



Study of Integrated

Living Learning Programs

SILLP Full Report
Fall 2016

Prepared by:

Dr. Matthew J. Mayhew
Laura Dahl
Ethan Youngerman
Antonio Duran

Welcome

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

Executive Summary

Living Learning Experiences

- Compared to individuals not in Living Learning Programs, LLP students are more likely to discuss their academic learning experiences and sociocultural issues with their peers.
- Furthermore, students in LLPs also report higher perceptions of campus climates relating to LGBTQ identities than their non-LLP peers.
- Respondents in LLPs reported lower engagement with residence hall resources than their peers not living in LLPs. However, LLP students indicated higher levels of engagement in co-curricular programming than non-LLP collegians.
- Students in Living Learning Programs also reported that they lived in more supportive residential environments than their peers not in LLPs.
- Students in General LLPs and Theme LLPs reported lower perceptions of their familial major-related support systems than those in Academic LLPs. Moreover, individuals in Academic LLPs also indicated that they discussed their academic learning experiences with peers more often than those in General or Theme LLPs.
- General LLP students reported that they discussed sociocultural issues with their peers more than those in Academic or Theme LLPs.
- General and Academic LLP students reported lower perceptions of racial climates than individuals in Theme LLPs. In addition, students in Academic LLPs also had a lower perception of climates around worldview compared to their peers in Theme LLPs.
- Individuals in General LLPs reported significantly lower engagement with residence hall resources than their Academic LLP peers.

Student Outcomes

- When compared to their non-LLP peers, LLP students reported higher rates of campus belonging. Furthermore, non-LLP students also indicated lower rates of campus civic engagement than individuals in Living Learning Programs.
- Collegians in LLPs participated in binge-drinking less often than students not in LLPs. Additionally, LLP students were also more likely to intervene in a bystander situation involving students leaving a party than those individuals not in LLPs.
- Self-efficacy within the major was significantly lower for students in Academic LLPs than those in Theme LLPs.
- Students in Academic LLPs reported significantly higher career attitudes (Career Self-Efficacy and Perception of College's Role in Career) than students in either General LLPs and Theme LLPs.
- Theme LLP students self-reported significantly higher scores in critical thinking disposition than their peers in Academic LLPs. In addition, individuals in Theme LLPs also indicated higher levels of campus civic engagement than those in General LLPs.
- Collegians in Theme LLPs were more significantly likely to intervene in Bystander Situations involving individuals leaving a party compared to their peers in General and Academic LLPs.

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Introduction

Overview of Report

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).

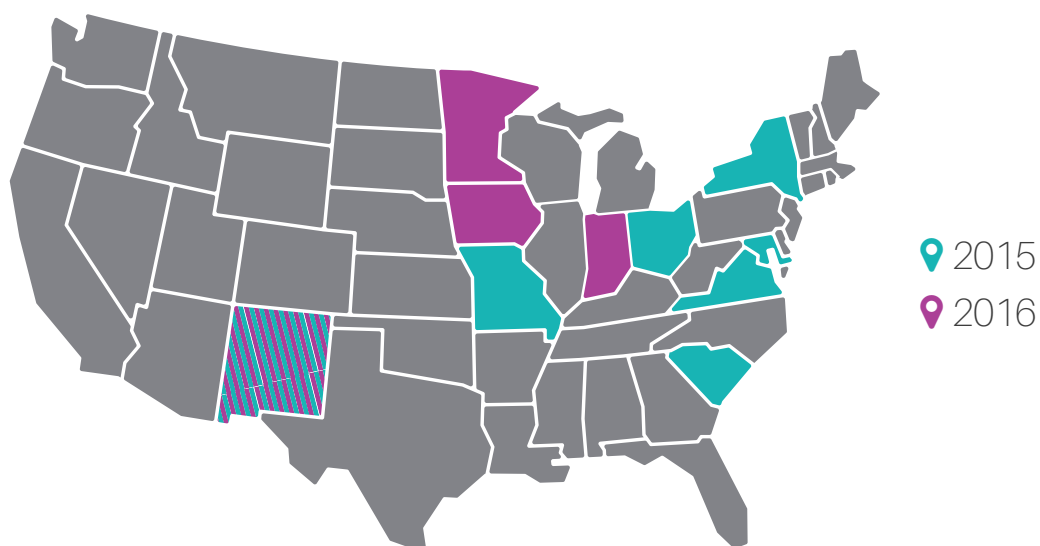
Based on the assumption that “there is natural overlap between students’ academic and social learning activities,” living learning programs bridge the gap between students’ in- and out-of-class experiences (Shapiro & Levine, 1999, p. 36). These programs are driven by the belief that learning can occur outside of the classroom and in the residence hall, thereby providing unique avenues for creativity, deep learning, and innovative pedagogy (Brower & Dettinger, 1998; Inkelas, 2003; 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 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 more institutions for the 2016 study, bringing the total number of students represented to over 2,500. The research collected on this data will inform the conversation about effective living learning 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:

- **Living Learning Program (LLP):** 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:
 - » **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).
 - » **Theme LLP:** Students living in Theme LLPs live together based on a common interest, such as social justice or wellness.
- **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 pre-college characteristics, beliefs, and expectations) and environments (the various programs, policies, relationships with faculty and peers, and other educational experiences in which students are engaged).

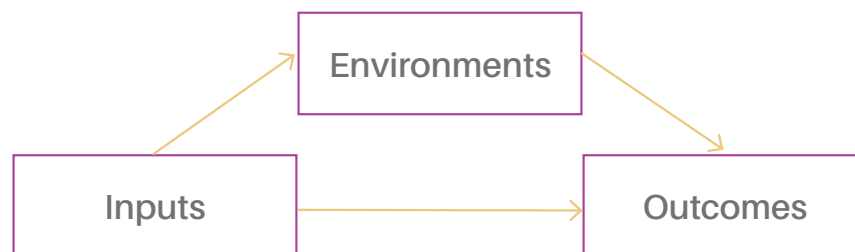


Figure 1: Astin's I-E-O model (1984)

For SILLP, 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, outcomes measured in SILLP.

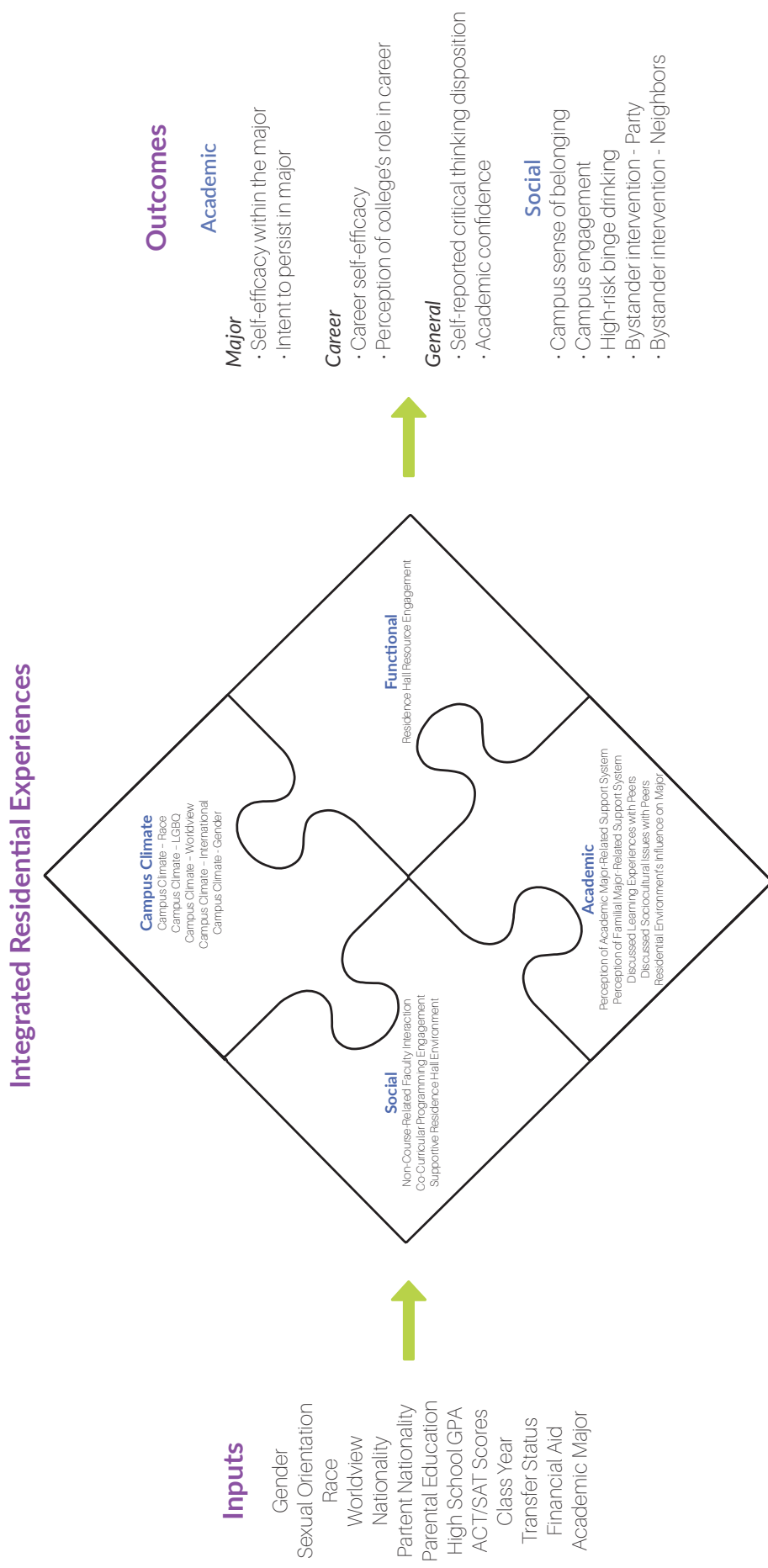


Figure 2: SILLP Conceptual Framework

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 by parents and friends in their major.
- **Discussed Learning Experiences with Peers:** Students report the frequency of discussions about something learned in class with other students outside of class. Only students who lived in an LLP received this battery of questions in 2015.
- **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, LGBTQ 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.
- **Residential Environment 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. Only students who lived in an LLP received this battery of questions in 2015.
- **Co-curricular Programming Engagement:** Students report the frequency of participation in events associated with their residential environment, including multicultural programming, cultural outings, and career workshops.
- **Supportive Residential Environment:** Students report their perceptions of how other students in their residential environment support each other both socially and academically as well as general satisfaction with the environment.

Student Outcomes

- **Self-efficacy within the Major:** Students report their confidence in their ability to persist in their major, excel in their major, and complete their major with a B average.
- **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-Report of 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.

- **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.
- **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 5 or more drinks in a typical two week period.
- **Bystander Intervention Intentions:** Students respond to two 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 prompted 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.
 - » **Neighbors:** A student couple are audibly fighting in an adjoining apartment and the respondent doesn't know either person well.

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 last year, and 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 outcomes, including:

- **GPA:** Students self-report their current GPA.
- **Intent to Persist:** Students report whether they plan to return to the same college/university next year.
- **Extracurricular Involvement:** Students report the extent to which they are involved in extracurricular activities such as fraternity/sorority life, work-study programs, marching band, community service, etc.

Lastly, SILLP asks 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.

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 survey was 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 survey regardless of their reported residential environment. 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).

We use a 0-4 scale when measuring how often students participate in an activity such as discussing learning with peers (0=Never, 4=Always (Daily)). Additionally, to measure how often students engage with resources or co-curricular programs, if they are available, we use a 0-1 scale (0=Never, 1=At least once a year).

Lastly, for extracurricular engagement, we use a 0-2 scale (0=Not at all involved; 2=Very involved), and 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. Students had an average of 3 to 4 weeks to complete the survey in 2016.

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.

Response Rates

Over the past two years, 37,591 students were invited to participate in SILLP. A total of 4,616 students responded, while usable data for students who completed the survey was obtained for 2,877 respondents, yielding a response rate of 12.3% and a completion rate of 62.3%. The 2016 administration experienced a response rate of 9.1%, and a completion rate of 71.6%, while the 2015 pilot administration provided a response rate of 14.8% and a completion rate of 57.8%. Table 1 gives the number of students invited, the response rates, and the completion rates for SILLP full sample, the 2016 sample, and the 2015 pilot sample.

Table 1: Response Rates for SILLP

	SILLP Full Sample	2016 Sample	2015 Pilot Sample
Number Invited	37,591	16,504	21,087
Response Rate	12.3%	9.1%	14.8%
Completion Rate	62.3%	71.6%	57.8%

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 the students' demographics, Chapter 2 focuses on the integrated residential experiences described above, and Chapter 3 concentrates on the student outcomes measured. In all three chapters, we compare the results for all living learning programs to non-living learning programs - the between-program analysis - as well as how the different living learning program types compare - the within-program analysis.

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 the 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 residential environments. As described above, these environmental groupings are based not on where students actually live, but where they indicated they lived at the beginning of the survey. Although students may be incorrect in the selection of their environment, we believe it's important to use this process since how students perceive their residential experiences. Appendix A provides more information on how to read the tables and charts used in the report.

- **Non-LLPs:** Students who indicated they lived off campus or in a traditional residence hall are grouped together. This group is used when comparing with the all LLP group.
- **All LLPs:** The all LLP group includes students who selected one or more of the following residential environments: living learning program, residential college, honors college, residential community based on a theme, and residential community based on a major. This group is used when comparing with the non-LLP

group.

- **SILLP LLP Groups:** We arranged the students living in LLPs into three residential groups based the type of LLP they selected. These students are grouped in the following ways:
 - » **General LLPs:** Students in General LLPs are those who indicated they lived in an LLP, residential college, and/or honors college, but did not select they lived in a residential environment based on a major or theme.
 - » **Academic LLPs:** Students in Academic LLPs are those who indicated they lived in an LLP, residential college, and/or honors college and also selected they lived in a residential environment based on a major
 - » **Theme LLPs:** Students in Theme LLPs are those who indicated they lived in an LLP, residential college, and/or honors college and also selected they lived in a residential environment based on a theme, but not based on a major
- **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 number of items in the factor. 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 .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 females averaging a 3.22 and males 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 $p < .05$.
- **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).

One Last Note

If you have any questions or concerns with anything in this report, please don't hesitate to contact us. We are available to review your results or clear up any potential discrepancies.

Acknowledgements

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 associates Marc Lo, Ben Selznick, and Tiffani Williams at New York University's Center for Research on Higher Education Outcomes (CRHEO) for their help with interpreting the SILLP data. Lastly, thank you to Chris Stipeck, Assistant Director, NYU Residential Life, for his continued recruitment efforts and invaluable insight.

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Chapter One

Student Demographics

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 the student population'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 SILLP survey. However, this sample may not be representative of all students on the campuses in this study or on your particular campus. We suggest you compare the demographics of these students to those of your campus before making generalized conclusions based on this report or inferences for your campus. For more detailed information on the student demographics and characteristics, please see Appendix C.

Lastly, our goal with SILLP 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.

In this chapter we present demographics for the following categories:

Personal Identities

We group gender identity, sexual orientation, race, and worldview together as personal identities. Since students are able to select more than one option per identity, finding a true percentage is more complicated. Therefore, in this chapter, we present you with the number of students who selected an identity option instead of the percent. For example, if a student selects both "Asian" and "White" as her race, each option will be counted.

Socio-Academic Background

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

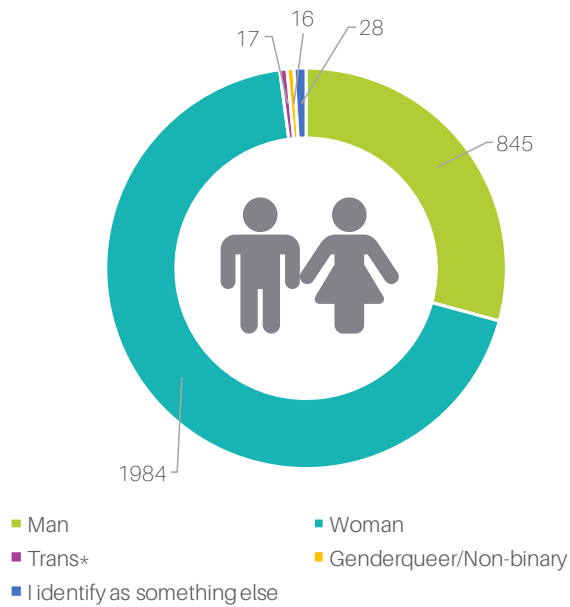
Collegiate Academic Characteristics

Academic class year, major category, and self-reported GPA are considered collegiate academic characteristics. Additionally, since many students choose to participate in LLPs due to major exploration, we include the number of students who said they switched majors.

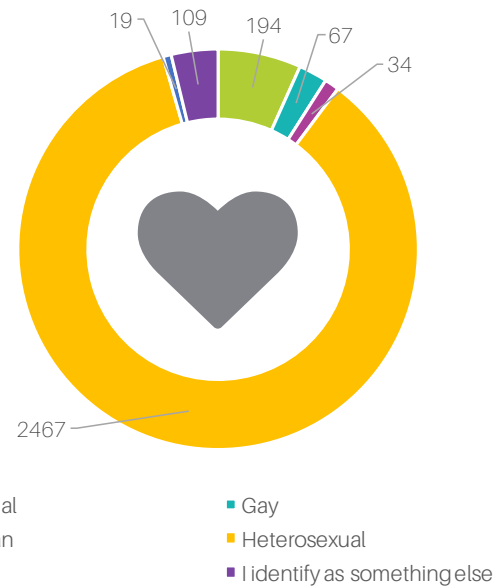
In this chapter, you'll find charts and figures showing these demographics for all students in the SILLP full sample. For more information on the demographics for each of the residential environment groups, please consult Appendix C.

Personal Identities

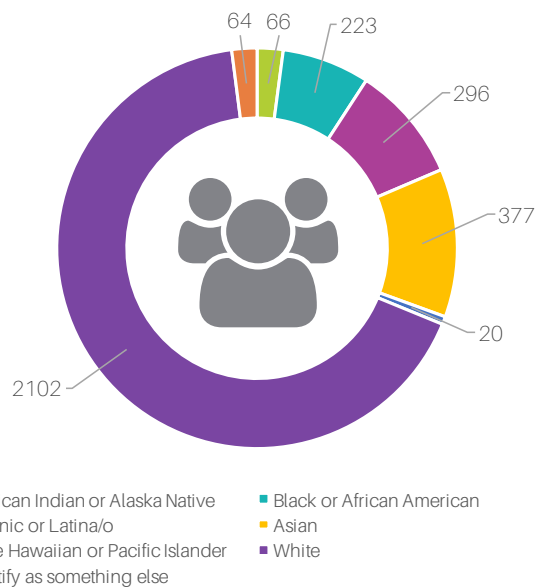
Gender Identity



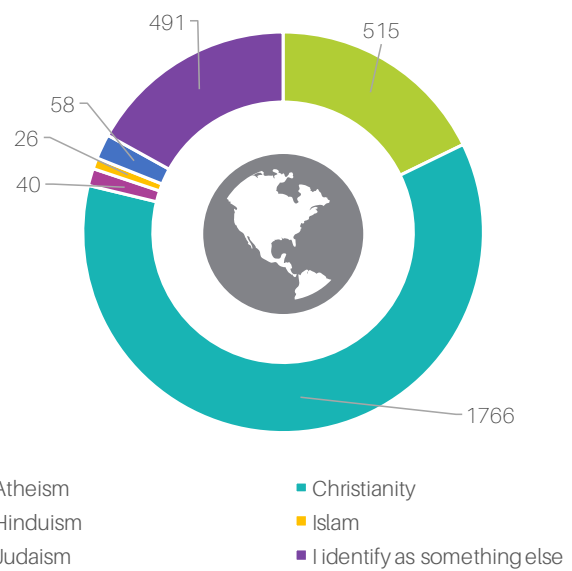
Sexual Orientation



Race



Worldview



Socio-Academic Background

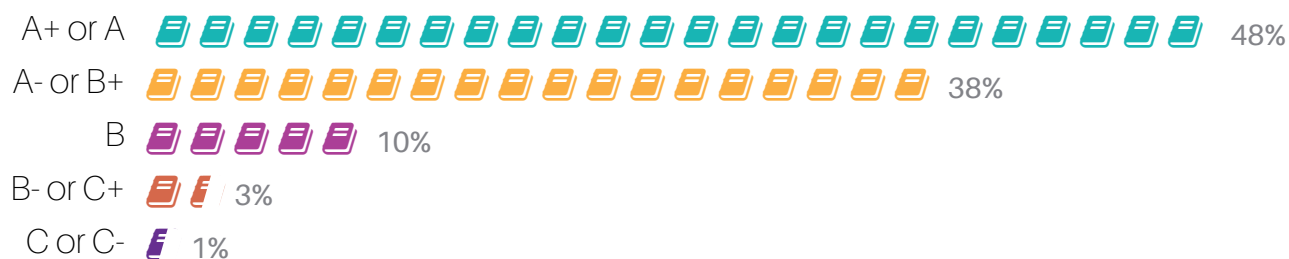
First-Generation College Students

6% of students surveyed in the SILLP Full sample are first-generation college students



Average High School Grades

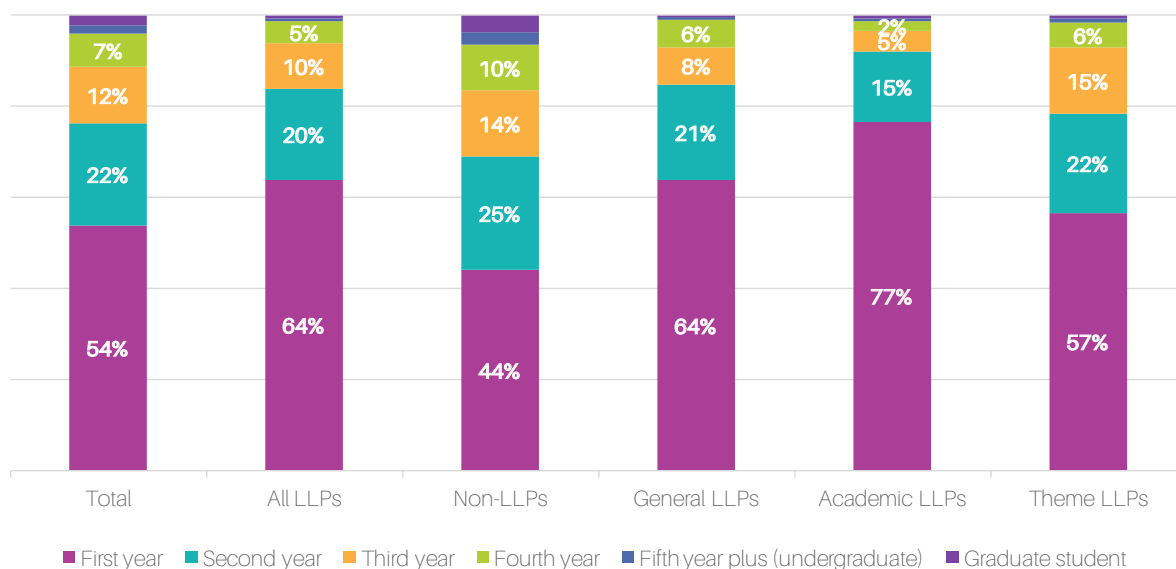
48% of students surveyed had average high school grades of A or higher



Collegiate Academic Experiences

Academic Class Year

Although 54% of the students in the whole SILLP sample are in their first year, these percentages change based on residential grouping. As you can see, most of the students living living learning programs are in their first year.



Popular Majors



Business Administration
14.0%



Health & Wellness
13.3%



Biological Sciences
9.1%



Social Sciences
9.7%



Education
7.6%



Engineering
7.4%



Visual and Performing Arts
7.2%



Communication/Journalism
5.3%



Undecided
4.4%

Average Self-Reported GPA

3.43



Number of Students Who Switched Majors

800



Chapter Two

Student 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 the students in living learning programs compare to those not in LLPs; and 2) to help you understand how the responses for students in LLPs compare to each other by LLP type. Although this sample contains a diverse group of students from across the country, we do not want to claim it is nationally representative. However, by comparing the LLP students to the non-LLP students as well as LLP types, we hope these results will inform in which ways certain residential environments excel and in which areas need improvement.

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. 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 SILLP 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. Due to the skip-logic in the pilot survey, only students who selected any type of LLP, including R/HCs, were asked questions regarding their residential environment's influence on their major.

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. In the pilot study, only students who selected they lived in an LLP, including R/HCs, were asked questions regarding their engagement with their hall's resources.

From here on, we compare the results for students in LLPs to those non in LLPs as well as how the types of LLPs compare to each other.

Between-Program Analysis

We analyzed how students in Living Learning Programs responded versus non-LLP individuals 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 between students in LLPs and those not in LLPs. Students in LLPs significantly differed from their peers in six student experience measures, including: Discussed Learning Experiences with Peers, Discussed Sociocultural Issues with Peers, Campus Climate – LGBTQ, Residential Environment Resource Engagement, Co-Curricular Programming Engagement, and Supportive Residential Environment.

Students in LLPs reported that they discussed academic learning experiences and sociocultural issues with peers more often than individuals not in LLPs. Chart 2.1 showcases that 21% of students in LLPs indicated high instances of discussing learning with peers compared to 16% of non-LLP students. Moreover, Chart 2.2 shows that 17% of LLP students reported low instances of discussing sociocultural issues with peers compared to 22% of their non-LLP peers.

Additionally, students also reported significant differences in their perceptions of campus climates pertaining to LGBTQ identities. Campus climate is measured based on items related to interactions with faculty, staff, and peers. As seen in Chart 2.3, 18% of LLP students indicated that they had a high perception of campus climate around LGBTQ identities compared to 13% of non-LLP collegians.

Exhibit 2.1

Student Experiences for All LLPs versus Non-LLPs: Self-reported Mean (SD) Values

	All LLPs	Non-LLPs	
Academic Experiences			
Perception of Academic Major-Related Support System (1-5)	3.6 (1.1)	3.5 (1.2)	
Perception of Familial Major-Related Support System (1-5)	4.2 (0.8)	4.2 (0.8)	
Discussed Learning Experiences with Peers (0-4)	2.5 (1.2)	2.4 (1.2)	*
Discussed Sociocultural Issues with Peers (0-4)	1.6 (1.0)	1.6 (1.0)	*
Residential Environment's Influence on Major* (1-5)	3.3 (0.7)	3.3 (0.7)	
Campus Climate			
Campus Climate - Race (1-5)	2.4 (0.4)	2.4 (0.4)	
Campus Climate - LGBTQ (1-5)	2.7 (0.4)	2.6 (0.5)	*
Campus Climate - Worldview (1-5)	2.4 (0.3)	2.4 (0.4)	
Campus Climate - International (1-5)	2.6 (0.4)	2.6 (0.4)	
Campus Climate - Gender (1-5)	2.6 (0.4)	2.6 (0.4)	
Social Experiences			
Non-Course-Related Faculty Interaction (0-4)	1.0 (0.8)	1.0 (0.8)	
Residential Environment Resource Engagement (0-1)	0.5 (0.2)	0.6 (0.2)	*
Co-Curricular Programming Engagement (0-1)	0.6 (0.5)	0.4 (0.3)	*
Supportive Residential Environment (1-5)	3.1 (0.8)	2.8 (0.8)	*

* Statistically Significant Mean Difference

*Question only asked of students who selected they lived in an LLP in pilot sample

Chart 2.1: Low, Medium, and High Percentages for Discussed Learning Experiences with Peers

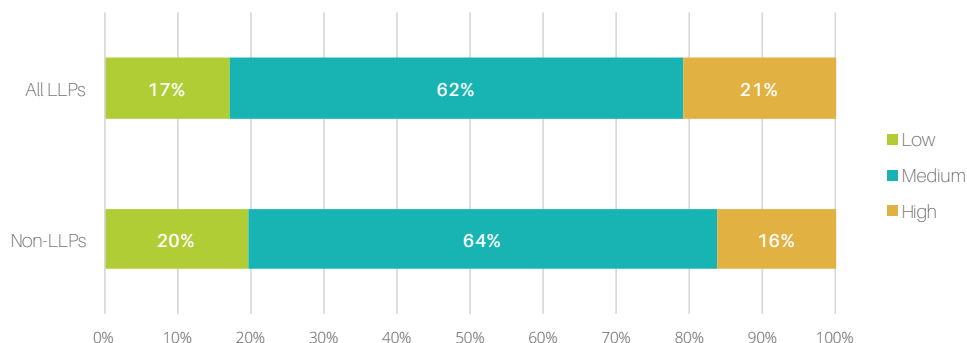


Chart 2.2: Low, Medium, and High Percentages for Discussed Sociocultural Issues with Peers

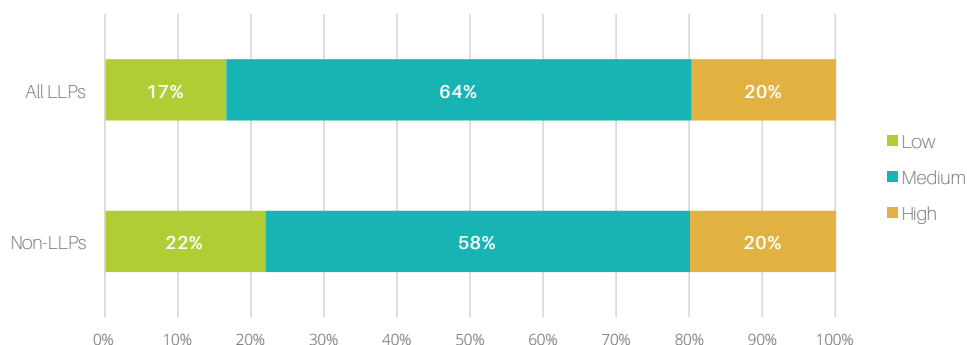
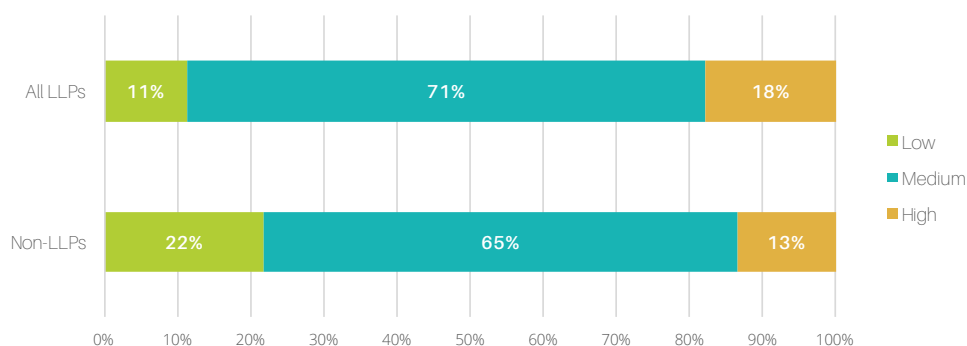


Chart 2.3: Low, Medium, and High Percentages for Campus Climate - LGBTQ



When it comes to residential environment resource engagement, students in LLPs reported that they utilized these opportunities less often than their peers. Residence hall resources include computer labs, academic advisors, peer counselors, professional staff, and faculty associated with the hall. 20% of LLP students stated that they had low engagement with these resources compared to 13% of individuals not in LLPs (See Chart 2.4).

Furthermore, students in LLPs reported more engagement in co-curricular programming than non-LLP collegians. 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

Chart 2.4: Low, Medium, and High Percentages for Residential Environment Resouce Engagement

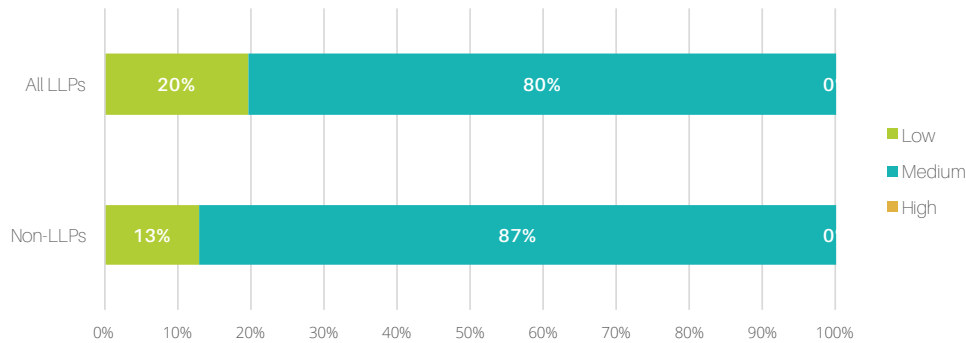


Chart 2.5: Low, Medium, and High Percentages for Co-Curricular Programming Engagement

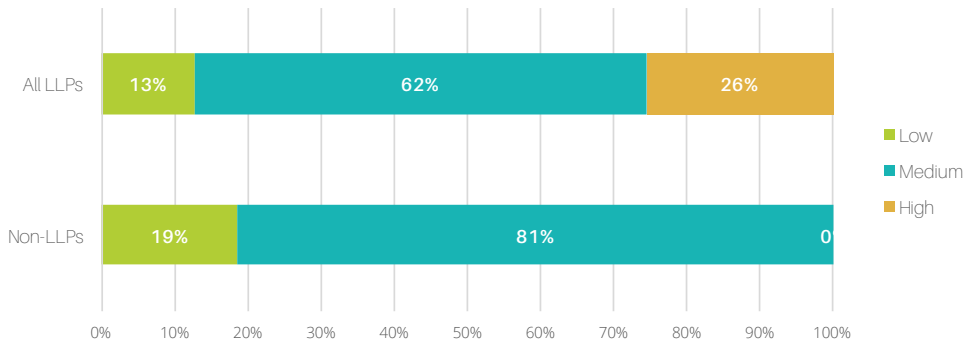
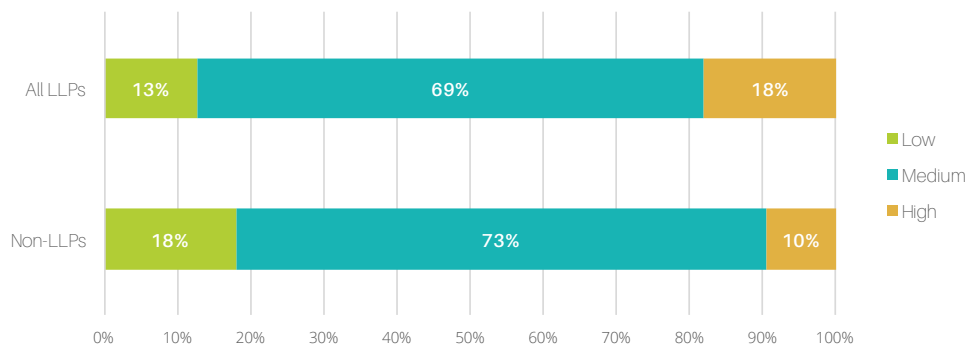


Chart 2.6: Low, Medium, and High Percentages for Supportive Residential Environment



only for students who said it was available. 26% of LLP students reported high engagement in co-curricular programming, while 0% of the non-LLP students indicated the same level of engagement (see Chart 2.5).

Finally, LLP students also indicated they lived in residential environments that are more supportive than their peers not in LLPs. A supportive residential environment is one in which students are concerned with helping and supporting one another both academically and socially. Chart 2.6 demonstrates that 18% of LLP students reported high levels of support in their residential environment compared to 10% in the sample of non-LLP collegians.

Exhibit 2.2

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

	General LLPs	Academic LLPs	Theme LLPs	
Academic Experiences				
Perception of Academic Major-Related Support System (1-5)	3.5 (1.1)	3.6 (1.2)	3.5 (1.1)	
Perception of Familial Major-Related Support System (1-5)	4.1 (0.8)	4.3 (0.8)	4.2 (0.8)	a, c
Discussed Learning Experiences with Peers (0-4)	2.5 (1.2)	2.7 (1.1)	2.4 (1.2)	a, c
Discussed Sociocultural Issues with Peers (0-4)	1.8 (1.0)	1.6 (1.0)	1.6 (1.0)	a, b
Residential Environment's Influence on Major (1-5)	3.2 (0.7)	3.3 (0.7)	3.2 (0.6)	
Campus Climate				
Campus Climate - Race (1-5)	2.3 (0.4)	2.4 (0.4)	2.5 (0.3)	b, c
Campus Climate - LGBQ (1-5)	2.6 (0.4)	2.7 (0.4)	2.7 (0.4)	
Campus Climate - Worldview (1-5)	2.4 (0.3)	2.4 (0.4)	2.5 (0.3)	c
Campus Climate - International (1-5)	2.6 (0.4)	2.6 (0.4)	2.6 (0.4)	
Campus Climate - Gender (1-5)	2.6 (0.4)	2.6 (0.4)	2.6 (0.4)	
Social Experiences				
Non-Course-Related Faculty Interaction (0-4)	1.0 (0.9)	1.1 (0.8)	1.0 (0.8)	
Residential Environment Resource Engagement (0-1)	0.5 (0.2)	0.6 (0.3)	0.5 (0.2)	a
Co-Curricular Programming Engagement (0-1)	0.6 (0.5)	0.6 (0.5)	0.6 (0.4)	
Supportive Residential Environment (1-5)	3.1 (0.8)	3.1 (0.8)	3.0 (0.7)	

a Statistically significant ($p < 0.05$) difference: General LLPs and Academic LLPsb Statistically significant ($p < 0.05$) difference: General LLPs and Theme LLPsc Statistically significant ($p < 0.05$) difference: Academic LLPs and Theme LLPs

Within-Program Analysis

In this section, we discuss which experiences significantly differed for students across the different types of Living Learning Programs. Students are divided into three groups based on the criteria outlined in the introduction. Group 1 consists of students in General LLPs, Group 2 includes individuals in Academic LLPs, and Group 3 consists of students who selected they lived in Theme LLPs. 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.

The results indicate that the following several student experiences were significantly different across the Living Learning Program types: Perception of Familial Major-Related Support System, Discussed Learning Experiences with Peers, Discussed Sociocultural Issues with Peers, Campus Climate - Race, Campus Climate - Worldview, and Residential Environment Resource Engagement. We provide more details on the differences within the LLP types below.

First, students in General LLPs (Group 1) and Theme LLPs (Group 3) reported lower perceptions of their familial major-related support system compared to those in Academic LLPs (Group 2). Familial support system is based on support and encouragement from friends and family members. As seen in Chart 2.7, 16% of Group 1 and 11% of

Chart 2.7: Low, Medium, and High Percentages for Perception of Familial Major-Related Support System

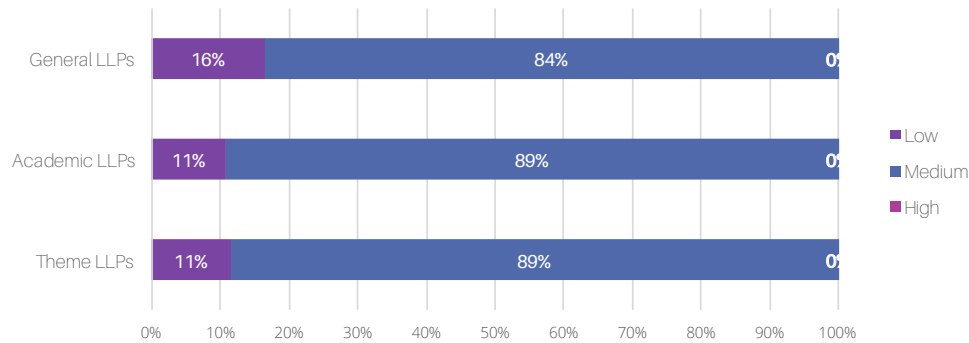


Chart 2.8: Low, Medium, and High Percentages for Discussed Learning with Peers

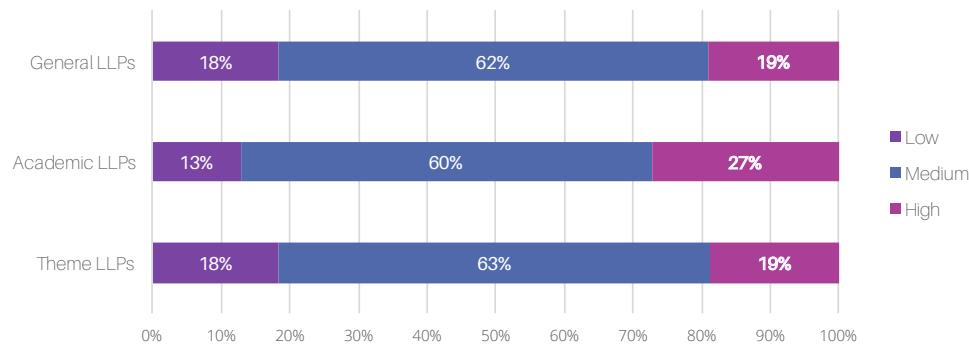
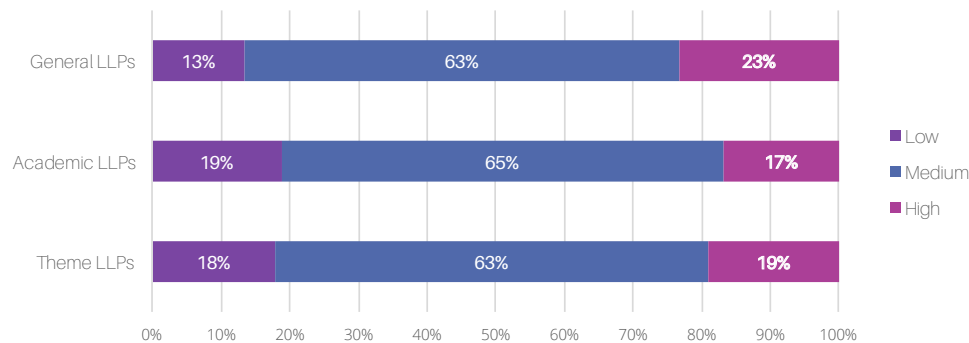
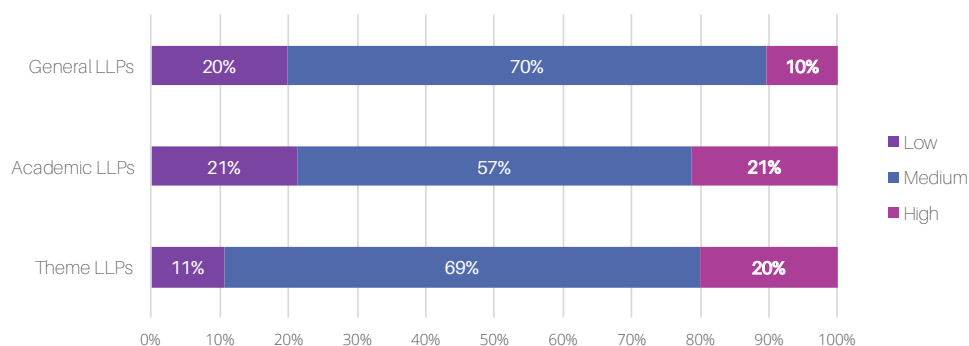
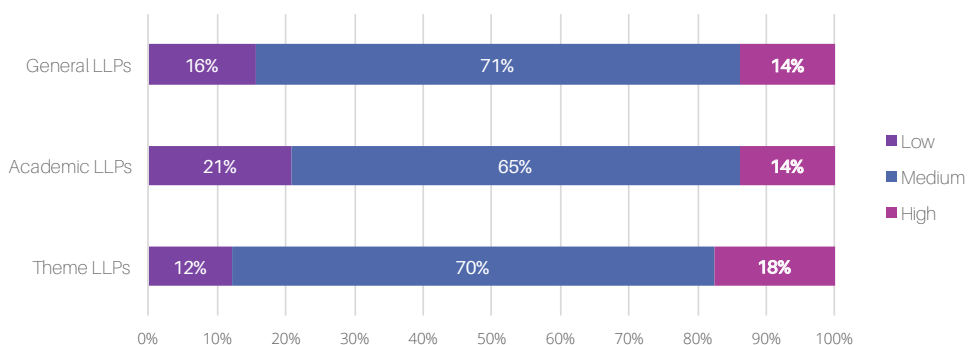
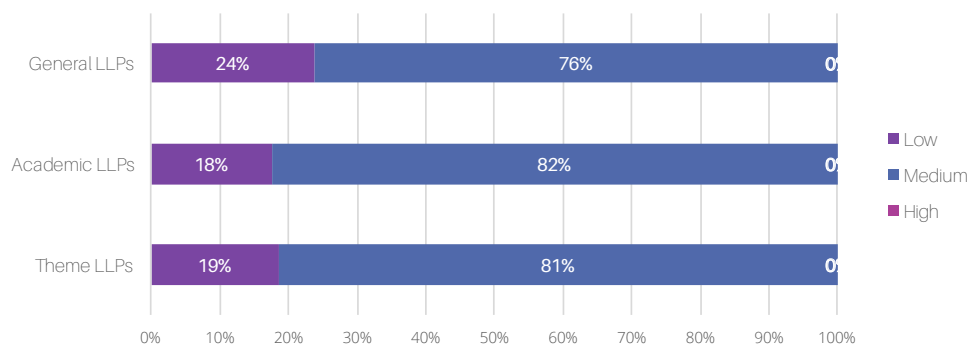


Chart 2.9: Low, Medium, and High Percentages for Discussed Sociocultural Issues with Peers



Group 3 indicated low perceptions of their familial major-related support system compared to a significantly different 11% of collegians in Group 2.

Students in Academic LLPs also reported that they discussed their academic learning experiences with peers more often than those in General or Theme LLPs. Chart 2.8 indicates that 27% of collegians in Group 2 (Academic LLPs) reported high instances of discussing learning with peers compared to 19% of students in Group 1 (General LLPs) and 19% in Group 3 (Theme LLPs).

Chart 2.10: Low, Medium, and High Percentages for Campus Climate - Race*Chart 2.11: Low, Medium, and High Percentages for Campus Climate - Worldview**Chart 2.12: Low, Medium, and High Percentages for Residential Environment Resource Engagement*

Additionally, students in General LLPs indicated that they discussed sociocultural issues with their peers more so than those in Academic or Theme LLPs. 23% of General LLP students reported high instances of discussing sociocultural issues with peers compared to 17% of Group 2 (Academic LLPs) and 19% of Group 3 (Theme LLPs). See Chart 2.9 for more information.

When it comes to Campus Climate - Race, 11% of collegians in Theme LLPs reported a low perception of racial climates compared to 20% of individuals in General LLPs and 21% of collegians in Academic LLPs (See Chart 2.10). Furthermore, students in Academic LLPs also had a lower perception of climates around worldview

compared to their peers in Theme LLPs. Chart 2.11 demonstrates that 12% of students in Theme LLPs had a low perception of Campus Climate – Worldview, while 21% of Academic LLPs students reported this low perception.

Finally, students in General LLPs (Group 1) reported significantly lower scores on Residential Environment Resource Engagement than those in Academic LLPs (Group 2). As Chart 2.12 shows, 24% of Group 1 indicated low levels of engagement with residential environment resources compared to 18% of Group 2.

Conclusion

This chapter provides insight into how students in LLPs and non-LLP collegians perceive the experiences within their residential environment. Students in LLPs differed from their non-LLP peers in the following student experiences: Discussed Learning Experiences with Peers, Discussed Sociocultural Issues with Peers, Campus Climate – LGBTQ, Residential Environment Resource Engagement, Co-Curricular Programming Engagement, and Supportive Residential Environment.

Additionally, students within the different LLP types also reported significant differences for experiences including Perception of Familial Major-Related Support System, Discussed Learning Experiences with Peers, Discussed Sociocultural Issues with Peers, Campus Climate - Race, Campus Climate - Worldview, and Residential Environment Resource Engagement. We provide a more thorough discussion of the results in Chapter 4.

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-program differences before diving into the within-LLP comparison. Remember, although the students in this sample are not nationally representative, these results give us a good idea of how students in various residential environments currently compare in terms of student outcomes.

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

Major Efficacy 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: remain enrolled in their intended major over the next two semesters, excel in their intended major over the next two semesters, and complete the upper level required courses in their intended major with an overall grade point average of B or better.

Additionally, we measured students' 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 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 Academic

The general academic outcomes we measured include self-reported critical thinking disposition and confidence in academic progress.

Social Outcomes - Sense of Belonging, Campus Engagement, and Risk and Intervention

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 also hypothesized that students who live together in a strong community will binge drink less often and will be more likely to intervene when they are a bystander to a dangerous situation. We assessed high-risk binge drinking by requesting students to state how often during a two week period they had 5 or more drinks.

Additionally, we assessed bystander intervention by providing students with hypothetical sexual assault situations and asking them to rate their likelihood to intervene based on their relationship with the parties involved.

Between-Program Analysis

We used t-tests to analyze the differences between student outcomes for students in LLPs and individuals not in LLPs. Exhibit 3.1 provides a summary of the mean values (and SDs) for each type of student outcome we measured. Students in LLPs significantly differed than those not in LLPs in the following four student learning outcomes: Campus Sense of Belonging, Campus Civic Engagement, High-Risk Binge Drinking, and Bystander Intervention – Party.

In looking at Campus Sense of Belonging, students in LLPs reported higher rates of belonging than their non-LLP peers. Chart 3.1 shows that 20% of LLP collegians reported high perceptions of belonging compared to 18% of individuals not in LLPs.

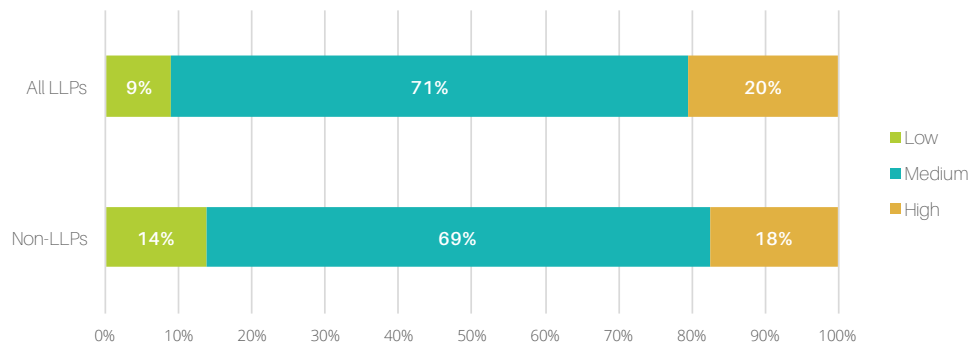
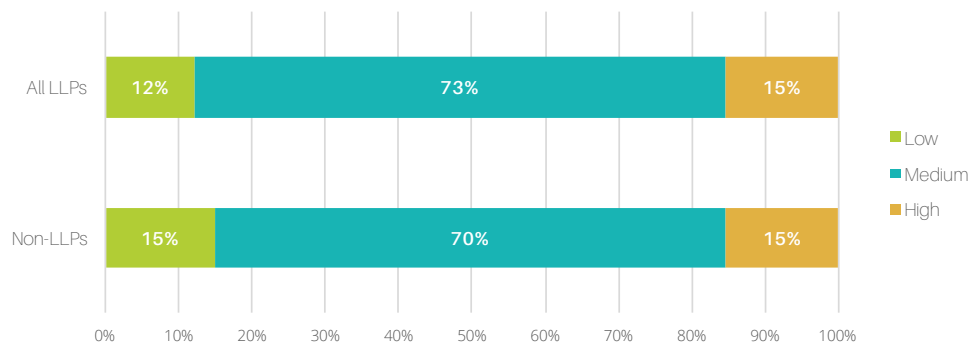
LLP students also significantly differed than their peers not in LLPs when it comes to Campus Civic Engagement. Campus engagement is measured by asking students to indicate the importance of playing an active role in their community, their belief that their work has a greater purpose for the larger community, and how much they work with others to make their community a better place. Chart 3.2 demonstrates that 12% of individuals in LLPs reported low campus civic engagement compared to 15% of non-LLP collegians.

Exhibit 3.1

Student Outcomes for All LLPs versus Non-LLPs: Self-reported Mean (SD) Values

	All LLPs	Non-LLPs	
Academic Outcomes			
Major Efficacy and Persistence			
Self-efficacy in major (1-5)	4.0 (0.8)	4.0 (0.8)	
Intent to persist in major (1-5)	4.1 (0.7)	4.1 (0.7)	
Career Attitudes			
Career self-efficacy (1-5)	4.3 (1.0)	4.3 (1.0)	
Perception of college's role in career (1-5)	3.3 (0.5)	0.5 (3.3)	
General			
Self-reported critical thinking disposition (1-5)	2.7 (0.5)	2.7 (0.5)	
Confidence in academic progress (1-5)	4.7 (0.6)	4.7 (0.6)	
Social Outcomes			
Campus sense of belonging (1-5)	3.5 (0.7)	3.4 (0.8)	*
Campus civic engagement (1-5)	3.3 (0.8)	3.2 (0.8)	*
High-risk binge drinking (0-5)	0.7 (1.1)	0.9 (1.2)	*
Bystander intervention - Party (1-5)	2.2 (0.8)	2.1 (0.8)	*
Bystander intervention - Neighbors (1-5)	2.3 (0.7)	2.2 (0.8)	

* Statistically Significant Mean Difference

Chart 3.1: Low, Medium, and High Percentages for Campus Sense of Belonging*Chart 3.2: Low, Medium, and High Percentages for Perception of Campus Civic Engagement*

High-risk binge drinking habits, defined as having 5 or more drinks in a row, is another outcome in which students in LLPs significantly differed from their non-LLP peers. Students were asked to report how often they binge drank in the last two weeks, so a lower score is considered desirable in this case. Individuals in LLPs participated in binge-drinking less often than students not in LLPs, demonstrated by the 20% of LLP students and 26% of non-LLP collegians who reported high levels of high-risk binge drinking (see Chart 3.3).

We measured students' intent to intervene in a bystander situation by asking them to respond to two potentially dangerous scenarios involving other students. In the scenario of students leaving a party, students in LLPs were more likely to intervene than individuals not in LLPs. Chart 3.4 shows that 23% of collegians in LLPs reported a high likelihood to intervene at the party scenario compared to 19% of non-LLP students.

Within-Program Analysis

We discuss which outcomes significantly differed for students across the different types of LLPs in this section. The same groups discussed in Chapter 2 are used in this chapter: Group 1 includes students in General LLPs, Group 2 consists of Academic LLP participants, and Group 3 includes students in Theme LLPs. Exhibit 3.2 provides a summary of the mean values (and SDs) for each student outcome we measured for the different environments.

The results indicate that the following student outcomes were significantly different across Living Learning Program types: Self-Efficacy within the Major, Career Self-Efficacy, Perception of College's Role in Career, Self-Reported Critical Thinking Disposition, Campus Civic Engagement, and Bystander Intervention - Party. We provide more details on these experiences below.

Chart 3.3: Low, Medium, and High Percentages for High-Risk Binge Drinking

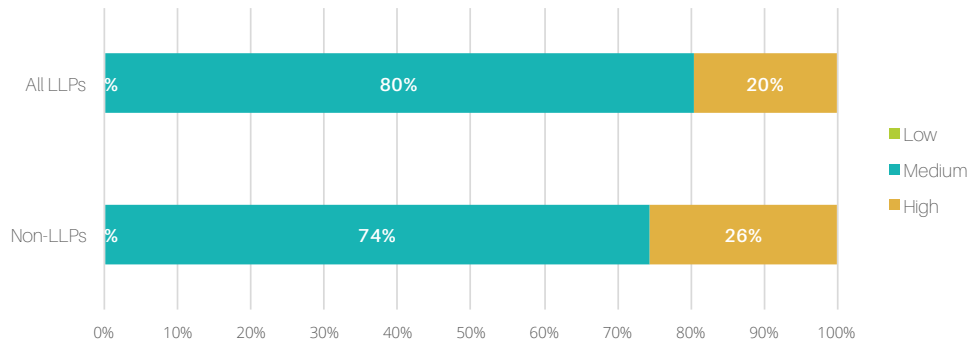
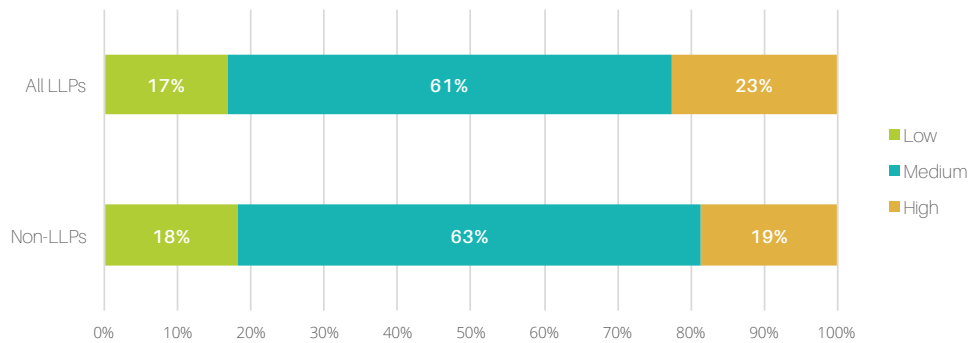


Chart 3.4: Low, Medium, and High Percentages for Bystander Intervention - Party



Self-efficacy within the major, a student's level of confidence they will excel in a chosen major, was significantly lower for students in Academic LLPs than those in Theme LLPs. Although most students who participated in SILLP are confident they will do well in their major, Chart 3.5 shows that 12% of individuals in Theme LLPs reported low self-efficacy in their major compared to 16% of Academic LLP students.

Still, students in Group 2 (Academic LLPs) reported significantly higher career attitudes than individuals in either Group 1 (General LLPs) and Group 3 (Theme LLPs). Career attitudes include career self-efficacy - how confident students are they will get a job - and perception of college's role in career - 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. 15% of Group 2 students reported low career self-efficacy compared to 19% of students in Groups 2 and 17% of Group 3 (Chart 3.6). Additionally, 23% of students in Group 2 reported high perceptions of college's role in career, while 18% of students in Group 1 and 17% of Group 3 did (Chart 3.7).

Theme LLP students also self-reported significantly higher scores in critical thinking disposition than individuals 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 3.8 shows, 17% of collegians in Theme LLPs self-reported high critical thinking scores compared to 12% of individuals in Academic LLPs.

Exhibit 3.2

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

	General LLPs	Academic LLPs	Theme LLPs	
Academic Outcomes				
Major Efficacy and Persistence				
Self-efficacy within the major (1-5)	4.0 (0.8)	3.9 (0.8)	4.0 (0.7)	c
Intent to persist in major (1-5)	4.1 (0.7)	4.2 (0.7)	4.2 (0.6)	
Career Attitudes				
Career self-efficacy (1-5)	4.2 (1.0)	4.4 (1.0)	4.2 (1.0)	a, c
Perception of college's role in career (1-5)	3.3 (0.6)	3.4 (0.5)	3.3 (0.5)	a, c
General				
Self-reported critical thinking disposition (1-5)	2.7 (0.5)	2.6 (0.5)	2.7 (0.5)	c
Confidence in academic progress (1-5)	4.7 (0.6)	4.6 (0.7)	4.7 (0.6)	
Social Outcomes				
Campus sense of belonging (1-5)	3.5 (0.7)	3.5 (0.7)	3.5 (0.7)	
Campus civic engagement (1-5)	3.2 (0.8)	3.3 (0.8)	3.3 (0.8)	b
High-risk binge drinking (0-5)	0.7 (1.1)	0.7 (1.1)	0.7 (1.1)	
Bystander intervention - Party (1-5)	2.2 (0.8)	2.1 (0.8)	2.3 (0.9)	b, c
Bystander intervention - Neighbors (1-5)	2.2 (0.7)	2.2 (0.7)	2.3 (0.8)	

a Statistically significant ($p < 0.05$) difference: General LLPs and Academic LLPsb Statistically significant ($p < 0.05$) difference: General LLPs and Theme LLPsc Statistically significant ($p < 0.05$) difference: Academic LLPs and Theme LLPs

In relation to Campus Civic Engagement, students in General LLPs (Group 1) indicated significantly lower levels of engagement compared to those individuals in Theme LLPs (Group 3). Chart 3.9 shows that 15% of Group 1 reported low campus civic engagement, while 9% of students in Group 3 did.

Finally, students in Theme LLPs were also more significantly likely to intervene in Bystander Situations involving individuals leaving a party compared to their peers in General and Academic LLPs. As shown in Chart 3.10, 27% of Group 3 (Theme LLPs) reported a high likelihood to intervene compared to 20% of Group 1 (General LLPs) and 18% of Group 2 (Academic LLPs).

Conclusion

This chapter provides insight into how some of the student outcomes differ between students in LLPs and not in LLPs, as well as across Living Learning Program types. Students in LLPs significantly differed from their non-LLP peers in the following four student learning outcomes: Campus Sense of Belonging, Campus Civic Engagement, High-Risk Binge Drinking, and Bystander Intervention – Party.

Additionally, students across Living Learning Program types also reported significant differences concerning Self-Efficacy within the Major, Career Self-Efficacy, Perception of College's Role in Career, Self-Reported Critical Thinking Disposition, Campus Civic Engagement, and Bystander Intervention - Party. We provide a more thorough discussion of the results in Chapter 4.

Chart 3.5: Low, Medium, and High Percentages for Self-Efficacy in the Major

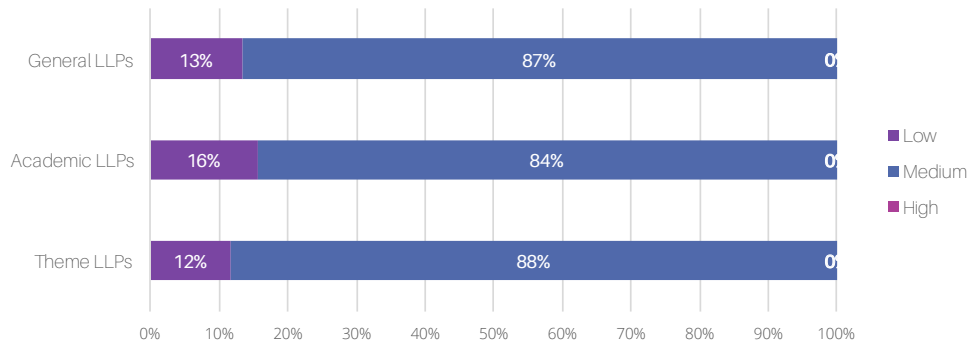


Chart 3.6: Low, Medium, and High Percentages for Career Self-Efficacy

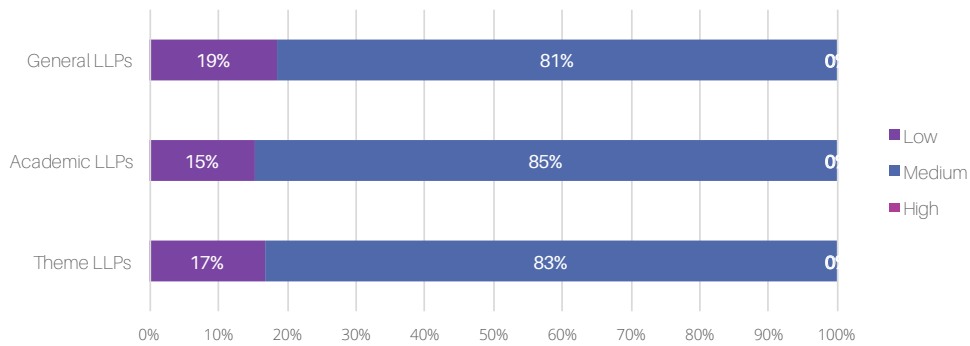


Chart 3.7: Low, Medium, and High Percentages for Perception of College's Role in Career

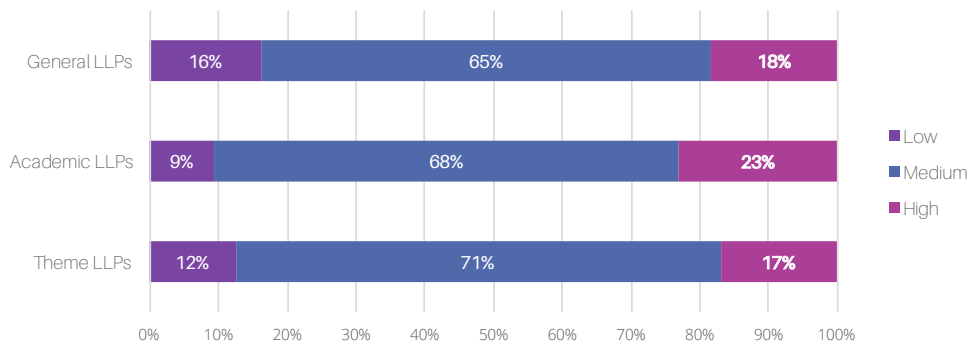


Chart 3.8: Low, Medium, and High Percentages for Self-Reported Critical Thinking Disposition

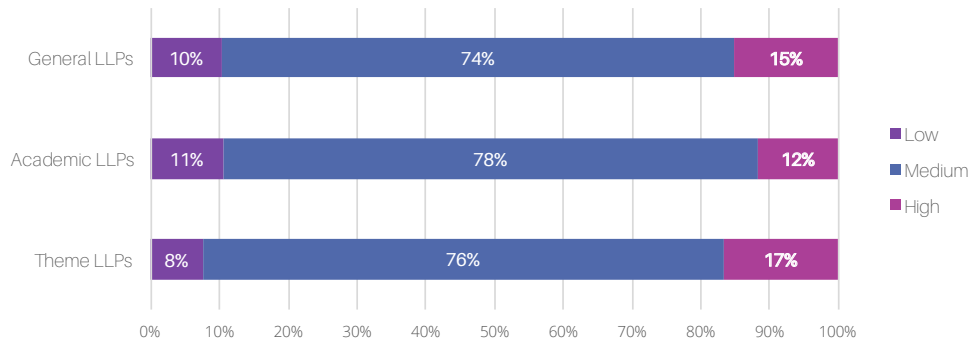


Chart 3.9: Low, Medium, and High Percentages for Campus Civic Engagement

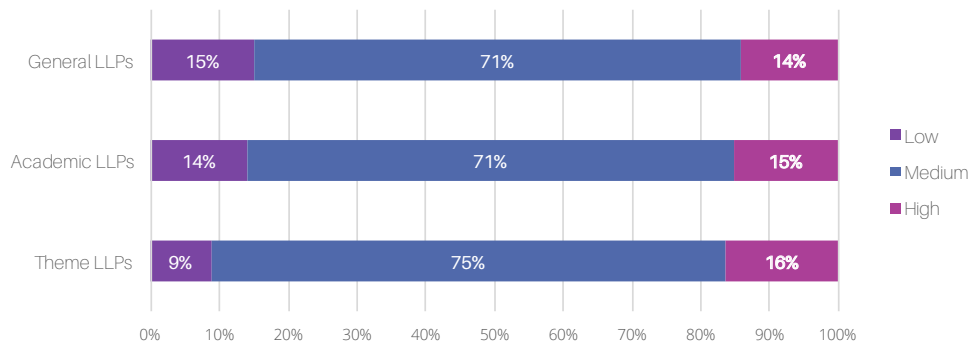
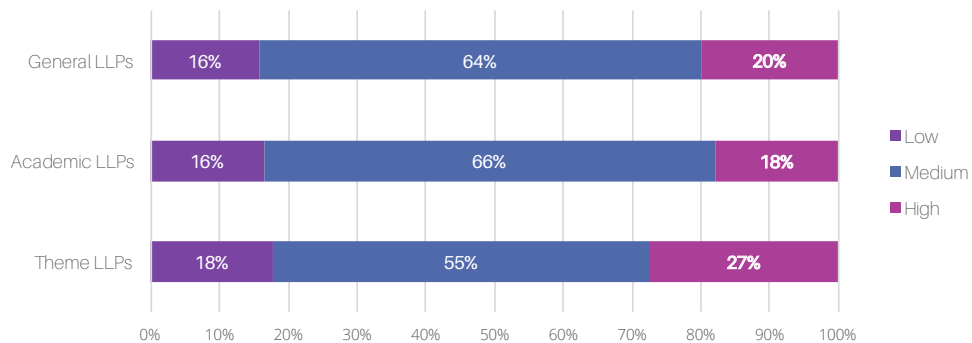


Chart 3.10: Low, Medium, and High Percentages for Bystander Intervention - Party



Appendix A

Reading the Tables

Reading the Tables and Charts

Throughout this report we use tables and charts to display the results and help you make the most meaning of the data. This appendix is dedicated to helping you understand how we communicate the 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 four additional tables: results to your custom questions, 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. T-tests were performed to identify statistically significant mean differences between students at SILLP Full and the comparison sample as well as students living in different residential environments within SILLP Full. We indicate significant differences in the fourth and last columns of the table. If there is a significant difference between All LLPs and the non-LLP sample at the $p < 0.05$ level, we denote this with star (*) in the significance column. Significant differences within the living learning program types are indicated with the letters a, b, and c based on the groups being compared. If the results for students in General LLPs differ significantly from the students in Academic LLPs, we indicate the significance with an “a.” Significant differences between students in General LLPs and Theme LLPs is indicated with a “b,” while a significant difference between students in Groups 2 and 3 is indicated with a “c.” Additionally, we provide the number and percentage of “high,” “medium,” and “low” scorers on each of the measures to highlight differences between and within institutions. Use Figure A.4 for more information on reading the demographics 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 D.

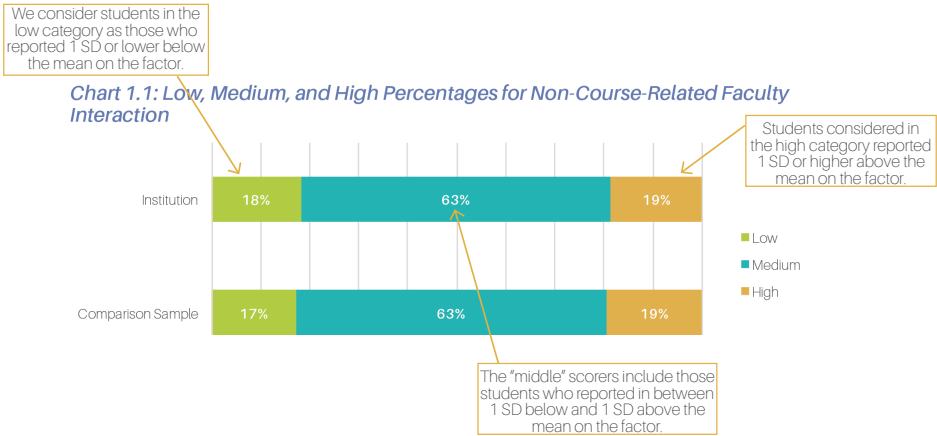


Figure A.1

Exhibit 1.1
Student Experiences at Institution versus Comparison Sample: Self-reported Mean (SD) Values

Statistically significant differences between the means of your institution and the comparison institutions are denoted with a *. Significance in SILLP is defined as $p < .05$.

Name of measure	Institution	Comparison Sample
Academic Experiences		
Perception of Academic Major-Related Support System (1-5)	3.4 (1.2)	3.5 (1.1)
Perception of Familial Major-Related Support System (1-5)	4.2 (0.8)	4.2 (0.8)
Discussed Learning Experiences with Peers (0-4)	2.0 (1.2)	2.5 (1.2) *
Discussed Sociocultural Issues with Peers (0-4)	1.5 (1.0)	1.6 (1.0)
Residential Environment's Influence on Major* (1-5)	3.3 (0.7)	3.2 (0.7)
Campus Climate		
Campus Climate - Race (1-5)	2.5 (0.4)	2.4 (0.4)
Campus Climate - LGBTQ (1-5)	2.6 (0.4)	2.6 (0.4)

Range of measure

Mean (M) of item. This is the average value among respondents

Standard deviation (SD) among respondents

Figure A.2

Student Demographics Table

Variable Being Measured

Comparison Sample Responses

Institutional Responses

Institutional Group 1 Responses

Institutional Group 2 Responses

Institutional Group 3 Responses

	Institution		Comparison Sample		Group 1		Group 2		Group 3	
Gender	N	%	N	%	N	%	N	%	N	%
Man	99.0	34.4	661.0	29.7	11.0	26.8	33.0	36.7	55.0	35.0
Woman	164.0	63.9	1534.0	68.9	29.0	70.7	57.0	63.3	98.0	62.4
Trans*	2.0	0.7	11.0	0.5	0.0	0.0	0.0	0.0	2.0	1.3
Genderqueer/Non-binary	3.0	1.0	13.0	1.5	1.0	2.4	0.0	0.0	2.0	1.3

Response Options

Number of respondents for each option

Percentage of respondents for each option

Figure A.3

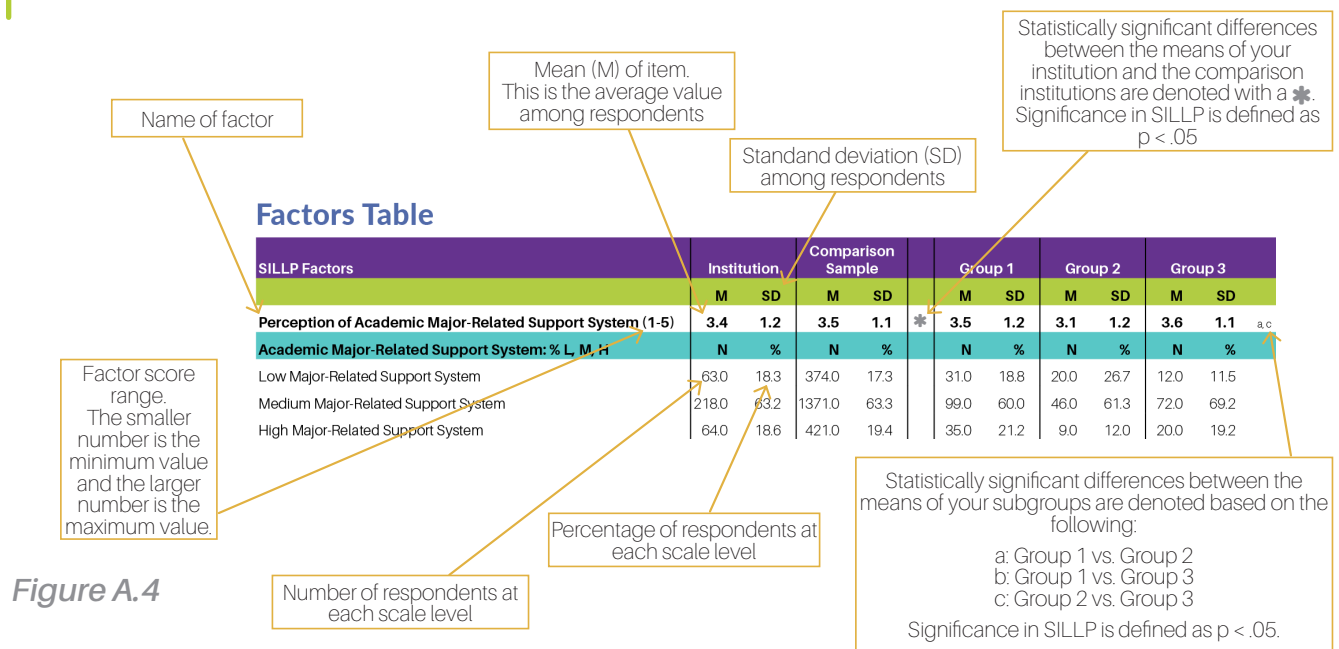


Figure A.4

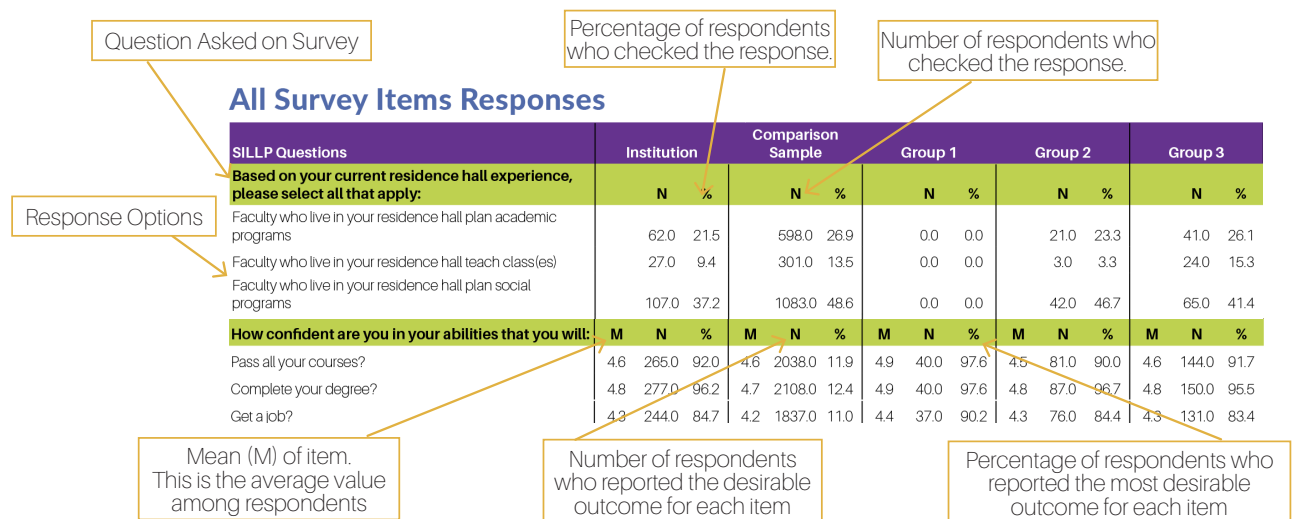


Figure A.5

Appendix B

Student Demographics Table

Student Demographics Table

Gender	All LLPs		Non-LLPs		General LLPs		Academic LLPs		Theme LLPs	
	N	%	N	%	N	%	N	%	N	%
Man	3820	26.9	4630	31.8	1250	28.2	980	27.1	1590	25.7
Woman	10140	71.3	9700	66.7	3120	70.4	2560	70.9	4460	72.2
Trans*	110	0.8	60	0.4	20	0.5	30	0.8	60	1.0
Genderqueer/Non-binary	90	1.5	70	1.4	20	1.3	20	1.6	50	1.6
Identify as:	150	1.1	130	0.9	40	0.9	30	0.8	80	1.3
Sexual Orientation	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%
Bisexual	980	6.9	960	6.6	350	7.9	140	3.9	490	7.9
Gay	270	1.9	400	2.7	110	2.5	40	1.1	120	1.9
Lesbian	230	1.6	110	0.8	40	0.9	80	2.2	110	1.8
Heterosexual	12140	85.4	12530	86.1	3700	83.5	3230	89.5	5210	84.3
Queer	110	1.9	80	1.6	60	3.9	10	0.8	40	1.3
Identify as:	550	3.9	540	3.7	170	3.8	140	3.9	240	3.9
Race	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%
American Indian or Alaska Native	290	2.0	370	2.5	110	2.5	70	1.9	110	1.8
Black or African American	1080	7.6	1150	7.9	350	7.9	320	8.9	410	6.6
Hispanic or Latina/o	1310	9.2	1650	11.3	380	8.6	200	5.5	730	11.8
Asian	2010	14.1	1760	12.1	630	14.2	360	10.0	1020	16.5
Native Hawaiian or Pacific Islander	70	0.5	130	0.9	00	0.0	40	1.1	30	0.5
White	10540	74.1	10480	72.0	3280	74.0	2950	81.7	4310	69.7
Identify as:	320	2.3	320	2.2	100	2.3	50	1.4	170	2.8
Worldview	N	%	N	%	N	%	N	%	N	%
	N	%	N	%	N	%	N	%	N	%
Atheism	2540	17.9	2610	17.9	820	18.5	480	13.3	1240	20.1
Christianity	8700	61.2	8960	61.6	2680	60.5	2490	69.0	3530	57.1

	All LLPs			Non-LLPs			General LLPs			Academic LLPs			Theme LLPs		
	N	%		N	%		N	%		N	%		N	%	
Hinduism	22.0	1.5		18.0	1.2		4.0	0.9		4.0	1.1		14.0	2.3	
Islam	8.0	0.6		18.0	1.2		1.0	0.2		3.0	0.8		4.0	0.6	
Judaism	24.0	1.7		34.0	2.3		12.0	2.7		6.0	1.7		6.0	1.0	
Identify as:	254.0	17.9		237.0	16.3		78.0	17.6		54.0	15.0		122.0	19.7	
Born in the United States?															
You	N	%		N	%		N	%		N	%		N	%	
No	156.0	11.0		171.0	11.8		52.0	11.7		28.0	7.8		76.0	12.3	
Yes	1257.0	88.4		1279.0	87.9		388.0	87.6		330.0	91.9		539.0	87.4	
Prefer not to answer	6.0	0.4		5.0	0.3		3.0	0.7		1.0	0.3		2.0	0.3	
Mother															
No	285.0	20.0		325.0	22.3		94.0	21.2		41.0	11.4		150.0	24.3	
Yes	1127.0	79.3		1122.0	77.1		347.0	78.3		317.0	88.3		463.0	75.0	
Prefer not to answer	7.0	0.5		7.0	0.5		2.0	0.5		1.0	0.3		4.0	0.6	
Father															
No	283.0	19.9		324.0	22.3		91.0	20.5		47.0	13.0		145.0	23.5	
Yes	1125.0	79.1		1118.0	76.8		347.0	78.3		313.0	86.7		465.0	75.2	
Prefer not to answer	14.0	1.0		12.0	0.8		5.0	1.1		1.0	0.3		8.0	1.3	
What is the highest level of education completed by your father/first guardian?															
High school or less	228.0	16.0		280.0	19.2		74.0	16.7		57.0	15.8		97.0	15.7	
Some college, but no degree	196.0	13.8		183.0	12.6		58.0	13.1		53.0	14.7		85.0	13.8	
Associates degree	86.0	6.0		112.0	7.7		27.0	6.1		23.0	6.4		36.0	5.8	
Bachelors degree	449.0	31.6		450.0	30.9		147.0	33.2		113.0	31.3		189.0	30.6	
Masters degree	286.0	20.1		256.0	17.6		78.0	17.6		78.0	21.6		130.0	21.0	
Doctorate or professional degree (JD, MD, PhD)	150.0	10.5		143.0	9.8		49.0	11.1		33.0	9.1		68.0	11.0	
Not applicable	27.0	1.9		29.0	2.0		10.0	2.3		4.0	1.1		13.0	2.1	

	All LLPs		Non-LLPs		General LLPs		Academic LLPs		Theme LLPs	
	N	%	N	%	N	%	N	%	N	%
What is the highest level of education completed by your mother/second guardian?										
High school or less	151.0	10.6	210.0	14.4	47.0	10.6	34.0	9.4	70.0	11.3
Some college, but no degree	157.0	11.0	221.0	15.2	41.0	9.3	46.0	12.8	70.0	11.3
Associates degree	150.0	10.5	156.0	10.7	45.0	10.2	42.0	11.7	63.0	10.2
Bachelors degree	580.0	40.8	504.0	34.6	183.0	41.3	132.0	36.7	265.0	42.9
Masters degree	297.0	20.9	276.0	19.0	98.0	22.1	83.0	23.1	116.0	18.8
Doctorate or professional degree (JD, MD, PhD)	74.0	5.2	72.0	4.9	26.0	5.9	19.0	5.3	29.0	4.7
Not applicable	12.0	0.8	14.0	1.0	3.0	0.7	4.0	1.1	5.0	0.8
What were your average grades in high school?										
A+ or A	746.0	52.5	639.0	43.9	246.0	55.5	174.0	48.3	326.0	52.8
A- or B+	514.0	36.1	571.0	39.2	145.0	32.7	144.0	40.0	225.0	36.5
B	127.0	8.9	166.0	11.4	39.0	8.8	35.0	9.7	53.0	8.6
B- or C+	25.0	1.8	56.0	3.8	10.0	2.3	6.0	1.7	9.0	1.5
C or C-	3.0	0.2	13.0	0.9	2.0	0.5	0.0	0.0	1.0	0.2
D+ or lower	2.0	0.1	3.0	0.2	0.0	0.0	1.0	0.3	1.0	0.2
No high school GPA	3.0	0.2	7.0	0.5	1.0	0.2	0.0	0.0	2.0	0.3
Did you take the SAT?										
Yes	559.0	39.3	537.0	36.9	166.0	38.2	163.0	47.4	230.0	38.1
No	823.0	57.9	895.0	61.5	268.0	61.8	181.0	52.6	374.0	61.9
Did you take the ACT?										
Yes	357.0	25.1	479.0	32.9	120.0	27.3	68.0	18.9	169.0	27.9
No	1048.0	73.7	957.0	65.8	319.0	72.7	292.0	81.1	437.0	72.1
Self-reported SAT Score:										
600 - 1110	7.0	0.5	15.0	1.0	4.0	1.6	0.0	0.0	3.0	0.8

Appendix B: Student Demographics Table

	All LLPs		Non-LLPs		General LLPs		Academic LLPs		Theme LLPs	
	N	%	N	%	N	%	N	%	N	%
1120-1220	240	1.7	310	2.1	70	2.7	90	5.2	80	2.2
1230-1340	220	1.5	260	1.8	70	2.7	80	4.7	70	1.9
1350 - 1430	260	1.8	260	1.8	100	3.9	100	5.8	60	1.7
1440 - 1520	320	2.3	490	3.4	80	3.1	100	5.8	140	3.9
1530 - 1580	270	1.9	330	2.3	70	2.7	60	3.5	140	3.9
1590 - 1700	700	4.9	810	5.6	230	8.9	220	12.8	250	6.9
1710 - 1790	570	4.0	600	4.1	140	5.4	160	9.3	270	7.5
1800 - 1940	1100	7.7	1190	8.2	340	13.2	270	15.7	490	13.6
1950 - 2400	2850	20.0	2640	18.1	1100	42.6	320	18.6	1430	39.7
Don't remember	1300	9.1	1630	11.2	340	13.2	320	18.6	640	17.8
Self-reported ACT Score:										
1-12	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
13-14	2.0	0.1	1.0	0.1	0.0	0.0	1.0	0.3	1.0	0.2
15-16	4.0	0.3	4.0	0.3	2.0	0.6	0.0	0.0	2.0	0.5
17-18	14.0	1.0	16.0	1.1	5.0	1.6	3.0	1.0	6.0	1.4
19-20	28.0	2.0	20.0	1.4	9.0	2.8	11.0	3.8	8.0	1.8
21-22	69.0	4.9	68.0	4.7	17.0	5.3	22.0	7.6	30.0	6.9
23-24	92.0	6.5	126.0	8.7	27.0	8.5	30.0	10.4	35.0	8.0
25-28	256.0	18.0	256.0	17.6	59.0	18.6	86.0	29.8	111.0	25.5
29-36	488.0	34.3	350.0	24.1	173.0	54.4	105.0	36.3	210.0	48.2
Don't remember	90.0	6.3	109.0	7.5	26.0	8.2	31.0	10.7	33.0	7.6
What is your current academic class year?										
First year	908.0	63.9	640.0	44.0	282.0	63.7	276.0	76.7	350.0	56.6
Second year	283.0	19.9	363.0	24.9	94.0	21.2	55.0	15.3	134.0	21.7
Third year	143.0	10.1	210.0	14.4	36.0	8.1	17.0	4.7	90.0	14.6

	All LLPs		Non-LLPs		General LLPs		Academic LLPs		Theme LLPs	
	N	%	N	%	N	%	N	%	N	%
Fourth year	68.0	4.8	146.0	10.0	27.0	6.1	7.0	1.9	34.0	5.5
Fifth year plus (undergraduate)	9.0	0.6	41.0	2.8	2.0	0.5	2.0	0.6	5.0	0.8
Graduate student	10.0	0.7	54.0	3.7	2.0	0.5	3.0	0.8	5.0	0.8
Transfer Student Status:	N	%	N	%	N	%	N	%	N	%
Yes	102.0	7.2	231.0	15.9	34.0	7.7	24.0	6.6	44.0	7.1
Financial Aid Received:	N	%	N	%	N	%	N	%	N	%
Did not receive financial aid	245.0	17.2	255.0	17.5	76.0	17.2	52.0	14.4	117.0	18.9
Federal grants (e.g., Pell, TEACH, SMART, grants)	378.0	26.6	440.0	30.2	113.0	25.5	84.0	23.3	181.0	29.3
Federal loans (e.g., Stafford or Perkins loans)	355.0	25.0	338.0	23.2	107.0	24.2	50.0	13.9	198.0	32.0
Work study	530.0	37.3	544.0	37.4	185.0	41.8	139.0	38.5	206.0	33.3
Institutional merit scholarships or grants	355.0	25.0	240.0	16.5	96.0	21.7	73.0	20.2	186.0	30.1
Institutional athletic scholarships	261.0	18.4	250.0	17.2	94.0	21.2	82.0	22.7	85.0	13.8
Outside scholarships (e.g., local civic groups, private philanthropies)	584.0	41.1	611.0	42.0	169.0	38.1	140.0	38.8	275.0	44.5
Private loans	133.0	9.4	148.0	10.2	37.0	8.4	34.0	9.4	62.0	10.0
Unsure	96.0	6.8	105.0	7.2	32.0	7.2	33.0	9.1	31.0	5.0
Academic Major:	N	%	N	%	N	%	N	%	N	%
Undecided/Undeclared	59.0	4.1	66.0	4.5	21.0	4.8	9.0	2.5	29.0	4.7
Agriculture	18.0	1.3	4.0	0.3	3.0	0.7	8.0	2.2	7.0	1.1
Architecture and Building Trades	7.0	0.5	11.0	0.8	2.0	0.5	1.0	0.3	4.0	0.6
Area, Ethnic, Cultural, And Gender Studies	13.0	0.9	13.0	0.9	3.0	0.7	1.0	0.3	9.0	1.5
Biological Sciences (Biology, Botany, etc.)	121.0	8.5	141.0	9.7	48.0	10.9	22.0	6.1	51.0	8.3
Business Administration	174.0	12.2	228.0	15.7	55.0	12.5	44.0	12.2	75.0	12.2
Communications and Journalism	78.0	5.5	74.0	5.1	25.0	5.7	26.0	7.2	27.0	4.4
Computer or Information Sciences	45.0	3.2	35.0	2.4	12.0	2.7	13.0	3.6	20.0	3.2
Education	106.0	7.5	111.0	7.6	25.0	5.7	41.0	11.4	40.0	6.5

	All LLPs		Non-LLPs		General LLPs		Academic LLPs		Theme LLPs	
Engineering	1330	9.4	790	5.4	320	7.3	690	19.1	320	5.2
English Language And Literature	530	3.7	420	2.9	180	4.1	100	2.8	250	4.1
Family and Consumer Sciences or Human Services	130	0.9	180	1.2	60	1.4	10	0.3	60	1.0
Foreign Languages and Linguistics	220	1.5	190	1.3	60	1.4	00	00	160	2.6
Health, Pre-Health, and Wellness	1910	13.4	1920	13.2	580	13.2	490	13.6	840	13.6
History	180	1.3	160	1.1	50	1.1	30	0.8	100	1.6
Law, Criminal Justice, or Safety Studies	190	1.3	160	1.1	60	1.4	40	1.1	90	1.5
Mathematics and Statistics	340	2.4	390	2.7	120	2.7	50	1.4	170	2.8
Natural Resources and Conservation	110	0.8	160	1.1	40	0.9	50	1.4	20	0.3
Personal, Hospitality, and Culinary Services	60	0.4	120	0.8	00	00	10	0.3	50	0.8
Philosophy, Theology, and Religion	70	0.5	70	0.5	40	0.9	00	00	30	0.5
Physical Sciences (Chemistry, Physics, etc.)	450	3.2	420	2.9	130	2.9	120	3.3	200	3.2
Social Science and Public Administration	1020	7.2	1370	9.4	410	9.3	50	1.4	560	9.1
Visual and Performing Arts	1050	7.4	1020	7.0	270	6.1	230	6.4	550	8.9
I don't know	390	2.7	340	2.3	150	3.4	90	2.5	150	2.4
Students who switched majors:	N	%	N	%	N	%	N	%	N	%
	3470	24.4	4530	31.1	1070	26.5	710	20.8	1690	29.5
Self-reported Collegiate GPA:	Mean		Mean		Mean		Mean		Mean	
	3.45		3.41		3.45		3.40		3.47	
Do you live in a living learning program?	N	%			N	%	N	%	N	%
Yes	720	21.8			700	43.8	20	2.9	00	0.0
Do you live in a residential college or a college-within-a-college?	N	%			N	%	N	%	N	%
Yes	180	5.5			180	11.3	00	0.0	00	0.0
Do you live in an honors college?	N	%			N	%	N	%	N	%
Yes	180	5.5			180	11.3	00	0.0	00	0.0

		All LLPs		Non-LLPs		General LLPs		Academic LLPs		Theme LLPs	
		N	%			N	%	N	%	N	%
Do you live in a residential community organized around a theme?	Yes	61.0	18.5			58.0	36.3	3.0	4.3	0.0	0.0
Do you live in a residential community organized around a major?	Yes	31.0	9.4			29.0	18.1	2.0	2.9	0.0	0.0

Appendix C

Factors Table

Measures Table

SILLP Measures	All LLPs		Non-LLPs		General LLPs		Academic LLPs		Theme LLPs	
	M	SD	M	SD	M	SD	M	SD	M	SD
Perception of Academic Major-Related Support System (1-5)	3.6	1.1	3.5	1.2	3.5	1.1	3.6	1.2	3.5	1.1
Academic Major-Related Support System: % L, M, H	N	%	N	%	N	%	N	%	N	%
Low Major-Related Support System	222.0	15.6	279.0	19.2	78.0	17.6	58.0	16.1	86.0	13.9
Medium Major-Related Support System	921.0	64.8	869.0	59.7	280.0	63.2	220.0	60.9	421.0	68.1
High Major-Related Support System	279.0	19.6	307.0	21.1	85.0	19.2	83.0	23.0	111.0	18.0
Perception of Familial Major-Related Support System (1-5)	4.2	0.8	4.2	0.8	4.1	0.8	4.3	0.8	4.2	0.8
Familial Major-Related Support System: % L, M, H	N	%	N	%	N	%	N	%	N	%
Low Major-Related Support System	183.0	12.9	198.0	13.6	73.0	16.5	39.0	10.8	71.0	11.5
Medium Major-Related Support System	1239.0	87.1	1257.0	86.4	370.0	83.5	322.0	89.2	547.0	88.5
High Major-Related Support System	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Discussed Learning Experiences with Peers (0-4)	2.5	1.2	2.4	1.2	2.5	1.2	2.7	1.1	2.4	1.2
Discussed Learning Experiences with Peers: % L, M, H	N	%	N	%	N	%	N	%	N	%
Low Discussed Learning Experiences with Peers	179.0	17.1	254.0	19.6	79.0	18.4	32.0	12.9	68.0	18.4
Medium Discussed Learning Experiences with Peers	649.0	62.0	830.0	64.1	268.0	62.5	149.0	59.8	232.0	62.9
High Discussed Learning Experiences with Peers	219.0	20.9	210.0	16.2	82.0	19.1	68.0	27.3	69.0	18.7
Discussed Sociocultural Issues with Peers (0-4)	1.6	1.0	1.6	1.0	1.8	1.0	1.6	1.0	1.6	1.0
Discussed Sociocultural Issues with Peers: % L, M, H	N	%	N	%	N	%	N	%	N	%
Low Discussed Sociocultural Issues with Peers	235.0	16.7	283.0	21.9	59.0	13.4	67.0	18.7	109.0	17.9
Medium Discussed Sociocultural Issues with Peers	894.0	63.5	750.0	58.1	278.0	63.3	231.0	64.5	385.0	63.1
High Discussed Sociocultural Issues with Peers	278.0	19.8	257.0	19.9	102.0	23.2	60.0	16.8	116.0	19.0

SILLP Measures	All LLPs		Non-LLPs		General LLPs		Academic LLPs		Theme LLPs	
	M	SD	M	SD	M	SD	M	SD	M	SD
Residential Environment's Influence on Major (1-5)	3.3	0.7	3.3	0.7	3.2	0.7	3.3	0.7	3.2	0.6
Residential Environment's Influence on Major: % L, M, H	N	%	N	%	N	%	N	%	N	%
Low Residential Environment's Influence on Major	391.0	27.8	127.0	23.9	121.0	27.6	95.0	26.5	175.0	28.5
Medium Residential Environment's Influence on Major	732.0	52.0	288.0	54.1	233.0	53.2	180.0	50.3	319.0	52.0
High Residential Environment's Influence on Major	286.0	20.3	117.0	22.0	84.0	19.2	83.0	23.2	119.0	19.4
Campus Climate - Race (1-5)	M	SD	M	SD	M	SD	M	SD	M	SD
Campus Climate - Race: % L, M, H	2.4	0.4	2.4	0.4	2.3	0.4	2.4	0.4	2.5	0.3
Low Campus Climate - Race	N	%	N	%	N	%	N	%	N	%
Medium Campus Climate - Race	73.0	15.7	86.0	17.3	29.0	19.9	20.0	21.3	24.0	10.7
High Campus Climate - Race	312.0	67.1	333.0	66.9	102.0	69.9	54.0	57.4	156.0	69.3
Campus Climate - LGBQ (1-5)	M	SD	M	SD	M	SD	M	SD	M	SD
Campus Climate - LGBQ: % L, M, H	2.7	0.4	2.6	0.5	2.6	0.4	2.7	0.4	2.7	0.4
Low Campus Climate - LGBQ	N	%	N	%	N	%	N	%	N	%
Medium Campus Climate - LGBQ	23.0	11.3	44.0	21.9	12.0	17.1	3.0	8.1	8.0	8.3
High Campus Climate - LGBQ	144.0	70.9	130.0	64.7	46.0	65.7	29.0	78.4	69.0	71.9
Campus Climate - Worldview (1-5)	M	SD	M	SD	M	SD	M	SD	M	SD
Campus Climate - Worldview: % L, M, H	2.4	0.3	2.4	0.4	2.4	0.3	2.4	0.4	2.5	0.3
Low Campus Climate - Worldview	N	%	N	%	N	%	N	%	N	%
Medium Campus Climate - Worldview	82.0	15.1	109.0	19.5	27.0	15.5	24.0	20.9	31.0	12.2
High Campus Climate - Worldview	377.0	69.3	356.0	63.8	123.0	70.7	75.0	65.2	179.0	70.2
	85.0	15.6	93.0	16.7	24.0	13.8	16.0	13.9	45.0	17.6

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SILLP Measures		All LLPs		Non-LLPs		General LLPs		Academic LLPs		Theme LLPs	
		M	SD	M	SD	M	SD	M	SD	M	SD
Campus Climate - International Students (1-5)		2.6	0.4	2.6	0.4	2.6	0.4	2.6	0.4	2.6	0.4
Campus Climate - International Students: % L, M, H		N	%	N	%	N	%	N	%	N	%
Low Campus Climate - International Students		46.0	17.0	68.0	21.7	21.0	23.9	10.0	20.8	15.0	11.2
Medium Campus Climate - International Students		176.0	65.2	191.0	60.8	55.0	62.5	32.0	66.7	89.0	66.4
High Campus Climate - International Students		48.0	17.8	55.0	17.5	12.0	13.6	6.0	12.5	30.0	22.4
Campus Climate - Gender (1-5)		M	SD	M	SD	M	SD	M	SD	M	SD
Campus Climate - Gender: % L, M, H		2.6	0.4	2.6	0.4	2.6	0.4	2.6	0.4	2.6	0.4
Low Campus Climate - Gender		N	%	N	%	N	%	N	%	N	%
Medium Campus Climate - Gender		64.0	15.1	55.0	17.5	19.0	16.5	16.0	18.2	29.0	13.1
High Campus Climate - Gender		295.0	69.6	210.0	66.7	78.0	67.8	57.0	64.8	160.0	72.4
Non-Course-Related Faculty Interaction (0-4)		M	SD	M	SD	M	SD	M	SD	M	SD
Non-Course-Related Faculty Interaction: % L, M, H		1.0	0.8	1.0	0.8	1.0	0.9	1.1	0.8	1.0	0.8
Low Non-Course-Related Faculty Interaction		N	%	N	%	N	%	N	%	N	%
Medium Non-Course-Related Faculty Interaction		190.0	13.4	206.0	14.2	63.0	14.2	49.0	13.6	78.0	12.6
High Non-Course-Related Faculty Interaction		1004.0	70.6	1033.0	71.0	310.0	70.0	245.0	67.9	449.0	72.7
Residence Hall Resource Engagement (0-1)		M	SD	M	SD	M	SD	M	SD	M	SD
Residence Hall Resource Engagement: % L, M, H		0.5	0.2	0.6	0.2	0.5	0.2	0.6	0.3	0.5	0.2
Low Residence Hall Resource Engagement		N	%	N	%	N	%	N	%	N	%
Medium Residence Hall Resource Engagement		107.0	19.8	60.0	13.1	35.0	23.8	20.0	17.5	52.0	18.6
High Residence Hall Resource Engagement		434.0	80.2	399.0	86.9	112.0	76.2	94.0	82.5	228.0	81.4
		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

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SILLP Measures		All LLPs		Non-LLPs			General LLPs		Academic LLPs		Theme LLPs	
		M	SD	M	SD		M	SD	M	SD	M	SD
Co-Curricular Programming Engagement (0-1)		0.6	0.5	0.4	0.3	*	0.6	0.5	0.6	0.5	0.6	0.4
Co-Curricular Programming Engagement: % L, M, H		N	%	N	%		N	%	N	%	N	%
Low Co-Curricular Programming Engagement		172.0	12.7	250.0	18.7		54.0	12.9	43.0	12.4	75.0	12.8
Medium Co-Curricular Programming Engagement		834.0	61.7	1090.0	81.3		246.0	58.6	217.0	62.7	371.0	63.4
High Co-Curricular Programming Engagement		345.0	25.5	0.0	0.0		120.0	28.6	86.0	24.9	139.0	23.8
		M	SD	M	SD		M	SD	M	SD	M	SD
Supportive Residence Hall Environment (1-5)		3.1	0.8	2.8	0.8	*	3.1	0.8	3.1	0.8	3.0	0.7
Supportive Environment: % L, M, H		N	%	N	%		N	%	N	%	N	%
Low Supportive Environment		179.0	12.7	87.0	18.0		55.0	12.5	47.0	13.2	77.0	12.6
Medium Supportive Environment		978.0	69.4	351.0	72.5		302.0	68.5	238.0	66.7	438.0	71.6
High Supportive Environment		253.0	17.9	46.0	9.5		84.0	19.0	72.0	20.2	97.0	15.8
		M	SD	M	SD		M	SD	M	SD	M	SD
Self-Efficacy within the Major (1-5)		4.0	0.8	4.0	0.8		4.0	0.8	3.9	0.8	4.0	0.7
Self-Efficacy within the Major: % L, M, H		N	%	N	%		N	%	N	%	N	%
Low Self-Efficacy within the Major		187.0	13.2	179.0	12.3		59.0	13.3	56.0	15.5	72.0	11.7
Medium Self-Efficacy within the Major		1235.0	86.8	1276.0	87.7		384.0	86.7	305.0	84.5	546.0	88.3
High Self-Efficacy within the Major		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0
		M	SD	M	SD		M	SD	M	SD	M	SD
Intent to Persist in Major (1-5)		4.1	0.7	4.1	0.7		4.1	0.7	4.2	0.7	4.2	0.6
Intent to Persist in Major: % L, M, H		N	%	N	%		N	%	N	%	N	%
Low Intent to Persist in Major		168.0	11.8	190.0	13.1		62.0	14.0	36.0	10.0	70.0	11.3
Medium Intent to Persist in Major		1254.0	88.2	1265.0	86.9		381.0	86.0	325.0	90.0	548.0	88.7
High Intent to Persist in Major		0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0

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SILLP Measures	All LLPs		Non-LLPs			General LLPs		Academic LLPs		Theme LLPs	
	M	SD	M	SD		M	SD	M	SD	M	SD
Campus Sense of Belonging (1-5)	3.5	0.7	3.4	0.8	*	3.5	0.7	3.5	0.7	3.5	0.7
Sense of Belonging: % L, M, H	N	%	N	%		N	%	N	%	N	%
Low Sense of Belonging	128.0	9.0	200.0	13.7		45.0	10.2	35.0	9.7	48.0	7.8
Medium Sense of Belonging	1003.0	70.5	999.0	68.7		302.0	68.2	261.0	72.3	440.0	71.2
High Sense of Belonging	291.0	20.5	256.0	17.6		96.0	21.7	65.0	18.0	130.0	21.0
	M	SD	M	SD		M	SD	M	SD	M	SD
Campus Engagement (1-5)	3.3	0.8	3.2	0.8	*	3.2	0.8	3.3	0.8	3.3	0.8
Campus Engagement: % L, M, H	N	%	N	%		N	%	N	%	N	%
Low Campus Civic Engagement	172.0	12.1	216.0	14.8		67.0	15.1	51.0	14.1	54.0	8.7
Medium Campus Civic Engagement	1031.0	72.5	1016.0	69.8		313.0	70.7	255.0	70.6	463.0	74.9
High Campus Civic Engagement	219.0	15.4	223.0	15.3		63.0	14.2	55.0	15.2	101.0	16.3
	M	SD	M	SD		M	SD	M	SD	M	SD
High Risk Binge Drinking (0-5)	0.7	1.1	0.9	1.2	*	0.7	1.1	0.7	1.1	0.7	1.1
Binge Drinking: % L, M, H	N	%	N	%		N	%	N	%	N	%
Low Binge Drinking	0.0	0.0	0.0	0.0		0.0	0.0	0.0	0.0	0.0	0.0
Medium Binge Drinking	1140.0	80.3	1082.0	74.5		360.0	81.4	285.0	78.9	495.0	80.4
High Binge Drinking	279.0	19.7	371.0	25.5		82.0	18.6	76.0	21.1	121.0	19.6
	M	SD	M	SD		M	SD	M	SD	M	SD
Bystander Intervention - Party (1-5)	2.2	0.8	2.1	0.8	*	2.2	0.8	2.1	0.8	2.3	0.9
Bystander Intervention: % L, M, H	N	%	N	%		N	%	N	%	N	%
Low Bystander Intervention	233.0	16.8	260.0	18.3		68.0	15.8	58.0	16.4	107.0	17.8
Medium Bystander Intervention	838.0	60.5	900.0	63.2		277.0	64.3	232.0	65.7	329.0	54.7
High Bystander Intervention	314.0	22.7	264.0	18.5		86.0	20.0	63.0	17.8	165.0	27.5

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SILLP Measures	All LLPs		Non-LLPs		General LLPs		Academic LLPs		Theme LLPs	
	M	SD	M	SD	M	SD	M	SD	M	SD
Bystander Intervention - Neighbors (1-5)	2.3	0.7	2.2	0.8	2.2	0.7	2.2	0.7	2.3	0.8
Bystander Intervention: % L, M, H	N	%	N	%	N	%	N	%	N	%
Low Bystander Intervention	194.0	14.0	219.0	15.4	65.0	15.0	48.0	13.7	81.0	13.5
Medium Bystander Intervention	942.0	68.2	930.0	65.4	301.0	69.5	242.0	69.1	399.0	66.6
High Bystander Intervention	246.0	17.8	272.0	19.1	67.0	15.5	60.0	17.1	119.0	19.9

Appendix D

All Survey Items Table

All Survey Items Responses

SILLP Questions	All LLPs		Non-LLPs		General LLPs		Academic LLPs		Theme LLPs	
Based on your current residence hall experience, please select all that apply:	N	%	N	%	N	%	N	%	N	%
Faculty who live in your residence hall plan academic programs	482.0	33.9	317.0	21.8	139.0	31.4	134.0	37.1	209.0	33.8
Faculty who live in your residence hall teach class(es)	276.0	19.4	144.0	9.9	96.0	21.7	59.0	16.3	121.0	19.6
Faculty who live in your residence hall plan social programs	785.0	55.2	603.0	41.4	235.0	53.0	203.0	56.2	347.0	56.1
Faculty who don't live in your residence hall plan academic programs for your residence hall	374.0	26.3	91.0	6.3	114.0	25.7	117.0	32.4	143.0	23.1
Faculty who don't live in your residence hall teach class(es) in the building	378.0	26.6	90.0	6.2	130.0	29.3	126.0	34.9	122.0	19.7
Faculty who don't live in your residence hall plan social programs for your residence hall	397.0	27.9	121.0	8.3	136.0	30.7	114.0	31.6	147.0	23.8
There are no faculty associated with your residence hall	335.0	23.6	475.0	32.6	110.0	24.8	77.0	21.3	148.0	23.9
Based on your current resident hall experience, please select all that apply:	N	%	N	%	N	%	N	%	N	%
Not including student staff (e.g. RA), professional staff who live in your residence hall plan academic programs	313.0	22.0	245.0	16.8	104.0	23.5	67.0	18.6	142.0	23.0
Not including student staff (e.g. RA), professional staff who live in your residence hall teach class(es) in the building	116.0	8.2	61.0	4.2	48.0	10.8	25.0	6.9	43.0	7.0
Not including student staff (e.g. RA), professional staff who live in your residence hall plan social programs	486.0	34.2	421.0	28.9	170.0	38.4	90.0	24.9	226.0	36.6
Not including student staff (e.g. RA), professional staff who don't live in your residence hall plan academic programs for your residence hall	318.0	22.4	83.0	5.7	91.0	20.5	111.0	30.7	116.0	18.8
Not including student staff (e.g. RA), professional staff who don't live in your residence hall plan social programs for your residence hall	250.0	17.6	71.0	4.9	80.0	18.1	95.0	26.3	75.0	12.1
Not including student staff (e.g. RA), professional staff who don't live in your residence hall teach class(es) in the building	362.0	25.5	154.0	10.6	101.0	22.8	115.0	31.9	146.0	23.6

SILLP Questions	All LLPs		Non-LLPs		General LLPs		Academic LLPs		Theme LLPs	
There are no professional staff associated with your residence hall	425.0	29.9	514.0	35.3	126.0	28.4	110.0	30.5	189.0	30.6
Which of the following describes why you do not live in a residence hall?	N	%	N	%	N	%	N	%	N	%
I was unable to afford the cost of living on campus	0.0	0.0	53.0	3.6	0.0	0.0	0.0	0.0	0.0	0.0
I was unwilling to pay for the cost of living on-campus	0.0	0.0	83.0	5.7	0.0	0.0	0.0	0.0	0.0	0.0
I do not agree with the on-campus housing rules/regulations	0.0	0.0	51.0	3.5	0.0	0.0	0.0	0.0	0.0	0.0
I preferred the off-campus housing options	0.0	0.0	127.0	8.7	0.0	0.0	0.0	0.0	0.0	0.0
I preferred the privacy of off-campus housing	0.0	0.0	120.0	8.2	0.0	0.0	0.0	0.0	0.0	0.0
I preferred the amenities of off-campus housing	0.0	0.0	83.0	5.7	0.0	0.0	0.0	0.0	0.0	0.0
I preferred to live with family off-campus	0.0	0.0	48.0	3.3	0.0	0.0	0.0	0.0	0.0	0.0
I preferred to live with friends off-campus	0.0	0.0	73.0	5.0	0.0	0.0	0.0	0.0	0.0	0.0
There were no on-campus accommodations available	0.0	0.0	10.0	0.7	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	62.0	4.3	0.0	0.0	0.0	0.0	0.0	0.0
Which of the following describes your current off-campus living situation? (Select all that apply)	N	%	N	%	N	%	N	%	N	%
I live with my family members	0.0	0.0	79.0	5.4	0.0	0.0	0.0	0.0	0.0	0.0
I live with other students affiliated with my school	0.0	0.0	115.0	7.9	0.0	0.0	0.0	0.0	0.0	0.0
I live with someone or others not affiliated with my school	0.0	0.0	42.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0
I live in housing organized by a fraternity or sorority	0.0	0.0	6.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0
I live in housing organized by another student group (co-op, etc.)	0.0	0.0	5.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0
Even though you do not live in a residence hall, have you attended any event(s) sponsored by a residence hall?	N	%	N	%	N	%	N	%	N	%
Yes	0.0	0.0	151.0	10.4	0.0	0.0	0.0	0.0	0.0	0.0
No	0.0	0.0	90.0	6.2	0.0	0.0	0.0	0.0	0.0	0.0

SILLP Questions	All LLPs				Non-LLPs				General LLPs				Academic LLPs				Theme LLPs			
Why did you choose to attend the residence hall programming?	N		%		N		%		N		%		N		%		N		%	
I was invited by a classmate/friend	0.0		0.0		51.0		3.5		0.0		0.0		0.0		0.0		0.0		0.0	
I was invited by a faculty member	0.0		0.0		6.0		0.4		0.0		0.0		0.0		0.0		0.0		0.0	
I was invited by a professional staff member, not including student staff (e.g. RA)	0.0		0.0		11.0		0.8		0.0		0.0		0.0		0.0		0.0		0.0	
I was fulfilling a requirement for a class	0.0		0.0		8.0		0.5		0.0		0.0		0.0		0.0		0.0		0.0	
The program was related to an extracurricular interest of mine (e.g. journalism, performance, politics)	0.0		0.0		21.0		1.4		0.0		0.0		0.0		0.0		0.0		0.0	
The program was related to a career aspiration of mine	0.0		0.0		10.0		0.7		0.0		0.0		0.0		0.0		0.0		0.0	
I happened to see it (or information about it) and went "randomly"	0.0		0.0		31.0		2.1		0.0		0.0		0.0		0.0		0.0		0.0	
Why did you choose not to attend the residence hall programming?	N		%		N		%		N		%		N		%		N		%	
It was at an inconvenient time	0.0		0.0		26.0		1.8		0.0		0.0		0.0		0.0		0.0		0.0	
It was not of interest to me	0.0		0.0		62.0		4.3		0.0		0.0		0.0		0.0		0.0		0.0	
I was not aware of any programs occurring in a residence hall	0.0		0.0		71.0		4.9		0.0		0.0		0.0		0.0		0.0		0.0	
I didn't think I was "invited" to the program occurring in a residence hall	0.0		0.0		37.0		2.5		0.0		0.0		0.0		0.0		0.0		0.0	
None of my friends were going	0.0		0.0		31.0		2.1		0.0		0.0		0.0		0.0		0.0		0.0	
I had too much academic work	0.0		0.0		54.0		3.7		0.0		0.0		0.0		0.0		0.0		0.0	
It interfered with other extracurricular activities (e.g., athletic practice, club meetings, etc.)	0.0		0.0		16.0		1.1		0.0		0.0		0.0		0.0		0.0		0.0	
Please indicate how much confidence you have in your ability to:	M	N	%		M	N	%		M	N	%		M	N	%		M	N	%	
Excel in your current major over the next semester	4.4	1234.0	86.8		4.4	1277.0	84.8		4.4	387.0	87.4		4.3	306.0	84.8		4.4	541.0	87.5	
Excel in your current major over the next two semesters	4.3	1230.0	86.5		4.4	1273.0	84.5		4.3	381.0	86.0		4.3	304.0	84.2		4.4	545.0	88.2	
Complete the upper level required courses in your current major with an overall grade point average of B or better.	4.3	1222.0	85.9		4.4	1262.0	84.0		4.3	379.0	85.6		4.2	305.0	84.5		4.4	538.0	87.1	

SILLP Questions	All LLPs			Non-LLPs			General LLPs			Academic LLPs			Theme LLPs		
	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
How confident are you in your abilities that you will:															
Pass all your courses?	4.6	1308.0	92.0	4.6	1342.0	89.9	4.6	404.0	91.2	4.5	329.0	91.1	4.6	575.0	93.0
Complete your degree?	4.8	1353.0	95.1	4.7	1385.0	93.0	4.8	419.0	94.6	4.7	341.0	94.5	4.8	593.0	96.0
Get a job?	4.3	1182.0	83.1	4.3	1212.0	81.2	4.2	361.0	81.5	4.4	306.0	84.8	4.2	515.0	83.3
Please indicate the extent to which you disagree or agree with each of the following statements:															
Graduating with an undergraduate degree will likely allow me to receive a good job (or graduate school) offer.	4.2	1200.0	84.4	4.3	1255.0	82.5	4.1	362.0	81.7	4.3	314.0	87.0	4.2	524.0	84.8
Graduating with an undergraduate degree will likely allow me to earn an attractive salary.	3.9	996.0	70.0	4.0	1060.0	68.5	3.8	303.0	68.4	4.0	270.0	74.8	3.8	423.0	68.4
Graduating with an undergraduate degree will likely allow me to do work that can "make a difference" in people's lives.	4.2	1135.0	79.8	4.1	1125.0	78.0	4.1	334.0	75.4	4.3	307.0	85.0	4.1	494.0	79.9
Graduating with an undergraduate degree will likely allow me to apply skills developed in my major to my job.	4.3	1254.0	88.2	4.3	1244.0	86.2	4.2	369.0	83.3	4.4	328.0	90.9	4.3	557.0	90.1
Please indicate how much you disagree or agree with each of the following statements:															
At the present time, I have access to a peer "role model" (e.g., someone I can look up to and learn from by observing) in my academic major.	3.4	741.0	52.1	3.4	748.0	50.9	3.3	220.0	49.7	3.5	205.0	56.8	3.4	316.0	51.1
At the present time, I have access to a "grown-up mentor" who could offer me advice and encouragement.	3.7	905.0	63.6	3.6	886.0	62.2	3.7	280.0	63.2	3.8	240.0	66.5	3.7	385.0	62.3
At the present time, I get encouragement from my friends for pursuing my current major.	4.1	1123.0	79.0	4.1	1158.0	77.2	4.0	330.0	74.5	4.2	300.0	83.1	4.1	493.0	79.8
At the present time, I feel that my family members support the decision to major in my intended field.	4.3	1213.0	85.3	4.3	1220.0	83.4	4.3	365.0	82.4	4.4	320.0	88.6	4.3	528.0	85.4
Please indicate your level of disagreement or agreement with each of the following statements:															
I plan to remain enrolled in my current major over the next semester.	4.6	1295.0	91.1	4.5	1317.0	89.0	4.5	400.0	90.3	4.6	326.0	90.3	4.6	569.0	92.1
I think that earning a bachelor's degree in my current major/field is a realistic goal for me.	4.6	1299.0	91.4	4.6	1342.0	89.3	4.5	400.0	90.3	4.6	330.0	91.4	4.6	569.0	92.1
I am fully committed to getting my college degree in my current major/field.	4.5	1263.0	88.8	4.5	1297.0	86.8	4.4	382.0	86.2	4.6	327.0	90.6	4.5	554.0	89.6

SILLP Questions	All LLPs			Non-LLPs			General LLPs			Academic LLPs			Theme LLPs		
	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
To what extent do the following interactions in your residential environment discourage or encourage you in your pursuit of your major?															
Interactions with college peers.	3.9	916.0	64.4	3.8	339.0	63.0	3.8	276.0	62.3	3.9	247.0	68.4	3.9	393.0	63.6
Interactions with faculty members.	3.8	857.0	60.3	3.9	346.0	58.9	3.8	269.0	60.7	3.8	230.0	63.7	3.8	358.0	57.9
Interactions with professional staff.	3.7	797.0	56.0	3.8	318.0	54.8	3.8	256.0	57.8	3.7	203.0	56.2	3.7	338.0	54.7
During the past year, how involved are/were you in...	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
Fraternities/sororities?	0.2	200.0	14.1	0.2	210.0	13.7	0.2	60.0	13.5	0.3	65.0	18.0	0.2	75.0	12.1
Service fraternities/sororities?	0.1	136.0	9.6	0.1	124.0	9.3	0.1	36.0	8.1	0.2	43.0	11.9	0.1	57.0	9.2
Marching band?	0.1	70.0	4.9	0.1	50.0	4.8	0.1	25.0	5.6	0.1	19.0	5.3	0.1	26.0	4.2
Academic clubs/organizations (SWE, Business club)?	0.6	623.0	43.8	0.5	517.0	42.8	0.6	196.0	44.2	0.6	164.0	45.4	0.6	263.0	42.6
Arts/music performances & activities?	0.5	475.0	33.4	0.3	350.0	32.6	0.5	148.0	33.4	0.4	110.0	30.5	0.5	217.0	35.1
Intramural or club sports?	0.4	354.0	24.9	0.4	394.0	24.3	0.4	111.0	25.1	0.4	102.0	28.3	0.3	141.0	22.8
Varsity sports?	0.1	89.0	6.3	0.1	125.0	6.1	0.1	32.0	7.2	0.1	19.0	5.3	0.1	38.0	6.1
Student government?	0.2	168.0	11.8	0.1	125.0	11.5	0.2	50.0	11.3	0.2	49.0	13.6	0.2	69.0	11.2
Political or social activism?	0.2	277.0	19.5	0.2	248.0	19.0	0.2	80.0	18.1	0.2	59.0	16.3	0.3	138.0	22.3
Religious clubs and activities?	0.4	391.0	27.5	0.3	341.0	26.9	0.4	110.0	24.8	0.3	92.0	25.5	0.4	189.0	30.6
Ethnic/cross-cultural activities, clubs?	0.2	249.0	17.5	0.2	199.0	17.1	0.3	81.0	18.3	0.2	55.0	15.2	0.2	113.0	18.3
Media activities (e.g. newspaper, radio)?	0.2	163.0	11.5	0.1	118.0	11.2	0.1	41.0	9.3	0.2	43.0	11.9	0.2	79.0	12.8
Work-study or work on-campus?	0.6	471.0	33.1	0.5	462.0	32.4	0.6	147.0	33.2	0.4	91.0	25.2	0.7	233.0	37.7
Work off-campus?	0.4	321.0	22.6	0.5	444.0	22.1	0.3	92.0	20.8	0.3	67.0	18.6	0.4	162.0	26.2
Armed Services ROTC?	0.0	44.0	3.1	0.1	44.0	3.0	0.0	16.0	3.6	0.0	6.0	1.7	0.1	22.0	3.6
One-time community service activities?	0.7	666.0	46.8	0.6	605.0	45.8	0.7	222.0	50.1	0.6	148.0	41.0	0.7	296.0	47.9
Ongoing community service activities?	0.5	427.0	30.0	0.4	398.0	29.3	0.5	134.0	30.2	0.4	94.0	26.0	0.5	199.0	32.2
Community volunteering that is not related to Greek life or activism?	0.4	420.0	29.5	0.4	413.0	28.9	0.4	127.0	28.7	0.4	102.0	28.3	0.5	191.0	30.9
Other?	0.3	150.0	10.5	0.3	139.0	10.3	0.3	53.0	12.0	0.2	32.0	8.9	0.3	65.0	10.5

SILLP Questions	All LLPs			Non-LLPs			General LLPs			Academic LLPs			Theme LLPs		
	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
During the CURRENT school year, to what extent have you discussed something learned in class with OTHER STUDENTS in your residential environment?	2.5	614.0	43.2	2.4	699.0	42.2	2.5	245.0	55.3	2.7	167.0	46.3	2.4	202.0	32.7
During the CURRENT school year, to what extent have you done the following with OTHER STUDENTS in your residential environment?	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
Held discussions with students whose religious beliefs were very different from your own.	1.7	368.0	25.9	1.7	333.0	25.3	1.8	132.0	29.8	1.7	87.0	24.1	1.6	149.0	24.1
Discussed major social issues such as peace, human rights, and justice.	1.9	476.0	33.5	1.8	413.0	32.7	2.0	167.0	37.7	1.8	88.0	24.4	1.9	221.0	35.8
Held discussions with students whose political opinions were very different from your own.	1.8	424.0	29.8	1.7	355.0	29.1	1.9	142.0	32.1	1.8	106.0	29.4	1.8	176.0	28.5
Discussed your views about multiculturalism and diversity.	1.9	473.0	33.3	1.8	385.0	32.5	2.0	161.0	36.3	1.7	95.0	26.3	1.9	217.0	35.1
How often have you done the following WITH FACULTY outside of class during the CURRENT school year?	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
Discussed personal problems or concerns.	1.1	179.0	12.6	1.1	179.0	12.3	1.0	54.0	12.2	1.1	50.0	13.9	1.1	75.0	12.1
Discussed your career plans and ambitions.	1.6	255.0	17.9	1.5	252.0	17.5	1.6	76.0	17.2	1.6	77.0	21.3	1.6	102.0	16.5
Visited informally about non-academic issues.	1.0	189.0	13.3	1.0	173.0	13.0	1.0	58.0	13.1	1.1	54.0	15.0	1.0	77.0	12.5
To what extent have you utilized the following resources or participated in the following activities within your residential environment?	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
Computer labs	0.7	885.0	62.2	0.9	475.0	60.8	0.7	263.0	59.4	0.7	215.0	59.6	0.7	407.0	65.9
Academic advisors	0.8	1016.0	71.4	0.9	465.0	69.8	0.8	327.0	73.8	0.8	276.0	76.5	0.7	413.0	66.8
Peer counselors.	0.4	462.0	32.5	0.3	177.0	31.8	0.3	132.0	29.8	0.4	130.0	36.0	0.4	200.0	32.4
Interactions with professors	0.7	987.0	69.4	0.9	446.0	67.8	0.8	319.0	72.0	0.8	261.0	72.3	0.7	407.0	65.9
Interactions with professional staff	0.7	397.0	27.9	0.7	354.0	27.3	0.7	98.0	22.1	0.8	91.0	25.2	0.7	208.0	33.7

SILLP Questions		AllLLPs			Non-LLPs			General LLPs			Academic LLPs			Theme LLPs		
How often have you participated in the following activities as part of your residential environment?		M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
Special seminars and lectures		1.0	612.0	43.0	0.6	899.0	42.1	1.1	160.0	36.1	1.0	146.0	40.4	0.9	306.0	49.5
Peer study groups		0.7	544.0	38.3	0.5	722.0	37.4	0.7	159.0	35.9	0.9	129.0	35.7	0.7	256.0	41.4
Career workshops		0.6	438.0	30.8	0.4	553.0	30.1	0.6	138.0	31.2	0.7	102.0	28.3	0.6	198.0	32.0
Community service projects		0.8	486.0	34.2	0.5	724.0	33.4	0.8	153.0	34.5	0.7	117.0	32.4	0.7	216.0	35.0
Cultural (e.g., arts, music) outings		0.9	517.0	36.4	0.6	784.0	35.5	0.9	144.0	32.5	0.8	114.0	31.6	1.0	259.0	41.9
Multicultural programming		0.7	418.0	29.4	0.4	514.0	28.7	0.7	114.0	25.7	0.6	94.0	26.0	0.7	210.0	34.0
Thinking back to when you were making decisions about your housing, how important was it to you that your RESIDENTIAL ENVIRONMENT provided you the following opportunities:		M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
To be part of a smaller group at my institution		2.6	920.0	64.7	2.2	636.0	63.2	2.7	290.0	65.5	2.7	240.0	66.5	2.6	390.0	63.1
To make friends with other students in my field		3.0	1076.0	75.7	2.5	797.0	74.0	2.9	316.0	71.3	3.3	313.0	86.7	2.9	447.0	72.3
To make friends with other students with similar interests		3.4	1281.0	90.1	3.2	1154.0	88.0	3.3	387.0	87.4	3.4	334.0	92.5	3.4	560.0	90.6
To live in a desirable location		3.4	1285.0	90.4	3.4	1232.0	88.3	3.4	404.0	91.2	3.3	318.0	88.1	3.5	563.0	91.1
To live in a residence hall with nice features and amenities		2.8	898.0	63.2	2.7	836.0	61.7	2.7	270.0	60.9	2.6	199.0	55.1	2.9	429.0	69.4
To live with people I already knew		2.5	767.0	53.9	2.4	711.0	52.7	2.7	259.0	58.5	2.7	220.0	60.9	2.4	288.0	46.6
To live in an environment where there would be opportunities for academic enrichment		2.6	863.0	60.7	2.3	651.0	59.3	2.6	261.0	58.9	2.8	248.0	68.7	2.5	354.0	57.3
To have access to supportive study groups		2.4	736.0	51.8	2.1	502.0	50.6	2.3	201.0	45.4	2.7	224.0	62.0	2.4	311.0	50.3
To participate in special workshops related to my major-related interests		2.5	776.0	54.6	2.1	572.0	53.3	2.5	242.0	54.6	2.7	237.0	65.7	2.3	297.0	48.1
To participate in special workshops related to my career-related interests		2.4	718.0	50.5	2.1	529.0	49.3	2.4	221.0	49.9	2.6	221.0	61.2	2.2	276.0	44.7
To be around people who could offer informal help in difficult subjects		2.5	812.0	57.1	2.1	569.0	55.8	2.4	232.0	52.4	2.6	224.0	62.0	2.5	356.0	57.6
To get advice and info about possible careers in my field		2.9	1023.0	71.9	2.6	847.0	70.3	2.9	318.0	71.8	3.1	294.0	81.4	2.7	411.0	66.5

SILLP Questions	All LLPs			Non-LLPs			General LLPs			Academic LLPs			Theme LLPs		
	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
Consider how well the following statement describes your residential environment:															
Students in my residential environment are concerned with helping and supporting one another.	3.6	816.0	57.4	3.3	619.0	56.1	3.6	259.0	58.5	3.6	218.0	60.4	3.6	339.0	54.9
I have enough peer support in my residential environment to do well academically.	3.6	821.0	57.7	3.3	215.0	56.4	3.6	265.0	59.8	3.7	227.0	62.9	3.5	329.0	53.2
My residential environment clearly supports my academic achievement.	3.6	801.0	56.3	3.3	227.0	55.1	3.6	257.0	58.0	3.7	224.0	62.0	3.5	320.0	51.8
I would recommend this residential environment to a friend.	3.8	1008.0	70.9	3.6	850.0	69.3	3.9	321.0	72.5	3.8	242.0	67.0	3.9	445.0	72.0
A professor who lives in or is affiliated with your /a residence hall holds a pancake breakfast in her/ his apartment. If there were no conflicts in your schedule, would you:															
Attend the event because of the free food provided		953.0	67.0		822.0	56.5		303.0	68.4		228.0	63.2		422.0	68.3
Attend the event to meet people outside of class		529.0	37.2		458.0	31.5		153.0	34.5		127.0	35.2		249.0	40.3
Attend the event to spend time with friends		718.0	50.5		528.0	36.3		212.0	47.9		186.0	51.5		320.0	51.8
Attend the event to meet with the professor		579.0	40.7		491.0	33.7		154.0	34.8		150.0	41.6		275.0	44.5
Not attend the event		293.0	20.6		438.0	30.1		94.0	21.2		94.0	26.0		105.0	17.0
A professor who lives in or is affiliated with your/a residence hall hosts a dinner where an artist speaks about his/her work. If there were no conflicts in your schedule, would you:															
Attend the event because of interest in the topic		766.0	53.9		631.0	43.4		240.0	54.2		181.0	50.1		345.0	55.8
Attend the event because of the free food provided		760.0	53.4		624.0	42.9		248.0	56.0		183.0	50.7		329.0	53.2
Attend the event to meet people outside of class		400.0	28.1		355.0	24.4		109.0	24.6		97.0	26.9		194.0	31.4
Attend the event to spend time with friends		547.0	38.5		432.0	29.7		156.0	35.2		135.0	37.4		256.0	41.4
Attend the event to meet with the artist		480.0	33.8		396.0	27.2		135.0	30.5		120.0	33.2		225.0	36.4
Not attend the event		348.0	24.5		494.0	34.0		117.0	26.4		105.0	29.1		126.0	20.4

SILP Questions	All LLPs			Non-LLPs			General LLPs			Academic LLPs			Theme LLPs			
	N		%	N		%	N		%	N		%	N		%	
A professor who lives in or is affiliated with your/a residence hall runs a workshop on financial literacy and loan application process. If there were no conflicts in your schedule, would you:																
		710.0		49.9		689.0		47.4		223.0		50.3		177.0		49.0
		282.0		19.8		263.0		18.1		83.0		18.7		66.0		18.3
		189.0		13.3		154.0		10.6		58.0		13.1		57.0		15.8
		206.0		14.5		173.0		11.9		65.0		14.7		52.0		14.4
		254.0		17.9		210.0		14.4		59.0		13.3		72.0		19.9
	599.0		42.1		660.0		45.4		196.0		44.2		154.0		42.7	
A professor who lives in or is affiliated with your/a residence hall runs a cover letter and resume workshop. If there were no conflicts in your schedule, would you:																
		921.0		64.8		874.0		60.1		280.0		63.2		240.0		66.5
		280.0		19.7		233.0		16.0		93.0		21.0		74.0		20.5
		195.0		13.7		193.0		13.3		54.0		12.2		55.0		15.2
		222.0		15.6		179.0		12.3		66.0		14.9		60.0		16.6
		294.0		20.7		248.0		17.0		76.0		17.2		82.0		22.7
	407.0		28.6		475.0		32.6		132.0		29.8		101.0		28.0	
Please indicate the level to which you disagree or agree with the following statements:	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%	
I frequently question or challenge professors' statements and ideas before I accept them as "right". There have been times when I have disagreed with the author of a book or article that I am reading. I prefer courses requiring me to organize and interpret ideas over courses that ask me to only remember facts or information.	3.2	541.0	38.0	3.1	540.0	37.2	3.2	172.0	38.8	3.1	137.0	38.0	3.2	232.0	37.5	
	3.9	1099.0	77.3	3.8	1061.0	75.5	3.9	340.0	76.7	3.8	264.0	73.1	4.0	495.0	80.1	
	3.6	800.0	56.3	3.6	782.0	55.0	3.6	254.0	57.3	3.5	190.0	52.6	3.7	356.0	57.6	

SILLP Questions	All LLPs			Non-LLPs			General LLPs			Academic LLPs			Theme LLPs		
	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
I enjoy discussing issues with people who don't agree with me.	3.5	7190	50.6	3.4	7290	49.4	3.5	2180	49.2	3.3	1690	46.8	3.5	3320	53.7
I try to explore the meaning and interpretations of the facts when I am introduced to a new idea.	3.8	10100	71.0	3.8	10100	69.4	3.8	3010	67.9	3.8	2430	67.3	3.9	4660	75.4
A good way to develop my own opinions is to critically analyze the strengths and limitations of different points of view.	4.0	10890	76.6	3.9	10890	74.8	3.9	3280	74.0	3.9	2660	73.7	4.0	4950	80.1
Please indicate your disagreement or agreement with the following items:	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
It is important to me that I play an active role in my community.	3.8	9630	67.7	3.7	9080	66.2	3.7	2830	63.9	3.8	2400	66.5	3.9	4400	71.2
I volunteer my time to the community.	3.6	8300	58.4	3.5	7890	57.0	3.5	2520	56.9	3.5	2020	56.0	3.6	3760	60.8
I believe my work has a greater purpose for the larger community.	3.7	9260	65.1	3.7	9150	63.6	3.7	2750	62.1	3.7	2410	66.8	3.8	4100	66.3
I work with others to make my community a better place.	3.7	9120	64.1	3.6	8830	62.7	3.6	2660	60.0	3.7	2320	64.3	3.8	4140	67.0
Please indicate the extent to which you disagree or agree with the following statements:	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
I feel comfortable on campus.	4.1	12070	84.9	4.0	11870	83.0	4.1	3700	83.5	4.1	3010	83.4	4.2	5360	86.7
I am a part of my campus community.	3.8	9950	70.0	3.6	8920	68.4	3.8	3020	68.2	3.8	2630	72.9	3.9	4300	69.6
I am committed to my campus community.	3.8	9320	65.5	3.6	8540	64.1	3.8	2840	64.1	3.7	2390	66.2	3.8	4090	66.2
I am supported in my campus community.	3.8	9720	68.4	3.7	8980	66.8	3.8	2840	64.1	3.8	2550	70.6	3.9	4330	70.1
I am accepted by my campus community.	3.9	10420	73.3	3.8	9900	71.6	3.9	3090	69.8	3.9	2660	73.7	4.0	4670	75.6
Please rate the extent to which you disagree or agree with the following statements about your college campus:	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
White professors respect students of color.	3.9	3340	23.5	3.9	3520	23.0	3.7	950	21.4	3.8	650	18.0	4.1	1740	28.2
Dating between students of color and white students occurs.	3.9	3530	24.8	3.9	3810	24.3	3.8	1060	23.9	3.8	670	18.6	4.1	1800	29.1
There is inter-racial tension in the residence halls.	2.5	1010	7.1	2.6	950	6.9	2.7	360	8.1	2.5	180	5.0	2.5	470	7.6
Friendships between white students and students of color occur.	4.2	3900	27.4	4.2	4230	26.8	4.0	1160	26.2	4.1	750	20.8	4.3	1990	32.2

SILLP Questions	All LLPs			Non-LLPs			General LLPs			Academic LLPs			Theme LLPs		
<p>There is a campus commitment to develop an environment that is conducive to the success of students of color.</p> <p>There is separation among students from different racial/ethnic backgrounds on campus.</p> <p>There is trust and respect between students from different racial/ethnic backgrounds.</p> <p>There is interaction between students of color and white students.</p> <p>There is racial conflict on campus.</p>	3.8	302.0	21.2	3.6	269.0	20.8	3.7	93.0	21.0	3.7	55.0	15.2	3.9	154.0	24.9
	3.2	218.0	15.3	3.3	235.0	15.0	3.3	67.0	15.1	3.0	38.0	10.5	3.3	113.0	18.3
	3.8	305.0	21.4	3.7	303.0	21.0	3.7	91.0	20.5	3.7	54.0	15.0	3.9	160.0	25.9
	4.1	381.0	26.8	4.1	411.0	26.2	3.9	113.0	25.5	4.0	75.0	20.8	4.2	193.0	31.2
	2.8	116.0	8.2	2.8	112.0	8.0	2.9	37.0	8.4	2.8	24.0	6.6	2.7	55.0	8.9
Please rate the extent to which you disagree or agree with the following statements about your college campus:	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
Professors respect LGBTQ students.	3.9	148.0	10.4	3.9	141.0	10.2	3.8	48.0	10.8	4.1	31.0	8.6	3.9	69.0	11.2
Dating between same sex students occurs.	4.3	175.0	12.3	4.2	167.0	12.0	4.1	56.0	12.6	4.3	33.0	9.1	4.4	86.0	13.9
There is homophobic tension in the residence halls.	2.6	45.0	3.2	2.8	58.0	3.1	2.7	17.0	3.8	2.7	11.0	3.0	2.5	17.0	2.8
Friendships between straight and LGBTQ students occur.	4.4	186.0	13.1	4.2	169.0	12.8	4.3	62.0	14.0	4.4	36.0	10.0	4.5	88.0	14.2
There is a campus commitment to develop an environment that is conducive to the success of LGBTQ students.	3.9	144.0	10.1	3.7	132.0	9.9	3.8	43.0	9.7	4.0	29.0	8.0	4.0	72.0	11.7
There is separation among students from different sexual orientations on campus.	2.8	49.0	3.4	2.9	65.0	3.4	2.7	17.0	3.8	2.8	8.0	2.2	2.8	24.0	3.9
There is trust and respect between students from different sexual orientations.	3.8	134.0	9.4	3.7	128.0	9.2	3.8	48.0	10.8	3.8	27.0	7.5	3.8	59.0	9.5
There is interaction between straight and LGBTQ students.	4.3	180.0	12.7	4.0	160.0	12.4	4.2	60.0	13.5	4.3	34.0	9.4	4.3	86.0	13.9
There is homophobic conflict on campus.	2.6	44.0	3.1	2.8	51.0	3.0	2.6	13.0	2.9	2.6	10.0	2.8	2.7	21.0	3.4
Please rate the extent to which you disagree or agree with the following statements about your college campus:	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
Professors respect students from different religious backgrounds.	4.0	435.0	30.6	4.0	421.0	29.9	4.0	139.0	31.4	3.9	85.0	23.5	4.1	211.0	34.1
Dating between students from different religious background occurs.	3.8	366.0	25.7	3.8	356.0	25.2	3.8	111.0	25.1	3.8	77.0	21.3	3.9	178.0	28.8

SILLP Questions	All LLPs			Non-LLPs			General LLPs			Academic LLPs			Theme LLPs		
	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
Please rate the extent to which you disagree or agree with the following statements about your college campus:															
Professors respect students of all genders.	4.0	350.0	24.6	4.0	257.0	24.1	3.9	94.0	21.2	3.9	68.0	18.8	4.1	188.0	30.4
There is gender-driven tension in the residence halls.	2.5	63.0	4.4	2.5	44.0	4.3	2.4	15.0	3.4	2.4	7.0	1.9	2.5	41.0	6.6
Friendships between students of all genders occurs.	4.3	400.0	28.1	4.3	290.0	27.5	4.3	106.0	23.9	4.3	83.0	23.0	4.3	211.0	34.1
There is a campus commitment to develop an environment that is conducive to the success of students of all genders.															
There is separation among students from different genders on campus.	4.0	331.0	23.3	3.9	244.0	22.7	3.9	84.0	19.0	4.0	72.0	19.9	4.0	175.0	28.3
There is trust and respect among students of all genders.	2.6	78.0	5.5	2.6	58.0	5.4	2.6	22.0	5.0	2.6	16.0	4.4	2.6	40.0	6.5
There is interaction among students of all genders.	3.7	288.0	20.3	3.8	223.0	19.8	3.8	84.0	19.0	3.7	54.0	15.0	3.7	150.0	24.3
There is gender-based conflict on campus.	4.2	384.0	27.0	4.2	286.0	26.4	4.3	106.0	23.9	4.1	78.0	21.6	4.2	200.0	32.4
	2.6	85.0	6.0	2.6	63.0	5.8	2.7	24.0	5.4	2.7	21.0	5.8	2.6	40.0	6.5
How did your drinking habits change from high school to college?															
I don't drink alcohol and I never have	455.0	32.0		342.0	23.5		145.0	32.7		133.0	36.8		177.0	28.6	
I started drinking in college	326.0	22.9		360.0	24.7		95.0	21.4		69.0	19.1		162.0	26.2	
I am drinking less in college	108.0	7.6		142.0	9.8		29.0	6.5		24.0	6.6		55.0	8.9	
I am drinking more in college	275.0	19.3		349.0	24.0		90.0	20.3		69.0	19.1		116.0	18.8	
I stopped drinking in college	27.0	1.9		33.0	2.3		6.0	1.4		6.0	1.7		15.0	2.4	
No change	231.0	16.2		228.0	15.7		78.0	17.6		60.0	16.6		93.0	15.0	
During a typical two week period last semester, how many times did you have 5 or more drinks in a row?															
None	919.0	64.6		813.0	55.9		293.0	66.1		235.0	65.1		391.0	63.3	
Once	221.0	15.5		269.0	18.5		67.0	15.1		50.0	13.9		104.0	16.8	
Twice	144.0	10.1		171.0	11.8		37.0	8.4		41.0	11.4		66.0	10.7	
3 to 5 times	105.0	7.4		150.0	10.3		34.0	7.7		29.0	8.0		42.0	6.8	

SILLP Questions	All LLPs				Non-LLPs				General LLPs				Academic LLPs				Theme LLPs			
6 to 9 times	21.0	1.5			32.0	2.2			10.0	2.3			4.0	1.1			7.0	1.1		
10 or more times	9.0	0.6			18.0	1.2			1.0	0.2			2.0	0.6			6.0	1.0		
A male student and a female student are leaving a party together. He has not been drinking very much. She has been drinking and is clearly very intoxicated.																				
You are a friend of the man. How likely are you to:	M	N	%		M	N	%		M	N	%		M	N	%		M	N	%	
Say something to your friend?	2.8	543.0	38.2		2.6	488.0	37.3		2.6	146.0	33.0		2.6	116.0	32.1		3.0	281.0	45.5	
Physically intervene?	2.8	429.0	30.2		2.8	446.0	29.5		2.8	122.0	27.5		2.8	98.0	27.1		2.9	209.0	33.8	
Get other people at the party to support you in intervening?	2.9	489.0	34.4		2.8	448.0	33.6		2.8	139.0	31.4		2.8	110.0	30.5		3.0	240.0	38.8	
If you would not say something or intervene, what are the reasons?	N	%			N	%			N	%			N	%			N	%		
None of my business	376.0	26.4			425.0	29.2			112.0	25.3			105.0	29.1			159.0	25.7		
Don't want either person to get mad at me	338.0	23.8			304.0	20.9			109.0	24.6			91.0	25.2			138.0	22.3		
Afraid of physical retaliation in the moment	505.0	35.5			443.0	30.4			152.0	34.3			128.0	35.5			225.0	36.4		
Afraid of retaliation at some later point	289.0	20.3			245.0	16.8			91.0	20.5			69.0	19.1			129.0	20.9		
You shouldn't interfere with people's personal choices	224.0	15.8			272.0	18.7			75.0	16.9			51.0	14.1			98.0	15.9		
A male student and a female student are leaving a party together. He has not been drinking very much. She has been drinking and is clearly very intoxicated.																				
You are a friend of the woman. How likely are you to:	M	N	%		M	N	%		M	N	%		M	N	%		M	N	%	
Say something to your friend?	2.7	558.0	39.2		2.5	481.0	38.4		2.5	156.0	35.2		2.5	116.0	32.1		2.9	286.0	46.3	
Physically intervene?	2.7	510.0	35.9		2.5	455.0	35.1		2.6	143.0	32.3		2.6	110.0	30.5		2.9	257.0	41.6	
Get other people at the party to support you in intervening?	2.8	508.0	35.7		2.6	430.0	34.9		2.7	142.0	32.1		2.6	105.0	29.1		3.0	261.0	42.2	
If you would not say something or intervene, what are the reasons?	N	%			N	%			N	%			N	%			N	%		
None of my business	264.0	18.6			329.0	22.6			67.0	15.1			81.0	22.4			116.0	18.8		
Don't want either person to get mad at me	342.0	24.1			297.0	20.4			95.0	21.4			91.0	25.2			156.0	25.2		

SILLP Questions	All LLPs			Non-LLPs			General LLPs			Academic LLPs			Theme LLPs		
	M	N	%	M	N	%	M	N	%	M	N	%	M	N	%
Afraid of physical retaliation in the moment		405.0	28.5		347.0	23.8		127.0	28.7		101.0	28.0		177.0	28.6
Afraid of retaliation at some later point		275.0	19.3		213.0	14.6		95.0	21.4		62.0	17.2		118.0	19.1
You shouldn't interfere with people's personal choices		225.0	15.8		251.0	17.3		76.0	17.2		57.0	15.8		92.0	14.9
A male student and a female student are leaving a party together. He has not been drinking very much. She has been drinking and is clearly very intoxicated.															
You don't know either person very well. How likely are you to:															
Say something to the man?	3.0	473.0	33.3	3.1	516.0	32.5	3.1	162.0	36.6	3.0	120.0	33.2	2.9	191.0	30.9
Say something to the woman?	3.0	520.0	36.6	3.0	515.0	35.7	3.0	165.0	37.2	3.0	124.0	34.3	3.0	231.0	37.4
Physically intervene?	3.1	488.0	34.3	3.1	537.0	33.5	3.1	172.0	38.8	3.1	120.0	33.2	3.0	196.0	31.7
Get other people at the party to support you in intervening?	3.1	524.0	36.8	3.0	503.0	36.0	3.0	155.0	35.0	3.0	132.0	36.6	3.1	237.0	38.3
If you would not say something or intervene, what are the reasons?															
None of my business		686.0	48.2		762.0	52.4		209.0	47.2		182.0	50.4		295.0	47.7
Don't want either person to get mad at me		266.0	18.7		223.0	15.3		72.0	16.3		73.0	20.2		121.0	19.6
Afraid of physical retaliation in the moment		459.0	32.3		399.0	27.4		137.0	30.9		119.0	33.0		203.0	32.8
Afraid of retaliation at some later point		222.0	15.6		188.0	12.9		57.0	12.9		56.0	15.5		109.0	17.6
You shouldn't interfere with people's personal choices		313.0	22.0		298.0	20.5		102.0	23.0		78.0	21.6		133.0	21.5
Two students you know who are in a dating relationship live in the apartment above you. You hear them arguing often, especially when they have been drinking. You hear noises that lead you to believe that their fighting is now physical. You don't know either person very well. How likely are you to:															
Say something to the aggressive student?	2.9	428.0	30.1	2.9	437.0	29.4	2.8	128.0	28.9	3.0	121.0	33.5	2.8	179.0	29.0
Say something to the non-aggressive student?	3.0	521.0	36.6	3.0	499.0	35.8	2.9	154.0	34.8	2.9	122.0	33.8	3.0	245.0	39.6
Get other people to support you in intervening?	3.1	539.0	37.9	3.0	514.0	37.0	3.0	156.0	35.2	3.0	132.0	36.6	3.1	251.0	40.6

SILLP Questions	All LLPs		Non-LLPs		General LLPs		Academic LLPs		Theme LLPs						
Call the authorities (police, apartment manager, etc.) to intervene?	2.9	488.0	34.3	2.9	516.0	33.5	2.8	136.0	30.7	2.8	111.0	30.7	3.1	241.0	39.0
If you would not say something or intervene, what are the reasons?		N	%		N	%		N	%		N	%		N	%
None of my business		608.0	42.8		634.0	43.6		189.0	42.7		169.0	46.8		250.0	40.5
Don't want either person to get mad at me		223.0	15.7		196.0	13.5		58.0	13.1		66.0	18.3		99.0	16.0
Afraid of physical retaliation in the moment		518.0	36.4		473.0	32.5		160.0	36.1		128.0	35.5		230.0	37.2
Afraid of retaliation at some later point		300.0	21.1		259.0	17.8		80.0	18.1		75.0	20.8		145.0	23.5
You shouldn't interfere with people's personal choices		192.0	13.5		194.0	13.3		60.0	13.5		47.0	13.0		85.0	13.8
Do you plan to return to the same college or university next fall?		N	%		N	%		N	%		N	%		N	%
Yes		1281.0	90.1		1232.0	84.7		397.0	89.6		325.0	90.0		559.0	90.5
No, I am graduating this year		53.0	3.7		104.0	7.1		15.0	3.4		10.0	2.8		28.0	4.5
No, I am enrolling at a different college or university		37.0	2.6		38.0	2.6		11.0	2.5		13.0	3.6		13.0	2.1
No, I will not be pursuing any form of education next fall		7.0	0.5		4.0	0.3		4.0	0.9		3.0	0.8		0.0	0.0
Undecided		34.0	2.4		34.0	2.3		13.0	2.9		9.0	2.5		12.0	1.9



Study of Integrated Living Learning Programs

A partnership of the College Impact Laboratory (CoIL)
& the NYU Center for Research on Higher Education Outcomes (CRHEO)
Ramseyer Hall Suite 310 | 29 W. Woodruff Ave | Columbus, OH 43210
sillp-group@osu.edu | [@SILLPStudy](https://twitter.com/SILLPStudy)