Living-Learning Communities that Work: Research-Based Best Practices

Center for Teaching Excellence Workshop
February 4, 2017

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Outline of workshop

• Introducing living-learning communities:
  • What are they?
  • What are learning communities?
  • What’s the difference?

• Results from the National Study of Living Learning Programs

• Potential benefits of living-learning communities as a high impact practice

• An empirically-based best practices model for living-learning communities

• Recommendations for IUP

• LLC best practices quiz
What are living-learning communities?

Residential Learning Community

Residential Academic Program

Living-Learning Program

Living-Learning Community
An experiment:

• Think for a moment of how you would describe a living-learning community

• On a sheet of paper, briefly write down or sketch what comes to your mind
Well-known depictions of LLCs

**Hogwarts (from the *Harry Potter* books)**

- 4 houses (Gryffindor, Hufflepuff, Ravenclaw, Slytherin)
  - Houses have friendly competition
- All students assigned (or “sorted”) to one house based on personal characteristics
- Each house as a head master or mistress
Well-known LLCs

Oxford University Colleges (UK)

• 38 self-governing Colleges
  – All teaching staff and students belong to one

• Tutorials still held in colleges

• Typical colleges include dining hall, chapel, library, bar, and common rooms

• First colleges established in 1200s
Yale University Residential Colleges

- Established in 1930s
- All incoming 1\textsuperscript{st} year students \textit{assigned} to 1 of 12 residential colleges
- All RCs come with dining halls, courtyard, library, buttery, and other amenities
- Each has tenured faculty members serving as Master and Dean
Residential colleges vs. LLCs

- All of the prior examples are examples of Residential Colleges

...but Residential Colleges are but one type of LLC!
Defining living-learning communities (LLCs)

✓ Program involves undergraduate students who live together in a discrete portion of a residence hall (or the entire hall)

✓ Program has staff and resources dedicated for that program only, and not for the entire residence hall

✓ Participants in the program partake in special academic and/or extra-curricular programming designed especially for them
And, not to be any more confusing:

- There are other things called “Learning Communities”

**FIGs**

First-Year Interest Groups

Linked courses

Living Learning Communities

Team teaching
Relationship between LCs and LLCs

Learning Communities
- Linked courses
- Team-taught courses
- First-year interest groups
- Living-learning communities

Living-Learning Programs
- Honors LLPs
- Cultural LLPs
- Residential Colleges
- Discipline-based LLPs
- Etc...
LLCs and LCs: Key takeaways

• Learning communities are curricular initiatives that seek to provide students with a deeper examination of a topic or concept.

• Living-learning communities are residential initiatives that seek to integrate the in- and out-of-class experience.

• Living-learning communities are often considered one type of learning community.
How many different types of LLCs are there?

• *A little side trip*
The National Study of Living-Learning Programs
Funding sources

[Logos of NSF, acuho-i, NASPA, and ACPA]
CONCEPTUAL FRAMEWORK

The National Study of Living-Learning Programs
The I-E-O model (Astin, 1993)

The living-learning community
## NSLLP Conceptual Framework (I-E-O)

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Environments</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demographics</td>
<td>Academic major</td>
<td>Transition to college</td>
</tr>
<tr>
<td>Gender</td>
<td>Peer interactions</td>
<td>Perceptions of intellectual abilities and growth</td>
</tr>
<tr>
<td>Race/ethnicity</td>
<td>Faculty interactions</td>
<td>Self-confidence</td>
</tr>
<tr>
<td>Socio-economic status</td>
<td>Co-curricular involvement</td>
<td>Appreciation of diversity</td>
</tr>
<tr>
<td>Religious affiliation</td>
<td>Study group interactions</td>
<td>Sense of civic engagement</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Alcohol-related experiences</td>
<td>Alcohol use and behaviors</td>
</tr>
<tr>
<td>Etc.</td>
<td>Use of residence hall resources</td>
<td>Persistence/drop-out risk</td>
</tr>
<tr>
<td>HS achievement</td>
<td>Perceptions of residence hall climate</td>
<td>College GPA</td>
</tr>
<tr>
<td>HS grades</td>
<td>Diverse interactions</td>
<td>Overall satisfaction and sense of belonging</td>
</tr>
<tr>
<td>Standardized test scores</td>
<td>STEM related questions</td>
<td></td>
</tr>
<tr>
<td>Pre-tests of outcomes</td>
<td>LLC involvement</td>
<td></td>
</tr>
</tbody>
</table>
Living-learning communities survey

• General information (e.g., size, goals & objectives)
• Reporting structure
• Budget/fiscal resources
• Academic coursework
• Faculty and staff roles
• Activities and resources
• Additional STEM-related questions
RESEARCH DESIGN
Study Staff

University of Maryland (2001-2010)
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Chris Corces Zimmerman

University of Wisconsin - Madison
Aaron Brower

Survey Sciences Group, LLC
Scott Crawford
Brian Hempton
Tina Mainieri
Sara Showen
NSLLP study timeline

2003 Pilot Study
- Four campuses
- 5,437 students
- Tested reliability & validity of survey instrument and data collection methods

2004 NSLLP
- 34 institutions
- 23,910 students
- 297 L/L communities
- T₁ data collection
- Surveyed students & programs

2007 NSLLP
- 46 institutions
- T₂ follow-up (n=1,509)
- New baseline (n=22,258)
- 617 L/L communities
- 4 campus site visits in 2008
NSLLP: four sources of data

**BASELINE SURVEY**
- LLC and traditional student respondents
- I-E-O conceptual framework
- Quasi experimental design

**LLC STAFF SURVEY**
- General information about LLC operations
- Respondents are LLC staff

**CAMPUS CASE STUDIES**
- 4 site visits in Spring 2008
  - Large, public, Southern
  - Larger, public, Southern
  - Mid-size, public, Midwest
  - Mid-size, public, Mid-Atlantic
- Chosen based on survey data

**LONGITUDINAL FOLLOW-UP**
- 16 of 34 original schools

<table>
<thead>
<tr>
<th>Year</th>
<th>Schools</th>
<th>LLCs</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>34</td>
<td>297</td>
<td>23,910</td>
</tr>
<tr>
<td>2007</td>
<td>46</td>
<td>617</td>
<td>22,258</td>
</tr>
</tbody>
</table>
How many different types of LLCs are there?

- Back to our regularly scheduled programming:
Content analysis of over 600 LLCs at 46 universities in 2007 study

Classified 41 types of LLCs

41 types were further combined into 17 broad themes
Residential Colleges

| Residential Colleges (6) | Focused on academic, cultural, and social pursuits in the liberal arts tradition; typically spans multiple years of participation |
## Civic and Social Leadership Programs

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic Engagement Programs (9)</td>
<td>Engages students in resolving civic issues through political activism or participation</td>
</tr>
<tr>
<td>Environmental Sustainability Programs (12)</td>
<td>Promotes ecological social action</td>
</tr>
<tr>
<td>Leadership Programs (20)</td>
<td>Focuses on leadership development</td>
</tr>
<tr>
<td>Service-Learning and Social Justice Programs (18)</td>
<td>Addresses social problems through community service</td>
</tr>
</tbody>
</table>
## Discipline-Based Programs

<table>
<thead>
<tr>
<th>Agriculture or Veterinary Medicine (7)</th>
<th>Health Sciences (20)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business (25)</td>
<td>Humanities (10)</td>
</tr>
<tr>
<td>Communication or Journalism (3)</td>
<td>Interdisciplinary (10)</td>
</tr>
<tr>
<td>Education (14)</td>
<td>Law or Criminal Justice (4)</td>
</tr>
<tr>
<td>Engineering &amp; Computer Science (27)</td>
<td>Mathematics (3)</td>
</tr>
<tr>
<td>General Sciences (18)</td>
<td>Social Sciences (9)</td>
</tr>
</tbody>
</table>
## Fine and Creative Arts

<table>
<thead>
<tr>
<th>Fine and Creative Arts (43)</th>
<th>Promotes appreciation and interest in the visual arts, music, architecture film, prose, or photography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culinary Arts (7)</td>
<td>Preparing and eating different styles of cuisine</td>
</tr>
</tbody>
</table>
## NSLLP typology

### General Academic Programs

| General Academic Programs (21) | Focuses on academic support or excellence, but not in any particular discipline |

### Honors Programs

| Honors Programs (47) | Provides academically enriched learning environments for university’s most academically talented students |
### NSLLP typology

#### Cultural Programs

<table>
<thead>
<tr>
<th>Cultural Programs</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>International/Global Programs (48)</td>
<td>Study of the culture of a particular nation, or international competency in general</td>
</tr>
<tr>
<td>Language Programs (16)</td>
<td>Study of a particular foreign language</td>
</tr>
<tr>
<td>Multicultural/Diversity Programs (18)</td>
<td>Examines issues of social diversity, such as race/ethnicity, sexual orientation, etc.</td>
</tr>
</tbody>
</table>
# Leisure Programs

<table>
<thead>
<tr>
<th>Leisure Category</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Leisure Pursuits (3)</td>
<td>Participation in leisure activities, such as playing cards, watching professional sporting events</td>
</tr>
<tr>
<td>Local Community Exploration (2)</td>
<td>Focused on learning about cultural activities in a town near the campus</td>
</tr>
<tr>
<td>Outdoor Recreation Programs (7)</td>
<td>Opportunities to develop sporting or outdoor/wilderness skills</td>
</tr>
</tbody>
</table>
NSLLP typology

Umbrella Programs

| Umbrella Programs (7) | Houses several LLCs with distinctive themes |

Political Interest Programs

| Political Interest Programs (14) | Discussions about political issues, such as elections, political new shows |
# NSLLP typology

## Research Programs

<table>
<thead>
<tr>
<th>Research Programs (3)</th>
<th>Students either conduct original research projects or work on a professor’s research team</th>
</tr>
</thead>
</table>

## Reserve Officer Training Corps (ROTC) Programs

<table>
<thead>
<tr>
<th>ROTC Programs (6)</th>
<th>Students simultaneously participate in Army, Navy, or Air Force ROTC program at institution</th>
</tr>
</thead>
</table>

## Sophomore Programs

<table>
<thead>
<tr>
<th>Sophomore Programs (1)</th>
<th>Focuses on needs of students in their 2nd year of college</th>
</tr>
</thead>
</table>
## Transition Programs

<table>
<thead>
<tr>
<th>Program Type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career or Major Exploration Programs (10)</td>
<td>Assists first-year or transfer students with their vocational interests</td>
</tr>
<tr>
<td>First-Year Student Programs (31)</td>
<td>Focuses specifically on the transition to college for 1\textsuperscript{st} year students</td>
</tr>
<tr>
<td>New Student Transition Programs for Diverse Populations (2)</td>
<td>Serves transition to college needs of students from underprivileged backgrounds</td>
</tr>
<tr>
<td>Transfer Student Programs (2)</td>
<td>Focuses on the transition to college for students who transferred from another college</td>
</tr>
</tbody>
</table>
## NSLLP typology

### Upper-Division Programs

<table>
<thead>
<tr>
<th>Upper-Division Programs (3)</th>
<th>Targets the needs and interests of students in their junior and senior years (3rd &amp; 4th years) of college</th>
</tr>
</thead>
</table>

### Wellness Programs

<table>
<thead>
<tr>
<th>General Wellness and Healthy Living Programs (25)</th>
<th>Focuses on learning about and/or promoting mental and physical health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spirituality and Religious Programs (3)</td>
<td>Study of religion or a particularly religious faith</td>
</tr>
</tbody>
</table>
## NSLLP typology

### Women’s Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women’s Leadership Programs (6)</td>
<td>Develops leadership skills for female students</td>
</tr>
<tr>
<td>Women-only Science, Technology, Engineering, and Mathematics (STEM) Programs (14)</td>
<td>Supports the development and retention of women in STEM majors</td>
</tr>
</tbody>
</table>
## Most popular LLC themes

- International/Global (48)
- Honors (47)
- Fine & Creative Arts (43)
- First-Year Students (31)
- Engineering & Computer Science (27)
- Business (25)
- Wellness & Healthy Living (25)
- General Academic (21)
- Leadership (20)
- Health Sciences (20)
Let’s reflect back

• Think back to your initial description or sketch of a living-learning community that you developed at the beginning of the workshop

• How does that initial description compare or contrast to what we have just discussed?

• Questions? What can I explain more effectively?
Break
## Check-in

### Where we’ve been
- Definition of LLCs
- Introduction to the NSLLP
- Typology of contemporary LLCs

### Where we’re going
- What we have learned about LLCs from the NSLLP
- Benefits of LLCs as a high-impact practice
- Best Practices Model for LLCs
SUMMARY OF RESULTS
Profile of U.S. LLCs*
SUMMARY OF RESULTS

* Based on characteristics of over 600 LLPs in 2007 study
## Size of LLC

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Median size of program</td>
<td>52</td>
</tr>
<tr>
<td>Modal size of program</td>
<td>50</td>
</tr>
<tr>
<td>Programs with over 1,000 students</td>
<td>11</td>
</tr>
</tbody>
</table>
# Cost of LLC

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Expense</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average cost of program</td>
<td>$21,000</td>
</tr>
<tr>
<td>Median cost of program</td>
<td>$5,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Statistic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programs with no budget</td>
<td>10%</td>
</tr>
<tr>
<td>Programs with budgets under $1,000</td>
<td>25%</td>
</tr>
</tbody>
</table>
Oversight of LLC

- Residence Life/Housing: 46%
- Academic Departments/Academic Affairs only: 31%
- Combination SA/AA: 15%
- Other Arrangements: 8%
Professional affiliation of LLC director

- Residence Life: 43%
- Academic Department: 21%
- Combination: 15%
- Multi-person Board: 13%
- Other: 8%
Top 5 goals/objectives of LLCs

1. Experiencing a smooth academic transition to college (55%)
2. Feeling a sense of belonging to the institution (54%)
3. Demonstrating openness to views different than one’s own (52%)
4. Learning about others different than one’s self (50%)
5. Experiencing a smooth social transition to college (50%)
Faculty involvement in LLCs

- 23% had no faculty involvement at all
- 64% included only 1-3 faculty members

Most common forms of faculty involvement were:
- Teaching
- Conducting workshops
- Mentorship
- Academic advising
Residence hall staff involvement in LLCs

• 85% utilized residence hall staff in some way

• Most common forms of staff involvement were:
  – Administrative tasks
  – Living in community
  – Attending social events
  – Supervising student staff
Co-curricular activities in LLCs

**Required:**

- Orientation: 23%
- Group projects: 14%
- Team building: 12%

**Optional:**

- Cultural outings: 79%
- Multicultural programs: 77%
- Study groups: 75%
Campus site visits

SUMMARY OF RESULTS
2008 campus site visits

- Used NSLLP survey data to identify living-learning best practices
- Selected four campuses for case studies
  - Large, public, Southern
  - Larger, public, Southern
  - Mid-size, public, Midwest
  - Mid-size, public, Mid-Atlantic
Campus site visit findings

- Academic/Student Affairs partnerships integral to effective living-learning programs, but partnerships can take different forms

- Peer interaction/bonding is the most powerful influence on students in living-learning programs, but there can be negative side-effects as well

- Effective living-learning programs are not necessarily ones with lots of “bells & whistles” -- what is more important is the level of integration across the activities within the program
Let’s reflect back again

• Think back to your initial description or sketch of a living-learning community that you developed at the beginning of the workshop

• Now how does that initial description compare or contrast to what we have just discussed?

• Questions? What can I explain more effectively?
So why should IUP have living-learning communities?

(What are the benefits?)
AAC&U high-impact practices

- First-Year Experiences
- Common Intellectual Experiences
- Learning Communities → Living-Learning Communities
- Writing-Intensive Courses
- Collaborative Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning Initiatives
- Internships
- Capstone Courses/Projects

From: http://www.aacu.org/LEAP/hip.cfm
# Relationships between learning communities, educational practices, and self-reported gains

<table>
<thead>
<tr>
<th>Effective educational practices</th>
<th>Learning Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of academic challenge</td>
<td>+++</td>
</tr>
<tr>
<td>Active &amp; collaborative learning</td>
<td>+++</td>
</tr>
<tr>
<td>Student-faculty interaction</td>
<td>+++</td>
</tr>
<tr>
<td>Supportive campus environment</td>
<td>++</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Self-reported gains</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep learning</td>
<td>+++</td>
</tr>
<tr>
<td>General gains</td>
<td>++</td>
</tr>
<tr>
<td>Personal gains</td>
<td>++</td>
</tr>
<tr>
<td>Practical gains</td>
<td>++</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome</th>
<th>TRH</th>
<th>LLC</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical thinking/analysis abilities</td>
<td></td>
<td>↑</td>
<td>Very low</td>
</tr>
<tr>
<td>Application of knowledge abilities</td>
<td></td>
<td>↑</td>
<td>Very low</td>
</tr>
<tr>
<td>Growth in cognitive complexity</td>
<td></td>
<td></td>
<td>N/S</td>
</tr>
<tr>
<td>Diversity appreciation</td>
<td></td>
<td></td>
<td>N/S</td>
</tr>
<tr>
<td>Sense of civic engagement</td>
<td></td>
<td>↑</td>
<td>Very low</td>
</tr>
</tbody>
</table>
# NSLLP:
LLC participation and other outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>TRH</th>
<th>LLP</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smooth academic transition</td>
<td></td>
<td>↑</td>
<td>Low-Mod</td>
</tr>
<tr>
<td>Smooth social transition</td>
<td></td>
<td>↑</td>
<td>Low-Mod</td>
</tr>
<tr>
<td>Sense of belonging</td>
<td></td>
<td>↑</td>
<td>Low-Mod</td>
</tr>
</tbody>
</table>
**NSLLP:**
**LLC components related to student outcomes***

<table>
<thead>
<tr>
<th>Academic components</th>
<th>Social components</th>
<th>Co-curricular components</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Course-related interaction with faculty members</td>
<td>□ Academically-related discussions with peers</td>
<td>□ Career workshops (-)</td>
</tr>
<tr>
<td>□ Studied with peers</td>
<td>□ Socio-culturally-related discussions with peers</td>
<td>□ Internships</td>
</tr>
<tr>
<td>□ Residence hall climate supportive of academics</td>
<td>□ Residence hall climate supportive of cultural differences</td>
<td>□ Visiting work settings related to field</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Outreach to local K-12 schools</td>
</tr>
</tbody>
</table>

* Outcomes include critical thinking, application of knowledge, civic engagement, academic transition, social transition, sense of belonging. Analysis controls for: race/ethnicity, gender, SES, high school GPA, SAT score, pre-test of dependent variable
Questions?
The $1 million question:

• How do we design an effective LLC that facilitates positive student outcomes?
LIVING-LEARNING BEST PRACTICES
BUILDING BLOCKS
Maslow’s hierarchy of needs

- **Physiological**
  - breathing, food, water, sex, sleep, homeostasis, excretion

- **Safety**
  - security of body, of employment, of resources, of morality, of the family, of health, of property

- **Love/Belonging**
  - friendship, family, sexual intimacy

- **Esteem**
  - self-esteem, confidence, achievement, respect of others, respect by others

- **Self-actualization**
  - morality, creativity, spontaneity, problem solving, lack of prejudice, acceptance of facts
A LLC “hierarchy of needs”

- Infrastructure
- Academic Environment
- Co-curricular Environment
- “ICING”
LLC best practices building blocks

- **Intentional integration**
  - Study groups
  - K-12 outreach
  - Career workshops
  - Visiting work settings
  - Theme-related activities

- **CO-CURRICULAR ENVIRONMENT**
  - Courses for credit
  - Faculty advising
  - Academically supportive climate
  - Socially supportive climate
  - Theme-related activities

- **ACADEMIC ENVIRONMENT**
  - Clear goals & objectives
  - Academic Affairs
  - Housing
  - Adequate resources

- **INFRA-STRUCTURE**
  - Collaboration

**Mortar between the bricks = assessment**
Unpacking the LLC best practices pyramid

Clear goals & objectives:

• All other facets of LLC should be developed with goals & objectives in mind

• Cornerstone of pyramid
Unpacking the LLC best practices pyramid

Housing & Academic Affairs Partnership:

• Must have a partnership, but partnership must keep in mind:
  – Prior relationships among units
  – Institutional culture
  – Willingness of both parties to change
  – Existence of resources
  – Clear & agreed upon leadership
Unpacking the LLC best practices pyramid

Adequate resources:

- Budget (ideally shared between Academic & Student Affairs)
- Live-in positions
- Faculty participation
  - Advising
  - Dining with students
  - Social events
- Advisory boards
Adequate resources, part 2:

- Physical capacities
  - Classroom space
  - Office for faculty advising
  - Staff offices in building
  - Common dining area
  - Large, reconfigurable spaces to be used for group projects, co-curricular activities, small and large meetings
Adequate resources, part 3:

- **Staffing** *(In addition to faculty involvement)*
- Commensurate with size of programming
- Responsibilities:
  - Transitions
  - Community building
  - Discipline
  - Advising/mentoring
  - Administrative tasks
  - Co-curricular programming
  - Teaching classes
Courses for credit:

• Must be credit bearing

• Most popular types:
  – “Core courses”
  – Introductory courses
  – Courses developed especially for LLC students
Faculty advising:

- Faculty typically performed several roles
  - Dining with students
  - Social events
  - Conducting workshops

- However, advising was most popular role, and most utilized role among first year students
Unpacking the LLC best practices pyramid

Academically and socially supportive climate:

• Residence hall climate must support both
  – Rigorous academic study
  – Fun, supportive environment
  – Tolerance and appreciation for cultural differences

• Component of LLCs most often associated with student learning outcomes
Unpacking the LLC best practices pyramid

Co-curricular activities:

- Ideally, matched to goals & objectives of LLC

Co-curricular activities most often associated with student learning outcomes:
  - Study groups
  - K-12 outreach
  - Visiting work settings
  - Career workshops
Unpacking the LLP best practices pyramid

Intentional integration:

• All elements of pyramid should be integrated:
  – Goals & objectives should permeate all other activities
  – Courses for credit should take advantage of co-curricular activities
  – Academic climate of residence hall should be sensitive to rhythms of classes
  – LLC should capitalize on serendipity, on “teachable moments”
  – But this means that Academic and Residence Hall staffs must be knowledgeable about each other’s roles
Incomplete models
Lack of intentional integration of activities

Intentional integration

Study groups
K-12 outreach
Visiting work settings
Career workshops

Courses for credit
Faculty advising
Academically supportive climate
Socially supportive climate

Clear goals & objectives
Academic Affairs
Housing
Adequate funding

Collaboration
Incomplete models
Lack of systematic and ongoing assessment

Intentional integration

Study groups
K-12 outreach
Visiting work settings
Career workshops

Courses for credit
Faculty advising
Academically supportive climate
Socially supportive climate

Clear goals & objectives
Academic departments
Residence Life
Adequate resources

Collaboration
Questions?
Conclusions and recommendations for IUP

• Ensure that LLC goals & objectives are mission aligned and assessable

• Determine what type of Academic/Housing partnership you will have and use efficiently and effectively

• Try to include courses as part of your LLC, and for credit

• Faculty participation is always challenging, so use them strategically (e.g., teaching courses, advising students, academically-oriented social activities)

• Attend to the academic and social climates of your residence hall and don’t leave this up to chance

• Develop meaningful and distinctive co-curricular activities, or don’t do them at all

• Always be thinking about how all of the elements of your LLC integrate
# Completing your self-assessment

<table>
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<tr>
<th>Section 1: Clear Goals &amp; Objectives</th>
<th>0 = No</th>
<th>1 = Yes</th>
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<tbody>
<tr>
<td>Does your living-learning program have explicit and enumerated goals and objectives that are publicly available in an official document or website?</td>
<td>0 = No</td>
<td>1 = Yes</td>
</tr>
<tr>
<td>Does your living-learning program have a mission statement, or some type of statement describing its goals and aspirations?</td>
<td>0 = No</td>
<td>1 = Yes</td>
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<tr>
<td>Does your living-learning program have explicitly articulated learning outcomes?</td>
<td>0 = No</td>
<td>1 = Yes</td>
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<th>MID (1-2)</th>
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LLP best practices building blocks

**ACADEMIC ENVIRONMENT**
- Clear goals & objectives
- Courses for credit
- Faculty advising
- Academically supportive climate

**CO-CURRICULAR ENVIRONMENT**
- Study groups
- K-12 outreach
- Visiting work settings
- Career workshops

**INFRA-STRUCTURE**
- Housing

**Collaboration**

**“ICING”**
- Intentional integration

**Mortar between the bricks = assessment**
- Adequate resources
Thank you!

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