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 20, 2023.
**Full-year LCs:** Please complete your annual report by 5:00 p.m., Friday, May 26, 2023.

**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 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.
- Please do not submit your Annual Report until you have completed all sections, including your final budget spending for the year.
- You will have a final opportunity to review all your responses before submitting your Annual Report. You will need to click the **Next** button at the bottom of the review page to in order to complete the submission process.
- 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 11/14/22*

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

☐ Yes
Please select your learning community name:

- Advertising and Public Relations ... 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>
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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 2022-2023 Request for Proposal (RFP) document have been included.

Outcome 1: [Outcome 1 from your 22-23 RFP will be displayed]

- Findings
- How was this outcome measured?
- How will you enhance or change your LC as a result of these findings?
Outcome 2: [Outcome 2 from your 22-23 RFP will be displayed]

- Findings

- How was this outcome measured?

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

Outcome 3: [Outcome 3 from your 22-23 RFP will be displayed]

- Findings

- How was this outcome measured?

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

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 seminar/orientation course
- Full-year LC seminar/orientation course
- Integrated assignments***
- Industry tours
- Pre-semester field trip
- Field trips (during semester)
- Service-learning project****
- Community service project
- Peer mentors
- Social activities
- Common reading
- Alumni Engagement
- Career fair preparation
- Engaging in undergraduate research
- Exposure to undergraduate research
- Industry/career presentations
- Academic success presentation
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 were 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 may 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

Was this part of your learning community experience?

☐ Yes

☐ No
If Yes is selected:
How were performance and transition expectations set at appropriately high levels demonstrated in your learning community?

________________________________________

g.____ g.____

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

Was this part of your learning community experience?

☐ Yes
☐ No

If Yes is selected:
How was significant investment of time and effort by students over an extended period of time demonstrated in your learning community?

________________________________________________________________

Interactions with faculty and peers about substantive matters.
Examples may 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

Was this part of your learning community experience?

☐ Yes
☐ No

If Yes is selected:
How were interactions with faculty and peers about substantive matters demonstrated in your learning community?

________________________________________________________________
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 may include:

- Facilitated activities to explore diversity
- Facilitated activities to explore equity
- Facilitated activities to explore inclusion
- Coursework exploring identity or culture

Was this part of your learning community experience?

- Yes
- No

If Yes is selected:
How were experiences with diversity demonstrated in your learning community?

Frequent, timely, and constructive feedback.
Examples may 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

Was this part of your learning community experience?

- Yes
- No

If Yes is selected:
How was frequent, timely, and constructive feedback demonstrated in your learning community?
Periodic, structured opportunities to reflect and integrate learning.
Examples may 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

Was this part of your learning community experience?

- Yes
- No

If Yes is selected:
How were periodic, structured opportunities to reflect and integrate learning demonstrated in your learning community?

Opportunities to discover relevance of learning through real-world applications.
Examples may 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)

Was this part of your learning community experience?

- Yes
- No

If Yes is selected:
How were opportunities to discover relevance of learning through real-world applications demonstrated in your learning community?
Public demonstration of competence (individual and/or group).
Examples may include:
- Class presentation
- Creating and presenting a poster
- Participating in a showcase to display final coursework or project

Was this part of your learning community experience?

- Yes
- No

If Yes is selected:
How were individual and/or group public demonstrations of competence demonstrated in your learning community?

________________________________________________________________

Which of the Quality Aspects of High-Impact Practices that you have selected is the signature or most prominent quality of your LC?

Only the Quality Aspects with Yes responses from above will be displayed.

- Performance and transition expectations set at appropriately high levels
- Significant investment of time and effort by students over an extended period of time
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Frequent, timely, and constructive feedback
- Periodic, structured opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning through real-world applications
- Public demonstration of competence (individual and/or group)
Which of the Quality Aspects of High-Impact Practices would you like to improve within your LC?

- Performance and transition expectations set at appropriately high levels
- Significant investment of time and effort by students over an extended period of time
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which students are familiar
- Frequent, timely, and constructive feedback
- Periodic, structured opportunities to reflect and integrate learning
- Opportunities to discover relevance of learning through real-world applications
- Public demonstration of competence (individual and/or group)

Reflection and Goal Setting

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: _______________________________ _____________________
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.*