2020-2021 Learning Community
Annual Report
Iowa State University

Please use this form and questions to submit your annual report. The information you provide may be used by Learning Community committees or the central office for education and development purposes. We hope the annual report allows coordinators to reflect upon previous efforts and future goals.

Fall-only LCs: Please complete your annual report by 5:00 p.m., Friday, January 22, 2021.
Full-year LCs: Please complete your annual report by 5:00 p.m., Friday, May 28, 2021.

INSTRUCTIONS FOR THE QUALTRICS ANNUAL REPORT FORM

As you work on your Annual Report, 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:

- The link you received by email is unique for your learning community. Any time you want to access or work on your Annual Report, you will need to access it using that link.
- You do not need to complete your Annual Report all at once. You and any co-coordinator(s) can return to continue work on the form at any time using your individual link.
- IMPORTANT: In order to SAVE your work, you must complete an entire page of the Annual Report 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. You can edit any previous work before submitting your final Annual Report by using the Back button on the form. Remember to follow the step above to save any changes you make to a section of the Annual Report.
- Because most questions are required, you will not be able to move on to a new section until you complete the current section. If you would like to review all the questions on the Annual Report, you may do so using the 2020-2021 Qualtrics Annual Report Preview document.
- Please do not submit your Annual Report until you have completed all sections, including your budget spending for the semester.
- You will have a final opportunity to review all your responses before submitting your Annual Report.
- A PDF copy of your Annual Report will be emailed to you after your form has been submitted. Please retain this for your records. You will also receive a plain text version of your responses by email immediately after submitting your form.

If you have any questions about the Qualtrics Annual Report form, please contact Kyle Holtman at holtman@iastate.edu.

Revised 9/29/20

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

☐ Yes
Please select your learning community name:

▼ Agricultural Community Encourages Success (ACES) ... Writing Opportunities in Workplaces

Person completing this form:
Additional coordinators may be listed in the next question below among others directly involved in your learning community.

☐ Name: ________________________________________________

☐ ISU Email Address: ______________________________________

List any other faculty or staff who are directly involved with your learning community:

<table>
<thead>
<tr>
<th>Name:</th>
<th>Position (faculty, staff, etc.)</th>
<th>Department:</th>
<th>Type of involvement:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</tbody>
</table>
Learning Community Overview Rubric

Please use this tool to rate the progress of your learning community on the following elements. For each element, select the stage that most accurately reflects your learning community at this time.

**Note:** Learning communities will be at various stages depending on multiple factors (e.g. staff or program changes, annual goals, etc.)

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**Element: Student learning outcomes**

<table>
<thead>
<tr>
<th>Mature Stage</th>
<th>Improving Stage</th>
<th>Beginning Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consistent with LC goals and can be measured. Learning outcomes relate to academic program outcomes. Experiences are designed to achieve learning outcomes.</td>
<td>Desired outcomes are present and consistent with LC goals, but they are difficult to measure. Learning outcomes are related to academic program outcomes, but lack clear design of experiences to be achieved.</td>
<td>Stated as general goals rather than measurable outcomes, inconsistent with LC goals, or nonexistent. Learning outcomes do not relate to academic program outcomes and there is no clear design of experiences to achieve outcomes.</td>
</tr>
</tbody>
</table>

- [ ] Mature Stage
- [ ] Improving Stage
- [ ] Beginning Stage

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**Element: Measure of outcomes**

<table>
<thead>
<tr>
<th>Mature Stage</th>
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<th>Beginning Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcomes measures are appropriate and they are being conducted. Design considers other variables (e.g. control group, background characteristics, etc.)</td>
<td>Measures being used are not appropriate for the outcomes. Little consideration of other variables (e.g. control group, background characteristics, etc.).</td>
<td>There are not attempts to measure the outcomes.</td>
</tr>
</tbody>
</table>

- [ ] Mature Stage
- [ ] Improving Stage
- [ ] Beginning Stage
Element: *Assessment of outcomes*

<table>
<thead>
<tr>
<th>Mature Stage</th>
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</thead>
<tbody>
<tr>
<td>A systematic assessment of the achievement of the LC outcomes is conducted, resulting in adjustments being made to better achieve the outcomes. Results of assessment are widely distributed. Long-term outcomes assessment has been developed.</td>
<td>Appropriate data is gathered but little assessment is being conducted or changes made to better achieve the outcomes. Results are not widely distributed. Long-term outcomes assessment has not been developed.</td>
<td>There is a disconnect between the outcomes, the data gathered, and the results reported.</td>
</tr>
</tbody>
</table>

- Mature Stage
- Improving Stage
- Beginning Stage

Element: *Curricular innovation*

<table>
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</thead>
<tbody>
<tr>
<td>There are active links between courses that enhance students' abilities to achieve curriculum related outcomes. Curricular model is different from previous models based on assessment results or examples of best practices.</td>
<td>There are attempts to link courses, but as yet those attempts have not lead to enhanced achievement of any curriculum-connected learner outcomes. Curricular model is changed from previous models, but there is no clear rationale for change.</td>
<td>The learning community clusters courses or utilizes a single course, but there is no clear curricular connection or attempts to do so. Curricular model is duplicated from earlier efforts.</td>
</tr>
</tbody>
</table>

- Mature Stage
- Improving Stage
- Beginning Stage

Element: *Faculty involvement in the LC*

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>There is a seamless learning environment for students. Faculty are involved in administration, assessment, and/or development of the learning community.</td>
<td>There is some involvement of faculty. Curriculum integrates with other course content or out-of-class experiences.</td>
<td>Faculty involvement is minimal, isolated to course activities. It is difficult to determine the level of faculty involvement.</td>
</tr>
</tbody>
</table>

- Mature Stage
- Improving Stage
- Beginning Stage
**Element: Partnerships with other areas (e.g. Student Affairs)**

<table>
<thead>
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<tbody>
<tr>
<td>The partnerships are present and synergy is apparent. Results are shared between groups. There are joint discussion of future efforts and planning.</td>
<td>Connections have been made with other units, but there is minimal shared responsibility. Results are not shared between groups to support discussion of future direction.</td>
<td>There have been no attempts to establish partnerships, even when possibilities exist.</td>
</tr>
</tbody>
</table>

- [ ] Mature Stage
- [ ] Improving Stage
- [ ] Beginning Stage

**Element: Sustainability of LC leadership**

<table>
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<tr>
<td>There is a clear and functioning process for the succession of LC leadership. Structure of the LC includes a leadership team and support resources (e.g. administration, clear plan, and documentation). Leadership receives support and recognition.</td>
<td>There has been enough interest in the administering unit to provide leadership succession, but no formal plan exists. There are no formalized leadership team or support resources. Leadership receives support and/or recognition, but it is limited.</td>
<td>The LC will cease to exist when the current leadership leaves or is reassigned. There is little or no support and recognition.</td>
</tr>
</tbody>
</table>

- [ ] Mature Stage
- [ ] Improving Stage
- [ ] Beginning Stage

**Element: Sustainability of resources**

<table>
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</thead>
<tbody>
<tr>
<td>The LC has become part of the culture of the administrating unit and receives the same support as other key components of that unit.</td>
<td>The LC is supported partially or solely by University LC funds, but plans are in place to switch to support to the administrating unit within a specific time frame.</td>
<td>The LC is supported solely by University LC funds and it will cease to exist if those funds do not continue.</td>
</tr>
</tbody>
</table>

- [ ] Mature Stage
- [ ] Improving Stage
- [ ] Beginning Stage
**Element: Plan for recruiting into the LC**

<table>
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</thead>
<tbody>
<tr>
<td>There is an explicit recruitment plan and use of assessment results to develop new recruiting methods. There is effort to demonstrate benefits of participation to prospective students.</td>
<td>There are implied plans for recruitment. Some effort is put forth to attract students and to identify how the LC aligns with future goals, but it is largely duplication of previous strategies.</td>
<td>There is no initiative for recruitment. There is little effort to identify how the LC aligns with future department/program goals for prospective students.</td>
</tr>
</tbody>
</table>

- [ ] Mature Stage
- [ ] Improving Stage
- [ ] Beginning Stage

**Element: Peer mentors**

<table>
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</thead>
<tbody>
<tr>
<td>Mentors are involved with both the academic and social components of the LC. There is clear supervision and ongoing training occurs. The effectiveness of mentors is evaluated consistently and results are shared with the mentors in a timely manner. Mentors are actively engaged in conceiving, planning, and implementing activities.</td>
<td>Mentors are involved with either academic or social components of the community. Implementation of a supervision plan is limited. Effectiveness of mentors is evaluated, but information is not timely or not shared with mentors. Mentors are considered a key resource for the program.</td>
<td>There is unclear or limited involvement of mentors in the LC. No supervision plan is implemented. There is no evaluation of mentor effectiveness. Mentors are considered an underutilized resource.</td>
</tr>
</tbody>
</table>

- [ ] Mature Stage
- [ ] Improving Stage
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Assessment

The following questions will ask you to review your intended learning outcomes, the findings of your assessment, and your plans for using your findings. The learning outcomes you submitted on your 2020-2021 Request for Proposal (RFP) document have been included.

To expand a text box, click and drag at the bottom right corner.

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**Outcome 1:** [Outcome 1 from your 20-21 RFP will be displayed]

- Findings

- How will you enhance or change your LC as a result of these findings?

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**Outcome 2:** [Outcome 2 from your 20-21 RFP will be displayed]

- Findings

- How will you enhance or change your LC as a result of these findings?

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**Outcome 3:** [Outcome 3 from your 20-21 RFP will be displayed]

- Findings

- How will you enhance or change your LC as a result of these findings?

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Components

Please indicate which components were be part of your learning community this year. Mark the appropriate options below, or write in any additional significant or unique activities that are not part of the list.

*Common courses: Co-enrolled students without connected course content.

**Linked courses: Co-enrollment plus instructors work together to connect course content.

***Integrated assignments: A singular assignment that is completed in common for more than one course. The assignment counts for a grade in each course, and that grade is based on criteria set by both instructors.

****Service-learning: Combines community service, curriculum connection, and reflection.

☐ Common courses*

☐ Linked courses**

☐ One-semester LC orientation course

☐ Full-year LC seminar/orientation course

☐ Integrated assignments***

☐ Social activities

☐ Industry tours

☐ Pre-semester field trip

☐ Field trips (during semester)

☐ Service-learning project****

☐ Community service project

☐ Peer mentors

☐ Common reading

☐ Other 1 __________________________________________

☐ Other 2 __________________________________________

☐ Other 3 __________________________________________
Please share your responses to the following questions:
To expand a text box, click and drag at the bottom right corner.

Which activity had the greatest impact on your students?
________________________________________________________________

Explain any areas of concern.
________________________________________________________________

Share any needs for assistance.
________________________________________________________________

Based on your experience this year, what goals do you have for your LC for the coming year?

○ Goal 1: ________________________________________________

○ Goal 2: ________________________________________________

○ Goal 3: ________________________________________________

How did you incorporate the ISU Principles of Community into your learning community this year?
________________________________________________________________
Budget

Please provide totals spent from your budget.

○ Total fund amount spent on **mentor salaries**: ____________________________

○ Total fund amount spent on **programming**: ______________________________

**Signature of LC coordinator**: ________________________________________________

Thank you for your dedicated work in advancing learning for our students! We are grateful for your involvement and appreciate your efforts to continually improve the learning community program.

Please click the Next button below to review all your responses. If needed, you can use the Back button to make revisions.

We recommend that you provide a copy of this Annual Report for your department chair and associate dean. A PDF copy of your form will be emailed to you after submission.

**On the next page, you will need to scroll all the way to the bottom and click the Next button in order to submit your Annual Report form.**