



Teaching & Learning Across Contexts: Engaging Students In and Beyond the Classroom

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Session Outcomes

Attendees will:

- Understand benefits of living learning environments as suggested by research
- Gain knowledge of ISU history in regards to these environments
- Share pride in student successes on living learning communities and consider future programs and partnerships

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Session Overview

- Share research on the benefits of living learning environments
- Discuss history of ISU living learning communities, as well as other student affairs and academic affairs partnerships
- Provide evidence of student successes within current living learning communities and previous community research

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Benefits of living learning environments for partners

Academic

- Enable smooth transition of learning from classroom to other environments
- Expose students to their colleges sooner for a smooth transition into upper level coursework
- Bridge academic and social elements of students experience
- Increase student engagement inside and outside of the classroom

Residential Life

- Achieve departmental mission
- Benefit from academic expertise when crafting learning strategies
- Identify and outreach to at-risk students
- Engage students with faculty outside the classroom

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Benefits for students

Living Learning Benefits

- Enhanced Connections (with students, faculty, staff, university)
- More willing to expend effort to succeed
- More social, cultural, and extra curricular involvement
- Participate in mentoring relationships

“Tinto (2002) reports the benefits of Learning Communities extended beyond a better understanding of course content. Learning community students develop their own supporting groups, and they spend more time together out of class, than do students in traditional classes- and do so in ways that students reported as supportive.”

(Journal of College and University Student Housing)

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Benefits for students

“Students participating in LLP’s are more likely to interact with faculty than are non-LLP students regardless of how involved in the LLP they are

(Garrett & Zabriskie 2003)

“Students living in LLP’s report greater connection to the institution, a smoother transition to college during their first year, and greater academic and social involvement than do their non-participant peers

(Henry & Schein, 1998; Inkelas & Weisman, 2003; McKelfresh, 1980)

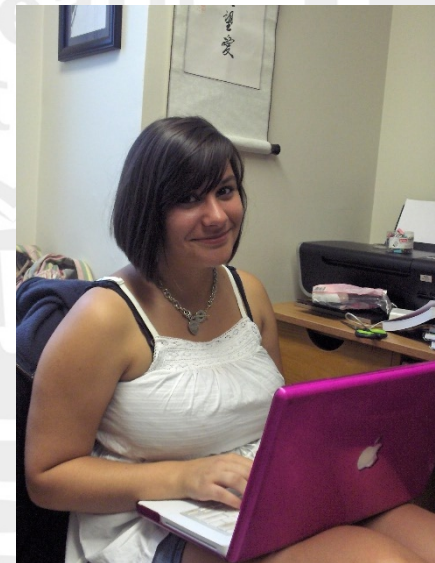
“Students were more satisfied with the institution and persisted at a higher rate, showed significantly higher interactions with faculty

(St. Onge et al, 2003)

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Introduction

Themed Living-Learning Communities provide a unique atmosphere for residents who share common interests and cultivate an environment that supports personal growth through academic and social programming



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Introduction

Academic TLLCs

Business
Co-Sciences
Communication Sciences and Disorders
Criminal Justice
Fine Arts
Honors
Information Technology
Math
Music
Nursing (Fall 14)
Presidential Scholars
ROTC
Teacher Education
University Scholars

Special Interest TLLCs

International House
Leadership & Service
Sophomore Experience
Substance Free
Transfer
Wellness
ROTC and Veteran Student



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Program Partners

“One of the most persistent and least assailable assumptions in higher education has been that of the educational/developmental importance of informal student-faculty relationships beyond the classroom”

(Pascarella & Terenzini)



The Value of a Faculty Mentor

- ▶ Resources for Floor Concerns/Issues
- ▶ Social Interaction with Residents
- ▶ Faculty Advice regarding Academics
- ▶ Connection to Academic Departments
- ▶ Resource for Career Tracks
- ▶ Resources for Career Networking
- ▶ Potential Reference for Students
- ▶ Adult Perspective for Students
- ▶ Academic Perspective for Students
- ▶ Programming Partner for Developmentals/Socials
- ▶ Advocate for Students Rights

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KNOW YOUR MENTOR

Faculty Mentor for
MANCHESTER 7



Craig C. McLauchlan

What is a fun fact about you that your students may not know about you?

One fun fact about me is that I ran track in college.

What do you enjoy most about being a faculty mentor?

What I most enjoy about being a faculty mentor is interacting with the students in an informal setting.

What do you think are the benefits of themed living learning communities?

TLLC floors are nice in that they give students a chance to live with people with some similar experiences. For me, I think ideally you do not want those experiences to be too similar or you are missing out on one of the key points of college, i.e. expanding your learning and learning to see things from alternative points of view.

As a faculty mentor, how do you motivate and get your TLLC residents involved?

My Resident Assistant is awesome at keeping our TLLC residents involved. Mostly I try to stay informed, visit when I can, and chat with students when I see them. I visit the floor or have a standing meal time with the floor each week. It isn't perfect but it is better than nothing.

NSLLP Overview

- Conducted during the spring of 2010
- Includes results/comparisons of 28 universities in the United States
- Data compared to 374 Living-Learning Communities
- Self-reported student statistics

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Conceptual Framework and Study Method

- Based off of Astin's (1993) "Input-Environment-Outcome" Model
- Research examines how the college environment influences student change or development
- Sample compared two types of students:
 - Those participating in LLPs
 - Those not participating in LLPs

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Major Constructs of NSLLP Survey Instrument

Inputs	Environments	Outcomes
<ul style="list-style-type: none">• Demographics• High School Achievement• Pre College assessment of college involvement and perceptions of self-confidence	<ul style="list-style-type: none">• Academic Major• Peer Interactions• Significant mentors, profession development, academy expectations, and confidence in STEM activities• Co-curricular involvement• Study group interactions• Alcohol-related experiences• Use of residence hall resources• Academic and social influences on LLP participation• Diverse interactions• Perceptions of campus racial climate• Time spent on leisure activities• Faculty interactions• Mentoring experience• Perceptions of residence hall climate	<ul style="list-style-type: none">• Perceptions of self-confidence• Appreciation of diversity• Perceptions of intellectual abilities and growth• Drop-out risk• Sense of civic engagement• Alcohol use and behaviors• Plans to return to institution• Self-reports of cumulative college grade point average• Overall satisfaction and sense of belonging• Estimations of academic and social transition to college

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Process and Data Collection

- Two parts:
 - baseline questionnaire
 - custom questions
- Web based survey
- Living-Learning sample size: 929 residents, Responses: 167 residents (17.98%)
- Non Living-Learning sample size: 904 residents, Responses 95 residents (10.51%)
- Overall NSLLP response rate (21.00%)

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Findings

Illinois State University students participating in our Themed Living Learning Communities during spring 2010 reported*:

- Higher course-related faculty interaction
- Higher faculty mentorship
- Higher use of co-curricular residence hall resources
- Higher interactions with professors
- Higher attendance at seminars and lectures
- Higher cumulative college gpa

continued...

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Findings (continued)

Illinois State University students participating in our Themed Living Learning Communities during spring 2010 reported*:

- Higher agreement that the residence hall is academically and socially supportive
- Higher positive peer diversity interactions
- Higher intended participation in internship experiences
- Higher ease with the social transition to college
- Higher rates of overall sense of belonging

*These results were in comparison to a control group of Non-Themed Living Learning Community counterparts, are self-reported statistics, and were all found to be statistically significant by the Center for Student Studies

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What residents have to say...

"I love living on the Leadership and Service floor. The experiences I have gained in this community helped me branch out into college and provided me with the ability to become a more developed leader in college"



"I greatly appreciate living in the Honors house because I live with other girls who are also academically motivated"



"I highly recommend living on a themed living floor. I have very easily made friends. I also highly take advantage of the academic resources available, such as the Visor Center and meeting with my professors"

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Sources

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The background of the slide features a large, light gray watermark of the University of Illinois State Seal. The seal is circular, with the words "ILLINOIS STATE UNIVERSITY" around the top and "1855" at the bottom. In the center is a shield containing a book with the text "Gladly we learn and teach", a torch, and a laurel wreath.

Questions?

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