



An Exploration of Residential-Based Learning Communities (RBLCs) at IUPUI

Introductions



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Road Map of Session

1. Discuss impact of LLPs on student success
2. Share our assessment plan
3. Highlight our results
4. Discuss next steps



RBLCs at IUPUI

1. Residential Based Learning Communities

- 13 communities
- Full-time staff from sponsoring unit collaborate with resident assistants (RAs)
- A part of Housing and Residence Life (HRL) at IUPUI since 2003



Initial Curiosities

1. Past data analyses revealed that RBLC students living on campus at IUPUI were 2.2 times more likely to graduate than their non-RBLC peers, though this data is slightly dated.
2. Fall 2018 full-time bachelor degree-seeking beginners who resided in one of the RBLCs, we found their 1-year retention rate at any IU campuses is **91.3 percent** compared to **69.7 percent** among those who did not reside in an RBLC.
 - This represents a difference of **21.6 percentage points**.
3. The 1-year retention rate at IUPUI among the fall 2018 full-time bachelor degree-seeking beginners who resided in one of the RBLCs was **88.7 percent** vs. **66.6 percent** among those who did not reside in an RBLC.
 - This represents a difference of **22.1 percentage points**.



Initial Curiosities

Why there is such a wide gap in the retention rates?
What impacts these RBLCs have on students beyond retention and GPAs?



Review of Literature on LLCs

1. Brower and Inkelas (2010) define living-learning communities as “residential housing programs that incorporate academically based themes and build community through common learning.”
2. The National Survey of Student Engagement (NSSE) and the American Association of Colleges and Universities (AAC&U) classified learning communities as a high-impact practice.
3. Nationally, research has been done to investigate the diversity and impact of LLPs through the National Study of Living Learning Programs, which occurred in 2007.

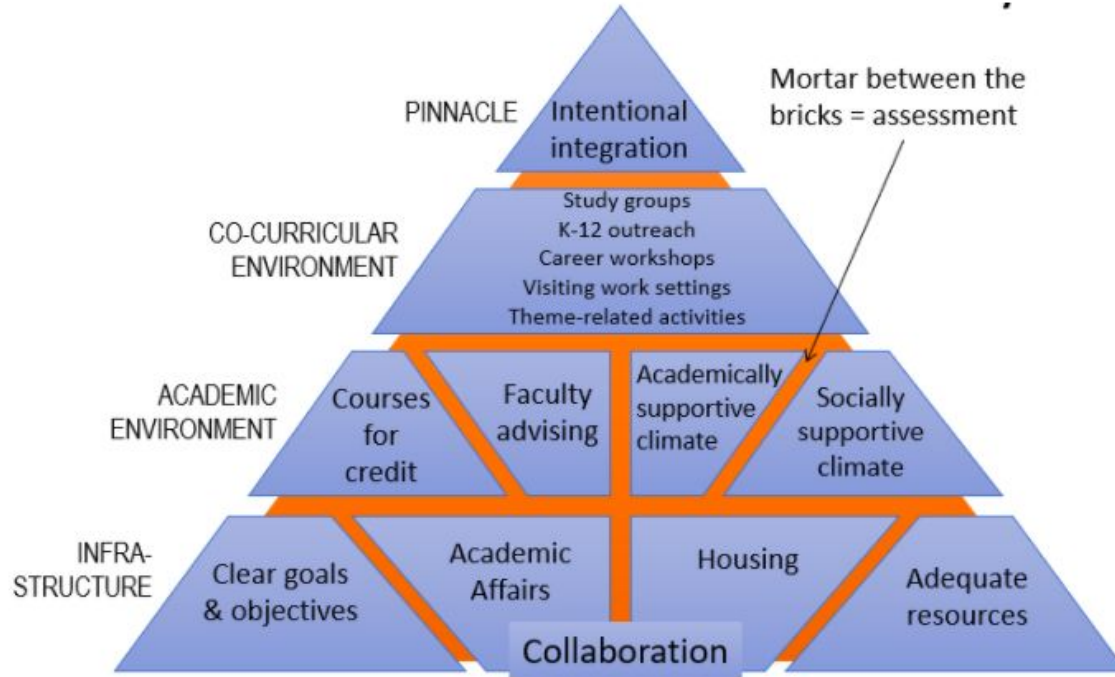


Review of Literature on LLCs

1. Association for College and University Housing Officers (ACUHO-I) recently sponsored a research grant that explored the impact of residential living via the NSSE survey. This recent exploration notes that LLCs have “widespread benefits”, especially for engagement in effective educational practices and retention and in particular for male students (ACUHO-I, 2021)
2. Inkelas et al. (2018) developed a comprehensive research-based model for residential-based learning communities (RBLCs) that synthesized the experiences of multiple campuses from the National Study of Living-Learning Programs.



Best Practice Model



(Inkelas, Jessup-Anger, Benjamin, & Wawrzynski, 2018).



Identifying Goals

1. Celebrate successes with our academic unit partners
2. Identify areas of growth for specific learning communities using nationally-benchmarked data while still adopting an institution-specific approach
3. Communicate a more meaningful story about the value-added experience of choosing to live in an RBLC
4. Triangulate our current practices against Inkelas' (2018) researched-based best practices to articulate a systemic and strategic plan for improvement



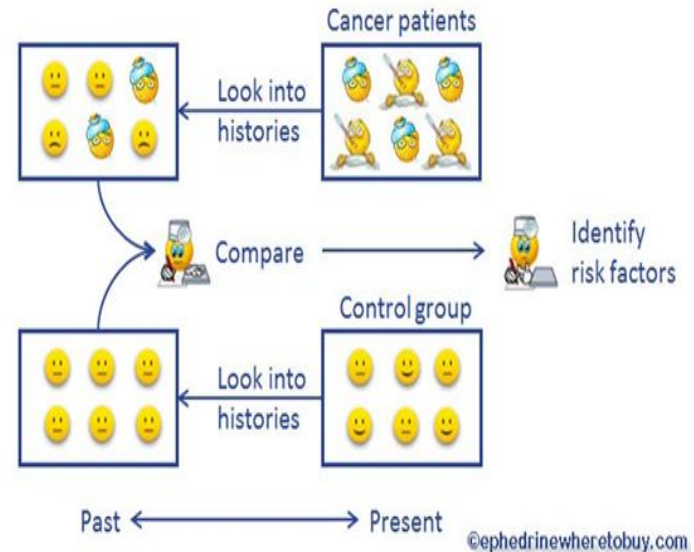
Developing the Assessment Plan

1. Mitigate confounding factors → Propensity Score Matching
2. Access external benchmarks → Assessment of College and Residential Environments and Outcomes (ACREO, formally) Survey
3. Ground in student and staff experiences → host student focus groups, staff interviews, examine documents
4. Triangulate holistically using theoretical framework → Best Practice Model



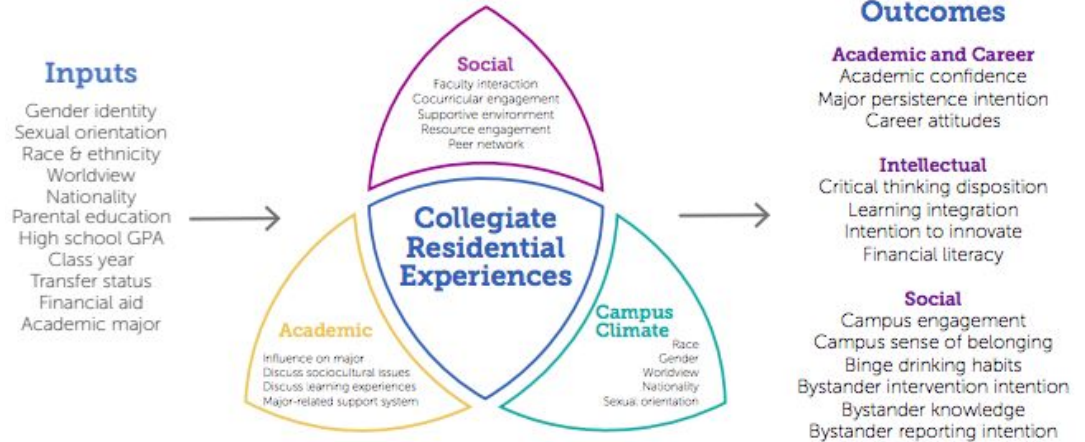
Propensity Score Matching

1. Attempts to estimate the effect of a treatment or other intervention by accounting for the covariates that predict receiving the treatment
2. Minimizes selection bias and other confounding factors (e.g., gender, race/ethnicity, age, SAT scores, unmet financial need, major)



ACREO

1. “The Assessment of Collegiate Residential Environments and Outcomes (ACREO) assesses the influence of residential environments and academic, intellectual, and social outcomes of college students”
(<https://www.acreosurvey.org/>)



ACREO

1. Opportunity to compare based on RBLCs versus On Campus versus Off Campus students and RBLC Categories

	ACREO Outcomes	Profiles for Undergraduate Learning <input type="text"/>
RBLC students will be able to interact more frequently and directly with faculty and staff.	Campus engagement Campus sense of belonging	Communicator: <ul style="list-style-type: none"> ● Build relationships ● Listens actively ● Conveys ideas effectively
RBLC students will be able to network with peers who share similar interests and classes.	Campus engagement Campus sense of belonging Binge drinking habits Bystander intervention intention, Bystander knowledge, bystander reporting intention	Communicator <ul style="list-style-type: none"> ● Build relationships Problem solver <ul style="list-style-type: none"> ● Thinks critically ● Collaborates Community contributor <ul style="list-style-type: none"> ● Builds community ● Respectfully Engages Own and Other Cultures ● Behaves Ethically ● Anticipates Consequences



ACREO

1. Opportunity to compare based on RBLCs versus On Campus versus Off Campus students and RBLC Categories

	Communicator	Problem solver	Innovator	Community contributor
Academic confidence	X	X		
Major persistence intention		X		
Career attitudes	X	X		
Critical thinking disposition	X	X		
Learning integration	X	X		
Intention to innovate	X		X	
Financial literacy	X	X		
Campus engagement	X	X		X
Campus sense of belonging	X	X		X
Binge drinking habits	X	X		X
Bystander intervention intention	X	X		X
Bystander knowledge	X	X		X
Bystander reporting intention	X	X		X



Student and Staff Experiences

1. Focus groups will delve into how RBLCs have supported retention and achievement of outcomes instead of what outcomes are achieved (Shuh, 2016)



Changes to the Initial Plan

1. Spring 2020 not great for data collection
 - Focus Groups, ACREO Survey moved to Spring 2021
 - Document Analysis more time effective for staff
 - Summer-Fall 2021 Analysis Period
 - Projected delay and now includes student feedback from AY 2020-2021



Fall 2019 and Fall 2020 Cohorts

1. Full-time beginning Freshmen seeking a bachelor's degree
2. Enrolled at the IUPUI campus



Results: Fall 2019 Cohort (Matched Data)

	A: Non-RBLC Students (n=521)	B: RBLC Students (n=531)	C: STEM LLCs (n=149)	D: Theme LLCs (n=43)	E: Academic LLCs (n=220)	F: Honors LLC (n=119)
Spring retention at IUPUI	84%	91%	88%	86%	90%	97%-
1-year retention at IUPUI	75%	82%	79%	77%	79%	93%**
Fall term GPA	2.77	3.10	2.83	2.43	3.07* (A,D)	3.74**
Fall cumulative GPA	2.80	3.11	2.84	2.47	3.07* (A,D)	3.74**
Spring term GPA	2.54	2.95	2.62	2.58	2.93* (A)	3.53**
Spring cumulative GPA	2.78	3.12	2.83	2.60	3.11** (A,D)	3.70**

- The mean scores of the Honors LLCs are statistically significantly higher than those of students in other no RBLCs and the STEM LLCs at the 0.05 level.

** The mean scores of the Honors LLCs are statistically significantly higher than those of students in other LLCs and no RBLCs at the 0.05 level.



Results: Fall 2020 Cohort (Matched Data)

	A: Non-RBLC Students (n=269)	B: RBLC Students (n=272)	C: STEM LLCs (n=71)	D: Theme LLCs (n=31)	E: Academic LLCs (n=114)	F: Honors LLC (n=55)
Spring retention at IUPUI	89%	94%	90%	94%	95%	100%
1-year retention at IUPUI	Not available yet	Not available yet	Not available yet	Not available yet	Not available yet	Not available yet
Fall term GPA	3.05	3.19	3.10	2.60	3.11	3.80**
Fall cumulative GPA	3.08	3.19	3.12	2.62	3.11	3.79**
Spring term GPA	2.63	2.82	2.48	2.15	2.88*	3.50**
Spring cumulative GPA	2.98	3.07	2.92	2.47	3.04*	3.69**

* The mean scores of the Academic LLCs are statistically significantly higher than those of the Theme LLCs.

** The mean scores of the Honors LLCs are statistically significantly higher than those of students in other LLCs and no RBLCs at the 0.05 level.



Results: ACREO

Strengths

1. Students in LLCs held more **discussions with diverse peers** as well as discussed socio-cultural issues more than students in TRPs
2. LCC students perceived more **positive climates** for race, sexuality, nationality and gender than their TRPs
3. LLCs also indicated **more involvement in residential and co-curricular programs** than those in TRPs
4. LLC students perceived a **stronger peer network** and more **supportive residential environment** than TRPs

Opportunities

1. Students in theme LLCs indicated weaker network than students in either STEM LLCs or academic LLCs
2. Students in STEM LLCs reported a more supportive residential environment than students in theme LLCs



Results: ACREO

Strengths

1. Students in LLCs had more positive **career attitudes** than TRPs
2. LLC students had stronger **campus belonging** and more **bystander knowledge** than their TRP peers
3. LLC also had higher **innovation intentions** and **campus engagement** than off campus students
4. Campus **sense of belonging** was highest for LLC students than students in TRPs (who still had higher belonging than students living off campus)

Opportunities

1. Between LLCs: students in honors had higher **academic confidence** than Theme LLCs, this difference was also present for **integrative learning**
2. Students in academic LLCs discussed learning with peers more frequently than those in theme-based communities
3. Students in STEM LLCs indicated that their residential environment had more influence on their major than students in academic LLCs or the Honors Houses



Results: ACREO

Exhibit 2.10

Residential Experiences at IUPUI: Differences by LLC Type

Perception of major-related support system	N(%)	M	SD	Sig
1. STEM LLCs	33(8.6%)	7.45	1.60	
2. Theme LLCs	16(4.2%)	6.69	2.07	
3. Academic LLCs	32(8.3%)	7.11	1.94	
4. Honors House	28(7.3%)	7.70	1.78	



Results: Student Focus Groups

1. Six focus groups reached 27 students
 - Representative of 10 / 13 RBLCs
2. Types of questions included:
 - If someone asked you what your RBLC was, what would you say? What is the purpose of your RBLC?
 - What would you say are the goals and objectives of your RBLC?
 - Who runs your RBLC?
 - What does support look like in your community?



Results: Student Focus Groups

1. For each question, themes identified across focus groups

What have you gotten out of being part of your RBLC?

THEMES:

- Connect with other people in same major more
- Integrate better into college, especially with roommates
- Learning how to share with others
- Independence
- Connect to the professional /networking with others outside of the
- Connections with advisor / pro staff
- Know people in classes
- Aware of more cultures



Results: Student Focus Groups

1. For each question, themes identified across focus groups

What would you say are the goals and objectives of your RBLC?

THEMES:

- Create sense of community
- Bring people together
- Community service
- Social values
- None/aren't aware of any specific goals



Results: Staff Survey

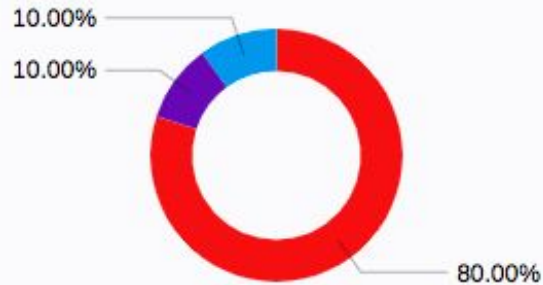
1. More effective and efficient to collect information at a busy time in a unique semester
2. 10 RBLC Liaisons (Professional Staff) responded
3. Questions included:
 - What is the purpose of the RBLC? What are the specific goals and objectives for the RBLC?
 - Who do you think your students perceive to be "running" the RBLC?
 - What does the RBLC do to cultivate academic support?



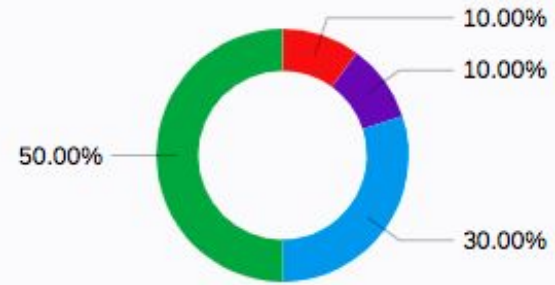
Results: Staff Survey

1.

Adequate Resources



Courses for Credit



■ Currently A Functioning Part of the RBLC

■ A Reachable Goal To Improve Your RBLC Experience

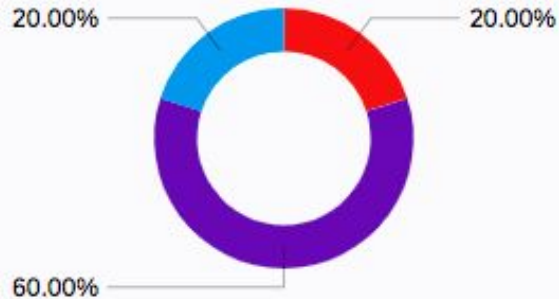
■ Aspirational Goal That With Support and Time We Might Reach

■ Not Something That Aligns With My Units Perceived Purpose of the RBLC



Results: Staff Survey

Intentional Integration between academic and co-curricular environment



Formal assessment plan for your RBLC



Currently A Functioning Part of the RBLC

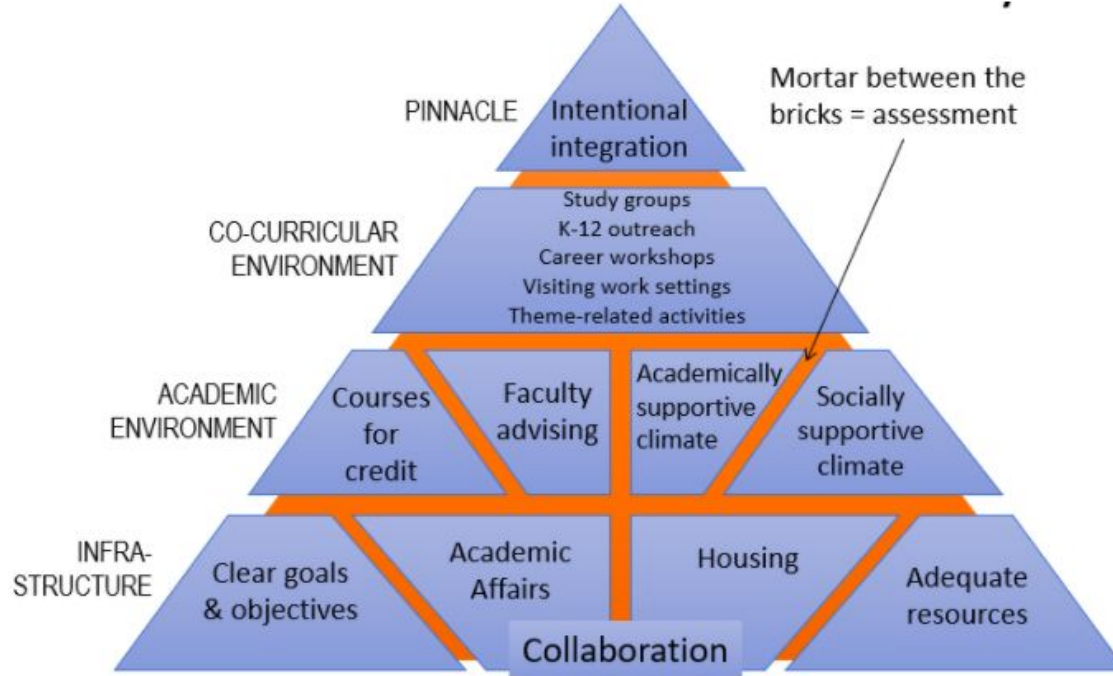
A Reachable Goal To Improve Your RBLC Experience

Aspirational Goal That With Support and Time We Might Reach

Not Something That Aligns With My Units Perceived Purpose of the RBLC



Triangulating Across Data Sources



(Inkelas, Jessup-Anger, Benjamin, & Wawrzynski, 2018).



Triangulating Across Data Sources - Local

Intentional integration

-

Co-curricular environment: k-12 outreach, visiting worksettings, career workshops

-

Courses for credit

-

Faculty advising

-

academically supportive climate

-

Socially supportive climate

-

Clear goals and objectives

-

Academic dept (collaboration)

-

Residence life (collaboration)

-

Adequate resources

-

Assessment (mortar between the bricks)

-



Triangulating Across Data Sources - Local

Liberal Arts Best Practice Analysis

Intentional integration

- LF: Currently happening
- LF: Reach Goal (Academic to co-curricular connection)

Co-curricular environment: k-12 outreach, visiting worksettings, career workshops

- FG: the ones have been to were very educational and informative, just learned stuff, wasn't there to interact

Courses for credit <ul style="list-style-type: none">• LF: Aspirational Goal•	Faculty advising <ul style="list-style-type: none">• FG: more opportunity to meet with faculty, faculty mentor for LibArts needed• FG: Recommendation: learning more about faculty and having them attend, build connections, can be hard, would enhance and be a perk to bypass awkward phase to build connection with someone	Academically supportive climate <ul style="list-style-type: none">• FG: Roommates do have same classes so can bounce ideas off each other• FG: Recommendation: learning more about faculty and having them attend, build connections, can be hard, would enhance and be a perk to bypass awkward phase to build connection with someone• FG: libarts meet with advisors in evening in building, scholarship manager was there, which was nice	Socially supportive climate <ul style="list-style-type: none">• FG: build friendships in major, networking opportunities• FG: was in Lib arts, along with summer bridge, also classmates in RBLC, were able to connect more and see them whenever wanted.• FG: can fall back that both same
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Triangulating Across Data Sources - Local

Assessment (mortar between the bricks)

- LF: Currently happening
- AP20: According to 2018 End of First Semester Survey Report; 86% of respondents agreed that the IUPUI campus community has made them feel welcome - 80% of Liberal Arts RBLC students said they were able to make friends and connect with other students pursuing similar majors (End-of-year survey) - 47% of Liberal Art RBLC students reported attending 1-3 RBLC and 27% reported attending 4-6 RBLC events.

Narrative: Liberal Arts has clear and consistent objectives related to the goal of establishing connections, however the other two articulated objectives don't necessarily surface in student responses. The unit can consider how these outcomes appear integrated into the rest of their programming or whether these outcomes need to be refined. Collaboration exists between the academic and residence life departments, however, most articulate that the RA is perceived to be running the community. Students do recognize that unit staff are involved in the community, which is more than some other communities. That being said, the unit can consider if it is important for students to recognize a particular staff member as part of the role. As far as improvements, additional thought can be considered towards advancing co-curricular activities. Students were able to articulate many examples of faculty/staff advising, academic, and social events; however, little attention from the liaison and the students went to co-curricular connections. While intentional integration may exist between the faculty, academic, and social components, the intentional connection of these items to co-curricular activities that go beyond social or academic connections will take the community to the next level. Taking additional effort to explore retention indicates more forethought for assessment in comparison to other communities. While an annual assessment plan may be an aspirational goal for some communities, formulating consistent assessment is within reach of the Liberal Arts community. One reach goal that Liberal Arts can work towards is courses for credit - despite Liberal Arts spanning a variety of disciplines, students do indicate that they recognize other students from class, the opportunity may be within grasp!

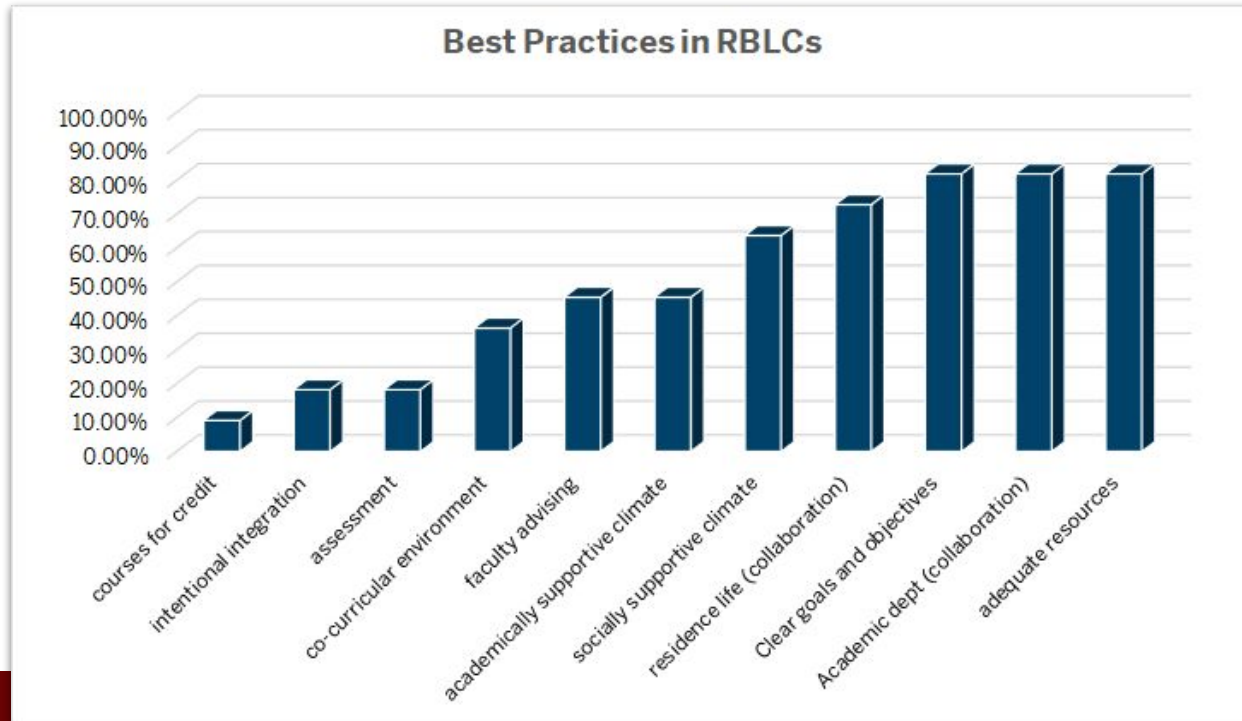


Triangulating Across Data Sources - Big Picture

	Clear Goals and Objectives	Academic Department (collaboration)	Residence Life (collaboration)	Adequate Resources	Courses for Credit	Faculty/Staff Advising	Academically Supportive Climate	Socially Supportive Climate	Co-Curricular Environment	Intentional Integration	Assessment
PURDUE HOUSE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
STEM		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
WISH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
I HOUSE	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
DEAP	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			
UNITY HALL*	Not enough information for full analysis										
HHSC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					
HCC	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
HERRON HOUSE	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
KELLEY		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								
LIBERAL ARTS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
HONORS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			



Triangulating Across Data Sources - Big Picture



Deliverables

1. Ultimately, each component can be viewed as an individual piece or as part of the larger whole.
2. Liaisons will receive customized individual triangle as well as access to the ACREO report and Focus Group themes.
3. Residence Life staff working on the project will be able to use each component to inform next steps.



Closing the Loop: Action Steps

1. Closing the loop
2. Individual RBLC action steps
3. Program-level action steps
4. Department-level action steps



Questions?



References

ACUHO-I. (2021). The case for campus housing: A national study.

Astin, A. W. 1993. What matters in college? Four critical years revisited. San Francisco, CA: Jossey-Bass.

Brower, Aaron M., & Inkelas, K. K. 2010. Living-learning programs: One high-impact educational practice we now know a lot about. Washington, DC: Association of American Colleges and Universities.

Inkelas, K. K., Jessup-Anger, J., Benjamin, M., & Wawrzynski, M. (2018). Living-learning communities that work: A research-based model for design, delivery, and assessment. Sterling, VA: Stylus.

Schuh, J.H., Biddix, J.P., Dean, L.A., & Kinzie, J. (2016). Assessment in student affairs. San Francisco, CA: Jossey-Bass.



Liberal Arts RBLC PRAC Best Practice Analysis

Intentional integration

- LF: Currently happening
- LF: Reach Goal (Academic to co-curricular connection)

Co-curricular environment: k-12 outreach, visiting worksettings, career workshops

- FG: the ones have been to were very educational and informative, just learned stuff, wasn't there to interact

<p>Courses for credit</p> <ul style="list-style-type: none"> ● LF: Aspirational Goal ● 	<p>Faculty advising</p> <ul style="list-style-type: none"> ● FG: more opportunity to meet with faculty, faculty mentor for LibArts needed ● FG: Recommendation: learning more about faculty and having them attend, build connections, can be hard, would enhance and be a perk to bypass 	<p>Academically supportive climate</p> <ul style="list-style-type: none"> ● FG: Roommates do have same classes so can bounce ideas off each other ● FG: Recommendation: learning more about faculty and having them attend, build connections, can be hard, would enhance and be a perk to bypass awkward phase to build connection with someone ● FG: libarts meet with advisors in evening in building, scholarship 	<p>Socially supportive climate</p> <ul style="list-style-type: none"> ● FG: build friendships in major, networking opportunities ● FG: was in Lib arts, along with summer bridge, also classmates in RBLC, were able to connect more and see them whenever wanted. ● FG: can fall back that both same majors with similar
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	<p>awkward phase to build connection with someone</p> <ul style="list-style-type: none"> ● FG: hope to hear more events catered to building connection with faculty, even with school specific orgs, having them do an info night or session to get more engaged with college, or offices or departments do a little info session, useful, too. ● LF: Meet the Dean social, ● LF: We had a couple of passive programs when students took ice cream, talked to faculty, and then went to their rooms. ● LF: We provide staff to visit students in various programs in North Hall, our scholarship manager visits as well ● LF: LF: Currently happening ● SP: Liberal Arts Spring Advising 	<p>manager was there, which was nice</p> <ul style="list-style-type: none"> ● FG: hope to hear more events catered to building connection with faculty, even with school specific orgs, having them do an info night or session to get more engaged with college, or offices or departments do a little info session, useful, too. ● LF: We provide staff to visit students in various programs in North Hall, our scholarship manager visits as well ● LF: We had the writing center come to North Hall and provide multiple mini workshops within each discipline of study for our school. ● LF: Aspirational Goal 	<p>interest with roommate stress</p> <ul style="list-style-type: none"> ● FG: Recommendation: availability poll in chat ● FG: just message RA when feel there's a problem ● LF: Cookies and Canvas with Alumni, and Game night with our Ambassadors. ● LF: Currently happening ● ACREO: Students in theme LLCs indicated weaker network than students in either STEM LLCs or academic LLCs ● ACREO: Students in academic LLCs discussed learning with peers more frequently than those in theme-based communities ● ACREO: Students in STEM LLCs indicated that their residential environment had more influence on their major than
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	<ul style="list-style-type: none"> • SP: Liberal Arts Dessert with the Dean 		<ul style="list-style-type: none"> • students in academic LLCs or the Honors Houses
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<p>Clear goals and objectives</p> <ul style="list-style-type: none"> • FG: more connections to other likeminded students • FG: help become immersive in school • LF: Connect with other Liberal Arts students, connect with faculty and staff, and programming with the Departments. • LF: Currently happening • AP20/21: Gain additional insight into their academic area or chosen theme through RBLC initiatives • AP20/21: Establish Connections within the IUPUI Community • AP20/21: Demonstrate Transferable skills developed while participating in academic area • academic area 	<p>Academic dept (collaboration)</p> <ul style="list-style-type: none"> • FG: always thought just RA, assumed just RA • FG: may have met that person, not really sure, if did, met once at an event and that's it. • FG: honestly don't think have had any experiences with that • LF: Currently happening • 	<p>Residence life (collaboration)</p> <ul style="list-style-type: none"> • LF: The RA, we support the RA with funding and activities. • LF: Currently happening • 	<p>Adequate resources</p> <ul style="list-style-type: none"> • FG: can't really think of anything other than more opportunity to meet with faculty, • FG: Less stressful moving in on 1st floor because no stairs. • LF: Connection to advising in the dorms and activities relating to student engagement • LF: Currently happening •
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Assessment (mortar between the bricks)

- LF: Currently happening

- AP20: According to 2018 End of First Semester Survey Report; 86% of respondents agreed that the IUPUI campus community has made them feel welcome - 80% of Liberal Arts RBLC students said they were able to make friends and connect with other students pursuing similar majors (End-of-year survey) - 47% of Liberal Art RBLC students reported attending 1-3 RBLC and 27% reported attending 4-6 RBLC events.

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List of analysis:

- **ACREO -**
- **Focus Group (FG)**
- **Liaison Form - complete (LF)**
- Transition Report 20-21 - complete (TR) (N/A)
- **Action Plan 20-21, Action Plan 21-22 - complete, (AP)**
- Propensity Score Matching
- **Signature Programming - complete (SP)**

Focus Group Questions:

1. What have you gotten out of being part of your RBLC?
2. If someone asked you what your RBLC was, what would you say? What is the purpose of your RBLC?
3. Do you feel you've had unique experience in your RBLCs compared to your peers who are not in an RBLC? Why / why not?
4. What would you say are the goals and objectives of your RBLC? Do you notice these goals/objectives in RBLC programming?
5. What resources are available to you through your RBLC?
6. What is an example of your RBLC collaborating with an academic department? Ex. WISH programming with a science department / faculty member
 - a. How would you like your RBLC to collaborate with academic departments in the future?
7. What does support look like in your community?
 - a. What ways have you been supported while being part of your RBLC? ->
 - i. Follow up on social support
 - ii. Follow up on academic support
8. Describe the most valuable program from your time in your RBLC.
9. COVID has changed quite a bit this year - if you talked to students three years from now, what would you say is different?

Professional Staff Survey:

1. Which RBLC are you responding from?
2. Why do students choose your RBLC?
3. What is the purpose of the RBLC? What are the specific goals and objectives for the RBLC?
4. Are students in your RBLC having a unique experience compared to students living in general population residential spaces? If yes, What specifically is happening in your community that contributes to that unique experience?
5. What resources do you offer your RBLC students? What "perks" do they receive? For example, access to a lounge or printer.
6. Who do you think your students perceive to be "running" the RBLC?
7. What is an example of your RBLC collaborating with an academic department to program with faculty? Programs could be active, passive, in person, or virtual.
8. What does the RBLC do to cultivate social support?
9. What does the RBLC do to cultivate academic support?
10. We know this hasn't been the best year for engagement and programming and participation - what do you hope happens in the RBLC in the future? What do you think SHOULD be happening?
11. Please place the items that are Best Practices for Living Learning Communities on the left into a box on the right.

- a. Items
 - i. Clear Goals and Objectives
 - ii. Residence Life Involvement in RBLC
 - iii. Academic/Theme Unit Involvement in RBLC
 - iv. Collaboration between Academic Departments and Residence Life
 - v. Adequate Resources
 - vi. Courses for Credit
 - vii. Faculty/Staff Advising
 - viii. Academically Supportive Climate
 - ix. Socially Supportive Climate
 - x. Co-curricular environment (regular and RBLC coordinated: study groups, k-12 outreach, visiting work settings, career workshops)
 - xi. Intentional Integration between academic and co-curricular environment
 - xii. Formal assessment plan for your RBLC
 - xiii. Intentional Integration clear goals and objectives and what happens in the RBLC as far as programming and experiences
 - b. Boxes
 - i. Currently A Functioning Part of the RBLC
 - ii. A Reachable Goal To Improve Your RBLC Experience
 - iii. Aspirational Goal That With Support and Time We Might Reach
 - iv. Not Something That Aligns With My Units Perceived Purpose of the RBLC
12. Offer any notes and observations on your completion of the information above: