

# **Living and Learning Together: Results from the 2004 National Study of Living-Learning Programs (NSLLP)**

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# Defining Living-Learning Programs for the NSLLP

- Living-Learning Program Definition:
  - ✓ 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.



# Living-Learning Programs as the “Miracle Cure”

- Living-learning programs created to fill tall order of improving undergraduate education
- The “ultimate learning experience”
  - ✓ Can help students make a successful transition to college
  - ✓ Can improve student learning and development
  - ✓ Can facilitate better academic achievement and retention
- Yet, what do we really know about L/L programs?



# A Quick Quiz:

## Variety among Living-Learning Programs

- How many different types of L/L programs (e.g., Honors, Residential Colleges, etc.) exist on campuses across the United States?
- How many L/L programs offer courses for credit as part of their programming?
- What proportion of L/L programs require their students to participate in some kind of co-curricular activity?

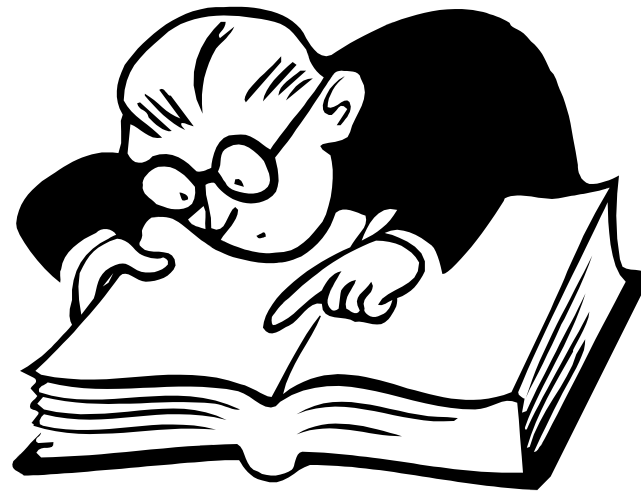


# A Quick Quiz:

## Living-Learning Environments & Outcomes

- Are L/L students more likely than non-L/L students to:
  - Enjoy a smooth transition to college? *(True/False)*
  - Use critical thinking skills? *(T/F)*
  - Have higher self-confidence? *(T/F)*
  - Have a stronger appreciation for racial/ethnic diversity? *(T/F)*

Quiz answers  
coming up later!



# Background of the Study

- Other national projects have studied *learning communities*, but none have focused specifically on living-learning programs
- Assessments of living-learning programs have yielded positive but disconnected and idiosyncratic results
  - ✓ Most L/L assessment has been confined to single-program studies on individual campuses
- New research is needed that identifies common outcomes across different types of programs and institutions

# NSLLP Collaborators

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# Introduction to the National Study of Living-Learning Programs (NSLLP)

- A four-year funded project by the Association of College & University Housing Officers International (ACUHO-I)
- 2004 data collection included:
  - ✓ 34 universities
  - ✓ 274 living-learning programs
  - ✓ Approximately 24,000 student respondents

# 2004 NSLLP Participating Schools

- Arizona State University
- Bowling Green State University
- Central Washington University
- Clemson University
- Colorado State University
- Florida State University
- George Washington University
- Indiana University
- Louisiana State University
- North Carolina State
- Northeastern University
- Northern Illinois University
- Pennsylvania State University
- Purdue University
- San Jose State University
- Southern Illinois University
- Syracuse University
- University of California - Irvine
- University of Central Arkansas
- University of Florida
- University of Illinois Urbana-Champaign
- University of Maryland, Baltimore County
- University of Maryland, College Park
- University of Michigan
- University of Missouri
- University of North Carolina at Chapel Hill
- University of North Carolina at Wilmington
- University of Northern Iowa
- University of Richmond
- University of South Carolina
- University of Tennessee - Knoxville
- University of Vermont
- University of Wisconsin
- Western Kentucky University

# NSLLP Timeline

- Phase 1 (2001-02)
  - ✓ Comprehensive literature review
  - ✓ Annotated bibliography (available on website)
- Phase 2 (2002-03)
  - ✓ Conducted pilot study at 4 universities
- Phase 3 (2003-04)
  - ✓ Survey administration at 34 participating institutions
  - ✓ Data analysis and custom report generation
- Phase 4 (2004-05)
  - Report of overall findings
  - Publications from 2004 data
  - Facilitate campus dialogues

# NSLLP Conceptual Framework

(Astin, 1993; Inkelas & Weisman, 2003)

## INPUTS → ENVIRONMENTS → OUTCOMES

- Demographics
- High school achievement
- Pre-college assessment of importance of involvement and perceptions of self-confidence

- Peer interactions
- Faculty interactions
- Co-curricular involvement
- Alcohol related experiences
- Residence hall resources use
- Residence hall climate perceptions
- Diverse interactions
- Campus racial climate perceptions
- Time spent doing leisure activities

- Academic and social transition to college
- Intellectual abilities
- Intellectual growth
- Perceptions of self-confidence
- Diversity appreciation
- Sense of civic engagement
- Alcohol use/behaviors
- Plans to return to institution
- Cumulative college grades
- Living-learning and overall satisfaction

# NSLLP Data Collection Protocol

- Each participating school selected random samples among:
  - ✓ All of its living-learning participants
  - ✓ Comparison sample living in residence hall
- Web-based survey administered January - March 2004
- Each participating school's primary contact also asked to fill out an informational survey about L/L program components and structures
  - ✓ Ex: Number of faculty with direct role in L/L program
  - ✓ Ex: Is L/L program selective?

# NSLLP Student Survey Final Sample

Living-Learning Sample: 11,669  
(35% response rate)

Comparison Sample: 12,241  
(30% response rate)

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**TOTAL:** 23,910  
(32% overall response rate)



# *Living Learning*

## 2004 NSLLP Findings

### Characteristics of L/L programs or LLPs



# Characteristics of LLPs: Organizational traits

- ✓ 48% of LLPs have 50 or fewer students
- ✓ 66% of LLP students live in a reserved portion of a residence hall, with other non-LLP students
  - ✓ 31% of LLPs are in residence halls in prime location on campus
- ✓ 54% are selective
- ✓ 31% are funded solely by Student Affairs unit, 14% solely by Academic Affairs unit, 39% a mix of both
- ✓ 68% directly report to Residence Life/Housing unit



# Characteristics of LLPs: Academic activities

- ✓ 73% of LLPs offer no courses for credit
- ✓ 78% offer no special sections of large introductory courses
- ✓ 51% have 1-5 faculty members with direct roles in LLPs
  - ✓ 33% have no faculty involvement
- ✓ 25% offer academic advising
- ✓ 50% facilitate study groups



# Characteristics of LLPs: Co-curricular activities

- ✓ 50% of LLPs have no required co-curricular activities
- ✓ Among optional co-curricular programming, percentage of LLPs offering:
  - Team building activities: 50%
  - Cultural outings: 50%
  - Multicultural programming: 48%
  - Community service: 46%
  - Career workshops: 40%
  - Intramural sports: 33%



# Living Learning

## 2004 NSLLP Findings

### Two Living-Learning Typologies

# Theme-Based Typology

- LLPs sorted into categories based on descriptions of foci, goals, and objectives of programs provided by institutions
- Of the 274 different LLPs in the NSLLP, 247 were categorized into similar themes
- There are 14 primary categories
  - The total of primary and sub-categories equals 26

# Theme-Based Typology

## 14 Primary Categories

- Civic/Social Leadership (21)
- Cultural (32)
- Disciplinary (67)
- Fine & Creative Arts (22)
- General Academic (7)
- Honors (22)
- Multi-Disciplinary (4)
- Outdoor Recreation (2)
- Research (2)
- Residential College (7)
- **Transition (30)**
- Upper-Division (4)
- Wellness/Healthy Living (9)
- **Women's (18)**

# Computer-Generated Typology

- SPSS “cluster analysis” used to group LLPs into clusters based on program characteristics
- Of the 274 different LLPs in the NSLLP, 169 were categorized into 3 clusters
- The 3 clusters are:
  - ✓ Small Academic Affairs-Based Programs
  - ✓ Small Student Affairs-Based Programs
  - ✓ Large Mixed Student/Academic Affairs Programs

# Computer-Generated Typology

## 3 LLP Clusters

	Small AA Program	Small SA Program	Large SA/AA Mix
<i>Average # of students</i>	92	81	294
<i>LLP Director home base</i>	Either Acad Dept or Acad Admin	Majority Res Life	Res Life, Acad Dept or Admin
<i>Primary budget source</i>	Mix of Student & Academic Affairs	Primarily Student Affairs	Mix of Student & Academic Affairs
<i># faculty working with LLP</i>	67% have 1-5 faculty	44% have no faculty	75% have 1-5 faculty
<i>Offer classes in residence hall</i>	24%	6%	41%
<i>Offer community service opps</i>	63%	25%	59%



# *Living Learning*

## 2004 NSLLP Findings

### Results from the Student Survey



# All L/L vs. Non-L/L Students: Background Characteristics

- Majority of L/L participants in the study are women and are first-year or sophomore students
- Racial/ethnic representation ranges by program
  - ~80% White: Eng/Computer Sci. and Honors
  - ~60+% White: Multicultural and Humanities
- Parental education and income more heterogeneous than assumed, but generally higher for L/L students
- High school GPA is almost all As and Bs
- SAT scores range by program type, but generally higher for L/L students

# All L/L vs. Non-L/L Students: College Environments & Activities

Higher Mean Scores

L/L      Non-L/L

	L/L	Non-L/L	
Peer academic & social discussions	X		
Faculty mentoring relationship	X		
Faculty interaction w/ courses			N/S
Residence hall climate academically & socially supportive	X		
Plan on following in future:			
• Practicum/internship	X		
• Study abroad	X		
• Research w/ professor	X		
• Senior capstone/thesis	X		

# All L/L vs. Non-L/L Students: Student Outcomes

Higher Mean Scores  
L/L    Non-L/L

	L/L	Non-L/L	
Smooth transition to college	X		
Critical thinking abilities	X		
Commitment to civic engagement	X		
Low levels of binge drinking	X		
Growth in cognitive complexity, liberal learning, personal philosophy			N/S
Higher academic self-confidence			N/S
Appreciation for racial/ethnic diversity			N/S

# L/L Students in Theme-Based Typology: Environments

	Highest Means	Lowest Means
Peer academic & social/cultural discussions	<ul style="list-style-type: none"><li>• Civic Engagement</li><li>• Humanities</li></ul>	<ul style="list-style-type: none"><li>• Health Sciences</li><li>• Business</li></ul>
Faculty interaction & mentorship	<ul style="list-style-type: none"><li>• Foreign Language</li><li>• Upper-Division</li></ul>	<ul style="list-style-type: none"><li>• Business</li><li>• Eng &amp; Computer Sci</li></ul>
Supportive residence hall climate	<ul style="list-style-type: none"><li>• Residential College</li><li>• Women in Sci/Eng</li></ul>	<ul style="list-style-type: none"><li>• Multicultural</li><li>• Business</li></ul>
Use residence hall resources	<ul style="list-style-type: none"><li>• Health Sciences</li><li>• Education</li></ul>	<ul style="list-style-type: none"><li>• Career Exploration</li><li>• Foreign Language</li></ul>

# L/L Students in Theme-Based Typology: Outcomes

	Highest Means	Lowest Means
Smooth academic transition	<ul style="list-style-type: none"><li>• Health Sciences</li><li>• Humanities</li></ul>	<ul style="list-style-type: none"><li>• Multicultural</li><li>• Civic Engagement</li></ul>
Critical thinking abilities	<ul style="list-style-type: none"><li>• Civic Engagement</li><li>• Honors</li></ul>	<ul style="list-style-type: none"><li>• Education</li><li>• Health Sciences</li></ul>
Diversity appreciation	<ul style="list-style-type: none"><li>• Upper-Division</li><li>• Civic Engagement</li></ul>	<ul style="list-style-type: none"><li>• Women in Leadership</li><li>• General Science</li></ul>
Commitment to civic engagement	<ul style="list-style-type: none"><li>• Education</li><li>• Civic Engagement</li></ul>	<ul style="list-style-type: none"><li>• Business</li><li>• Eng &amp; Computer Sci</li></ul>
Low levels of binge drinking	<ul style="list-style-type: none"><li>• Transition</li><li>• Wellness/Healthy Live</li></ul>	<ul style="list-style-type: none"><li>• Women in Leadership</li><li>• Civic Engagement</li></ul>



## L/L Students in Computer-Generated Typology: Environments & Outcomes

- Students in Large Mixed Student & Academic Affairs Programs were more likely to:
  - ✓ Interact with faculty
  - ✓ Find their residence hall climate to be supportive
- Students in Small Student Affairs Programs were more likely to:
  - ✓ Report a higher appreciation for racial/ethnic diversity
  - ✓ Binge drink at lower levels



# 2004 NSLLP Findings: Implications for Research & Practice

## Differences in characteristics of L/L programs:

- Most L/L programs appear to be light on academic content, and many are also light on co-curricular activities
- Degree of variation among themes, goals, and objectives of L/L programs
  - ✓ 26 different types of L/L program groupings found
- Appears to be consistency among ways in which L/L programs are organized and administered
  - ✓ Computer-generated analysis was able to cluster a large number of L/L programs into 3 groupings



# 2004 NSLLP Findings: Implications for Research & Practice

## Differences among L/L vs. non-L/L students:

- Preliminary data reveal that some facets of LLPs are working effectively:
  - Positive peer interaction & residence hall climate
  - Smoother transition to college
  - Higher civic engagement, lower binge drinking
- However, no significant differences among L/L and non-L/L students where differences were expected:
  - Cognitive development
  - Self-confidence
  - Appreciation of racial/ethnic diversity



# 2004 NSLLP Findings: Implications for Research & Practice

## Differences among types of L/L programs

- In some ways, student environments and outcomes matched with program objectives and characteristics
  - Ex: Civic engagement program students had highest means in commitment to civic engagement
  - Ex: Students in large mixed student/academic affairs programs more likely to interact with faculty
- In some ways, environments and outcomes did not match
  - Ex: Multicultural program students did not have the highest means in racial/ethnic diversity appreciation
  - Ex: Students in L/L programs with greater course content did not express higher critical thinking abilities

# NSLLP Next Steps

- Continue data analysis
  - Next, continue to refine two typologies of L/L programs
  - Also which LLP components predict persistence, achievement, other learning outcomes?
- Conduct longitudinal analysis on 2004 sample
- Select 3-5 campuses for “best practices” site visits
- Conduct new data collection for new participating schools

# Other Sources of Information Related to the NSLLP

- Our website: [www.livelearnstudy.net](http://www.livelearnstudy.net) (including our annotated bibliography)



- Published journal articles and conference presentations

