

welcome home

NORTH DAKOTA STATE UNIVERSITY NORTH DAKOTA STATE UNIVERSITY



LIVING LEARNING PROGRAM

Providing students with a vibrant, healthy place to live and learn.

NDSU DEPARTMENT OF RESIDENCE LIFE Division of Student Affairs

Table of Contents

Table of Contents	i
Introduction	1
Rationale and Overview of the Document	
I. Philosophical Foundations and Driving Goals	2
NDSU Mission	2
Department of Residence Life Mission	2
Student Affairs Learning Agenda (Learning Outcomes)	2
II. Characteristics and Needs of Current and Future Students.....	2
A Growing and Changing Population at NDSU.....	2
Graph 1: Undergraduate and Graduate Enrollment Trends (fall)	3
Graph 2: International Student Enrollment.....	4
Graph 3: Enrollment History by Ethnicity	4
Retention and Persistence at NDSU.....	5
Graph 4: NDSU First-Year to Second-Year and First Year to Third Year Retention.....	5
Table 1: Retention of First Year Students – On Campus v. Off Campus	5
Table 2: Comparative Grade-Point Averages (Fall 2007)	6
What Our Students Have Told Us: Educational Benchmarking Data.....	6
Table 3: EBI Student Survey	7
Developmental Characteristics and Needs of Students.....	8
Freshmen (First-Year)	8
Sophomores	8
Upper Class Students.....	8
Special Needs of Transfer Students and International Students.....	9
Summary	10

III.	The Living-Learning Program.....	11
	Community Development Foundation.....	11
	Leadership, Academics and Wellness (LAW) Curriculum.....	11
	Learning Opportunities	12
	Special Learning Environments	12
	Wellness Community.....	12
	Engineering and Architecture Floors	13
	Pharmacy House	13
	First Year Experience (FYE) Program	13
	Welcome Week	14
	Leadership and Involvement Opportunities	14
	Hall Government.....	14
	Residence Hall Association (RHA)	14
	National Residence Hall Honorary (NRHH)	14
	Faculty in Residence Education (FIRE)	15
IV.	Assessment and Evaluation.....	15
V.	References	16
VI.	Appendices	
A:	The Rhythm of the Academic Year	A1
B:	Curriculum Model, Desired Skills Sets and Time Frames	
	Social and Diverse Community.....	B1
	Leadership Skill Sets	B2
	Academic Skill Sets	B3
	Wellness Skill Sets	B4
C:	Assessment Instruments	C1

Introduction

Rationale and Overview

As North Dakota State University (NDSU) changes and grows, the needs and characteristics of its students are also changing and growing. Housing is, no doubt, a major component of students' lives. Beyond their basic needs of living in places where they are comfortable, our goal is that our students are provided the opportunity to be successful in achieving their academic goals as well as develop skills that will help them be successful in their future personal and professional lives. In 1996, the first Living-Learning Program paper was written by Prakash Mathew, Director of Residence Life. The paper identified some of the core issues that first-year students face and what housing professionals can do to aid students in the transition from high school to college. Building on this foundation, it is important to recognize the changes that occur throughout the college years and how to best help all students through this time. As we look to ways, places, and times in which learning happens for all students, it is critical that we work together to achieve a new level of education that integrates academic learning and student development (Keeling, 2004, 2006). Keeping these goals in mind, it is imperative that we explore what the future should be for the NDSU residence halls and what we must do to meet the needs of our students and reach our goals. All this can only be achieved through partnerships and collaboration with faculty, staff, and students.

The following document outlines a plan to help NDSU Residence Life staff work toward and attain the learning-related goals for the residence hall students. It starts with an overview of philosophical foundations, reflecting the current mission and vision of both NDSU and the Department of Residence Life. These foundations set the groundwork for all the work we do. Next, an examination of what we know about today's NDSU students and students, in general, is presented. This information is based on campus-specific data, assessments, and national research. A third portion of this document focuses on current components of the Living-Learning Program and a plan for creating the true learning environments that we envision. Finally, the focus turns to assessment of our efforts in relation to students and the impact we seek to achieve. The assessment process is crucial because it provides vital information for future planning, defining specific action steps, and improving overall services and support for students.

I. Philosophical Foundations and Driving Goals

North Dakota State University is a land-grant university which strives to provide students with excellent opportunities to achieve both academic and personal success.

NDSU Mission

With energy and momentum, North Dakota State University addresses the needs and aspirations of people in a changing world by building on our land-grant foundation.

Department of Residence Life Mission

The Department of Residence Life supports students by providing a vibrant, healthy place to live and learn.

Student Affairs Learning Agenda (Learning Outcomes)

To complement the mission of NDSU, Residence Life staff work to provide students with environments and opportunities that nurture and encourage their intellectual, social and cultural development. The Student Affairs Learning Agenda sets the foundation for the Living-Learning Program. We strive to create an environment that teaches students:

- To lead
- To serve
- To negotiate and resolve conflict
- To execute tasks to completion
- To function collaboratively
- To participate as committed citizens of the community

II. Characteristics and Needs of Current and Future Students

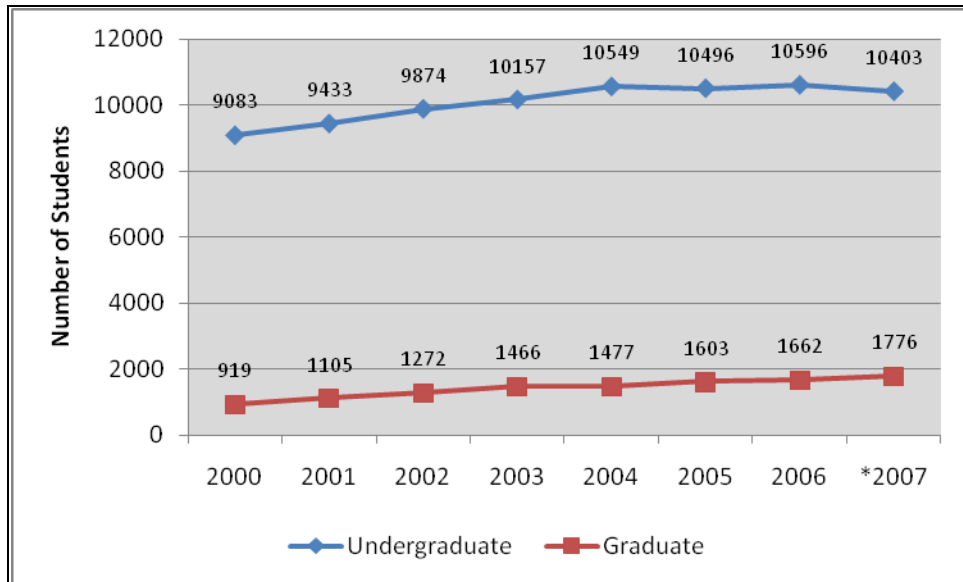
The goal of this section is to review existing institutional and national information about our students as well as note possible future issues and needs of students. Examining this information will provide a basis to evaluate and make decisions regarding the components and priorities of the Living-Learning Program.

A Growing and Changing Population at NDSU

The NDSU student population has been growing and changing in many ways over the past eight years. An increased population alone allows for the need and the opportunity to provide a variety of living-learning options for students. While it is difficult to predict if the trends will continue, it is helpful to examine them to ascertain some ideas about the current and future needs of the students. From 2000-2007, the student population has changed as follows:

- Undergraduate Enrollment (full time and part time): Increased 15%
- Graduate Enrollment (full time and part time): Increased 93%
- International Enrollment of Non-US Residents: Increased 126%
- Enrollment of Non-white, US Residents: Increased 64%

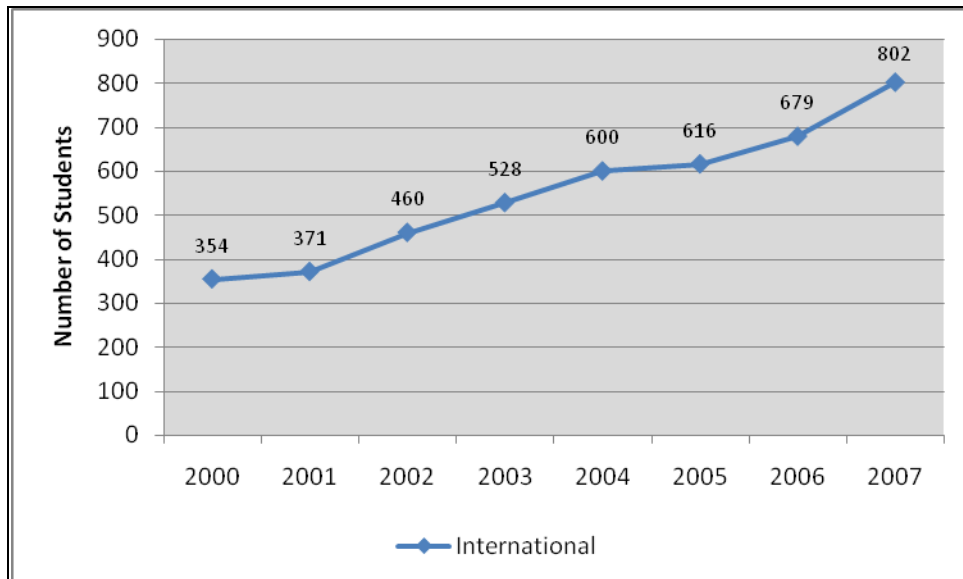
Graph 1: Undergraduate and Graduate Enrollment Trends (fall)



Source: North Dakota State University, Office of Registration and Records

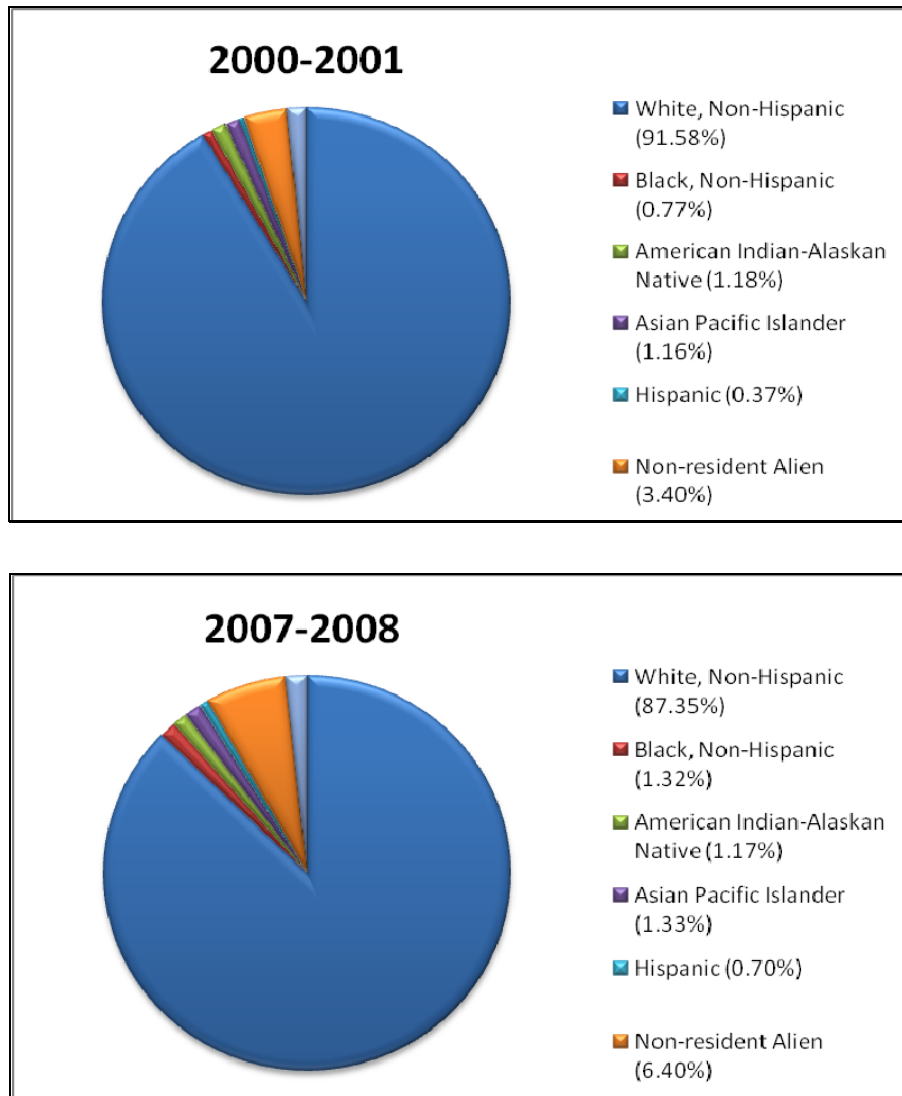
* Total enrollment populations for 2007 do not reflect the professional career enrollment data effective fall 2007 for students enrolled in the Pharmacy Doctorate program. A total of 348 students were reported in this new career category as of the third week of enrollment for the fall 2007 term.

Graph 2: International Student Enrollment



Source: North Dakota State University, Office of International Programs

Graph 3: Enrollment History by Ethnicity

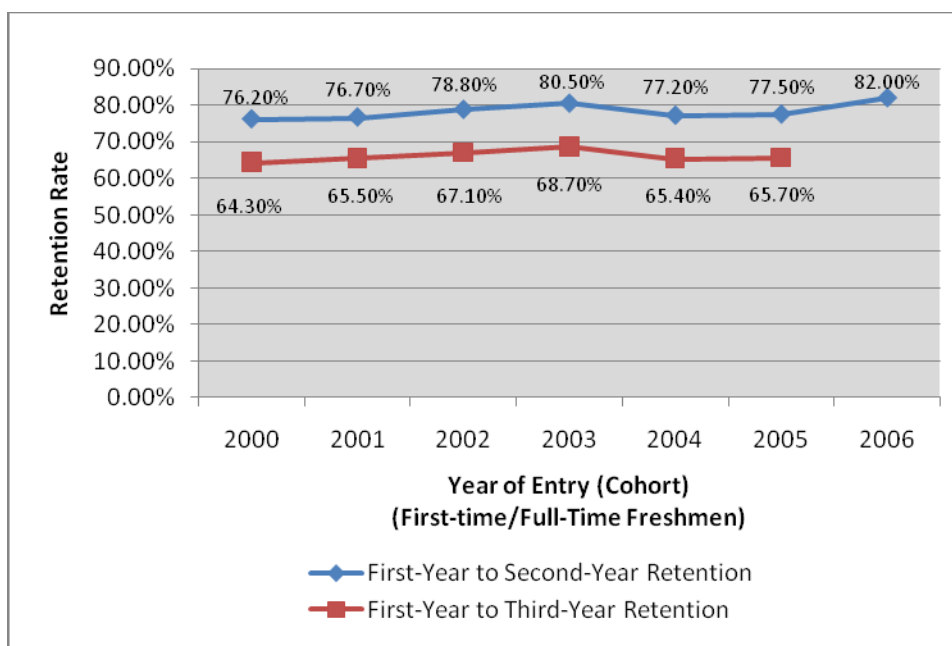


Source: Office of Institutional Research and Analysis, 2008

Retention and Persistence at NDSU

Retention is a concern as we continue to grow and change. Research tells us that students will persist at an institution if there are significant connections with peers, staff, faculty, and their learning environments (Pascarella and Terenzini, 2005).

Graph 4: NDSU First-Year to Second-Year and First-Year to Third-Year Retention



Source: Office of the Vice President for Student Affairs, Cohort Retention Graduation Data Report, 2008

Table 1 provides a comparison of retention for on-campus students versus off campus students and reflects the retention of students who entered NDSU in fall 2005, based on where they lived during their first year. Students who lived on campus during their first year of college were more likely to be retained at NDSU than those students who lived off campus during their first year.

Table 1: Retention of First Year Students – On Campus v. Off Campus

	Fall 2005	Fall 2006	Fall 2007
COHORT 1: First-Year Students Living On Campus	1655	1335 – (81%)	1122 – (68%)
COHORT 2: First-Year Students Living Off Campus	317	205 – (65%)	172 – (55%)

SOURCE: NDSU Registration and Records and Residence Life databases, 2005-2007

NOTE: Retention rates do not reflect whether or not COHORT 1 students remain on campus during the second and third year; nor does it account for any COHORT 2 students who started living on campus during the second or third years.

Table 2: Comparative Grade-Point-Averages (Fall 2007)

	On Campus	Off Campus	Difference
First Year Freshman (new to NDSU)	2.710	2.372	0.338*
Freshman Status (semester)	2.321	2.028	0.293*
Freshman Status (cumulative)	2.376	2.050	0.326*
Sophomore Status (semester)	3.050	2.731	0.319*
Sophomore Status (cumulative)	3.096	2.807	0.289*
Junior Status (semester)	3.107	2.916	0.191*
Junior Status (cumulative)	3.143	2.999	0.144*
Senior Status (semester)	3.209	3.021	0.188
Senior Status (cumulative)	3.227	3.138	0.089
Overall (semester)	2.938	2.810	0.128
Overall (cumulative)	2.980	2.898	0.082

SOURCE: NDSU Registration and Records and Residence Life databases, 2007

* Denotes a statistically significant difference.

What Our Students Have Told Us: Educational Benchmarking Data

The Department of Residence Life participates in the Educational Benchmarking Inc. (EBI) survey each year. The EBI is based on the Association of College and University Housing Officers - International (ACUHO-I) professional standards. This survey assesses student satisfaction in a variety of factors. Assessment of learning outcomes and the residence hall climate have recently been included in the survey which gives insight into how students perceive these opportunities being available in their living environment.

In Table 3, factors for the EBI (Educational Benchmarking Inc.) survey for the residence halls are listed along with the mean response for each year. Years in which "N/A" is recorded are years in which that particular factor was not part of the survey. The 7-level Likert scale used for this research is as follows: 1=very dissatisfied; 2=moderately dissatisfied; 3=slightly dissatisfied; 4=neutral; 5=slightly satisfied; 6=moderately satisfied; and, 7=very satisfied. The survey measures responses from a random sample of 500 students living on campus, with an average 90 percent return rate.

A longitudinal look at NDSU's results on the student EBI provides insight on factors where we have consistently scored well and other factors where we need to improve. Students have consistently indicated a satisfaction with their Resident Assistant. They have also demonstrated a sense of feeling safe while living on campus. The learning outcomes and overall climate are factors where we have consistently scored lower and find the need to consider how we can more successfully serve students in these areas.

Table 3: EBI Resident Study

FACTORS	NDSU 2001	NDSU 2002	NDSU 2003	NDSU 2004	NDSU 2006	NDSU 2007	NDSU 2008
Satisfaction: RA/Advisor	5.40	5.57	5.77	5.87	5.93	5.92	5.81
Satisfaction: Services Provided	N/A	5.69	5.61	5.57	5.51	5.48	5.31
Satisfaction: Room assignment or change process	4.79	4.97	5.09	5.16	5.25	5.35	5.23
Satisfaction: Safety and security	5.84	5.95	5.94	5.93	5.85	5.98	5.81
Satisfactions: Dining services	4.45	4.63	4.72	4.91	4.98	4.94	4.78
Satisfaction: Room/Floor Environment	N/A	4.99	4.89	5.19	5.18	5.29	5.00
Satisfaction: Hall/Apartment Programming	N/A	N/A	N/A	5.43	5.34	5.19	5.06
Satisfaction: Facilities	N/A	5.24	5.17	5.65	5.54	5.61	5.37
Satisfaction: College /University	N/A	N/A	N/A	5.59	5.61	5.66	5.54
Climate: Fellow Residents are Tolerant	N/A	5.11	5.24	5.51	5.58	5.80	5.63
Climate: Fellow Residents Are Respectful	N/A	N/A	N/A	N/A	N/A	5.50	5.32
Climate: Sense of Community	N/A	N/A	N/A	N/A	N/A	5.71	5.53
Learning Outcome: Personal Interactions	5.40	5.47	5.60	5.64	5.53	5.34	5.30
Learning Outcome: Manage time, Study, Solve Problems	N/A	4.93	5.04	5.14	5.04	4.84	4.80
Learning Outcomes: Diverse Interactions	N/A	N/A	N/A	N/A	N/A	4.99	4.91
Learning Outcomes: Personal Growth	N/A	5.06	5.21	5.31	5.34	5.09	5.08
Overall Resident Satisfaction	N/A	N/A	N/A	5.25	5.09	5.26	5.20
Overall Learning Experience	N/A	N/A	N/A	5.59	5.61	5.13	5.09
Overall Program Effectiveness	4.67	4.77	4.82	4.99	4.83	4.97	4.93

SOURCE: Educational Benchmarking, Inc. (EBI) Survey, North Dakota State University

* No data available in 2005. No resident assessment performed.

Developmental Characteristics and Needs of Students

Freshmen (First-Year) Students

Research has been conducted for many years concerning the needs of first-year students. Adjustment to college life both in and outside the classroom can be exhilarating at best and traumatic at worst. University staff and faculty must help these new students in their adjustment to undergraduate life and do so by addressing the common issues that arise.

- First-year students tend to follow a general rhythm of experiences during the initial adjustment period in college relating to expected emotional, academic, and physical needs (Astin and Sousa, 1991). Awareness of universal ups and downs for students during the first college year provides students, staff and faculty with important information needed to effectively address the universal challenges which occur during the academic year (See Appendix A).
- College and university personnel have a critical window of time in which to make the college experience good and helpful for students. According to Upcraft and Gardner (1989), the first six weeks of college are noted as the most critical period of time for first-year students. Half of the students who did not get beyond the freshman year dropped out during those critical six weeks.
- First-year students can face academic challenges as they transition from high school to college. Academic performance is noted as being one of the most consistent predictors of student persistence, degree completion, and graduate school enrollment. Providing peer tutor assistance is important and is particularly effective during the first semester as students begin their transition into college (Pascarella and Terenzini, 2005).
- Programs that promote the overall physical, emotional, and academic wellness of first-year students tend to have the greatest success in creating happy students and reducing college attrition (Pascarella and Terenzini, 2005).

Sophomores

Schreiner and Pattengale (2000) believe that sophomore students are in a special place as college students and are often termed the “forgotten” student. They exist between new first-year students and more experienced juniors and seniors. They understand their way around their college or university, but they are not as clearly established as upper-class students. Sophomores want to be confident in what they are doing, but many still need guidance.

- Sophomores receive less attention from their colleges and universities than any other undergraduate class, but also expect more from their college and university faculty and administrators than first-year students.
- Many sophomore students experience a “slump” during their second year of undergraduate study. This slump is characterized by lower grades, higher college attrition, less motivation, and a reduction in happiness with the college experience.
- The sophomore slump can often be accentuated by dissatisfaction with success in one’s chosen major and can benefit from classes & programs designed to help them choose a major and career with which they feel comfortable and challenged.
- Sophomores also feel somewhat lost in their personal development. College and university professionals can enhance the sophomore experience by addressing the personal and social growth of these students both in and outside of the classroom.

Upper Class Students

Students in their last years at a college or university are usually quite comfortable in their surroundings. Since they have made it to this point in their studies and have chosen to stay at a particular place of higher education, something significant has provided satisfaction and benefit. According to Gardner and Van der Veer (1998), by providing an intentional Senior Year Experience, institutions have an opportunity to make one last effort to assist students in developing skills that will help them be successful in their careers and lives immediately and long after their graduation.

- College and university personnel have an obligation to help seniors transform from upper-class undergraduates to working professionals or graduate students. Such commitment creates happy alumni and employers of these new graduates.
- Programs should be designed to help students prepare for life outside the classroom both personally and professionally.
- Senior year capstone experiences help engage graduating students in civil service, cultural and ritual events, cumulative learning, and alumni activities.
- Upper-class students are more independent than first-year and sophomore students. As such, they prefer housing options that lend them more privacy and autonomy. University housing designed in apartment and suite-style accommodations is better received by students in their last years of college.

Special Needs of Transfer Students and International Students

Transfer Students

Transfer students are often categorized in the same area as first year students and even though some of the needs are similar, it is important to recognize that their development is typically more advanced. Transfer students still need a general orientation to the university and the surrounding community.

International Students

As North Dakota State University continues to grow, so does our international student population. International students bring a rich culture to the university, along with some unique needs, as shared by the North Dakota State University International Office. As we learn more about the challenges that these students face, one of the best things we can do is learn about their experiences and support them in building independence and a sense of competence.

- Culture Shock: there are many difficulties while trying to assimilate to a new culture, knowing what is appropriate and what is not. There are many feelings involved including anxiety, disorientation and surprise that need to be dealt with.
- International students often struggle with the testing that occurs in the United States. For example, many international students have never taken a multiple choice test.
- Roommate conflicts often happen as there is a dissonance between cultures.
- International students often go through culture shock as they return home and struggle to figure out what is acceptable in each culture.

Summary

The purpose of this section has been to examine who our students are and what are their needs. This information has been used to provide guidance and insight as we have developed a plan for the Living-Learning Program that follows. We have learned that:

- The student population at NDSU has grown significantly over the past eight years, with the highest rates of growth in the graduate and international student populations.
- The residence halls have tremendous potential to impact student retention, persistence, and overall academic success.
- While residence hall students have been satisfied with their overall living environment, there is a need for us to look more closely at what we can do to create a more effective learning environment.
- Students, in general, experience specific transitional challenges throughout their college careers, and first-year students, in particular, face the most difficult transition of all.
- Students have varying characteristics and needs as they move through their college career. Understanding these characteristics and needs will help us better assist them at each stage in their college experience.

IV. The Living-Learning Program

The Living-Learning Program represents a comprehensive system by which the Department of Residence Life strives to help all on-campus students be successful during their time at NDSU and to foster skills and experiences that will assist students in becoming successful personally and professionally throughout their lives.

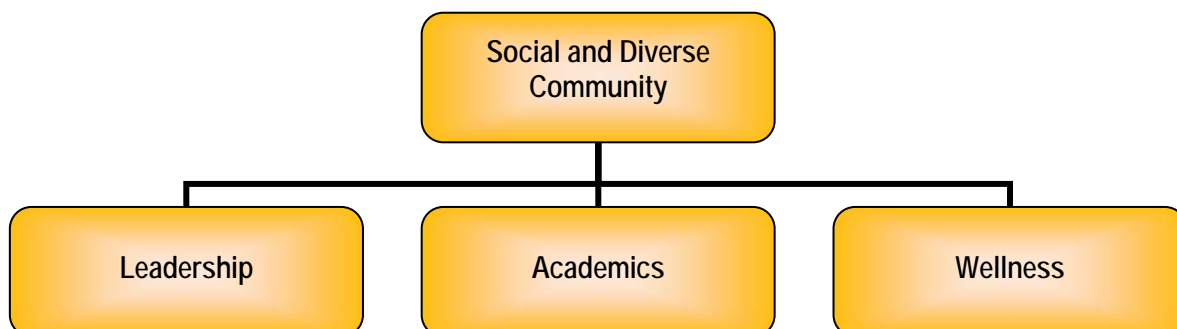
Community Development Foundation

The foundation of the Living-Learning Program is in creating communities that not only meet the basic needs of students, but also where community members positively influence the experiences of others. Furthermore, we will strive for what Ernest Boyer envisioned - creating a campus community that is *purposeful, open, just, disciplined, caring, and celebrative* (Boyer, 1990). These principles capture the social and diverse communities that are created and exist in living and learning environments.

In the residence halls, community starts with staff members building positive and open relationships with each resident, while also helping to connect residents with each other. Residents should feel safe and welcome in the community. Furthermore, the environment should foster student investment in the community and be a place where residents hold themselves and each other accountable for actions and decisions.

Leadership, Academics and Wellness (LAW) Curriculum

The Residence Life staff has developed a curriculum around the ideals of Leadership, Academics and Wellness (Johnson, E. and Krueger, J., 2003). Specific skill sets in each area have been identified along with a natural progression of when these items would be a focus in the hall (See Appendix B). Prior to each semester, the Hall Director in each building prepares a monthly lesson plan that outlines the skills to be learned, how this will occur and how it will be assessed. These plans make it very clear for professional staff, student staff, and residents to know what the focus is for their time while living in the residence halls. These areas, along with establishing a strong community, are the focus for all staff in the Department of Residence Life.



Social and Diverse Community: Students living in residence at NDSU are citizens of a social and diverse community. Creating a strong community where students are engaged in their residence hall and the greater NDSU community forms the foundation from which greater learning can, and will, occur. Students learn and develop when they become active in the collegiate experience (Astin, 1985).

Leadership: Through active participation and engagement of students in their residence halls and the greater community, students will explore their own sense of leadership in a connective manner. Students will look ethically and altruistically to all aspects of leadership, incorporating diversity and interdependence (Lipman-Blumen, 1996).

Academics: Students will understand their educational purpose at the university and strive to develop a plan of success in regard to their academics and course work. Through the discovery of their interests for future endeavors, students will have gained knowledge, skills, and abilities to achieve in their chosen career field.

Wellness: Students will understand that wellness is an active, lifelong process of becoming aware of choices and making decisions toward a more balanced and fulfilling life. A condition of healthy personal wellness places responsibilities on the individual to make good choices. Overall, it is a matter of self-evaluation, self assessment and personal choice. Wellness involves continually learning and making changes to enhance your state of wellness (NDSU Wallman Wellness Center, 2008).

Learning Opportunities

Students learn in a variety of ways both inside and outside the classroom. In addition to the individual residence hall curriculums, the following opportunities are offered either in specific residence halls or throughout the residence hall system:

- Special Learning Environments (Wellness Community, Engineering and Architecture Floors, Pharmacy House)
- First Year Experience (FYE) Program
- Welcome Week
- Leadership and Involvement Opportunities (Hall Government, Residence Hall Association and National Residence Hall Honorary)
- Faculty in Residence Education (FIRE)

Special Learning Environments

The following environments have been established to provide living options for students who share common interests and goals and to enhance their learning opportunities. These communities have been created with the collaboration of other campus departments.

Wellness Community: 8th and 9th Floors in Seim Hall

The Wellness Community consists of a living environment in which students and staff focus on all dimensions of wellness. Students living in the community choose a balanced and healthy lifestyle and seek to enhance it by supporting each other in making healthy choices. Students are committed to remaining substance-free (alcohol, illegal drugs, and tobacco) both on and off campus. Community members and staff provide opportunities for mutual support and education in the seven dimensions of wellness. The Wellness Community is a collaborative effort with the Wallman Wellness Center.

Engineering and Architecture (E & A) Floors: 6th and 7th Floors in Sevrinson Hall

Engineering and Architecture has the largest population of students at NDSU. These floors provide a common living space for students studying in any area of Engineering and Architecture. The E & A College provides support through faculty involvement and funding for on-going programs. In addition, Engineering and Architecture student organizations participate in a fall showcase to encourage new students to join these academic groups.

Pharmacy House: 8th and 9th Floors in Thompson Hall

The Pharmacy House, established in 2006, is available for Pre-Pharmacy students who are working to gain admittance into the program. The College of Pharmacy, Nursing, and Allied Sciences supports this house by assisting in the recruitment of house members and facilitating programs throughout the year focusing on student success. While living on this floor, students will have opportunities to interact with fellow students experiencing the same challenges and can develop a peer learning environment.

First Year Experience Program (FYE)

The first year of college is one of the most critical times for our students and a significant factor in persistence and success. First year experience programs, therefore, are essential in providing the support and opportunities for students to make a successful transition to NDSU and create a foundation of development which will carry through their years as a student and beyond NDSU. Considering this need, the following is a brief outline of the FYE Program at NDSU:

Purpose

FYE is dedicated to providing an environment where first year students will have the resources and support to make a successful transition from high school to college. This culture will provide the solid foundation from which students will grow, learn, and progress toward successful completion of the baccalaureate degree.

Vision

We envision a culture which fosters positive academic communities. We are committed to learning, collaboration, and personal growth. Individuals will gain a greater understanding of themselves, the university, and the world around them.

Target Population

FYE focuses efforts on the first year students living in Reed/Johnson and Weible residence halls. Potential growth and expansion will be dependent on the success of the initiative.

Learning Teams

There is a learning team on each floor which consists of three Resident Assistants (RA's) and one or two faculty members. These teams work together to provide community, academic, and transition assistance to the students living on each floor. Using this model, the staff to student ratio is about 1:25. This lower ratio helps to ensure that students are not lost in the shuffle and receive the interaction similar to the size of a high school classroom. All the staff members are involved with the overall success of the students living in the community. Specifically, Resident Assistants focus on community development and the transition from high school to college. Faculty members focus on bridging the experience in and outside of the classroom.

Academic Skills and Initiatives

Offering tutoring opportunities for students in the residence halls is a collaborative effort between the Department of Residence Life and the Office of Orientation and Student Success. The Academic Collegiate Enhancement (ACE) Program offers subject-specific tutoring sessions in the residence halls, based on the needs of the students. Maintaining a regular academic presence in conjunction with our faculty partners enhances the academic skill, ability, success, and motivation in the first-year population.

Welcome Week

Residence Life participates with the Office of Orientation and Student Success, along with others, to develop Welcome Week. To expand on the orientation that occurs in the summer, a concentrated set of programs is offered for students in the fall. Not only does this give an opportunity for intentional socialization, but it also fosters a sense of pride in NDSU and creates traditions that will continue each year. Beyond the socialization, there are academic-focused sessions to make sure that students get started on the right foot.

Leadership and Involvement Opportunities

Students attending North Dakota State University have a wide variety of activities in which to become involved on campus. We encourage all residents to become a member of at least one student organization on campus to enhance their collegiate career. For students that live in the residence halls, it is very easy to become a member of their own hall government which can lead to further leadership experiences.

Hall Governments

Each residence hall has a governing body comprised of students from their respective hall. A portion of the residence hall activity fee is allocated to each hall government to be used for programming and hall enhancements. Students who are involved in hall government receive valuable leadership skills and a voice in making decisions about their living environment.

Residence Hall Association (RHA)

The Residence Hall Association (RHA) is comprised of representatives from each of the hall governments and an elected executive board. This group meets weekly to discuss policy, events in the halls and to plan campus wide activities. The opportunity to become involved at regional and national levels is also available as the RHA is a member of the National Association of College and University Residence Halls (NACURH) and resides in the Midwest (MACURH) region. Students can run for regional and national positions and can also have the unique experience of hosting conferences for this organization.

National Residence Hall Honorary (NRHH)

The National Residence Hall Honorary is comprised of the top 1% of leaders living in the residence halls. Students who are inducted into NRHH have demonstrated a commitment to living on campus and creating a home for all students through their leadership in the above organizations. NRHH values mentoring future leaders, service and recognition.

Faculty in Residence Education (FIRE)

The Faculty in Residence Education (FIRE) program is designed to enhance the personal and intellectual experience for students and provide unique opportunities for faculty involvement outside of the classroom. Faculty-led programs and general faculty involvement in the residence halls provides opportunities to foster both intellectual and personal development for students. Goals for this program include the exchange of ideas, intellectual development, career experience, personal connections, and shared experiences.

- **Faculty Greeters** meet and mingle with students and families as they check into the residence halls.
- **Faculty Fellows** are assigned to a residence hall with mixed student populations. Fellows spend at least one hour per week with students in the residence hall.
- **Faculty Mentors** are specifically located in our First Year Experience residence halls and participate as part of a learning team which is made up of the Faculty Mentor and three Resident Assistants. This group works together to create a positive transition for first year students.
- **Faculty in Residence (FIR)** is a faculty member who lives in the Living-Learning Center and is part of the building's staff team. The purpose of the FIR is to create a seamless learning environment for students.

IV. Assessment and Evaluation

The Living-Learning Program provides students with meaningful intellectual, social and cultural development opportunities. Assessment activities provide data needed to effectively review and evaluate performance; and, to prove the effectiveness of existing practices. The Department of Residence Life utilizes both qualitative and quantitative assessment methods in order to determine the best possible practices from a variety of perspectives.

The monthly lesson plans, developed by each Hall Director, provide detailed outlines for the activities which will take place in the various residence halls. The lesson plans also outline the specific competencies (e.g. what specific things students will learn) for each month and describe how each competency will be measured. This provides a very immediate response to how our efforts are making a difference in the lives of our students.

At the beginning and end of each year, students will receive a self-assessment that directly correlates to the outlined competencies for the year. Students will receive this self-assessment at their first floor meeting and this will give them a starting point to understand what we are trying to accomplish with them in the residence halls. At the end of the year, the students will take this survey again to measure what has been learned throughout the year.

Along with the above listed items, other surveys and evaluations will be conducted throughout the year. These assessments are used to evaluate the effectiveness of the Living-Learning Program and include grade point averages, retention rates, and numbers of conduct incidences.

See Appendix C for the list of instruments used for assessment, their general purpose, and the associated timelines for administration.

V. References

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APPENDIX A

Rhythm of the Academic Year

THE RHYTHM OF THE ACADEMIC YEAR

AUGUST/SEPTEMBER	OCTOBER	NOVEMBER
<ul style="list-style-type: none"> Homesickness/loneliness Excitement Doubts about choice of school Tendency to test new limits and boundaries Frequent calls and/or visits home Anxiety about roommates/peers Anxiety about professors Anxiety about intellectual competency First round of test/assignments at end of month Anxiety/conscious about financial situation 	<ul style="list-style-type: none"> Roommate problems begin to arise Concerns about social climate - students question: "Do I fit in here?" Struggling with intellectual competency First test grades returned Midterm exams beginning Relationships from home still going strong Graduating students: Concerns regarding post-graduation plans begin to surface (including résumé preparation, graduate school applications) Receiving pressure and expectations to perform well from home 	<ul style="list-style-type: none"> Midterm grades returned Roommate problems getting more serious Lots of exams/papers due Pressure building re: course work Feelings of incompetency set in/or a sense things will be okay Stress levels high
DECEMBER	JANUARY	FEBRUARY
<ul style="list-style-type: none"> Anxiety about going home for holidays surface Anxiety/sleeplessness regarding preparation for finals Sadness about leaving new relationships First-year students: Anxiety over next term classes Graduating students: Realization that they are entering the last term Feelings of missing out on holiday fun due to studying, exams, sense of being cheated 	<ul style="list-style-type: none"> Graduating students: Frustration due to barrage of questions over holidays from relatives, neighbors, etc. regarding post-graduation plans Disappointment/excitement regarding first term grades Seeing this as a time to make a 'fresh start' Relief at being away from home/back at school Loneliness for relationships back home Homesickness 	<ul style="list-style-type: none"> Feelings of claustrophobia – campus is getting 'smaller'; weather is affecting moods, etc. Tempers short, tension level quite high Increase in alcohol substance abuse Breakup of relationships back home
MARCH	APRIL	THROUGHOUT THE ENTIRE YEAR
<ul style="list-style-type: none"> Anxiety begins over choosing/finding roommates(s) for the following academic year Disappointment on the part of those students who can't afford to travel over spring break (Graduating students) Realization that this is the last spring break – 'last chance for free time' Anxiety over midterm exams Focus on body image Graduating students: The issue of post-graduation plans intensify nervousness over registering for courses 	<ul style="list-style-type: none"> Excitement over arrival of fine weather and term ending Panic over not finding a roommate(s)/of being abandoned End of term pressure begins Graduating students: The feelings surrounding separation issues become intense Anxiety over final exams Apprehension about returning home for the summer Sadness over losing touch with new friends Sadness over losing contact with relationship for graduating students, ambivalent feelings: pride in graduation; relief it's all over; sadness it's all over; excitement about entering the next phase – the work world; anxiety over having to produce in a competitive work world; anxiety over having to produce in a competitive world; fear of the unknown. 	<ul style="list-style-type: none"> Anxious about what they will do when they are done at the university Anxious about finances Anxious about intellectual ability Missing birthday celebrations at home (theirs and others) Missing holiday celebrations at home (including Rosh Hashanah, Yom Kippur, Thanksgiving, Passover, Easter, etc.) Missing special family-specific traditions Feeling left out of decision making regarding family matters, important or not (e.g. buying a car, getting a new pet, home renovations, etc.)

Resource: The Rhythm of the Academic Year, Austin and Sousa, 1991 and Chickering and Reisser, 1993, <http://www.provost.ucsd.edu/marshall/parents/rhythm.shtml>

APPENDIX B

Curriculum Model Desired Skill Sets and Time Frames

CURRICULUM MODEL

Community provides the foundation from which we begin building competencies in leadership, academic success and wellness. In the ideal community, activities and associated learning flow back and forth between community and the three LAW curriculum focal points.

Social and Diverse Community

Students living in residence at NDSU are citizens of a social and diverse community. Creating a strong community where students are engaged in their residence hall and the greater NDSU community forms the foundation from which greater learning can, and will, occur. Students learn and develop when they become active in the collegiate experience (Astin, 1985). When students leave the residence hall or apartment environment, the Department of Residence Life has a goal that students will incorporate skills learned from the LAW curriculum.



Leadership

Through active participation and engagement of students in their residence halls or apartments and the greater community, students will explore their own sense of leadership in a connective manner. Students will look ethically and altruistically to all aspects of leadership, incorporating diversity and interdependence (Lipman-Blumen, 1996)



Academics

Students will understand their educational purpose at the university and strive to develop a plan of success in regard to their academics and course work. Through the discovery of their interests for future endeavors, students will have gained knowledge, skills, and abilities to achieve in their chosen career field.



Wellness

Wellness is an active, lifelong process of becoming aware of choices and making decisions toward a more balanced and fulfilling life (NDSU Wellness Center, 2003). Wellness places responsibilities on the individual; it becomes a matter of self-evaluation and self assessment. Wellness involves continually learning and making changes to enhance your state of wellness.

LEADERSHIP SKILL SETS

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY
Participate in the community	X											
Develop and exhibit respect for others	X											
Lead by example	2X	2X										
Develop and exhibit good time management		X										
Participate in meetings		X										
Communicate effectively		X	X									
Negotiate and resolve conflict effectively		X	X									
Develop an understanding of your role and purpose in the community		2X										
Prepare for and facilitate meetings		2X	2X									
Know your leadership style			X	X								
Raise questions & concerns appropriately				X								
Be a good role model for others:				2X								
Plan and execute tasks to completion				2X								
Actively serve others					2X							
Develop and exhibit good character/integrity						X	X					
Understand the roles of leaders and followers						X	X					
Recognize and encourage leadership in others						2X	2X					
Develop and exhibit congruent behavior: <i>"Say what you'll do and do what you say!"</i>						2X	2X					
Function collaboratively								X				
Be actively engaged in the community (seek opportunities to be engaged)								2X	2X			
Serve as a mentor to others									2X			

KEY: X = First Year Students 2X = All Students Beyond First Year

ACADEMIC SKILL SETS

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY
Develop an awareness of resources	X											
Set academic achievement goals	X	X				X	X					
Be prepared for classes and exams	X	X										
Seek out resources and assistance		X	X									
Develop and exhibit:												
Good time management		X										
Effective study skills and habits (note taking & reading text books)		X	X									
Good reading skills		X	X									
Good writing skills		2X										
An awareness of timelines & deadlines		X										
Self accountability			2X									
Good organization skills		X										
Communicate with advisor(s)			X	X								
Communicate with faculty			X									
Complete a personal academic plan	2X	2X				2X	2X					
Graduate					2X					2X		
Create a personal academic plan							X					

KEY: X = First Year Students 2X = All Students Beyond First Year

WELLNESS SKILL SETS

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY
Physical Wellness												
<i>Develop and exhibit good care of self:</i>												
Maintain good personal hygiene	X											
Do laundry		X										
Maintain a healthy sleep schedule			X									
Exercise regularly			2X									
Work toward good overall health						2X						
Social Wellness												
Be able to live with others (room mates, members of the community)		X	X									
Cooperate with others				X								
Communicate effectively with others				2X								
Balance relationships							2X					
Treat others with respect	2X	2X										
Occupational Wellness												
Develop a professional résumé		2X				2X						
Proper etiquette (self image, meals, written, oral and e-mail communication)			2X									
Appropriate apparel			2X									
Good financial management skills					2X							
Develop resources and connections							2X	2X				
Develop good interviewing skills								2X				
Environmental Wellness												
Recycle and dispose of items appropriately	X											
Observe all safety & security policies, procedures, and initiatives	X											
Keep your room clean			X									
Think of the residence hall as home!				X	X							

KEY: X = First Year Students 2X = All Students Beyond First Year

WELLNESS SKILL SETS CONTINUED

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY
Intellectual Wellness												
Be prepared		X										
Be responsible							X					
Be invested							2X	2X				
Maintain good mental health							X					
Challenge yourself and seek new interests										2X		
Emotional Wellness												
Explore available resources		X	X									
Receive support/assistance when needed		X	X									
Seek clarity and perspective for issues					X							
Understand how to manage emotions in a healthy manner							X					
Learn to respond appropriately					2X	2X						
Develop new skills to enhance coping skills						2X						
Manage emotions in a healthy manner							2X					
Seek to understand personal experiences									2X			
Spiritual Wellness												
Be willing to explore your own spirituality					2X							
Learn about the beliefs of others									X			
Have respect for the beliefs of others									2X			
Be ethical in your treatment of others who may have different beliefs									X			

KEY: X = First Year Students 2X = All Students Beyond First Year

APPENDIX C

Assessment Instruments

ASSESSMENT INSTRUMENTS

INSTRUMENT/SURVEY	PURPOSE	TIMELINE
Cooperative Institutional Research Program (CIRP) *	The CIRP and YFCY surveys are designed to "assess the impact of campus environments and college experiences on important first-year student outcomes". CIRP=PRE	Fall (August/September)
Student Success Initiative (SSI)	Enhance student success and retention by (1) facilitating meaningful interactions between peer mentors and students; (2) serving as an early intervention with students experiencing difficulties; and (3) assisting each student in becoming involved.	4 sessions: 2-Fall and 2-Spring SSI 1: by 10/08 SSI 2: by 11/09 SSI 3: by 02/11 SSI 4: by 04/21
Demographics	Data is gathered from Residence Life and Admissions databases to determine who is living with us. Data included reveals year in school, gender, and ethnicity/race.	October
Residence Hall Facilities (internal)	Data gathered focuses on finding out students opinions of areas in which they live and their suggestions for improvements.	November
Conduct for Fall Semester	This report compiles conduct-related data in order to gain a better understanding of the types of issues, timetables, and to view overall trends. Data is stored in the "Judicial Officer" software.	January
GPA – Fall Semester	Data is gathered from the Office of Registration and Records to determine academic success based on grade-point-averages.	January
Educational Benchmarking Incorporated (EBI)	This assessment measures the effectiveness of various aspects of the housing experience on student development and resident satisfaction with their housing. Survey questions are grouped into two types – profile and perception. Typical profile questions ask the resident their gender, ethnicity, and class standing. Typical perception questions ask the resident whether living in the residence led to improved interactions and understanding of drug/alcohol use/abuse, and satisfaction on aspects of housing such as cleanliness and services.	March
Your First College Year (YFCY) *	The CIRP and YFCY surveys are designed to "assess the impact of campus environments and college experiences on important first-year student outcomes". YFCY=POST	April
Hall Government Study (internal)	This study reviews the effectiveness of Hall Government and provides an area to gather suggestions for improvement and	April
GPA – Spring semester	Data is gathered from the Office of Registration and Records to determine academic success based on grade-point-averages.	May

