA 0.00-0.99
- 6 students moved from probation to good academic standing in second semester

Retention: Fall 2010 to Spring 2011=87 percent

- 7 students did not return
- 4 students were on some form of probation at end of fall semester
- 3 students were in good academic standing at end of fall semester

Retention: Spring 2011 to Fall 2011=67 percent

- 31 of 46 students returned
- 15 students did not return
- 9 students were on some form of probation/suspension at end of semester
- 6 students were in good standing at end of semester

Retention: Fall 2010 to Fall 2011=58 percent

- 31 students were retained overall
- 6 students are on some form of probation
- 25 students are in good academic standing

Cumulative GPA 1st Spring Term:
F2000-F2010* vs. LINK Students

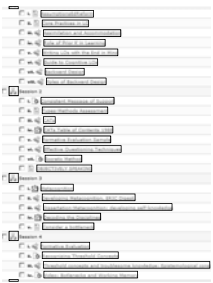
- Fall entry 2000-2010 (n=1,417)
 - Mean Cum GPA = 1.782
- Fall entry 2010 LINK Students (n=46)
 - Mean Cum GPA = 2.375

*Students who placed into ACSI A083 and took the course their entry term (Standard)

Through their LINK experiences, what has the Planning Team learned about "faculty" (inc. tenured, tenure-track, and lecturers)

Faculty need information -- specific yet contextualized -- about students' academic needs and academic abilities

Summer Week-long Workshop



“Useful first general concepts to think through how to get points across in class”

Faculty who teach seemingly disparate academic disciplines can find points of connection between them, providing they have the time/space/environment and support in which to identify these points

“learning about what skills are taught in Academic Skills classes”

“I appreciated that LC cohorts were able to discuss integration projects for so much time during the week-long program”

“It helped a great deal to hear what the administrators had to say about the readings and to have the time to work together”

Faculty are interested in professional development activities designed to help them reach students

“the most useful activity was when we were asked to write a learning objective for our course on a notecard”

“ I found it particularly useful to revisit the concept of backward design”

“ to make the time even more productive I wonder if it would have been more useful to have had a more concrete “assignment” for some (not all) of these breakout sessions that would have forced us to hand something in *in writing*.

Fall 2010 LC Meetings

- 87.5% found them Somewhat Useful
12.5% Extremely Useful
- 75.% rated Somewhat Satisfied
25.% Extremely Satisfied

Based upon instructor feedback:
Fall meetings for 2011 were redesigned to provide additional work time for the LINK cohorts

Comments/Questions?
