Learning Communities as Pathways to Success

Lori A. Catallozzi
Bunker Hill Community College
Friday, April 1, 2016
“The key goals for learning communities are to encourage integration of learning across courses and to involve students with ‘big questions’ that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link ‘liberal arts’ and ‘professional courses’; others feature service learning.” - Kuh
BHCC Learning Communities

Seminar for First-Year Students

Learning Community Clusters

- Sustainable Ocean Habitats
- Parenting Your First Trimester
- The Military
- Consumable Planet
- Reading & Writing Learning Community: Crossing Borders
- Healthy Habits, Healthy Environments
- Connecting to Your Inner Orange Line
- Red, White, and Blue Asian
- Culinary Calculations
- Color of Success
- Motivations, Movements: Exploring Careers in Behavioral & Social Science
- Freedom Rising
- Latinas: A Culture of Empowerment
- Information Technology: Problem Solving
- Flesh & Blood: Metaphor & Magic
- Business Is Our Common Language
- Environmental Politics
SCALING LEARNING COMMUNITIES AT BHCC

UNDUPLICATED STUDENTS SERVED IN BHCC LEARNING COMMUNITIES

BHCC Office of Institutional Effectiveness
Learning community students are more likely to complete developmental English within one year.

**Seminar (n 2652)**
- Two Levels: 56%
- One Level: 37%

**Comparison (n 887)**
- Two Levels: 55%
- One Level: 29%

**Cluster (n 1407)**
- Two Levels: 84%
- One Level: 79%

**Comparison (n 662)**
- Two Levels: 84%
- One Level: 79%
Learning community students are more likely to complete developmental math within one year.
Learning Community Seminar students are more likely to complete college level courses within two years.

Seminar (n 2652) vs. Comparison (n 887)
Learning community students are more likely to persist.
**Learning Community Students Earn More Credits.**

### Seminar (n 2652)

- Within First Year: 15.3
- At End of Second Year: 26.7

### Cluster (n 1407)

- Within First Year: 16.7
- At End of Second Year: 28.7

### Comparison (n 887)

- Within First Year: 12.9
- At End of Second Year: 19.4
SSE Benchmark Scores: LC Students vs. Non-LC Students

- Support for Learners: 58.9 vs. 53.4
- Student-Faculty Interaction: 57.5 vs. 47.8
- Student Effort: 56.9 vs. 54.3
- Collaborative Learning: 54.9 vs. 47.8
- Academic Challenge: 53.5 vs. 51.8
Inclusive Excellence Framework

- Inclusive Excellence
- Culturally Relevant Pedagogical Practice
- Reciprocal & Sustainable Community Partnerships
- Holistic & Integrated Student Development
- Student-Centered Curricular Reform
- Collaborative Leadership & Innovation
- Inquiry- & Evidence-Based Practice
Understanding faculty in this way – asquirers into their own teaching – continues to move faculty development away from the narrative of constraint and toward the narrative of growth, away from something that might have been done to faculty when the institution deemed it necessary, toward something faculty did naturally with colleagues and consultants, and increasingly closer to merging ideas from within the scholarship of teaching and learning.”

- Hutchings, Huber & Ciccione
THE INNOVATIVE TEACHING & LEARNING SERIES

Driven by faculty and supported by administrative leadership

Informed by national and local data

Engages prior understandings and experiences of BHCC faculty & staff

Develops a deeper foundation of study of teaching and learning

Reinforces effective pedagogical practices in and beyond Learning Communities

Serves as a springboard for migration and diffusion of best practices
In the supportive context of collaborative inquiry, participants explore agreements and disagreements about learning and teaching, uncover tacit knowledge, and come to individual and shared understandings of how, why and under what conditions instruction and leadership yield positive student results.”

- Palmisano
LEAP ESSENTIAL LEARNING OUTCOMES

CORE OUTCOMES
- Critical Thinking
- Integrated Communication
- Intercultural Knowledge & Competence
- Reflection & Self-Assessment
- Teamwork

SEMINAR OUTCOMES
1. Education, Financial & Career Planning
2. Civic Engagement
3. Information Literacy
4. Life Long Learning
5. Problem Solving

CLUSTER OUTCOMES
- Integrative Learning
  1. Connections to Experience
  2. Connections Across Disciplines
  3. Transfer & Application
We have learned to view inequality in educational outcomes as a problem of student underpreparedness, not a problem of practitioner knowledge, pedagogical approaches, or 'culturally elders' ideas about minority students.’

- Bensimon
Bridging Cultures: An American Studies Project

Partnership with UMass Boston’s American Studies Program

Bridges gap between current humanities curriculum and students’ cultural realities

Produces scholarship grounded in the Boston area’s rich local history,
Reciprocal & Sustainable Partnerships

Reciprocity is marked by an “asset-sed understanding of community, multidirectional flow of knowledge, creation of knowledge, and shared authority for knowledge creation.”

– Saltmarsh & Hartley
MUSEUM OF AFRICAN AMERICAN HISTORY PARTNERSHIP

A strategy for achieving equity outcomes among BHCC’s diverse student population.

Means of empowering Boston’s diverse communities and developing positive attitudes toward social justice.

A venue for integrating the rich history of Boston’s African American community into the curriculum.
It’s not enough to uphold high standards and then blame students if they don’t meet them. Our role as teachers is to create classroom environments that support students to meet high academic challenges.”

-Horn & Snell
ACE STUDENT MENTORS

- Integrated into Seminar classroom
- Help new students transition to College
- Serve as peer role models
- Focus on achievement, cultural competence, and engagement
- Collaborate with faculty on course design & delivery
Students’ guide to figuring out what they need to do when to achieve their education, career and personal goals

A roadmap to success consisting of activities, support systems, and guideposts

Based on the premise that integrating student development outcomes into curricular and co-curricular experiences will facilitate success

A process that begins at pre-enrollment and continues through graduation or transfer
INTEGRATING LIFEMap INTO THE CURRICULUM:
AN EXAMPLE FROM BEHAVIORAL SCIENCE

Curricular Mapping
Career Pathways
Departmental Advising
Integration of LifeMap components into curriculum

Career Paths/Areas in Sociology

- Criminal Justice and law
- Social Services (direct service)
- Public Affairs/Urban Planning
  - Policy, planning, and advocating
- Business
- International Development
- Education

Major Areas
- Alcohol and substance abuse
- Employment
- Domestic Violence
- Housing
- Immigration
- Diversity
- Disability Aging/Elderly
- Youth
A college’s purpose is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries and solve problems.”

- Barr & Tagg
DEVELOPMENTAL EDUCATION REFORM

UNDING PRINCIPLES

- Faculty Driven
- Grounded in Research and Data
- Design, Pilot, Assess, & Scale
- Learning Communities as Vehicle
- Holistic, Strengths-based Approach
- Curricular Alignment
- Integration of Student Development Outcomes
- Opportunities for Acceleration
- Supported by Professional Development
DEVELOPMENTAL MATH REFORM

Shortened pathway for non-STEM majors
Acceleration options at every level
Emphasis on problem-based learning
Grounded in growth mindset & productive persistence
Integration of technology & supplemental instruction
Curricular alignment with area high schools/CBOs
DEVELOPMENTAL MATH ACCELERATION RESULTS

Fall Terms: Proportion of MAT-093 Students Successfully Completing\(^1\) MAT-097 Consecutively\(^2\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Cluster</th>
<th>Stand Alone</th>
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<tbody>
<tr>
<td>Fall 2012</td>
<td>57%</td>
<td>20%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>46%</td>
<td>24%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>44%</td>
<td>24%</td>
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</table>

Spring Terms: Proportion of MAT-093 Students Successfully Completing\(^1\) MAT-097 Consecutively\(^2\)

<table>
<thead>
<tr>
<th>Year</th>
<th>Cluster</th>
<th>Stand Alone</th>
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</thead>
<tbody>
<tr>
<td>Spring 2013</td>
<td>41%</td>
<td>15%</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>44%</td>
<td>20%</td>
</tr>
<tr>
<td>Spring 2015</td>
<td>37%</td>
<td>16%</td>
</tr>
</tbody>
</table>

**Notes:**
- Successful completion includes students with a grade of C or better or P.
- This table is based on students, including the final proportion.
- Spring MAT-093 successful completers, subsequent enrollment includes summer or fall MAT-097 enrollees.
Compressed instruction in Developmental and College English

Designed backwards from college earning outcomes

Student-centered, theme-based learning

Peer teaching, more time on task & individualized instruction

English acceleration and curricular alignment initiatives at area high schools/CBOs

More than 600 students enrolled in accelerated English in 2015-2016.
Developmental English Acceleration Results

Fall Terms: Proportion of ENG-095 Students Successfully Completing ENG-111 Consecutively

- Fall 2013: 86%
- Fall 2014: 76%

Spring Terms: Proportion of ENG-095 Students Successfully Completing ENG-111 Consecutively

- Spring 2013: 31%
- Spring 2014: 35%
- Spring 2015: 29%
Q&A/Discussion

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