

**IOWA STATE UNIVERSITY**



**13th Annual  
Learning Communities  
Institute**



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**Monday, May 9, 2011**

**Iowa State University  
Scheman Building**

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## Institute Schedule

**8:00 – 8:30 a.m.**

2nd Floor Lobby

**Check-in & Continental Breakfast**

**8:30 – 8:45 a.m.**

Rooms 220/230/240

**Welcome Address**

*Doug Gruenewald and Steve Mickelson,*  
Co-Directors of Learning Communities

**8:45 – 10:45 a.m.**

Rooms 220/230/240

**Plenary**

**Will Anybody Know My Name?**

**The Role of Learning Communities at ISU**

*Dr. Corly Brooke,*

ISU Professor Emeritus of Human Development and Family Studies

### ***Will Anybody Know My Name? The Role of Learning Communities at ISU***

Engaging students and connecting them to the university is one of the most important roles of learning communities. This interactive morning session will share Corly's insights about the strengths of learning communities at Iowa State and opportunities for improvement in engagement. Participants will evaluate the strengths and challenges of their own learning communities and will design plans for making strong connections with their students and with other learning communities. Come prepared to participate!

**10:45 – 11:00 a.m.**

2nd Floor Lobby

**Break**

**11:00 a.m. – 12:00 p.m.**

Session A1—Room 260

**Concurrent Sessions A**

**Biofeedback: What Your Heart (and Your Skin!) Is Trying to Tell You!**

*Jeff Ellens, Staff Psychologist and Outreach Coordinator, Student Counseling Services*

Using the latest technology to measure your heart rate, body temperature, and skin conductance this training will show you what's going on beneath the surface and, moreover, show you how to use this feedback to increase academic and athletic performance, manage anxiety and depression, and much, much more! *(This session was also presented at the January Institute)*

Session A2—204-208

**Discussing Difficult Issues**

*Corly Brooke, ISU Professor Emeritus of Human Development and Family Studies*

Students new to the university often experience many personal situations that challenge their decision-making skills. It can be helpful to engage learning community students in honest discussion about ways to handle issues related to cheating, alcohol use, sexual behaviors, roommate difficulties, homesickness, etc. Join this session to share ideas about ways to approach these sensitive topics with students.

Session A3—Room 250

**Learning Community Scholarship of Teaching and Learning (SoTL)**

*Steve Freeman, Associate Director, CELT; Sara Marcketti, Assistant Professor, Apparel, Educational Studies and Hospitality Management; Kristin Mauro, Academic Adviser, Civil, Construction and Environmental Engineering; Steve Mickelson, Director, CELT and Co-Director, Learning Communities; Gail Nonnecke, University Professor, Horticulture; and Carla Weiner, Lecturer, English*  
Learning Communities can be a rich source of scholarly activities for the faculty and staff. This presentation will discuss the scholarship of teaching and learning (SoTL) within learning communities. A panel of faculty and staff who have participated in the LC SoTL Institute will discuss their projects and results.

Session A4—Room 252

**Student Involvement = Student Success**

*Kurt Earnest, Coordinator of Residence Life Academic Services, Residence; David Garsow, Coordinator of Residence Life Leadership and Training, Residence; and George Micalone, Director of Student Activities and Assistant Director of the Memorial Union*  
Alexander Austin (1984) was among the first to empirically detail the benefits of student involvement in the college university setting. Subsequent studies suggest that the more involved college students are in the academic and social aspects of campus life, the more likely they are to acquire key learning and personal development outcomes. This session highlights student involvement experiences on the ISU campus and offers practical strategies that can assist advisers and students to maximize the educational and developmental impact of campus and college organizations.

Session A5—Room 262

**Working with Your Strengths**

*Stephanie Masta Zywicki, Graduate Student, Curriculum and Instruction*  
During this session, Learning Community coordinators will learn about the StrengthsFinder assessment and how one can successfully use the strengths model with both peer mentors and learning communities. This interactive session includes an introduction to strengths-based research, discussion on how to use strengths in group settings, and examples of how others use strengths in community settings.

**12:00 – 12:45 p.m.**                      **Lunch**  
Rooms 220/230/240

**12:45 – 12:55 p.m.**                      **Break**  
2nd Floor Lobby

**12:55 – 1:55 p.m.**                      **Concurrent Sessions B**  
Session B1—Room 250

**Bullying: Slushies and Beyond**

*Brad Freihoefer, Program Coordinator, Lesbian, Gay, Bisexual, and Transgender Student Services, and Michelle Boettcher, Assistant Dean of Students and Director of Judicial Affairs*  
Whether it is popular culture references, coverage in the media, or personal experience, bullying impacts students at all levels. This session will focus on defining bullying behavior and identifying what sets it apart from other sorts of harassment. In addition, we will provide opportunities for dialogue and

interaction. Finally, information about resources and potential responses to bullying on campus and in the community will be provided. *(This session was also presented at the January Institute)*

Session B2—Room 262

### **Creating Meaningful Relationships between Peer Mentors and Learning Community**

#### **Coordinators**

*Kristin Mauro, Academic Adviser and Beth Hartmann, Lecturer, Civil, Construction and Environmental Engineering*

Two years ago, Construction Engineering developed an interview process that uses behavioral based questions to assess how each candidate would react in certain situations. The presenters of this session will share the questions used for this interview activity and discuss how the coordinators work with the peer mentors of the learning community to make the activity a success.

Session B3—Room 204-208

### **Early College Credit Influence on Learning Communities**

*Jane Jacobson, Director of Liberal Arts and Sciences Student Academic Services; Dana Schumacher, Assistant Director for Scholarship and Research, University Honors Program; Dayle Nickerson, Classification Officer and Coordinator of College of Human Sciences Learning Communities; and Learning Community Coordinator panel*

Members of a University task force are currently researching the influence of Early College Credit (ECC) on the undergraduate student experience. This presentation will be a panel discussion featuring members of the Task Force and representative learning community coordinators. Panel members will share some of the research data collected and how learning communities have adapted to this phenomenon. The focus of the session will be sharing connecting experiences and ideas.

Session B4—Room 260

### **Identifying and Supporting Underprepared and Underperforming Students**

*Jill Kramer, Program Coordinator of Academic Intervention, Academic Success Center*

This session will outline the differences between being academically underprepared (skills/background) and underperforming (motivation) in college and how educators can support both types of students. What are the causes of being “underprepared”? Why do students “underperform”? The challenges of difficult academic conversations will also be addressed. *(This session was also presented at the January Institute)*

Session B5—Room 252

### **Utilizing MAP-Works® as a Learning Community Coordinator**

*Denise Hix, Academic Adviser, Biology, and Dave Flory, Senior Lecturer, Geological and Atmospheric Sciences*

A student retention and success program designed for first year students, MAP-Works® identifies students early in the fall term allowing for immediate support and intervention. The survey component is offered to all ISU freshmen, and profile data and midterm information are combined to assess students’ strengths and weaknesses regarding academic and socio-emotional factors, performance and expectations, behaviors and activities. Join us as we discuss using the features of this program in community building, individual interactions, and assessment of learning outcomes. *(This session was also presented at the January Institute)*

**2:00 – 3:00 p.m.**

**Concurrent Sessions C**

Session C1—Room 252

### **Building Community before Day One**

*Lora Leigh Chrystal, On-Campus Coordinator, Program for Women in Science and Engineering; and*

*Howard Tyler, Associate Professor, Animal Science*

Getting students engaged in your learning community can happen before the first day of class. This session will provide ideas for enhancing student buy-in before they arrive on campus and before day one of the fall semester. Attendees are encouraged to share best practices for student engagement as well.

Session C2—Room 262

### **Leadership in the Learning Community**

*Kristin Mauro, Academic Adviser, Civil, Construction and Environmental Engineering*

The Construction Engineering Learning Community has developed key qualities students should learn within the first year to become successful students and employees. Skills taught include effective communication, leadership and presentation skills. This session will share how these practices can be incorporated into your learning community.

Session C3—Room 260

### **Simple Strategies for Learning Communities Assessment**

*Steve Mickelson, Director of CELT and Co-Director of Learning Communities and Jason Pontius, Coordinator of Continuous Academic Program Improvement, Office of the Executive Vice President and Provost*

Assessing the effectiveness of your learning community can be overwhelming and burdensome, but it doesn't need to be so. Assessment can be simple. This session will highlight several quick and easy assessment tools and practices for you to use to assess your learning community. You will also be encouraged to share your own best practices in assessment with the audience.

Session C4—Room 250

### **Tools for Conflict Management among Small Groups**

*Michelle Boettcher and Kipp Van Dyke, Assistant Director for Student Assistance and Outreach*

Conflicts can occur anytime and anywhere, while it is impossible to prepare for all circumstances, there are key strategies for managing difficult situations as they arise. Additionally, there are a variety of resources available to you for navigating challenging situations in and out of the classroom. Join us for an engaging discussion focusing on how to handle conflict in one-on-one and small group situations.

Session C5—Room 204-208

### **Using Supplemental Instruction Concepts in Learning Communities for Peer Support and Academic Success**

*Craig Zywicki, Program Coordinator, Academic Success Center*

Selected similarities between the Learning Community and Supplemental Instruction (SI) programs at ISU include: peer group development, collaborative learning, and support for common, difficult coursework. This presentation will begin with a brief clarification of “What is SI?” Additional activities will empower participants to borrow SI principles, processes, or practices that may develop students’ academic success within the learning community context.

**3:05 – 3:45 p.m.**

**Awards and Dessert**

Rooms 220/230/240

**Iowa State University**

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## Schedule at a Glance

<b>8:00 – 8:30 a.m.</b> 2nd Floor Lobby	<b>Check-in &amp; Continental Breakfast</b>	
<b>8:30 – 8:45 a.m.</b> Rooms 220/230/240	<b>Welcome Address</b> <i>Doug Gruenewald and Steve Mickelson</i>	
<b>8:45 – 10:45 a.m.</b> Rooms 220/230/240	<b>Plenary</b> <i>Will Anybody Know My Name? The Role of Learning Communities at ISU. Dr. Corly Brooke, ISU Professor Emeritus of HDFS</i>	
<b>10:45 – 11:00 a.m.</b> 2nd Floor Lobby	<b>Break</b>	
<b>11:00 a.m. – 12:00 p.m.</b>	<b>Concurrent Sessions A</b>	
Session A1	<i>Biofeedback: What Your Heart (and Your Skin!) Is Trying to Tell You!</i>	Room 260
Session A2	<i>Discussing Difficult Issues</i>	Room 204-208
Session A3	<i>Learning Community Scholarship of Teaching and Learning (SoTL)</i>	Room 250
Session A4	<i>Student Involvement = Student Success</i>	Room 252
Session A5	<i>Working with Your Strengths</i>	Room 262
<b>12:00 – 12:45 p.m.</b> Rooms 220/230/240	<b>Lunch</b>	
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<b>12:55 – 1:55 p.m.</b>	<b>Concurrent Sessions B</b>	
Session B1	<i>Bullying: Slushies and Beyond</i>	Room 250
Session B2	<i>Creating Meaningful Relationships between Peer Mentors and LC Coordinators</i>	Room 262
Session B3	<i>Early College Credit Influence on Learning Communities</i>	Room 204-208
Session B4	<i>Identifying and Supporting Underprepared and Underperforming Students</i>	Room 260
Session B5	<i>Utilizing MAP-Works® as a Learning Community Coordinator</i>	Room 252
<b>2:00 – 3:00 p.m.</b>	<b>Concurrent Sessions C</b>	
Session C1	<i>Building Community before Day One</i>	Room 252
Session C2	<i>Leadership in the Learning Community</i>	Room 262
Session C3	<i>Simple Strategies for Learning Communities Assessment</i>	Room 260
Session C4	<i>Tools for Conflict Management among Small Groups</i>	Room 250
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