**PimaCountyCommunityCollegeDistrict
Administrative Procedure**

AP Title: **Learning Communities**

AP Number: AP 3.30.02
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PURPOSE

To promote student success, persistence, retention, and completion, the College will offer Learning Communities in each Exploratory (Meta)-Major and in Developmental sequences. Learning Communities integrate courses under a common theme to support deeper learning, and include faculty and student collaboration, active learning techniques, and integrative assignments. Learning Communities support a diverse student population by fostering a sense of belonging at the College.

SECTION 1: Structure

Learning Communities fall within the structure of the Provost's office. The Assistant Vice Chancellor (AVC) of Academic Affairs oversees the processes involved in operating Learning Communities, including, but not limited to: proposals, approvals, compensation for planning and implementation, and evaluation of the Learning Community. A Learning Community Oversight Team (LCOT) made up of an administrator, one general education faculty member, one career and technical faculty member, one educational support faculty counselor,

and one student services manager/ coordinator provide information and guidance. The LCOT reviews proposals and makes recommendations to the AVC of Academic Affairs.

SECTION 2: Planning and Creation

Faculty members interested in implementing learning communities submit proposals to the LCOT within the timeline established in Standard Operating Procedure 3.30.02A. Proposals include a theme, learning community specific learning outcomes, integrative assignments, a diversity and equity statement, a communication plan, a recruitment plan, and an evaluation plan.

SECTION 3: Professional Development

Professional Development opportunities are provided to faculty through Organizational Effectiveness and Development (OED). First time learning community faculty members are required to complete the learning community professional development. Every three years a refresher course will be required for those teaching in learning communities. The activities include learning community best practices: thematic alignment, integrative assignments, college communication, diversity and equity, and program evaluation. The LCOT organizes and tracks professional development with support from OED. The AVC of Academic Affairs has final authority on requests to bypass the mandatory professional development. A faculty member wishing to bypass the mandatory professional development will be required to provide a written statement discussing the skills they possess that warrant a waiver. The statement needs to be included in the proposal.

SECTION 4: Evaluation

Each learning community offering includes an evaluation plan. Evaluation plans include individual course learning outcomes assessment and learning community specific student learning outcomes assessment. Longitudinal tracking of the learning community cohort is a required component. Qualitative student feedback (focus groups, interviews, etc.) is recommended. Post-semester and persistence (covers LC semester plus the following Fall or Spring semester) reports need to be completed one month and six months respectively from the end of the LC semester. Evaluation report expectations can be found in Standard Operating Procedure 3.30.02A. Evaluation reports will be submitted to the LCOT for review.

*The first set of Learning Communities under the guide of this AP will be scheduled in 202010.