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| Component | Basic | Midrange | Advanced |
| **Linked courses and student cohorts** | Students in the links are a mix of learning community students taking the course as a stand-alone. | Most, but not all, of the students in the linked courses are in the learning community. | Cohorts are “pure”: all students in the links are part of the learning community. Courses are selected to promote integration. |
| **Faculty**  **collaboration** | Teacher teams rarely communicate about curriculum or other students. | Teacher teams communicate periodically throughout the semester. | Teacher teams spend time planning before, during, and after each semester. Instructors have access to professional development and ongoing support. |
| **Instructional**  **practices** | Courses are taught as if they were stand-alone. | Teachers assign at least one joint project during the semester. | Syllabi are fully aligned, with an overarching theme; intentional integration, including several joint projects; joint grading rubrics; and joint attendance policies. Instruction includes project-based work and group work. |
| **Student Support** | No extra support offered to students beyond what is normally offered. | Some extra support is offered but it is not integrated into the classroom. | Extra support is available and often integrated into the classroom *or* required for students. |

SOURCES: The indicators of advanced learning communities draw on work by Tinto (1997, 1998), Malanrich (2003), and Smith, MacGregor, Matthews and Gabelnick (2004).

From Visher, M. G., Weiss, M. J., Weissman, E., Rudd, T., Wathington, H. (July 2012). The effects of learning communities for students in developmental education: A synthesis of findings from six community colleges. *National Center for Postsecondary Research.*