NAME INDEX

A
Adelman, C., 6, 139, 181, 201
Adler, L., 169
Alexander, C., 67, 69
Allen, J., 222
Alverno College Faculty, 124, 224
American Association of Community Colleges, 11
Anderson, J., 110
Anderson, L. W., 114
Anderson, V. J., 124
Angelo, T. A., 14, 224, 239
Anthony, S., 237
Argyris, C., 223, 229
Association of American Colleges and Universities, 11, 57, 110–111, 115
Astin, A., 48, 58, 99, 131, 141, 171, 172, 224, 251, 273
Avens, C., 258

B
Babbitt, M., 207, 208, 209
Barber, R. N., 103
Barefoot, B. O., 94
Barr, R., 12, 282
Barrett, K., 238
Bartlett, T., 188
Baxter Magolda, M. B., 224
Bekey, J., 241
Belenky, M., 27, 111, 121, 223
Bellah, R. N., 103
Bennett, J., 148
Bergquist, W., 273, 275
Bjork, R. A., 121
Bloom, L., 114
Bonwell, C. C., 120
Boyer, E., 115, 225
Bransford, J. D., 27, 113, 118, 121, 125, 223
Bresciani, M. J., 222
Brookfield, S. D., 102
Brower, A., 327
Brown, A. L., 27, 113, 118, 125, 223
Brown, B., 89
Brown, C. S., 31
Brown, J. S., 13, 119
Bruffee, K., 20, 100–102, 119, 223
Bruner, J., 223
Bystrom, V. A., 89, 266

C
Cadwallader, M., 28, 36, 43, 45
Callan, P. M., 22
Campbell, F., 151
Candy, P. C., 223
Cedarblom, J., 164
Chickering, A., 117, 224
Chilemsky, E., 223
Chudowsky, N., 126
Clark, D. J., 241
Clinchy, B., 27, 111, 121
Cocking, R. R., 23, 27, 113, 118, 223
Cole, R. S., 237
Collins, A., 13, 119
Colyar, J. E., 111
Cook, M. D., 227, 264, 326
Cooper, J. L., 102, 120
Coover, V., 242
Cornwell, G., 89, 90, 116, 128, 168, 264, 293
Cornwell, R., 90
Corwin, Z. B., 111
Cottell, P. G., Jr., 102
Council on Aid to Education, 17
Cousins, J. B., 229
Cronon, E. D., 29
Cross, K. P., 14, 20–21, 175, 177, 178, 224, 225, 239
Csikszentmihalyi, M., 268, 343
Cuban, L., 62

D
Damon, W., 268, 343
Davidson, N., 102
Davis, J. R., 116
de Winstanley, P. A., 121
Della-Piana, C. K., 110, 205
Dewey, J., 24, 25–26
Doherty, P., 160, 161
Downing, S., 177
Dressel, P., 112
Duguid, P., 13, 119
Dutcher, J., 279
Dwyer, T., 144, 145

E
Earl, L. E., 229
Eaton, M., 90, 154, 243
Ebbers, L., 91
Eby, K., 89
Eckel, P., 339
Edgerton, B., 161
Edmonds, C., 154
Educational Testing Service, 17
Eison, J. A., 120
Elbow, P., 279
El-Khawas, E., 221
Ellerton, S., 227, 264, 326
Elmore, R., 94, 298, 337–338
Endicott, P., 160, 161, 264
Entwistle, N., 113–114, 223
Epperson, D. L., 227, 264, 326
Estrich, S., 176
Ewell, P., 6, 14, 15, 16, 17, 23, 139, 221, 222
Eyler, J., 103
Eynon, G., 112

F
Ferren, A., 17–18, 325
Fink, L. D., 232, 235
Finkel, D., 27, 102, 121
Finkelstein, M. J., 8, 120, 270, 271
Finlay, N. J., 89
Finney, J. E., 222
Flateby, T. L., 227
Fogarty, J., 154, 156
Frase, R., 30
Freed, J. E., 124, 224, 232, 235
Freire, P., 26
Fullilove, R. E., 109

G
Gabelnick, F., 334
Gaff, J., 34, 116, 134, 135, 136, 137, 164, 172
Gamson, Z., 49, 50, 117, 136
Gardiner, L. F., 13, 27, 58–59, 120, 141, 224
Gardner, H., 268, 343
Giles, D. E., 103
Gladwell, M., 62
Glaser, R., 126
Goldberger, N., 27, 111, 121, 223
Goodsell, A., 57, 150, 151, 194
Goodsell-Love, A., 273
Gordon, J. O., 144
Gordon, T., 151
Grant, G., 36
Greater Expectations, 6, 115, 133, 139, 175, 176, 215
Green, M., 339
Grubb, W. N., 106, 213–214, 282
Guarasci, R., 167
Guba, E., 223
Guskin, A., 17, 325

H
Hakel, M. D., 97, 120, 127
Halliburton, D., 26, 27
Halpern, D. F., 97, 120, 127
Hansen, E., 7
Harnish, J., 157, 310
Harris, J., 265
Hawkes, P., 102
Hebel, S., 188
Helling, J., 76
Henscheid, J. M., 145, 147
Herda, D., 270
Hesse, M., 104
Hewitt, N. M., 15
Hiebert, R., 301, 302, 342
Hill, B., 339
Hill, P., 28, 36, 49, 50, 51, 116
Hoffman, N., 6, 111
Holyer, R., 139
Huang, L., 222
Huba, M. E., 124, 224, 227, 232, 235, 264, 326
Huber, M. T., 271
Hughes, C. A., 121
Hunter, S., 243, 258
Hurst, J. C., 150
Hurtado, S., 108
Hutchings, P., 225
Hyllegard, D., 179

I
Indiana University Purdue
University—Indianapolis, 146

J
Jacobs, J., 154
Jeffers, R., 236
Jenkins, J. W., 29
Jenks, P., 165, 227, 259
Johnson, D. K., 136, 137, 138, 172
Johnson, J. W., 102
Johnson, R. T., 102
Johnson, W. C., 151
Johnston, J., 151
Jones, R., 35, 46, 53
Jundt, M., 151, 152

K
Kazis, R., 111
Kegan, R., 224
Kerlin, S. T., 157
Kerr, C., 5
Kimball, B., 27, 133
Kleiner, A., 334
Knater, S., 136
Kniep, K., 147
Koolsbergen, W., 111, 112, 236
Krathwohl, D. R., 114
Kuh, G., 48
Kupiec, T. Y., 103

L
La Nassa, S., 136, 138, 172
Labissiere, Y., 165, 227, 259
Lane, J. C., 28, 36
Lardner, E., 109
Lave, J., 105
Lavin, D., 179
Lazerson, M., 59, 95
Leavitt, L., 170
Lederman, M. J., 184
Levine Laufgraben, J., 89, 292
Levine, D., 309–310
Light, R. J., 14
Light, R. J., 273
Lincoln, Y., 223
Lindblad, J., 152, 172, 261
Loacker, G., 124, 243
Locke, L., 135
London, H., 136
Lowell, N., 151
Lynch, D. J., 49, 112, 191–194

M
MacGregor, J., 104, 120, 122, 152, 172, 243, 246, 258, 261, 266, 302, 329, 330, 334
Maki, P., 226
Malcolm, S., 201, 202
Marchese, T., 212
Marcy, M., 6, 17, 104, 177–178, 180, 188, 325
Matthews, R. S., 48, 48, 102, 112, 191–194, 334
Mazur, E., 102
McCabe, R. H., 187, 189–190, 201
McDermott, R., 105
McKeachie, W. J., 114
McMorrow, S., 160, 161, 264
McTighe, J., 124, 233–234
Mehan, H., 114
Meiklejohn, A., 24, 25, 27–33, 132
Mellow, G., 112
Menand, L., 25
Mentkowski, M., 27, 126, 233
Miller, G., 30, 31, 32
Millis, B. J., 102, 243
Mino, J., 279
Monk, G. S., 27
Moore, D. M., 157
Moore, L. H., 184
Moore, W. S., 152, 172, 243, 246, 258, 261
Morante, E., 181
Morgan, J. J., 264
Musil, C. M., 103

N
National Center for Postsecondary Improvement, 263
National Institute of Education, 57
National Research Council, 11
National Resource Center for the First-Year Experience and Students in Transition, 137–138, 144
National Survey of Student Engagement, 168, 212
Nelson, A., 27
Nelson, L., 104
Newcomb, T. M., 99
Newell, W., 116–117
Newton, F. B., 6
November, H., 30

O
Oates, K., 170
O’Connor, J., 5
O’Meara, K., 8, 14, 271
Orrill, R., 27, 28, 133, 134
Outcalt, C., 120, 271

P
Palmer, P., 333, 336
Parks, S. D., 224
Pascarella, E. T., 13, 18, 27, 58, 59, 99, 141, 224
Pasque, P. A., 110
Patton, J., 90, 165, 227
Patton, M. Q., 223, 243, 259
Pelligrino, J., 126
Perkins, D., 234
Perry, W. G., Jr., 52, 114, 223
Phau, V. C., 270
Pike, G. R., 151
Pintrich, P. R., 114
Preskill, H., 223, 246, 248
Preskill, S., 102
Project Kaleidoscope, 10, 11
Putnam, R. D., 103, 223

Q
Quartz, S., 8
R
Raisman, N., 154
Ramaley, J., 165, 327
Ramsden, P., 113, 223, 327
Ratcliff, J., 58, 136, 138, 172
Reardon, M., 165, 327
Reinventing Undergraduate Education, 137
Reisser, L., 99, 224
Reitano, J., 186
Rendón, L., 99, 110, 143
Renner, K. E., 7
Returning to Our Roots, 10, 11
Rice, R. E., 8, 14, 271
Riesman, D., 36
Rings, S., 323, 324
Robinson, P., 120
Rogers, E. M., 302
Ross, F., 278
Roueche, J. E. and S. D, 7, 140, 186, 187, 189, 194, 212
Ruhl, K. L., 121
Russ-Eft, D., 223, 246, 248
Russo, P., 194, 246, 273
Rye, A., 89

S
Sanderson, A., 270
Sansom, D., 265
Sax, L. J., 8, 120, 145
Schilling, K. and K., 7, 144
Schloss, P. J., 121
Schneider, C. G., 95
Schoem, D., 89, 104, 108, 110, 273
Schoenberg, R., 95
Schön, D. A., 125, 229
Schroeder, C. C., 150
Schuh, J. H., 48, 246
Schuster, J., 8, 9, 120, 270, 271
Schwartz, D. L., 121
Scriven, M., 223
Seal, R., 8, 120, 270, 271
Seeman, J., 236
Sejnowski, T., 8
Selingo, J., 188
Senge, P., 23, 229, 265, 300, 330, 334
Sevier, R. A., 311
Seymour, E., 15, 94, 200
Shadish, W. R., 223
Shapiro, N. S., 89
Shavelson, R. J., 222
Sherman, J., 17
Shovers, B., 323, 324
Shulman, L. S., 106, 225
Shumanis, N., 59, 95
Siefer, N., 324
Singh, R., 279
Skinner, E., 324
Smilkstein, R., 240
Smith, B., 325, 334
Smith, B. L., 35, 47, 53, 55, 56, 120, 166, 266, 294, 297
Smith, D., 107, 108, 224
Smith, D. A.E., 114
Smith, D. M., 223
Smith, K. A., 102
Snyder, W. M., 105
Spear, K., 5
Stake, R., 223
Stassen, M., 90
Steadman, M. H., 225
Stearns, P., 134
Steen, L. A., 211
Stodderdard, E., 89, 116, 128, 293–294
Suhr, D., 160, 161, 264
Sullivan, W. H., 3, 16

T
Tagg, J., 12, 114, 212, 268–269
Tarule, J., 27, 111, 121, 224
Taylor, K., 152, 172, 246, 261
Moore, W. S., 172
Terenzini, P. T., 13, 18, 27, 58, 59, 99, 141, 224, 160
Thompkins, J., 309–310
Tierney, W. G., 111, 219
Tierney, W., 99, 186, 229
Tinto, V., 194, 195, 224, 246, 273
Tokuno, K., 151
Tollefson, G., 89
Tommerup, P., 89
Treisman, P. U., 109
Trow, C., 39, 40
Tussman, J., 36, 37, 38, 39, 41–43
Twigg, C., 18–19, 121

U
Upcraft, M. L., 246
U.S. Department of Education, 221

V
Van Gennep, A., 143
van Slyck, P., 111, 112, 236
Vargas, J., 111
Vygotsky, L. S., 223

W
Wagener, U., 59, 95
Walvoord, B. E., 124, 235
Wellman, J., 4
Wenger, E., 105, 339
White, K., 241
Whitehead, A. n., 117
Whitman, N., 273
Whitt, E. J., 48
Whyte, W. P., 223
Wiggins, G., 124, 224, 232, 234, 235
Wilger, A., 17
Wilkie, G., 157, 325
Williams, D., 103
Wiske, M. S., 223, 225, 233
Wyche-Smith, S., 239, 240, 241

Y
Yi-Guang, L., 114

Z
Zelley, R., 258
Zlotkowski, E., 103
Zull, J. E., 13, 113, 118
SUBJECT INDEX

A
Academic culture: authentic alignment in, 268–269; types of, 273–274
Academic disciplines, reforms based on, 14
Academic majors, and general education programs, 115, 136, 138–139
Academic restructuring: and academic appointments, 8; and faculty roles, 268–272
Access: and democratic ethos, 178; and educational resources, 17; to learning community programs, 60, 61; for underserved/underprepared students, 4, 107, 175–178
Accountability, and high-stakes testing, 220
Accreditation associations: and accountability, 221–222; and assessment arenas, 237
Active learning, 30, 117–123; assessment and, 124; context and issues in, 119; in lecture-centered classes, 120–121; across multiple classes, 118–119; rationale for, 117; students’ new roles in, 122–123
Advisers, learning community role of, 304–305, 314–315
American Association for Higher Education (AAHE), 14, 297
Engaged Campus for a Diverse Democracy initiative of, 103
survey of chief academic officers, 271
American Association of State Colleges and Universities (AASCU), democracy project of, 103
Anza College, learning community project of, 60–61
Assessment: accountability and, 221–222; campus context of, 225–227; as core practice, 123–127; and critical self-reflection, 265–267; cycle, 227–229; design, 221, 229, 230–232; and educational reform, 14; embedded, 249–260, 316; of “enduring understanding,” 232–234; and feedback, 230, 238–244, 263–265; formative in-class, 238–244, 257–258; and general education goals, 138; and higher education assessment, 219–220; inputs-environment-outputs (I-E-O) framework for, 251–253; institutional, 226; as learning, 123–124; in learning community programs, 168, 235–238, 244–267; mandates, 226; measures and instruments, 241–242, 253–259, 262–263; national standards for, 222; planning, 229–235; and process evaluation, 242; process and strategies, 229, 240–241, 253–260; and program evaluation concept, 223; reports, 261–263; research and, 224–225, 245–249; resources, 220, 221; results, sharing and
Assessment (continued)
using, 259–260; scholarship of
teaching and learning in, 224–225;
and teaching teams, 226–227,
229–230, 265–266; teams,
249–260, 263; terminology, 226.
See also Classroom assessment;
Student assessment
Association of American Colleges and
Universities (AACU), 6, 10, 14,
133, 134, 297; Shared Futures
Project of, 103
Attrition, first-year, 15, 140, 143
Audubon Expedition Institute, 105

B
Basic skills learning communities:
early failures in, 183–184; curricu-
lar coordination in, 198; English
as a second language in, 189,
206–207; examples of, 190–195,
207–211; linked reading and writ-
ing in, 198–200; mathematics and
science in, 201–206; persistence
and retention rates in, 196,
197, 199
Bellevue Community College, learning
community assessment at, 235–236
Best practices, for underprepared
students, 189
Beyond the Open Door (Cross), 178,
179, 212
Block registration, 81, 91
Book seminars, 86
Boyer Commission, 10, 11

C
California State University system:
educational opportunities programs
in, 109; general education learning
communities in, 198
Carnegie Foundation for the Advance-
ment of Teaching, 14
City University of New York (CUNY),
open admissions policy of,
100–101, 179
Civic engagement: and liberal educa-
tion, 133; as student outcome, 103
Classroom assessment, 14; formal
and informal techniques in, 224;
and institutional assessment,
226; in learning communities,
229–244
Classroom research, scholarship of
teaching and learning and,
224–225
Cluster colleges, 34, 35
Clustered classes. See Linked classes
Collaborative learning, in basic skills
learning community, 192–193
College preparation courses, 111, 188
Colloquy learning communities,
72–75
Colorado College, curriculum restruc-
turing at, 35
Communities of practice concept,
105–106, 213
Community: civic engagement and,
103; collaborative and interdepen-
dent, 10–102; dimensions of
learning in, 98–106; inclusive,
98–100; and service learning,
103–105
Community colleges: development
education in, 186–187, 212–213;
effectiveness, studies of, 58;
general education in, 139, 154;
instructor isolation in, 213, 214;
and liberal education competencies,
154; mission, 38; and student
diversity, 179
Community college learning commu-
nities, 48–49, 55, 94; general
education/remedial focus in,
154–157, 213–214
Community-based education, 10
Commuter schools, and learning community promotion, 313
Conference on Replacing Remediation in Higher Education, 186
Cooperative Institutional Research Program (CIRP), 7, 143–144
Coordinated studies programs, enrollment in, 322
Counselor, learning community, 198, 208, 314–315
Courage to Teach, The (Palmer), 336
Course clusters. See Linked classes
Course Redesign Project, 18–19, 121
Credit(s): in learning programs, 315–316; load, for team-taught programs, 87–88, 324
Critical self-reflection, assessment and, 265–267
Curricular cohort programs, 91
Curricular integration, 3, 4–5, 46–48, 92, 112–113; and co-curricular life, 115; interdisciplinary approaches to, 115–116; in learning communities, 115–117; in linked classes, 81–83; and pedagogical strategies, 116–117
Curricular structure: block plan for, 35; “boutique approach” to building, 309–310; choices, 306–308; coherence in, 16; diversity and, 107, 108, 109, 110; in early learning communities, 30–31; in federated learning communities, 49, 51, 52; enrollment and, 322; morality and, 47; organized around essential questions, 234, 240; as program, 38–39; public service initiative for, 54–56; of sequential courses, 91–92; standardization of, 140; and teaching load, 306–307

D
De Anza College, 199, 242
Deep learning, 7–8, 113–115; defined, 113–114; understanding and, 234
Democratic practice: diversity and, 108; in learning communities, 26, 29, 39, 40, 58
Development education, 176–215; access and, 175; challenges for, 211–215; cost effectiveness of, 187; course linkages in, 185; current issues in, 185–188; and curricular/social isolation, 183; and financial aid regulations, 188; historical background of, 178–188; methodology, 183; nomenclature of, 176; and open admissions policy, 179, 188–187; placement in, 185; and student success, 180; time limits on, 182
Development education learning communities: benefits of teaching in, 193–194; examples of, 190–211; intentional linking in, 195, 199; peer groups in, 194
Diversity, 106–112; as access and success, 107; conceptions of, 107–108; curriculum and, 107, 108, 109, 110; and democratic ideal, 26–27, 108; as educational resource, 50; and educational values, 106–107, 108; faculty, 8, 270; inclusive curricula and, 109–110; institutional commitment to, 107; and intergroup relations/dialogue, 107, 108, 109; and learning community structure, 106–112;
Diversity (continued)
pedagogy and, 107, 110–112;
student, 3, 6

E
Edmonds Community College,
CheMath learning community at, 205–206
Education, banking notion of, 26
Educational institutions: cluster colleges, 34, 35; large traditional, alternative colleges in, 169–170; nontraditional, 5; organized around learning communities, 170–171
Educational opportunities programs (EOP), 109
Educational reform: approaches to, 14–15, 19–23; assumptions and myths, 18–19, 21; conceptual leadership of, 14; continuum, 338–339; faculty work life and, 4; issues and challenges in, 341–344; and higher education associations, 13; and organizational structures, 16; recent reports on, 10–12; in science disciplines, 14–15; telic, 36; Washington Center’s grassroots approach to, 54–56
Emerging Scholars programs, 109–110
Engineering, underrepresented students in, 109–110
English as a Second Language (ESL) programs, financial aid for, 181
Enrollment levels, and faculty load, 321–325
Evergreen State College: community-based research in, 104; curriculum and core programs, 46–48, 54, 170–171; educational foci of, 46; enrollment crisis in, 47–48; and faculty exchanges, 53–54, 297–298; learning community in, 43, 46, 52; Native American studies program at, 109; pedagogical approach in, 128; problem-based learning assessment in, 236–238; team teaching at, 87, 296; Washington Center, 54–56, 59–60, 297–298
Experiential learning: early exercise in, 31; in learning communities, 166. See also Service learning
Experiment at Berkeley (Tussman), 37, 46
Experimental College learning program, 28–34, 90

F
Faculty: and academic restructuring, 269–272; and communities of practice concept, 105–106, 213; demographics, 8, 270; development, approaches to, 15, 282–298; exchanges, 53–54, 55, 297–298; and first-year courses, 279; functional new roles of, 8–9, 102; and instrumental individualism, 16; part-time, 8, 218, 270; specialization, 8–9, 16; sense of community, 270–271. See also Learning community teachers
Faculty load: based on learning, 323; and curricular structure, 306–307; and enrollment expectations, 321–325; and institutional credit base/calendar system, 324; union contract and, 324–325
Fairhaven College at Western Washington University, Law and Diversity Program at, 75
Federated learning communities programs, 49, 51, 52
First-generation students: college transition of, 99; and student socialization theory, 99. See also Underrepresented groups
First-year initiatives: assessment of, 172, 264; as learning communities, 131, 142–152; structured around large classes, 132. See also Freshman Interest Groups (FIGs); Freshman seminars; General education learning communities
First-year student(s): and academic effort requirements, 143–144; attrition, 15, 140; block-scheduling of, 81; engagement, expectations for, 7; hyperbonding of, 102; peer mentors for, 102; in remedial courses, 140; and validating experiences, 143
Four Cultures of the Academy, The (Bergquist), 273
Four-year institutions: developmental and remedial education in, 188, 212; learning community programs in, 157–163, 165–166
Freshman Interest Groups (FIGs), 72, 73, 93–94, 148–152; activities of, 150; evaluation of, 151; and large-class cohort approach, 148; local variations in, 149–150; pattern of offerings in, 149; positive responses to, 151; qualitative studies of, 151; and student retention, 151
Freshman seminars, 59, 71–72, 144–148, 152; credit for, 145, 146; history of, 14; linked to other courses, 145, 146; staffing and emphasis of, 144–145; student peer facilitators in, 146
Freshman surveys, 253–258
Fund for the Improvement of Postsecondary Education (FIPSE), 51, 144
Funding, 60, 317–327; access and, 17; for alternative institutions, 47; through college budgets, 317, 318, 319; and cost factors, 318; and cost-effectiveness, 319, 325–327; enrollment and faculty load issues in, 321–325; and existing practices, 320–321; and expenditure patterns, 16–17; grant, 319–320; of remedial programs, 187–188; and typical budget needs, 317; for underprepared college students, 180–182;

G
Gateway courses, 18
General education: assessment, 138; block-registering in, 81; curriculum, coherence and integration in, 115; defined, 132–133; and dualism in university system, 37–38; and faculty culture, 139; goals, 133; interdisciplinary approach to, 140–141; learning communities situated in, 152–171; and liberal education, 132; loose distribution model of, 135–136, 137; outcomes, environmental factors in, 141–142; programs, 15–16; structure, political compromise over, 131–132; and study in the major, 115, 136, 138–139, 164; trends, 135
General education learning communities, 152–171; assessment in, 172; at baccalaureate institutions, 157–163; clustered courses in, 157–158; at community colleges, 154–157; and degree completion rates, 157; examples of, 155–157;
General education learning communities (continued)
as first-semester programs, 152; hybrid, 152–153; multiterm, advantages of, 153–154

General education outcomes: and faculty culture, 139; and student-teacher/student peer interactions, 141–142

General education reform, 136–140; implementation of, 137; pedagogy and, 134–135; politics and, 172–173, 174; structural impediments to, 138–139

George Mason University: linked writing courses at, 80; New Century College at, 169–170

Good practice, and active learning, 117

GPAs, and learning community experience, 160

Graduate teaching assistants: support program for, 288–290; on teaching teams, 84

Graduation rates, and learning community experience, 160

Grossmont Community College, learning community in, 195–196

Honored But Invisible: An Inside Look at Teaching in Community Colleges (Grubb and Associates), 58, 282

I

Indiana University Purdue University—Indianapolis, freshman learning communities at, 145–146, 148

Inkshteding, 240–241

Integrated learning blocks (ILBs), 83

Integrated seminar model, 72–75

Integration: defining, 112; as higher education goal, 112; and integrated/integrative principles, 112–113; and learning theory, 113–115. See also Curricular integration

Integrity in the Curriculum study, 57, 134

Interactive learning, 119–121

Interdisciplinary education, integrated curriculum in, 115–116

Involvement in Learning report, 14, 57

K

Kellogg Commission on the Future of State and Land–Grant Universities, 10

Kingsborough Community College, ESL learning community at, 207–209

L

LaGuardia Community College: diversity dialogue in, 111–112; ESL/NSH learning community at, 209–211; learning clusters at, 48–49, 82–83, 154–155, 263; learning community assessment at,
Lane Community College, paired classes at, 77–78

Large classes: first-year programs built around, 132; and learning community costs, 318

Learning: assessment as, 123–126; collaborative, 100, 119–120; deep versus surface, 113; human emotions and motivation in, 118; inquiry-based, 133; lifelong, 7–8, 120; and reflection, 125–127; students’ conceptions of, 114. See also Active learning; Student learning

Learning community leadership: assessment and, 228–229; collaborative teams in, 303–305; coordinator’s role in, 304; individuals in, 57–59; regional and national, 59–61

Learning community planning, 302–317; advisors’ role in, 314–315; for assessment, 249–260, 316–317; curricular structure issues in, 306–308; defining goals in, 308; enrollment levels and faculty load issues in, 321–325; initial issues in, 301; and institutional needs, 305/fig, 306; and institutional orientation to new ideas, 302–303; and marketing efforts, 311–314; program site decision in, 304; registration and, 315–316; and resources, 308; scheduling/space negotiations in, 316; and student recruitment, 308–310, 312–314; and traditional academic culture, 300–301; triggering and matching process in, 302. See also Funding

Learning community program(s): and academic culture, 268–269, 273–274; access concerns in, 60, 61; bridge building and collaboration in, 62; cluster course model in, 49, 77–89, 157–158; common characteristics of, 189–190; contemporary, and societal needs, 41; content and themes, 84–86; core practices in, 22, 97–128; cost-effectiveness of, 319, 325–327; defined, 20; and democratic practice, 58, 61; design, 119; early experiments in, 34–52, 336–337; and education reform, 19–20, 22–23; elective system and, 30; enrollment and faculty load issues in, 321–325; faculty exchanges in, 54, 55; in first–year programs, 59, 71–72, 142–152; future of, 344–345; in general education, 152–171; goals, 68, 69–70, 307; groundwork for, 25–34; implementation challenges, 302; implementation checklist, 327–329; and institutional change, 337–341; institutionalization of, 42–44, 327; integrated and liberal arts themes in, 84–86; integrative seminar in, 72–75; interdisciplinary topics in, 84; leadership, 57–60, 61–62, 303–305; and learning organization theory, 334–337; marketing and promotion of, 311–314; master learner role in, 51, 52; multiyear, 164–167; official archives, 260; rationale for, 57; regional collaborations in, 60; registration for, 315–316; research studies, 57–59; sustainable, critical factors in, 329–330; scale considerations in, 308, 337–341; and social construction of knowledge theories, 22; steering committees, 314; strategies for success, 62–63; and special student groups, 109–110; student
Learning community program(s) (continued) recruitment into, 312–313; and time-to-degree/degree completion, 310; yearlong, 310. See also General education learning communities; Living-learning communities; Team-taught learning programs

Learning community structures: diversity issues in, 106–112; fit and scale issues in, 93–95; fixed content in, 92–93; of freshman interest group, 72–73, 93–94; fully team-taught, 84–89; and learning community goals, 69–70; of linked and clustered classes, 75–84, 157–158; multiple configurations in, 92; pure and broken cohorts in, 77–78; and service learning, 104; standing (unmodified) courses in, 71–75; variations in, 89–93. See also Curricular restructuring; Linked classes

Learning community teachers, 68, 272–299; development activities for, 282–288; full-time faculty as, 273–274; profile of, 272–274; prospective, concerns of, 278–282; recruitment of, 274–282; reasons for joining, 274–276; roles of, 68; and time commitments, 88–89, 278; volunteers as, 276. See also Teaching teams

Learning environment, integrative, 114–115

Learning Paradigm College, The (Tagg), 268–269

Lecture–centered classes, active learning in, 120–121

Liberal arts: course clusters, 78–79; far-reaching learning community initiatives in, 94; in team-taught learning communities, 84–86

Liberal education: and core practices of learning communities, 133; democracy and, 26, 29, 39, 40; early educators’ involvement in, 25–34; emerging consensus on, 133–134; historical debate on, 28; mission and goals, 37, 133

Linked classes, 49, 58, 75–89, 160–163, 202–205; as clusters, 77, 80–81; curricular integration in, 81–83; forming community in, 81; freshman enrollment in, 157–158; in general education learning communities, 157–158; interdisciplinary themes in, 159; in liberal arts, 80–81; planning for, 158–159; pure versus broken cohorts in, 77–78; registration for, 315; scheduling of, 79; and student engagement, 160–161; team-taught, 79, 84–89

Living-learning community, 20, 89–90; assessment, 168; cluster colleges as, 35; cost-effectiveness of, 327; early experiments in, 29, 32; example of, 167–168; and freshman interest group programs, 72; funding sources, 319–320; renewed interest in, 167

M

Major studies, and general education, 115, 136, 138–139, 164

Mathematics and science, lack of basic skills in, 200–202. See also Science and engineering learning communities

Metacognition, and reflective thinking, 125–126

Metropolitan Community College’s AIM program, 197–198

Minority students: access for, 4; assimilation of, 99; college graduation of, 7; pedagogical approaches to, 111–112. See also Underrepresented groups
Model Institutions for Excellence (MIE) initiative, 203
Morrill Federal Land Grant Act of 1862, 178
Multiyear learning community programs, 164–167

N

Nation at Risk, A, 221
National Center for Postsecondary Teaching, Learning, and Assessment (NCTLA), 57, 246; national report card of, 222
National Center for Public Policy and Higher Education, 17
National Learning Community Project, 60, 275, 303
National Resource Center for the First–Year Experience and Students in Transition, 59
National Science Foundation, 14, 200, 203, 320
North Seattle Community Colleges, learning community program at, 156–157
Northern Colorado State University, freshman communities at, 264

O

One-minute paper, as classroom assessment technique, 224, 240
Open admissions policy, 179, 185–186

P

Parkland College, integrated studies communities at, 184, 197
Pattern Language, A (Alexander), 68–69
Pedagogy: in active learning environments, 121–122; assessment as, 124; and campus diversity, 107, 110–112; and curricular integration, 116–117; and general education reform, 134–135; and inquiry-based learning, 133; of new cohort, 271; research and, 271; in team-taught learning programs, 86
Pedagogy of the Oppressed (Freire), 26
Peer mentors, undergraduate, 288–290
Pennsylvania State University, learning community research at, 57–58
Performance assessment, 124
Pew Charitable Trusts, RUSS (Restructuring Urban Student Success) project of, 60
Policy Center on the First Year of College, 59, 67–68, 93
Portfolio assessment, 258–259
Portland State University: four-year learning community program at, 165–166; portfolio assessment practices at, 258–259
Pragmatism: and institutional change, 50; in liberal education, 27, 28, 133–134
Problem-based learning, 87
Process evaluation, 242
Program evaluation, concept of, 223

Q

Qualitative evaluation, 223

R

Reflection as learning: environment for, 125, 126–127; and metacognition, 125–126; and reflective occasions, 265–266
Remedial education: enrollment statistics, 175–176; of first-year students, 140; at four-year colleges, 179, 181; use of term, 176. See also Development education
Research: assessment and, 224–225, 245–249; and learning community promotion, 311–312; pedagogy and, 271; versus program assessment, 245–249
Research universities: alternative colleges in, 169; as elitist communities, 50; federated learning communities programs in, 51; freshman interest group programs in, 72; transfer requirements of, 38; undergraduate education in, 5; women’s support system in, 109
Residential learning communities. See Living-learning communities
Resources, diversity as, 50. See also Funding

S
San Jose State College’s Tutorial Program, 43–45
Scholarship of teaching and learning: and classroom research, 224–225; and status of teaching, 14
Science and engineering learning communities: course clusters in, 202–205; for underrepresented students, 109–110
Seattle Central Community College: faculty development approaches at, 293; learning community programs at, 156–157, 265
Self-evaluation, 242–244; and qualitative judgments, 126; reflective talking/writing in, 243; written, scoring of, 258
Seminar groups, in team-taught learning communities, 87
Sequential course learning communities, 91–92
Service learning, 90; in learning community initiatives, 103–105; regional and environmental formats for, 105; as social capital, 103
Skagit Valley College’s learning communities, 155–156, 292; teacher recruitment for, 277–278
Skill-building classes, 77
Small group instructional diagnosis (SGID), 241–242
Social construction of knowledge, defined, 20–21
Sonoma State College, Hutchins School of Liberal Studies at, 44, 169
Special populations, general education learning communities for, 163–164
Spokane Falls Community College, developmental study skills course at, 206
St. Lawrence University, First–Year Program at, 167–168
State University of New York, learning communities at, 45, 48, 50–51
Structured interview process, 241–242
Student(s): academic preparedness and confidence measures, 7; diversity, 3, 6; feedback, 230, 238–244; and learning community recruitment, 308–310, 314; trends, CIRP survey of, 7
Student affairs professionals, 308; and first-year programs, 142–143
Student assessment, 124, 138, 222, 223–224, 229–230; and prior knowledge, 239–240; self-evaluation in, 242–244, 258
Student attendance patterns, and general education programs, 139
Student learning and development: and cognitive development patterns, 114; competency-based/self-paced, 35; contextual basis of, 119; cost-effectiveness of, 326–327; curricular priorities for, 232–234; and enduring
understanding, 233–234; in integrative environment, 114–115; in large classes, 121; and programmatic differences, 59; reacclimation and, 101; research, 12–13, 223; and student engagement, 160–161. See also Active learning
Student learning outcomes: accessible and portable, 139; assessment, 224, 237; civic learning as, 103; and peer interaction, 141–142
Student peer groups: development of, 99; in learning communities, 194; mentoring in, 102, 204; and student persistence, 15
Student retention: in basic skills learning communities, 196, 197, 199; and Freshman Interest Groups (FIGs), 151; and freshman seminars, 146; and first-year attrition, 15, 140, 143; and learning community experience, 160, 325–326; and positive social relationships, 99; and program cost-effectiveness, 325–326
Students of color, and socialization theory, 99. See also Underrepresented groups
Surface learning, defined, 113–114

T
Teaching and learning centers, 15, 283
Teaching journals, 14
Teaching teams, 84–89, 238; assessment and, 226–227, 229–230, 265–266; and credit load, 87–88; in curriculum planning, 230–232; and faculty development, 293–296; and faculty load, 325; inclusive community and, 99–100; learning environment and, 88; make-up of, 307–308; pedagogy based on, 46, 54; and professional practice communities, 105–106
Technology: and costs of instruction, 19; and general education reform, 137
Temple University, faculty development efforts at, 291–292
Texas A&M University: First-Year Learning Communities program at, 161–163, 264; and statewide core curricula, 161
Time on task, expectations for, 7
Transfer, and facilitation policy, 140
Trends in International Mathematics and Science Study (TIMSS), 202
Two-year colleges, enrollment increases in, 5. See also Community colleges

U
Underprepared college students, 180–182; academic and psychosocial needs of, 177; access for, 175–176; and college-prep curriculum, 176; diversity of, 176–177; and educational delivery systems, 179–180; financial aid policies and, 180–182; and higher education system, 177–178; math deficiencies of, 201; problems of, 181–182; remedial courses for, 175–176; research on, 246
Underrepresented groups: access for, 107; learning community programs for, 60–61, 109–110, 163–164; multidisciplinary programs for, 75. See also Development education
Understanding by Design handbook, 233, 235
University 101 Freshman Seminars, 59, 144, 162
University of California at Berkeley, learning community effort at, 36–43
University of Hartford, linked and clustered courses at, 83
University of Maryland, College Park Scholars Program at, 152
University of Missouri, Freshman Interest Group (FIG) at, 151
University of Nebraska-Omaha, Goodrich Scholarship Program at, 163–164
University of Northern Colorado, community learning experience at, 159–161
University of Oregon, Freshman Interest Group (FIG) at, 149–150
University of Texas-El Paso, CircLES learning community in, 110, 202–205
University of Washington, Freshman Interest Groups (FIGs) at, 149, 150, 151

University of Wisconsin: Experimental College program, 28–34; freshman interest groups at, 55, 73; Interdisciplinary Writing Program (IWP), 80

W
Wagner College, multiyear general education program at, 166–167
Washington Center for Improving the Quality of Undergraduate Education, 54–56, 59–60, 297
Washington State University: community learning programs in, 55–56; freshman seminars at, 146–148
Western Washington University, Law and Diversity Program at, 72–75, 109
Wilson, Woodrow, 29
Writing programs, 79–81, 134–135