Middle Georgia State University

Academic Affairs

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Student Retention/Living Learning Communities, Cochran

The Task

This white paper addresses student recruitment and retention. What kinds of things attract students to our campus and might contribute to "keep students happy" once they are here? We will survey the national landscape with an eye to capturing possibiliti

Another caveat: given our newly embraced identity as "Schools" (Such as SOAL, the School of Arts and Letters), LC's and many of the services that "plug into" them (such as advising and active after-hours mentoring) will probably best be left to be designed and implemented from within the schools themselves, while following in a general way a framework and list of best practices that leaves plenty of room for school-specific needs, inspiration and creativity.

propensities to make the student capable of negotiating, adapting, creating, navigating,

That means that you can plug something in but you can also "unplug" it and yet you still have the program and you still have something that serves the students: If a group of students seems like they would be served by some student support process or student engagement activity that might be well integrated into a learning community on a Plug-and

student out. LC's should be the active antidote to student "burn out" and so they should be fun leaning not made up of busy work that looks rigorous on its own on paper, forms to be filed. The students will create the meaningfulness of their experience within the elegant and flexible LC framework we put in place. It must be "owned" by happy students. This is the "life" we want in LC's.

Best Practices and Guiding Principles

Herein can be found suggested possible best practices and guiding principles. Among those is that LC's can be designed and facilitated within each of our new schools in creative and designer ways as long as they fit a general (but flexible) framework and follow, again generally, a list of best practices for MGA.