

Project Name:	University Housing Expansion of Residential Learning Communities (RLCs)
MIU Round:	Round 2
Sponsor(s):	Division of University Housing
Coordinator(s):	Paul Evans (Director of University Housing), Cal Bergman (Associate Director of Residence Life – Academics)
Partner(s):	School of Education, Division of International Studies, College of Agriculture and Life Sciences, College of Engineering, School of Business, College of Letters and Science, School of Human Ecology
Report Date:	Year 1, August 2011

Project Specific Goal and Measures	
Project Impact Measure(s)	<p>Stabilize the funding model for the Residential Learning Communities (RLCs) so that the number of communities can be expanded to serve more students by:</p> <ul style="list-style-type: none"> • Providing stable funding for the time and effort of faculty directors (formerly negotiated with schools and colleges annually). • Providing the salary funding for a .5 FTE administrator in each RLC. • Expanding the number and scope of RLCs offered to University Housing residents by providing funding for faculty directors and .5 FTE administrators for up to 10 total RLCs.
Project Impact Data Source(s)	Division of University Housing records.
Baseline Measure(s)	Number of RLCs and student participation in the 2009-10 academic year.

General MIU Goals and Measures (applicable to project)	
B	<p>Increased capacity for high-demand experiences</p> <p>Student interest in RLCs has outpaced capacity. Expansion of both the number of RLCs and the RLC topics will allow more students to participate and will diversify the offerings available to students.</p>
C	<p>Increased capacity for high-impact practices</p> <p>RLCs intentionally integrate inside and outside of classroom learning and are considered nationally to be a high impact practice. By stabilizing the funding for existing and new RLCs that will appeal to students not currently served by existing offerings, more students will have the opportunity to participate. Participation also serves as a platform for engagement in other high impact practices, often coordinated within the RLC curriculum, such as small seminar courses, service learning, peer mentoring, internships, research with faculty members, and first year interest groups (FIGs).</p>

University Housing Expansion of Residential Learning Communities (RLCs), Page 2

D	Increased student learning and teaching excellence	Each RLC includes a seminar offering with the affiliated faculty member(s). These seminars are organized around the RLC topic and are small in class size allowing for maximum interaction between the students and the instructor. Surveys of students in these seminars show that they report getting to know their seminar instructors better than the instructors of their other courses.
F	Decreased achievement gaps	University Housing staff have facilitated access and participation in RLCs among students from targeted minority groups as well as international students and students from low income backgrounds. Participation among students in these groups exceed their representation in the student body as a whole. In collaboration with the Office of Student Financial Aid, University Housing funds and implements a grant program for low income students to offset the RLC program fee.

Progress Reports

Year 1

1. Offered 7 Residential Learning Community (RLC) options to students including: Bradley Learning Community (focus on first year students), Chadbourne Residential College (focus on liberal education), Entrepreneurial Residential Learning Community, Green House (focus on environmental issues), International Learning Community (including 6 language groups), Multicultural Learning Community, and Women in Science and Engineering.
 2. In conjunction with the 7 RLCs in 2010-11, offered 77 seminar sections with 922 participants (average class size of 12).
 3. Fielded an RFP process for new RLC proposals. Criteria used for selection include anticipate student interest, diversification of the RLC portfolio, and strength of support from academic units and faculty.
 4. Selected and worked on the Fall 2012 implementation of the Creative Arts and Design Residential Learning Community with the Arts Institute. Selected Patrick Sims, professor of Theater and Drama, as the Faculty Director. Started the process to select a Program Coordinator.
 5. Provisionally selected and started planning the BioHouse and Gender Learning Communities with the Institute for Biology Education and Gender and Women's Studies, respectively.
 6. Planned for the addition of Russian language to the International Learning Community in Fall 2011.
 7. Provided funding for the continuation of the Entrepreneurial Residential Learning Community in 2011-12 (formerly funded by the Kaufmann Foundation).
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