The Learning Communities program invites proposals from the University community for Learning Community funding for the 2022-23 academic year. Use of funds will extend from August 1, 2022 through May 19, 2023.

Learning community proposals should clearly reflect the learning outcomes of the departments and colleges represented. Proposals are due electronically by submitting this Qualtrics form by 5:00 p.m., Friday, January 14, 2022.

Vision for funding ISU learning communities:
To support Iowa State University’s commitment to student learning, the Learning Community initiative seeks to enhance our undergraduates’ experience by providing all interested students dynamic, focused communities in which students, staff, and faculty can learn and grow together.

In keeping with this vision, the main criteria for funding learning communities will be:
- Programs that foster an integrated curriculum in which course content is connected and course participants interact.
- Programs that build strong, collaborative partnerships between academic and student support services. Programs that promote innovative pedagogy and collaborative curriculum development that may incorporate service-learning, interdisciplinary teams, cooperative learning strategies, out-of-class learning connections, and other curricular innovations.
- Programs that have a specific, comprehensive assessment plan that addresses clearly articulated, intended learning outcomes for students.

Additional emphasis will be placed upon:
- Programs that promote enhanced success of students in under-represented groups.
- Programs for first-year freshmen that facilitate the students’ integration into the University community and extend to the full academic year.
- Programs that integrate a well-defined plan for peer mentors including, but not limited to, hiring, training, and supervision.
- Programs that demonstrate plans for sustainability and demonstrate college and/or departmental financial support.

For more information about learning communities at Iowa State University, please visit the website at http://www.lc.iastate.edu. Contact Jen Leptien (jenl@iastate.edu), Director of Learning Communities, if you have questions.

Revised 10/19/21
INSTRUCTIONS FOR THE QUALTRICS RFP FORM

As you work on your RFP, 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 RFP, you will need to access it using that link.
- You do not need to complete your RFP 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 RFP 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 RFP 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 RFP.
- Please do not submit your RFP until you have completed all sections and uploaded the additional
required documents (Budget Spreadsheet, Peer Mentor job description, and course/seminar syllabus
from 2021-2022, if applicable).
- You will have a final opportunity to review all your responses before submitting your RFP.
- A PDF copy of your RFP 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 RFP form, please contact Kyle Holtman at holtman@iastate.edu.

Revised 9/21/21

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

☐ Yes

Are you completing this RFP for an existing learning community, or are you proposing a new learning community?

☐ Existing learning community

☐ Proposing a new learning community

When “Proposing a new learning community:” is selected:
What is the name of your proposed learning community?

___________________________________________________________________________

___________________________________________________________________________
Please select your learning community name:

- Advertising and Public Relations ...

Student Counts:
If proposing a new learning community, please enter 0 for the Fall 2021 student count.

- Fall 2021 student count: ____________________________________________
- Anticipated Fall 2022 student count: __________________________________

Department(s) involved:

________________________________________________________________

Major(s) eligible:
Please include Open Option or undeclared majors within colleges, if applicable.
To expand the text box, click and drag at the bottom right corner.

________________________________________________________________

College(s) involved:

☐ College of Agriculture and Life Sciences
☐ College of Design
☐ College of Engineering
☐ College of Human Sciences
☐ College of Liberal Arts and Sciences
☐ Ivy College of Business
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 and 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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<td>5</td>
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</tbody>
</table>

Is your learning community required or optional for students?

- Required
- Optional

Is your learning community residential?
If your learning community has a residential option that is not required, please indicate both Residential and Non-residential.
If the residential option is required, please select only Residential.

- Residential
- Non-residential
When is your learning community offered?
Please consider a single cohort of students when answering this question.
- If your learning community operates in both fall and spring for two different cohorts, please select both Fall only and Spring only.
- If your learning community operates in both fall and spring for the same cohort, please select Full year (2 semesters).

- Fall only
- Spring only
- Full year (2 semesters)

Which student populations are served by this learning community?
Please choose all that apply
Note: Continuing students should only be selected if you serve upper-division or change-of-major students in your learning community.

<table>
<thead>
<tr>
<th>Student type</th>
<th>□ New to ISU Students</th>
<th>□ Continuing students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission type</td>
<td>□ New direct from high school students</td>
<td>□ Transfer students</td>
</tr>
</tbody>
</table>
In the matrix below, see examples of learning outcomes. List your specific learning community outcomes (cognitive, affective, and social), into which category they fall, show how they connect to your department/college outcomes, what experiences you have designed to meet the outcomes, and how you will assess the intended outcomes. For assistance, please feel free to contact the central Learning Communities office or see the "Assessment Workbook" at our website: https://www.lc.iastate.edu/resources/assessments/tools-and-resources

<table>
<thead>
<tr>
<th>Intended learning outcome</th>
<th>Corresponding department/college outcomes</th>
<th>Specific LC experiences which will promote this outcome</th>
<th>Assessment plan: Evidence or artifacts to determine whether the outcome has been achieved</th>
</tr>
</thead>
</table>
| Example: Students will develop competency in communication & technical skills to make effective presentations. | Be able to present an effective oral report. | -Train students in basic PowerPoint skills  
-Individual & group presentations in class  
-Guest speakers & attendance at one or more events in the lecture series  
-Follow up discussion after lecture series events | -Instructor & peer evaluation & critique  
-Final presentation showcasing skills learned  
-Record student presentations for self-review and critique |
| Example: Students will use critical thinking & problem solving skills in applied situations. | Be able to apply knowledge to solving real life problems. | -Linked course assignments  
-Analysis of case studies  
-Field trips to observe actual work situations  
-Service learning projects  
-Study groups & team problem solving exercises | -Instructor evaluations of projects & assignments  
-Student journals & self-evaluations  
-Observations of students  
-Follow up discussions on case studies, field trips & service learning experience |

**Intended learning outcome #1:**

- Intended learning outcome
- Corresponding department/college outcome
- Specific LC experiences which promote this outcome
- Assessment plan: Evidence or artifacts to determine whether outcome has been achieved
Intended learning outcome #1 category:
*Please choose one or more categories that best apply to your intended learning outcome.*

- [ ] Awareness and introspection
- [ ] Campus and community resources
- [ ] Career exploration
- [ ] Curriculum planning
- [ ] Faculty, staff, and peer connections
- [ ] Retention
- [ ] Skill building
- [ ] Teamwork
- [ ] Transitioning to college
- [ ] Other ________________________________________________

Intended learning outcome #2:

- [ ] Intended learning outcome
  ______________________________________________________

- [ ] Corresponding department/college outcome
  ______________________________________________________

- [ ] Specific LC experiences which promote this outcome
  ______________________________________________________

- [ ] Assessment plan: Evidence or artifacts to determine whether outcome has been achieved
  ______________________________________________________
Intended learning outcome #2 category:

Please choose one or more categories that best apply to your intended learning outcome.

- Awareness and introspection
- Campus and community resources
- Career exploration
- Curriculum planning
- Faculty, staff, and peer connections
- Retention
- Skill building
- Teamwork
- Transitioning to college
- Other ________________________________________________

Intended learning outcome #3:

- Intended learning outcome ____________________________________________
- Corresponding department/college outcome ______________________________
- Specific LC experiences which promote this outcome _______________________
- Assessment plan: Evidence or artifacts to determine whether outcome has been achieved ______________________________
Intended learning outcome #3 category:
Please choose one or more categories that best apply to your intended learning outcome.

☐ Awareness and introspection

☐ Campus and community resources

☐ Career exploration

☐ Curriculum planning

☐ Faculty, staff, and peer connections

☐ Retention

☐ Skill building

☐ Teamwork

☐ Transitioning to college

☐ Other _____________________________

Who will coordinate assessment of your learning community?

________________________________________________________________
LC Courses
List all courses that are part of your learning community.

- If including courses with both a lecture and lab component, please enter as a single course (e.g. CHEM 177/177L)
- If including multiple course options that are dependent on placement assessment results, please enter as a single course (e.g. MATH 143, 165, 166)

**NOTE:** Listing courses below does not constitute the official Course Request Form that will be requested by the Office of the Registrar prior to the RFP due date.

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall</th>
<th>Spring</th>
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<tbody>
<tr>
<td>Course 1</td>
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<td>Course 10</td>
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</tbody>
</table>

Do any of the following serve as seminar/orientation classes for your LC students?

*If not, please click the Next button to continue.*

*If you did not include your orientation/seminar course, click the Back button to return to the previous question.*

Please indicate which components will be part of your learning community. 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.
List your proposed activities to encourage student-faculty interaction.
________________________________________________________________

List specific partnerships with student affairs units (e.g. Multicultural Student Affairs, Residence Life, Academic Success Center, Recreation Services, Student Counseling Center, Student Health and Wellness, etc.), service-learning partners, professional partners, or others with whom you plan to work. Briefly describe the collaborations.
________________________________________________________________

List ways you will incorporate the ISU Principles of Community into your learning community.
________________________________________________________________
Quality Aspects of High Impact Practices
Learning Communities are one of several High-Impact Practices (HIPs) at Iowa State University. HIPs are teaching and learning practices that have been widely tested and have been shown to be beneficial for college students from many backgrounds (Kuh, 2008).

Quality Aspects provide a basis for evaluating whether a HIP has the necessary quality dimensions that foster student accomplishment such as persistence, graduation, learning outcomes, etc. Use the questions below to demonstrate which Quality Aspects will be part of the learning community experience for your participants.

Please note that not all learning communities will include all Quality Aspects of HIPs.

Performance and transition expectations set at appropriately high levels.
Examples include:
- Consistent levels of involvement and engagement in the LC
- Utilizing student agreements to articulate expectations
- Reflective writing demonstrating ownership and understanding of major
- Analyzing assignment grades or course performance

Will this be part of your learning community experience?

- [ ] Yes
- [ ] No

Significant investment of time and effort by students over an extended period of time.
Examples include:
- Assignments, essays, or other projects that span multiple weeks
- Service-learning projects
- Integrated assignments
- Courses with linked content

Will this be part of your learning community experience?

- [ ] Yes
- [ ] No
Interactions with faculty and peers about substantive matters.
Examples include:
- Individual meetings with peer mentors to discuss personal, academic, and professional goals; transition issues; academic success strategies; campus resources; or other meaningful topics
- Individual or group discussions with faculty about courses, research interests, success strategies, or other meaningful topics
- Events to encourage community-building among LC members, peer mentors, faculty, and staff

*Will this be part of your learning community experience?*

- [ ] Yes
- [ ] No

Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar.
Examples include:
- Facilitated activities to explore diversity
- Facilitated activities to explore equity
- Facilitated activities to explore inclusion
- Coursework exploring identity or culture

*Will this be part of your learning community experience?*

- [ ] Yes
- [ ] No

Frequent, timely, and constructive feedback.
Examples include:
- Peer mentor feedback in study groups or review sessions
- Draft and revision processes built into class assignments
- Opportunity for peer review and feedback of course assignments
- Utilization of assignment rubrics
- Sharing examples of successfully completed projects or assignments
- Mandatory meetings with faculty, staff, or peer mentors to discuss course performance

*Will this be part of your learning community experience?*

- [ ] Yes
- [ ] No
Periodic, structured opportunities to reflect and integrate learning.
Examples include:
- Reflection journals or essays
- Class assignments where students personalize subject matter based on their interests, goals, future career, etc.
- Scaffolding of multiple assignments toward a larger course project

Will this be part of your learning community experience?
- [ ] Yes
- [ ] No

Opportunities to discover relevance of learning through real-world applications.
Examples include:
- Presentations or mentoring conversations from alumni or industry partners focused on career opportunities or relevant coursework
- Volunteer or service-learning project connected to course content
- Using case studies to facilitate discussion or writing assignments
- Career-focused industry tours or field trips
- Professional or ePortfolio development
- Early career preparation (e.g. mock interviews, career fair attendance, career services presentation)

Will this be part of your learning community experience?
- [ ] Yes
- [ ] No

Public demonstration of competence (individual and/or group).
Examples include:
- Class presentation
- Creating and presenting a poster
- Participating in a showcase to display final coursework or project

Will this be part of your learning community experience?
- [ ] Yes
- [ ] No
Are you interested in linking with English 150/250 or an English 300-level course?

Please choose all that apply

If you want to develop a link, you must contact Brenna Dixon, Department of English LC Coordinator at bjdixon@iastate.edu or 515-294-9391.
The number of experienced faculty available to teach these courses is limited, so learning communities which collaborate in the development of their English course and can fill sections will receive priority.

☐ ENGL 150
☐ ENGL 250
☐ ENGL 300-level
☐ No

Are you interested in linking with PSYCH 131?

If you want to develop a link, you must contact Leif Olsen in the Academic Success Center prior to submitting this form. You can contact Leif at leolsen@iastate.edu or 515-294-6225.

☐ Yes
☐ No

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**File Uploads**

**Important:** Once you upload your documents, you will no longer be able to view or edit them. If you need to replace a file after uploading, you can do so before submitting your RFP by clicking on the button again and selecting a new file to upload.

If you have any issues with file uploads, please email Kyle Holtman at holtman@iastate.edu.

Please upload your completed **Budget Spreadsheet** Excel document here.

Please upload a copy of your **Peer Mentor job description** here.

If applicable: Please upload a copy of the current year’s syllabus for your learning community seminar/course here.

*Note: Only one copy of a syllabus is needed, even if multiple sections are offered, provided the content is the same. Contact Kyle Holtman at holtman@iastate.edu if you need to include additional syllabi for the same course, or if you have separate syllabi for fall and spring courses.*

Please note that information within this proposal may be shared with other LC coordinators and staff.
Signature of LC coordinator:

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 RFP 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 RFP form.