The Living-Learning Community Pyramid

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WHEN CONSTRUCTING A LIVING-LEARNING COMMUNITY, YOU CAN HAVE ALL THE BUILDING BLOCKS IN PLACE, BUT WITHOUT INTENTIONAL INTEGRATION YOUR PYRAMID IS MISSING ITS POINT.

By Karen Kurotsuchi Inkelas, Jody Jessup-Anger; Mimi Benjamin, and Matthew R. Wawrzynski

KNOWLEDGE DOMAINS
in this article

Resident Educational Services
Develop and provide fiscal support for academic programs and services. Assess the effectiveness of residential learning communities.

he final building block of the living-learning communities (LLCs) best practices model is what we call “the pinnacle.” Like Maslow’s hierarchy of needs, in order for LLCs to reach the highest point on the pyramid, it is essential that all the lower levels of the pyramid are satisfied. Having clear goals and objectives for an LLC is critical in laying the foundation for its programming. Indeed, all other facets of the LLC – the courses, faculty involvement, a supportive residential climate, the curricular activities – should emanate from the LLC’s goals and objectives. The pinnacle represents the extent to which all other blocks on the pyramid are aligned with the LLC’s goals and objectives and integrated with one another. In essence, it is simply not good enough for an LLC to have all the blocks in the infrastructure, academic setting, and curricular environment; those blocks need to be coordinated with one another in meaningful and intentional ways.

Optimally, all the blocks in the best practices model should be integrated. This means that the academic affairs and the residence life and housing professional staffs must be knowledgeable about each other’s roles in the LLC, as integration is impossible without regular and effective communication. Fortunately, there are a variety of examples of how LLCs can integrate their program offerings to provide more impactful environments.

One option is to offer LLC students courses for credit as well as curricular activities. In offering a course open to members only, an LLC has several opportunities to take advantage of various curricular activities for that course. At the very least, the course could organize its students into study groups so dialogues and coursework begun in class can be continued into the residence hall. Or if the topic of the class is conducive to service-learning, the instructor can coordinate with the LLC to incorporate a service component into the class. If service-learning is incorporated, the instructor can take care to ensure that the service dimension is integrated into the course. One way to do this is to conceive of the service as a core anchor of the course, much like a text book. As Lori Varlotta, the dean of student life at the University of Wisconsin-Whitewater, notes in her article about service learning, “When service is conceived in this way, faculty are implicitly prompted to answer the two questions that should frame any service-learning course: (1) What type of service text should I assign, and (2) How will I meaningfully incorporate the service text with other texts utilized in the class?”

Similarly, if the course topic is related to a career or vocation, the instructor can invite individuals from that industry to the class to share their experiences working and then invite them to stay for dinner or a fireside chat with the LLC participants. Or when the LLC goes on a field trip to an industry site, the course instructor could take a few minutes of class time to discuss what the students will see there, what questions they might ask, or what observations they might make. The more opportunities students have to integrate what they are learning in the classroom into their lives in the residence halls, the more likely they will be able to apply their learning to other new contexts.

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Field trips and invited speakers can also provide leadership opportunities for students. In our discussions with LLC coordinators and students, each described the formal and informal roles students played in planning these events, ranging from leading alternative spring break trips to providing logistical support for field trips or serving as a...
Assessment Holds It Together

Although the pinnacle represents the highest level of the pyramid, there is a final aspect to the living-learning community best practices model. Described as the “mortar between the bricks,” assessment is a vital component to creating and maintaining vibrant LLCs. Effective assessments evaluate discrete parts of the LLC programming (e.g., courses, staff, and cocurricular activities) and the extent to which all facets of the program align with its goals and objectives and integrate with other elements of their programs. Despite acknowledged efforts by the LLCs studied in the National Study of Living-Learning Programs to strengthen their assessment efforts, most were only in the beginning phases of designing and executing their assessment plans. Accordingly, as LLCs contemplate the types of assessments they might pursue, a strong assessment plan should include the extent to which the LLC’s various building blocks are aligned with the program’s goals and objectives, the effectiveness of the discrete building blocks in achieving those goals and objectives, and the level of integration of the various building blocks to form a cohesive program.

In assessing the extent to which programming and resources in the LLC model are integrated and effective in achieving the program’s goals and objectives, researchers should consider how the integration of various activities (e.g., courses for credit and cocurricular activities, faculty advising, and supportive residence hall climates) facilitates student outcomes, which should align with program goals and objectives. For example, did the coordination of an architectural tour field trip sponsored by the LLC enhance students’ learning outcomes in the architectural history course, over and above the course’s regular curriculum?

In addition, through formative assessment, LLCs should document how they make explicit connections between the various elements of the best practices model as well as which connections were more or less successful in augmenting students’ outcomes. Using the same example, did the instructor of the course meet with the LLC staff in charge of developing field trip ideas and brainstorm possibilities for excursions? When did that meeting take place, and what resources needed to be made available for the architectural tour to come to fruition? A good understanding of timing and how processes unfold can aid in LLC planning in future years. Moreover, LLCs should document various interventions attempted in relation to the event (in this case, the architectural tour field trip) and whether those interventions were or were not beneficial. For example, did providing the LLC participants with a short primer on prominent architectural styles in the nearby city prior to the field trip enrich their excursion experience? Did having the course instructor accompany students on the field trip bolster or detract from students’ experiences? Did choice of transportation influence the experience?

Like the assessment of LLC effectiveness in achieving its goals and objectives, there is no one way to study intentional integration and its effects. Once the types of integrative activities are identified for assessment, researchers should follow a standard assessment process, beginning with articulation of the study’s overarching research questions and
I affairs and residence life and housing for an arts-focused LLC shared his apt to make changes in their own from the trip with a new orientation of what it might be like to work in a academic advising, peer tutoring, cultural climates, such as in-hall faculty academic advising and other events that can benefit the life of the residence hall. For example, visiting scholars or colloquium guests hosted by the faculty member’s home department could be invited to visit the LLC, especially if the guest’s expertise is related to its theme. Say the Department of Political Science is holding a colloquium on election strategy and has invited the campaign manager of one of the presidential candidates to speak. If there is room in the speaker’s schedule, perhaps they could conduct a fireside chat in the LLC during the evening or have lunch with students in the dining room. Even better, if the LLC has a guest apartment, the department could save on accommodations and use the spare lodging in exchange for an extended visit.

However, it need not be an extravagant event for a faculty member to have an impact. It could simply be a faculty member talking during office hours with students who are looking to make more friends and the faculty member recommending that they join the LLC peer group participating in the cocurricular activity that might be of interest to the students — whether an intramural team, a Friday night dinner and movie group, or a small set of students trying to launch a new entrepreneurial endeavor. For this to happen, however, the faculty member must be aware of the various activities and interests of the LLC students.

As mentioned previously, the academic climate of the LLC residence hall can be enhanced by mere awareness of the rhythms of the students’ classes over the course of the semester. Programming led by residence life and housing, such as study skills workshops, test-taking tips, and stress-relief programming, can coincide with the timing of major assignments and examinations the students are undertaking. Cocurricular activities can also build on campus academic events, such as the Common Read (a book the university selects for all students to read) or Martin Luther King Day lectures, by holding smaller book clubs or sign-ups for lecture tickets.

For LLCs focusing on a specific academic discipline, such as engineering, it may be common for stu-
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Students to form study groups, especially because they often take the same introductory classes (e.g., calculus, chemistry, physics) together in their first and second years. Participants in the engineering LLC get to know one another well as they study together for upcoming tests and exams and may begin, organically, to participate in campus cocurricular activities over time. For example, they may decide to form their own intramural team, choose to go to the movies together on a Friday night, or even join a student club or organization of mutual interest. Individual students in the engineering LLC may not feel confident enough to strike out on their own and join such a club or form an intramural team, but the camaraderie formed through the academic study groups can serve as a way for students to gain more confidence by participating in campus-based activities together.

Finally, an LLC should be nimble and integrated enough that it can capitalize upon serendipitous events and transform them into teachable moments. For example, in reaction to a local incident, such as a protest about fair wages on campus, the economics and society LLC could use this unplanned occurrence to study economic protest movements in American history and how they have shaped wage policies in state and federal governments. This LLC could organize a series of activities, such as bringing in professors to give lectures on the topic, watching movies related to protest movements, or forming mealtime discussion groups. However, in order to capitalize on these types of serendipitous phenomena, an LLC must...
have an infrastructure flexible enough to accommodate new programming and activities as well as the physical, human, and financial resources to support them and effective communication among all key stakeholders (students, faculty, staff) so that everyone can participate and benefit.

On one campus that was experiencing a high-profile incident of sexual violence, students in the wellness LLC became interested in learning about tactics to intervene and defuse a potentially dangerous situation between peers. With the encouragement of the LLC staff, the students contacted the Title IX office on their campus and asked a staff member to visit with the LLC and teach them about bystander interventions. Word spread, the workshop was a success, and other residence halls began to ask the staff member to lead a similar workshop for their students. Soon the workshop became a staple for all different kinds of student groups in venues as diverse as LLCs, fraternities and sororities, and even academic departments. Thus, although the impetus for the intervention was an unfortunate incident involving sexual violence, more and more students, with the encouragement of an LLC, learned about how to intervene in potentially difficult situations and possibly prevent further violent incidents.

The concept of intentional integration sits at the pinnacle of the best practices model because integration serves to augment and enhance the building blocks that comprise the rest of the pyramid. The pinnacle is not a new component or element of LLC programming; instead, it serves to remind LLC leadership and practitioners that the effective strength of the LLC lies not in the individual blocks in the pyramid but in the extent to which they integrate to form a comprehensive and cohesive living and learning environment. After all, students — with or without an LLC — could independently choose to live in a residence hall, interact with their professors and peers, take classes, and participate in co-curricular activities. But the purpose of an LLC is to provide its participants with a unified living and learning experience, where the program’s theme permeates explicitly and seamlessly through all of its elements — from faculty, staff, and student interactions to the living environment, curriculum, cocurriculum, culture, and climate.

When these facets of a student’s college experience combine, the opportunities for learning, growth, and development can flourish.

This concept is not new to the higher education literature. Most of the bedrock theories about the college student experience rest on the belief that the integration of students’ academic and social spheres is critical to their collegiate success. For example, Vincent Tinto, in his model depicting factors that influence students’ persistence or departure, asserts that it is both academic and social experiences in the college environment — and the extent to which students can successfully integrate into both — that shape a student’s decision on whether to remain in college. He further delineates the facets of the academic and social spheres of influence in a college environment into four categories: academic performance, faculty/staff interactions, extracurricular activities, and peer group interactions. These concepts are repeated within our LLC best practices model: courses for credit, faculty advising, residence hall academic and social climates, and cocurricular activities. Thus, we argue that an effective LLC can satisfy all of the necessary elements of Tinto’s persistence model in one program.

The higher education literature provides another key to understanding how to help students take full advantage of their LLCs: involvement or engagement. The two terms, as used when describing the college student experience, are analogous. Alexander Astin’s theory of student involvement proposed that student success in college is directly proportional to their involvement with college. In other words, gains from college attendance are related to the extent to which a student is invested psychosocially and physically in the college experience. Similarly, Shouping Hu and George Kuh have defined engagement as “the quality of effort students themselves devote to educationally purposeful activities that contribute directly to desired outcomes.” Thus, for students to truly benefit from a set of integrated activities within an LLC, they must fully engage in those activities that best characterize the ways they are integrated.

For example, say a business LLC offers a class on comparative successful organizational business practices. The instructor for the course could contact a local business that employs one of these practices and invite the owner or president to visit the LLC or ask whether students could meet with them at their place of work. Moreover, the instructor could assign students to develop their own service-learning projects employing one or more of the relevant business practices and sponsor the projects through the LLC. As projects are developed, students can reflect on what they have learned, positive or negative, about specific practices and how this may inform use of these practices in the future. Finally, if possible, those same practices could be infused into the community living agreement among the LLC participants. After a while, students could compare and contrast how effectively the practices may work in living versus working environments. It is not enough for students to merely learn about a concept in a stand-alone course. They should have the opportunity to reengage with the concept through multiple high-quality experiences, such as practical reinforce-
ment (meeting with a local business), application (using the practice in a service-learning project), and personal investment (community living standards). And the strength of the LLC is that students can experience this in-and-out-of-class learning environment all in one location.

Although we know that not all LLCs will be able to fully implement a program that incorporates all the building blocks of the best practices model, it nevertheless still is crucial that they—as much as possible—integrate the blocks they do have. An effective LLC is not the sum of its individual parts; it is defined by the level to which those individual parts work in harmony with one another to enhance students’ learning capacities.

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RESOURCES


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