

# LIVING-LEARNING COMMUNITIES

*ANNUAL REPORT*  
*2014 - 2015*

FLORIDA STATE UNIVERSITY





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# LIVING-LEARNING COMMUNITIES

*ANNUAL REPORT 2014-2015*

**FLORIDA STATE UNIVERSITY**

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# OVERVIEW

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The Living-Learning Communities (LLCs) at Florida State University are a vital part of the academic engagement programs available to our first-year residential students. LLC members live in the same residence hall and participate in academic activities related to a specific theme or major as facilitated by a faculty director who often has office space available within the building. Currently, there are seven LLCs involving nearly 500 students.

While each of the LLCs is unique, they all have a one-hour colloquium course taught by the faculty director. Most programs also offer one or more reserved LLC sections of courses that meet liberal studies or major requirements so that LLC students can take small classes together -- sometimes in classrooms in their own residence halls.

Through these courses and other community activities, the LLCs provide students with mentoring and regular interaction with full-time and tenure-track faculty. Additionally, they introduce students to all this major research university has to offer, including access to some of Florida State's most distinguished scholars and artists. Being part of an LLC helps students build on the high levels of motivation they bring to college. Further, the overarching benefits are that a higher proportion of these students are retained to the sophomore year (latest data indicate 96.7% of the 2012 LLC freshman cohort versus 91.1% of the total freshman cohort not participating in an LLC) and a higher proportion graduate within six years (latest data indicate 81.1% of the 2008 LLC freshman cohort versus 80.3% of the total 2008 freshman cohort not participating in an LLC). For trend data, see Exhibits 1 and 2 on the following pages.

Each LLC is sponsored by a college or division within the University. Our college partners include: Arts and Sciences, Human Sciences, Music, Nursing, and Social Sciences and Public Policy. The LLCs are supported by both the Division of Undergraduate Studies and the Division of Student Affairs. Dr. Hamon serves in a consultative role with course scheduling, student advising, and registration. Ms. Denise Mercier (Coordinator of Living-Learning Programs, University Housing) provides coordination and communication related to housing and LLC application, selection, and assignment processes. Both staff members and all of the LLC faculty directors are active in recruiting students to participate, especially during Preview and New Student Orientation.

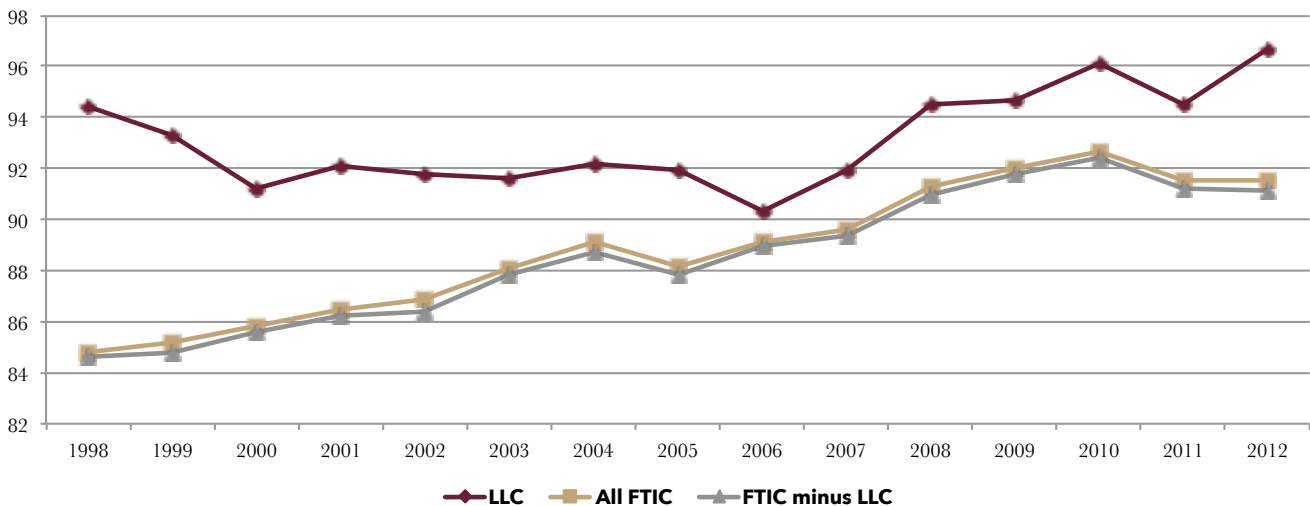
# OVERVIEW

Collective LLC highlights and accomplishments for the 2014-15 academic year include:

- Incorporating new E-Series (IFS) courses into LLC offerings to maximize opportunities for students to meet general education requirements within their programs.
- Expanding student mentorship opportunities and involvement with LeaderShape®.
- Infusing additional service-learning, study abroad, tutoring, major/career exploration, and other high-impact educational practices into our LLCs.
- Participating in the academic carousel at Preview with a professional display board to highlight each of our LLC programs.
- Achieving an 11% increase in LLC applications over the prior year. For trend data, see Exhibit 3.
- Holding the first planning retreat for LLC faculty to discuss opportunities and challenges and focus on short- and long-term planning initiatives.
- Producing a Living-Learning Community Handbook to clarify operating procedures and guidelines for LLC faculty and residence life staff.
- Assisting Florida A&M University with dialog and planning for their new LLC programs.
- Producing this first installment of an annual report for all LLC programs.

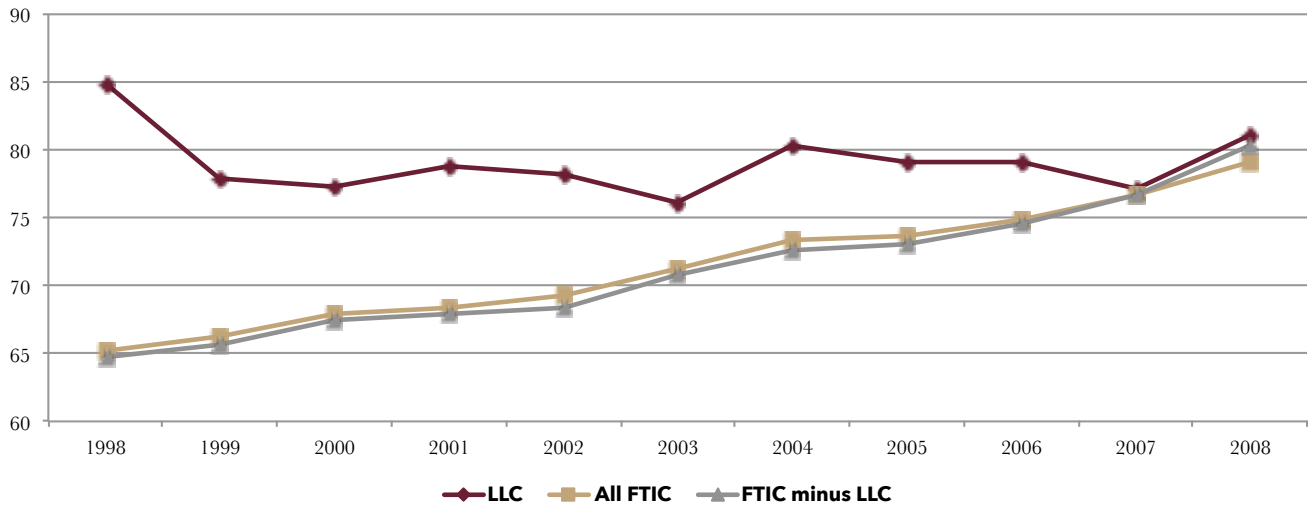
## EXHIBIT 1

### FIRST TO SECOND YEAR RETENTION RATES



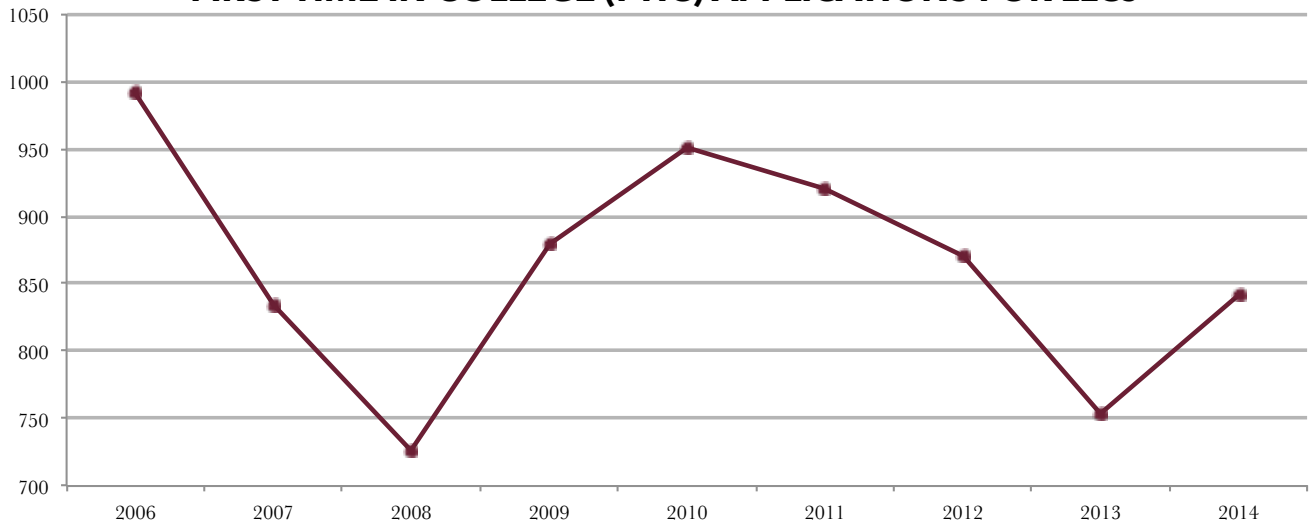
## EXHIBIT 2

### SIX YEAR GRADUATION RATES



## EXHIBIT 3

### FIRST TIME IN COLLEGE (FTIC) APPLICATIONS FOR LLCs





BRYAN HALL

# ACADEMIC EXPLORATION & DISCOVERY

*at Bryan Hall*

182 Convocation Way • (850) 644-1530 • Built 1907, Renovated 1997

*The Bryan Hall Learning Community focuses on helping students to identify or solidify their major and career plans and to get the most out of the undergraduate experience. The colloquium course and other community activities include small group sessions on planning and goal-setting, presentations and informal conversations with distinguished faculty, and visits from campus leaders who highlight a variety of academic programs and opportunities that promote intellectual growth and add value to the college degree.*

| FACULTY & STAFF  | CHARACTERISTICS  |
|--|--|
| <p><b>COLLEGE OF ARTS &amp; SCIENCES</b><br/>Sam Huckaba, Dean</p> <p><b>DIVISION OF UNDERGRADUATE STUDIES</b><br/>Karen Laughlin, Dean</p> <p><b>LIVING-LEARNING COMMUNITY</b><br/>William C. Parker, Faculty Director<br/>Holly Hunt, Co-Instructor<br/>Melissa Ferraro, Assistant to Director</p> | <p><b>ESTABLISHED</b><br/>1997 as the inaugural Living-Learning Community</p> <p><b>CAPACITY</b><br/>128 Beds</p> <p><b>MEAL PLAN</b><br/>Required</p> |

# ACADEMIC EXPLORATION & DISCOVERY

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In Bryan Hall, the Academic Exploration and Discovery Learning Community’s (LLC) primary goal is the creation of an environment that will assist first-year undergraduates, regardless of intended major, to realize the full potential of enrollment in a research university by nurturing a sense of “academic exploration and discovery.” Additionally, the LLC is placing increased emphasis on helping students explore their interests, values, skills, and goals for their academic careers and beyond.

## PARTICIPANTS

During the fall and spring, 127 students participated in this Living-Learning Community (84 women and 43 men). Among the total participants, one male student was a returning participant.

## COURSE OFFERINGS

| <i>Fall</i> |  | <i>Spring</i> |   |
|-------------|--|---------------|---|
| ENC 1101    | <b>Freshman Composition and Rhetoric</b> | AMH 2010      | <b>A History of the United States to 1877</b>                             |
| GLY 1000    | <b>Dynamic Earth</b>                     | CLA 2123      | <b>Debates About the Past: Roman Civilization, History and Culture</b>    |
| IFS 2022    | <b>The Blindness Experience</b>          |               |   |
| LIT 2081    | <b>Contemporary Literature</b>           | ENC 1145      | <b>Freshman Special Topics in Composition</b>                             |
| PHI 2620    | <b>Environmental Ethics</b>              |               |   |
| WOH 1030    | <b>The Modern World Since 1815</b>       | IFS 2034      | <b>The Boundaries Between Us: Exploring Racial Inequality in the U.S.</b> |
| HUM 1921    | <b>Learning Community Colloquium</b>     | IFS 2048      | <b>World Without God?</b>   |
|             |  | LIT 2230      | <b>Introduction to Global Literature in English</b>                       |
|             |  | HUM 1921      | <b>Learning Community Colloquium</b>                                      |







## COURSE EVALUATIONS

Students evaluate the courses offered in the Living-Learning Community using the University’s formal evaluation, Student Perception of Courses and Instructors (SPCI). In the chart, “N” equals the number of students who completed the evaluation.

### Fall

| Course  | Overall Course Content Rating |              |     |     |      | Overall Assessment of Instructor |              |     |     |      | N   | Response |
|---------|-------------------------------|--------------|-----|-----|------|----------------------------------|--------------|-----|-----|------|-----|----------|
|         | Excellent                     | Satisfactory |     |     | Poor | Excellent                        | Satisfactory |     |     | Poor |     |          |
| HUM1921 | No Data                       |              |     |     |      | No Data                          |              |     |     |      | N/A | N/A      |
| ENC1101 | 92%                           | 8%           | 0%  | 0%  | 0%   | 92%                              | 1%           | 0%  | 0%  | 0%   | 12  | 80%      |
| LIT2081 | 5%                            | 30%          | 30% | 10% | 25%  | 5%                               | 30%          | 15% | 20% | 30%  | 20  | 83%      |
| GLY1000 | 41%                           | 41%          | 9%  | 9%  | 0%   | 50%                              | 32%          | 18% | 0%  | 0%   | 22  | 92%      |
| PHI2620 | No Data                       |              |     |     |      | No Data                          |              |     |     |      | N/A | N/A      |
| IFS2002 | 29%                           | 41%          | 18% | 6%  | 6%   | 31%                              | 63%          | 0%  | 0%  | 6%   | 17  | 94%      |
| WOH1030 | 21%                           | 57%          | 21% | 0%  | 0%   | 29%                              | 57%          | 14% | 0%  | 0%   | 14  | 61%      |

### Spring

| Course  | Overall Course Content Rating |              |     |    |      | Overall Assessment of Instructor |              |     |     |      | N   | Response |
|---------|-------------------------------|--------------|-----|----|------|----------------------------------|--------------|-----|-----|------|-----|----------|
|         | Excellent                     | Satisfactory |     |    | Poor | Excellent                        | Satisfactory |     |     | Poor |     |          |
| HUM1921 | No Data                       |              |     |    |      | No Data                          |              |     |     |      | N/A | N/A      |
| AMH2010 | 56%                           | 44%          | 0%  | 0% | 0%   | 94%                              | 6%           | 0%  | 0%  | 0%   | 18  | 82%      |
| CLA2123 | 20%                           | 50%          | 20% | 5% | 5%   | 25%                              | 50%          | 15% | 10% | 0%   | 20  | 91%      |
| ENC1145 | 20%                           | 35%          | 45% | 0% | 0%   | 25%                              | 50%          | 25% | 0%  | 0%   | 20  | 87%      |
| IFS2034 | 82%                           | 18%          | 0%  | 0% | 0%   | 94%                              | 6%           | 0%  | 0%  | 0%   | 17  | 89%      |
| IFS2048 | 29%                           | 50%          | 21% | 0% | 0%   | 36%                              | 57%          | 7%  | 0%  | 0%   | 14  | 79%      |

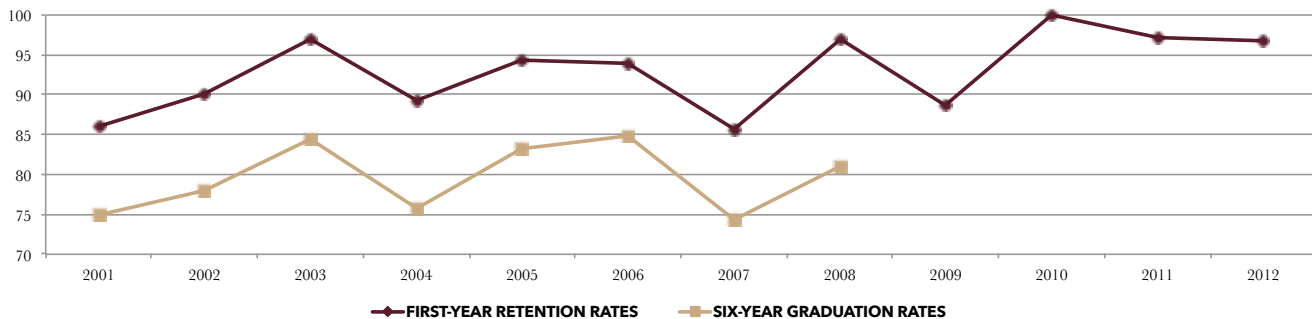
## SPECIAL PROGRAMS

With an original focus on intellectual curiosity, the Bryan Hall Learning Community places a particular emphasis on helping students to identify or solidify their major and career plans as well as their plans to get the most out of their undergraduate experience. Therefore, this program is an ideal opportunity for Exploratory students in addition to students who have declared majors and are looking to confirm their career choice. To aid in this exploratory process, the Bryan Hall Learning Community incorporates a colloquium course integrating small-group classes on alternating weeks into the regularly scheduled large group class meetings.

During the spring semester, the Academic Exploration and Discovery students were provided a unique opportunity to participate in mentorships. Students identified their future career interests and were paired with a University and/or community mentor. For example, Mark Bertolami, Director of Planning and Space Management at Florida State University, shared the history of campus landmarks and taught students about campus planning. Students also met with Elizabeth Swiman, Director of Campus Sustainability at Florida State University, and she discussed current sustainable campus initiatives. Another unique opportunity provided to two students from this community was the opportunity to attend a LeaderShape® Institute last May.

## HISTORICAL TREND IN RETENTION & GRADUATION

The most recent data that has been verified by Institutional Research is provided below.





EMERGENCY

# GLOBAL & PUBLIC AFFAIRS

*at DeGraff Hall*

810 W Tennessee St • (850) 645-8503 • Built 1950, Razed 2005, Rebuilt 2007



*The Global & Public Affairs Learning Community (GPALC) residents interact with others who are interested in the world around them, including professors in FSU’s social science departments (Economics, Geography, Political Science, Public Administration, Sociology, and Urban & Regional Planning) and related disciplines. With this foundation, GPALC residents go on to achieve academic success in the social sciences and become leaders in student and community organizations.*

| FACULTY & STAFF  | CHARACTERISTICS  |
|--|--|
| <p><b>COLLEGE OF SOCIAL SCIENCES &amp; PUBLIC POLICY</b><br/>David S. Rasmussen, Dean</p> <p><b>LIVING-LEARNING COMMUNITY</b><br/>Dale Smith, Faculty Co-Director<br/>Eric Coleman, Faculty Co-Director<br/>Jackie Bucheck, Graduate Assistant<br/>Khloe Greenwood, Undergraduate Teacher Assistant<br/>Connor Holcombe, Undergraduate Teacher Assistant</p> | <p><b>ESTABLISHED</b><br/>1998 as Broward Hall Public Affairs Learning Community; renamed Global &amp; Public Affairs Learning Community in 2015</p> <p><b>CAPACITY</b><br/>38 Beds</p> <p><b>MEAL PLAN</b><br/>Not Required</p> |

# GLOBAL & PUBLIC AFFAIRS

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The Global and Public Affairs Learning Community (GPALC) is designed to help its residents advance their interests in the world around them, complementing the educational mission of FSU with special courses and frequent events and activities. The GPALC is intended for students with plans to major or minor in one of the social sciences, which includes political

science, international affairs, sociology, economics and geography. The GPALC draws from the rich resources of the University, the College of Social Sciences & Public Policy, and the city of Tallahassee to create a unique learning environment. The central mission of GPALC is to educate students for citizenship in the community, state, nation, and world.

## PARTICIPANTS

During the fall, 38 students participated in this Living-Learning Community (26 women and 12 men). During the spring, 37 students participated (25 women and 12 men).

## COURSE OFFERINGS

### *Fall*

|                 |   |
|-----------------|---|
| ISS 1921        | <b>Colloquium in Public Affairs</b>             |
| ISS 2932 (0001) | <b>American Foreign Policy in 21st Century</b>  |
| ISS 2932 (0002) | <b>Contemporary Issues in American Politics</b> |

### *Spring*

|          |                                     |
|----------|-------------------------------------|
| ISS 1921 | <b>Colloquium in Public Affairs</b> |
|----------|-------------------------------------|



## COURSE EVALUATIONS

Students evaluate the courses offered in the Living-Learning Community using the University's formal evaluation, Student Perception of Courses and Instructors (SPCI). In the chart, "N" equals the number of students who completed the evaluation.

### Fall

| Course      | Overall Course Content Rating |              |      |           |              | Overall Assessment of Instructor |     |    |    |    | N  | Response |
|-------------|-------------------------------|--------------|------|-----------|--------------|----------------------------------|-----|----|----|----|----|----------|
|             | Excellent                     | Satisfactory | Poor | Excellent | Satisfactory | Poor                             |     |    |    |    |    |          |
| ISS1921     | 26%                           | 47%          | 21%  | 5%        | 0%           | 63%                              | 32% | 5% | 0% | 0% | 19 | 100%     |
| ISS2932(01) | 26%                           | 47%          | 21%  | 5%        | 0%           | 63%                              | 32% | 5% | 0% | 0% | 19 | 100%     |
| ISS2932(02) | 27%                           | 60%          | 13%  | 0%        | 0%           | 87%                              | 7%  | 7% | 0% | 0% | 15 | 88%      |

### Spring

| Course  | Overall Course Content Rating |              |      | Overall Assessment of Instructor |              |      | N   | Response |
|---------|-------------------------------|--------------|------|----------------------------------|--------------|------|-----|----------|
|         | Excellent                     | Satisfactory | Poor | Excellent                        | Satisfactory | Poor |     |          |
| ISS1921 |                               | No Data      |      |                                  | No Data      |      | N/A | N/A      |

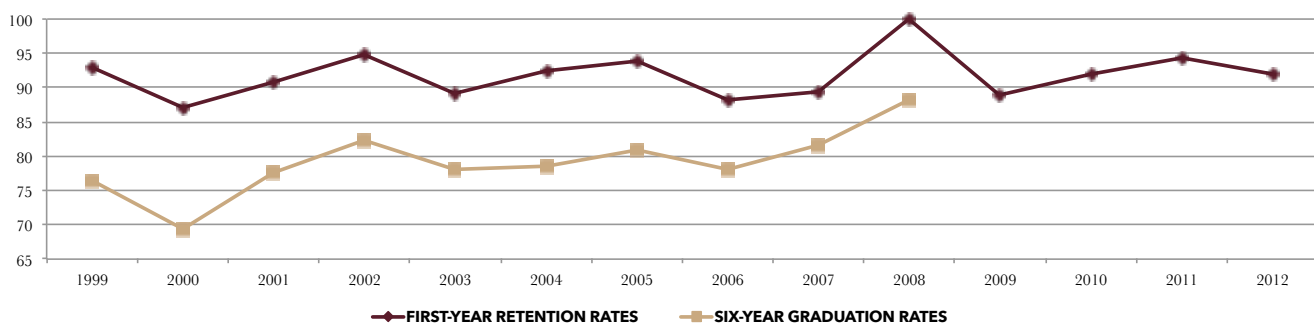
## SPECIAL PROGRAMS

The students were very engaged in the two seminars scheduled this past fall and, thereby, the students participated in colloquium discussions that focused on the broader global implications of issues covered in the seminars. Relatedly, several of our students went above and beyond the event attendance requirements for the colloquium. A number of students are now members of the organizations that were showcased during colloquium meetings and in the weekly newsletter sent out announcing relevant events.

Overall, this group was very enthusiastic about the LLC; the students formed as a community early in the year and remained connected throughout the year. In fact, the students requested an additional class meeting to include all of the faculty and staff who had been involved with the LLC throughout the year. In addition, our students got along very well and bonded throughout the year. We had no reported roommate conflicts and the LLC students would often walk over in one big group from their residence hall, DeGraff, to our colloquium classroom in HCB.

## HISTORICAL TREND IN RETENTION & GRADUATION

The most recent data that has been verified by Institutional Research is provided below.





CAWTHON HALL



# MUSIC

*at Carathon Hall*

119 Honors Way • (850) 644-7384 • Built 1949, Renovated 2001

*The Music Living-Learning Center is a close-knit community of music majors who live together, take classes in the residence hall, and have access to their own practice rooms and tutoring. Residents also enjoy concerts, jam sessions, rehearsals and presentations by faculty and guest artists.*

| FACULTY & STAFF  | CHARACTERISTICS   |
|--|---|
| <p><b>COLLEGE OF MUSIC</b><br/>Patricia Flowers, Dean</p> <p><b>LIVING-LEARNING COMMUNITY</b><br/>Michael Buchler, Faculty Director<br/>Micah Lomax, Program Associate<br/>Jeremy Robins, Tutor<br/>Toni Rubini, Tutor</p> | <p><b>ESTABLISHED</b><br/>2002</p> <p><b>CAPACITY</b><br/>165 Beds</p> <p><b>MEAL PLAN</b><br/>Required</p> |

# MUSIC

In Cawthon Hall, the Music Living-Learning Center’s primary goal is to create a musical community that exists both inside and outside the walls. We also aim to acquaint students with current issues related to their pursuit of careers in music and in music as a life-long avocation (as a practitioner and as a listener). Students gain a broader sense of how music and musicians

participate in our culture. Students articulate new ways to think about music, music performance, music teaching, and musical careers from experts in the field. They learn about a wide variety of career opportunities in music, and of pathways to success in those careers, through interaction with professionals.

## PARTICIPANTS

During the fall, 108 students participated in this Living-Learning Community (54 women and 54 men). During the spring, 100 students participated. Among the total participants in the fall and spring, 21 women and 17 men were returning participants.

## COURSE OFFERINGS

### Fall

|         |   |
|---------|---|
| MUT1111 | <b>Music Theory I</b>                     |
| MUT2116 | <b>Music Theory III</b>                   |
| MUT2246 | <b>Sight Singing and Ear Training III</b> |
| MVK1111 | <b>Class Piano</b>                        |
| MVK2121 | <b>Class Piano</b>                        |
| MUL2110 | <b>Survey of Music Literature</b>         |
| MUS1920 | <b>Cawthon Hall Music Colloquium</b>      |

### Spring

|          |   |
|----------|---|
| MUT1112  | <b>Music Theory II</b>  |
| MUT1242L | <b>Sight Singing and Ear Training II</b>  |
| MUT2247  | <b>Sight Singing and Ear Training IV</b>  |
| MVK1111  | <b>Class Piano</b>  |
| MVK2121  | <b>Class Piano</b>  |
| MUS1920  | <b>Cawthon Hall Music Colloquium</b>  |
| IFS 2099 | <b>Music, Culture, and Imperialism in Great Britain — International Programs E-Series</b> |



## COURSE EVALUATIONS

Students evaluate the courses offered in the Living-Learning Community using the University's formal evaluation, Student Perception of Courses and Instructors (SPCI). In the chart, "N" equals the number of students who completed the evaluation.

### Fall

| Course      | Overall Course Content Rating |              |      |           |              | Overall Assessment of Instructor |     |     |     |     | N   | Response |
|-------------|-------------------------------|--------------|------|-----------|--------------|----------------------------------|-----|-----|-----|-----|-----|----------|
|             | Excellent                     | Satisfactory | Poor | Excellent | Satisfactory | Poor                             |     |     |     |     |     |          |
| MUS1920     | No Data                       |              |      |           |              |                                  |     |     |     |     | N/A | N/A      |
| MUL2110     | 61%                           | 28%          | 11%  | 0%        | 0%           | 83%                              | 11% | 6%  | 0%  | 0%  | 18  | 90%      |
| MUT1111(01) | 20%                           | 40%          | 40%  | 0%        | 0%           | 36%                              | 43% | 21% | 0%  | 0%  | 14  | 88%      |
| MUT1111(02) | 38%                           | 15%          | 46%  | 0%        | 0%           | 69%                              | 15% | 15% | 0%  | 0%  | 13  | 76%      |
| MUT1111(04) | 50%                           | 50%          | 0%   | 0%        | 0%           | 67%                              | 25% | 8%  | 0%  | 0%  | 12  | 67       |
| MUT1111(05) | 33%                           | 33%          | 25%  | 8%        | 0%           | 17%                              | 42% | 25% | 17% | 0%  | 12  | 94%      |
| MUT1241(01) | 33%                           | 56%          | 0%   | 11%       | 0%           | 67%                              | 22% | 11% | 0%  | 0%  | 9   | 56%      |
| MUT1241(03) | 8%                            | 58%          | 25%  | 8%        | 0%           | 42%                              | 42% | 17% | 0%  | 0%  | 12  | 86%      |
| MUT1241(05) | No Data                       |              |      |           |              | No Data                          |     |     |     |     | N/A | N/A      |
| MUT1241(07) | No Data                       |              |      |           |              | No Data                          |     |     |     |     | N/A | N/A      |
| MUT1241(09) | No Data                       |              |      |           |              | No Data                          |     |     |     |     | N/A | N/A      |
| MUT2116     | 19%                           | 19%          | 38%  | 6%        | 19%          | 6%                               | 25% | 13% | 50% | 6%  | 16  | 89%      |
| MUT2246     | 22%                           | 33%          | 22%  | 22%       | 0%           | 78%                              | 11% | 11% | 0%  | 0%  | 9   | 64%      |
| MVK1111(09) | 0%                            | 50%          | 17%  | 17%       | 17%          | 0%                               | 50% | 33% | 0%  | 17% | 6   | 100%     |
| MVK1111(10) | 67%                           | 33%          | 0%   | 0%        | 0%           | 89%                              | 11% | 0%  | 0%  | 0%  | 9   | 83%      |
| MVK1111(11) | 78%                           | 0%           | 22%  | 0%        | 0%           | 75%                              | 25% | 0%  | 0%  | 0%  | 8   | 91%      |
| MVK1111(12) | No Data                       |              |      |           |              | No Data                          |     |     |     |     | N/A | N/A      |
| MVK1111(13) | No Data                       |              |      |           |              | No Data                          |     |     |     |     | N/A | N/A      |
| MVK1111(14) | 38%                           | 38%          | 13%  | 13%       | 0%           | 38%                              | 38% | 13% | 13% | 3%  | 8   | 100%     |
| MVK2121(06) | 67%                           | 11%          | 22%  | 0%        | 0%           | 89%                              | 11% | 0%  | 0%  | 0%  | 9   | 90%      |
| MVK2121(07) | No Data                       |              |      |           |              | No Data                          |     |     |     |     | N/A | N/A      |

### Spring

| Course      | Overall Course Content Rating |              |      |           |              | Overall Assessment of Instructor |     |     |    |     | N   | Response |
|-------------|-------------------------------|--------------|------|-----------|--------------|----------------------------------|-----|-----|----|-----|-----|----------|
|             | Excellent                     | Satisfactory | Poor | Excellent | Satisfactory | Poor                             |     |     |    |     |     |          |
| MUS1920     | No Data                       |              |      |           |              | No Data                          |     |     |    |     | N/A | N/A      |
| MUT1112(03) | 13%                           | 7%           | 40%  | 27%       | 13%          | 93%                              | 7%  | 0%  | 0% | 0%  | 15  | 83%      |
| MUT1112(06) | 13%                           | 27%          | 47%  | 0%        | 13%          | 27%                              | 27% | 47% | 0% | 0%  | 15  | 94%      |
| MUT1112(08) | 7%                            | 20%          | 47%  | 27%       | 0%           | 20%                              | 33% | 33% | 7% | 7%  | 15  | 100%     |
| MUT1242(01) | 0%                            | 29%          | 29%  | 29%       | 14%          | 29%                              | 57% | 14% | 0% | 0%  | 7   | 67%      |
| MUT1242(03) | 18%                           | 27%          | 27%  | 18%       | 9%           | 73%                              | 9%  | 9%  | 9% | 0%  | 11  | 85%      |
| MUT1242(05) | No Data                       |              |      |           |              | No Data                          |     |     |    |     | N/A | N/A      |
| MUT1242(07) | No Data                       |              |      |           |              | No Data                          |     |     |    |     | N/A | N/A      |
| MUT1242(09) | No Data                       |              |      |           |              | No Data                          |     |     |    |     | N/A | N/A      |
| MUT2247     | 13%                           | 25%          | 25%  | 25%       | 13%          | 13%                              | 88% | 0%  | 0% | 0%  | 8   | 100%     |
| MVK1111(08) | 43%                           | 43%          | 14%  | 0%        | 0%           | 71%                              | 0%  | 14% | 0% | 14% | 7   | 88%      |
| MVK1111(09) | No Data                       |              |      |           |              | No Data                          |     |     |    |     | N/A | N/A      |
| MVK1111(10) | No Data                       |              |      |           |              | No Data                          |     |     |    |     | N/A | N/A      |
| MVK1111(11) | 90%                           | 10%          | 0%   | 0%        | 0%           | 100%                             | 0%  | 0%  | 0% | 0%  | 10  | 83%      |
| MVK1111(12) | No Data                       |              |      |           |              | No Data                          |     |     |    |     | N/A | N/A      |
| MVK2121     | 63%                           | 38%          | 0%   | 0%        | 0%           | 75%                              | 25% | 0%  | 0% | 0%  | 8   | 89%      |

# MUSIC

## SPECIAL PROGRAMS

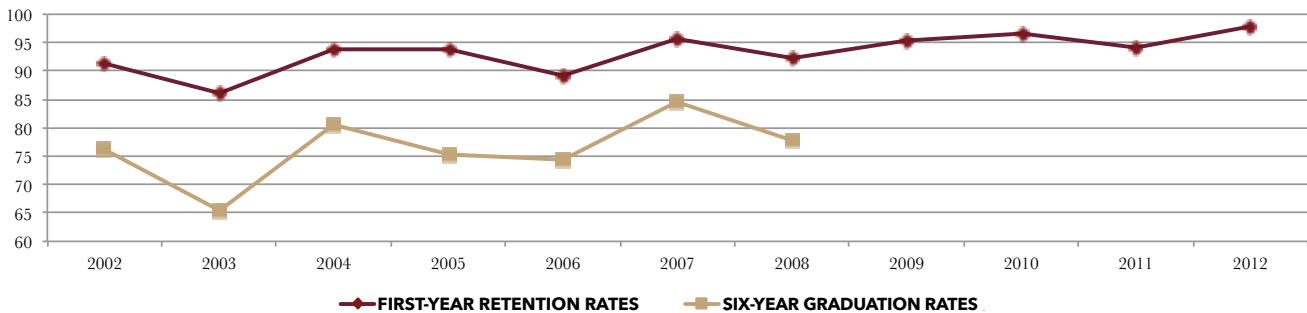
The Music Living-Learning Center offered a diverse mix of colloquium programs for the students. Throughout the year, the Music Living-Learning Center residents met with various guest scholars and performers. In addition to lectures, Amber Hampton from the Center for Leadership and Social Change led a colloquium on the connection between music and social justice. Another unique colloquium included some sample performances and introductions by composers and performers before the College of Music's biennial Festival of New Music. We also had a colloquium on exercise for musicians and, for the first time, the College of Music Dean led a colloquium session, which was a wonderful way for students to get to know their Dean.

Another highlight this year was that the Faculty Director travelled with thirteen of the Music LLC students, enrolled in a spring E-series course, to London over spring break. Students attended two operas, a musical, many museums, and generally got a taste of international travel. It was a wonderful experience and certainly a high-impact educational experience.

Students in this LLC also volunteered in the College of Music's interview days by leading auditioning high school students and their parents on tours of the residence hall. It was a chance for them to give back and to assume a leadership role, and most of the volunteers relished the experience.

## HISTORICAL TREND IN RETENTION & GRADUATION

The most recent data that has been verified by Institutional Research is provided below.







# NURSING

*at Wildwood Hall*

202 Varsity Drive • (850) 645-8588 • Built 2007

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*The Nursing Learning Community (NLC) is designed to connect freshman who are not formally admitted (NFA) nursing majors with their peers, their faculty and the College of Nursing. The NLC students explore many aspects of the nursing profession.*

| <b>FACULTY &amp; STAFF</b>  | <b>CHARACTERISTICS</b>           |
|---|----------------------------------|
| <b>COLLEGE OF NURSING</b><br>Judith McFetridge-Durdle, Dean             | <b>ESTABLISHED</b><br>2007       |
| <b>LIVING-LEARNING COMMUNITY</b><br>Miriam G. McLarty, Faculty Director | <b>CAPACITY</b><br>38 Beds       |
|   | <b>MEAL PLAN</b><br>Not Required |

# NURSING

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In Wildwood, the Nursing Learning Community’s (NLC) goal is to create a sense of community for first-time-in-college (FTIC) students who are interested in nursing but not formally admitted (NFA) to the nursing

major. Through NLC’s activities, they connect with FSU as well as the College of Nursing students, faculty, and programs.

## PARTICIPANTS

During the fall and spring, 22 female students participated in this Living-Learning Community. This is the last group of nursing students who were admitted directly to the nursing major from high school. Beginning Fall 2015, LLC participants will be preparing to compete for limited spaces in the nursing program for entry their junior year.

## COURSE OFFERINGS

Nursing offers one course each fall and spring to Living-Learning Community participants:

**HUM 1921 - Learning Community Colloquium**

## COURSE EVALUATIONS

Students evaluate the courses offered in the Living-Learning Community using the University’s formal evaluation, Student Perception of Courses and Instructors (SPCI). In the chart, “N” equals the number of students who completed the evaluation.

### Fall

| Course  | Overall Course Content Rating |              |      |           |              | Overall Assessment of Instructor |    |    |    |    | N  | Response |
|---------|-------------------------------|--------------|------|-----------|--------------|----------------------------------|----|----|----|----|----|----------|
|         | Excellent                     | Satisfactory | Poor | Excellent | Satisfactory | Poor                             |    |    |    |    |    |          |
| HUM1921 | 67%                           | 33%          | 0%   | 0%        | 0%           | 100%                             | 0% | 0% | 0% | 0% | 12 | 55%      |

### Spring

| Course  | Overall Course Content Rating |              |      |           |              | Overall Assessment of Instructor |    |    |    |    | N  | Response |
|---------|-------------------------------|--------------|------|-----------|--------------|----------------------------------|----|----|----|----|----|----------|
|         | Excellent                     | Satisfactory | Poor | Excellent | Satisfactory | Poor                             |    |    |    |    |    |          |
| HUM1921 | 76%                           | 12%          | 0%   | 12%       | 0%           | 100%                             | 0% | 0% | 0% | 0% | 17 | 77%      |



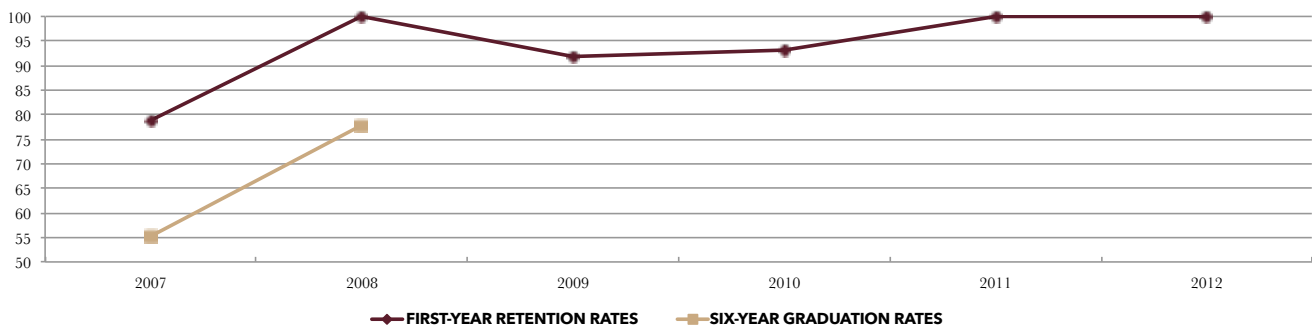
## SPECIAL PROGRAMS

During the fall semester, students participated in a variety of academic and personal enrichment opportunities. Students visited the Academic Center for Excellence and met with Dr. Sara Hamon, Associate Dean of Undergraduate Studies and Director of the Academic Center for Excellence, to learn about the free learning support services offered to students. Students also individually explored FSU and/or Tallahassee and reported back to class with photos. Other programming included a tour of the nursing simulation lab, meeting with a nursing academic advisor, meeting former Nursing Learning Community students, and learning about program requirements to fulfill in order to graduate as a member of the Garnet and Gold Scholar Society (GGSS). In addition, students learned

about how their community service can be officially documented on ServScript. Participants also learned about future leadership positions on campus, such as applying to become a Resident Assistant. During the spring semester, students shared information about service learning opportunities. Nursing faculty visited with students to talk about “Nursing Alphabet Soup,” health policy, and nurses’ important role in the legislative process. The students also attended the health career fair in February and wrote reflections about their observations. To further explore campus involvement, students attended a Student Nurses’ Association meeting. Students attended a nursing class on Women’s Health as well.

## HISTORICAL TREND IN RETENTION & GRADUATION

The most recent data that has been verified by Institutional Research is provided below.



REYNOLDS HALL



# PRE-HEALTH PROFESSIONS

*at Reynolds Hall*

134 Convocation Way • (850) 644-2715 • Built 1911, Renovated 1996

*The Pre-Health Professions Learning Community brings together students pursuing careers in allied health, athletic training, dentistry, medicine, physical/occupational therapy and other health-related professions in a dynamic, engaging environment.*

| FACULTY & STAFF  | CHARACTERISTICS   |
|--|---|
| <p><b>COLLEGE OF HUMAN SCIENCES</b><br/>Michael D. Delp, Dean</p> <p><b>LIVING-LEARNING COMMUNITY</b><br/>Angela Sehgal, Faculty Director<br/>Michele Garber, Associate Program Director</p> | <p><b>ESTABLISHED</b><br/>2004 as Human Sciences Living-Learning Community; renamed Pre-Health Professions Learning Community in 2008</p> <p><b>CAPACITY</b><br/>44 Beds</p> <p><b>MEAL PLAN</b><br/>Required</p> |



## PRE-HEALTH PROFESSIONS

The Pre-Health Professions Learning Community provides unique programs, service learning initiatives, on-site academic advising, social and educational opportunities for pre-health profession students in a strong community environment.

This community strives to foster the exploration of these professions through academic courses, social and educational programming, unique services and connections to campus and community resources.

### PARTICIPANTS

During the fall and spring, 44 students participated in this Living-Learning Community (29 women and 15 men).

### COURSE OFFERINGS

#### *Fall*

PET 1081

ATR 3112

ATR 3802

**LLC Colloquium**

**First Responder Course  
for Emergency Medical  
Responders**

**First Responder Practicum  
for Emergency Medical  
Responders**

**Professional Rescuer Certification Workshop**

#### *Spring*

ATR 3112

ATR 3802

**First Responder Course  
for Emergency Medical  
Responders**

**First Responder Practicum  
for Emergency Medical  
Responders**

**Required Medical Shadowing**

## COURSE EVALUATIONS

Students evaluate the courses offered in the Living-Learning Community using the University’s formal evaluation, Student Perception of Courses and Instructors (SPCI). In the chart, “N” equals the number of students who completed the evaluation.

### Fall

| Course  | Overall Course Content Rating |              |      |           |              | Overall Assessment of Instructor |    |    |    |    | N  | Response |
|---------|-------------------------------|--------------|------|-----------|--------------|----------------------------------|----|----|----|----|----|----------|
|         | Excellent                     | Satisfactory | Poor | Excellent | Satisfactory | Poor                             |    |    |    |    |    |          |
| PET1081 | 90%                           | 10%          | 0%   | 0%        | 0%           | 92%                              | 5% | 3% | 0% | 0% | 38 | 89%      |

## SPECIAL PROGRAMS

The Pre-Health Professions Learning Community (PHPLC) sponsors the Emergency Medical Responder (EMR) Program in collaboration with FSU’s Health and Wellness Center. During the 2014-2015 academic year, over 25 students participated in didactic and clinical portions of the EMR program. Most of the EMR students will earn Emergency Medical Technician or Paramedic National Certification respectively.

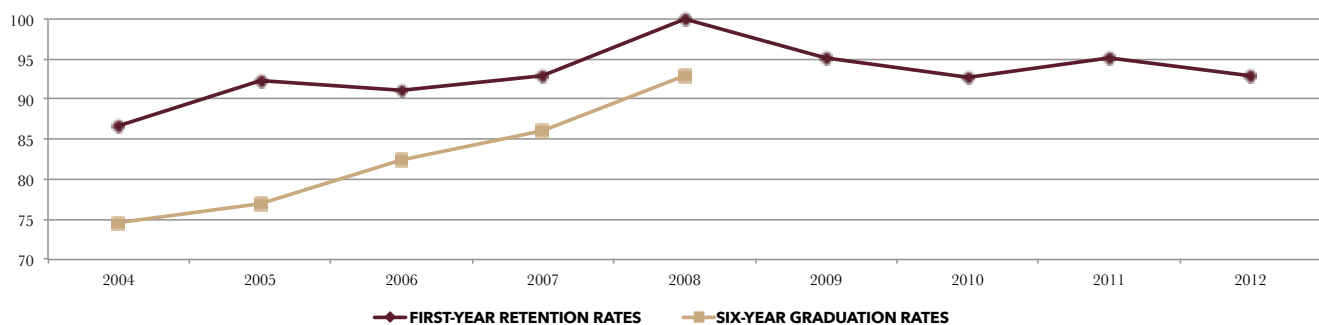
In Summer 2015, the FSU EMR program directors developed a “fast track” bridge program with Tallahassee Community College (TCC) instructors for Paramedic Education and Certification. There were 18 FSU EMR students currently enrolled in the “fast track” program for the summer 2015 semester.

Other notable achievements this past year included:

- Approximately 20 of the PHPLC students earned Professional Rescuer Certification through a special workshop offered by the program.
- During the Spring 2015 semester, all PHPLC students were required to shadow a medical professional with specific learning objectives and outcomes.
- In May 2015, two PHPLC students attended the LeaderShape® Institute in Panama City, FL. The tuition for this program is paid by the PHPLC and is an investment in promoting critical skills among the PHPLC first-year students.

## HISTORICAL TREND IN RETENTION & GRADUATION

The most recent data that has been verified by Institutional Research is provided below.





# SOCIAL JUSTICE

*at Wildwood Hall*

202 Varsity Drive • (850) 645-8588 • Built 2007

*The Social Justice Living-Learning Community is designed to allow students to engage in open and progressive discussions on race, ethnicity, gender, sexual orientation, class, religion, ability, citizenship, and political ideology and to learn while challenging common beliefs.*

| FACULTY & STAFF  | CHARACTERISTICS  |
|--|--|
| <b>DIVISION OF STUDENT AFFAIRS</b><br>Mary B. Coburn, Vice President   | <b>ESTABLISHED</b><br>2007                                     |
| <b>LIVING-LEARNING COMMUNITY</b><br>Laura Osteen, Faculty Director<br>Erica Wiborg, Program Co-Coordinator<br>Amber Hampton, Instructor/Colloquium, Program Co-Coordinator<br>Matt Tripsas, Program Graduate Assistant<br>Antron Mahoney, Co-Instructor, LDR for Social Justice<br>Miguel Hernandez, Co-Instructor, LDR for Social Justice<br>Mark Zeigler, Instructor | <b>CAPACITY</b><br>34 Beds<br><b>MEAL PLAN</b><br>Not Required |





## SPECIAL PROGRAMS

**Programming:** Students formed community by participating in two retreats this year. Students visited the Seminole Reservation during the fall retreat, and students attended the annual Multicultural Leadership Summit program for the spring retreat. As the fall semester began, students attended a welcome event held during Seminole Sensation Week.

Other programs students attended included attendance at Ragtime at the FSU School of Theatre, which featured a first year SJLLC student and Mark Zeigler, a faculty member of the SJLLC program. Students also participated in service opportunities with Lichgate and attended community-bonding activities throughout the spring semester, such as the End of Year SJLLC Graduation Banquet.

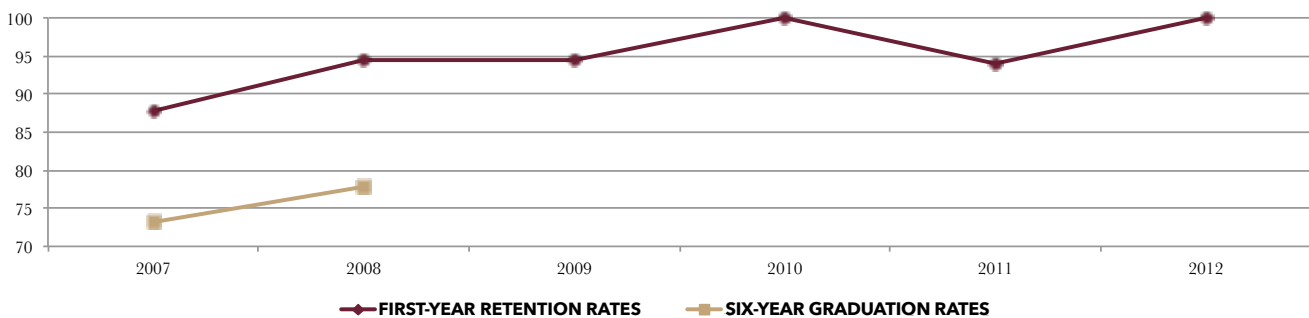
**Curriculum:** There were intentional changes made to the HUM1921 colloquium. Using the book *Leadership for a Better World* by Susan Komives and Wendy Wagner, the students had the unique opportunity of meeting

with one of the editors of the book, Daniel Ostick, using Skype. Second-Year Program: The Second-Year Mentor Program is entering its fourth year, and the students in this program met weekly during the fall and learned about dialogue best practices, facilitation skills and furthered their understanding of social justice. The students in the Second-Year Mentor Program also engaged in a book club with Amber Hampton, Colloquium Instructor and Program Co-Coordinator, and discussed *Pedagogy of the Oppressed* by Paulo Freire.

In the spring semester, the Second-Year Mentor Program students completed 30 hours of service learning with the following agencies: Tallahassee/Leon County Commission on the Status of Women and Girls, Florida Disabled Outdoors Association, and the Tallahassee-Leon County Community Animal Service Center. Here is a link to one of the blogs as an example of a student's reflections from the experience: <http://ecc13b.wix.com/servicelearning>.

## HISTORICAL TREND IN RETENTION & GRADUATION

The most recent data that has been verified by Institutional Research is provided below.





CAWTHON HALL

# WOMEN IN MATH, SCIENCE & ENGINEERING

*at Carethon Hall*

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*119 Honors Way • (850) 644-7384 • Built 1949, Renovated 2001*

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*The Women in Math, Science & Engineering (WIMSE) Living-Learning Community (LLC) is committed to the success of women in the fields of science, technology, engineering and mathematics (STEM). The WIMSE LLC students participate in educational activities and research related to their interests.*

| <b>FACULTY &amp; STAFF</b>   | <b>CHARACTERISTICS</b>                                     |
|--|--|
| <b>COLLEGE OF ARTS &amp; SCIENCES</b><br>Sam Huckaba, Dean   | <b>ESTABLISHED</b><br>2001                                 |
| <b>LIVING-LEARNING COMMUNITY</b><br>Susan Blessing, Faculty Director<br>Ashley Fryer, Graduate Assistant | <b>CAPACITY</b><br>35 Beds<br><b>MEAL PLAN</b><br>Required |

# WOMEN IN MATH, SCIENCE, & ENGINEERING

Women in Math, Science & Engineering (WIMSE) is a Living-Learning Community (LLC) and continuing support program for women pursuing degrees (declared majors) in math, science, or engineering fields at Florida State University. Through a series of activities, participants gain information and build social networks

that will support their future success. WIMSE is committed to the success of all women in the fields of science, technology, engineering and mathematics (STEM) both as FSU students and as future STEM professionals.

## PARTICIPANTS

During the fall, 35 women participated in this Living-Learning Community. Among the 35 students who participated last fall, two women were returning student mentors. During the spring, 33 women participated. Among the 33 students who participated in the spring, two women were returning student mentors.

## COURSE OFFERINGS

### Fall & Spring

PHY4936                      WIMSE Colloquium

## COURSE EVALUATIONS

Students evaluate the courses offered in the Living-Learning Community using the University’s formal evaluation, Student Perception of Courses and Instructors (SPCI). In the chart, “N” equals the number of students who completed the evaluation.

### Fall

| Course  | Overall Course Content Rating |              |      |           |              | Overall Assessment of Instructor |     |     |    |    | N  | Response |
|---------|-------------------------------|--------------|------|-----------|--------------|----------------------------------|-----|-----|----|----|----|----------|
|         | Excellent                     | Satisfactory | Poor | Excellent | Satisfactory | Poor                             |     |     |    |    |    |          |
| PHY4936 | 32%                           | 29%          | 39%  | 0%        | 0%           | 39%                              | 42% | 19% | 0% | 0% | 31 | 94%      |

### Spring

| Course  | Overall Course Content Rating |              |      |           |              | Overall Assessment of Instructor |     |     |     |    | N  | Response |
|---------|-------------------------------|--------------|------|-----------|--------------|----------------------------------|-----|-----|-----|----|----|----------|
|         | Excellent                     | Satisfactory | Poor | Excellent | Satisfactory | Poor                             |     |     |     |    |    |          |
| PHY4936 | 14%                           | 18%          | 32%  | 32%       | 4%           | 18%                              | 25% | 39% | 11% | 7% | 28 | 90%      |

## SPECIAL PROGRAMS

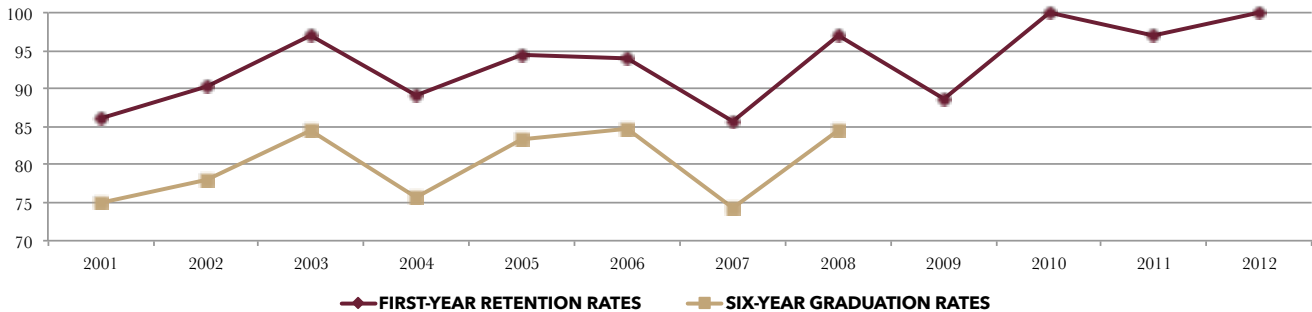
The WIMSE Retreat provides incoming WIMSE students with an opportunity to build social bonds and learn about expectations of the program and FSU. Other programmatic components build community for the students and provide opportunities to strengthen their leadership and personal development. The Research Experience Program pays WIMSE students who perform supervised research at FSU, and the Student Activities Council provides leadership opportunities that focus on recruitment, social and service events. Last spring, four students received scholarships to attend the LeaderShape® Institute, a week-long program that challenges students to lead

with integrity. Moreover, the WIMSE-to-WIMSE peer mentoring program hosted an event last year that inducted the fourth generation of WIMSE students into this organization.

Many other social and service events were also held throughout the year to help strengthen community among WIMSE students. Events included a holiday banquet, participation in Relay for Life, a WIMSE-to-WIMSE Wakulla Spring social, two events at Dr. Blessing's house (Cuban food and board games and a BBQ), and volunteering at the Big Event. The Big Event is an annual, one-day, student-run community service event.

## HISTORICAL TREND IN RETENTION & GRADUATION

The most recent data that has been verified by Institutional Research is provided below.



# NOTES



# NOTES





# UNIVERSITY HOUSING

FLORIDA STATE UNIVERSITY

109 ASKEW STUDENT LIFE BUILDING

HOUSINGINFO@FSU.EDU

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