

# GOING DOWNTOWN

Improving Student Connections and Experiences via  
Town-Gown Programming

# Presenters

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    - Social and Development Coordinators
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# Outline



- Learning Outcomes
- Theoretical Framework
- UNC Student Activities Office Values
- Town and Gown Statistics
- Program Background, Vision, and Basics
- Results
- Future Iterations
- Discussion

# Learning Outcomes

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- Identify limitations and challenges in engaging and programming for non-traditional, commuter, off-campus, and graduate students.
- Examine the process of creating collaborative partnerships between campus and local commerce
- Identify programming variations for engaging students with local commerce

# Theoretical Framework

- STUDENT INVOLVEMENT THEORY (Astin 1999)
  - ▣ Students learn more when actively engaged, academically and socially, in their environment (in varying degrees)
- NATIONAL ASSOCIATION FOR CAMPUS ACTIVITIES (NACA) COMPETENCIES
  - ▣ Collaboration - Actively contributing to the achievement of a group goal
  - ▣ Multicultural Competency - Advocacy for the needs and identities of all members within the community
- COUNCIL FOR THE ADVANCEMENT OF STANDARDS (CAS) OFF-CAMPUS & COMMUTER PROGRAMS SELF-ASSESSMENT GUIDE (2013)
  - ▣ Augmenting access to campus resources

# Theoretical Framework

- LEAVING COLLEGE (Tinto, 1996)
  - ▣ Isolation is one of the primary reasons for college student departure
- COMMUTER STUDENT BEST PRACTICES (Roe Clark, 2006)
  - ▣ Facilitating peer interactions
  - ▣ Active relationships between students and community agencies
  - ▣ Insure student perspective in community decision-making
- TOWN-GOWN
  - ▣ Initiating dialogue and collaboration to foster a positive relationship and a healthy and thriving community.

# Student Activities Office Values

- SELF-AUTHORSHIP (Baxter-Magolda, 2001)
  - ▣ Situate learning in experiences (drawing from student experiences, sharing stories)
  - ▣ Mutually constructing meaning (frame learning as something we do together)
  - ▣ Validating learners as knowers (ensure students know their voices are important)
- SOCIAL CHANGE MODEL (HERI, 1996)
  - ▣ PURPOSEFUL, COLLABORATIVE, and VALUES-BASED process that results in POSITIVE SOCIAL CHANGE.

# Town-Gown Background

- Greeley stats
  - ▣ Poorest large community in Colorado
  - ▣ Population: 95, 357
    - White (Non Latino) – 59.3%
    - Latino – 36.1%
    - Foreign Born – 11.5%
    - English Second Language – 23.7%
  - ▣ Under Poverty Threshold – 22.6%
    - Latino – 41.1%
    - Foreign Born – 44.2%



# Town-Gown Background

- UNC stats
  - 12,252 Students
    - 9,669 Undergraduate
    - 2,583 Graduate
    - White – 76.8%
    - Latino – 16%
    - First-Generation – 34%
    - Low-Income – 32.4%
    - First-Gen/Low-Income – 17%
  - Residential Students
    - Up to 3,000 students (capacity)
  - Off-Campus Students
    - Over 9,000 students
  - Non-Traditional (over 25)
    - 1,250 undergraduate students

# Program Background

## □ Framework

### ▣ Equitable access to university resources

- Including social programming

### ▣ Social and Developmental Coordinator

- UPC programming focus on engaging traditionally under-served populations

## □ Impetus

### ▣ Per request of local commerce and community partners

### ▣ Student leadership innovation

- Focus on Positive Change Model

# Program Vision and Basics

- Program Vision and Outcomes
  - ▣ To provide programming that:
    - Is accessible to off-campus, commuter, non-traditional, and graduate students
    - Is low-risk and low-cost (minimize barriers to access)
    - Will highlight local commerce in a pro-social way
    - Will highlight a service or offering of campus partners
  - ▣ Logistics
    - Students purchase \$5-\$10 vouchers
    - Good for dinner, dessert, and entertainment

# Greeley Night Out Basics

## □ Program Outline

### ▣ Identify campus partnerships

#### ■ Spring 2013 – Student Environmental Clubs

- Emphasis on shopping locally in conjunction with Earth Week programming

#### ■ Fall 2013 – GLBTA Resource Office

- Identified businesses and organizations that are affirming of GLBTA identities in conjunction with National Coming Out Day

#### ■ Spring 2014 – Graduate Student Association, Non-Traditional Student Association

- Provide opportunity for respite evening by providing low-cost childcare

# GNO Basics

## □ Locations

### ▣ Dinner

- Local restaurants in downtown core

### ▣ Dessert

- Local bakeries and ice cream parlors

### ▣ Entertainment

- Local art house movie theatre (Kress Cinema)
- Coffee Shop/Art Gallery (John Galt Coffee)

### ▣ Giveaways and Prizes

- Provide opportunity to further highlight local commerce with gift cards

# GNO Basics

## □ Budgets

### ▣ Spring 2013

■ Expenditures - < \$3,200

■ Food - \$2,500

■ Entertainment - \$700

■ Revenue - \$650

### ▣ Fall 2013

■ Expenditures - < \$3,000

■ Food - \$2,600

■ Entertainment - \$310

■ Revenue - \$1,100

# Results

- Attendance
  - Spring 2013
    - 130 attendees
    - Equal parts graduate, non-traditional, off-campus, & upper-division students
  - Fall 2013
    - 110 attendees
    - Majority upper-division & off-campus students
  - Spring 2014
    - April 17<sup>th</sup>
    - TBD (hopefully lots of students who are parents!)

# Future Iterations

## □ Partnerships

### ▣ Graduate School

- Provide free & reduced child-care

### ▣ Athletics/Club Sports

- Provide free & reduced admissions for partners, dependents
- Provide free & reduced concessions at sporting events

### ▣ Campus Recreation & Outdoor Pursuits

- Family-centric activities and access to Campus Rec resources

### ▣ Student Advocacy Centers

- Culturally-centric activities and businesses in Greeley



# Suggestions and Thoughts?

- What populations are typically underserved on your campus?
  - ▣ What are their needs?
- Who can you collaborate with in your community?
  - ▣ Campus partnerships? Municipal/county offices?
- Insight into your campus dynamics?
  - ▣ Town-gown dialogue?

# Questions?



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