

## 2021-22 Learning Community Proposal Form

Learning Communities (LCs) are "communities of learners", with clearly delineated common learning goals. Learning Communities provide academic support and social/community building activities that are tied to a course, major, or interest area. Well-conceived and well-executed LCs garner positive results because they focus on creating an environment for students that eases the transition to college and lays a foundation for success. LCs balance academic and social belonging through activities and events outside of class (planned by involved faculty and staff) that connect students to each other, demonstrate how academic concepts and theories have practical application, and introduce students to campus and community resources and networking opportunities. Known benefits to students include making friends more quickly, pursuing and finding academic assistance more readily, connecting to resources more easily, and experiencing a large university as though it were much smaller.

**Funding Criteria.** In keeping with national best practices in Learning Communities and in support of the WSU 2016-2021 "Distinctively Wayne" Strategic Plan, the main criteria for funding will be:

- The WSU Learning Community program will create opportunities where academically and culturally diverse students have a strong sense of membership in a unique community, whose purpose they understand and value, and with whom they engage.
- The WSU Learning Community Program will offer pathways to graduation by providing support to students as they follow a curricular sequence. In particular, we seek Learning Communities that support student progress at points of transition or at critical junctures in their curriculum.
- The WSU Learning Community program will implement targeted and assessable learning outcomes that are focused on successful academic progress and encouraging connection through a variety of educational experiences.
- The WSU Learning Community program will work toward closing the achievement gaps for underrepresented students at WSU, through interventions and services provided by the LCs.
- Faculty Involvement: A faculty member is significantly involved in the delivery of the Learning Community.
- Support from the school or college through: (1) matching funding, (2) administrative support, (3) recruiting, (4) promotion and visibility, and (5) support for faculty involvement.
- The incorporation of Peer Mentors: defining their job description, having a plan for on-going training and support, including compensation
- An assessment plan that addresses LC implementation, learning outcomes, and program goals

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### INSTRUCTIONS FOR THE QUALTRICS LC PROPOSAL FORM

As you work on your LC Proposal, please utilize the following instructions to help you in the process. You can return to these instructions at any time by clicking the Back button:

- If you are a **returning Learning Community**, the link you received by email is unique for your Learning Community. Any time you want to access or work on your proposal, you will need to access it using that link. You do not need to complete the proposal all at once. You and any co-coordinator(s) can return to continue work on the form at any time using your individual link.
- For returning LCs: **IMPORTANT: In order to SAVE your work**, you must complete an entire page of the proposal form and click the Next button to move forward to the next section. Doing so will save your work and allow you or any co-coordinator(s) to return to the form by using the unique link you received by email.
- If you are proposing a **NEW Learning Community** and did not get a personalized link via email, you can request a personalized link by emailing [learningcommunities@wayne.edu](mailto:learningcommunities@wayne.edu). A personalized link will allow you to save your progress. If you use the general link, you may not be able to return to a partially completed form.
- You can edit any previous work before submitting your final proposal by using the Back button on the form. Remember to follow the steps above to save any changes you make to a section of the proposal.
- Please do not submit your proposal until you have completed all sections and uploaded the additional required Budget Spreadsheet document.
- You will have final opportunity to review all of your responses before submitting your proposal.
- A PDF copy of your proposal will be emailed to you within a few days of submitting your completed proposal. Please retain this for your records.

If you have any questions about the Qualtrics Proposal form, please contact [learningcommunities@wayne.edu](mailto:learningcommunities@wayne.edu)

**Deadline to Submit: Friday, January 8, 2021**

I acknowledge that I have read the above information and instructions.

Yes

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### Basic Information

First Name \_\_\_\_\_

Last Name \_\_\_\_\_

Which Learning Community are you reporting on?

▼ Dropdown: Select from existing LCs or select "Proposing a New LC"

If your LC has any co-coordinators that should be included on our LC Coordinator list, please list their name(s), title(s), and email address(es). \_\_\_\_\_

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### Peer Mentor Information

#### Learning Community Peer Mentors

Peer mentors are high-achieving, current students who provide guidance to Learning Community students. Each mentor will serve as an academic role model and will help their assigned students in making the transition to college life and/or achieving success. The primary job of Peer Mentors must involve student interaction; as a guideline, at least 75% of their time should be spent in direct service to their student(s).

**How many hours per week will your peer mentors work?**

- Less than 5 hours
- 5-9 hours
- 10-14 hours
- 15-19 hours
- 20 hours
- It varies week to week
- It varies peer mentor to peer mentor

**How will your peer mentors be paired with students in your LC (if at all)?**

- 1 mentor assigned to 1 student (1:1 mentoring)
- 1 mentor assigned to a few students, but working with each student individually (1:1 mentoring, but mentors having a few mentees each)
- 1 mentor paired with a small group/team of students
- Unassigned mentors work with students individually
- Unassigned mentors work with students in groups
- Mentors host drop-in hours for any student to utilize
- Mentors are paired in another way

**Many LCs utilize their peer mentors in different ways. From the following list, please select all applicable roles/tasks peer mentors will fulfill in support of your LC:**

- Positive role model in terms of behavior in the classroom, socially, academically
  - Communicate with assigned students using text, email, Canvas, or other means, at least once a week
  - Academic support that is course-content specific (e.g., learning assistance, tutoring, or peer-assisted learning)
  - Attends LC classes with students
  - Regularly meets with assigned students (in-person or virtually)
  - Attends on-campus and/or virtual event(s) with their mentees (e.g., WSU sporting event, cultural center event, theater art performance, film series, art gallery open house, etc.)
  - Communicate with the LC Coordinator to keep them updated about student progress and concerns
  - Assist the LC coordinator in planning, organizing, and facilitating social activities, team-building activities, field trips, service learning projects, and the like
  - Leads in-class discussion groups or aids instructor with course facilitation
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### LC Structure

**Which semester(s) will your Learning Community run?**

- Fall
- Winter
- Spring/Summer

**Will your LC students enroll (in-person or virtually) in a course together as a cohort?**

- Yes, students take one class together for one semester
- Yes, students take multiple classes together in one semester
- Yes, students take one class together each semester (e.g., one class in fall and one in winter)
- Yes, students take multiple classes together over multiple semesters
- Yes, but it is not a requirement to participate in the LC
- No, students in my LC are not connected through a class

**Successful Learning Communities include significant faculty involvement. Faculty members can serve as LC coordinators, or they can collaborate to develop curriculum that connects with intended learning outcomes.**

**What role(s) will faculty play in your LC?**

- Serve as the LC Coordinator
  - Teach an LC designated course
  - Participate in a faculty group that supports the LC
  - Provide mentorship to peer mentors in support of LC
  - My faculty will serve in a different role.
    - ↳ In what other ways will faculty be involved in your Learning Community?  
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### High Impact Practice Interventions

For the next section, you will be presented with different interventions and activities that learning communities *could* utilize to address the characteristics of high impact practices, as outlined by AAC&U. Please do not feel like you need to select all available options for each question, but please be thorough in ensuring you accurately report the different ways your LC will embed these concepts to impact your students.

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**Indicate if your Learning Community will incorporate any of the following strategies to set appropriately high expectations for students: (Select all that apply.)**

- Utilizing student agreements to articulate expectations
  - Analyzing assignment grades or course performance
  - My LC is incorporating performance expectations in another way
    - ↳ What else are you implementing to incorporate this in your LC? \_\_\_\_\_
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**Please indicate if your Learning Community will use any of the following strategies to encourage continued investment of time and effort by students:** (Select all that apply.)

- Scaffolding essays, assignments, or other projects that build upon one another over the entire course
- Service-learning projects
- Linked courses over multiple semesters
- My LC is incorporating continued investment of time and effort in another way.  
↳ What else are you implementing to incorporate this in your LC? \_\_\_\_\_

**Indicate if your Learning Community will use any of the following strategies to encourage student interactions with faculty and peers:** (Please select all that apply.)

- Conversations with faculty outside the classroom (e.g., coffee hours)
- Events to encourage community-building among LC members, peer mentors, faculty/staff
- Class discussion groups or other discussion-based learning
- Small group meetings led by peer mentors
- Faculty guidance on projects (e.g., research projects, conference proposals)
- Utilizing peer mentors to share their own experiences as college students
- Utilizing peer mentors to share their own experiences in a particular course
- Utilizing peer mentors to connect students to campus resources
- Mandatory check-in meetings with a peer mentor
- Optional check-in meetings with a peer mentor
- My LC is incorporating interactions with faculty or peer mentors in another way.  
↳ What else are you implementing to incorporate this in your LC? \_\_\_\_\_

**Indicate how your learning community will incorporate experiences with diversity:** (Please select all that apply.)

- Intentionally building a sense of belonging in the LC or classroom
- Icebreakers or facilitated activities to explore diversity, inclusion, or equity
- Coursework exploring different cultures
- Coordinated study abroad experience for LC students
- Discussing the importance of diversity and inclusion as it relates to course materials
- Flipping the classroom to allow the diverse students of WSU to learn from one another about their differing experiences
- My LC is incorporating experiences with diversity in another way.  
↳ What else are you doing to create experiences with diversity in your LC? \_\_\_\_\_

**Indicate how your LC will provide feedback that is frequent, timely, and constructive for students:** (Please select all that apply.)

- Peer mentor feedback in study groups/review sessions
- Draft and revision processes built into a class
- Opportunities for students to peer review one another's work
- Quick turn around on assignment grading
- Utilizing and providing rubrics for students
- Sharing examples of successfully completed projects or essays
- Mandatory meetings with faculty or peer mentors to discuss course performance
- My LC provides feedback to students in another way.  
↳ What other ways is your LC providing feedback to students? \_\_\_\_\_

**Indicate how your LC will incorporate opportunities to reflect and integrate learning:** (Please select all that apply.)

- Reflection journals or essays
- Guided reflection activities
- Opportunities for students to connect learning to their future career
- Class assignments where students are able to personalize it based on their own interests, goals, future career, etc.
- My LC incorporates reflection or learning integration in another way.  
↳ What else are you utilizing to encourage reflection and learning integration? \_\_\_\_\_

**Indicate if your LC will utilize any the following strategies to promote the connection of learning to real-world applications:** (Please select all that apply.)

- Guest speaker events to demonstrate the use of course content beyond the classroom
- Trips to exhibits or events related to course materials
- Volunteering or service-learning connected to course assignments
- Opportunities for students to connect coursework to future career interests
- Using case studies or real-world examples to facilitate discussion or writing assignments
- Alumni visits or other professionals speaking about careers within related fields
- Professional portfolio development
- My LC incorporates real-world application in another way.

↳ What other ways does your LC connect learning to the real-world? \_\_\_\_\_

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**Indicate if your LC will incorporate opportunities for students to publicly demonstrate their learning:** (Please indicate all that apply.)

- Class presentation
- Creating and presenting a poster
- Presenting at a conference
- Participating in a showcase to display final coursework
- My LC uses another way for students to publicly demonstrate learning.

↳ What other ways do students in your LC publicly demonstrate their learning?  
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## LC Learning Outcomes

### RETURNING LCs

*[Returning LCs with Learning Outcomes for 2020-21 will see their current LOs displayed here.]*

Do you anticipate any changes to these learning outcomes in 2021-22?

- Yes
- No

*Yes will display the following question. No skips past this question.*

What will the learning outcomes for your learning community be in 2021-22?

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### Creating Learning Outcomes (LOs)

Each LC is required to have at least three (3) learning outcomes each year.

**Definition:** Learning outcomes are statements that articulate what students should know, value, or be able to do as a result of participating in your program.

#### Characteristics of good LOs:

- Identify a measurable behavior
- Include only one behavior per outcome
- Focus on the results of learning

Bloom's Taxonomy is a great source of action verbs for your LOs! For more information on Bloom's Taxonomy, visit [this link](#).

What will the learning outcomes for your learning community be in 2021-22?

Note: If your 2021-22 learning outcomes are not yet fully formulated, please indicate this in your response and share any information you do have on the direction you are considering and how we can assist with creating learning outcomes.

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### Learning Community Budget

Please upload your **completed LC budget spreadsheet** here: [\[file upload\]](#)