

16th Annual NLCC Presentations:

The following presentations are grouped according to program track. Many are cross-listed, where more than one track is represented by the presentation.

The program tracks include:

- Research (this track includes assessment)
- At-Risk Students
- Environmental (Green-themed)
- First-year students
- Integrative Assignments
- Professional Development
- Program (presentations regarding entire Learning Communities programs within institutions)
- Technology
- Themed Learning Communities

The 16th Annual NLCC also offers a series of larger sessions hosted by panels of experts on the following topics (these sessions will be interactive with plenty of time for Q & A):

- Learning Communities 101 (for those new to teaching Learning Communities)
- Learning Communities Administration 101 (for those new to administering Learning Communities programs)
- Integrative Assignments (the backbone of integrative learning)
- Professional Development
- Troubleshooting

Program Tracks and Descriptions of Presentations

Research

Lead Presenter Name: Dr. Jim Davis, Asst Professor of Theatre Performance Studies and Dance, Kennesaw State University, jdavi231@kennesaw.edu

Co-Presenter: Natasha Loveleace, MFA, Asst. Professor of Art, Kennesaw State University, nlovelac@kennesaw.edu

Title of Presentation: Creativity, Community and College: The Impact of Discipline-Specific Learning Communities on First-Year Theatre and Visual Arts Majors

Program Description: Since 2007 Kennesaw State University has offered discipline specific learning communities for first-year students majoring in theatre and the visual arts. These LCs, which are made up of General Education courses, major requirements, and a first-year seminar, address both the learning outcomes of KSU's Department of First-Year Programs, as well as the academic demands of their specific

major. This presentation details the impact of discipline specific learning communities on GPA, retention, and campus involvement – specifically within each LC’s discipline. Using both quantitative and qualitative methods, this presentation will explore how learning communities influences issues of student success, and discuss best practices developed by the faculty involved in the learning communities.

Program Track: First-year Students; Research

Saturday, 10:30 – 11:15, Superior 1

Lead Presenter Name: Marianne Farinas de Leon, Instructor, Harper College,
mfarinas@harpercollege.edu

Co-Presenter: Mr. David T. Richmond, Harper College, dritchmon@harpercollege.edu

Title of Presentation: Developmental Writing and Latin American History: Lessons Learned

Program Description: Should a developmental writing class be paired with a rigorous content-area 100 level course? The presenters will share the process, practice and lessons learned of combining developmental writing with Latin American History.

Program Track: At-Risk Students; Research; Themed Learning Community

Saturday, 1:00 – 1:45 State 1

Lead Presenter Name: Dr. Sarah S. Baker, IUPUI, ssbaker2@iupui.edu

Co-Presenter: Dr. Jacqueline Blackwell, IUPUI, jblackwe@iupui.edu

Title of Presentation: Sustaining Student Success: A Collaborative First-Year Seminar Template for Success

Program Description: National organizations along with funding entities have been expressing a renewed interest in focusing on student learning. A paradigm shift from teaching to student learning is becoming the major focus. For over ten years various higher education communities have been shifting their focus to an approach centered on the outcomes of learning. This shift to learning outcomes in itself implies the need for clearly defined student learning outcomes and assessment. This presentation will focus on (1) development of student learning outcomes for first-year seminars (FYS) along with the implicit logic of FYS goals and objectives and (2) initial, intermediate and long-term student learning outcomes of enrollment in a FYS. Presenters also will share the process for about how a group of faculty, academic advisors, and librarians worked collaboratively to modify a FYS template uniquely responsive to transitional needs of entering students.

Program Track: First-Year Students; Research

Saturday, 1:00 – 1:45, Ohio

Lead Presenter Name: Lauren P. Chism, Director, Themed Learning Communities, Indiana University Purdue University Indianapolis, Ichism@iupui.edu

Co-Presenters: Michele J. Hansen, Director, Assessment of First Year Programs, Indiana University Purdue University Indianapolis, mjhansen@iupui.edu

Dan Trujillo, Qualitative Research Analyst, Indiana University Purdue University Indianapolis, dtrujil@iupui.edu

Karina Sauer, TLC Assistant, Indiana University Purdue University Indianapolis, kbernacc@iupui.edu

Oaksoon Callahan, TLC Assistant, Indiana University Purdue University Indianapolis, ohcalla@iupui.edu

Title of Presentation: Assessment of Themed Learning Communities: Sustaining and Improving Our Work

Program Description: Who enrolls in learning communities? How can data be used to improve learning community planning? What are students' perceptions of learning communities during and after participating in the program? How do learning communities impact student performance and engagement? Participants are invited to explore these and other pressing questions related to learning communities research. In this session program administrators, institutional researchers and a former learning community student combine forces to explore the comprehensive assessment of the Themed Learning Communities program at Indiana University Purdue University Indianapolis (IUPUI). This session will draw from several years of mixed-methods research that have provided insights into the experiences of learning community students, which helps us to sustain and improve the TLCs at IUPUI.

Program Track: Research

Friday, 9:30 – 10:15, Superior 1

Lead Presenter Name: Juan Carlos Huerta, Director, University Core Curriculum Programs, Texas A&M University-Corpus Christi, juan.huerta@tamucc.edu

Co-Presenters: Greg Hinckley, Sociology Professor, Seattle Central Community College, ghinck@sccd.ctc.edu

Marilyn Flores, Dean of Academic Support, Riverside Community College, Marilyn.Martinez-Flores@rcc.edu

Title of Presentation: Learning Communities and Hard Times

Program Description: Budget cuts in these hard times threaten learning community programs. The presentation offers strategies for sustaining learning communities in hard times. In addition, the presentation emphasizes the importance of assessing learning community programs. Evidence generated from the assessment is essential for making arguments to support learning communities.

Program Track: Program; Research

Friday, 1:00 – 1:45, Superior 2

Lead Presenter Name: Sara Schupack, Doctoral Candidate, University of Massachusetts Amherst, sschupac@educ.umass.edu

Co-Presenters: Xian Liu, English and LC Instructor, Holyoke Community College, xliu@hcc.edu

Kate Maiolatesi, Holyoke Community College, kmaiolatesi@hcc.edu

Title of Presentation: Sustainability x 2

Program Description: Science + Freshman English = sustainability. Teachers + researcher = reflections on community. In this presentation, we will share our experiences in developing and refining a sustainability LC. We will also share how conducting research on LCs can be a source of sustainability for teachers and community. Over eight years, as the teaching team built a strong collaboration and an enriching course, they have developed what can be called responsive pedagogy. They have tested, negotiated, and experimented with material and course design, and have come to find a more emergent, open plan to be the most effective. An outside researcher invited in to observe looked carefully at community and what opportunities and obstacles presented themselves. These observations dovetail with the teachers' experiences in a dynamic conversation. The collaboration of teachers and researcher suggests an additional component in sustaining LC community.

Program Track: Themed Learning Community; Research

Saturday, 10:30 – 11:15, Superior 3

Lead Presenter Name Mr. Jim Pukrop, Senior Assistant Director and Coordinator of Learning Communities, Purdue University, jpukrop@purdue.edu

Title of Presentation: Learning Community Event Tracking and Logistical Support

Program Description: Research has shown that experiences in and out of the classroom are beneficial to the success of first-year students in learning communities both academically and socially. Communication, organization, and a systematic approach are necessary when tracking such events to report contact hours with students, budget, and the success of a specific learning community. This session will specifically

address and model useful ways to handle event tracking, as well illuminate why it matters.

Program Track: Research

Friday, 9:30 – 10:15, Ohio

Lead Presenter Name: Steve Seidel, Texas A & M University-Corpus Christi, Steve.Seidel@tamucc.edu

Co-Presenter: Mark G. Hartlaub

Title of Presentation: Factors Affecting Cohesion in Large Learning Communities

Program Description: Learning communities work most efficiently when there is collaboration among the members. Just linking courses in the catalog is not enough; there needs to be a working relationship among the members of the learning community in order for it to function most effectively. We surveyed both the students and faculty involved in several learning communities at different points in the semester. We sought to examine factors which influence how cohesive the learning community is perceived to be. Our results would be of interest to those teaching in large learning communities where keeping all members of the learning community on the same page can be a real challenge.

Program Track: Research

Friday, 3:00 – 3:45, State 1

Lead Presenter Name: Dr. David Thompson, Learning Communities Director, Kennesaw State University, david_thompson@kennesaw.edu

Co-Presenter: Dr. Ruthanna Payne, Learning Community Program Coordinator, Auburn University, blakerl@auburn.edu

Title of Presentation: Sustaining Learning Community Programs through the Right Leadership

Program Description: Learning Community programs now exist in postsecondary institutions of all types all over the country. Professionals coordinating these programs fall under a broad spectrum of titles and are housed in different areas of their prospective schools including Academic Affairs, Student Affairs, Housing and Residence Life, Academic Departments, and more. During a time when educational funding is being cut and we are all being required now more than ever to validate our positions, it is useful to have benchmark data about where these positions are being funded from and how they are designated. During this session, we will share results from a nation-wide survey reporting on this information as well as average number of professionals working with learning community programs, position descriptions, average salary ranges, and much more valuable information that can be used in making a case to expand current positions, create additional positions, or simply maintain current funding streams.

Program Track: Program; Research

Friday, 1:00 – 1:45, Ohio

Program Track: At-Risk Students

Lead Presenter Name: Marcia Babbitt, Professor, Department of English, Kingsborough Community College, mbabbitt@kbcc.cuny.edu

Co-Presenter: Gabrielle Kahn, Assistant Professor, Department of English, Kingsborough Community College, gabrielle.kahn@kingsborough.edu

Title of Presentation: Strategies for Sustainable Pedagogy and Ecology in ESL/Developmental Learning Communities

Program Description: From a sociocultural perspective (Vygotsky, 1978, 1986), learning is rooted in the negotiation of shared goals by teachers and learners. It is through meaningful collaboration that experts can see what novices need to learn, and that novices can come to internalize expert assistance. The Learning Community Program for entering ESL students at Kingsborough Community College, CUNY, encourages a sustainable pedagogy that grows out of meaningful classroom collaboration, and a dynamic understanding of “student” and “teacher” roles. This session will focus on how our ESL/Developmental linked courses encourage a dialogic give and take through which students become experts of new disciplinary material centered upon the environment. Participants will explore how students can become experts of new ecological content by taking on “teacher” roles in their collaborative exploration of this content.

Program Track: At-risk Students; Environmental

Friday, 4:00 – 4:45, Superior 2

Lead Presenter Name: Drew Colenbrander, Learning Communities Coordinator, Delta College, ajcolenb@delta.edu

Co-Presenter: Mary Beth Looby, Developmental Education Director, Delta College, mblooby@delta.edu

Title of Presentation: Sustaining a Successful Developmental Education Learning Community Initiative

Program Description: In 2009 Delta College launched our Integrated Studies Learning Communities, full-time communities designed for first semester students who have tested unprepared for college in both English and Math. While the number of ISLCs has grown and we have documented high levels of student success and satisfaction, we have encountered a variety of challenges in sustaining this learning community initiative. This session will discuss many facets of the ISLCs, from design to assessment and improvement to addressing challenges that arise.

Program Track: At-Risk Students

Friday, 2:00 – 2:45, Superior 1

Lead Presenter Name: Marianne Farinas de Leon, Instructor, Harper College,
mfarinas@harpercollege.edu

Co-Presenter: Mr. David T. Richmond, Harper College, drichmon@harpercollege.edu

Title of Presentation: Developmental Writing and Latin American History: Lessons Learned

Program Description: Should a developmental writing class be paired with a rigorous content-area 100 level course? The presenters will share the process, practice and lessons learned of combining developmental writing with Latin American History.

Program Track: At-Risk Students; Research; Themed Learning Community

Saturday, 1:00 – 1:45 State 1

Lead Presenter Name: Linda Frank, Counselor and Assistant Professor, Center for New Students, Harper College, lfrank@harpercollege.edu

Co-Presenter: LaVonya Williams, Counselor and Assistant Professor, Academic Advising and Counseling Center, Harper College, lwilliam@harpercollege.edu

Title of Presentation: Designing an Integrative Assignment as an Intervention Strategy for Student Success

Program Description: The development of sustainable intervention strategies targeting at-risk students is a major initiative for the Learning Communities program at Harper College, a community college in the northwest suburbs of Chicago, Illinois. At the heart of this initiative is the creation of an integrative assignment. In this presentation you will learn how one learning community used an integrative assignment to help returning adult students identify their strengths, solve real life issues, and build both strong social and academic support networks. Presenters will share their process in identifying common learning outcomes, developing a shared learning environment and creating an integrative assignment that impacted not only the students' lives but the lives of students that follow. Participants will be invited to share their experiences using integrative assignments on their campus.

Program Track: Integrative Assignments; At-Risk Students

Friday, 3:00 – 3:45, Superior 1

Lead Presenter Name: James Gould, Instructor of Philosophy, McHenry County College,
jgould@mchenry.edu

Co-Presenter: Elke Kleisch, Adjunct Instructor of English, McHenry County College,
ekleisch@mchenry.edu

Title of Presentation: Addressing Student Failure in Developmental/Credit LCs

Program Description: In this interactive workshop we report on our experience linking a college reading course with a humanities course. We noticed early on that students who were not succeeding fell into two groups – those with poor academic skills and those with poor self-management skills. Research confirms that many students needing developmental education services not only have cognitive deficiencies, but come with emotional and behavioral habits that undermine success. Instruction in reading can help remedy the former cause of failure, but does nothing to address the latter. In response, we now integrate our campus' college success course – which targets issues of personal motivation, time management and study skills – into our LC. By combining a credit course, a developmental course and a college success course, institutions can help students develop both college-level academic skills as well as the motivational patterns associated with post-secondary success.

Program Track: At-Risk Students

Saturday, 9:30 – 10:15 State 2

Lead Presenter Name: Dr. Ruthanna Payne, Learning Community Coordinator, Auburn University,
blakerl@auburn.edu

Co-Presenters: Torey Palmer, Learning Community Activities Board Advisor, Auburn University,
palmemt@tigermail.auburn.edu

Andrew Taylor, Learning Community Activities Board Advisor, Auburn University,
alt0011@tigermail.auburn.edu

Title of Presentation: Learning Community Early Intervention Program Helping Students Sustain into the Sophomore Year

Program Description: A common goal of all learning community programs is to help freshmen transition from high school and sustain into the sophomore year. At Auburn University our program does support the majority of our freshmen in accomplishing these goals; however, on average a little over ten percent leave each year. The Learning Community Early Intervention Program was started in an effort to be more proactive in reaching those students and providing them with the individualized attention and support they need to achieve social and academic success. During this session we will review the steps for implementing and carrying out this program including contacting students in a way that gets them to respond, conducting academic coaching sessions, and appropriate follow up. Best practices based on data from the previous two

academic years will be share and all participants will be given a CD with all of our forms and worksheets.

Program Track: At-Risk Students

Friday, 1:00 – 1:45, State 1

Lead Presenter Name: Ms. Michelle Riley, Seminar Instructor, Texas A&M University - Corpus Christi, michelle.riley@tamucc.edu

Co-Presenter: Lili Pena-Cook, Composition Instructor, Texas A&M University - Corpus Christi, lilia.cook@tamucc.edu

Title of Presentation: Using Persistence to Sustain Developmental Learners

Program Description: At Texas A&M University-Corpus Christi, a Hispanic-serving institution with an enrollment of ten thousand students, our learning communities are structured around large-lecture, core-curriculum courses with generally 200 to 250 students in each community. Last fall, we piloted a 60-seat “basic skills” learning community with students who were in the lower half of their high school graduating class. Making up the learning community were Developmental Math, History, Composition and First-Year Seminar. The theme of persistence and a standard lexicon of processed-based learning integrated the courses. In this presentation, we will discuss the varying ways each instructor implemented the theme and lexicon. Also, we will demonstrate the impact of the learning community on this ever-growing population of students.

Program Track: At-Risk Students

Friday, 4:00 – 4:45, State 1

Program Track: Environmental

Lead Presenter Name: Dr. Deborah Adelman, Professor of English, College of DuPage,
adelman@cod.edu

Co-Presenter: Dr. Shamili Sandiford, Professor of Biology and Field Studies, College of DuPage,
sandifor@cod.edu

Title of Presentation: Seed, Soil and The Soul: Learning Community Integrating Academic, Experiential and Service Learning Focusing On Sustainable Agriculture.

Program Description: In 2003, we designed and taught an interdisciplinary seminar at College of DuPage, combining Environmental Biology and an Introduction to Literature focusing on world food production and consumption. As our students engaged in academic inquiry, they also founded the Community Education Farm, a service learning site growing organic produce donated to the Food Market at the People's Resource Center in Wheaton. The Farm has supplied over a ton of produce throughout subsequent seasons. Students, interns, community volunteers and educational groups have participated in the project. The Farm is a community-building mechanism and provides a focal point for class energy and enthusiasm as students work on a tangible project addressing needs of low-income residents receiving food assistance in their own communities. The Farm engages students in activism as they participate in the growing movement for sustainable urban agriculture that seeks to ensure food security for all now and in the future.

Program Track: Environmental / Themed Learning Community

Saturday, 2:00 – 2:45, State 2

Lead Presenter Name: Jessi Choe, Professor, Wilbur Wright College, jchoe@ccc.edu

Co-Presenter: Sonia Csaszar, Professor, Wilbur Wright College, scsaszar@ccc.edu

Title of Presentation: Don't Just Talk About Sustainability: Model It!

Program Description: We lay bare the development and ground-zero trials and triumphs of a new, thoroughly-integrated Learning Community called "Cultural Paradigms for a Hot Planet" consisting of world lit and freshman composition on sustainability from a humanities perspective. To reach past our students' Teflon exteriors, we believe we have to model the very logistics of the classroom on the most sustainable microcosm of a pluralistic society: participatory democracy! We also share how we actively experiment on how to minimize our carbon footprint in the classroom. Will our community learn together what it means to reduce our hunger for more? Will our experiment become a coup by the restless youth of the Millennium Generation? Will we come face to face with our own bureaucratic mentalities set on institutionalizing the Wild? The aim of our presentation is to encourage colleagues that, in the face of a planetary crisis, to teach is to risk!

Program Track: Environmental; Themed Learning Community

Saturday, 10:30 – 11:15, State 1

Lead Presenter Name: Dr. Joseph Jozwiak, Texas A&M Corpus Christi, joseph.jozwiak@tamucc.edu

Co-Presenter: Ms. Michelle Riley, Texas A&M Corpus Christi, michelle.riley@tamucc.edu

Title of Presentation: Building Environmental Awareness in a Learning Community

Program Description: At Texas A&M University - Corpus Christi our Honors Learning Community provides an integrated learning experience for freshmen students in Geology, Political Science, Composition and Seminar. All four courses are linked by a common three-step writing assignment that asks students to identify an environmental problem, analyze the political debates surrounding that issue, and finally propose a workable solution. Some recent student topics include regional environmental issues including, the Deepwater Horizon Oil Spill, alternative energy sources, and issues concerning further development on the barrier island near our university. Our presentation will demonstrate how our learning community encourages students to make connections between the environment and their day-to-day lives.

Program Track: Environmental/Themed Learning Community

Saturday, 9:30 – 10:15, Superior 2

Lead Presenter Name Dr. Craig Just , Coordinator of Sustainability Programs, Engineering, University of Iowa, craig-just@uiowa.edu

Title of Presentation: Campus Living-Learning Communities for the Sustainable Citizen

Program Description: Participants will be immersed in the products developed for a Department of Education funded project titled “Campus Living-Learning Communities for the Sustainable Citizen”. Products include a guidebook titled “Sustainability for Skeptics”; National Geographic Magazine Sustainability Story Sets that emphasize reading, applied math and finding information; and a series of Sustainability Dilemmas. An interactive experience on “dialogue for democracy”, using the format championed by the National Issues Forums through their issues guidebooks, will be featured. The linkages between these products and the living-learning paradigm on the topic of sustainability will be jointly explored. A new course titled “Explorations in Sustainable Campus Living” that features a “shock and awe” approach to campus sustainability immersion will be discussed.

Program Track: Environmental

Lead Presenter Name: Dr. Marilyn Kurata, Director of Core Curriculum Enhancement, The University of Alabama at Birmingham, mkurata@uab.edu

Title of Presentation: The Green Revolution

Program Description: This session shares the syllabus and assignments of a learning community that generates the excitement reflected on the home page of a website voluntarily created by students: “Welcome to the University of Alabama at Birmingham Green Revolution Freshman Learning Community

website! We ask you to join in sharing our thoughts, concerns, and experiences as we explore ways to enhance our own perspectives and live in greater harmony with the world around us. In his natural history essay "Walking," Henry Thoreau wrote, "[I]n Wildness is the preservation of the World." Accepting the challenge to preserve wildness as a human responsibility, UAB's Green Revolution FLC students are rising to the occasion in a variety of ways: writing, creating, discussing, learning, caring, working in the field and in the community. This site documents, in words and images, the students' deepening understanding of just how precious our sojourn on this planet is."

Program Track: Environmental; Themed Learning Community

Friday, 2:00 – 2:45, Ohio

Lead Presenter Name: Mr. Mark W. McNamara M.S., Instructor, Texas A&M University- Corpus Christi, mark.mcnamara@tamucc.edu

Co-Presenter: Dr. Brandi L. Kutil Ph.D., Instructor, Texas A&M University- Corpus Christi, brandi.kutil@tamucc.edu

Title of Presentation: Constructing Science Meaning- A Student Centered Environmental Service Learning Project at Texas A&M University- Corpus Christi

Program Description: Biology honors students engaged in a service learning project in spring, 2009 and 2010 at Texas A&M University- Corpus Christi (TAMUCC). This honors class departs completely from traditional biology laboratories relying on constructivist theory, active student centered learning, and community service learning. Students became certified volunteer environmental water quality and E. coli monitors with the Texas Stream Team. They performed volunteer monitoring throughout the semester as a service to the community providing water quality data to the Texas Stream Team. They formed collaborative scientific research teams, adopted and performed environmental monitoring of a self selected study site, performed a literature review, then developed and researched a scientific question in small collaborative groups related to their study site. The work was centered on the Oso Creek/ Oso Bay watershed an ecologically impaired urban watershed that flows through the island campus. The course culminates in an oral presentation presented at a campus-wide first year student research conference. This course is one facet of the Science First Year Learning Communities Program at TAMUCC which combines the traditional science gateway courses of biology, chemistry (and labs), with a first year seminar discussion course. This presentation is a report on the use of this pedagogy and will be of interest to anyone considering adopting a constructivist, student centered, service-learning approach in their classroom.

Program Track: Environmental; First Year Students

Friday, 3:00 – 3:45, Ohio

Lead Presenter Name: Marcia Babbitt, Professor, Department of English, Kingsborough Community College, mbabbitt@kbcc.cuny.edu

Co-Presenter: Gabrielle Kahn, Assistant Professor, Department of English, Kingsborough Community

College, gabrielle.kahn@kingsborough.edu

Title of Presentation: Strategies for Sustainable Pedagogy and Ecology in ESL/Developmental Learning Communities

Program Description: From a sociocultural perspective (Vygotsky, 1978, 1986), learning is rooted in the negotiation of shared goals by teachers and learners. It is through meaningful collaboration that experts can see what novices need to learn, and that novices can come to internalize expert assistance. The Learning Community Program for entering ESL students at Kingsborough Community College, CUNY, encourages a sustainable pedagogy that grows out of meaningful classroom collaboration, and a dynamic understanding of “student” and “teacher” roles. This session will focus on how our ESL/Developmental linked courses encourage a dialogic give and take through which students become experts of new disciplinary material centered upon the environment. Participants will explore how students can become experts of new ecological content by taking on “teacher” roles in their collaborative exploration of this content.

Program Track: At-risk Students; Environmental

Friday, 4:00 – 4:45, Superior 2

Lead Presenter Name: Susan Mooney, Associate Professor, Director Environmental Studies Program, Stonehill College, smooney@stonehill.edu

Title of Presentation: Sustainability Education via a Learning Community: Science, Art and Cheap Travel.

Program Description: Immersing students in rustic travel to a threatened natural locale fosters a deeper understanding of and commitment to environmental sustainability. This presentation offers as a model a LC that links fine art and environmental science via a 6-day travel course to Cape Cod, MA, during which we live the lightest impact on the earth we can manage while paying close attention to nature (via scientific study and artistic rendering). Communal living in tents or rustic bunkhouses has the added benefit of being inexpensive, and thus more within the reach of working class students. Choose a natural place within driving distance, and this workshop will help you create a sustainable travel LC for your campus.

Program Track: Environmental; Themed Learning Community

Friday, 9:30 – 10:15, State 1

Lead Presenter Name: Julia Spears, Engaged Learning Initiatives, Northern Illinois University, jspears1@niu.edu

Co-Presenters: Karen Haley, Assistant Professor, Northern Illinois University, kjhaley@niu.edu

Jill Zambito, Director of Commuter & Non-Traditional Students, Northern Illinois University, zambito@niu.edu

David Goldblum, Assistant Professor, Northern Illinois University, dgoldblum@niu.edu

Madelyn Anderson, Instructor, Northern Illinois University, mkanderson1@niu.edu

Danielle Kuglin, Student Leadership Institute Assistant Director, DePaul University,
DKUGLIN@depaul.edu

Title of Presentation: How Green is Your Paw Print? Reducing your Carbon Footprint An NIU Themed Learning Community

Program Description: In the “How Green is Your Paw Print?” Themed Learning Community (TLC) at Northern Illinois University (NIU), students learn about human impact on the environment, reflect on their learning through presentations, papers, discussions and journals. This TLC explores “being green” at NIU and other topics related to environmental and sustainability issues. Our panel discussion involving TLC faculty will demonstrate how faculty members’ personal passion for the theme made this learning community a success for the students. Faculty will discuss ways they incorporated the theme into the course objectives and how they coordinated their assignments to create an integrated learning experience.

Program Track: Environmental; Themed Learning Community

Friday, 9:30 – 11:15, Superior 2

Program Track: First-year Students

Lead Presenter Name: Dr. Sarah S. Baker, IUPUI, ssbaker2@iupui.edu

Co-Presenter: Dr. Jacqueline Blackwell, IUPUI, jblackwe@iupui.edu

Title of Presentation: Sustaining Student Success: A Collaborative First-Year Seminar Template for Success

Program Description: National organizations along with funding entities have been expressing a renewed interest in focusing on student learning. A paradigm shift from teaching to student learning is becoming the major focus. For over ten years various higher education communities have been shifting their focus to an approach centered on the outcomes of learning. This shift to learning outcomes in itself implies the need for clearly defined student learning outcomes and assessment. This presentation will focus on (1) development of student learning outcomes for first-year seminars (FYS) along with the implicit logic of FYS goals and objectives and (2) initial, intermediate and long-term student learning outcomes of enrollment in a FYS. Presenters also will share the process for about how a group of faculty, academic advisors, and librarians worked collaboratively to modify a FYS template uniquely responsive to transitional needs of entering students.

Program Track: First-Year Students; Research

Saturday, 1:00 – 1:45, Ohio

Lead Presenter Name: Mrs. Tracy H. Batchelor, First-Year Experience Coordinator, Shorter University, tbatchelor@shorter.edu

Co-Presenter: Dr. John Head, Vice President for Enrollment Management, Shorter University, jhead@shorter.edu

Title of Presentation: Examining Core Curriculum Revision with Learning Communities at the Foundation

Program Description: Designing sustainable learning community programs across campus is not a simple task to say the least. Through this interactive session, participants will learn the efforts put forth by faculty, administrators and staff at a private liberal arts university towards sustainable learning communities within the first-year experience. Once the faculty voted for learning communities to be required in the curriculum, logistical issues arose and innovative solutions continue to be developed. Join this session to understand what we had to do to integrate learning communities into the revised common core curriculum, the key to sustaining learning communities at our university. Be ready to brainstorm the key players and attention to specific detail required to expand learning communities across your own campus.

Program Track: First-year Students

Saturday, 9:30 – 10:15, Huron

Lead Presenter Name: Dr. Jim Davis, Asst Professor of Theatre Performance Studies and Dance, Kennesaw State University, jdavi231@kennesaw.edu

Co-Presenter: Natasha Loveleace, MFA, Asst. Professor of Art, Kennesaw State University, nlovelac@kennesaw.edu

Title of Presentation: Creativity, Community and College: The Impact of Discipline-Specific Learning Communities on First-Year Theatre and Visual Arts Majors

Program Description: Since 2007 Kennesaw State University has offered discipline specific learning communities for first-year students majoring in theatre and the visual arts. These LCs, which are made up of General Education courses, major requirements, and a first-year seminar, address both the learning outcomes of KSU's Department of First-Year Programs, as well as the academic demands of their specific major. This presentation details the impact of discipline specific learning communities on GPA, retention, and campus involvement – specifically within each LC's discipline. Using both quantitative and qualitative methods, this presentation will explore how learning communities influences issues of student success, and discuss best practices developed by the faculty involved in the learning communities.

Program Track: First-year Students; Research

Saturday, 10:30 – 11:15, Superior 1

Lead Presenter Name: Suzanne Hendrich, University Professor, Iowa State University, shendric@iastate.edu

Co-Presenters: Jan Wiersema, Senior Lecturer, Iowa State University, janw@iastate.edu

Cynthia Haynes, Associate Professor, Iowa State University, chaynes@iastate.edu

Janette Thompson, Professor, Iowa State University, jrtt@iastate.edu

Barbara Licklider, University Professor, Iowa State University, blicklid@iastate.edu

Title of Presentation: My Life in a Bag: Resiliency is Key for Sustaining Student Involvement in Learning Communities

Program Description: Many students come to us today without having learned to handle challenges and adversity in their lives. They may have grown up with parents who handled problems and issues for them throughout their lives. Sometimes an inability to bounce back from adversity negatively affects their success as students—possibly causing them to leave college before they complete their degrees. Within our community of learners, we have developed learning outcomes and specific activities that incorporate resiliency education to equip college students with the tools they need to address the challenges, issues, and

adversities that arise while they are in college, and that will sustain them for the rest of their lives. Our session will not only allow participants to engage in activities we use to help students develop four of the most commonly identified characteristics of resilient people: sense of purpose, autonomy, problem-solving skills, and social competence; but will also help them adapt the activities to use with their own learning communities.

Program Track: First-Year Students

Friday, 9:30 – 10:15, State 2

Lead Presenter Name: Juan Carlos Huerta, Director, University Core Curriculum Programs, Texas A&M University-Corpus Christi, juan.huerta@tamucc.edu

Title of Presentation: The Impact of Integrative Assignments on First Year Student Success

Program Description: Integrative learning is at the core of what we do in learning communities. This presentation examines the impact of successfully completing integrative assignments on student success. Specifically, the presentation will examine the impact first time in college students and the effect of successfully completing integrative assignments on first semester grade point average and the implications for first year retention.

Program Tracks: Integrative Assignments; First-Year Students

Friday, 10:30 – 11:15, Superior 2

Lead Presenter Name: Adam Spanglet Klepetar, Administrative Director of the Division of General Studies, St. Cloud State University, asklepetar@stcloudstate.edu

Co-Presenter: Dr. Christine Rose Metzko, Assistant Director of First Year and Transitions, St. Cloud State University, crmetzo@stcloudstate.edu

Title of Presentation: Sustaining Success Through an Integrated Student Experience

Program Description: The St. Cloud State University Summer Program invites new first-year students to begin their college journey during the summer session by experiencing campus life, learning important college preparatory skills, and earning credit for selected liberal education courses. In addition to the typical early and intrusive access to campus services and resources provided by summer bridge programs at many universities, our program connects students to issues surrounding sustainability, both in the classroom and through service learning projects, urban adventures & outdoor leadership experiences. Students learn about how food production and distribution affects the communities we live and work in. They further explore this issue by working in a community garden and preparing meals together alongside faculty, staff and fellow students. Students participating in the program have reported increased academic success and satisfaction at St. Cloud State University.

Program Track: Themed Learning Community, First-Year Students

Friday, 2:00 – 2:45, Superior 3

Lead Presenter Name: Mr. Mark W. McNamara M.S., Instructor, Texas A&M University- Corpus Christi, mark.mcnamara@tamucc.edu

Co-Presenter: Dr. Brandi L. Kutil Ph.D., Instructor, Texas A&M University- Corpus Christi, brandi.kutil@tamucc.edu

Title of Presentation: Constructing Science Meaning- A Student Centered Environmental Service Learning Project at Texas A&M University- Corpus Christi

Program Description: Biology honors students engaged in a service learning project in spring, 2009 and 2010 at Texas A&M University- Corpus Christi (TAMUCC). This honors class departs completely from traditional biology laboratories relying on constructivist theory, active student centered learning, and community service learning. Students became certified volunteer environmental water quality and E. coli monitors with the Texas Stream Team. They performed volunteer monitoring throughout the semester as a service to the community providing water quality data to the Texas Stream Team. They formed collaborative scientific research teams, adopted and performed environmental monitoring of a self selected study site, performed a literature review, then developed and researched a scientific question in small collaborative groups related to their study site. The work was centered on the Oso Creek/ Oso Bay watershed an ecologically impaired urban watershed that flows through the island campus. The course culminates in an oral presentation presented at a campus-wide first year student research conference. This course is one facet of the Science First Year Learning Communities Program at TAMUCC which combines the traditional science gateway courses of biology, chemistry (and labs), with a first year seminar discussion course. This presentation is a report on the use of this pedagogy and will be of interest to anyone considering adopting a constructivist, student centered, service-learning approach in their classroom.

Program Track: Environmental; First Year Students

Friday, 3:00 – 3:45, Ohio

Lead Presenter Name: Ms. Rita Sperry, Seminar Coordinator/Instructor, Texas A&M University - Corpus Christi, rita.sperry@tamucc.edu

Co-Presenter: Michelle Riley, Texas A&M University- Corpus Christi, michelle.riley@tamucc.edu, Seminar Instructor

Title of Presentation: Using First-Year Seminar to Sustain Integration within Learning Communities

Program Description: Since its transition to a four-year university in 1994, Texas A&M University- Corpus Christi has required all incoming freshmen to register in our First-Year Learning Communities Program (FYLCP) learning communities, all of which include a First-Year Seminar course. This course has evolved over the past 17 years from following a relatively non-integrated curriculum to serving as the linchpin of a deeply integrated learning community experience. Although all sections of the course share the same student learning outcomes, there is not a standard curriculum for First-Year Seminar across all of

the learning communities in the FYLCP. Because of this, our First-Year Seminar Instructors (FYSIs) are able to offer support as needed to the students, but always in the context of the other courses within the learning community. This session will include details about the FYLCP, the First-Year Seminar course, and the unique and vital role of FYSIs within the learning community.

Program Track: First-year Students

Friday, 10:30 – 11:15, Superior 1

Program Track: Integrative Assignments

Lead Presenter Name: Kathleen Foldvary

Co-Presenter: Gary Anderson

Institution: Harper College

Title of Presentation: Comprehensive Integration and Service Learning: A Six-Course Business Learning Community

Program Description: In this session we will present the model of the oldest and best established Learning Community at Harper College: The Business Simulation. This Learning Community combines six Business courses (Introduction to Finance, Human Resources Management, Principles of Management, Principles of Professional Selling, Advertising and Principles of Marketing) to offer students an opportunity to form a cohesive study group and experience all of the facets of creating a comprehensive business plan. Each semester, students enrolled in this Learning Community develop a real-world business plan for a local area start-up business. Each student becomes an "executive" in his or her more specialized area of business. This course is consistently popular among our students and has developed a legacy of helping local businesses from nurseries to bakeries and many more.

Program Track: Integrative Assignments; Themed Learning Community

Saturday, 10:30 – 10:45 State 2

Lead Presenter Name: Linda Frank, Counselor and Assistant Professor, Center for New Students, Harper College, lfrank@harpercollege.edu

Co-Presenter: LaVonya Williams, Counselor and Assistant Professor, Academic Advising and Counseling Center, Harper College, lwilliam@harpercollege.edu

Title of Presentation: Designing an Integrative Assignment as an Intervention Strategy for Student Success

Program Description: The development of sustainable intervention strategies targeting at-risk students is a major initiative for the Learning Communities program at Harper College, a community college in the northwest suburbs of Chicago, Illinois. At the heart of this initiative is the creation of an integrative

assignment. In this presentation you will learn how one learning community used an integrative assignment to help returning adult students identify their strengths, solve real life issues, and build both strong social and academic support networks. Presenters will share their process in identifying common learning outcomes, developing a shared learning environment and creating an integrative assignment that impacted not only the students' lives but the lives of students that follow. Participants will be invited to share their experiences using integrative assignments on their campus.

Program Track: Integrative Assignments; At-Risk Students

Lead Presenter Name: Juan Carlos Huerta, Director, University Core Curriculum Programs, Texas A&M University-Corpus Christi, juan.huerta@tamucc.edu

Title of Presentation: The Impact of Integrative Assignments on First Year Student Success

Program Description: Integrative learning is at the core of what we do in learning communities. This presentation examines the impact of successfully completing integrative assignments on student success. Specifically, the presentation will examine the impact first time in college students and the effect of successfully completing integrative assignments on first semester grade point average and the implications for first year retention.

Program Track: Integrative Assignments; First-Year Students

Program Track: Professional Development

Lead Presenter Name: Drew Colenbrander, Learning Communities Program Coordinator, Delta College, ajcolenb@delta.edu

Co-presenters (all from Delta College):

Bethen Glady-Teschendorf, Assistant Professor of English, betheengladyteschend@delta.edu

Angela Trabalka, Instructor of English, angelatrabalka@delta.edu

Spring Schafer, Instructor of Psychology, springschafer@delta.edu

Title of Presentation: Sustaining a Vibrant Learning Communities Program through Professional Development

Program Description: Delta College uses a variety of professional development activities to encourage faculty to begin teaching in learning communities, to maintain faculty involvement, and to promote methods of assessment and reflective practice for improving individual learning communities and our Learning Communities Program. Activities include an academic course for faculty and a variety of social and professional events.

Program Track: Professional Development; Program

Saturday, 9:30 – 10:15, Superior 1

Lead Presenter Name: Julie Marie Frye, Visiting Lecturer, IUPUI, jmfrye@iupui.edu

Title of Presentation: Using Reflective Practice to Promote Teaching Excellence in Learning Communities

Program Description: Focused on student growth and outcomes, Learning Community Faculty rarely have venues in which they can reflect on their growth as professors. Those who do rarely follow a formal, systematic method of reflection on praxis. This presentation describes a formal, reflective process called “Performance MyStory” which promotes teaching excellence by using the following steps 1) writing an autobiographical teaching narrative; 2) performing the narrative; 3) audience deconstruction of the narrative; and 4) personal reflection. Participants will learn how to use Performance MyStory to better understand their own teaching identities. They will also be exposed to the transformative potential Performance MyStory holds for Learning Community Faculty.

Program Track: Professional Development

Saturday, 2:00– 2:45, Superior 2

Lead Presenter Name: Ted Hazelgrove, Instructor of English, McHenry County College, thazelgr@mchenry.edu

Co-Presenter: James Gould, Instructor of Philosophy, McHenry County College, jgould@mchenry.edu

Title of Presentation: The Power of Learning Communities to Combat Teaching Fatigue

Program Description: At the 2010 conference we presented on LC instruction as a form of faculty development, emphasizing Parker Palmer's "spirituality of teaching." This year we continue the discussion – focusing now on the efficacy of LCs in combating teaching fatigue and sustaining teaching fitness. Because uninspired teachers undermine student learning, professors must remain fresh and energized rather than become bored and burned out. Teaching in an LC format across disciplinary boundaries is one of the best ways for professors, especially those in mid-career, to revitalize their instruction – by requiring them to teach a subject they do not know much about and to use a variety of teaching techniques. In this interactive workshop we facilitate discussion of how team-teaching combats teaching fatigue and sustains instructional vitality. The facilitators draw on ten years of teaching together and with other professors in LC formats.

Program Track: Professional Development

Friday, 3:00 – 3:45, State 2

Lead Presenter Name: Jan Wiersema, Senior Lecturer, Iowa State University, janw@iastate.edu

Co-Presenters: Barbara Licklider, University Professor, Iowa State University, blicklid@iastate.edu

Suzanne Hendrich, University Professor, Iowa State University, shendric@iastate.edu

Cynthia Haynes, Associate Professor, Iowa State University, chaynes@iastate.edu

Janette Thompson, Professor, Iowa State University, jrjt@iastate.edu

Title of Presentation: Sustainable Learning Communities Require Sustained Learning by Leaders

Program Description: Learning communities can be powerful structures to help students develop many of the attributes today's employers have identified as critical for the future: creativity, critical thinking, problem-solving, teamwork, life-long learning and lifelong self-assessing. However, this means faculty and staff who lead learning communities need to deeply understand how students learn and how to help students develop their thinking. We have had the opportunity in the Academy for Leadership and Learning to engage faculty and staff together learning in community. This session will feature the use of experiential and adult learning theory in an interactive model for professional learning to sustain engagement. In this session the participants will be encouraged to confront their own beliefs about leading learning, engage in typical interactive learning opportunities we use with professionals (who in turn use with students), and plan to use similar strategies to sustain engagement of their students in learning communities.

Program Track: Professional Development

Friday, 10:30 – 11:15, State 2

Program Track: Program

Lead Presenter Name: Dr. Tracy Calley, Instructor, Texas A & M University-Corpus Christi,
tracy.calley@tamucc.edu

Co-Presenter: Felicia Dziadek, Instructor, Texas A & M University-Corpus Christi,
Felicia.Dziadek@tamucc.edu

Title of Presentation: Creating and Maintaining a Sustainable Learning Community: Lessons Learned from the Past and Implications for the Future.

Program Description: Learning communities have been an essential part of higher education since the initial development of American Colleges. Learning communities seek to “create a community of scholars with common values” (Ramirez, 2002). In order to be a successful learning community, strides must be made to develop cohesive cohorts of students and faculty. This presentation will look at various issues that pose dilemmas within learning communities and discuss effective strategies to enhance and overcome challenges that programs can face. This session will encourage audience participation and discussion while attempting to inform individuals how to create and maintain a successful learning community despite the barriers that they may encounter.

Program Track: Program

Saturday, 10:30 – 11:15, Huron

Lead Presenter Name: Drew Colenbrander, Learning Communities Program Coordinator, Delta College,
ajcolenb@delta.edu

Co-presenters (all from Delta College):

Bethen Glady-Teschendorf, Assistant Professor of English, betheengladyteschend@delta.edu

Angela Trabalka, Instructor of English, angelatrabalka@delta.edu

Spring Schafer, Instructor of Psychology, springschafer@delta.edu

Title of Presentation: Sustaining a Vibrant Learning Communities Program through Professional Development

Program Description: Delta College uses a variety of professional development activities to encourage faculty to begin teaching in learning communities, to maintain faculty involvement, and to promote methods of assessment and reflective practice for improving individual learning communities and our Learning Communities Program. Activities include an academic course for faculty and a variety of social and professional events.

Program Track: Professional Development; Program

Lead Presenter Name: Lana Collet-Klingenberg, Assistant Professor, University of Wisconsin-Whitewater, colletkl@uww.edu

Co-Presenter: Diana Rogers-Adkinson, Professor, University of Wisconsin-Whitewater, rogersad@uww.edu

Title of Presentation: Servant Leadership in Freshman Learning Communities

Program Description: This session provides participants with a servant leadership model for second semester freshman learning community students. The session includes course development, projects completed and how these aligned with both college and institutional mission. Student participants will share personal experiences from the servant leadership program.

Program Tracks: Themed Learning Community, Program

Friday, 1:00 – 1:45, Superior 1

Lead Presenter Name: Laura Funke, Instructor, Inver Hills Community College, lfunke@inverhills.edu

Co-Presenter: Lisa DuRose, Professor, ldurose@inverhills.edu

Title of Presentation: A Sustaining Learning Communities Model Based upon Partnerships Across Campus and Beyond

Program Description: Sustaining one's learning community program means reaching beyond traditional interdisciplinary connections among academic departments. At community colleges, it also involves creating natural environments of interest and shared experiences among those students who do not fit the traditional student profile. At our institution, we are targeting learning communities to specific populations of students, such as veterans, re-entering adult students, online students, and non-native English speakers to provide more breadth and depth to our offerings. This model depends upon partnerships that cut across disciplines and program. In this presentation, we will share some of the successful partnerships our Learning Communities program has developed across campus and with other campuses to help sustain our program and meet the needs of our diverse student population.

Program Track: Program

Friday, 9:30 – 10:15, State 1

Lead Presenter Name: Juan Carlos Huerta, Director, University Core Curriculum Programs, Texas A&M University-Corpus Christi, juan.huerta@tamucc.edu

Co-Presenters: Greg Hinckley, Sociology Professor, Seattle Central Community College, ghinck@sccd.ctc.edu

Marilyn Flores, Dean of Academic Support, Riverside Community College, Marilyn.Martinez-Flores@rcc.edu

Title of Presentation: Learning Communities and Hard Times

Program Description: Budget cuts in these hard times threaten learning community programs. The presentation offers strategies for sustaining learning communities in hard times. In addition, the presentation emphasizes the importance of assessing learning community programs. Evidence generated from the assessment is essential for making arguments to support learning communities.

Program Track: Program; Assessment/ Research

Friday, 1:00 – 1:45, Superior 2

Lead Presenter Name: Jennifer Leptien, Program Coordinator, Iowa State University, jenl@iastate.edu

Co-Presenters: Dr. Doug Gruenewald, Co-Director of Learning Communities, Iowa State University Dr. Steve Mickelson, Co-Director of Learning Communities, Iowa State University

Title of Presentation: Sustaining & Growing Learning Communities in Difficult Budget Times

Program Description: Learning Communities are an integral part of the campus culture at Iowa State University. Over the past fifteen years, our program has served over 35,000 students. This year we have more than 80 learning communities. Several key components for sustainability of our program include providing centralized support, continuous academic program improvement, enhanced curricular connections, developmental opportunities and buy-in for faculty and staff, investment in the peer mentoring program, and flexible approaches to meet the varied needs of student populations within the university. This interactive session will provide an overview of the ISU Learning Community model with time provided for questions. Participants will be asked to share the approach toward sustainability on their respective campuses as well.

Program Track: Program

Saturday, 2:00 – 2:45, Ohio

Lead Presenter Name Ms. Kate Midday, Learning Communities Chairperson, Instructor of English, McHenry County College, kmidday@mchenry.edu

Title of Presentation: Bring on the "Twofer": Re- Envisioning the Learning Community through Legitimacy, Enrollment, Assessment and Institutional Commitment

Program Description: Building and maintaining a learning communities program at the community college is a challenge, but MCC is boasting record numbers of offerings, enrollments and faculty/institutional investment. This presentation will outline the working practices McHenry County College has adopted in order to grow its program, and will focus upon: • Marketing and rebranding • Advising • Offering diversity • Administrative buy-in • Faculty support • Assessment • Leadership

Program Track: Program

Saturday, 10:30 – 11:15, Superior 2

Lead Presenter Name: Mike Nelson, Associate Professor, University of Central Oklahoma, mnelson15@uco.edu

Co-Presenters: Mark Maddy, Assistant Professor, University of Central Oklahoma, mmaddy@uco.edu

Rythm Madden, Graduate Student; Research Assistant, University of Central Oklahoma, rmartin11@uco.edu

Title of Presentation: Hanging by a Thread: Sustaining a Biomedical Freshman Learning Community

Program Description: While a growing number of public and private institutions of higher education are implementing Freshmen Learning Communities (FLC), Smith (2001) reports that many programs which have been in place for six to seven years have not taken off and remain quite fragile. The Biomedical FLC we have been evaluating fits this criterion. Since its inception in 2006, there has been marginal evidence of a positive impact on retention and GPA; as well the program has never filled the 40 available slots, with participation dropping each year. During this session we will present a snapshot of the Biomedical FLC based on our analysis of interviews from key informants; we will solicit suggestions and advice from attendees and share our recommendations for improvement and sustainability, informed by best practices identified in the literatures on learning communities and transformational learning.

Program Track: Program

Friday, 4:00 – 4:45, State 2

Lead Presenter Name: Jaelyn Palm, Assistant Director, Purdue University, jpalm@purdue.edu

Title of Presentation: Co-Curricular Activities in Learning Communities: The Importance of Linking Class Connectivity to Fun Events.

Program Description: One of the most important factors in the impact that a course-based learning community makes is the extent to which theories and concepts introduced in class connect to the activities and events explored outside of class. Students learn best and most enthusiastically when academia meets practical reality. This discussion-based session will focus on specific examples of well-made connections; explore what makes them well made, and how to encourage instructors to pursue such qualities in their planning.

Program Track: Program

Saturday, 9:30 – 10:15 State 1

Lead Presenter Name: Jaelyn Palm, Assistant Director, Purdue University, jpalm@purdue.edu

Title of Presentation: Creating, Maintaining and Sustaining a Successful Learning Community Ambassador Leadership Program

Program Description: Whether you are interested in starting an Ambassador program from scratch, or you already have an established Ambassador program in place, this session will assist you in planning or enhancing a successful program. We especially invite those of you struggling with how to encourage and engage student leadership but are not looking to establish a peer-mentoring program.

Program Track: Program

Saturday, 10:30 – 11:15, Ohio

Lead Presenter Name: Jaelyn Palm, Common Reading Program + Learning Community Engagement = Impact, Purdue, jpalm@purdue.edu

Title of Presentation: Common Reading Program + Learning Community Engagement = Impact

Program Description: Common Reading programs at educational institutions nationwide are gaining traction and providing a common academic and intellectual experience for students, especially absent a

core curriculum. Forging an intentional partnership between a Common Reading program and Learning Communities can create increased student and faculty engagement. In this interactive session participants will discuss how a partnership with Learning Communities can enhance a Common Reading Program and share ideas about how to create, maintain and sustain that partnership.

Program Track: Program

Saturday, 1:00 – 1:45, Huron

Lead Presenter Name: Dr. Ruthanna Payne, Learning Community Coordinator, Auburn University, blakerl@auburn.edu

Co-Presenters: Torey Palmer, Learning Community Activities Board Advisor, Auburn University, palmemt@tigermail.auburn.edu

Andrew Taylor, Learning Community Activities Board Advisor, Auburn University, alt0011@tigermail.auburn.edu

Title of Presentation: Creating a Learning Community Activities Board to Sustain Student Participation beyond the Freshman Year

Program Description: While learning communities offer vast opportunities for involvement during the freshman year, it can be a source of disappointment for students when that year comes to an end and they find themselves no longer a part of something that was so important to them. At Auburn University, we kept hearing students voice this disappointment. Following the advice and example of peer institutions, the Learning Community Activities Board or LCAB was created to allow a way for students to stay involved with the program. Members of LCAB serve as co-instructors in our freshman seminar classes and coordinate extra-curricular events for learning community students including intramural teams, study sessions, and social events. During this session we will share what we have learned over the past three years and facilitate a discussion amongst participants to collect best practices for organizing and sustaining activity boards of this type.

Program Track: Program

Saturday, 1:00 – 1:45, Superior 1

Lead Presenter Name: Julia Spears, Engaged Learning Initiatives, Northern Illinois University, jspears1@niu.edu

Co-Presenters: Karen Haley, Assistant Professor, Northern Illinois University, kjhaley@niu.edu

Rachel Tripodi, Graduate Assistant for Engaged Learning, Northern Illinois University, rtripodi@niu.edu

Lindsey Myers, Office Support Associate for Engaged Learning, Northern Illinois University, lmyers@niu.edu

Title of Presentation: Charting New Course Navigating the Creation of Northern Illinois University Themed Learning Communities

Program Description: This presentation will present NIU as a case study for developing a new Themed Learning Community program. Multiple aspects of the case will be identified as important to develop sustainable learning communities. The process of developing sustainable learning communities included working with stakeholders on campus to create positive relationships and a solid foundation for scheduling, faculty development and student learning outcomes. This process also included an intentional discussion of similar programs previously implemented at NIU. We will also discuss how the new TLCs benefit student retention rates and fit with our strategic plan. In addition, this presentation will include our challenges as we worked our way through the first year.

Program Track: Program

Friday, 3:00 – 3:45, Superior 2

Lead Presenter Name: Dr. David Thompson, Learning Communities Director, Kennesaw State University, david_thompson@kennesaw.edu

Co-Presenter: Dr. Ruthanna Payne, Learning Community Program Coordinator, Auburn University, blakerl@auburn.edu

Title of Presentation: Sustaining Learning Community Programs through the Right Leadership

Program Description: Learning Community programs now exist in postsecondary institutions of all types all over the country. Professionals coordinating these programs fall under a broad spectrum of titles and are housed in different areas of their prospective schools including Academic Affairs, Student Affairs, Housing and Residence Life, Academic Departments, and more. During a time when educational funding is being cut and we are all being required now more than ever to validate our positions, it is useful to have benchmark data about where these positions are being funded from and how they are designated. During this session, we will share results from a nation-wide survey reporting on this information as well as average number of professionals working with learning community programs, position descriptions, average salary ranges, and much more valuable information that can be used in making a case to expand current positions, create additional positions, or simply maintain current funding streams.

Program Track: Program; Research

Lead Presenter Name: Dr. David Thompson, Learning Communities Director, Kennesaw State University, david_thompson@kennesaw.edu

Co-Presenter: Dr. Ruthanna Payne, Learning Community Program Coordinator, Auburn University,
blakerl@auburn.edu

Title of Presentation: The Role of Regional Consortia in Sustaining Learning Community Programs

Note: This will be a panel discussion with additional panel members TBD.

Program Track: Program

Friday, 10:30 – 11:15, Ohio

Program Track: Technology

Lead Presenter Name: Dr. Jerry Allen, Associate Dean, University of New Haven,
JLAllen@newhaven.edu

Co-Presenters: Dr. Diane Russo, Lecturer, University of New Haven, DRusso@newhaven.edu

Ron Nowaczyk, Ph.D. Dean, College of Arts and Sciences, University of New Haven,
RNowaczyk@newhaven.edu

Title of Presentation: Sustaining and Assessing Shared Learning through ePortfolios

Program Description: Many universities are increasingly using linked classes to enhance student learning. At the University of New Haven, first-year students enrolled in learning community courses use ePortfolios as a vehicle for establishing and articulating integrated learning. Students incorporate learning reflections and submit samples of their work demonstrating links between two seemingly disparate disciplines (e.g. psychology and composition, sociology and composition and literature). ePortfolios foster sharing and collaboration between faculty and students working together to capture the students' learning in textual and visual form, allowing for efficacious mentoring and evaluation of students' work. In addition, ePortfolios offer opportunities for faculty and administrators to assess the integration achieved and formulate new program outcomes to sustain and enhance shared learning.

Program Track: Technology

Friday, 2:00 – 2:45, Superior 2

Lead Presenter Name: Ms. Chelsie Lynn Hawkinson, Texas A & M University - Corpus Christi,
chelsie.hawkinson@tamucc.edu

Title of Presentation: A Shared Learning Space: How Facebook Creates a Community

Program Description: Colleges and universities typically have WebCT or Blackboard for teachers to post grades, assignments, reminders, send emails and allow students to live chat. These online shells are necessary for posting grades and assignments, but not ideal for student communication and discussion. While Facebook is not ideal for posting grades, it is ideal for student reminders and student discussion about course content because students are on Facebook 24/7. This session will introduce how Learning Communities can use Facebook groups to provide a space where students communicate about course content. The session will also prove how Facebook groups are a huge asset when assigning group projects with their chat function and word document capabilities. The Group Project Facebook group alleviates the free rider problem in group work and allows the instructor to monitor the group's progress. Embracing the advantages of Facebook is a sure way to keep students involved; they love Facebook.

Program Track: Technology

Friday, 1:00 – 1:45, Superior 3

Lead Presenter: Jan R. Phillips, Assistant Professor of Communication, jphillip@kennesaw.edu

Co-Presenter: Heeman Kim, Associate Professor of Communication, hkim21@kennesaw.edu

Institution: Kennesaw State University

Title of Presentation: Combining Cooperative Learning, Internet use, and Social Networking in the Embedded Learning Community Classroom

Program Description:

This quantitative study explores how instructors of large classes containing embedded learning communities, which are structured utilizing a cooperative learning model, can effectively incorporate student use of social networking sites to promote inclusion, affection, and emotional bonding among classmates.

Program Track: Technology

Friday, 2:00 – 2:45, State 1

Program Track: Themed Learning Community

Lead Presenter Name: Dr. Joseph Jozwiak, Texas A&M Corpus Christi, joseph.jozwiak@tamucc.edu

Co-Presenter: Ms. Michelle Riley, Texas A&M Corpus Christi, michelle.riley@tamucc.edu

Title of Presentation: Building Environmental Awareness in a Learning Community

Program Description: At Texas A&M University - Corpus Christi our Honors Learning Community provides an integrated learning experience for freshmen students in Geology, Political Science, Composition and Seminar. All four courses are linked by a common three-step writing assignment that asks students to identify an environmental problem, analyze the political debates surrounding that issue, and finally propose a workable solution. Some recent student topics include regional environmental issues including, the Deepwater Horizon Oil Spill, alternative energy sources, and issues concerning further development on the barrier island near our university. Our presentation will demonstrate how our learning community encourages students to make connections between the environment and their day-to-day lives.

Program Track: Environmental/Themed Learning Community

Saturday, 9:30 – 10:15, Superior 2

Lead Presenter Name: Dr. Deborah Adelman, Professor of English, College of DuPage, adelman@cod.edu

Co-Presenter: Dr. Shamili Sandiford, Professor of Biology and Field Studies, College of DuPage, sandifor@cod.edu

Title of Presentation: Seed, Soil and The Soul: Learning Community Integrating Academic, Experiential and Service Learning Focusing On Sustainable Agriculture.

Program Description: In 2003, we designed and taught an interdisciplinary seminar at College of DuPage, combining Environmental Biology and an Introduction to Literature focusing on world food production and consumption. As our students engaged in academic inquiry, they also founded the Community Education Farm, a service learning site growing organic produce donated to the Food Market at the People's Resource Center in Wheaton. The Farm has supplied over a ton of produce throughout subsequent seasons. Students, interns, community volunteers and educational groups have participated in the project. The Farm is a community-building mechanism and provides a focal point for class energy and enthusiasm as students work on a tangible project addressing needs of low-income residents receiving food assistance in their own communities. The Farm engages students in activism as they participate in the growing movement for sustainable urban agriculture that seeks to ensure food security for all now and in the future.

Program Track: Environmental / Themed Learning Community

Saturday, 2:00 – 2:45, State 2

Lead Presenter Name: Julia Spears, Engaged Learning Initiatives, Northern Illinois University, jspears1@niu.edu

Co-Presenters: Karen Haley, Assistant Professor, Northern Illinois University, kjhaley@niu.edu

Jill Zambito, Director of Commuter & Non-Traditional Students, Northern Illinois University, zambito@niu.edu

David Goldblum, Assistant Professor, Northern Illinois University, dgoldblum@niu.edu

Madelyn Anderson, Instructor, Northern Illinois University, mkanderson1@niu.edu

Danielle Kuglin, Student Leadership Institute Assistant Director, DePaul University, DKUGLIN@depaul.edu

Title of Presentation: How Green is Your Paw Print? Reducing your Carbon Footprint An NIU Themed Learning Community

Program Description: In the “How Green is Your Paw Print?” Themed Learning Community (TLC) at Northern Illinois University (NIU), students learn about human impact on the environment, reflect on their learning through presentations, papers, discussions and journals. This TLC explores “being green” at NIU and other topics related to environmental and sustainability issues. Our panel discussion involving TLC faculty will demonstrate how faculty members’ personal passion for the theme made this learning community a success for the students. Faculty will discuss ways they incorporated the theme into the course objectives and how they coordinated their assignments to create an integrated learning experience.

Program Track: Environmental; Themed Learning Community

Friday, 9:30 – 11:15, Superior 2

Lead Presenter Name: Marianne Farinas de Leon, Instructor, Harper College, mfarinas@harpercollege.edu

Co-Presenter: Mr. David T. Richmond, Harper College, dritchmon@harpercollege.edu

Title of Presentation: Developmental Writing and Latin American History: Lessons Learned

Program Description: Should a developmental writing class be paired with a rigorous content-area 100 level course? The presenters will share the process, practice and lessons learned of combining developmental writing with Latin American History.

Program Track: At-Risk Students; Research; Themed Learning Community

Saturday, 1:00 – 1:45 State 1

Lead Presenter Name: Jessi Choe, Professor, Wilbur Wright College, jchoe@ccc.edu

Co-Presenter: Sonia Csaszar, Professor, Wilbur Wright College, scsaszar@ccc.edu

Title of Presentation: Don't Just Talk About Sustainability: Model It!

Program Description: We lay bare the development and ground-zero trials and triumphs of a new, thoroughly-integrated Learning Community called "Cultural Paradigms for a Hot Planet" consisting of world lit and freshman composition on sustainability from a humanities perspective. To reach past our students' Teflon exteriors, we believe we have to model the very logistics of the classroom on the most sustainable microcosm of a pluralistic society: participatory democracy! We also share how we actively experiment on how to minimize our carbon footprint in the classroom. Will our community learn together what it means to reduce our hunger for more? Will our experiment become a coup by the restless youth of the Millennium Generation? Will we come face to face with our own bureaucratic mentalities set on institutionalizing the Wild? The aim of our presentation is to encourage colleagues that, in the face of a planetary crisis, to teach is to risk!

Program Track: Environmental; Themed Learning Community

Saturday, 10:30 – 11:15 State 1

Lead Presenter Name: Sara Schupack, Doctoral Candidate, University of Massachusetts Amherst, sschupac@educ.umass.edu

Co-Presenters: Xian Liu, English and LC Instructor, Holyoke Community College, xliu@hcc.edu

Kate Maiolatesi, Holyoke Community College, kmaiolatesi@hcc.edu

Title of Presentation: Sustainability x 2

Program Description: Science + Freshman English = sustainability. Teachers + researcher = reflections on community. In this presentation, we will share our experiences in developing and refining a sustainability LC. We will also share how conducting research on LCs can be a source of sustainability for teachers and community. Over eight years, as the teaching team built a strong collaboration and an enriching course, they have developed what can be called responsive pedagogy. They have tested, negotiated, and experimented with material and course design, and have come to find a more emergent, open plan to be the most effective. An outside researcher invited in to observe looked carefully at community and what opportunities and obstacles presented themselves. These observations dovetail with the teachers' experiences in a dynamic conversation. The collaboration of teachers and researcher suggests an additional component in sustaining LC community.

Program Track: Themed Learning Community; Research

Saturday, 10:30 – 11:15, Superior 3

Lead Presenter Name: Lana Collet-Klingenberg, Assistant Professor, University of Wisconsin-Whitewater, colletkl@uww.edu

Co-Presenter: Diana Rogers-Adkinson, Professor, University of Wisconsin-Whitewater, rogersad@uww.edu

Title of Presentation: Servant Leadership in Freshman Learning Communities

Program Description: This session provides participants with a servant leadership model for second semester freshman learning community students. The session includes course development, projects completed and how these aligned with both college and institutional mission. Student participants will share personal experiences from the servant leadership program.

Program Tracks: Themed Learning Community, Program

Lead Presenter Name: Kelli Danielski, Introducing Integrated Curriculum in Business Themed Learning Communities, UW-Whitewater, danielsk@uww.edu

Title of Presentation: Introducing Integrated Curriculum in Business Themed Learning Communities

Program Description: This program will focus on the process from start to finish of introducing integrated curriculum into four business learning communities at the University of Wisconsin Whitewater. Highlights will include a brief overview of the research about integrated curriculum, UW-Whitewater's history of the practice, and a detailed presentation on the newest pilot study in the college of business. We will also discuss the assessment plan that will be connected to the pilot study, and how we intend to implement it by the end of the semester.

Program Track: Themed Learning Community

Lead Presenter Name: Kathleen Foldvary

Co-Presenter: Gary Anderson

Institution: Harper College

Title of Presentation: Comprehensive Integration and Service Learning: A Six-Course Business Learning Community

Program Description: In this session we will present the model of the oldest and best established Learning Community at Harper College: The Business Simulation. This Learning Community combines six Business courses (Introduction to Finance, Human Resources Management, Principles of Management, Principles of Professional Selling, Advertising and Principles of Marketing) to offer students an opportunity to form a cohesive study group and experience all of the facets of creating a comprehensive business plan. Each semester, students enrolled in this Learning Community develop a real-world business plan for a local area start-up business. Each student becomes an "executive" in his or her more specialized

area of business. This course is consistently popular among our students and has developed a legacy of helping local businesses from nurseries to bakeries and many more.

Program Track: Integrative Assignments; Themed Learning Community

Saturday, 10:30 – 11:15, State 2

Lead Presenter Name: Sara Harrell, Visiting Lecturer, IUPUI, salharre@iupui.edu

Co-Presenter: Deb Keller, Lecturer, IUPUI, dbkeller@iupui.edu

Title of Presentation: The Art of Sustaining Creativity

Program Description: The problems challenging our shared Earth demand creative solutions; this session demonstrates how art-focused assignments can help re-ignite students' creative spark, and deepen engagement, reflection and insight. The presenters have incorporated "art projects" into their themed learning communities to connect the dots of the theme, as well as connect students to each other, the university, and the world. One project includes studying images to examine self-awareness and beliefs about local, national and global issues. Another project asks students—after visiting a Day of the Dead exhibit—to create "altars" to someone they honor. Presenters will also address recyclables as a possible approach. Participants will see they don't have to be artists to use art. They will experience how short, class-opening quick-draws can generate energy. And finally, they will see how art in the college classroom can help lead to and sustain the critical/creative thinking so valued today, and so needed.

Program Track: Themed Learning Community

Saturday, 2:00 – 2:45 State 1

Lead Presenter Name Prof. Leslye Hess, History Instructor; Coordinator of Radiologic Technology Program, Harper College, lhess@harpercollege.edu

Co-Presenter: Prof. Richard Middleton-Kaplan, Professor of English, Harper College, rkaplan@harpercollege.edu

Title of Presentation: Sustaining Student Sensitivity to Directors' Dilemmas: The Role of Creative Projects in a Holocaust and Film Learning Community

Program Description: In an LC that combined History with LIT & Film, titled "Illusions and Illuminations: American Perceptions of the Holocaust," we sought ways to help students appreciate the moral and artistic dilemmas faced by filmmakers confronting this subject matter. To sustain both student interest and sensitivity to the balance between "truth" and dramatic interest, or between unflinching representation and respect for victims' dignity, we needed to go beyond stating and re-stating the

challenges. We decided to have students work in groups to make their own short films, thus forcing them to make the kinds of creative decisions faced by the filmmakers we studied. We will report on the results as far as sustaining student interest and quality of the projects, and we hope to screen one or more of the student films.

Program Track: Themed Learning Community

Saturday, 2:00 – 2:45, Superior 1

Lead Presenter Name: Adam Spanglet Klepetar, Administrative Director of the Division of General Studies, St. Cloud State University, asklepetar@stcloudstate.edu

Co-Presenter: Dr. Christine Rose Metz, Assistant Director of First Year and Transitions, St. Cloud State University, crmetzo@stcloudstate.edu

Title of Presentation: Sustaining Success Through an Integrated Student Experience

Program Description: The St. Cloud State University Summer Program invites new first-year students to begin their college journey during the summer session by experiencing campus life, learning important college preparatory skills, and earning credit for selected liberal education courses. In addition to the typical early and intrusive access to campus services and resources provided by summer bridge programs at many universities, our program connects students to issues surrounding sustainability, both in the classroom and through service learning projects, urban adventures & outdoor leadership experiences. Students learn about how food production and distribution affects the communities we live and work in. They further explore this issue by working in a community garden and preparing meals together alongside faculty, staff and fellow students. Students participating in the program have reported increased academic success and satisfaction at St. Cloud State University.

Program Track: Themed Learning Community, First-Year Students

Friday, 2:00 – 2:45, Superior 3

Lead Presenter Name: Dr. Marilyn Kurata, Director of Core Curriculum Enhancement, The University of Alabama at Birmingham, mkurata@uab.edu

Title of Presentation: The Green Revolution

Program Description: This session shares the syllabus and assignments of a learning community that generates the excitement reflected on the home page of a website voluntarily created by students: “Welcome to the University of Alabama at Birmingham Green Revolution Freshman Learning Community website! We ask you to join in sharing our thoughts, concerns, and experiences as we explore ways to enhance our own perspectives and live in greater harmony with the world around us. In his natural history

essay "Walking," Henry Thoreau wrote, "[I]n Wildness is the preservation of the World." Accepting the challenge to preserve wildness as a human responsibility, UAB's Green Revolution FLC students are rising to the occasion in a variety of ways: writing, creating, discussing, learning, caring, working in the field and in the community. This site documents, in words and images, the students' deepening understanding of just how precious our sojourn on this planet is."

Program Track: Environmental; Themed Learning Community

Lead Presenter Name: Susan Mooney, Associate Professor, Director Environmental Studies Program, Stonehill College, smooney@stonehill.edu

Title of Presentation: Sustainability education via a Learning Community: Science, Art and Cheap travel.

Program Description: Immersing students in rustic travel to a threatened natural locale fosters a deeper understanding of and commitment to environmental sustainability. This presentation offers as a model a LC that links fine art and environmental science via a 6-day travel course to Cape Cod, MA, during which we live the lightest impact on the earth we can manage while paying close attention to nature (via scientific study and artistic rendering). Communal living in tents or rustic bunkhouses has the added benefit of being inexpensive, and thus more within the reach of working class students. Choose a natural place within driving distance, and this workshop will help you create a sustainable travel LC for your campus.

Program Track: Environmental; Themed Learning Community

Friday, 10:30 – 11:15, State 1

Lead Presenter Name: Pearl Ratunil, Assistant Professor, Harper College, pratunil@harpercollege.edu

Co-Presenter: Bhasker Moorthy, Associate Professor, Harper College, bmoorthy@harpercollege.edu

Title of Presentation: A Learning Community on Science and Religion

Program Description: In an effort to initiate and sustain collaboration between science and humanities, we have designed a learning community which engages the analytical skills from science and the linguistic skills from English. Our course examines how scientific discoveries influence a society's concept of the religious or the spiritual? We read the original words of astronomers and commentators on spirituality and literature to understand how astronomical hypotheses like heliocentrism impact a society's concept of religion.

Program Track: Themed Learning Community

Friday, 4:00 – 4:45, Ohio

Lead Presenter Name: Melissa Renfrow, English Instructor, Metropolitan Community College- Maple Woods, Melissa.Renfrow@mccck.edu

Co-Presenter: Jim Murray, Music Instructor, Metropolitan Community College-Maple Woods, Jim.Murray@mccck.edu

Title of Presentation: It's a Small World After All

Program Description: "It's a Small World (After All)" is an integrated learning community that combines Music 160: Music of the World's Cultures and English 101: Reading and Composition I. This course taps into what current research has shown about the overlap between music and composition- that the development of language perception and music perception share similar neurological foundations and that positive associations between music and learning may increase overall cognitive development. Students in the course compare the music, cultures, economies, and educational systems of Africa, Latin America, the Middle East, India, Asia, and the U.S. by critically thinking about contemporary global issues. The presenters will share the pedagogy, assignments, activities, and multi-media sources used in the course.

Program Track: Themed Learning Community

Friday, 4:00 – 4:45, Superior 1

Lead Presenter Name: Ms. Dawn Terrick, Director of Developmental Writing, Missouri Western State University, terrick@missouriwestern.edu

Co-Presenter: Ms. Cathy Gann, College seminar instructor and Reading/Study Skills Coordinator, Missouri Western State University, gann@missouriwestern.edu

Title of Presentation: Coming in from the Boundaries: An LC that Unites Elementary School Children with First-Generation College Students to Illustrate the Possibilities of Education

Program Description: I know that my first-generation college students will enter my developmental writing course with a lack of "cultural capital." I have been teaching in a learning community which encourages students to examine their past educational experiences in order to understand and overcome the academic and social obstacles they now face in college. But I often feel this is a case of too little, too late. How can one class make up for a lifetime that did not prepare or even introduce these students to the world of academia? In this presentation, I will discuss how implementing Mike Rose's Lives on the Boundary and a project which introduced local elementary school children to the college culture through letters and a campus visit, resulted in an LC that fosters shared learning between elementary school children and first-generation college students and imparts to all students the possibility, power and promise of education.

Program Track: Themed Learning Community

Saturday, 1:00– 1:45, Superior 2

Lead Presenter Name: Janette Thompson, Professor, Iowa State University, jrrt@iastate.edu

Co-Presenters: Jan Wiersema, Senior Lecturer, Iowa State University, janw@iastate.edu

Suzanne Hendrich, University Professor, Iowa State University, shendric@iastate.edu

Cynthia Haynes, Associate Professor, Iowa State University, chaynes@iastate.edu

Barbara Licklider, University Professor, Iowa State University, blicklid@iastate.edu

Title of Presentation: Learning Communities Can Support Student Identification of Values That Will Sustain Their Adult Lives

Program Description: According to a freshman: “Now, when making decisions, I can step back and look at how my values relate to the choice I am facing.” One of the major goals of those who work with college students ought to be to help students develop from dependent young adults to interdependent contributing citizens and professionals. As leaders of learning communities, we know that our values dictate our thoughts, choices, and actions. We have discovered that many students have not seriously addressed the values that guide them. Our second course in the Academy for Leadership and Learning focuses on structures and strategies that allow students to uncover what is important to them, choose values they want as the foundations of their lives, and intentionally assess how well they are living those values. During our session participants will explore activities that engage students in identifying and practicing core values that sustain professionals.

Program Track: Themed Learning Community

Saturday, 9:30 – 10:15, Ohio

Lead Presenter Name: Eric Wiesenauer, Assistant Professor, Delta College, ericwiesenauer@delta.edu

Co-Presenter: Jennifer Wiesenauer, Adjunct Instructor, Delta College, jenniferwiesenauer@delta.edu

Title of Presentation: FITTING Numbers into Student Success

Program Description: Mathematics permeates the health and wellness field in a variety of practical ways. Calculating target heart rate zones, body mass indexes, and nutritional information are just a few of the many applications that students can use to improve their lifestyle. This presentation will take you through two years of developing a learning community that combines Lifelong Wellness, Basic Mathematics, and Pre-Algebra. Students in this learning community develop an appreciation for the wellbeing of themselves and their surroundings. The theme of the learning community will be discussed, along with materials and activities from the courses. Statistical summaries will also be presented.

Program Track: Themed Learning Community

Saturday, 9:30 – 10:15, Superior 3