

**Initial Research for QEC
June 24, 2016**

College	Contact	Size	First LC	Student Demographics	Cohorts	Measures	Path ways?	Nat'l Prog?
Collin College, Texas www.collin.edu	Deidra Carpenter Charity Lewallen	52,000	2015	55% Female 67% Part-time 52% White 19% Latino 12% Black	Only FTIC at present	Completion of hours, transfer to University, completion of degree/ cert, student satisfaction	Yes	No
Eastfield College, Texas	Larissa Pierce, Brett Wilkinson, Dr. Kim Chandler	14,000	2012	61% Female 78% Part-time 36% Latino 26% Black 30% White	recruit from 2-4 gatekeeper classes	%completers, persistence, GPA, % with ed'l plan, engagement	Yes	No
Florida Atlantic University	Carole Lachs, Ph.D.	30,000 6 campus 4,000 residents	2012	57% Female 49% minority 24% Latino 45% White 19% Black	thematic; students apply		Yes	
Kingsborough Community College, City University of New York	Janine Graziano Gabrielle Kahn Samantha Sierra Candice Rosado	15,000	1995	55% Female 34% White 31% Black 18% Latino 58% Full-time	freshmen ESL thematic	Persistence, credits attempted post program, %courses passed, withdrawal, GPA, credits earned, English proficiency, time to progress to degree, soc'l psych'l wellbeing	Courses are linked to LC	Yes
Lone Star College, Texas		84,000 multiple campus	2015	59% Female 33% White 17% Black 38% Latino	thematic 1st Year Students volunteer		Yes	Yes
Bunker Hill Community College	Theresa Morris	14,000	2007	57% Female 25% White 25% Latino 25% Black 10% Asian	1st time in college & develop'l & thematic	retention, persistence, GPA, transfer degree/ program, other attainment	Yes	Yes
University of South Carolina	Hilary Lichterman	48,000	2001	57% Female 78% White 15% Black 98% resident	residence and honors	assessment & institutional research determine year-by-year; students use a card swipe for appointments, events, classes;	Yes	No
Wagner College New York			2006		writing reading thinking civic engag't			

Each subcommittee member chose a college, and provided this information regarding several criteria for comparison. The original data collection sheets are available to you on OneDrive or Sharepoint via Jennifer Haber.

The questions that follow will facilitate discussion for the rest of the committee to start deciding how the learning community can be designed.

1. How we choose cohorts will be crucial
 - a. Linking courses, such as composition, math, and computer literacy/ online competency

(OVER)

- b. Thematic, based on interests, i.e. women on the way, occupational interest
 - c. Do we use Smart Start/ Restart since these already include focused groups and faculty?
 - d. Do we involved degrees that have common core to allow undecided students to explore before they declare without losing time toward graduation?
2. How we choose faculty will also be crucial
 - a. Most colleges appoint faculty with proven success or who have experience teaching these classes
 - b. Some colleges assign a team to each cohort, to include faculty and advisors
 - c. After some success, faculty must follow an application process to be involved in the community
 3. Identify what outcomes we desire
 - a. Will we have a control group? (recommended)
 - b. How long will we study the initial design to know if it is working?
 4. How do we offer it first?
 - a. Pilot
 - b. Only one campus
 - c. Particular student population (which may impact what instruction is offered during this learning experience)
 - d. Must be set up for scalability for additional students, locations, classes
 5. Need to think about sustainability up front, not just first year experience, but second year to assist in moving the cohort along the degree path (second year may convert to thematic?)

College	Strengths	Weaknesses	Student Feedback	Faculty Selection	Comments
Collin College, Texas www.collin.edu	No hard data yet		No hard data yet	Volunteers get prof'l develop't	New advising syllabus, prof'l develop't, planning coaches, more info online, better advising space https://www.collin.edu/aboutus/qep/QEP%20Report%202.pdf
Eastfield College, Texas	Comaraderie, better scores, better attendance, better assign. completion	Mentors need to connect students w/ resources more; low attendance campus events	They loved it; recommended that more students be enrolled in it	One at first who had case mgmt exp., then created curriculum; but needs to be a leader	Must include math; adapt Community College Success by Isa Adney; have faculty track attendance; use focus groups; imbed library workshops in English classes
Florida Atlantic University	Variety of choices opps. for socialization				a visit to FAU is tentatively planned for Sept. 26 or 27; staff are swamped at the moment reviewing Learning Community applications and do not have time to answer questions until July
Kingsborough Community College, City University of New York	larger # of credits associated w/ 3 course links; extra academic & counseling support; textbook vouchers; smaller classes; students more involved in educational decisions; emphasis on team building & communication		Very complimentary about camaraderie, different perspectives, study groups	Permission from chair followed by workshop, ongoing collaboration	There appears to be a major emphasis on continuous faculty development, communication and team approach for faculty in the Learning Communities.
Lone Star College, Texas	Build peer relationship and study groups				
Bunker Hill Community College	faculty engagement; attention to students	Need more funding	Students like to select ones of interest; like to learn more about the college	faculty application; 3 staff members assigned per seminar	95 different languages spoken on campus; 81% degree seeking; 52+seminars and clusters per semester; online courses available depending on student proficiency
University of South Carolina	learning environment vs. textbook develops learning culture	turnover is difficult		not separate from job description	Staff and Faculty can have a chat about financial aid, academic preparedness, student activities, etc. All comments are loaded into the student enterprise system which allows anyone working with the student to see the necessary comments.
Wagner College New York			students benefited from the first year plan so much that they requested a similar program in the second year	If the faculty does not feel connected, the program fails;	Two approaches: 2 or 3 first year courses, and the other is team taught in the 2nd year supervised by campus life & civic engagement admin; both approaches have a one hour weekly lab