|  |  |  |
| --- | --- | --- |
|  Core Dimension  | Description  | Examples of key Indication  |
| Integration  | Curricular or programmatic linkage organized around common themes in order to construct shared, relevant teaching and learning experiences. | Linked, interdisciplinary courses; contextualized curriculum; merged syllabi, integrated curricula; attached seminars; joint assignment and grading. |
| Active-learning pedagogy  | Use of pedagogy that promotes critical thinking through experiential, collaborative, and reflective learning. Purposeful classroom and co-curricular activities that relate course content to real-world issues/events. | Problem- or project-based assignments; interactive classroom dialogue; small group or dyads; labs or field study. |
| Faculty engagement  | Opportunities for instructors to work together on linking activities and assignments across subjects and to share or develop effective pedagogy and community-building approaches.  | Co-teaching, team teaching; cross-course schedule planning; professional development support for teaching in learning communities.  |
| Student engagement  | Opportunities for students to create meaningful peer networks that promote academic support and social bonding. Students are encouraged to play an active role and have an active voice in their shared learning.  | Cohorts; peer advisers/ mentors; study groups; informal social events and co-curricular activities. |
| Supplemental student support services | Knowledge and utilization of campus resources that enhance the academic and social learning experiences of learning community students. Integration of these services with classroom activities.  | Counseling; tutoring; financial aid; job/career development ; research/ library resources; access to computers labs/laptops |
| Institutional / structural transformation  | Recognition of and institutional support for learning communities from the larger campus community. Ensuring that learning community objectives fit well with the overall institutional mission and objectives.  | Support/involvement from top administration; funding for sustainability efforts, enrollment outreach, and marketing to students.  |

Note: Appendix A contains a list of all potential indicators for each dimension.

From Visher, M. G., Wathington, H., Richburg-Hayes, L., Schneider, E. (May 2008). The learning communities demonstration: Rationale, sites, and research. *National Center for Postsecondary Research.*