

SOUTHWEST REGIONAL LEARNING COMMUNITIES CONFERENCE

Building Communities of Active Learners



**February 28-March 1, 2002
Tempe Mission Palms Hotel
Tempe, Arizona**

<http://www.mcli.dist.maricopa.edu/events/lcc02/>

Hosted by the Maricopa Community Colleges and Arizona State University
in collaboration with the American Association of Community Colleges (AACC),
the American Association for Higher Education (AAHE),
and the National Learning Communities Project,
Washington Center for Improving the Quality of Undergraduate Education,
The Evergreen State College



WELCOME

Southwest Regional Learning Communities Conference



Welcome to Tempe, Arizona, and the Southwest Regional Learning Communities Conference. Our theme, “Building Communities of Active Learners,” is reflected in the broad range of sessions focusing on models and methods for engaging students in challenging and meaningful learning communities. Our areas of special emphasis include service learning, developmental education, diversity, technology, retention, assessment, collaborative learning, and troubleshooting. In addition, we will provide many opportunities for both beginners and veterans to meet, exchange ideas, and form a learning community over the next two days. We also hope to foster regional networks that will sustain themselves after the conference concludes. Be sure to join us for the two buffet luncheons and the Thursday evening Mariachi reception, special times for conversation, food, and fun. Also, please don’t miss our very important closing roundtable discussion, facilitated by Vincent Tinto and Barbara Leigh Smith, which will be followed by a special performance of *Kawambe Omowale African Drum and Dance Theatre* and a door prize drawing.

We owe a special thanks to all of the presenters who traveled from far and near to create our rich program. Please make the most of it and enjoy yourself.

Your Conference Planning Committee

Pam Davenport, Chandler-Gilbert Community College
Tina Emmons, Maricopa Community Colleges
Jeanne Hanrahan, Arizona State University East
Maria Harper-Marinick, Maricopa Community Colleges
Maria Hesse, Chandler-Gilbert Community College
Osaro Ighodaro, Arizona State University
Donna Kardell, Maricopa Community Colleges
Marybeth Mason, Maricopa Community Colleges
Jonelle Moore, Mesa Community College
Duane Roen, Arizona State University
Chris Schnick, Chandler-Gilbert Community College
Linda Sullivan, Arizona State University

Program Design and Layout

Tina Emmons, Maricopa Community Colleges



SPEAKERS



Vincent Tinto and Barbara Leigh Smith



Vincent Tinto, Ph.D.

Dr. Vincent Tinto holds a Ph.D. from the University of Chicago in Sociology of Education, which he received in 1971. Dr. Tinto is a Distinguished University Professor in the School of Education and Chair of the Higher Education Program at Syracuse University. He has carried out research and has written extensively on higher education, particularly on student retention and the impact of learning communities on student growth and attainment. His current research focuses on the impact of learning communities on the academic achievements of first-year students in differing educational settings.

<http://soeweb.syr.edu/departments/hed>



Barbara Leigh Smith, Ph.D.

Dr. Barbara Leigh Smith is currently co-director (along with Dr. Jean MacGregor) of the National Learning Communities Project funded by Pew Charitable Trusts. She founded the Washington Center for Improving the Quality of Undergraduate Education and has long-standing interests in learning communities, interdisciplinary education, collaborative learning, and institutional change. Smith is the co-author of many books and articles, most recently *Reinventing Ourselves* (with John McCann, 2001) and "The Challenges of Learning Communities as a Growing National Movement" (2001).

<http://learningcommons.evergreen.edu>

HIGHLIGHTS

Special Performances



Amador's Mariachi

Professional musicians and students perform traditional Mexican songs



Arnette Ward

President, Chandler-Gilbert Community College, Maricopa Community Colleges



Kawambe Omowale African Drum and Dance Theatre

Performing a glimpse of West African culture

SCHEDULE-AT-A-GLANCE

Thursday, February 28, 2002

7:30-8:30 AM

Palm Ballroom Foyer and Courtyard Registration and Continental Breakfast

8:30-9:00 AM

Palm ABDE Welcome

9:00-10:15 AM

Palm ABDE Keynote Presentation: Vincent Tinto

10:15-10:30 AM

Courtyard Break with Refreshments

10:30-11:45 AM

Palm ABDE Multiple Perspectives: A Student, Faculty, and Administrator Panel on Learning Communities

11:45-1:15 PM

Cloister Room and Courtyard Lunch with Table Hosts

1:30-2:45 PM

Concurrent Sessions A

Cavetto

Colonnade

Dolores

Palm AD

Palm BE

Palm C

- A1 Collaborative Learning Community Teams: Lessons Learned from ASU West's Inaugural Class of First-Year Students
- A2 Community Involvement and Civic Participation
- A3 Residential Models for Success
- A4 Where the Rubber Meets the Road: Planning, Assessment, and Accountability for Learning Community Faculty
- A5 Living and Learning on a Large Urban Campus
- A6 What Learning Communities Can Accomplish: Qualitative and Quantitative Assessment

2:45-3:00 PM

Courtyard Break with Refreshments

3:00-4:15 PM

Concurrent Sessions B

Cavetto

Colonnade

Dolores

Palm AD

Palm BE

Palm C

- B1 Developmental Models
- B2 Freshman Seminars
- B3 Pre-Professional and Pre-Service Cohorts
- B4 Support for Learning Communities
- B5 Building and Assessing Learning Communities: Assessment, Learning Communities Counseling, and Faculty Development
- B6 The WPI First Year Tutorial: A Learning Community Integrating Calculus, Physics, and Humanities

4:15-5:00 PM

Courtyard Break with Refreshments

5:00-6:00 PM

Cloister Room and Courtyard Reception, Poster Session, and *Amador's Mariachi*

6:00 PM

Dinner on Own

SCHEDULE-AT-A-GLANCE

Friday, March 1, 2002

7:30-8:30 AM

Palm Ballroom Foyer and Courtyard Registration, Poster Session, and Continental Breakfast

8:30-9:00 AM

Palm ABDE Welcome

9:00-10:15 AM

Palm ABDE Keynote Presentation: Barbara Leigh Smith

10:15-10:30 AM

Courtyard Break with Refreshments

10:30-11:45 AM

Concurrent Sessions C

- Cavetto
 - Colonnade
 - Dolores
 - Palm AD
 - Palm BE
 - Palm C
- C1 Administrators Panel: Lessons Learned in Collaborative Leadership
 - C2 Living and Learning Communities
 - C3 Integrating Critical Reading, Writing, and Cooperative Learning
 - C4 Service Learning Models
 - C5 Growing Learning Communities Organically
 - C6 Learning Communities—It's a Team Effort: Lessons Learned From Five Perspectives

11:45-1:15 PM

Cloister Room and Courtyard Lunch with Table Hosts

1:30-2:45 PM

Concurrent Sessions D

- Cavetto
 - Colonnade
 - Dolores
 - Palm AD
 - Palm BE
 - Palm C
- D1 Developmental Models for Success
 - D2 Support Services for Student Success
 - D3 "Is Anyone Else As Stressed As I Am?": The Rewards and Dangers of Electronic Bulletin Boards in Linked Courses
 - D4 A Big Idea for Making Things Small: Collaborative Approaches to Building Learning Communities
 - D5 What's Hot and What's Not
 - D6 Interdisciplinary First-Year Learning Communities: Aligning Principles With Growth and Change

2:45-3:00 PM

Courtyard Break with Refreshments

3:00-4:00 PM

Palm ABDE Roundtable Discussion and Closing

4:00-4:30 PM

Palm ABDE *Kawambe Omowale African Drum and Dance Theatre*



THURSDAY



February 28, 2002

7:30 a.m. to 8:30 a.m.

Registration and Continental Breakfast

Ballroom Foyer and Courtyard

8:30 a.m. to 10:15 a.m.

Palm ABDE

◆ **Welcome**

Maria Hesse, Dean of Instruction, Chandler-Gilbert Community College, Maricopa Community Colleges

◆ **Opening Song**

Arnette Ward, President, Chandler-Gilbert Community College, Maricopa Community Colleges

◆ **Introduction of Keynote Speaker**

Lattie Coor, President, Arizona State University

◆ **Keynote Presentation**

Taking Student Learning Seriously

We already know too much about the conditions that promote student learning. What is often missing is the willingness of institutions to take that knowledge seriously and use it to guide institutional reform efforts. If they did, they would turn to learning communities and the collaborative learning pedagogy that underlies them to promote student learning. Professor Tinto uses data from recent studies to demonstrate why that is the case and argues that our colleges and universities must rid themselves of their practice of treating change as if it could be limited to specific parts of the student life.

Vincent Tinto, Distinguished University Professor, Syracuse University

10:15 a.m. to 10:30 a.m.

Break with Refreshments

Courtyard

10:30 a.m. to 11:45 a.m.

Palm ABDE

◆ **Panel of Students, Faculty, and Administrators**

Multiple Perspectives: A Student, Faculty, and Administrator Panel on Learning Communities

Students join with three faculty members and an administrator to give an overview of their learning communities and to discuss the positive aspects as well as the difficulties or obstacles in their learning communities. As representatives from integrated, interdisciplinary learning communities, residential learning communities, and linked learning communities, the panelists will provide their perspectives from different learning community models. The panel moderator will allow ample time for questions and interactive discussion.

Phyllis Endicott, Director, Arts and Sciences Advising Center and Learning Communities, University of Northern Colorado

Helena Al-Kubaisi, Student, University of Northern Colorado

John F. Zeugner, Professor of History, Worcester Polytechnic Institute

Joshua Holwell, Student, Worcester Polytechnic Institute

Randy Jorgensen, Associate Director, Residence Life, Washington State University

David Escobar, Student, Washington State University

Pam Davenport, English Faculty, Chandler-Gilbert Community College, Maricopa Community Colleges

Cecelia Robles-Manuel, Student, Chandler-Gilbert Community College, Maricopa Community Colleges

MODERATOR: **Chris Schnick**, Chandler-Gilbert Community College, Maricopa Community Colleges

FACILITATOR: **Duane Roen**, Arizona State University

Lunch with Table Hosts

Cloister Room and Courtyard

1:30 p.m. to 2:45 p.m.

Concurrent Sessions A**Cavetto****A1 COLLABORATIVE LEARNING COMMUNITY TEAMS: LESSONS LEARNED FROM ASU WEST'S INAUGURAL CLASS OF FIRST-YEAR STUDENTS**

ASU West welcomed its inaugural class of first-year students this academic year. The majority of these students enrolled in learning communities, led by collaborative teams of faculty, librarians, instructional technology specialists, and upper-division students. Learning community curriculum included three linked courses, two in content areas and one university success course. This presentation will focus on the challenges and opportunities presented by learning communities on a nonresidential, previously upper-division campus. Particular emphasis will be placed on practices that have promoted successful collaborations among members of the learning team. The potential for these practices to increase collaboration in the upper division also will be addressed.

Vincent Waldron, Glen Irvin, Emily Cutrer, Gaylene Armstrong, and Alice Christie • Arizona State University West

Colonnade**A2 COMMUNITY INVOLVEMENT AND CIVIC PARTICIPATION**

FACILITATOR: Chris Schnick, Chandler-Gilbert Community College, Maricopa Community Colleges

Freshmen Write Memoirs with Elders from Retirement Center

This presentation will demonstrate how a nationally recognized (featured on the NBC Nightly News) Freshman Seminar and English Composition Learning Community participated in an intergenerational writing class with residents from a local retirement center. The focus will be on the ways in which the project fulfilled the goals of the course and the mission of the college, the development of writing skills, and the relationships formed between the freshmen and elders.

Kathy J. Whitson • Eureka College

"We" Is as Inevitable as "I": An Integrated Learning Community Fostering Civic Engagement

The presenters will share their learning community model designed to promote civic understanding and involvement by combining the study of education and government with essay and research writing. Linking Introduction to Education (EDU221) and American Government (POS110) with first-year Composition (ENG101 and ENG102), our community offers a two-semester shared learning experience for first-year students majoring in education. Service learning is a key component of the program. After a brief discussion of the goals and design of our model, participants will have the opportunity to ask questions of students currently enrolled in the program and engage in a hands-on learning activity.

Jonelle Moore, Brian Dille, and Mary Stewart • Mesa Community College, Maricopa Community Colleges

Dolores**A3 RESIDENTIAL MODELS FOR SUCCESS**

FACILITATOR: Margaret Hogan, Maricopa Community Colleges

Mayo College: A Residential Learning Community

We began Mayo College (named after the university's founder, William Mayo), a residential learning community, in the fall of 2000 with 83 first-time, full-time students. We retained 81 of those students from Fall to Spring (97.6%) and 67 of them from Fall 2000 to Fall 2001 (80.7%). This fall, in its second year, we have 156 first-time, full-time students enrolled. Students live on the same floor of a residence hall with other students who are enrolled in a cluster of three courses: a Freshman Success Seminar and two general education required courses. In addition to common living quarters and a common class schedule, each student is assigned a peer mentor (a sophomore who went through the program last year) and a faculty mentor. This presentation will discuss the process and procedures we went through to establish the program as well as some of the potential pitfalls to try to avoid. We will discuss the role of the President, Provost and Vice President for Academic Affairs, Academic Deans, Faculty, Student Affairs personnel, Housing people, and others who have been integrally involved in making this program a success.

William E. Thompson and Rick Miller • Texas A & M-Commerce

Building a Residential College

In 1993, the University of Minnesota launched its Residential College program. Designed to encourage more engagement with academic material, it was intended to cultivate intellectual and social growth through conversations between students and faculty. Over the past eight years, the Residential College has taken many forms, from faculty academic advisors to a core course to a public-private partnership in order to offer students better housing. We will share with you what has and what has not worked, and where we are focusing our resources. This presentation will discuss what we have learned and the progress that we have made, and what we would recommend to other institutions that are looking to start similar initiatives. Come learn how a Residential College can create the feeling of a smaller private college atmosphere within the context of a large research university.

Scott Gilbert • University of Minnesota

Palm AD**A4 WHERE THE RUBBER MEETS THE ROAD: PLANNING, ASSESSMENT, AND ACCOUNTABILITY FOR LEARNING COMMUNITY FACULTY**

The road to implementing successful learning communities is filled with potholes and detours. Planning and formative assessment are critical components for paving this road, especially for learning communities that

combine developmental with general education classes. Presenters will share several planning and assessment processes and instruments which they have developed and involve participants in a discussion of how these could be effectively incorporated into their own learning community programs.

Marcy Betlach and Marcos Cicerone • De Anza Community College

Palm BE

A5 LIVING AND LEARNING ON A LARGE URBAN CAMPUS

FACILITATOR: Duane Roen, Arizona State University

Innovations and Tribulations: Building a Learning Community on a Large Urban Campus

This presentation will explore the development and evolution of the Scholars' Community program at the University of Houston. The Scholars' Community provides a case study of how to establish a learning community program on the campus of an urban university with a large commuter population. The Scholars' Community is, first and foremost, a retention program. Because of this, the program is expected to achieve certain goals and is subject to certain outside pressures that have an impact on the types of class linkage and block scheduling that can be offered. But this also provides opportunities for the program to create innovative models to deal effectively with large numbers of contemporary urban students. The Scholars' Community has developed a model that includes optional "satellite" learning communities (QuickStart, Drop-in) and a required Freshman Success course. During its seven-year history, the program has expanded from an initial cohort of 324 freshman students to three cohorts for a total of nearly 1,000 freshman students in 2001. This overview of the Scholars' Community's development provides a useful look at the challenges of building and maintaining a learning community program while expanding its capabilities to serve a broad base of students.

William H. Kellar • University of Houston

Towards Establishing/Refining a Living and Learning Community for first-year Engineering Students (Prospects and Constraints): The ASU Perspective

This presentation will address the process of establishing a learning community for first-year engineering students. In 1997 the College of Engineering and Applied Sciences (CEAS), in partnership with the Division of Student Affairs, established a residential learning community for first-year engineering students at Arizona State University. This living and learning community was designed for first-year students in any of the sub-disciplines in the CEAS. Although the program has undergone some changes since its inception, the students that have participated indicate that living in the community enhanced their overall first-year experience at ASU. The students are challenged and supported as they engage like-minded peers, residence hall staff, and faculty from the CEAS. The meaningful contact with faculty, advisers, and their peers helps to familiarize the students with the relevant engineering career paths. Participating students experience computers in an environment conducive to learning. Close proximity to those around them allows the students to become more connected as a community, affording the students an opportunity to set up study groups, utilize tutoring and participate in review sessions. The students who live in our communities are better informed about the requirements of their major as well as various events (both academic and non-academic) sponsored by their college as well as the university as a whole. Students who participate in this community and similar communities at ASU persist at a higher rate than those who do not. During this session, a team of faculty and staff speak to the original purpose of the community, the challenges faced thus far, the varying opportunities for enhancing the community, and the results of three years of surveys in which students have answered questions about their experience in this community. Participants will be able to glean insight about collaboration amongst university departments that foster the curricular and co-curricular development of first-year students.

Mary Anderson-Rowland, Joseph Urban, Osaro Ighodaro, and Andrea Muchinsky • Arizona State University

Palm C

A6 WHAT LEARNING COMMUNITIES CAN ACCOMPLISH: QUALITATIVE AND QUANTITATIVE ASSESSMENT

Over the past 10 years the University of Northern Colorado (UNC) has created a variety of learning communities which provide support for entering students. By linking content classes, a one-credit new student seminar, and a strong academic advising program, these communities have proven effective in promoting the satisfaction, persistence, and success of approximately 650 participants per year. Presenters will explain the structure of UNC's learning communities (five different types) and then describe the assessment strategies used to evaluate the programs. Each fall, coordinators obtain survey data to assess students' perceptions of their learning community experience and the institution as a whole. In addition to these qualitative responses, UNC's Office of Institutional Research and Planning provides quantitative student outcome information each semester. These reports summarize student grade point averages, hours earned, and rates of return to UNC. Minority and high-risk students are included as subgroups in the data, and learning community students' performance is compared to the performance of other freshmen. Finally, during spring 2001, focus groups were conducted by UNC graduate students to strengthen the qualitative aspect of program assessment. Results from all assessment approaches will be summarized, and presenters will explain how these results have been used to gain institutional support and to improve and expand UNC's learning communities. The presenters will encourage audience participation and allow ample time for questions and for discussion of nuts and bolts programming issues, including the importance of thorough and thoughtful assessment.

Phyllis Endicott and Sharon McMorro • University of Northern Colorado

3:00 p.m. to 4:15 p.m.

Concurrent Sessions B**Cavetto****B1 DEVELOPMENTAL MODELS**

FACILITATOR: Jonelle Moore, Mesa Community College, Maricopa Community Colleges

One Step at a Time: Building a Community of Developmental Learners

The workshop will include a brief description of rebuilding developmental education into a learning community at The University of Toledo. As a result of forming Orientation and Learning Strategy "Combo" courses for developmental and undecided students, instructors tried to find experiences within these courses that would unite the students in the course, with other students, and with other professors. The experience described in this presentation involves one such class that, after finding the library presentation less than helpful, decided to make a video. The video is now used in all the orientation courses, which makes these students recognizable. The professors also challenge their students to find a need and to create the solution. The audience will be shown the videotape and discuss problems students can solve that will help build the learning community.

Margaret Fritz • University of Toledo**Lessons Learned from a 5-Course Developmental Learning Community**

During the Fall 2001 semester, we combined five courses to create our developmental learning community. Students were enrolled in Fundamentals of Math, Intermediate Reading Improvement, Fundamentals of Computing, Career and Life Planning, and Basic Writing Skills. We accidentally did some things correctly, and we learned lessons that we are going to apply to our next developmental block in Fall 2002.

Mary Verbout, Tania Sheldahl, Dave Gorman, Gennie Fuemuelier, and Kaye Peterson • Yavapai College**Colonnade****B2 FRESHMAN SEMINARS WITH A HIGH TECH TOUCH**

FACILITATOR: Jeanne Hanrahan, Arizona State University East

Learning and Research: The Disjunction Between What We Know About Learning and How We Teach

The presentation will be a Socratic/multimedia exploration of the changing world in which we live, how mass customization in the business world applies to the field of education, and will demonstrate some uses of technology to enhance learning. It will conclude with reflections on current learning theory and how research in that area has affected one individual's Freshman Seminar.

Rex H. Ball • University of Texas at San Antonio**Peer Facilitators and Technology: Engaging Freshmen in the Learning Process**

A student arrives on a college campus and instead of being excited about college, the student feels confused, bewildered, and possibly even scared about finding a place and voice in the academic community. Upper-class undergraduates can attest to these feelings and experiences and are, therefore, uniquely situated to help students transition into the college environment. Creating a student-centered setting that fosters greater interaction among students and faculty and produces a sense of community helps develop a student's voice within the academy. In this session, we will present the Washington State University's Freshman Seminar, which was designed for exactly this student and other first-year students, who enter their first college classroom with 500 peers. The Freshman Seminar program uses the power of peer influence with two groups of trained undergraduates, peer facilitators and hypernauts, who co-facilitate the seminars. Peer facilitators and hypernauts are trained in the theories and practices of facilitation utilizing writing, critical thinking, the research process, and technology to enhance other students' success in college. These facilitators gain as much, if not more, from the learning experience as the seminar students do. Technology is another key ingredient to the success of the Freshman Seminar program (based on the "7 Principles of Good Practice in Undergraduate Education" by Chickering and Gamson). Students learn how to integrate technology into their research project throughout the semester as well as dialoguing with other students in an online learning environment. Group interaction, peer assessment, and visual communication are important to the success of presenting the project in a web-based environment to the academy.

Lori Baker-Eveleth and Al Jamison • Washington State University**Dolores****B3 PRE-PROFESSIONAL AND PRE-SERVICE COHORTS**

FACILITATOR: Brenda Larson, Chandler-Gilbert Community College, Maricopa Community Colleges

Pre-Professional Learning Communities: Close Ties for Academics and Advising

The University of Northern Colorado (UNC) offers several pre-professional learning communities which include ASCENT for pre-health majors and Class Act for pre-service elementary teachers. These learning communities link general education classes required for pre-professional majors, a profession-specific new-student seminar, and additional tutoring/advising to enhance student success at the university. Learning communities bring together faculty with demonstrated interest in freshman success, provide academic support, facilitate student study groups, and guarantee seating in high demand general education classes. The new-student seminar, taught by a content faculty from the linked classes, acquaints students with the demands and opportunities of the various fields. Students hear from professionals, attend workshops or panel presentations about their program of study, and develop a four-year plan of study in their chosen major. Since the same faculty member teaches the new-student seminar and one linked content class, the student-faculty connection is strong. The faculty members, who assist the students with advising, gain an awareness of advising issues and needs that the students encounter in their time at the university. The result for the students in these pre-professional learning communities is that they are well advised and confident in their educational focus. Faculty also

become more knowledgeable and competent about advising issues as they relate to their students. Relationships between faculty and student often continue throughout the student's career at the university. Presenters will provide specifics on how to construct this type of learning community and identify potential obstacles to successful implementation. Time will be allowed for questions from the audience.

Patricia Doherty and Helena Al-Kubaisi • University of Northern Colorado

Regional Culture and Multiculturalism: A Combined Approach for Education Majors in the Clustered Learning Classroom

The learning community that my four-year teaching partner and I represent for this conference is the Freshman Interest Group (FIG) program at our university, designed specifically to help build student relationships, establish focused learning communities, and increase freshman retention. I teach writing in four different FIG's spanning four different colleges at our university, combining my freshman-level writing classes with speech-language pathology, geography, speech communication, and—the one we wish to discuss here—education. To the same group of prospective freshman education majors, my partner, Mrs. Carolyn Kelley, teaches an introductory education course, and I teach a composition course. The classes are taught back-to-back in the same classroom, and we voluntarily attend and participate in each other's classes (cooperative teaching/learning). Further pedagogical approaches jointly integrated into the classes are group brainstorming, research, and presentation; carousel learning; mapping; journaling; distribution lists; and the use of the state's public school list-serve to survey teachers in the field. Our strongest, largest, and most integrated unit deals with issues pertaining to both multiculturalism (my partner's focus) and traditional regional culture (my focus) in the teaching/learning environment (diversity issues). Through a variety of pedagogical approaches, we require the students to consider these related topics as they will impact their teaching and the lives of their future students (critical thinking). Students prepare coordinated, major projects as they consider both the specific cultural groups that they will encounter in their classrooms, and also the relationship of their regional culture(s) to more "mainstream."

Steven Lance • University of Central Arkansas

Palm AD

B4 SUPPORT FOR LEARNING COMMUNITIES

FACILITATOR: Maria Harper-Marinick, Maricopa Community Colleges

Strengthening the First-Year Experience through Learning Communities: The Paradise Valley Community College Experience

This session is designed for faculty and administrators with entry-level or intermediate experience with Learning Communities (LC) and First-Year-Experiences (FYE) to explore the learning community/first-year experience relationship. The connections with students involved in learning communities have proven especially effective for first-year community college students. Paradise Valley Community College has incorporated the learning community concept into a number of coordinated first-year experiences. Strategies begin with the evolution of the colleges' LC/FYE program and specifically highlight the mechanics of establishing the program. The logistics include administrative buy-in and support, establishing a class schedule and loading the faculty to meet the tasks, identifying courses, marketing the program to the outside community, and finally, the successes and challenges for the teachers and students. The presentation will conclude with a brainstorming/implementation activity and a Q&A session.

Renee Cornell, Anne Eller, and Michele Marion • Paradise Valley Community College, Maricopa Community Colleges

Creating an Infrastructure of Support for Learning Communities

Evergreen Valley College and San Jose City College have made major commitments to developing learning communities. In just two years, these colleges have implemented nearly 20 learning communities ranging from developmental to transfer. This session will briefly describe the variety of learning community initiatives at the college, then, focus on the importance of a supportive infrastructure for those initiatives. Topics include faculty leadership and coordination, the role of the Teaching and Learning Center, and administrative support and funding.

Louis S. Albert, Marcia Corcoran, Martha Kendall, and Kelley Wells • San Jose/Evergreen Community College District

Palm BE

B5 BUILDING AND STRENGTHENING LEARNING COMMUNITIES: ASSESSMENT, LEARNING COMMUNITIES COUNSELING, AND FACULTY DEVELOPMENT

The panel members will present the steps one can take to build and strengthen a Learning Communities program. Specifically, presenters will share methods of program assessment, student success via a Learning Communities counselor, and faculty recruitment and retention through organized, strategic, and continuous faculty training and development.

Kimberly Hubbert, Jan Connal, and Brittany Firshein-Lundeen • Cerritos College

Palm C

B6 THE WPI FIRST-YEAR TUTORIAL: A LEARNING COMMUNITY INTEGRATING, CALCULUS, PHYSICS, AND HUMANITIES

The presentation will chronicle the operational obstacles (by administration and faculty) to construction of an integrated learning community in an otherwise fairly innovative science/engineering university—with strategies to overcome those obstacles. Then in a second part, the presentation will illustrate the successes and drawbacks of building a curriculum around interdisciplinary group projects that utilize wireless, interactive technologies while pushing almost all learning into small group interactive modes. Finally, outside financed, independent assessment of the tutorial will be presented.

John F. Zeugner, Arthur Heinricher, and Joshua Holwell • Worcester Polytech Institute

5:00 p.m. to 6:00 p.m.

Palm ABDE

◆ Reception

Cloister Room and Courtyard

◆ Performance by *Amador's Mariachi*

◆ Poster Session

◆ Dinner on Own



5:00 p.m. to 6:00 p.m.

Poster Sessions

Thursday, Cloister Room and Courtyard

Friday, Ballroom Foyer

Two Paths to Student Success via Learning Communities of Collaborative, Active Learning Classes

For years, Cochise College students have enjoyed the academic success and personal empowerment generated by content and learning activity collaboration between developmental reading and general education (Sociology 101) courses. This success has led to the development of a new three-way interdisciplinary collaboration, *ConneXiones*, between a reading, a general education content (Humanities 101), and a facilitating (Introduction to the Internet) course, all of which focus on an exploration of the American culture.

Dave Pettes, Ruth Britton, Arturo Chacon, Joan Leigh, and Emilie Vardaman • Cochise College

TLC@LMU: The Learning Community at Loyola Marymount University

This poster will highlight TLC@LMU, a unique learning community for first-year African American students. The purpose of the TLC program is to retain and attract African American students to LMU. Students are required to participate in an intensive summer program, meet on a regular basis with their mentors, and do community service throughout the academic year.

Frederica Hendricks • Loyola Marymount University

Mission College Brings Its Spirit to Learning Communities

Mission College is one of 12 community colleges participating in a Regional Community College Consortium for Model Learning Communities, initially sponsored by a grant from the Packard Foundation and led by a team from De Anza College in Cupertino, CA. This fall a six-member team of two English teachers, two counselors, an ESL teacher, and a reading teacher offered Mission's first two learning communities with about 20 students each. Each community was team-taught and involved a reading, writing, and counseling course. "Fulfilling Your American Dreams" connected an ESL reading course, a developmental level writing course, and a study skills course, and served as a bridge for students moving from the ESL to the English curriculum, a transition many students struggle with. "Survival on Success Island" combined developmental reading and writing and a Master Student course, and explored the issue of success from different angles. This spring, we plan to offer two more communities, one a repeat of "American Dream" and one new, "California Myths and Realities," the latter linking English, reading, and counseling courses at the AA/AS degree or transfer levels. Our poster will highlight the major events and challenges involved in planning and implementing these first two learning communities as well as our successes. Presenters will discuss the training we received based on the Washington Center model, recruitment, and team teaching as well as issues related to combining reading/writing skills courses with counseling, assessment techniques, strategies for building community, and faculty rejuvenation.

Peggy Messerschmidt, Carol Beck, Dianne McKay, Ray Charland, Christy Brown, and Myo Myint • Mission College

Combining Rigorous Introductory Science with Humanities Courses

Skagit Valley College requires college-transfer students to take English composition linked to another discipline class ("writing links") and fully collaborative learning communities consisting of two or more courses from three different disciplines. Our presentation will feature several example exercises that bridge physical science (natural world) and the humanities (arts), derived from over ten years experience in collaborative science/humanities courses. These exercises are taken from physics/drama and astronomy/film learning communities, and from environmental geology and astronomy writing links.

Brad K. Smith and Lynn Dunlap • Skagit Valley College

The Use of Computer-Mediated-Communication to Create Learning Communities

In 1999, South Mountain Community College received a Title V, Developing Hispanic-Serving Institutions, grant from the Department of Education. A large part of the funding for this grant is allocated to train faculty in technology so that they can integrate technology into their classes. Faculty have embraced this opportunity since they have determined that such integration can promote active learning and develop learning communities. One of the key products that has been integrated into our curriculum is Blackboard. This tool enables faculty to create web-enhanced or hybrid courses. The use of Blackboard has increased student-student and teacher-student communication and collaboration. The discussion board, synchronous chat, and e-mail features in this program allow more opportunities for communication about class content and content that cannot be covered during class time. This extension of class "discussion" time, especially mediated by the computer, levels the playing field allowing all students to participate equally. In addition, communication via the computer makes it easier for students to pull in online research, field notes, and primary sources. In terms of outcomes, we will look at one class as an example. Although it took the instructor six hours a week to answer email, grades on the final exam were approximately eight

percent higher in the class that used Blackboard than the class that did not. This example and others like it show how computer-mediated communication between students and students and teacher help to foster active learning, create learning communities, and student learning.

Amy MacPherson, Paquita Garatea, and Susan Starrfield • South Mountain Community College, Maricopa Community Colleges

If You Plan, They May Come—Serving a Diverse Community of Learners

In order to successfully recruit students for programs and courses and prepare curricula which meets student needs, colleges have to know their external and internal community. Results from demographic analyses give administrators, faculty, and staff insight for effectively planning academic offerings.

Susan Starrfield, Tiffany Sledge, and Stephen Goebel • South Mountain Community College, Maricopa Community Colleges

The Effects of Purges on Student Enrollment and Retention at South Mountain Community College

Student purges for nonpayment remain hindrances to SMCC enrollment and retention. Limited financial aid provides students with few options, and purges an average of 399 students per semester. While 24% of these students subsequently return to SMCC, greater proportions attend other MCCD colleges. Based on strong 45th Day survival rates for these students at the other colleges, questions of whether the existence of loan, scholarship and other programs would address SMCC's enrollment and retention issues are raised.

Susan Starrfield, Stephen Goebel, and Tiffany Sledge • South Mountain Community College, Maricopa Community Colleges

Beginning with Assessment: The FOCUS Program at the University of Southern Colorado

Assessing a new program is vital in evaluating both its efficacy and need for modification. The Freshman FOCUS program at the University of Southern Colorado began with a broad assessment plan to evaluate four areas critical to the objectives of our program: differences between our self-select group and the general freshman population, effect on retention, effect on quality of school work, and need for improvements to the program. Assessment protocols and data will be displayed.

Leslee DuPertuis and Katherine Frank • University of Southern Colorado

Building Community Connections in the University Earth Science Laboratory

All UTEP students enrolled in GEOL 1303, Earth Sciences 1 Laboratory, participate in a community-connection exercise analogous to service-learning. They interact with El Paso elementary school children in small groups, teaching learning-cycle geology lesson plans. UTEP students demonstrate the knowledge they acquire while providing instructional support to schools that lack materials and staffing for small-group activities. They also provide instruction in an area of science typically neglected at the elementary level due to standardized testing in Texas.

Anthony D. Feig and Hector Giron • University of Texas at El Paso

How Technology Can Be Incorporated Into Learning Communities

See how two different learning communities use Web-based student portfolios, PowerPoint, and Blackboard to teach writing and editing skills, presentation skills, working in teams, electronic communication, and computer software skills. Hands-on demonstrations of student electronic portfolios for various purposes, including admissions to college of education and samples of writing, will be available.

Tom Foster and Brenda Larson • Chandler-Gilbert Community College, Maricopa Community Colleges



FRIDAY

March 1, 2002



7:30 a.m. to 8:30 a.m.

Registration, Continental Breakfast, and Poster Session (see pgs. 11 & 12)

Ballroom Foyer and Courtyard

8:30 a.m. to 10:15 a.m.

Palm ABDE

◆ Welcome

Maria Hesse, Dean of Instruction, Chandler-Gilbert Community College, Maricopa Community Colleges

◆ Opening Song

Arnette Ward, President, Chandler-Gilbert Community College, Maricopa Community Colleges

◆ Student Reflections

Marcy Perzanowski and **Cecelia Robles-Manuel**, Chandler-Gilbert Community College, Maricopa Community Colleges

◆ Introduction of Keynote Speaker

Maria Hesse, Dean of Instruction, Chandler-Gilbert Community College, Maricopa Community Colleges

◆ Keynote Presentation

Realizing the Potential of Learning Communities

This session will explore the challenges learning communities face as a growing national movement and what it will take to move from being a project-based innovation to a transformative reform effort.

Barbara Leigh Smith, Co-Director, National Learning Communities Project, The Evergreen State College

10:15 a.m. to 10:30 a.m.

Break with Refreshments

Courtyard

10:30 a.m. to 11:45 a.m.

Concurrent Sessions C

Cavetto

C1 ADMINISTRATORS PANEL: LESSONS LEARNED IN COLLABORATIVE LEADERSHIP

Administrators will share some of the lessons they learned while helping to promote, support, and sustain learning communities on their campuses. Critical issues such as finance, loads, structure, cross college support, political realities, space, and problem solving/conflict resolution will be addressed. Strategies on initiating, sustaining, and institutionalizing will be discussed.

Ed Dolan, **William Rainey Harper College**; **Lynn Dunlap**, **Skagit Valley College**; **Barbara Leigh Smith**, **The Evergreen State College**; and **Marcos Cicerone**, **DeAnza College**

Colonnade

C2 LIVING AND LEARNING COMMUNITIES

FACILITATOR: Linda Sullivan, Arizona State University

Housing Proximity and Course Co-enrollment: A Simple Recipe to Help Academic Success

Purpose: sharing of an inexpensive variation of a residential Freshman Interest Group (FIG) approach.

Objectives: provide a brief history of living learning communities attempted at WSU, describe the creation of the Teniwe program (Teniwe is Nez Perce for "talk"), lay out the timeline for program development, describe the assessment of program impact, and outline the issues and lessons learned to date. Target Audience: Student Affairs administrators & Residence Life/Housing staff interested in an approach to Living Learning Communities not requiring extensive institutional or faculty support. Freshman Teniwe clusters are a residential FIG approach that does not include the expense of a linking freshman seminar nor faculty involvement incentives. Evidence will be given on the merits of simply using housing proximity assignments with co-enrollment in classes to help new freshmen succeed academically. The issues encountered, methods used, and lessons learned building this program will be shared.

Al Jamison, **Randy Jorgensen**, and **David Escobar** • **Washington State University**

Living Honors: The Academic, the Social, and the Environmental

The Barrett Honors College at ASU has evolved over its first decade into a holistic living-learning community that implements numerous strategies to promote high aspirations and achievement among a self-identifying,

but highly select cohort of undergraduates. Emphasizing the four-year experience, the services the college provides include residential facilities and programming for up to 850 students, internships, honors study abroad, peer academic advisement that uses an education planner to assist students who tend to pursue several interests simultaneously, and preparation for nationally competed fellowships. All of these programs exist within the context of a rigorous academic experience, the nucleus of which is an intense freshman seminar that establishes the culture of honors education. The presenters and their students will discuss the college's choice of specific strategies to include among its programs and assess their relative contribution to student success.

Ted Humphrey and Janet M. Burke • Arizona State University

Dolores

C3 INTEGRATING CRITICAL READING, WRITING, AND COOPERATIVE LEARNING

FACILITATOR: Pam Davenport, Chandler-Gilbert Community College, Maricopa Community Colleges

Rising to the Occasion: Getting Diverse, Minority Students Involved in Reading, Writing, and the U.S. Civil War

California State University-Los Angeles's diverse, minority students typically have serious deficiencies, along with strong negative feelings, in three areas: reading, writing, and history. The presenters will discuss how they devised a way to coordinate these areas to create a co-operative learning environment to shift and/or alter this all-too-often rigid position. They discovered that given proper tools, students rose to the occasion and were themselves impressed with their growth during the quarter in writing skills and the ability to critically read an entire novel and substantial historical readings. Students were able to critically think and connect with the material, made literary connections between fiction and non-fiction, and learned that a major event in U.S. history had more to do with their lives than they initially thought. The developmental reading skills course tied to an English 101 course was designed to increase students' critical reading skills, personal pleasure in reading, basic writing skills, and background knowledge of the U.S. Civil War period. Students were enrolled in both courses. Students read the U.S. Civil War novel *Cold Mountain*, by Charles Frazier. The presenters researched material from the Civil War period. Using small cooperative groups, the reading instructor will demonstrate how these students read and analyzed primary Civil War documents such as letters, diaries, and journals pertaining to many of the topics and issues presented in the fictional novel. The English instructor will demonstrate how she had students write four essays during the quarter. The writing process involved significant instructor feedback through conferencing. Daily quizzes were given on the material.

Suzanne McEvoy and Becky Hopkins • Cal State University-Los Angeles

Piloting a Fully Integrated, Team-Taught Learning Community

We will present lessons learned from piloting a fully integrated, team-taught learning community entitled "Democracy & Citizenship: Civil Rights and Civil Responsibilities," which combined American Government, Personal Ethics, and English. Specifically, we will address issues of marketing, curricular integration, cooperative learning, service learning, and trouble-shooting for success. We will analyze what worked, diagnose the problems we encountered, write a prescription for an even better experience next time, and share our thoughts on the value of team-teaching and integrated learning. Responding to audience questions will be a priority.

David Hubert, Melodee Lambert, and Jamie McBeth-Smith • Salt Lake Community College

Palm AD

C4 SERVICE LEARNING MODELS

FACILITATOR: Osaro Ighodaro, Arizona State University

An Interdisciplinary Model for Delivering a Service-Learning Course Within a Learning Community

The goal of the panel presentation will be to share with the other conference attendees how James Madison University is utilizing interdisciplinary methodologies to provide an environment that is designed to enhance the critical thinking, writing, communication, and technology skills of our students while at the same time building upon the students' commitment to serving the community. All of this will be accomplished with the support structure of a learning community comprised of approximately 20 first-year students. A graduate student will be the hall director of the dormitory where the learning community will be housed and will serve as the liaison between the teaching team and the students. We believe that faculty and staff from other colleges and universities that have either learning communities or service-learning experiences built into the curriculum (or both) will benefit from a discussion of how three faculty members from different university colleges and departments brought this model into being with the help of staff members from the Center for Leadership, Service, and Transitions and the Office of Residence Life. Our hope is that we may inspire colleagues at other colleges and universities to experiment with a similar model at their home institutions.

Ronald J. Cereola, Kenneth R. Wright, and Tim Ball • James Madison University

The Complex Service Learning Team: Assignment, Process, and Assessment for Critical Thinking Project

We expect the graduates of the Landscape Architecture Program to possess highly effective skills in communicating, collaborating, critical thinking, and design and technical skills specific to the profession. The fifth-year urban design studio is designed to facilitate the learning of these valued skills through a complex service learning project, where teams engage in critical thinking. In the fall semester the class worked on a two-mile portion of Chicago's Michigan Avenue. Ignored by the city and described by most professionals as a difficult physical problem, seven teams engaged in a process to understand, develop alternatives, and present their solutions to Central Michigan Avenue Association. Our presentation will focus on the following aspects of complex service learning teams: how student demographics impact team composition and selection of the service learning project; how to create and support learning teams by forming teams based on learning style assessment, skill assessment, and preferences; and supporting teams by building team awareness skills, developing team contracts, team impact/feedback, and on-going counseling; how selection and design of a service learning project assures critical thinking; and best versus re-thinkable practices on teams, assignment, process, and assessment.

Kim Wilson, Marne Helgesen, and Matt Small • Purdue University Main Campus

Palm BE

C5 GROWING LEARNING COMMUNITIES ORGANICALLY

Learning communities grow like organisms in a symbiotic relationship: each participant benefits from and contributes to the environment. The presenters, who have planned and taught in different models of fully-integrated learning communities, will share what they have learned about the interdependent elements of relationships, collaborative learning, technology, service learning, physical space, and course content in this interactive discussion. Together we will look at benefits and challenges through stories, practical applications, and diagrams.

Pam Davenport, Darby Heath, Kim Chuppa-Cornell, Chris Schnick, and Bill Mullaney • Chandler-Gilbert Community College, Maricopa Community Colleges

Palm C

C6 LEARNING COMMUNITIES—IT'S A TEAM EFFORT: LESSONS LEARNED FROM FIVE PERSPECTIVES

In response to the growing recognition that programs must be established to improve undergraduate education, The University of Texas at El Paso (UTEP) established the Circles of Learning for Entering Students Program. CircLES, which is in its fifth year, has learning communities as one of its essential components. Drawing on the experiences of key "players" involved in learning communities on at this urban commuter campus, speakers will discuss lessons learned, surprises, and challenges involved in the creation and continuous improvement of learning communities for entering students. Panel members include deans, an associate dean, faculty members, peer facilitators, and evaluator. Each member of the team represents a "key ingredient." In the past, students entering UTEP with an interest in engineering had to wait until they completed prerequisite coursework. Recognizing this as a problem and the need to have a parallel intervention in science, the program, with support from the National Science Foundation, provides a "home" for pre-engineering and pre-science students during their first semester at UTEP until they are admitted to the program of their choice. Panel members will describe the concept and challenges of learning communities for students attending an urban commuter campus, the administration and structure of the program, the implementation of learning communities at the course level, and the evaluation of the program for improvement and accountability. Panel members and participants will examine how institutional policies, practices, and structures, as well as culture can assist in and create barriers for change in undergraduate education.

Andrew Swift, Thomas Brady, Helmut Knaust, Benjamin Flores, Connie Kubo Della-Piana, Carissa Flores, and Cesar Rodriguez • University of Texas at El Paso

11:45 a.m. to 1:15 p.m.

Lunch with Table Hosts

Cloister Room and Courtyard

1:30 p.m. to 2:45 p.m.

Concurrent Sessions D

Cavetto

D1 DEVELOPMENTAL MODELS FOR SUCCESS

FACILITATOR: Maria Hesse, Chandler-Gilbert Community College, Maricopa Community Colleges

Experience an Interdisciplinary Approach to Learning and Teaching

The facilitators will show how cooperative learning, technology, and teaching/learning styles are incorporated with required curriculum in seamless courses known as COMPASS. This interactive presentation will give conference participants the "student experience" in a learning community atmosphere, by taking part in classroom activities, hearing a former student's perspective, and witnessing how a learning community classroom functions. Activities may involve the following teaching techniques: interactive lecture, reflective writing, blackboard discussion board, and/or response writing. The facilitators have been a COMPASS teaching team since the fall of 1999. The Community Participation for Student Success (COMPASS) Learning Community has more than a five-year history of assisting students to acclimate to Chandler-Gilbert Community College. The fall semester combines English (ENG061 Basics of Writing and ENG071 Fundamentals of Writing) with Counseling and Personal Development (CPD150 Strategies for Student Success) to integrate writing with study skills, college orientation, and career development. The spring semester expands the integration of writing with interpersonal skills, small group dynamics, and public speaking, by combining English (ENG071 Fundamentals of Writing and ENG101 first-year Composition) and Communication (COM100 Introduction to Communication.)

Vanessa F. Sandoval, Rulon Parker, and Marcy Perzanowski • Chandler-Gilbert Community College, Maricopa Community Colleges

Gather Where the Waters Meet

We designed the learning environment around at-risk and developmental students, wanting to offer the best possible learning experience for new students. More specifically, we sought to deconstruct traditional approaches, including academic assessment testing prior to enrollment. We attempted to apply what we believed were the best of learning models and make such available to students as their first college experience. We have also brought student services into the classroom as an integral part of the instructional team. The majority of entering students are first-generation from a rural copper mining region of about 50% spanish-speaking population. Our model is a nine credit block, which meets Mondays and Wednesdays, 10:00 a.m. to noon and 1:00 p.m. to 3:30 p.m. We have integrated math, social science, and success skills.

Flint Anderson, Shay Cardell, and Maren Wilson • Central Arizona College

Friday, March 1, 2002

Colonnade D2 SUPPORT SERVICES FOR STUDENT SUCCESS

FACILITATOR: Duane Roen, Arizona State University

Piloting Linked Courses and Integrated Student Support Services at a Small Campus

The Penn State Capital College, Schuylkill Campus, had in place all components needed for first-year student success- advising staff for first-year testing and advising (FTCAP), a first-year seminar (FYS) supplemented with a Peer Mentor program, a Center for Academic Achievement (CAA) for student tutoring, as well as a core of faculty committed to first-year students. Although the campus is small enough to create a sense of community without linkages, pedagogy suggested that integration of components would be beneficial in terms of positive student outcomes. For Fall 2001, two learning communities were piloted that linked sections of the FYS with an academic course: a) a first-year seminar for students interested in science, engineering, and technology majors was linked to General Chemistry, and b) a first-year seminar for students interested in behavioral science majors was linked to Introduction to Sociology. All first-year seminar students were embedded in larger sections of either General Chemistry or Introduction to Sociology. Advisors promoted the linked sections during FTCAP. Peer Mentors who were also tutors for the subject areas were assigned to the linked sections. Due to the pilot nature of these linkages, a "nonequivalent control group design" was used to assess outcomes. In this presentation, we will discuss the steps taken to integrate the components of this learning community effort as well as the assessment strategy and results.

Marianne Goodfellow, Tom Eberlein, and Susan Barrows • Penn State College, Schuylkill

With Nine You Get Egg Roll and a Fortune Cookie: The Story of the Integrated Learning Center at the University of Arizona

Have you ever had a situation where a brother or sister brought the whole family to live with your family for an extended period of time? Were there tensions and difficulties mixed with joyous times? The University of Arizona has created such a house with nine highly different families under one roof. Our recently dedicated Integrated Learning Center (ILC) brings together the communities of students, faculty, advisors, tutors, library staff, professional development staff, student preceptors, assessment experts, and information technology staff to create an integrated learning environment. The ILC was designed as a space to help us form a freshman learning community within the large context of the ILC and to help us facilitate the formation of smaller, fluid learning communities consisting of students, teaching team members, and staff. However, a physical space is static and dead without the people who inhabit it. Therefore, what allows us to create a fluid community to support our new scholars are the members of the teaching and support teams that we have developed. This presentation will detail the path we have taken and the campus communities that have been involved in creating our new learning environment. We will discuss the things that worked and those that didn't from the perspective of each new community's members. We will also discuss how the current budget problems have impacted the process. We will then detail our plans for creating an ever-changing learning community to support our new students as they begin their scholarly path.

Chris Johnson, Barbara Hoffman, and Sylvia Mioduski • University of Arizona

Dolores D3 "IS ANYONE ELSE AS STRESSED AS I AM?": THE REWARDS AND DANGERS OF ELECTRONIC BULLETIN BOARDS IN LINKED COURSES

In this session, we will discuss the First-Year Advantage (FYA) program at UPEI, a learning community of twenty five students and five professors who connect with each other both in the classroom and electronically. The twenty five students take four single-semester courses—Academic Writing, Practical Logic, Introduction to Psychology, and Introduction to Literature—and one two-semester First-Year Experience course (University 100). Instructors coordinate their schedules, but conduct their classes independently. Some assignments are connected—the presentation component of University 100, for example, is based on research for the Academic Writing course—and there are social events for professors and students, but what connects us between classes and across semesters is a common Web Course Tools (WebCT) page. All five professors use that page for quizzes, supplementary material, and a coordinated "readings and assignments" calendar. The most revealing, helpful, yet also problematic feature of the WebCT page, though, is the electronic bulletin board. That bulletin board takes the place of a weekly journal in the Academic Writing class. Students post a minimum of 100 words a week on any aspect of the FYA program, so that they practice their writing, reflect on their courses, and help each other through difficulties in their first, and most challenging, year. Although this bulletin board is one of the most constant and satisfying community-builders in the program, our experience this year shows that students can either support each other or lead each other astray. The key to the success of the bulletin board, therefore, is vigilant yet tactful monitoring by the five instructors.

Shannon Murray and Stefanie Richard • University of Prince Edward Island

Palm AD D4 A BIG IDEA FOR MAKING THINGS SMALL: COLLABORATIVE APPROACHES TO BUILDING LEARNING COMMUNITIES AT ARIZONA STATE UNIVERSITY

This presentation will focus on the challenges of and alternatives to implementing "traditional" learning communities on a large, urban campus. A team of administrators and staff, representing both student affairs and academic affairs, will discuss their various roles in implementing and supporting learning communities. Participants will learn about several different types of programs and how collaboration between academic and student affairs has led to their success.

Sally Ramage, Carol Williams, Osaro Ighodaro, and Linda Sullivan • Arizona State University

Palm BE D5 WHAT'S HOT AND WHAT'S NOT

FACILITATOR: Maria Harper-Marinick, Maricopa Community Colleges

Hot Links, Weak Links, and Missing Links

This will be an interactive, collaborative session led by a campus-wide Glendale Community College panel consisting of an advisor, a librarian, a student, several English faculty, a Business and Technology faculty, a Learning Communities Coordinator, and an Administrator. This panel will facilitate a discussion about what works and what needs improvement in a comprehensive learning communities model like the one offered at Glendale Community College. Throughout the session, participants will have a chance to look at Glendale

Community College's framework to discover and assess their own hot, weak, and missing links.
Amanda Dunnagan, Nancy Siefer, Charlotte Cohen, Johnnie Clemens May, Niall McCarthy, Kim Keck, Charles F. Jeffery, Molly McCloy, and James Buhanan • Glendale Community College, Maricopa Community Colleges

Comparing Two Models for Integrating Curriculum: Academic and Vocational

The presenters were part of a team that received a Fund for Improvement of Postsecondary Education (FIPSE) federal grant to integrate general education courses into a vocational program using an occupational problem-based learning model developed at Southern Illinois University Medical School. Based on that experience, and their seven years experience with learning communities using the academic Evergreen model, the presenters will discuss the benefits and challenges of these two very different models and perspectives for integrating curriculum. Participants will be asked to brainstorm possible problem-based scenarios for academic learning communities.

Dean Stover, Martha Bergin, Elizabeth Skinner, and Geri Rasmussen • GateWay Community College, Maricopa Community Colleges

Palm C

D6 INTERDISCIPLINARY FIRST-YEAR LEARNING COMMUNITIES: ALIGNING PRINCIPLES WITH GROWTH AND CHANGE

Since 1994, when we first began admitting lower division students, all first-year students at Texas A&M University-Corpus Christi have been enrolled in a unique First-year Interdisciplinary Learning Communities Program. In that first-year, all of the nearly 400 first-year students were enrolled in one of three interdisciplinary learning communities, comprising FY Seminars, English composition courses, and two large lecture courses. This year, 2001, nearly all of our 1200+ FY students are enrolled in eight different learning communities, which have evolved from linking only 4 courses to linking 3, 4, or 5 courses (and associated labs). The FY Seminar and the FY Writing Course are at the center of the LCs, providing the intellectual space and support for students to engage individually and cooperatively in critical thinking and writing-to-learn activities to enrich their understandings of the lecture courses. The writing courses are taught in computer classrooms, and they emphasize ongoing inquiry and research in both semesters. They share with the FY Seminar the explicit goal of developing information literacy. All faculty in the Learning Communities collaborate on assignments and activities meant to integrate writing in all courses, emphasizing both the value of writing to learn and of learning to write in different academic and social settings. And faculty in all the courses integrate technology and continue to explore ways to use newer technological tools to enhance the LCs. In other words, our program represents a complex integration of various goals, objectives, and tools. This complexity is both a strength and a challenge. In this presentation, we will address the following questions: 1) How have we maintained (and how will we maintain) the central principles of the program during substantial growth (from 400 FY students in 1994 to as many as 2000 by 2010)? 2) How have we promoted and enabled integration/connections within LCs, and how can we do this more effectively? 3) What assessment have we done, what continued/further assessments can we do, and how can we use these data? 4) As our first-year students bring more diverse academic backgrounds, what other ways can we implement the LC principles, and what will be the role of technology?

Glenn Blalock, Pamela Meyer, and Anthony Quiroz • Texas A & M University-Corpus Christi

2:45 p.m. to 3:00 p.m.

Break with Refreshments

Courtyard

3:00 p.m. to 4:00 p.m.

Palm ABDE ♦ Roundtable Discussion and Closing Where Do We Go From Here?

The closing roundtable discussion will give all conference participants the opportunity to reflect on what they have learned over the last two days, plan for next steps upon their return to their campuses, and establish regional networks for ongoing communication and sharing.

FACILITATORS: **Barbara Leigh Smith**, Co-Director, National Learning Communities Project, The Evergreen State College, and **Vincent Tinto**, Distinguished University Professor, Syracuse University

4:00 p.m. to 4:30 p.m.

Palm ABDE ♦ Performance by *Kawambe Omowale African Drum and Dance Theatre*

A performance of drumming, dancing, singing, and storytelling to foster awareness of the cultural heritage of African descendants and promote cultural diversity.

♦ Door Prize Drawing

♦ Conference Adjourns



THANK YOU FOR COMING!

PRESENTERS

by Institution

Panel or Concurrent Session Presentations

Arizona State University	Thursday, February 28, 2002	2:00-2:30 PM	Palm BE
Arizona State University	Friday, March 1, 2002	11:00-11:30 AM	Colonnade
Arizona State University	Friday, March 1, 2002	1:30-2:45 PM	Palm AD
Arizona State University West	Thursday, February 28, 2002	1:30-2:45 PM	Cavetto
Cal State University - Los Angeles	Friday, March 1, 2002	10:30-11:00 AM	Dolores
Central Arizona College	Friday, March 1, 2002	2:00-2:30 PM	Cavetto
Cerritos College	Thursday, February 28, 2002	3:00-4:14 PM	Palm BE
Chandler-Gilbert Community College	Thursday, February 28, 2002	10:30-11:45 AM	Palm ABDE
Chandler-Gilbert Community College	Friday, March 1, 2002	10:30-11:45 AM	Palm BE
Chandler-Gilbert Community College	Friday, March 1, 2002	1:30-2:00 PM	Cavetto
De Anza Community College	Thursday, February 28, 2002	1:30-2:45 PM	Palm AD
Eureka College	Thursday, February 28, 2002	1:30-2:00 PM	Colonnade
GateWay Community College	Friday, March 1, 2002	2:00-2:30 PM	Palm BE
Glendale Community College	Friday, March 1, 2002	1:30-2:00 PM	Palm BE
James Madison University	Friday, March 1, 2002	10:30-11:00 AM	Palm AD
Mesa Community College	Thursday, February 28, 2002	2:00-2:30 PM	Colonnade
Paradise Valley Community College	Thursday, February 28, 2002	3:00-3:30 PM	Palm AD
Penn State Schuylkill	Friday, March 1, 2002	1:30-2:00 PM	Colonnade
Purdue University Main Campus	Friday, March 1, 2002	11:00-11:30 AM	Palm AD
Salt Lake Community College	Friday, March 1, 2002	11:00-11:30 PM	Dolores
San Jose/Evergreen Community College District	Thursday, February 28, 2002	3:30-4:00 PM	Palm AD
Texas A & M University - Commerce	Thursday, February 28, 2002	1:30-2:00 PM	Dolores
Texas A & M University - Corpus Christi	Friday, March 1, 2002	1:30-2:45 PM	Palm C
University of Arizona	Friday, March 1, 2002	2:00-2:30 PM	Colonnade
University of Central Arkansas	Thursday, February 28, 2002	3:30-4:00 PM	Dolores
University of Houston	Thursday, February 28, 2002	1:30-2:00 PM	Palm BE
University of Minnesota	Thursday, February 28, 2002	2:00-2:30 PM	Dolores
University of Northern Colorado	Thursday, February 28, 2002	10:30-11:45 AM	Palm ABDE
University of Northern Colorado	Thursday, February 28, 2002	1:30-2:45 PM	Palm C
University of Northern Colorado	Thursday, February 28, 2002	3:00-3:30 PM	Dolores
University of Prince Edward Island	Friday, March 1, 2002	1:30-2:45 PM	Dolores
University of Texas at El Paso	Friday, March 1, 2002	10:30-11:45 PM	Palm C
University of Texas at San Antonio	Thursday, February 28, 2002	3:00-3:30 PM	Colonnade
University of Toledo	Thursday, February 28, 2002	3:00-3:30 PM	Cavetto
Washington State University	Thursday, February 28, 2002	10:30-11:45 AM	Palm ABDE
Washington State University	Thursday, February 28, 2002	3:30-4:00 PM	Colonnade
Washington State University	Friday, March 1, 2002	10:30-11:00 AM	Colonnade
William Rainey Harper College	Friday, March 1, 2002	10:30-11:45 AM	Cavetto
Worcester Polytechnic Institute	Thursday, February 28, 2002	10:30-11:45 AM	Palm ABDE
Worcester Polytechnic Institute	Thursday, February 28, 2002	3:00-4:15 PM	Palm C
Yavapai College	Thursday, February 28, 2002	3:30-4:00 PM	Cavetto

Poster Sessions

Chandler-Gilbert Community College	Thursday, February 28, 2002	5:00-6:00 PM	Cloister and Courtyard
	Friday, March 1, 2002	7:30-8:30 AM	Ballroom Foyer
Cochise College	Thursday, February 28, 2002	5:00-6:00 PM	Cloister and Courtyard
	Friday, March 1, 2002	7:30-8:30 AM	Ballroom Foyer
Loyola Marymount University	Thursday, February 28, 2002	5:00-6:00 PM	Cloister and Courtyard
	Friday, March 1, 2002	7:30-8:30 AM	Ballroom Foyer
Mission College	Thursday, February 28, 2002	5:00-6:00 PM	Cloister and Courtyard
	Friday, March 1, 2002	7:30-8:30 AM	Ballroom Foyer
Skagit Valley College	Thursday, February 28, 2002	5:00-6:00 PM	Cloister and Courtyard
	Friday, March 1, 2002	7:30-8:30 AM	Ballroom Foyer
South Mountain Community College	Thursday, February 28, 2002	5:00-6:00 PM	Cloister and Courtyard
	Friday, March 1, 2002	7:30-8:30 AM	Ballroom Foyer
University of Southern Colorado	Thursday, February 28, 2002	5:00-6:00 PM	Cloister and Courtyard
	Friday, March 1, 2002	7:30-8:30 AM	Ballroom Foyer
University of Texas at El Paso	Thursday, February 28, 2002	5:00-6:00 PM	Cloister and Courtyard
	Friday, March 1, 2002	7:30-8:30 AM	Ballroom Foyer

PRESENTERS

by Name

Al-Kubaisi, Helena (6, 10)
Albert, Louis S. (10)
Anderson, Flint (15)
Anderson-Rowland, Mary (8)
Armstrong, Gaylene (7)
Baker-Eveleth, Lori (9)
Ball, Rex H. (9)
Ball, Tim (14)
Barrows, Susan (16)
Beck, Carol (11)
Bergin, Martha (17)
Betlach, Marcy (8)
Blalock, Glenn (17)
Brady, Thomas (15)
Britton, Ruth (11)
Brown, Christy (11)
Buhanan, James (17)
Burke, Janet M. (14)
Cardell, Shay (15)
Cereola, Ronald J. (14)
Chacon, Arturo (11)
Charland, Ray (11)
Christie, Alice (7)
Chuppa-Cornell, Kim (15)
Cicerone, Marcos (8)
Cohen, Charlotte (17)
Connal, Jan (10)
Corcoran, Marcia (10)
Cornell, Renee (10)
Cutrer, Emily (7)
Davenport, Pam (6, 15)
Della-Piana, Connie Kubo (15)
Dille, Brian (7)
Doherty, Patricia (10)
Dolan, Ed (13)
Dunlap, Lynn (11, 13)
Dunnagan, Amanda (17)
DuPertuis, Leslee (12)
Eberlein, Tom (16)
Eller, Anne (10)
Endicott, Phyllis (6, 8)
Escobar, David (6, 13)
Feig, Anthony D. (12)
Firshein-Lundeen, Brittany (10)
Flores, Benjamin (15)
Flores, Carissa (15)
Foster, Tom (12)
Frank, Katherine (12)
Fritz, Margaret (9)
Fuemueller, Gennie (9)
Garatea, Paquita (12)
Gilbert, Scott (7)
Giron, Hector (12)
Goebel, Stephen (12)
Goodfellow, Marianne (16)
Gorman, Dave (9)
Heath, Darby (15)
Heinricher, Arthur (10)
Helgesen, Marne (14)
Hendricks, Frederica (11)
Hoffman, Barbara (16)
Holwell, Joshua (6, 10)
Hopkins, Becky (14)
Hubbert, Kimberly (10)
Hubert, David (14)
Humphrey, Ted (14)
Ighodaro, Osaro (8, 16)
Irvin, Glen (7)
Jamison, Al (9, 13)
Jeffery, Charles F. (17)
Johnson, Chris (16)
Jorgensen, Randy (6, 13)
Keck, Kim (17)
Kellar, William H. (8)
Kendall, Martha (10)
Knaust, Helmut (15)
Lambert, Melodee (14)
Lance, Steven (10)
Larson, Brenda (12)
Leigh, Joan (11)
MacPherson, Amy (12)
Marion, Michele (10)
May, Johnnie Clemens (17)
McBeth-Smith, Jamie (14)
McCarthy, Niall (17)
McCloy, Molly (17)
McEvoy, Suzanne (14)
McKay, Dianne (11)
McMorrow, Sharon (8)
Messerschmidt, Peggy (11)
Meyer, Pamela (17)
Miller, Rick (7)
Mioduski, Sylvia (16)
Moore, Jonelle (7)
Muchinsky, Andrea (8)
Mullaney, Bill (15)
Murray, Shannon (16)
Myint, Myo (11)
Parker, Rulon (15)
Perzanowski, Marcy (13, 15)
Peterson, Kaye (9)
Pettes, Dave (11)
Quiroz, Anthony (17)
Ramage, Sally (16)
Rasmussen, Geri (17)
Richard, Stefanie (16)
Robles-Manuel, Cecelia (6, 13)
Rodriguez, Cesar (15)
Sandoval, Vanessa F. (15)
Schnick, Chris (15)
Sheldahl, Tania (9)
Siefer, Nancy (17)
Skinner, Elizabeth (17)
Sledge, Tiffanye (12)
Small, Matt (14)
Smith, Brad K. (11)
Smith, Barbara Leigh (3, 13, 17)
Starrfield, Susan (12)
Stewart, Mary (7)
Stover, Dean (17)
Sullivan, Linda (16)
Swift, Andrew (15)
Thompson, William E. (7)
Tinto, Vincent (3, 6, 17)
Urban, Joseph (8)
Vardaman, Emilie (11)
Verbout, Mary (9)
Waldron, Vincent (7)
Wells, Kelley (10)
Whitson, Kathy J. (7)
Williams, Carol (16)
Wilson, Maren (15)
Wilson, Kim (14)
Wright, Kenneth R. (14)
Zeugner, John F. (6, 10)



HOTEL MAP



First Floor • Tempe Mission Palms Hotel

