



Interest Session #1
Friday, October 16
2:45-3:45 p.m.

101 - LINP MID SHO FP

What Should Students Learn and How Do We Know If They Are Learning

Catherine Bickel, Ball State University
Champaign

This program will focus on the value of developing intended learning outcomes for students. As student affairs educators we ought to be experts on how students learn best. This program will focus on learning theories and shifting our thinking to learning outcomes rather than what inputs we can provide for students. Participants will learn how to develop and evaluate learning outcomes that are meaningful for their department or residential focus.

102 - LINP MID

FYErstarters, Not Firefighters: Starting a First Year Experience Program

Leslie Krafft-Datchuk, University of Redlands
Delaware A

Overseeing the first-year experience of college students often turns into a race to put out fires. High incidences of alcohol and drug use, vandalism, boundary-testing, emotional distress, and academic challenge take our attention away from development and place it on survival. My new First-Year Experience LLC focuses on lighting the fires of growth, success, and engagement, as opposed to putting out the fires of crisis.

New to FYE? Get information to begin building a program. Current FYE supervisor? Share knowledge and get advice from the group about challenges you face.

103 - LINP MID

Multiple Roles: Peer Mentors in and out of the Classroom

Jessica Klingsmith, Colorado State University; Tae Nosaka, Colorado State University
Delaware B

What role do peer mentors play in the lives of first-year students? What are the best practices of utilizing peer mentors within residential learning communities? This presentation will provide a comprehensive overview of the peer mentor role within the Key Communities, an interdisciplinary residential learning community. The focus will be on specific job requirements including the incorporation of the teaching assistant role within the seminar course. The presenters will share the year in review from the perspective of coordinating and supporting the peer mentor role within the community. This will include the hiring, recruitment, and selection; training and development; roles and responsibilities; and assessed impact of the mentor role on student participants.

104 - LINP MID SHO FP AA

How to Develop a Living and Learning Community from the Ground Floor Up

Paul Posener and Steven Tyrell; Alfred State College

Delaware C

Alfred State College took on the task of developing its first living and learning community in Fall 2008. The goal was to have this living and learning community available to students for the 2009-2010 year. This program will discuss the year long process of discussion and development from the ground floor up. We will start on the ground floor and discuss how the process began (who to invite to the initial meeting, how much development time is needed to be successful, why we felt the need to do it). Moving up to the first floor we will discuss how we chose a residence hall for the LLC, how we came to a decision on the theme of the LLC, which students would reside there, and the academic structure of the LLC. On the second floor we will discuss staffing and hiring, staff agreements, and physical building needs (including construction and furniture costs). On the third floor we will discuss marketing materials for the LLC, how to advertise to our LLC population, how to keep our campus informed of ongoing efforts, and how to market future LLC opportunities. Finally, on the fourth floor we will discuss the first month of the LLC, including successes and failures thus far.

105 - LINP MID AA

Choosing Your Major in a Living Learning Community

Thomas Kenyon, Indiana University

Delaware D

Most exploratory freshmen are overwhelmed and confused about choosing their majors. While approximately 70% matriculate as exploratory students or change their declared major, it seems to

almost every freshman that everyone else has it “all figured out,” often leading to frustration. At Indiana University, we have developed a learning community to address these issues. Partners involved are University Division (UD) in the Office of the Vice Provost for Undergraduate Education and Residential Programs and Services’ (RPS) Academic Initiatives and Services. UD’s Exploratory Student Resources is responsible for coordination of programming. In our Choose Your Major community, sixty exploratory freshmen live together in one residence hall. The goal is to guide each student toward making a good decision about their major within the first year by providing a living environment that is enjoyable and supportive of each student’s major exploration. With the assistance of upper class students, freshmen are guided through a step-by-step exploration and decision-making process. This learning community model will be discussed, resources shared, and time allowed for questions and answers.

106

Keynote Speaker Follow-Up with Dr. Peter Magolda

“Not-So-Conventional Wisdom About Student Affairs-Academic Affairs Partnerships”

Peter Magolda

Fairfield

Join us for a follow-up discussion with keynote presenter, Peter Magolda, about how collaborations between student affairs professionals and faculty are universally heralded as central to the creation of successful student learning environments.



107 - MID SHO FP AA CORP

Indiana University of PA Living/Learning Engages Over 80% of Students!

Michael Lemasters, Indiana University of PA; Hank Colker, WTW Architects Fayette

In order to attract, nurture and retain students during a period of demographic and financial challenges, Indiana University of PA has implemented a \$270M "Residential Revival" via new suite style sustainable living/learning communities. The Living/learning communities offer a variety of comprehensive programs, such as Fine Arts, Social Justice and Civic Engagement, Wellness, Leadership and Education, Natural Sciences and Mathematics, Business, Global Awareness, Honors and Crimson Connections/Common Hours. These academic and cultural programs include integrated amenity spaces for: A) Formal and informal discussions via performances, exhibits, advising outreach, tutoring and study groups. B) Student support offices, including Information Technology, Social Equity/Civic Engagement, Cultural Centers, Applied Research and Advising/Testing. C) Student interaction via community assistants, residence hall council and peer mentoring. The impact of the new living/learning environments has been dramatic and student enrollment is at an all time high. Student satisfaction with these new programs has been exemplary and the participation rate is over 80%!

108 - MID FP AA

Assessing Living-Learning: A Case Study with Maryland's College Park Scholars
Greig Stewart, College Park Scholars Garfield

To understand and improve learning, Thomas Angelo writes that we must systematically assess it. In College Park Scholars at the University of Maryland, assessment has been an evolving process – from individual program assessments, to Scholars-wide learning outcomes. This program will present the various assessment procedures implemented and provide an opportunity for participants to discuss applications of these and other techniques.

109 - MID SHO

My First-Year Experience creating a Second-Year Experience at a Large Public University

Mike O'Neal, Miami University Knox

Miami University has recently created a second-year residency requirement for our students. The 2008 entering class is the first class required to live on campus their second year. I was hired in July, 2008 to create a programmatic component to complement this new policy as the Director for Second Year Programs. I have spent the 2008-2009 academic year meeting with stakeholders, discussing curriculum, collaborating with departments and shaping and defining what the second-year

experience will look like. Well developed second-year programs are typically offered in small liberal arts colleges, or as a Second-Year LLC in larger institutions. Miami's experience, with approximately 2,800 sophomores living on campus, is unique in that we are a large, residential campus creating a second-year experience for all sophomores, including Greek men living in houses. Miami's program is not a mandatory experience for all sophomores, but an opportunity for all sophomores to engage in a journey toward self authorship. This program will offer insights I have gained in developing programming with residence life, other student affairs departments, Greek men, academic departments and faculty.

110 - LINP MID SHO

Staffing Learning Communities with Academic Assistants: Working Through the Issues of Specialized Positions

Eric Streeter and Jaime Donahoe, University at Buffalo
Madison

One problem facing residential learning communities is providing a student staffing structure that adequately supports the objectives of a learning community. Residence halls often tend to either adapt the traditional resident advisor roles or add a specialized student staff position to fill the needs. However, sometimes these specialized positions suffer from a lack of direction, purpose, or supervision, and on top of that, some challenging staff dynamics may be introduced. We have had Academic Assistants (AAs) at the University at Buffalo for a number of years, but it was not until the position was recently revisited and revised that we began to overcome many of these challenges. This presentation discusses how a specialized learning community position can be developed and supervised to better serve goals of a learning community program.

111 - LINP MID SHO FP AA CORP OTH
Student 2.0: How Social Technology is Changing Learning Communities
Paul Brown, American University
Marion

Do you know what your students are REALLY doing with technology? They're revolutionizing the way ideas and information are created, shared, organized, controlled, repurposed and used. The rise of web 2.0 technologies, social media, and open licensing are fundamentally changing the very nature of student learning, expectations and our interactions. Through the heavy use of multimedia, participants will examine these changes and explore how they will impact student expectations for learning, communication, and their relationships within learning communities. The relationship between these changes and novel ways of creating community will be explored.

112 - MID SHO FP

A Living-Learning Program Journey....Don't Stop Believing

Karla Thoennes, North Dakota State University; Rebecca Loney, North Dakota State University
Morrow

The Living-Learning Program at North Dakota State University has evolved over the past 13 years from a residentially based first-year experience program to a comprehensive program focused on enhancing the success of all on-campus students. The Living-Learning Program's components still include a first-year experience program as well as faculty-in-residence, academic learning communities, leadership development programs, and a residential learning curriculum. Recent University initiatives to examine academic advising, the sophomore year experience, and the University's first year student course have also opened doors to further



connect the Living-Learning Program with academic affairs. Dreaming and believing in this program has brought it to a new level of success. Please join us as we share our journey, and most importantly, the lessons we have learned along the way. We hope they will help you along your journey as well.

Interest Session #2
Friday, October 16
4:00-5:00 p.m.

201 - LINP MID SHO FP AA OTH
Get Active ... Stay Well Within a Living-Learning Community
Tiana Williams Iruoje, Indiana University Bloomington/RPS; Meagan Shipley, Indiana University Bloomington
Champaign

An overview of a collaborative effort on the Indiana University-Bloomington's campus between a living learning center (LLC) and an academic unit (School of Health, Physical Education, & Recreation) which provided a "win-win" situation for both entities. It is our hope that this story will prompt more discussion about the importance of collaboration between residential living and academia in order to enhance the sustainability of wellness programming for the enhanced health and well-being of college students. There are several living learning centers available on Indiana University-Bloomington's campus, including the Briscoe Fitness and Wellness Living Learning Center (BFWLLC). The BFWLLC was

created in 1992 focusing on the six dimensions of wellness: emotional, environmental, intellectual, physical, social, and spiritual. The BFWLLC also contains a fully equipped fitness center for the residents of the fitness and wellness community. Students living within the community must also enroll in an academic class which promotes wellness through health education, physical activity, and community involvement.

202 - LINP MID SHO
The Residence Life Curriculum: Intentional Co-Curricular Educational Programming
John Delony and Kelly Sargent, Abilene Christian University
Delaware A

Residence Life is a prime venue for student co-curricular education. We have developed a research-based residence life educational curriculum around four developmental domains: Health and Wellness, Cultural Competency, Identity (Sexuality and Gender) and College Student Spiritual Formation. Student learning assessment results from a 1600-student population will be discussed. Additionally, roundtable conversations will include valuable lessons for campus partnerships, collaborations, and strategies for implementation of an educational curriculum.

203 - LINP MID FP AA

Cooperative Learning Environments at The Ohio State University

Brian Tomlinson and Alice Schwehofer, The Ohio State University; Kate Lehman, University of North Carolina–Charlotte
Delaware B

A discussion about the Stadium Scholarship Program (SSP) and Alumnae Scholarship Housing cooperative programs at The Ohio State University. Each program has a very rich history and are the original learning communities on our campus. Each year about 150 men and women who have displayed a significant level of financial need and academic potential live and work together in five University Housing owned facilities. In exchange for their service, these students receive a reduced housing and dining rate. Join us as we highlight the connections between academia, student life, and alumni relations that have made these programs successful for over seventy years. We will also examine the challenges that must be overcome in order to provide excellent educational service to these students on a day to day basis, including community issues present in a cooperative housing environment, the impact of today's economy on a community of students with financial need, and the logistical operations needed to create a seamless experience for students. Lastly, we will discuss our assessment plans and the future of cooperative housing on the OSU campus.

204 - MID SHO FP AA

New Directions: A Road Map to Successful LL Programs: Getting all Members on the Same Bus as Not All Tourists are Interested in the Same Sites!

Dana Hartley, Holly Shikano, and Gala Jackson, Georgia Tech
Delaware C

This program will focus on the evolution of new programs from discovering and

defining what your campus needs to the marketing and implementation of programs. We will discuss the “missing link”: the politics behind effective partnerships and the elusive, but required buy in from all levels—from students to the Provost’s office at a research 1 institution (Georgia Tech). We have instigated new faculty led Living Learning Communities with topics such as “Humor and Innovation”, “Lego Robotics”, “Technology and Urban Outdoor Adventures”, and “Human Alteration: How far is too far?” as well as continued existing programs like “International House” and “Women, Science and Technology.” Our assessment that started this process showed that sophomores have unique needs that small, residential communities with an involved faculty presence can meet. Our communities focus on sophomore students but could meet the needs of any class of students and are open to all but freshmen. Participants will get a take away of political pitfalls to avoid as well as conversation starters for Deans, Chairs, SGA and RHA executives, presidents and Directors of Housing.

205 - LINP MID SHO FP AA CORP

Strategic Design-A Framework for Developing Sustainable Living Learning Environments

Victor Vizgaitis and Gregory Janks, Sasaki Associates Inc; and Chris Rodgers, Fordham University
Delaware D

We propose a new framework for developing living learning environments. Our core concept is an integrated process which links inventive design solutions, financial realism, and sustainability with clear implementation strategies. Our comprehensive approach allows complex projects to move forward in challenging financial climates. The integrated process creates effective partnerships and sparks



rich dialogue around the testing of options for buildings and communities. Potential solutions are iteratively analyzed through multiple lenses: student life, user behavior, sustainability, strategic financial modeling, funding mechanisms, return on investment, systems, materials, architectural quality and quality of life. Sasaki will present several examples including Fordham University, The Ohio State University, Purdue University, Stony Brook University, and The University of New Haven. Our institutional partner, Fordham University, will present their project in more detail.

206 - LINP MID SHO

Talking Trash: Changing the Paradigm of Your Custodial Program from Customer Service to Student-Centered Learning

*David Brown and Marva White, Case Western Reserve University
Fairfield*

With increased emphasis on the need for unique programmatic efforts in the first-year residential experience, the second-year residential experience, and the upper class student residential experience, the need to redefine our custodial program as an important learning vehicle became clear. Our use of the former program as a purely customer-centered service no longer supported the learning outcomes that we had developed in other areas. We formed a group with the sole purpose of developing a new and different strategy for our custodial program. The outcome of this effort is a strategy that shifts the community

understanding of the custodial program away from customer-service and toward the idea of student-learning. New, collaborative partnerships within the department were developed, as our staff in Housing, Residence Life, and Greek Life began to embrace the idea that we all needed to play a part in the new cleaning program. We moved from “doing for” the students to “teaching” the students so that their competencies regarding cleaning, safety, health, and hygiene can improve as they transition from year to year within the residential program and prepare for life after college.

207 - LINP MID SHO AA

NIU’s Living Learning Communities: Collaboration, Assessment, and Resource Allocation

*Angela Branson, Northern Illinois University
Fayette*

There is no question that Living Learning Communities have gained popularity in colleges and universities across the nation. The first of such communities at Northern Illinois University is in its 35th year. Given the advances of LLCs, the VP for Student Affairs and Enrollment Management convened a Task Force to assess the current structure of our LLCs. We will share the study’s methodology, results, and strategies for implementation. Opportunities to discuss NIU’s LLC structure, the Task Force’s process, benchmarking, best practices, and institutional application will be provided.

208 - LINP MID FP

Revitalize Your Theme Hall and Faculty-In-Residence Programs!

*Frank Gaertner and Lauren Dyer, Emory University
Garfield*

Looking for new ways to revitalize your theme halls on your campus? Are you struggling with managing an effective faculty in residence program? Come to our session to learn how one mid-sized private university overhauled and improved its theme hall program and its faculty-in-residence program in the last few years. Emory University's Clairmont Campus houses both theme halls and faculty in residence, and we have successfully synthesized the two programs into one for maximum impact. Attendees will learn how to set up new processes to evaluate the effectiveness of current themes and select new themes, while learning techniques to create stronger faculty partnerships for your faculty-in-residence program. Attendees will be encouraged to share their ideas on how to improve these programs at our interactive session.

209 - LINP MID

If I Knew Then What I Know Now: An Urban University's First Forays Into Developing Effective Communities

*Michael McKeon and Michelle Lata, Loyola University Chicago
Knox*

The purpose of this session is to discuss the development of the Learning Community program for first-year students at Loyola University Chicago, which is a Jesuit Catholic, urban institution in Chicago, Illinois. The Learning Communities began at Loyola in the fall 2008 and will expand for the 2009-2010 academic year to involve an additional 90 first-year students. Through the expansion of the LC program at Loyola, the Residence Life staff has greatly learned

from the experience in the areas of staffing, campus partnerships, and politics. The presenters will discuss lessons learned from these experiences as well as assessment efforts currently underway.

210 - SHO

Self Assign for Living-Learning Programs

*Jason Gross, RMS
Delaware D*

This session focuses on how the application process and self assign process can be geared exclusively for members of a living/learning community.

212 - MID SHO FP AA

"It's About the Students": Understanding Faculty Engagement in Residential Education at Research Institutions

*Jörg Vianden and Kerri Smith, University of Arkansas
Morrow*

Why does faculty get involved in residential education initiatives? A large body of research exists on living-learning communities, student outcomes as a result of participating in such communities, and student-faculty interaction. Conversely, a rather small and aging literature exists on why faculty gets involved in residential education initiatives and what they gain from participating. This program presents qualitative research on faculty engagement in residential communities at a research institution. Faculty were interviewed about why they were interested in being involved and how they thought housing and residence life administrators could develop and sustain such engagement. Findings have implications for effective collaborations between student and academic affairs, as well as an understanding of faculty culture and values at research institutions. Housing professionals at any level who are interested in creating more collaborative



partnerships with faculty members are encouraged to attend. The presentation format is largely lecture-based; however, we will facilitate discussion on creating similar opportunities for student-faculty interaction at other institutions.

Poster Sessions

Saturday, October 17

8:00 a.m.-5:00 p.m.

POSTER 1 - LINP MID

Perceptions of Learning: Findings from an Exploratory Study of Living-Learning Communities

Jason Bentley, Samantha Thorpe, and Cynthia Drake, Central Michigan University

Students participating in living-learning communities (LLCs) do NOT have more favorable perceptions of learning. Our study set out to disprove this null hypothesis. Researchers present findings of LLC and non-LLC student perceptions related to issues of adjustment, engagement and academic performance. Using data collected from both LLC and non-LLC students, this study presents findings that support the intentional development of LLCs and the implications for both the assessment and continuous improvement of LLCs.

POSTER 2 - MID FP AA

Bridging the Greek Divide: A Sorority Living Learning Community

Jamie Matthews, Miami University

This poster illuminates how Miami University collaboratively works to best support Greek students living on campus through the Sorority Living Learning Community (LLC). With the support of many offices and resources across campus, the Sorority LLC strives to enhance sorority members' overall Greek, academic, personal, professional and residential experiences. The LLC's objectives incorporate the five pillars of Greek Life and values of the Office of Residence Life while highlighting women-specific issues college students face.

POSTER 3 - LINP MID FP AA

Support Roles in Living-Learning Communities at the University of Iowa

Heather Ockenfels, University of Iowa

Living-Learning Communities at the University of Iowa continue to grow at rapid rates. There are many roles on campus that support Living-Learning Communities on a daily basis. This poster presentation will focus on the organizational structure of the roles, clearly identify the roles and job descriptions, and identify levels of support for the students in the Living-Learning communities. Roles will include Academic Initiatives Manager, Hall Coordinators, Assistant Hall Coordinators, LLC Liaisons, LLC Resident Assistants, LLC Undergraduate

Programmers, LLC Research Assistants, LLC Graduate Assistants, LLC Advisory Boards (faculty and student), plus a host of other campus supporters.

Interest Session #3
Saturday, October 17
11:00 a.m.-Noon

301 - LINP MID SHO FP AA

The Black Man Revealed: Moving from Crisis to Commencement

Andre Clanton, Marcia Bouyea-Hamlet, J. Gardner, and Mario Norman, Clayton State University
Champaign

We will discuss the need to target African American males (AAM) as a special population in higher education. Research shows African American males lagging in almost every area of the American educational system including higher education. The University System of Georgia (USG), which includes Clayton State University, has established the African American Male Initiative to help increase the retention and graduation rates of African American males within the university system. In an effort to reach first-generation/first-year African American male college students entering in fall of 2009, a college 101 style course geared towards the African American male has been created and will be taught in classroom space within our freshman residential complex. Students taking this course will be tracked academically, civically, and socially. Addressing African American male student concerns in both the academic and residential environments is one of the primary methods we are using to increase retention and graduation rates of African American male students at Clayton State University.

302 - MID AA

Evaluating Creativity, Diversity and Community in the ArtStreet Living Learning Community

Susan Byrnes and Kristen Lovins, University of Dayton
Delaware A

During 2008-2009, an assessment team consisting of education faculty, graduate students, and administrative staff convened to determine how to assess the impact of ArtStreet, an arts-based living learning community and multi-arts facility at the University of Dayton. ArtStreet houses 58 juniors and seniors from all majors, ranging from education, engineering, and pre-dentistry, to visual communication design and music. The uniquely designed facility opened in Fall 2004, and over the course of five years, the learning community, as well as a variety of programs, projects, and services open to the entire campus community evolved. Due to the multi-faceted nature of ArtStreet, the process of determining how to assess it was complex. Over the course of one year, overall assessment criteria were identified, priorities for assessment were established, an original instrument was created to determine impact. Our target audience for the initial assessment phase is ArtStreet's primary stakeholders, the residents of the learning community. The instrument developed will measure impact in three key areas articulated in the founding goals of ArtStreet: community, diversity, and creativity.

303 - LINP MID

Living Communities: Helping First-Year Women in Science Succeed

Toyinda Wilson-Long, Purdue University
Delaware B

Most living learning communities have focused on first-year students who intentionally take two or more of the same



academic courses together. However, there is another population of first-year students who share a common academic interest and live in the same residence hall. This program is focused on how the College of Science at a research institution uses a long standing living community to expand the overall proportion of women completing degrees in Science, and will outline the Women in Science Residential Program at Purdue University. We will briefly describe the program implementation, program adversities, as well as strategies used to yield its 10 year success.

305 - LINP MID SHO FP AA

SLIC About Town: A Look at Sophomore Learning Communities

Tricia Jordan and Rob Richardson, The Ohio State University

Delaware D

What’s so SLIC about Ohio State’s Learning Community? Well, just ask the students! In this session, participants will learn about the Sophomore Learning and Involvement Community and how development theory, benchmarking, and fun all combine to make a great experience for second-year students. Alumni from the program will also discuss their personal growth and development and their thoughts on the community itself.

306

Plenary Speaker Follow-Up with Dr. Doug Hallenbeck

“The University and Me – How to Develop a Messaging Plan for Living/Learning Programs”

Doug Hallenbeck

Fairfield

This session will focus on how to develop a messaging plan for Living/learning programs both on an individual basis and also as an overall Residence Life program. This session will have tips on how to craft messages to different audiences and how to create an integrated marketing plan.

307 - LINP MID AA OTH

A Student-Initiated Peer Mentoring Program

Marybeth Drechsler, Tabetha Mwita, and Martha Baer Wilmes, College Park Scholars, UM

Fayette

It began with a small idea from a freshman student in the living-learning program who thought students would benefit from a peer mentoring program in College Park Scholars. With nurturing and support, this enterprising freshman was able to start the ball rolling on a new peer mentoring initiative that focuses on building community and encouraging academic success for incoming students while offering a valuable leadership opportunity for upper level students. Learn how this program was initiated, nurtured and

implemented; discover the value of peer-mentoring programs; and discuss ways students can be encouraged to initiate leadership and service opportunities within their living-learning environments.

308 - LINP MID SHO FP AA CORP OTH
Developing the “BEST” Living and Learning Program: Personality Counts

Sharon Green, Southern University at Shreveport
Garfield

The role of Residential Life Professionals today, and even more so tomorrow, is to master swiftness, turbulence and complexity. Professionals must have tools that transcend static skills. The “BEST” (Bees, Eagles, Swans, & Tigers) personality - typing system workshop illustrates that personality makeup of participants. This workshop uses a theoretical approach to focus on participants’ strengths and weaknesses, drives and personalities, habits and values. The workshop also provides tools to improve communication that could positively influence the skills needed to enhance living and learning communities. While learning their personality types, participants will develop greater understanding of self and others, acquire better communication skills, and create a harmonious, productive environment.

309 - LINP MID SHO FP AA
One LLP Journey: Lessons Learned at the University of Kentucky

Leslie Woltenberg and Marianne Lorensen, University of Kentucky
Knox

The purpose of this session is to provide a description of the LLP journey at the University of Kentucky. Participants will learn about the development of UK’s first Living learning Communities and will hear about the most recent proposals for a Residential College Model. Information

shared will cover everything from partnerships to programs and everything in between! We will discuss the process of establishing and maintaining valuable partnerships in the campus and local community. Examples of public relations communication, marketing materials, and branding/marketing plan will be shared. It is our intent to share our journey and “lessons learned” along the way. Our program has evolved from theme housing, Living Learning Communities, Freshman Interests Groups, and is now delving into the world of Residential College Models. Whether your campus is just exploring the LLP world or looking to take your existing program to the next level... come join us to learn about our experience and participate in a lively conversation about navigating this LLP journey!

310 - LINP MID
What Not to Do: A Discussion on Lessons Learned from Learning Program Implementation

Christine Nye and Sh’Nita Mitchell, Southeast Missouri State University
Madison

Are you thinking about starting a Living Learning Program on your campus? Do you have no idea where to start? Residence Life at Southeast Missouri State University is here to share what not to do! Mistakes are a greater learning opportunity than our successes and we are here to candidly share what worked and did not work in our Learning Program initiative. This session will provide tips and strategies for planning, recruitment, and implementation of Living Learning Programs based on real life challenges from our experience bringing 10 Learning Programs online this fall.



311 - LINP MID FP

Finding Your Students: A Comprehensive Recruitment and Outreach Strategy

*Tae Nosaka and Jessica Klingsmith,
Colorado State University
Marion*

The Key Communities are diverse learning communities at Colorado State University, a predominantly white institution. In order to find our students (Students of Color, First Generation to College, Low-Income, and Out-of-State), we developed a cost-effective, comprehensive outreach and recruitment strategy that partners with Residence Life, Office of Admissions, Orientation Office, Scholarship programs, TRIO programs on campus, and various high schools throughout the State of Colorado. This presentation will share how we make these partnerships work, including posting information online, sending mailings to a sample of admitted students, inviting students at orientation programs, "phoneathons" by Key Student Ambassadors, working directly with TRIO programs, new partnerships developed with selected high schools throughout the State of Colorado, and agreements with specific university scholarship programs, such as the First Generation Scholarship. We will also discuss the creation and responsibilities of a new position that focuses on recruitment and outreach for the Key Communities.

312 - LINP MID SHO FP AA

Assessing Residential Student Expectations for Faculty in Residence Using a Multi-Institutional Approach

*Dirk Philipp and Jörg Vianden, University of
Arkansas
Morrow*

What do residential students expect from faculty who live among them as Faculty in Residence (FIR)? We created a 75-item quantitative survey administered to residential students at different universities. The survey targets students' academic and co-curricular interests, emphasis on skills they need to succeed in college, and how likely they are to seek contact with faculty. Professionals at any level interested in creating and assessing FIR programs are encouraged to attend this presentation.

Interest Session #4

**Saturday, October 17
1:45-2:45 p.m.**

401 - LINP MID SHO AA

Shared Interest Housing: Building New Partnerships to Enhance the Student Experience

*Eric Streeter and Danielle Ribachonek,
University at Buffalo
Champaign*

The Shared Interest Housing (SIH) program at the University at Buffalo has a long history of providing upperclass students with the opportunity to live together

around a common theme with the requirement that the students involved actively give back to the community. Recently the program has been updated to try to connect the SIH areas to existing first-year student learning communities. This has led to new partnerships between the residence halls and other academic programs on campus, including the Undergraduate Academies program. This presentation will explore the Shared Interest Housing program, and how the partnership was built between the residence halls and the Undergraduate Academies office. We will share some of the specific steps we went through to recruit and select students to participate in the learning community, and share some of our challenges and successes of this living learning community structure and the partnership between our offices.

402 - LINP MID SHO FP AA

University of Dayton Summer Student Artist In Residence Program: A Partnership to Improve Student Living and Learning Environments

Susan Byrnes, Lennie Presock, and Suki Kwon, University of Dayton
Delaware A

The University of Dayton Summer Student Artist In Residence Program began in 2006. Since then, 15 student artists have created over 150 individual original works of art for eight residential areas on campus. The original program model, a partnership between Residential Services, the College of Arts and Sciences, and the Office of the Associate Provost, was developed at UD and is unique among college campuses. Student artwork is developed in collaboration with UD art faculty and staff, and is designed specifically for the site where it is located, with great consideration for residents. In 2009, the program partnered with Residential Education and focused on specifically addressing themes

connected to four integrated living/learning communities: Writing and the Arts; Sustainability, Energy, and Environment; Science of the Future; and Social Justice.

403 - LINP MID FP AA

Creative Space: Collaborative Relationships Between Faculty and Student Affairs Professionals

Melissa Wintrow and Michael Humphrey, Boise State University
Delaware B

The Boise State Residential College program is comprised of five living-learning communities, each facilitated by a faculty-in-residence (FIR); the program is overseen by a student affairs administrator within housing. The presenters, a faculty member and coordinator of the program, will share insights and experiences into the creative processes that occur when the two traditional worlds of academe (student and academic affairs) merge. Typically, outcomes designed for living-learning communities focus on the benefits to students. However, there are many benefits to faculty and to staff that inform their work and thus provide additional resources and knowledge to create the best possible learning environments for students. In the recent March-April 2009 issue of *About Campus*, Robert Nash discusses the advantages of what he calls “crossover pedagogy” where he reveals his educational philosophies and his commitment to collaborate with student affairs professionals in teaching partnerships.

404 - LINP MID

Collaborating with Honors Programs for Successful Living Learning Communities

Paul Brown, American University
Delaware C

Come learn about Honors academic programs and living learning environments from an “insider’s perspective” with a



presenter that has been a participant in, worked for, and collaborated with three different Honors Programs and Residence Life Departments. This session will provide a broad overview of the unique characteristics and traits of high-achieving and Honors student populations and a discussion of how these impact our work in living learning environments. Participants will learn about different approaches to Honors education and how to select the appropriate strategies for collaborating with an Honors Program. Resources and ideas will also be provided for improving Honors-based living learning programs.

405

Strengthening Student Staff Programming through Learning Communities Focus Areas at a Small Liberal Arts HBCU

*Maurice Washington, Jarrett Cogger, Marcell Spates, and Franklin Soares, Morehouse College
Madison*

In creating theme related Learning Communities it is sometimes a challenge to recruit, select, and develop student staff members that are fully in tune with the mission of the community. In order to give students the highest quality learning experience student staff training and development is of the utmost importance. Morehouse College's Office of Housing & Residential Life has developed a programming model that not only focuses educational programming in core residential education areas, but in specific

theme oriented areas tailored to student staffs individual skill set. This presentation will discuss the transition of the BASS (Brotherhood, Academic Success, Student Development, & Service Leadership) programming model to reflect the department's growth and transition to learning communities. The presenters will discuss the merger of learning communities focus areas in the student staff programming model.

406 - LINP MID

David vs. Goliath: LLCs at a Research I Compared to a Regional Comprehensive
Celeste Melvin, University of West Florida;
*Kenny Lopez, The Ohio State University
Fairfield*

David vs. Goliath will compare and contrast The University of West Florida a Regional Comprehensive Institution vs. The Ohio State University a Research I institution and their approach to Living Learning Communities. David vs. Goliath will examine institutional structure, approaches to paraprofessional recruitment, staffing issues, along with in-depth views at assessment tools utilized. This presentation will give attendees a thorough look at the successes and set-backs that each institution faced by examining best practices.

407 - LINP MID FP AA

Service and Leadership in Living-Learning Environments
Marybeth Drechsler, Martha Baer Wilmes,

*and Tabettha Mwita, University of Maryland,
College Park Scholars
Fayette*

The student affairs unit within College Park Scholars provides opportunities for students seeking leadership and service experiences. As part of the living-learning programs' goals, we aim to enhance students' intellectual and personal development through service, experiential learning, and innovative curricular and co-curricular activities both on and off campus. Some of these offerings include a tutoring program in partnership with a local elementary school, an advisory board to the executive director, an annual charity softball tournament, and multiple internship opportunities for Scholars' students. Join us to share promising practices within living-learning environments with other participants and explore current scholarly literature that can inform practice.

408 - LINP MID AA

Creating a Strategic Plan for Learning Communities: The Assessment Working Group at Colorado State University

*Tae Nosaka and Teresa Metzger, Colorado State University
Garfield*

Assessment. The buzz word that continues in all aspects of higher education, especially in current economic times as it becomes more important for practitioners to demonstrate the value added and impact of learning communities. After the 2008 National Learning Communities Conference, the team of ten staff and faculty who attended formed the Learning Communities Assessment Working Group in order to develop a comprehensive assessment plan. Consisting of staff leading learning communities as well as the Division of Student Affairs Executive Director for Assessment, the Assessment Working

Group meets bi-monthly to create the Strategic Plan for Learning Communities. Participants who attend this session will learn how the Learning Communities Strategic Plan was linked to the university wide assessment cycle using the same format of all academic and student affairs units at the university. Participants will learn about the process and outcomes that were created for the Strategic Plan through an interactive, online demonstration of the university wide Assessment Reporting Database. Participants will also engage in a discussion on creating outcomes for their learning communities.

410 - LINP MID SHO FP AA

Moving Mounds: How Can Learning Communities Get Students Past Thinking About Knowledge Content and Into The Context of Knowledge

*Ramsey Piazza, The Ohio State University
Madison*

Students are using their experience to learn the material presented in class in a more effective matter to gain a higher grade, but are not using the learning community experience to enhance their understanding of knowledge. In learning communities students are being engaged in a manner that integrates a curriculum and exposes them to multiple points of view. However, students are not integrating these multiple points of view in to their own way of knowing and are missing out on a key opportunity to see the value of knowledge creation as opposed to content mastery. This program focuses on the developmental potential of learning communities and how we can infuse some context to the content. We will discuss some of the research that highlights the lack of intellectual student development in learning communities and examine methods to encourage development by reviewing some ideas that have shown the potential to infuse that spark in students. In discussing these issues



critically we can better appreciate the full complexity that is involved in trying to create a learning community that truly engages and invites students to be contributors as opposed to consumers of the body of knowledge.

411 - LIMP MID FP

A Tale of Two Communities: The Influence of Academic Partners and Students on Living Learning Programs

Jeff Long and Arlin Fernandez, Texas Tech University

Marion

For as much as the concept of the “ideal” living learning program is discussed, reality is often different. Many programs face significant challenges in levels of investment from key constituents such as faculty, academic partners, and even the students living in the programs. Through analysis of case studies based upon existing living learning communities, this session provides opportunities for participants to discuss practical strategies to address these issues.

412 - MID SHO FP AA

Sophomore Scholars in Residence: How Starting Small Grew to an Institutional Priority

Andrew Gurka and Steve Bisese, University of Richmond

Morrow

Creating living learning communities can be difficult with limited budgets and limited

faculty interest or support. Learn about the history and progression of faculty involvement in the residence halls and LLCs at the University of Richmond that began with limited budgets in undesirable housing to present day where Richmond is in its inaugural year of the Sophomore Scholars in Residence program for second-year students as its Quality Enhancement Plan for its reaccreditation. Information about the QEP plan will be shared as well as the other nine LLCs for students. A discussion about developing partnerships between academic affairs and student development will offer tangible ideas for other professionals to take back to their campus.

Roundtables

Saturday, October 17

1:45-2:45 p.m.

*****More roundtables will be announced during the conference*****

RT101 - LIMP MID SHO FP AA

Short Term Study Abroad and the LLP

Debra Allen, The Ohio State University; Jeannie Bonner Simmons, Office of International Affairs - Study Abroad

Delaware A

The International Affairs Scholars Program is a first-year learning community at The Ohio State University. Each year students from this community take a course together over winter break that focuses on a particular country and culminates with spring break travel to that country. This

discussion will focus primarily on their most recent trip to Turkey over spring break 2009. Citing examples from a focus group of students in the community, presenters will exhibit the long term impact of a short term study abroad program regarding students' intercultural competence, their increased confidence that can often lead to studying abroad again, and their academic plans. Discussion will focus on how to partner with your study abroad office to create such a program and how to prepare students for studying abroad.

RT102 - LINP MID

Lessons Learned: The Ups and Downs of Ball State UP! Upperclassmen Living Learning Community

Adrienne Conley and Kimberly Garrison, Ball State University
Delaware C

This program is a continuation of a previous round table from last year's conference, concerning Sophomore/Upper classmen LLCs. However, we welcome any newly established or struggling LLCs to our table to share experiences with. Along with the addition of a newly created position, the Assistant Director of Living Learning Communities, Hall Director and student staff were able to revamp a learning community that originally focused on sophomores and renamed it to the Ball State UP Program with a focus on the upper classmen experience. The Career Center approached hall staff with the idea of developing a program series for University Presidents and then completing an assessment of the series. This collaboration with the Career Center led to numerous career-based programs, including Resume Building, Developing Interview Skills, and Finding Internships. The Career Center developed a survey to examine resident's attitudes on career decidedness, career decision-making self-efficacy, and commitment to completing a degree. Hall

staff added to the survey program usefulness and interest in the community to better assess the overall program. We hope to provide a show-and-tell with our survey results and as a group, help to facilitate a round table of new ideas, new contacts and a renewed energy.

RT103 - MID AA

Strategies for Assessing Living Learning Programs

Heather Bisher, Ball State University
Delaware D

Assessing the satisfaction and retention of our students in learning programs is essential to demonstrating the impact we have on our students, especially in light of the current economic situation. In addition, many of us in higher education are being called upon to demonstrate the effectiveness of our learning programs in terms of student learning. This discussion will focus primarily on current strategies different institutions are using and how that might vary depending on specific student populations and learning programs.

RT104 - LINP MID SHO FP AA OTH

Taking the Fear Out of Assessment

Savannah Heilman and Chris Hallam, The Ohio State University
Delaware B

No matter how seasoned or fresh, large or small, complex or streamlined your LLP program is, you will have to show someone that your program is making a positive impact on the lives of your students. Come and discuss assessment ideas, problems, and suggestions with other student affairs professionals to gain insight on how you can show others the benefits that LLPs provide for students. Learn how to develop learning outcomes and accurately measure them through qualitative and quantitative assessment methods. Glean information from other professionals about how



assessment has struggled or succeeded at their institutions. Discover the power that effective assessment has to garner support for your LLP programs.

RT105

NSLLP

Delaware B

Join NSLLP for a roundtable discussion.

Interest Session #5

Sunday, October 18

9:15-10:15 a.m.

501 - MID SHO FP AA

VMI Barracks Expansion – A Contrast in Needs

Patrick O’Keefe and Chris Stone, Clark Nexsen Architecture & Engineering; Keith Jarvis, Virginia Military Institute
Champaign

As the oldest state-supported military college in the United States, the Virginia Military Institute’s newly opened expansion of Barracks offers a contrast in programmatic needs. As the foundation to student life at VMI, Barracks has historically played a significant role in the development of leadership and ethics among the corps of cadets, who are required to live in this noted structure for the duration of their studies. Cadets live within a military framework with regard to housing requirements, class system, dress and meals. The typical day is strictly regimented and requires close attention to detail to

manage the available time to ensure necessary academic, military, and physical training requirements are properly completed. In contrast to the regimentation of daily life are the activities that occur in the Barracks expansion. Included in this addition are functions often found in campus centers: foodservice, retail, assembly areas and student services. As the Institute continues its transition to meet the needs of the 21st century student, this program will illustrate the complexities of intertwining daily cadet life with student amenities.

502 - LINP MID SHO FP AA OTH

Spreading the Word: Marketing to the Millennial Student

Amanda Fylan, Oakland University
Delaware A

The millennial generation has changed the face of marketing. Housing professionals need to evolve their marketing plans to attract students to their communities. Participants will explore creative ways to market their living and learning communities. Discover how Oakland University is using on-line marketing, recruitment collaboration with the admissions office and campus partnerships as marketing tools. Gain insight in creating an engaging and impactful living and learning community Website with new media marketing strategies such as Facebook, Twitter, virtual tours, videos, blogs, chats and more.

503 - LINP MID SHO FP AA

Partnership Tool Kit: Developing New and Sustaining Existing LLC Partnerships

Gala Jackson, Joi Garrett Scales, and Dr.

Dana Hartley, Georgia Institute of Technology

Delaware B

During the presentation we will share our experience with “growing pains”, discuss how to identify and utilize the best practices of existing communities to develop new communities, how to go in new directions, and foster as well as reinforce successful partnerships with all stakeholders. Participants will leave with a tool kit of concepts, ideas, and conversation starters for each phase of transition and development that will help them understand how to bridge the gaps between new and existing LLCs.

504 - MID

Successful Living-Learning Community Boundary Spanning

Heather Ockenfels, University of Iowa

Delaware C

Living-Learning Communities rarely stand in isolation on college campuses. As new communities are created, new personnel are added, and new academic units are invested in LLCs, there are more opportunities for boundary spanning. Boundary Spanners are individuals that link information, relationship, and objects between departments, or across boundaries of institutions (Daft, 1989.) This role is often played by the Hall Coordinator, LLC Coordinators, department chairs, and residence life staff. Come learn about boundary spanners in the context of Living-Learning Communities. This session will focus on identifying boundary spanners, utilizing effective communication strategies, identify effective practices, manage resources, and understanding the benefits and challenges of boundary spanners. As a

current boundary spanner for the Office of Residence Life and Office of the Provost, the presenter will share their current experiences and how to find success to build a strong Living-Learning Community Program at a large public institution.

506

Plenary Speaker Follow-Up with Dr. Bill Zeller

“Setting New Directions by Making New Connections”

Bill Zeller

Fairfield

This session will provide an opportunity for follow-up discussion and sharing. A particular focus will be given to implications regarding the implementation and design of new programs.

507 - MID FP AA OTH

Inside MOSAIC – A Living Learning Community Based on Diversity and Social Justice

Raymond Plaza, Virginia Tech

Fayette

In Fall 2007, Virginia Tech unveiled its newest living learning community called MOSAIC, the Multicultural Opportunity Social Awareness Interest Community. As the program enters its third full year, the program has grown and has made an impact on the students and the campus community. This program will provide information as to what led to the development of this program, how the program has operated and also describe the partnership that makes this program work and look at some of the initial assessment.

508 - LINP MID

Using a Frames Analysis to Assess Your Learning Communities

Cliff Haynes, University of Florida

Garfield



Are there aspects of your learning community structure that are not working but you just can't figure out how to fix them? Maybe it's time to view the problem from a different frame of reference. Frames are mental models based on ideas and assumptions that help people understand situations and make decisions. Using the four-frame model created by Bolman and Deal, this session will provide one method that you can use to do an analysis of your learning communities. This model uses the structural, political, human resource, and symbolic frames to provide administrators with alternative viewpoints for analyzing problems. Using a multi-frame perspective, administrators can develop change strategies to address problems, enhance current programs and practices, and create innovative strategies to interact with residents. This session will teach participants how to use multiple frames to gain a greater perspective when developing solutions.

509 - LINP MID SHO FP AA OTH

If Assessment Scares You, Raise Your Hand

Savannah Heilman and Chris Hallam, The Ohio State University

Madison

Many student affairs professionals cringe at the word assessment. However, at some point or another, every one of us will be asked to justify our daily work with numbers or results. Come learn the simple ABCD (Audience, Behavior, Condition, Degree) process of writing learning

outcomes for your LLPs and gain powerful insight on how to best assess your programs. Demystify assessment and learn how to show others that the work you do for your students really creates positive growth and change that impacts their college experience. You will walk out of this session with a clearer understanding of assessment and a written plan of attack for assessing your LLPs this year. Learn to actually enjoy assessment and use it to your advantage.

510

Connecting Living and Learning Initiatives to Enrich Undergraduate Education

Jason Bentley, Samantha Thorpe, and Cynthia Drake, Central Michigan University
Marion

How do you enrich undergraduate education with limited resources? This session provides theoretic and practical ideas to create or enhance collaborations, assessment and development opportunities between academic affairs, student affairs and housing. Together with session participants, the presenter will explore strategies to intentionally link student support services, learning objectives, assessment, and faculty-staff development. Participants will leave with resources, new ideas and transferable strategies to overcome barriers to effective collaboration.

511 - LINP MID FP

Sustaining Current Partnerships While

Bringing New Partners to the Table in a Living Learning Community

Allison Taylor and Katie Wadas, Creighton University

Marion

Introducing a new academic partner to a pre-existing living learning program can be a challenge without the support of important campus partners. This program will explore how the Freshman Leadership Program at Creighton University has maintained a strong relationship between Residence Life and Student Activities for the past seven years and how that partnership has recently expanded to include an academic department. We will share our strategies for developing and sustaining partnerships while improving an existing living learning program.

**Interest Session #6
Sunday, October 18
10:30-11:30 a.m.**

601 - LINP MID SHO FP AA

Residence Hall Academic Intervention: Meeting At-Risk Students Where They Are
Eugene Frier, Dale Tampke, Ben Taylor, and Derek Gates, University of North Texas Champaign

At the University of North Texas, a large public university in the DFW Metroplex, a fruitful collaborative relationship has developed between academic and housing professionals. Through four new programs, housing staff members have worked to blur the lines between academics and residential living. Collaborating with advising and retention professionals, housing staff have ramped up their student contacts and are now discussing academic difficulties, class attendance, and college expectations with many of our on campus students. Searching for a way to increase student success, these two previously unconnected departments have joined

forces to make an extra effort to enhance university-to-student communication.

602 - LINP MID SHO FP AA

Aristotle Wired: How Herget Residential College Energizes Learning with ePortfolios

Dorothy McCaughey, Herget Residential College; Ann Martin, LSU English Department

Delaware A

Herget Residential College is the home of English 2123: Odysseys, a team-taught, special emphasis freshman literature course, that uses resources of hall, faculty and technology to explore important Western texts, through the lens of Aristotle's Nicomachean Ethics and his key questions "What is happiness?" and "What is virtue?" Students not only examine texts from philosophical, literary and historical perspectives, but they also see how these texts are translated into modern times through movies that reference them. In the construction of their ePortfolio—a capstone project facilitated by in-hall resources—students demonstrate comprehensive understanding of course texts and creative development of salient course themes, thus embodying learning that John Henry Newman recommends in *The Idea of a University*: learning that is multidisciplinary, active, and community-directed. Multifaceted Odysseys is made possible by Herget Residential College in the way it supports necessary technology training, fosters community, and forges strong connections between hall and the Odysseys faculty.

603 - LINP MID SHO FP

LEADING the Way: Developing a Structured Programming Model Incorporating Faculty Involvement and Learning Outcomes

Michell Jaworski and Miranda Knight, Winthrop University

Delaware B



The L.E.A.D. programming model at Winthrop University provides resident assistants with structured programming expectations while allowing for freedom to design programs that engage and involve residents, faculty and staff. The model is a points-based system that is adaptable and allows for customization. The L.E.A.D. model has been successful at improving RAs' programming. Additionally, Faculty Partnerships are a key component to the success of the model and we will share our successful (and not so successful) efforts in recruiting faculty to participate in the residence halls while gaining new ideas from attendees through discussion and interaction.

604 - LINP MID SHO FP AA

**GreenHouse and The Global Village:
Participatory Program Evaluation with
Globally- and Environmentally-Themed
Learning Communities at the University of
Vermont**

*Karen Nordstrom and Sarah Reid, University
of Vermont*
Delaware C

This program includes an introduction to the background and structure of two nascent Residential Learning Communities—from the participatory aspects of their design to current evaluation processes. We aspire to holistically engage students in pedagogies that involve them in systems thinking and active, experiential, and inquiry-based learning contexts that are grounded in educational theories that

include, but are not limited to, Education for Sustainability and Place-Based Education. We will further demonstrate how we incorporate sustainable development issues into educational programming based on case study examples. RLC evaluations have involved all stakeholders, from upper level university administrators to faculty, staff, and students connected to the programs in an action research approach designed for program improvement. Resulting from this approach are emergent outcomes that guide research phases and processes. Our presentation will facilitate participant engagement in reflective dialogue around pedagogical praxis and evaluative approaches to program development, in an effort to engage participants in addressing program development issues from multiple perspectives.

605 - LINP MID SHO FP AA

**Involving Multiple Stakeholders to
Implement MAP-Works**

*D'aun Green, Jeff Long, and Stephanie
Zylka, Texas Tech University*
Delaware D

This fall, Texas Tech University's University Student Housing launched MAP-Works, an online student retention and success program that connects academic and student affairs partners across campus. This exciting presentation will explore our methods and strategies for planning and implementing the program while providing perspective on successes and challenges

encountered along the way. Information will be provided about the policies and procedures being used in collaboration with our multiple partners. We would also like to provide a forum for colleagues from other institutions to share their own experiences with MAP-Works. Come be a part of this collaborative learning experience!

607 - MID FP AA

Taking a Second Look: Revising and Re-Visioning Residential Learning

Julius Mayo, Chris Hallam, Julie Sanzone, and Tricia Jordan, The Ohio State University Fayette

In this session, participants will have an opportunity to explore the challenges and necessities of revisiting the goals and mission of residential learning communities. This discussion will include a “real life” case study of how after approximately a decade of learning communities, University Housing at The Ohio State University has begun an extensive process of figuring out what would be the ideal approach to creating long-lasting collaborations with Academic Affairs that truly enrich the student experience. The session will feature a look back at what has prompted a desire to revisit the effectiveness of Learning Communities at every level from Assessment to the language used to describe the functions of the residential learning experience.

608 - LINP MID FP AA

Developing and Maintaining an Effective Partnership between Residence Life and Honors Programs

Vicka Bell-Robinson and Kari Taylor, Miami University Garfield

Quality Living Learning Programs are often the product of collaboration between campus partners. The relationship that exists between Honors Programs and

Residence Life Offices is different than that which exists with other units of the institution because of the interdisciplinary, multifaceted nature of Honors Programs; for example, many Honors Programs offer co-curricular opportunities as well as courses. While both Honors Offices and Residence Life Programs have the goal of student success in mind, the approach each office takes to achieve this goal may be quite different; this difference may result in conflict, mistrust, and the absence of a true partnership. The purpose of this program is to bring to light some common impediments to successful relationships between Honors Programs and Residence Life Programs. Participants in this program will have the opportunity to engage in meaningful and honest dialogue about the challenges to building and maintaining an effective relationship between Honors and Residence Life. While the focus of this presentation will be specific to Honors and Residence Life relationships, the material in this session will be transferable to other partnerships in need of improvement on participants’ home campuses.

609 - LINP MID

Supporting and Engaging Students of Color in Learning Communities

Jessica Klingsmith and Tae Nosaka, Colorado State University Knox

Learning communities are often crafted with a particular population in mind. Often, populations identified as having particular needs related to success in higher education. In 1998, The Key Academic Residential Learning community was created with the needs of four very specific populations in mind. During this presentation, we will share the philosophy behind the development of the interdisciplinary learning community which focuses on supporting First Generation to College students, Students of Color, Low-



Income students, and Out-of-State students. Participants in this session will learn about the specific components that provide students within the Key Academic Community the support needed to be successful at Colorado State University. In addition, assessment data will be shared to highlight the program components which have the most impact on student success within our identified populations. However, because the most telling stories are those told by students themselves, student experience and perspectives will be shared. To conclude our session, we will share the lessons learned from a decade of experience implementing this diverse, interdisciplinary community.

610 - LINP MID SHO FP AA

From Blue Prints and Buildings to Living and Learning: Constructing Academic Partnerships

*Jaime Russell and Patrick Beswick, Slippery Rock University of PA
Madison*

This program is designed for those who are moving from a traditional residence hall environment to new suite-style construction that will incorporate Living-Learning Communities. Participants will learn the key theoretical constructs of such communities, the key components in making the transition and the requisite steps in development of such communities. Time will be provided for question and answer as well as discussion of individual campus frameworks.

611 - LINP MID FP AA

Explore Miami: Assessing Learning & Addressing Needs for Exploratory Students in a First-Year Living Learning Community

*Charles Matthew Crouse and Jamie Matthews, Miami University-Ohio
Marion*

Explore Miami is a new Living and Learning Community at Miami University (Oxford, OH) for the 2009-2010 academic year. This session will introduce audience members to research and literature on exploratory (or undecided) students & first-year experience, provide some background on the needs we are addressing at Miami by designing the "Explore Miami Living Learning Community," supply some practical guides and resources on the programs and interventions associated with this particular community, and discuss preliminary results of our assessment of this community using Betz and Taylor's (2001) Career Self-Efficacy Scales.

612 - LINP MID FP AA

Student Surveys in Action: A Case Study

*Jennifer Maltby, Christine Bass, and Elizabeth Gibney, University of Michigan
Morrow*

The Women in Science and Engineering Residence Program and the Michigan Research Community, two living-learning programs at the University of Michigan, have recently completed their third year of program assessment through in-depth student surveys. Surveys are administered

at the beginning of each term and at the end of the academic year to students in both programs, as well as matched control groups. In this session, presenters will share the process of developing, administering, and analyzing the surveys. The majority of the presentation will focus how program staff used the survey results to examine their missions, challenge anecdotal evidence, add and eliminate program components, justify the need for the programs in tight financial times and reallocate resources, including staff time and funding. Presenters will discuss how considering uses of the information throughout the process ensured that the results would be valuable for program improvement. Participants will share their success stories in turning assessment and research into action.