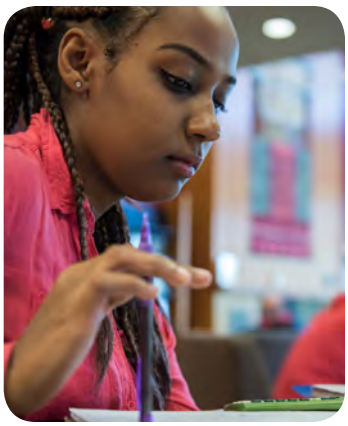

2017
Study of Integrated Living Learning Programs
Annual Report

Prepared by

Dr. Matt Mayhew, Principal Investigator
Laura Dahl, Antonio Duran, Chris Stipeck, & Ethan Youngerman

Welcome

The Study of Integrated Living Learning Programs

In late summer, at colleges across the United States, residential campuses experience a flurry of activity as students fill their halls. For an increasing number of our students, their housing could be a place where the learning continues and is integrated with their living experience. Upon returning from a busy day, these students may practice their foreign language major on a culturally-themed floor, discuss their academic and professional goals with a residence-based peer advising group, plan a philanthropic event with their service-oriented community, or even use medieval recipes to prepare dinner with the history professor who lives down the hall. These integrative experiences, and the living learning programs (LLPs) in which they occur, are a lot of work – even when they are excellent examples of collaborations between academic affairs and student affairs. But the Study of Integrated Living Learning Programs is agnostic about the administrative systems that create LLPs. Our focus, instead, is firmly on the students: SILLP is invested in increasing our understanding of LLPs' impact on student development and academic success.

We already understand a lot, thanks in no small part to Karen Kurotsuchi Inkelas and Aaron Brower, who launched the National Study of Living Learning Programs (NSLLP) over a decade ago. That study led to a body of literature suggesting that LLPs are a high-impact practice. We know that, in general, students in LLPs: have a smoother academic transition to college; have a smoother social transition to college; apply critical thinking skills more frequently; are more committed to civic engagement; and binge drink less frequently, among many other positive outcomes. We also know that LLPs can look very different from one campus to the next. And so the goal of this report is to help you and your department continue to move from research to practice. We don't believe that all LLPs should look the same; nor do we believe that LLPs are a cure-all. Instead, we believe, as we know you do, that this powerful practice can have a profound influence on our students. We're hopeful that this report helps you understand how your good and hard work is positively influencing your students, and how you might alter that good and hard work to improve the impacts of the LLP experience on particular outcomes.

Sincerely,

Dr. Matthew Mayhew, SILLP Principal Investigator
William Ray and Marie Adamson Flesher Professor of Educational Administration
The Ohio State University

"Based on their expertise in leadership, cocurricular educators are in a distinctive position to assist the institution in realizing higher education's value and purpose of educating students for engaged citizenship."

(Mayhew et al., 2016, p. 599)

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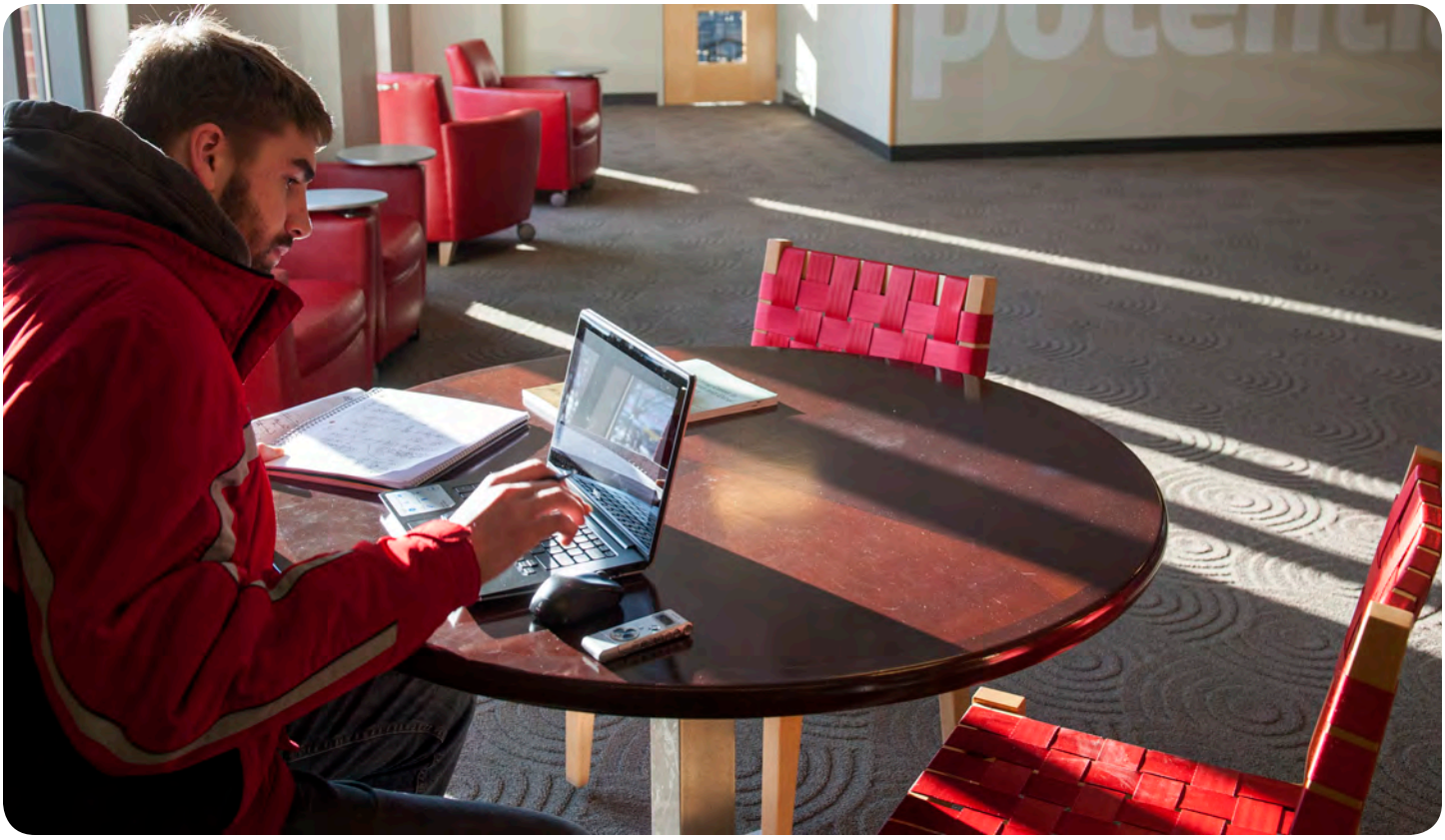


About SILLP

Overview of Study

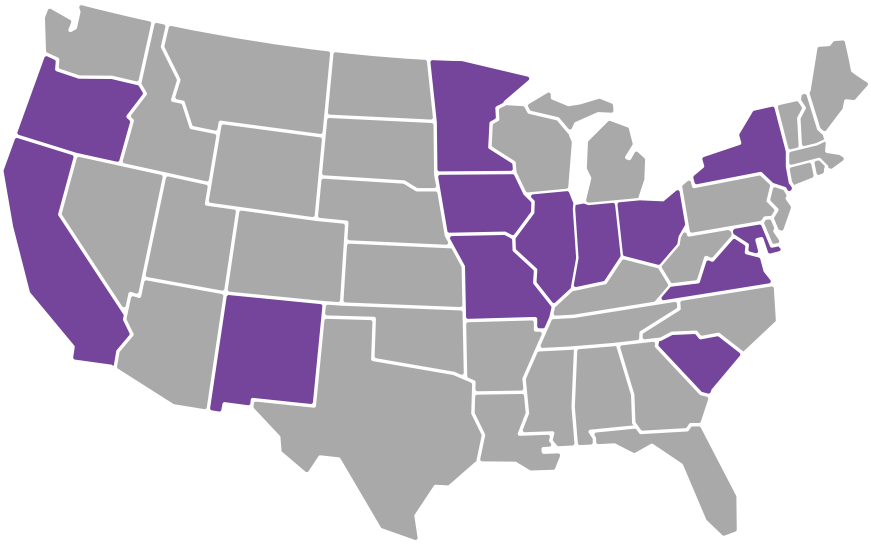
Living learning programs (LLPs), defined as "programs in which undergraduate students live together in a discrete portion of a residence hall (or the entire hall) and participate in academic and/or extracurricular programming designed especially for them," are some of the most popular innovations in higher education today (Inkelas & Associates, 2008).

Based on the assumption that "there is natural overlap between students' academic and social learning activities," living learning programs bridge the gap between students' in- and out-of-class experiences (Shapiro & Levine, 1999, p. 36). These programs are driven by the belief that learning can occur outside of the classroom and in the residence hall, thereby providing unique avenues for creativity, deep learning, and innovative pedagogy (Brower & Dettinger, 1998; Inkelas & Weisman, 2013).

Early research has documented that undergraduates participating in LLPs benefit across academic and social contexts, including the transition to college, first-year retention, grade point average, civic engagement, critical thinking, and engaging in deep intellectual inquiry (Inkelas, Daver, Vogt, & Brown Leonard, 2007; Inkelas & Weisman, 2003).

The Study of Integrated Living Learning Programs (SILLP), led by Dr. Matthew J. Mayhew, furthers the conversation by assessing the influence of LLPs on the academic, intellectual, and social development of college students. Drawing from the knowledge of seasoned residential life and housing professionals as well as scholars of student learning and development, its primary purpose is to help institutions understand how their living learning programs shape students' learning and development while providing multi-institutional data.

The study has been, and will continue to be, administered to a diverse and representative sample of colleges and universities, which allows for national benchmarking. Our 2015 pilot year had nearly 1,500 responses from students at seven institutions, public and private, urban and rural, from New York to New Mexico. We added four institutions for the 2016 study and six institutions in 2017, bringing the total number of students represented to over 74,000. The research collected on this data will inform the conversation about effective residential practices in higher education for years to come.



States where SILLP has been administered

Defining Key Terms

Because the survey is designed to capture students' perception of their residential experiences, we pay careful attention to the various residential options students can select. Below are definitions of several terms that may prove helpful when interpreting report findings:

- **Off-campus:** Students who do not live in an on-campus residence hall are considered off-campus students. These students can technically live on-campus, such as in on-campus Greek housing, but since they are not in housing organized by residence life, they are considered off-campus.
- **On-campus:** Students who live in housing organized by residence life are considered on-campus and can live in either on-campus residence halls or off-campus residence halls.
- **Living Learning Program/Community (LLP/C)**: We use the Inkelas et al. (2008) definition of living learning programs, described above. We acknowledge, though, that best practices around extra-curricular programming in residence life departments have advanced in the past decade: by this definition, many institutions could classify ALL residence halls as LLPs. The broadness of this definition is also useful: We use LLP as an umbrella term to describe many different integrations of residential and intellectual experiences, including these sub-categories of LLPs:
  - » ***Theme LLP***: Students living in Theme LLPs live together based on a common interest, such as social justice or wellness.
  - » ***Academic LLP***: Students living in Academic LLPs live together based on either a common major (such as engineering or international affairs) or a common academic unit (such as the Undergraduate Business School or the College of Arts and Science).
- **Residential College**: Residential Colleges, or colleges-within-a-college, are attempts to make larger institutions feel smaller by creating cross-sectional communities. Residential Colleges (sometimes called RCs) are more likely than LLPs to have three characteristics (though none of these are, individually, litmus tests): RCs may create multi-year experiences and environments for their students; RCs may integrate academic advising into the hall; RCs may integrate academic coursework into the residential environment.
- **Honors College**: Incoming high school GPA, standardized test scores, or other achievement-based criteria for admittance are defining attributes of most Honors Colleges; some Honors Colleges also have college GPA or other additional requirements students must meet to maintain membership. Honors Colleges are not necessarily residential; some may have a residential option that does not include all Honors College students on that campus.

Theoretical Framework

Using Astin's (1984) Input-Environment-Outcome college impact model, shown in Figure 1 below, we've developed a framework to conceptualize the influence of residential experiences on student outcomes. As Inkelas et al. (2008) described, in Astin's model, outcomes (student characteristics after exposure to college) are influenced by both inputs (demographic and precollege characteristics, beliefs, and expectations) and environments (the various programs, policies, relationships with faculty and peers, and other educational experiences in which students are engaged).

We consider several different inputs and the influence of integrated residential environments - including academic experiences, campus climate, social experiences, and residential functional spaces - on the development of specific academic and social outcomes. See Figure 2 for the specific inputs, environmental aspects, and outcomes measured in SILLP.

Figure 1: Astin's I-E-O model (1984)

SILLP Measures of Experiences and Outcomes

This study seeks to understand the influence of residential environments on the academic, intellectual, career, and social development of college students. SILLP measures the following residential experiences and student outcomes, briefly summarized below:

Integrated Residential Experiences

- **Perception of Academic Major-Related Support System:** Students report on the extent to which they have access to peer role models and professional mentors who are supporting them in their major.
- **Perception of Familial Major-Related Support System:** Students report on the extent to which they feel supported in their major by parents and friends.
- **Discussed Learning Experiences with Peers:** Students report the frequency of discussions about something learned in class with other students outside of class.
- **Discussed Sociocultural Issues with Peers:** Students report the frequency of discussions about diversity and major social issues as well as discussions with students who have different values and/or hold different religious worldviews.
- **Residential Environment's Influence on Major:** Students report on the extent to which interactions with peers, faculty, and staff in their residential environment encourages or discourages them in their pursuit of their major.
- **Campus Climate by Demographic:** Students of color, LGBQ students, students holding historically underrepresented religious worldviews, international students, and students who identify as a gender other than man report on the campus climate for their population, including perceived faculty attitudes, perceived interactions between students from particular populations and the "majority" group students, general campus commitment to support their student populations, etc.
- **Non-Course-Related Faculty Interaction:** Students report the frequency of discussions with faculty about personal problems, career ambitions, and other non-course-related topics. Students who indicated there were faculty affiliated with their residential environment were asked about interaction with both the faculty in residence and faculty not in residence.
- **Residence Hall Resource Engagement:** Students report the frequency with which they utilized access to computer labs, academic advisors, peer counselors, professional staff, and faculty in their residential environment. All students were asked this question in 2016, whereas only students in residence halls were asked this question in 2017. To keep comparisons consistent, responses to this question were dropped for off-campus students in analysis.

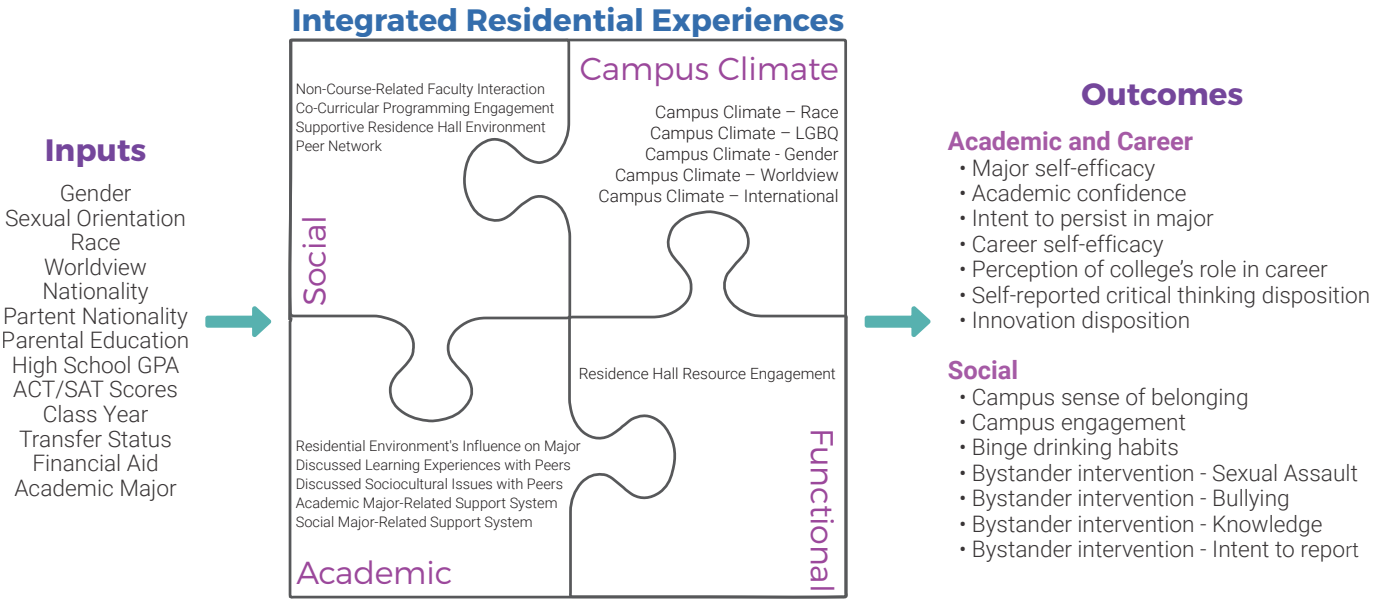


Figure 2: SILLP Conceptual Framework

- **Co-curricular Programming Engagement:** On-campus students report the frequency of participation in events associated with their residential environment, including multicultural programming, cultural outings, and career workshops. All students were asked about their co-curricular programming engagement during their general college experience.
- **Peer Network:** Students were asked to describe the relationships they have with other students in their residential environments. This is a new experience measured for 2017.
- **Supportive Residence Hall Environment:** Students report their perceptions of how other students in the residence hall support each other both socially and academically as well as general satisfaction with the residence hall.

Student Outcomes

- **Major Self-efficacy:** Students report their confidence in their ability to persist in their major, excel in their major, and complete their major with a B average.
- **Academic Confidence:** Students report their confidence in their ability to persist to graduation despite various obstacles, reach academic goals (e.g. overall B average; graduation with honors), and stay at their current institution.
- **Intent to Persist in Major:** Students report their plans to persist in their major and commitment to graduating from their major.
- **Career Self-efficacy:** Students report their confidence in their ability to get a job, have a successful career, and have career/life balance.
- **Perception of College's Role in Career:** Student perception of how graduating will influence landing a job, getting a good salary, doing meaningful or satisfying or exciting work, and doing work that utilizes skills from their major.
- **Self-Reported Critical Thinking Disposition:** Students report their attitudes toward critical thinking habits of mind, such as questioning a professor, disagreeing with texts, arguing with people, exploring new ideas, and critically analyzing different points of view.

- **Innovation Disposition:** Students indicate how effective they think they are in identifying new opportunities, developing a strategy to direct their and others' efforts in the direction of realizing new opportunities, acquiring resources necessary to realize a new opportunity, and creating a new entity to take advantage of new opportunities. This is a new outcome for 2017.
- **Campus Sense of Belonging:** Students report the extent to which they feel comfortable in, are a part of, are committed to, are supported in, and are accepted on campus.
- **Campus Engagement:** Students report the extent to which they are involved with some kind of community, including volunteering for the community and working to make the community better; students also report on self-efficacy in terms of their impact on community.
- **Binge Drinking Habits:** Students report how many times they had five or more drinks in a typical two week period.
- **Bystander Intervention Intentions:** Students respond to three different scenarios by describing in which instances they would intervene and in what ways they would intervene. If the student respondents would not intervene, they are asked to explain why.
  - » ***Party:*** A male and female student are leaving a party together and the female student is drunk. Instances include being friends with the male student, being friends with the female student, and not knowing either person well. Results for this outcome are grouped by whether or not the respondent know the students involved in the scenario.
  - » ***Neighbors:*** A student couple are audibly fighting in an adjoining apartment and the respondent doesn't know either person well.
  - » ***Bullying:*** A student observes another student laughing while writing a racial slur directed at a peer on a bulletin board in the residence hall. This is a new outcome for 2017.
- **Bystander Intervention Knowledge:** Students are asked to indicate their familiarity with sexual assault and bullying prevention strategies and resources. This is a new outcome for 2017.
- **Bystander Intervention - Intent to Report:** Students indicate how likely they are to report sexual misconduct or bullying if they or a peer are the victim. This is a new outcome for 2017.

Although most of the current measures were asked using a battery of three questions or more and analyzed using factor analysis, there were a few measures which are only one- or two-item constructs; these measures do not have enough items to use factor analysis. All measures were initially tested using the pilot data from 2015 and retested again using the most current data. We've determined that all of our scales are reliable, with Cronbach Alphas for most of the factors in the range of 0.85 to 0.95. None of the factors have a Cronbach's Alpha of below 0.80.

In addition to the measures above, SILLP also reports on several additional experiences and outcomes, including:

- **GPA:** Students self-report their current GPA.
- **Peer Connections:** Students report how and in what contexts they have connected with new people on campus.
- **Intent to Persist:** Students report whether they plan to return to the same college/university next year.

Lastly, we ask students several questions about the level of faculty and staff involvement in their residential environment, why they chose their particular residential environment, and the reasons they would, or would not, attend an event organized by faculty and staff associated with a residence hall. The responses to these questions are in the tables of Appendix B.

Instrument and Data Collection

Survey Development

The SILLP survey was adapted from the 2007 National Study of Living Learning Programs (NSLLP) and was designed to focus more on assessment and less on research. The length of 2016 and 2017 surveys were reduced after robust analysis from the 2015 pilot study to make it more manageable for students to complete. Students who take the survey are asked to self-report their demographics first, before being asked about their current residential environment and experiences. Although several of the questions ask students to consider their particular residential environment when answering, all students see the same battery of questions in the 2016 and 2017 surveys regardless of their reported residential environment, except for residence hall resource engagement. In the pilot survey, however, students who indicated they resided in an LLP, Residential College, and/or Honors College were asked a few additional questions related to their residential experience which students living in traditional residence halls or off-campus were not asked.

We understand that LLPs/Residential Colleges/Honors Colleges look different depending on the institution. Additionally, we understand that students are not always aware of their placement in an LLP, or sometimes think they live in an LLP when they actually do not. Therefore, we ask students to self-describe their residential environment to best capture what the perception of their environment looks like.

Likert-Type Scales Used

SILLP measures student residential experiences and outcomes using Likert-type scales, described below. Scale ranges are indicated next to measure title in all tables.

Scales ranging from 1-5 are used when students are asked to rate:

- Confidence (1=Not at all confident; 5=Confident)
- How much they agree or disagree (1=Strongly disagree; 5=Strongly agree)
- Level of encouragement (1=Greatly discouraged; 5=Greatly encouraged)
- How likely they would be to perform an action (1=Very unlikely; 5=Very likely)
- How effective they are in performing a task (1=Extremely ineffective; 5=Extremely effective)

We use a 0-4 scale when measuring how often students participate in activities such as discussing learning with peers and engaging with resources or co-curricular programs (0=Never, 4=Always (Daily)), if they are available. Lastly, for housing decisions, we use a 1-4 scale (1=Didn't even consider; 4=Very important).

Timeline

Over 21,000 students at seven institutions were invited to take the SILLP pilot survey between March and April of 2015. The 2016 study invited over 16,500 students at four institutions between March and May of 2016. This year, 46,471 students at one of seven institutions received invitations to participate in the study. Students had an average of 3 to 4 weeks to complete the survey in 2016 and 2017.

Participating Institutions

The SILLP pilot was administered across a diverse and representative sample of seven colleges and universities, including public and private schools in urban and rural places from New York to New Mexico. Of these seven institutions, six are classified as a Doctoral University: Highest Research Activity and one is classified as a Master's Colleges & Universities: Larger Programs. The number of living learning programs at each institution range from four to 40; only two have residential or honors colleges.

The 2016 administration occurred at four public and private universities across the United States. Three are classified as Doctoral Universities: Highest Research Activity while one is classified as a Doctoral University: Moderate Research Activity. The number of living learning programs at these institutions also range from few to many, while none have designated residential or honors colleges.

This past spring, SILLP was administered at seven American public and private colleges and universities. Six are considered Doctoral Universities: Highest Research Activity and one is classified as a Doctoral University: Higher Research Activity. The average number of living learning programs at each institution was about 15. Additionally, several operated designated residential and honors colleges.

Because the survey changed from 2015 to 2016, we do not include results from 2015's pilot study in this analysis. Please refer to the pilot report from 2015 for information on this survey administration.

Response Rates

The entire 2017 SILLP administration experienced a response rate of 21.6%, and a completion rate of 70.5%. The response rate for the past two survey administrations is 18.3% and the completion rate is 71.4%. Table 1 and Figure 3 provide the number of students invited, the response rates, and the completion rates for the 2016 sample, the 2017 sample, and the total sample.

Table 1
Response Rates for SILLP Survey

	2016	2017	Total
Number Invited	16,502	46,471	62,973
Response Rate	9.0%	21.6%	18.3%
Completion Rate	77.4%	70.5%	71.4%

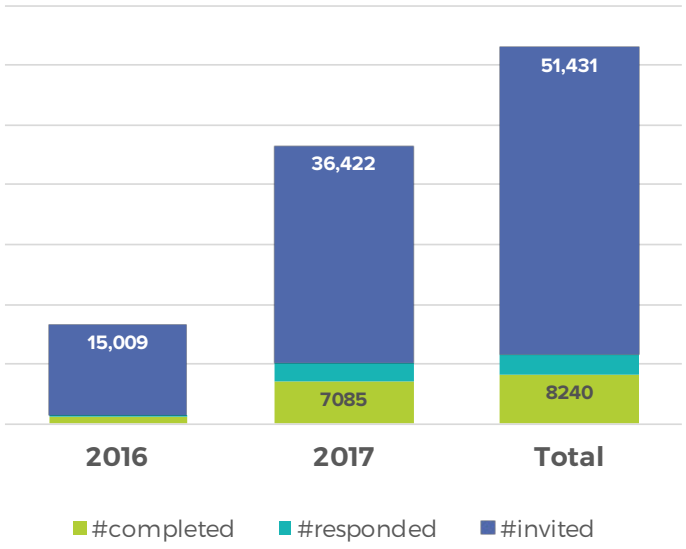


Figure 3: SILLP Response and Completion Values

Using This Report

A Word of Caution

The findings presented in this report should be considered as part of a larger whole. No single percentage or mean can capture the essence of a college or university, not to mention the dedicated work of your staff. Rather than place tremendous weight on any particular numerical result, these findings are best viewed as pieces of a larger picture explaining how students broadly experience your campus. After considering how these results complement and contradict campus stakeholders' perceptions, findings can serve as the basis for discussion that may lead to a more comprehensive understanding of students' residential environments. In short, the intent of this report is to assist campus leaders in building an empirical basis for future actions.

Report Sections

This report is divided into three chapters based on Astin's I-E-O model; Chapter 1 provides an overview of your students' demographics, Chapter 2 focuses on the integrated residential experiences described above, and Chapter 3 concentrates on the student outcomes measured.

Throughout the report you'll notice fewer tables and more figures and text. We hope this approach will help you make the most meaning of your results and assist in future action. However, you'll find the large tables in the appendices, including demographic information, more details of the experiences and outcomes measured, and results for every survey question.

Important Terminology

In our attempt to make this report as practitioner-friendly as possible, below are some of the terms we use to compare between and within your institution. Appendix A provides more information on how to read the tables and charts used in the report.

- **Factor Score:** A factor score is a measure comprised of related survey items confirmed by a statistical technique known as factor analysis and is used to represent a concept that cannot be measured with one or two questions. We calculate the factor score by weighting each of the items before summing them and dividing by the smallest value. This process provides a more accurate measure of the factor while also keeping the score within the range of the items' scale. For example, if the items asked a student to respond on a 1 to 5 Likert scale, the factor score will range from 1 to 5.
- **Mean:** The mean (M) reflects the average response for a given item or factor.
- **Standard Deviation:** The standard deviation (SD) is a measure of the amount of variation in relation to the reported mean. Larger SDs are indicative of more inconsistent responses across the sample, while smaller SDs represent individual values closer to the reported mean.
- **Significance**: Statistical significance indicates whether or not there is a statistical difference between groups. The null hypothesis always assumes there is no statistical difference, though significance values (often referred to as *p*-values) allow researchers to reject the null hypothesis and suggest a difference does exist ($p < 0.05$). Put simply, a *p*-value less than 0.05 means there is a 95% chance the difference found between groups is not simply due to chance. Differences found to be statistically significant at the 95% level are labeled within each table.

  It is important to note that while a given difference might be statistically significant, it may not be practically significant. For example, a study comparing grade point averages among male and female students may find that female students have statistically significant GPA differences, with female students averaging a 3.22 and male students averaging a 3.01. Practically, however, each of these

GPA values represent a B average on a standard 4.0 grading scale. Ultimately, each institution must determine whether or not the differences identified (significant or not) are of practical value.

- ***T*-Test:** *T*-tests are the main test used by SILLP to compare groups; these analytical tests reveal whether or not a significant statistical difference exists between groups. They are used when finding significant differences between institutional mean values and the comparison sample mean values as well as to test the within-group sample mean values. As previously mentioned, SILLP measures significance at $p < 0.05$.
- **H/M/L:** To give you more insight into how your students responded on the experience and outcomes measures, we provide the number and percentage of students who scored 1 SD or lower below the mean (L-low) and 1 SD or higher above the mean (H-high). The "middle" scorers are everyone in between (1 SD below and 1 SD above the mean).

Acknowledgments

Many thanks to the members of the SILLP Advisory board for their input as we updated and improved the survey. We would also like to thank Dr. Greg Wolniak and graduate research associate Tiffani Williams at New York University's Center for Research on Higher Education Outcomes (CRHEO) for their help with writing this report and interpreting the data.

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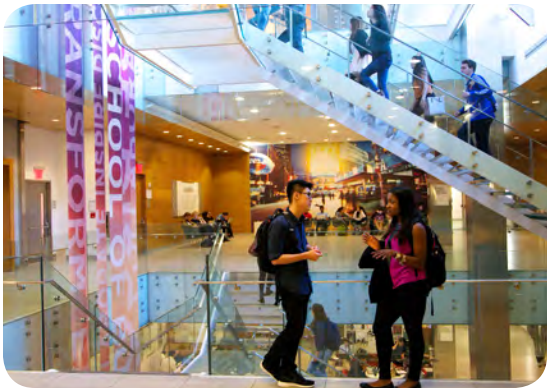
Chapter One
Student Demographics



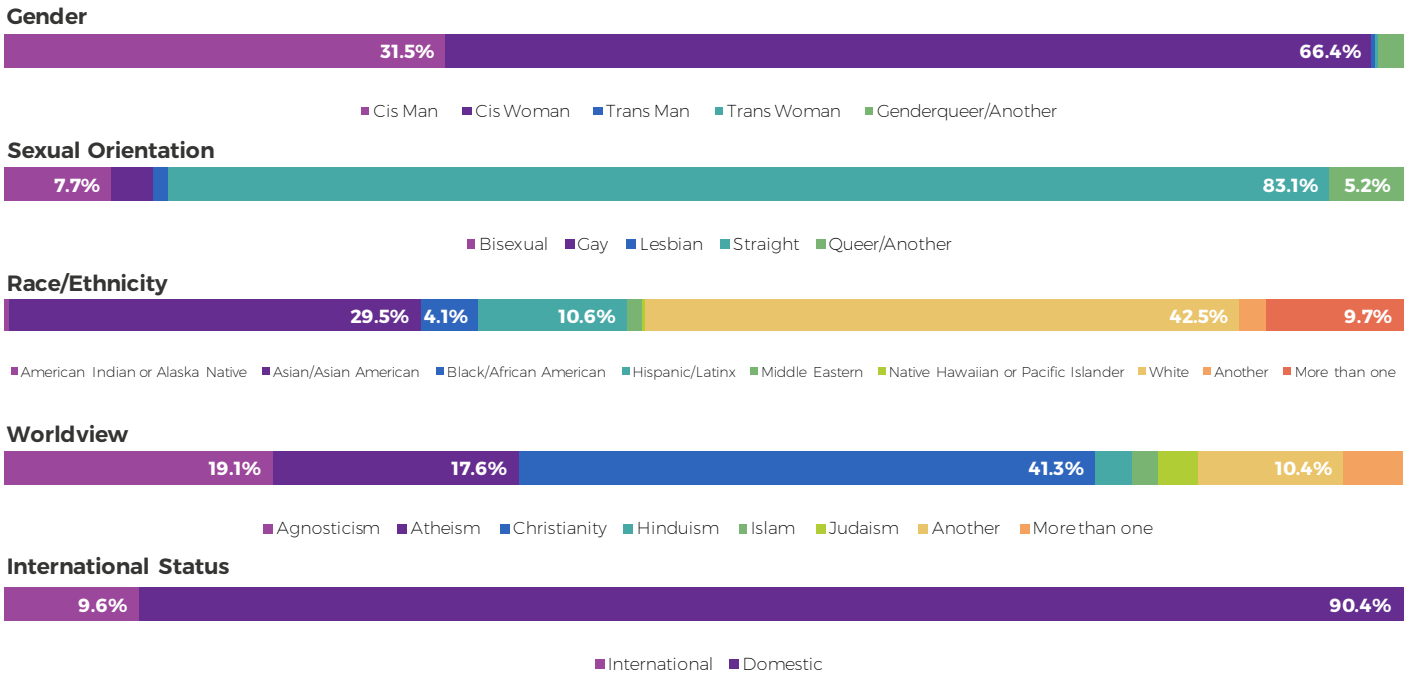
As college and university populations become more diverse, it's essential to consider their characteristics as we measure their experiences and outcomes. While inferences about students based on demographics are beyond the scope of this study, we wanted to present general information on your student sample's characteristics.

We included this chapter to help lay the groundwork for the following chapters by providing you with an idea of who responded to the survey, but this sample may not be representative of all students on your campus. We suggest you compare the demographics of these students to those on your campus before making generalized conclusions based on this report. Appendix B provides more detailed information on the student demographics and characteristics.

Lastly, our goal with this study is to help institutions produce equity-minded solutions to issues students may experience in residential programs. To that end, we recommend you consider what institutional structures hinder the experiences of traditionally underrepresented students and how your staff can work toward removing them so all students feel supported in your residential programs.

Personal Identities

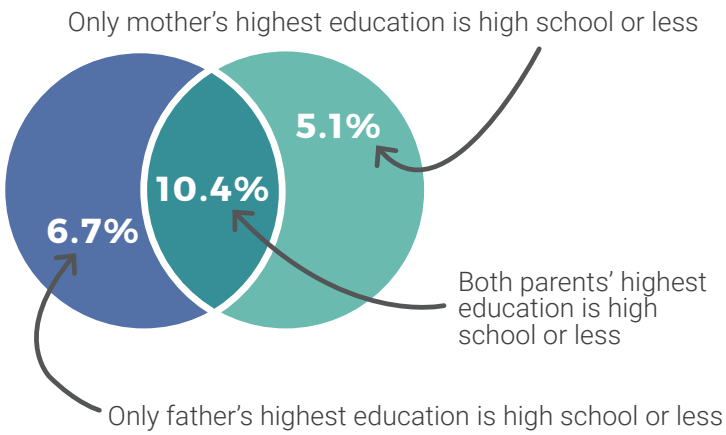
We consider gender identity, sexual orientation, race, worldview, and nationality as student personal identities. Students are able to select more than one option per identity, so any percentages presented here may differ from those in the dataset. Please note, we attempted to demonstrate all possible identities in the graphic below. However, identities representing less than 4% of your population are not explicitly labeled. Please see the table in Appendix B for more information on these values. Lastly, in both the graphic and in the demographics table, options are listed in alphabetical order.



Socio-Academic Background

Socio-academic background characteristics include the student's highest level of parental education, self-reported average high school grades, and financial aid. Many students did not report SAT/ACT scores, so we do not include them in the chapter, but they are available in the appendix.

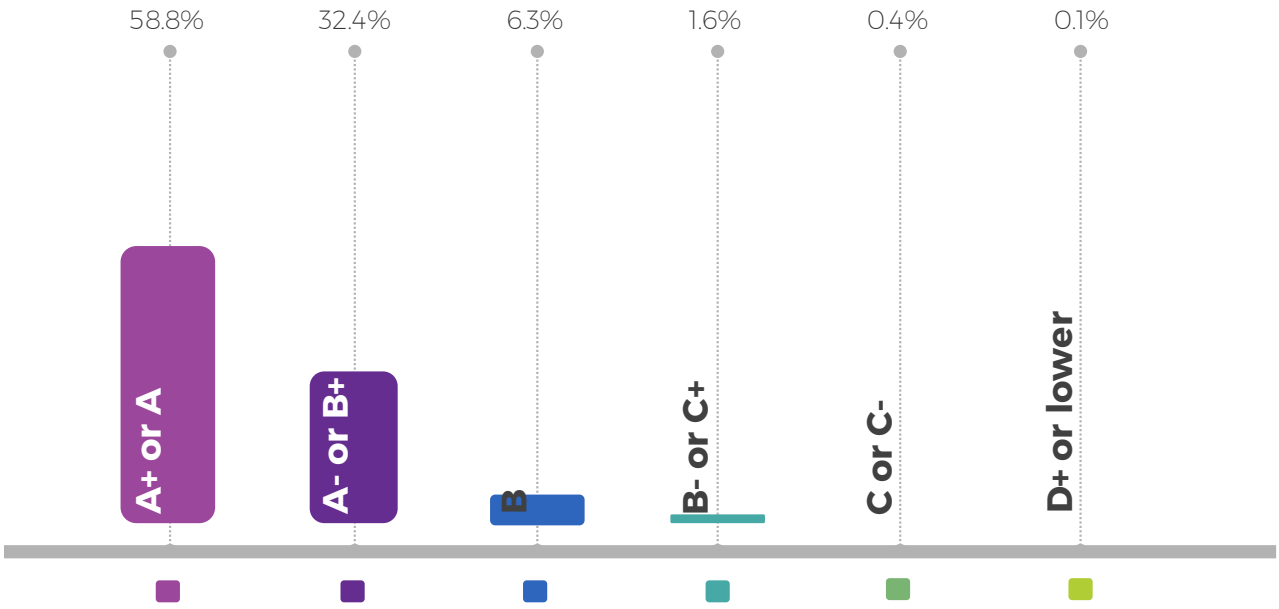
First-Generation Students



Highest Level of Parental Education

	Father	Mother
High school or less	17.1%	15.5%
Some college, but no degree	11.6%	11.0%
Associates degree	4.9%	7.5%
Bachelors degree	28.8%	35.8%
Masters degree	21.3%	21.0%
Doctorate or professional degree	14.6%	8.3%
Not applicable	1.7%	0.9%

Self-Reported Average High School Grades



Self-Reported Financial Aid

28.1%
Did not receive financial aid

30.9%
Federal grants

35.1%
Federal loans

22.5%
Work Study

42.3%
Institutional merit scholarships or grants

0.7%
Institutional athletic scholarships

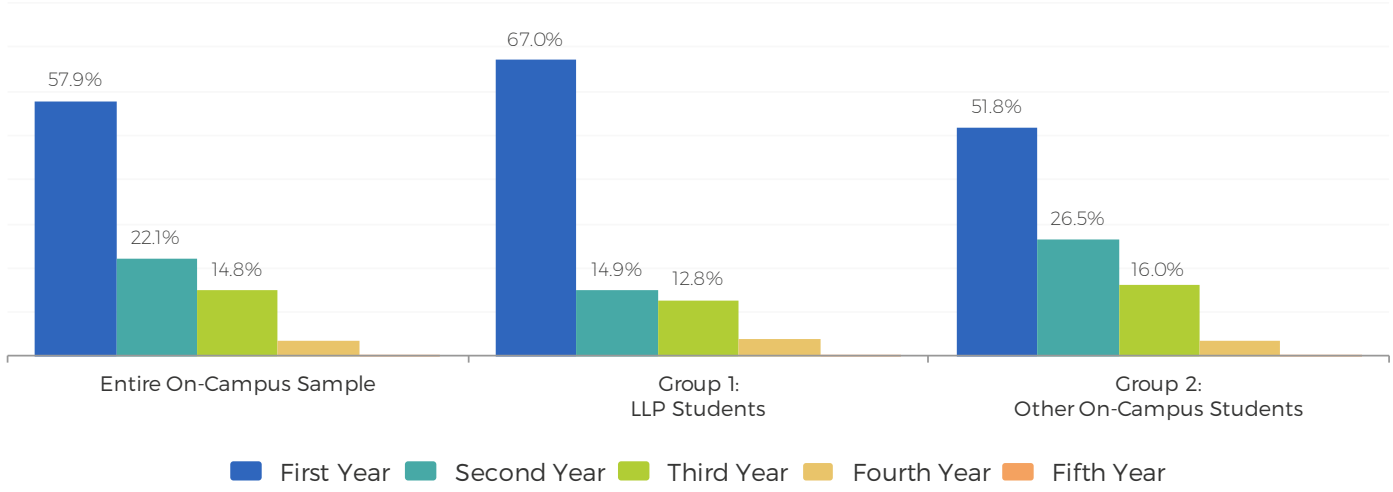
25.4%
Outside scholarships

7.3%
Private loans

Collegiate Academic Characteristics:

Academic class year, major category, and self-reported GPA are reported as collegiate academic characteristics. Additionally, we include the number of students who said they transfered colleges and switched majors.

Academic Class Year



Top Academic Major Categories

Average Self-Reported GPA

3.46

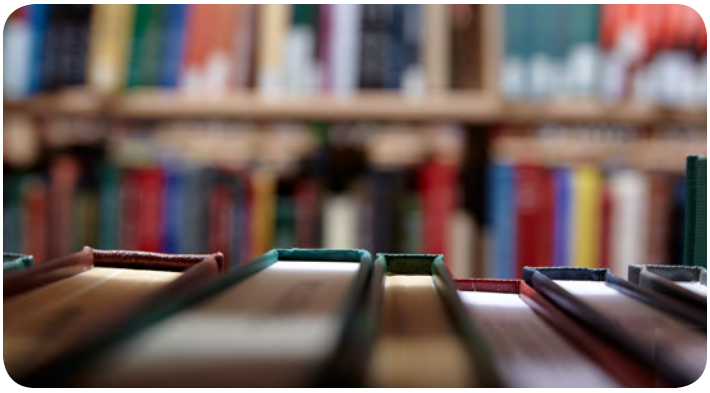
Percent Transfer Students

19.7%

Percent Changed Major

31.4%

Chapter Two
Residential Experiences



Measuring Residential Experiences

Students experience their residential environments in an integrated way. They don't always make a distinction between learning with their peers or with a faculty/staff member, yet knowing when, where, and with whom a student is learning or is supported can be valuable as you implement your programs. Therefore our goal with SILLP is to understand how students perceive the different aspects of their residential programs by exploring their academic experiences, campus climate, and social experiences separately.

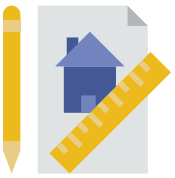
The purpose of this chapter is two-fold: 1) to help you understand how the residential experiences of students in living learning programs and similar programs compare to those of other on-campus residential environments; and 2) to help you understand how the responses for students in different types of LLPs compare to each other. Although the comparison sample contains a diverse group of students from across the country, we do not want to claim it is nationally representative. However, by benchmarking your results to a larger sample we hope you will use these results to better understand in which ways your residential environments excel and in which areas you could improve.

One last remark: Although we use the students' self-selected residential environments in several of the survey questions, we asked students most of these questions in a generalized way because we understand that no two residential environments provide the same experience for residents. This provides us with the ability to benchmark across residential programs at various institutions. Therefore, when viewing these results, we encourage you to think about the specific programs you have in place and how they contribute to your students' experience.

In this chapter we present findings across the following types of residential experiences:

Academic Experiences

We focus on aspects related to students' academic experiences in a number of ways on the survey. We measure students attitudes toward their perceived major-related support system, the level to which they discuss learning experiences and sociocultural issues with peers, and their residential environment's influence on their major. Together these measures demonstrate how students interact with their environment and pinpoint the ones with the most influence.



Campus Climate

How students perceive their campus climate varies based on their race, sexual orientation, worldview, international status, and gender identity/expression. The SILLP survey uses students' reported demographic data to determine which students should be asked the campus climate questions for their population. This use of skip-logic explains the low numbers of students responding to these questions. Questions included how they perceived faculty attitudes, perceived interactions between students from particular populations and the "majority" group students, and general campus commitment to support their student populations.

Social Experiences

Social experiences on campus and in the residence halls are just as important to assess as academic ones. We consider aspects of the student experience such as interactions with faculty unrelated to courses, engagement with residence hall resources, engagement with co-curricular programming, and perception of how supportive the residence hall environment is when discussing social experiences.

Between-Environment Analysis

We analyzed how the students in living learning programs and similar residential environments responded versus the students in other residential arrangements by conducting *t*-tests to see which experiences significantly differed. Exhibit 2.1 provides a summary of the mean values (and SDs) for each type of residential experience we measured. Students in living learning programs were different from those in other on-campus living arrangements across all student experience measures, with exceptions: social major-related support system, discussing learning with peers, discussing sociocultural issues with peers, and campus climate for all demographic categories, except nationality.

Students in living learning programs reported significantly more positive perceptions of academic major-related support systems than students in other on-campus arrangements. The academic support system includes access to peer role models and adult mentors in the academic major. As Chart 2.1 shows, 20% of students in living learning programs reported high perception of academic support, compared to 17% of students in other on-campus arrangements.

Students living in living learning programs also reported their residential environment encouraged them in pursuit of their major more than students who live in other on-campus arrangements. We measure the residential environment's influence on major by asking how encouraging faculty, staff, and peers are to students' pursuit of their chosen major. Sixteen percent of students in living learning programs felt greatly encouraged by their residential environment, compared to 11% of students in other on-campus arrangements.

Chart 2.1: LMH Percentages for Academic Support System

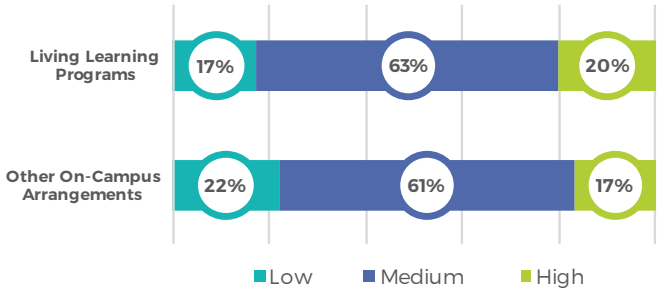


Chart 2.2: LMH Percentages for Residential Environment's Influence on Major

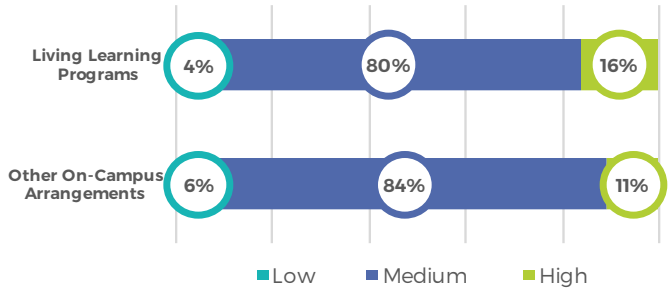


Chart 2.3: LMH Percentages for International Campus Climate

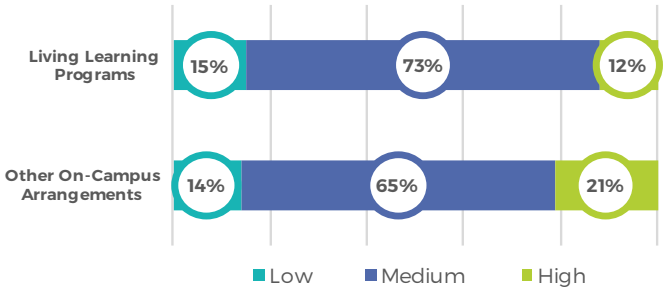


Chart 2.4: LMH Percentages for Interaction with Faculty in Residence

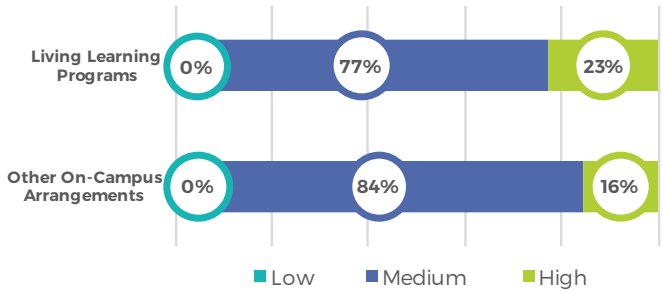


Exhibit 2.1

Student Experiences in Living Learning Programs versus Other On-Campus Arrangements: Self-reported Mean (SD)

	Living Learning Programs	Other On-Campus Arrangements	
Academic Experiences			
Perception of Academic Major-Related Support System (1-5)	3.4 (1.1)	3.2 (1.1)	s
Perception of Social Major-Related Support System (1-5)	4.1 (0.8)	4.1 (0.8)	
Discussed Learning Experiences with Peers (1-5)	2.3 (1.2)	2.2 (1.2)	
Discussed Sociocultural Issues with Peers (1-5)	1.9 (1.0)	1.8 (1.0)	
Residential Environment's Influence on Major (1-5)	3.8 (0.7)	3.6 (0.7)	s
Campus Climate			
Campus Climate - Race (1-5)^	3.4 (0.5)	3.4 (0.5)	
Campus Climate - LGBQ (1-5)^	2.9 (0.4)	2.9 (0.4)	
Campus Climate - Worldview (1-5)^	2.6 (0.4)	2.6 (0.4)	
Campus Climate - International (1-5)^	2.3 (0.3)	2.4 (0.4)	s
Campus Climate - Gender (1-5)^	3.9 (0.6)	3.9 (0.6)	
Social Experiences			
Non-Course-Related Interaction with Faculty in Residence (0-4)	0.9 (0.9)	0.6 (0.9)	s
Non-Course-Related Interaction with Faculty not in Residence (0-4)	1.5 (0.9)	1.3 (0.9)	s
Residence Hall Resource Engagement (0-4)	1.3 (0.8)	1.0 (0.8)	s
Co-Curricular Programming Engagement in Residence (0-4)	0.9 (0.8)	0.6 (0.7)	m
Co-Curricular Programming Engagement Generally (0-4)	1.3 (0.8)	1.2 (0.8)	s
Perception of Peer Network (1-5)	3.8 (0.9)	3.4 (1.1)	m
Supportive Residence Hall Environment (1-5)	3.6 (0.9)	3.4 (0.9)	s

s: Small effect size (d > 0.15); m: Moderate effect size (d > 0.3); l: Large effect size (d > 0.5)

^ Only students holding non-majority identities in these categories responded to the campus climate questions

International students in living learning programs reported less supportive campus climate than international students in other on-campus arrangements. As Chart 2.3 shows, 12% of international students in LLPs reported high perception of campus climate, compared to 21% of international students in other on-campus arrangements.

Students in living learning programs also reported significantly more instances of non-course-related interaction with faculty both in and not in residence than students in other on-campus arrangements. As described in the previous section, non-course-related faculty interaction includes discussing non-academic issues with faculty. Twenty-three percent of students in living learning programs reported high levels of interaction with faculty in residence, versus 16% of students in other on-campus arrangements (see Chart

Chart 2.5: LMH Percentages for Interaction with Faculty not in residence

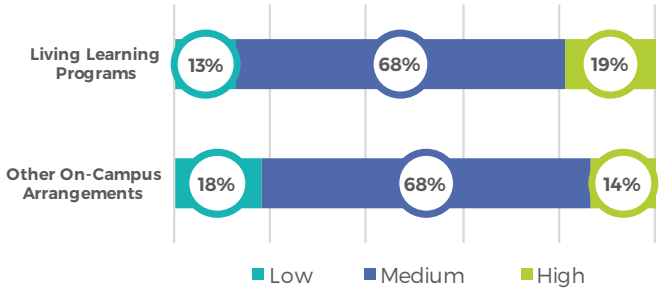


Chart 2.6: LMH Percentages for Residence Resource Engagement

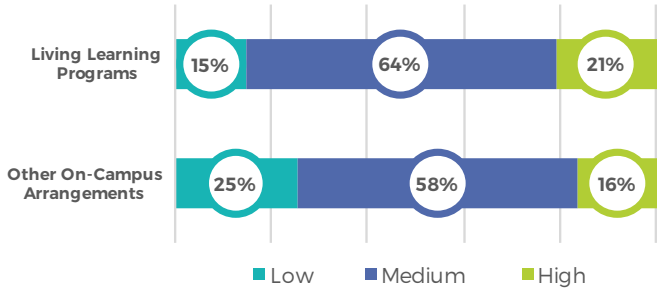


Chart 2.7: LMH Percentages for Residential Co-Curricular Engagement

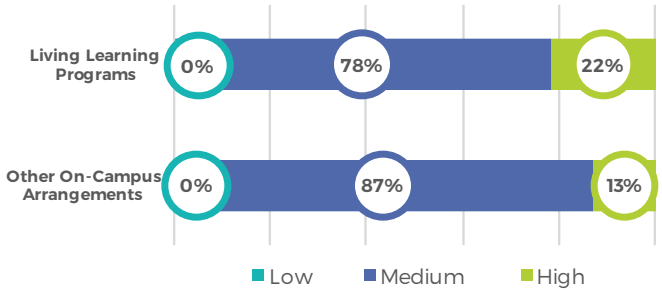


Chart 2.8: LMH Percentages for General Co-Curricular Engagement

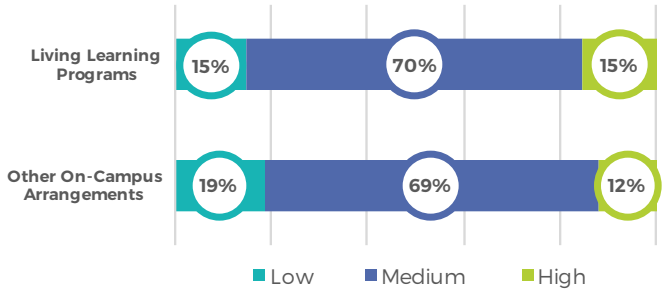


Chart 2.9: LMH Percentages for Peer Network

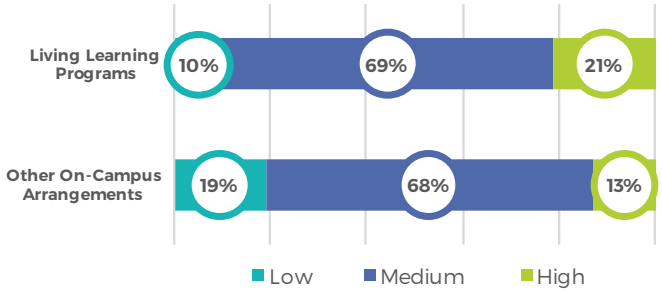
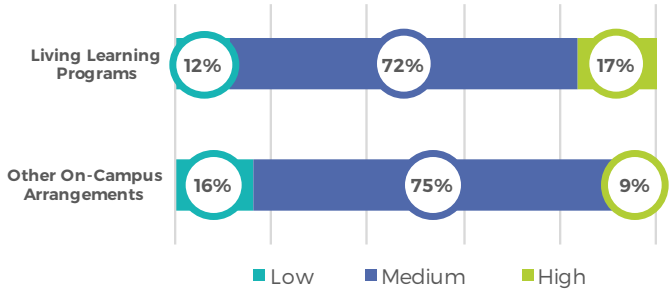


Chart 2.10: LMH Percentages for Supportive Residence Hall



2.4). Additionally, 19% of students in living learning programs reported high interaction with faculty not in residence, compared to 14% of students in other on-campus arrangements.

Students at living learning programs who had access to residence hall resources indicated they used these resources more often than students in the other on-campus arrangements. Residence hall resources include computer labs, academic advisors, peer counselors, professional staff, and faculty associated with the hall. As Chart 2.6 shows, 15% of the students at living learning programs reported low engagement with residence hall resources, while 25% of students in the other on-campus arrangements reported low engagement with these resources.

Students at living learning programs also reported more engagement in co-curricular programming, both in residence and generally, than students in the other on-campus arrangements. Co-curricular programming includes special seminars and lectures, peer study groups, career workshops, community service projects,

cultural (e.g., arts, music) outings, and multicultural programming and is measured only for students who said it was available. Twenty two percent of the students in living learning programs reported high involvement in co-curricular programming in residence, compared to 12% of students in the other on-campus arrangements (see Chart 2.7). Additionally, 15% of students in living learning programs reported low general co-curricular programming engagement, versus 19% of student in other on-campus arrangements (see Chart 2.8).

Students in living learning programs also indicated they had a stronger peer network than students in other on-campus arrangements. As Chart 2.9 shows, 21% of students in living learning programs reported high levels of peer network, versus 13% of students in other living arrangements.

Lastly, living learning programs students reported a more supportive residence hall environment than students in the other on-campus arrangements. A supportive residential environment is one in which students are concerned with helping and supporting one another, both academically and socially. Of the students at the living learning programs, 17% of them indicated high levels of support in their residential environment, compared to 9% of students in the other on-campus arrangements (see Chart 2.10).

Within-Environment Analysis

In this section, we discuss which experiences significantly differed for students across the different types of living learning programs. Students are divided into groups based on the criteria outlined in the introduction. Exhibit 2.2 provides a summary of the mean values (and SDs) for each type of living learning experience we measured for the residential environments. Student experiences were similar across the three types of LLPs - general, theme-based, and academic - with a few exceptions: social major-related support system, discussing learning with peers, discussing sociocultural issues with peers, campus climate for international students, interaction with faculty in residence, and residence hall resource engagement.

Students in academic LLPs reported significantly more positive perceptions of social major-related support systems than students in general LLPs. Social support system is based on major-related support and encouragement from friends and family members. As Chart 2.11 shows, 30% of students in academic LLPs reported high perception of social support, compared to 22% of students in theme-based LLPs.

Students in academic LLPs reported that they discussed their academic learning experiences with peers more often than students in theme-based LLPs. Chart 2.12 indicates that 20% of students academic LLPs indicated high instances of discussing learning with peers, compared to 14% of students in the theme-based LLPs.

Chart 2.11: LMH Percentages for Social Major-Related Support System

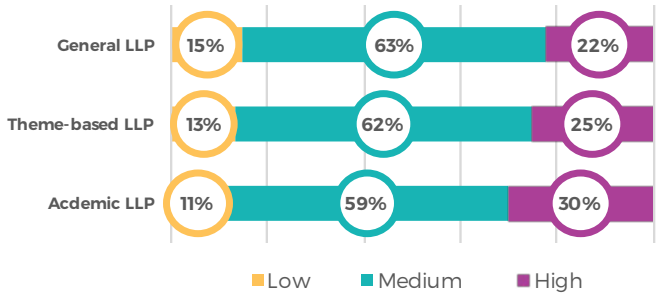


Chart 2.12: LMH Percentages for Discuss Learning Experiences with Peers

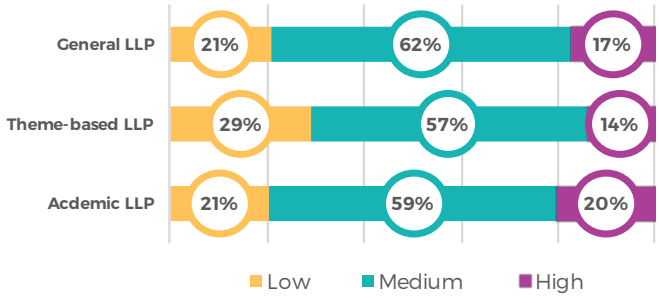


Exhibit 2.2

Student Experiences by Type of Living Learning Program: Self-reported Mean (SD)

	Group 1: General LLPs	Group 2: Theme-based LLPs	Group 3: Academic LLPs	
Academic Experiences				
Perception of Academic Major-Related Support System (1-5)	3.4 (1.0)	3.4 (1.1)	3.5 (1.1)	
Perception of Social Major-Related Support System (1-5)	4.1 (0.8)	4.1 (0.8)	4.2 (0.8)	✱(s)
Discussed Learning Experiences with Peers (1-5)	2.4 (1.2)	2.2 (1.2)	2.5 (1.2)	✱(s)
Discussed Sociocultural Issues with Peers (1-5)	1.9 (1.0)	1.9 (1.0)	1.7 (1.0)	✱(s)
Residential Environment's Influence on Major (1-5)	3.8 (0.7)	3.8 (0.7)	3.8 (0.7)	
Campus Climate				
Campus Climate - Race (1-5)^	3.3 (0.5)	3.4 (0.5)	3.4 (0.6)	
Campus Climate - LGBQ (1-5)^	2.9 (0.4)	2.9 (0.4)	2.9 (0.4)	
Campus Climate - Worldview (1-5)^	2.5 (0.3)	2.6 (0.4)	2.5 (0.4)	
Campus Climate - International (1-5)^	2.3 (0.3)	2.4 (0.3)	2.2 (0.4)	✱(l)
Campus Climate - Gender (1-5)^	3.9 (0.6)	3.8 (0.6)	3.9 (0.6)	
Social Experiences				
Non-Course-Related Interaction with Faculty in Residence (0-4)	0.9 (1.0)	0.8 (0.9)	1.0 (1.0)	✱(s)
Non-Course-Related Interaction with Faculty not in Residence (0-4)	1.5 (0.8)	1.4 (0.9)	1.5 (0.9)	
Residence Hall Resource Engagement (0-4)	1.3 (0.8)	1.2 (0.8)	1.4 (0.8)	✱(s)
Co-Curricular Programming Engagement in Residence (0-4)	1.0 (0.8)	0.9 (0.8)	0.9 (0.8)	
Co-Curricular Programming Engagement Generally (0-4)	1.3 (0.8)	1.4 (0.8)	1.3 (0.8)	
Perception of Peer Network (1-5)	3.9 (0.9)	3.7 (0.9)	3.8 (1.0)	
Supportive Residence Hall Environment (1-5)	3.6 (0.9)	3.6 (0.9)	3.6 (0.9)	

✱ Nontrivial effect size: Group 1 and Group 2
✱ Nontrivial effect size: Group 1 and Group 3
✱ Nontrivial effect size: Group 2 and Group 3

s: Small effect size (d > 0.15)
m: Moderate effect size (d > 0.3)
l: Large effect size (d > 0.5)

On the other hand, theme-based LLPs students also reported greater instances of discussing sociocultural issues with peers than students in academic LLPs. Sociocultural issues include politics, multiculturalism, and worldview. As Chart 2.13 demonstrates, 19% of students at theme-based LLPs reported high instances of discussing sociocultural issues with peers, compared to 13% of students in the academic LLPs.

International students in theme-based living learning programs reported more supportive campus climate than international students in academic LLPs. As Chart 2.14 shows, 12% of international students in theme-based LLPs reported low perception of campus climate, compared to 37% of international students in academic LLPs.

Chart 2.13: LMH Percentages for Discuss Sociocultural Issues with Peers

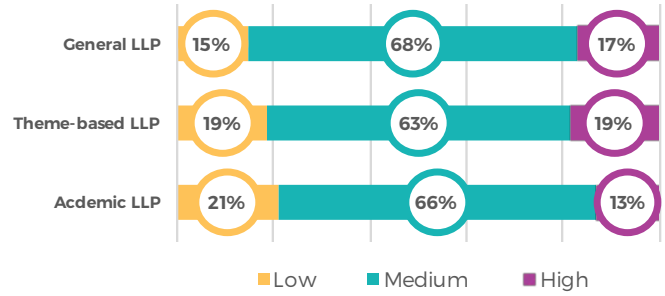


Chart 2.14: LMH Percentages for Nationality-Related Campus Climate

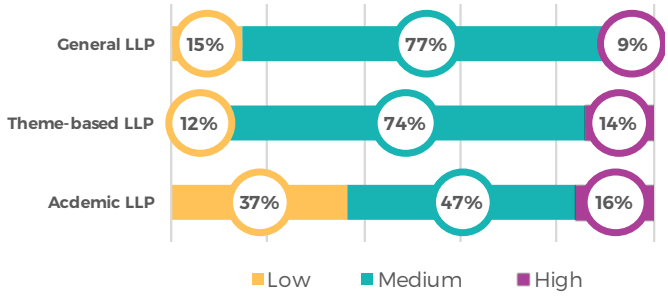


Chart 2.15: LMH Percentages for Interaction with Faculty in Residence

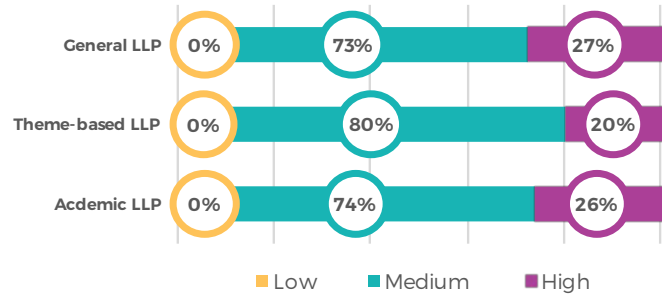
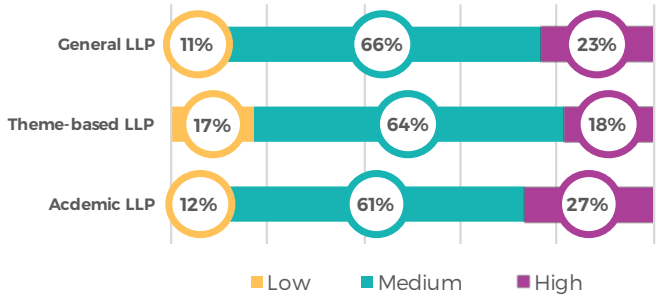


Chart 2.16: LMH Percentages for Residence Hall Resource Engagement



Students in academic living learning programs also reported significantly more instances of non-course-related interaction with faculty in residence than students in theme-based LLPs. Twenty-six percent of students in academic living learning programs reported high levels of interaction with faculty in residence, versus 20% of students in theme-based LLPs (see Chart 2.15).

Lastly, students in academic LLPs who had access to residence hall resources indicated they used these resources more often than students in theme-based LLPs. As Chart 2.16 shows, 27% of the students in academic living learning programs reported high engagement with residence hall resources, while 18% of students in theme-based LLPs reported high engagement with these resources.

Chapter Summary

Students in LLPs and similar residential environments indicated stronger perception of academic-related major support system and residential environment's influence on major than students in other, more traditional residential environments. LLP students also had higher scores on social experiences, including faculty interaction, co-curricular engagement, and peer interaction and support than students in other programs. There were not, however, differences in how minoritized students in LLPs and similar programs perceived their campus climate, compared to those in other renvironments, except for international students.

Additionally, students in academically-focused LLPs indicated more discussion of learning experiences with peers, more interaction with faculty in residence, and more residence hall resource engagement than students in theme-based LLPs and stronger perception of social major-related support system than students in general LLPs. Students in theme-based LLPs, however, reported more discussion of sociocultural issues with peers than those in academic LLPs.

Chapter Three
Student Outcomes

Measuring Student Outcomes

Student outcomes across both academic and social domains are the characteristics students develop through participation in their residential environment. We measured student outcomes to determine whether or not students achieve the results we think they should by living in residence halls and living learning programs. Most residential environments, and specifically LLPs, have an academic component, which is why we measured outcomes such as major efficacy and persistence, career self-efficacy and perception of college's role in career, as well as self-reported critical thinking disposition and academic confidence. We also assessed social outcomes through questions related to sense of belonging, campus engagement, high-risk binge drinking, and bystander intervention intentions.

The purpose of this chapter is to explore how student outcomes differ by residential environments. We follow the same format as the previous two chapters by first considering the between-environment differences before diving into the within-environment comparison. Remember, although the students in the sample are not nationally representative, these results give us a good idea of how students in LLPs currently compare to students in other residential environments in terms of student outcomes as well as how types of LLPs compare to each other.

In this chapter we present findings for the following categories of academic and social outcomes:

Academic Outcomes: Major Efficacy, Academic Confidence, and Persistence

To measure major self-efficacy, we asked students to consider and rate their perceived ability to complete the phases related to completing their academic major, including: remaining enrolled in their intended major over the next two semesters; excelling in their intended major over the next two semesters; and completing the upper level required courses in their intended major with an overall grade point average of B or better. We also measure students' confidence in academic progress and their intent to persist in their major by asking about their plans to remain enrolled in their intended major, their thoughts about whether earning a bachelor's degree in their intended major/field is a realistic goal, and their commitment to getting a college degree in their intended major/field.

Career Outcomes: Self-efficacy and Attitudes

We considered two categories of career attitudes: career self-efficacy and perceptions of college's role in career. To measure career self-efficacy we asked students to rate their confidence in their ability to accomplish career goals such as getting a job, achieving success in a career, and combining a professional career with having a balanced personal life. We also assessed students' perception of college's role in their career by asking them the extent to which they think that graduating with an undergraduate degree will allow them to: receive a good job (or graduate school) offer; earn an attractive salary; get respect from other people; do work that they would find satisfying; do work that can "make a difference" in people's lives; and apply skills developed in their major to their job.

General Outcomes

The general academic outcomes we measured include self-reported critical thinking disposition and innovation disposition. These outcomes are associated with academic and intellectual development, but aren't directly related to students' major choice and career attitudes.

Social Outcomes: Sense of Belonging, Campus Engagement, and Binge-Drinking

When we measured sense of belonging, we asked students questions related to their comfort, commitment, support, and acceptance on campus. Campus engagement, however, is measured by asking students to indicate the importance of playing an active role in their community, their belief that their work has a greater purpose for the larger community, and how much they work with others to make their community a better place. We assessed high-risk binge drinking by requesting students to state how often during a two week period they had 5 or more drinks.

Bystander Intervention Outcomes

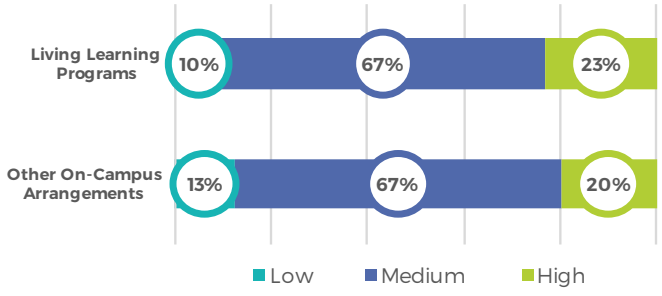
We assessed bystander intervention by providing students with hypothetical sexual assault and bullying situations and asking them to rate their likelihood to intervene based on their relationship with the parties involved. We also inquire about students' bystander reporting knowledge and intent to report a situation after it occurs.

Between-Environment Analysis

We used *t*-tests to analyze the differences between student outcomes for students in living learning programs when compared to students in other on-campus arrangements. Exhibit 3.1 provides a summary of the mean values (and SDs) for each type of student outcome we measured. Students in living learning programs mirrored those in other on-campus arrangements across all student outcome measures, with one exception: intent to report cases of sexual assault and bullying.

Students in living learning programs indicated they are more likely to report instances of sexual misconduct and bullying than students in other on-campus arrangements. As Chart 3.1 shows, 23% of students at LLPs reported high intent to report, whereas 20% of students in other on-campus arrangements did.

Chart 3.1: LMH Percentages for Bystander Reporting



We're surprised that this is the only outcome with a non-trivial effect size between the two residential environments.

Within-Environment Analysis

We discuss which outcomes significantly differed for students at Institution across the different types of residential environments in this section. The same groups discussed in Chapter 2 are used in this chapter: general LLPs, theme-based LLPs, and academic LLPs. Exhibit 3.2 provides a summary of the mean values (and SDs) for each student outcome we measured for the different environments. Students in these types of living learning programs reported similar responses across all the outcomes, except academic confidence, perception of college's role in career, critical thinking, and bystander knowledge.

Exhibit 3.1

Student Outcomes for Living Learning Programs versus Other On-Campus Arrangements: Self-reported Mean (SD)

	Living Learning Programs	Other On-Campus Arrangements	
Academic Outcomes			
Major self-efficacy (1-5)	4.2 (0.9)	4.1 (0.9)	
Academic confidence (1-5)	4.6 (0.7)	4.6 (0.7)	
Intent to persist in major (1-5)	4.4 (0.8)	4.4 (0.7)	
Career Outcomes			
Career self-efficacy (1-5)	4.2 (1.0)	4.0 (1.1)	
Perception of college's role in career (1-5)	4.0 (0.7)	0.7 (3.9)	
General Outcomes			
Self-reported critical thinking disposition (1-5)	3.7 (0.6)	3.7 (0.6)	
Innovation disposition (1-5)	3.7 (0.7)	3.7 (0.7)	
Social Outcomes			
Campus Sense of Belonging (1-5)			
Campus Engagement (1-5)	3.9 (0.8)	3.8 (0.8)	
High-Risk Binge Drinking (1-5)	3.7 (0.8)	3.7 (0.8)	
Bystander Intervention Outcomes	1.7 (1.1)	1.7 (1.1)	
Bystander Intervention - Party, Students Known (1-5)			
Bystander Intervention - Party, Students Unknown (1-5)	4.1 (0.7)	4.0 (0.7)	
Bystander Intervention - Neighbors (1-5)	3.3 (1.0)	3.2 (1.0)	
Bystander Intervention - Bullying (1-5)	3.5 (0.8)	3.3 (0.8)	
Bystander Knowledge (1-5)	3.7 (0.8)	3.6 (0.8)	
Bystander Intervention - Intent to Report (1-5)	4.0 (0.9)	3.8 (1.0)	s

s: Small effect size (d > 0.15); m: Moderate effect size (d > 0.3); l: Large effect size (d > 0.5)

Students in general LLPs reported more confidence in their academic progress than students in the academic LLPs. This result suggests students in general LLPs were more confident than the students in academic LLPs, on average, that they will pass their classes and complete their degree. Chart 3.2 shows 10% of general LLP students reported low confidence in their academic progress, while 13% of students in academic LLPs did.

Students in academic LLPs also reported significantly better career attitudes than students in theme-based LLPs. Career attitudes include perception of college's role in career, which is the level to which students agree graduating with a college degree will allow them to receive a good job or graduate school offer, earn an attractive salary, and apply skills developed to their job. Twenty-nine percent of academic LLPs students

Chart 3.2: LMH Percentages for Academic Confidence

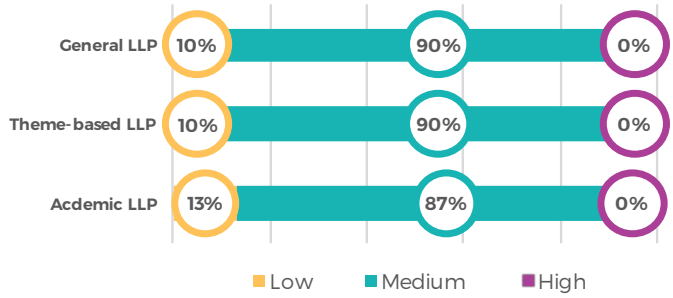


Chart 3.3: LMH Percentages for Perception of College's Role in Career

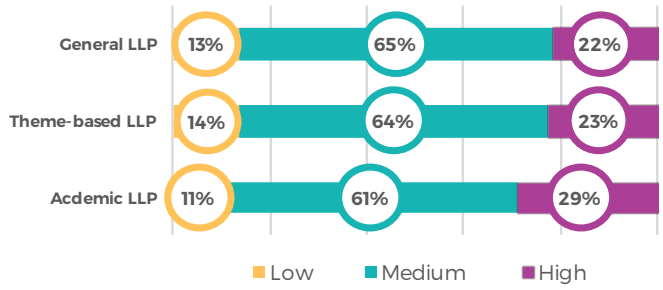


Chart 3.4: LMH Percentages for Self-Reported Critical Thinking Disposition

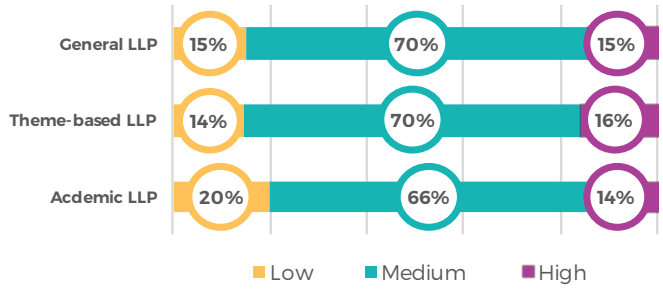
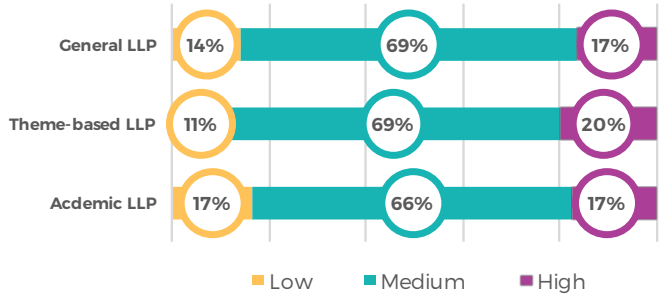


Chart 3.5: LMH Percentages for Bystander Knowledge



reported high perception of college's role in career, while 23% of students in theme-based LLPs did (see Chart 3.3).

Theme-based LLP students also self-reported significantly higher critical thinking disposition scores than students in academic LLPs. Critical thinking disposition includes behaviors such as questioning or challenging professors' statements and ideas before accepting them as "right," preferring courses in which students are required to organize and interpret ideas over courses that ask them to only remember facts or information, and exploring the meaning and interpretations of the facts when introduced to a new idea. As Chart 3.4 shows, 14% of students at the theme-based LLPs self-reported high critical thinking scores, compared to 20% of students in academic LLPs.

Lastly, students in theme-based LLPs indicated they have significantly more knowledge of sexual assault and bullying prevention strategies and resources than students in academic LLPs. As Chart 3.5 shows, 20% of students in theme-based LLPs reported high bystander knowledge, whereas 17% of students academic LLPs did.

Chapter Summary

The only outcome in which LLPs and similar residential environments differed from other residential environments is intent to report instances of sexual misconduct and bullying.

Within types of LLPs, students in theme-based LLPs reported higher critical thinking disposition and bystander knowledge than students in academic LLPs. However, students in academic LLPs had stronger perception of college's role in career than students in theme-based LLPs, but less academic confidence than students in general LLPs.

Exhibit 3.2

Student Outcomes by Type of Living Learning Program: Self-reported Mean (SD)

	Group 1: General LLPs	Group 2: Theme-based LLPs	Group 3: Academic LLPs	
Academic Outcomes				
Major self-efficacy (1-5)	4.2 (0.8)	4.2 (0.9)	4.1 (0.9)	
Academic confidence (1-5)	4.6 (0.7)	4.6 (0.7)	4.5 (0.8)	✱(s)
Intent to persist in major (1-5)	4.4 (0.7)	4.4 (0.8)	4.5 (0.8)	
Career Outcomes				
Career self-efficacy (1-5)	4.2 (1.0)	4.1 (1.0)	4.3 (1.0)	
Perception of college's role in career (1-5)	4.0 (0.7)	4.0 (0.7)	4.1 (0.7)	✱(s)
General Outcomes				
Self-reported critical thinking disposition (1-5)	3.7 (0.6)	3.7 (0.6)	3.6 (0.6)	✱(s)
Innovation disposition (1-5)	3.7 (0.7)	3.7 (0.7)	3.7 (0.7)	
Social Outcomes				
Campus Sense of Belonging (1-5)				
Campus Engagement (1-5)	3.9 (0.7)	3.9 (0.8)	3.8 (0.7)	
High-Risk Binge Drinking (1-5)	3.7 (0.8)	3.8 (0.8)	3.7 (0.8)	
Bystander Intervention Outcomes	1.7 (1.1)	1.6 (1.0)	1.7 (1.1)	
Bystander Intervention - Party, Students Known (1-5)				
Bystander Intervention - Party, Students Unknown (1-5)	4.0 (0.7)	4.1 (0.7)	4.0 (0.7)	
Bystander Intervention - Neighbors (1-5)	3.3 (1.0)	3.3 (1.0)	3.3 (1.0)	
Bystander Intervention - Bullying (1-5)	3.4 (0.8)	3.5 (0.8)	3.5 (0.8)	
Bystander Knowledge (1-5)	3.6 (0.8)	3.7 (0.7)	3.6 (0.8)	✱(s)
Bystander Intervention - Intent to Report (1-5)	3.9 (0.9)	4.0 (0.9)	4.1 (0.8)	

✱ Nontrivial effect size: Group 1 and Group 2
✱ Nontrivial effect size: Group 1 and Group 3
✱ Nontrivial effect size: Group 2 and Group 3

s: Small effect size (d > 0.15)
m: Moderate effect size (d > 0.3)
l: Large effect size (d > 0.5)

Appendix A
Reading the Tables & Charts

Reading the Tables and Charts

Throughout this report we use tables and charts to display your results and help you make the most meaning of your data. This appendix is dedicated to helping you understand how we communicate your information throughout the chapters and in the appendices. Please see the following figures for assistance in reading the tables.

To portray information in the chapters, we use a table of measures as well as charts displaying the percentage of high, medium, and low respondents to the measure. Figure A.1 explains the chapter tables and Figure A.2 explains the chapter charts.

In the following appendices you will find three additional tables: Student demographic characteristics, more detailed results from the experience and outcome factor scales, and results on all items answered. These tables provide you with all the information collected on the SILLP survey.

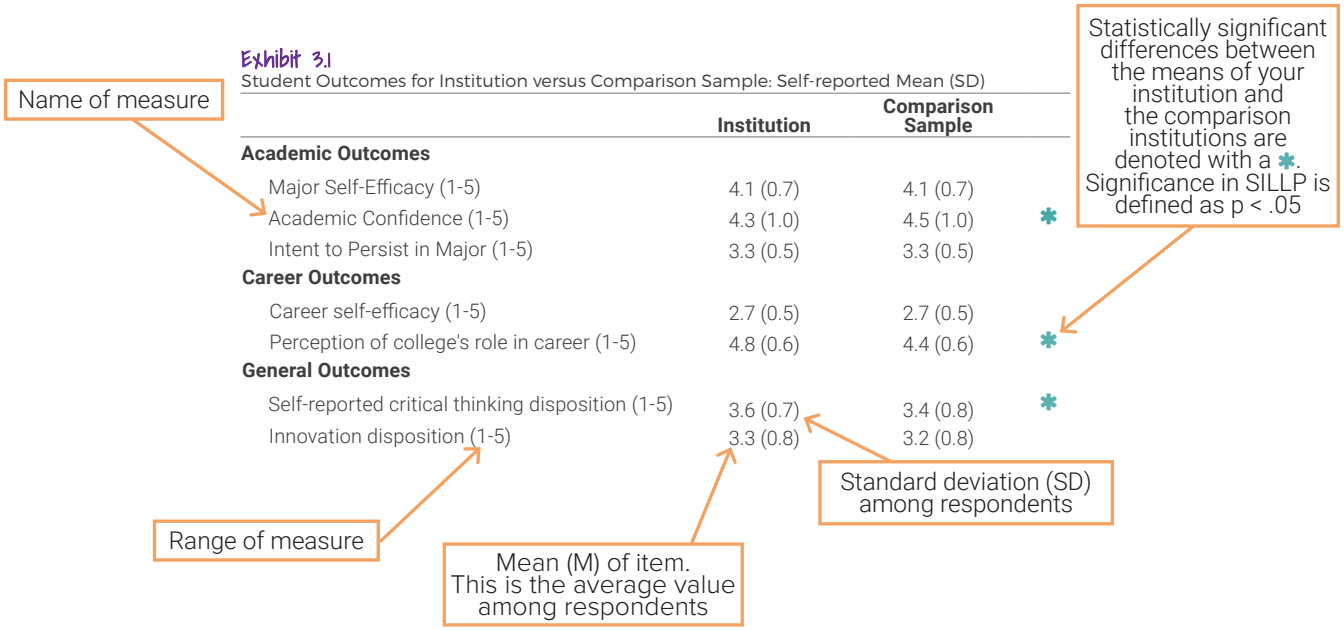
The student demographics table in Appendix B provides the number and percentage of students who responded to the questions about their background. Knowing these "inputs" and to what degree the respondent group reflects the represented population will help you discern the ways in which it is appropriate to generalize information to the larger population. Use Figure A.3 for more information on reading the demographics table.

More details regarding how students responded on the SILLP measures are provided in Appendix C. The means and standard deviations are reported for each of the measures listed in the introduction (see SILLP Measures) in the factors table. Tests for nontrivial effect sizes was used to determine the magnitude of the mean difference between students in living learning programs and other on-campus arrangements as well as students living in different types of living learning programs. We indicate nontricial effect sizes in the fourth and last columns of the table. If there is a nontrivial effect size between living learning programs and other on-campus arrangements, the magnitude is indicated in the significance column: small (s; Cohen's d > 0.15), moderate (m; Cohen's d > 0.3), and large (l; Cohen's d > 0.5). Nontrivial differences within the types of living learning programs are indicated with a different colored star (a, b, c), depending on which groups have nontrivial effects sizes from each other. 'a' indicates a nontrivial effect size between Groups 1 and 2, 'b' indicates a nontrivial effect size between Groups 1 and 3, and 'c' signifies a nontrivial effect size between Groups 2 and 3. The magnitude - small, moderate, and large - are also indicated with the letter.

Additionally, we provide the number and percentage of "high," "medium," and "low" scorers on each of the measures to highlight differences between and within residential environments. Use Figure A.4 for more information on reading the factors table.

The final appendix provides the values, frequencies, and percentages for all SILLP questions asked of students except demographic questions, which are in Appendix B. If students were prompted to check more than one response option (e.g., faculty involvement), we list the number (N) and percentage (%) of students who checked that item. We also use this approach for questions in which the responses are categorical and not measured on a Likert-type scale (e.g., alcohol behaviors). For items pertaining to a SILLP measure, which are measured on a Likert-type scale, the mean score in the item is shown with the number (N) and percentage (%) of students who reported the most desirable outcome on the scale.

The "desirable outcome" refers to the outcome we believe you would want students to have. For example, if a student is asked how confident they are they will pass their classes, and the scale is 1=Not at all confident, 2=Somewhat unconfident, 3=Neither unconfident nor confident, 4=Somewhat confident, and 5=Confident, we consider "somewhat confident" and "confident" as the "desirable outcome" of confidence. Please refer to page 7 for more information on the Likert-type scales used. Figure A.5 demonstrates how to read the table in Appendix C.



	Institution	Comparison Sample	
Academic Outcomes			
Major Self-Efficacy (1-5)	4.1 (0.7)	4.1 (0.7)	
Academic Confidence (1-5)	4.3 (1.0)	4.5 (1.0)	✱
Intent to Persist in Major (1-5)	3.3 (0.5)	3.3 (0.5)	
Career Outcomes			
Career self-efficacy (1-5)	2.7 (0.5)	2.7 (0.5)	
Perception of college's role in career (1-5)	4.8 (0.6)	4.4 (0.6)	✱
General Outcomes			
Self-reported critical thinking disposition (1-5)	3.6 (0.7)	3.4 (0.8)	✱
Innovation disposition (1-5)	3.3 (0.8)	3.2 (0.8)	

Figure A.1

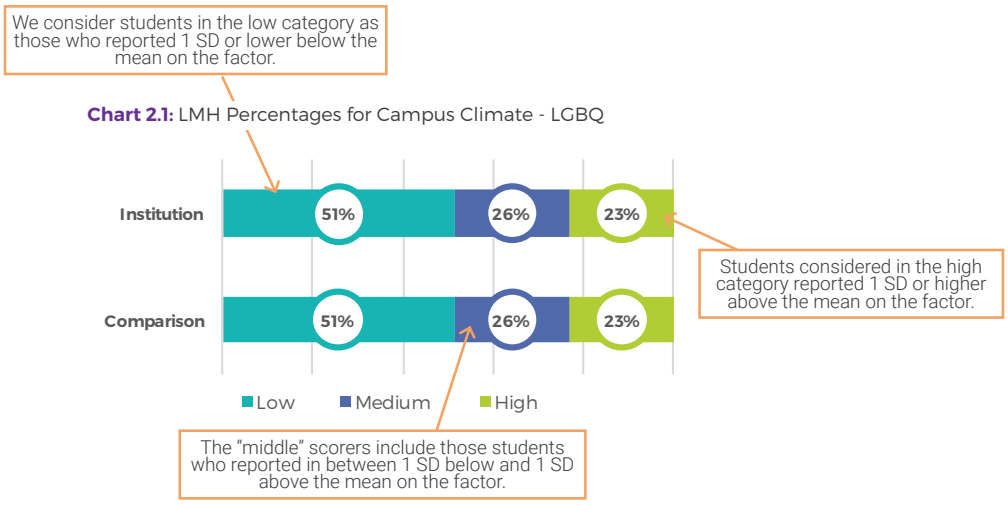


Figure A.2

Study of Integrated Living Learning Programs
A project of the College Impact Laboratory (CoIL)
310 Ramseyer Hall | 29 W Woodruff Ave | Columbus, OH 43210
sillp@osu.edu | @SILLPStudy