



LOYOLA
UNIVERSITY MARYLAND

Preparing Campus Stakeholders for Participating in the First Year Experience

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Overview

- The Context: Loyola and Messina
- Theoretical Frameworks
- Application
- Assessment
- Implications for Institutional Practice

Loyola University Maryland



STRONG TRUTHS, WELL LIVED



Messina

- Connects to Loyola's Jesuit tradition
- Reaffirms our commitment to undergraduate education and the liberal arts



Jesuit Mission and Values

- Develop habits of discernment and reflection in the Ignatian tradition.
- Explore and articulate the values and principles involved in their personal decision-making.

Critical Understanding

- Develop habits of reading, writing and intellectual conversation that support academic excellence and engagement.
- Demonstrate increased knowledge and use of campus resources that aid critical thinking.

Connections to Loyola Community

- Establish healthy, mutually beneficial and respectful relationships with others including faculty, administrators, staff and peers.
- Demonstrate a sense of belonging to the community at Loyola University both in and out of the classroom.

Integrated Learning

- Integrate multiple sources of knowledge gained through various disciplinary lenses, texts, instruction, out of class experiences and personal reflection to offer a perspective on the interdisciplinary theme of the community.



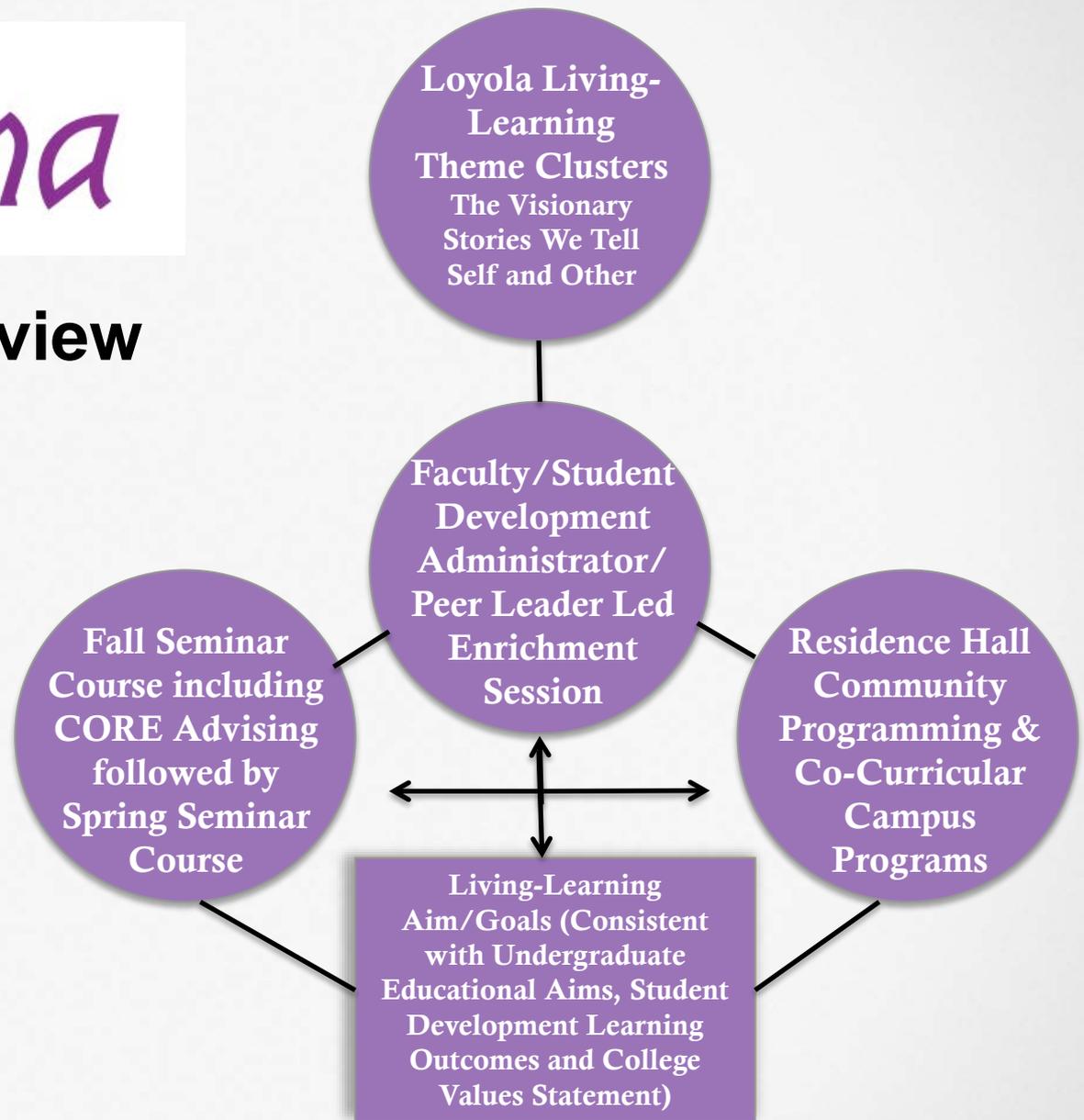
Messina

Program Overview



Universal Implementation:

- 3-4 themes
- 70-76 seminars per semester
- 80+ faculty members
- 50+ administrators
- 80 peer leaders
- 30 RAs
- 1100+ students



Philosophy

- Five Habits of the Heart, (Palmer, 2011)
 - We must understand that we are all in this together.
 - We must develop an appreciation of the value of “otherness.”
 - We must cultivate the ability to hold tension in life-giving ways.
 - We must generate a sense of personal voice and agency.
 - We must strengthen our capacity to create community.



Messina Principles for Collaboration

1. Working group members should embrace our dependence on and accountability to one another for the success of this initiative and its aims for excellence in academics and personal formation.
2. Working groups commit to designing and refining a first-year experience that spans an entire academic year.
3. Scheduled weekly enrichment sessions serve as opportunities for course extension, to explore and promote discernment practices, and to incorporate questions related to cluster themes.
4. Collaboration is a process that will be built and improved over time.



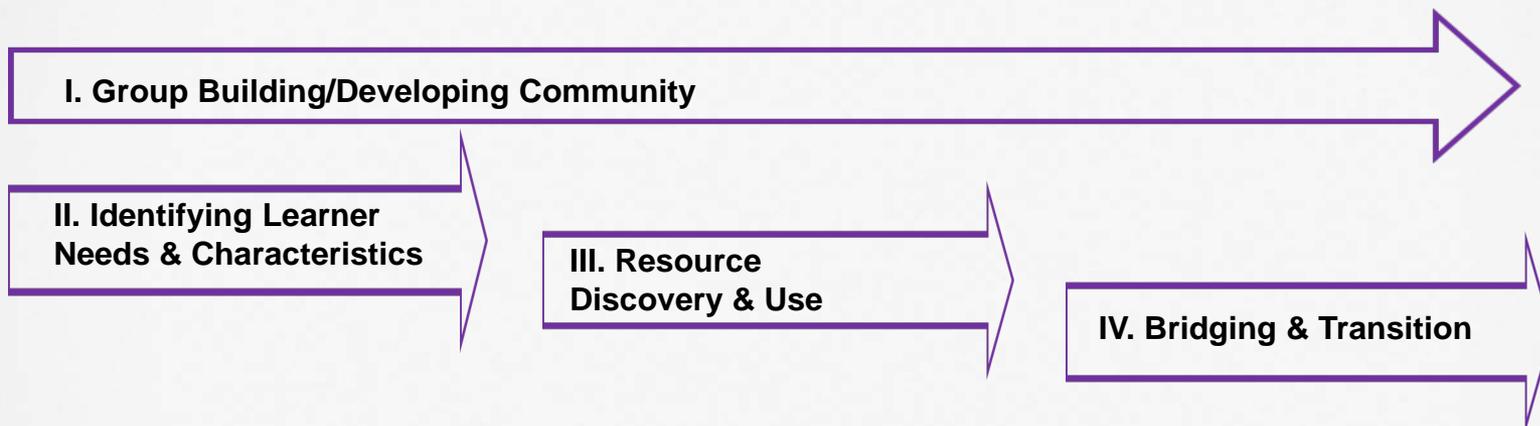
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- Why training?
- What relevance does this topic have to your work?
- What are barriers to successfully training campus stakeholders for First Year Programs?



Guiding Theoretical Framework

▪ Four Phase Model (Gardner, 1981)



I. Group Building/Developing Community	II. Identifying Learner Needs & Characteristics	III. Resource Discovery & Use	IV. Bridging & Transition
<ul style="list-style-type: none"> Increases group cohesiveness Increases level of trust within group Reduces anxiety levels in individuals Eliminates communication barriers 	<ul style="list-style-type: none"> Consider target populations Provides a common focus Individualizes training Increases buy-in of group members 	<ul style="list-style-type: none"> Recognizes resources within the group Identifies campus and community resources Incorporating ideas for learning processes and applications Empowers participants 	<ul style="list-style-type: none"> Creates structure for reflection and evaluation Moves learning from abstract to application Provides opportunity for goal setting Enables learning to extend beyond confines of workshop

Application: Four Phase Model

I. Group Building/ Developing Community	II. Identifying Learner Needs & Characteristics	III. Resources Discovery & Use	IV. Bridging & Transition
<ul style="list-style-type: none"> • Prolonged training experience (Jan-Aug) • Assign working groups early • Discussions of cultural and functional differences • Ongoing support and workshops • Centralized communication 	<ul style="list-style-type: none"> • Prominence of Learning outcomes • Suggested Agendas for working group meetings • Peer learning emphasized • Dual delivery of workshop resources 	<ul style="list-style-type: none"> • Module creation and development • Reaching out to campus community to drive theme-wide events and creation of event guides • Common Text integration 	<ul style="list-style-type: none"> • Ongoing assessment and application • Invitations for professional development extend across divisions • Mid-semester and end of semester reflections and gatherings

LLC CAS Standards Related to Instructor Training

To facilitate success in the development, design, and administration of LLCs, HRLP should

- ensure that resources are in place before an LLC program is implemented
- share responsibility and accountability among various LLC partners by defining roles and duties
- engage in collaborative partnership with academic and student affairs staff to advance LLC development
- facilitate regular communication among academic faculty and staff members, HRLP staff, and other LLC partners
- provide adequate staffing structures for the overall coordination and administration of the program
- ensure appropriate and sustained resources to provide for faculty participation, professional development, stipends, assessment, and technical support
- incorporate a strong assessment program, which may include evaluation of learning outcomes, GPAs, retention rates, satisfaction data, co-curricular engagement, student conduct comparisons, and other measures of academic success

To achieve important learning outcomes for students, HRLP staff members should employ the following practices within LLCs:

- identify learning outcomes with strong academic focuses
- create opportunities for students to engage with peers, staff members, and faculty members around academic, vocational, social, and cultural topics germane to the LLC's topic
- incorporate academically oriented co-curricular activities into the LLC, including internships, service-learning experiences, and research opportunities
- provide assistance to faculty members teaching within LLCs to help them maximize the residential environment, which may be unfamiliar to them

Guiding Theoretical Framework

- Elements of Successful Training (Hunter & Cuseo, 1999)
 - Place
 - Quality
 - Institutional Buy-In
 - Evidence
 - Trainee input
 - Breaking the Ice
 - Activity
 - Capitalizing on veteran instructors
 - Relaxing and socializing
 - Culminating activity



Successful Training – Some considerations

- How “mandatory” is “mandatory”?
- “Global” speakers vs. “local” speakers?
- Institutional memory – asset or liability?
- Relationship building – valuable or a waste of time?
- Participation – rewarded or expected?

Assessment

- Messina Faculty, Administrator and Student Leader Survey
 - 94% (36) of respondents “agree” or “strongly agree” with the statement that they had a good working relationship with their enrichment session working group in the fall semester. This also carried over to spring responses, with 34 respondents (89%) “agree” or “strongly agree.” (n=38)
 - In both the fall and spring semesters, the majority of respondents (33 in FA13 with n=38, 37 in SP14 with n=39) “agree” or “strongly agree” with feeling prepared in their individual Messina role.

Assessment

- Working Group Relationships
- Fall to spring semester transition
- Incorporating the theme
- Value of Messina resources
- Time commitment and value of commitment
- Suggestions



Implications for Institutional Improvement

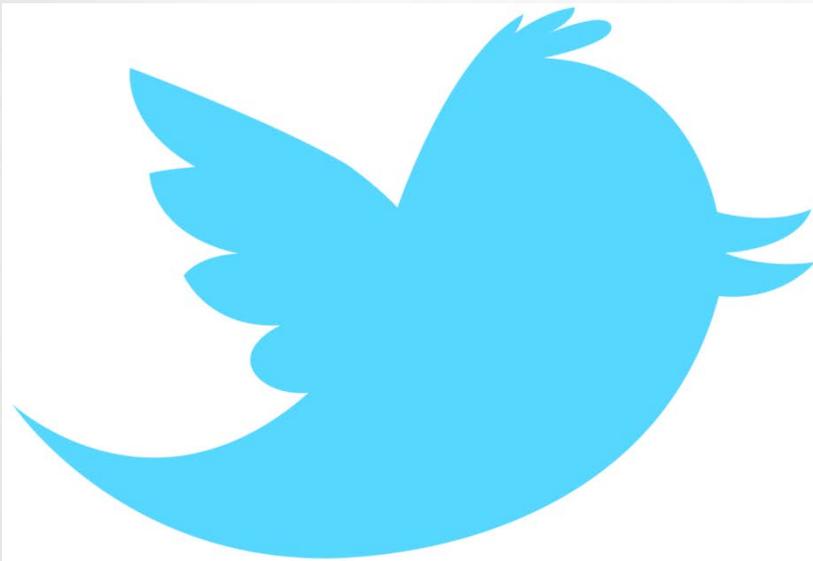
- Moving from cooperation to collaboration
 - Employees
 - Student Leaders and student staff
- Supporting the whole student
- Admission process
- Potential to aid retention efforts
- Asset to faculty and administrator recruitment

Resources

- The First-Year Seminar series – National Resource Center
- Parker Palmer – Healing the Heart of Democracy
- CAS Standards for Housing & Residence Life
- A Guide to Developing Educational Partnerships – Hora And Millar, 2011
- www.Loyola.edu/messina

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