## Expected Outcomes: Academic Engagement

Students will engage academically both in and out of the classroom.

### Assessment methods

**Method**: NSSE Analysis

OIRA conducted a multi-year analysis comparing National Survey of Student Engagement responses of learning community students and control groups of non-learning community students from 2007-2011.

### Findings:

The analysis revealed that learning community students engaged in the following activities significantly more than a control group of non-learning community students: worked with classmates outside of class to prepare class assignments (p<.05), discussed ideas from readings or classes with others outside of class (p<.01), believed institution emphasizes spending significant amounts of time studying and on academic work (p<.01).

### How did you use findings for improvement?

Learning community undergraduate assistant coordinates obtaining syllabi from all learning community classes and contacting students several days prior to their tests to assist with organizing out of class study groups to foster this interest in academic engagement out of class. In order to gather more information about students’ in class engagement, Learning Community Coordinator is currently conducting study comparing student in engagement in a BIOL 1000 class with a learning community embedded to compared to a BIOL 1000 control section without a learning community.

### Additional comments:

More information is needed about faculty’s’ experiences teaching learning communities in order to enhance their experience.

## Expected Outcomes: Interaction with Faculty

Students will interact with faculty.

### Assessment methods

**Method**: NSSE Analysis

OIRA conducted a multi-year analysis comparing National Survey of Student Engagement responses of learning community students and control groups of non-learning community students from 2007-2011.

### Findings:

The analysis revealed that learning community students engaged in the following activities significantly more than a control group of non-learning community students: talked about career plans with a faculty member or advisor (p<.01), discussed ideas from your readings or
classes with faculty members outside of class (p<.01), worked with faculty members on activities other than coursework (p<.01).

**How did you use findings for improvement?**

Learning community program encourages coordinators to incorporate assignments that encourage students to engage with faculty out of the classroom.

**Additional comments:**

More information is needed about students who do not interact with faculty and why.

### Expected Outcomes: Interdisciplinary Connections

Students will make interdisciplinary connections across classes.

### Assessment methods

**Method:** NSSE Analysis

OIRA conducted a multi-year analysis comparing National Survey of Student Engagement responses of learning community students and control groups of non-learning community students from 2007-2011.

**Findings:**

The analysis revealed that learning community students engaged in the following activities significantly more than a control group of non-learning community students: put together ideas or concepts from different courses when completing assignments or during class discussions (p<.01), believed institution has contributed to their acquiring a broad general education (p<.01).

**How did you use findings for improvement?**

Learning community coordinators are encouraged to make transparent interdisciplinary connections in the freshman year seminars and provided with syllabi from co-registered classes.

**Additional comments:**

More training is needed in interdisciplinary lesson planning for learning community coordinators.