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Faculty-in-Residence and Living learning Communities at CSUSB

Department of Housing and Residential Education

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Department of Housing and Residential Education, "Faculty-in-Residence and Living learning Communities at CSUSB" (2015). *Faculty Senate records*. 130.
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Faculty-in-Residence and Living Learning Communities at CSUSB

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Department of Housing and Residential Education

CSUSB Snapshot

- CSUSB Students: 20,767
- 93% commuter, 80 % first generation
- First Year Students: 2,700
- Current housing capacity:1,450 (1856, Fall 2018)
- First-year students living on campus: 525
- CSUSB student profile within surrounding counties (Fall 2015):
 - San Bernardino: 11,079
 - Riverside: 6,072
 - Other Ca: 1,298
 - Foreign: 1,487



Theoretical Framework

- Astin (1985) – “simply by virtue of eating, sleeping, and spending their waking hours in the college campus” on-campus students are more likely to identify with college life; single most important influence on student development is the peer group (1993).
- Pascarella and Terenzini (1991) - living on campus was “the single most consistent within-college determinant of the impact of college.”
- Pascarella and Terenzini (2016) - living on campus may affect retention and graduation rates primarily through promoting social integration or involvement. Students who live on campus were more likely to return for their second year than those who lived off campus.
- Thompson, Samiratedu, and Rafter (1993) - freshman students who live on campus have higher retention, a greater degree of academic progress, and higher academic performance.
- Schudde (2011) - campus housing positively impacts retention.
- Kuh, Kinzie, Schuh, Whitt, and Associates (2010); Blimling (1993); Pike (2002); Pascarella & Terenzini (2005); Long (2014) - positive effects of living on campus: belonging, engagement, openness to diversity.

Student Success Data

- GPA

	GPA (Fall 2016)	Total GPA
On-campus	2.90	2.92
Off campus	2.89	2.90

- Retention

Cohort	
On campus	89%
Off campus	85%

- Graduation Rates

Cohort	4 year (fall 2012 cohort)	6-year (fall 2010 cohort)
On campus	22.4%	60.0
Off campus	18.1	56.5

CSUSB students living on campus enroll in and complete over 1.2 credit hours more than off-campus students.

*Controlling for variables -financial aid, underrepresented minorities. First-generation-resident sample representative of non-resident sample.

Faculty-in-Residence

About the F-I-R program

- Partnership between Student Affairs and Academic Affairs.
- Provides faculty members and their families with the unique opportunity to live in a residential community with students, integrating learning inside and outside of the classroom, strengthening the academic, intellectual, and social culture of the residential community.
- Faculty-in-Residence work in close partnership with the Department of Housing and Residential Education to enhance the intellectual environment, supporting academic excellence and existing Living Learning Communities.
- Provides faculty with an opportunity to spend time with students in their living space, creating an environment that is conducive to formal, academic, and casual conversations.
- Faculty members are also able to gain a more in-depth understanding of what the college experience is like for campus residents.

F-I-R Programs across the CSU



HUMBOLDT STATE UNIVERSITY

A California State University Campus



CALIFORNIA STATE UNIVERSITY EAST BAY



Current F-I-R's

- Jordan Fullam (Assistant Professor, Teacher Education and Foundations)
- Dionisio Amodeo (Assistant Professor, Psychology)
- Isabel Huacuja Alonso (Assistant Professor, History)
- Justine D'Arrigo-Patrick (Assistant Professor, Counseling and Guidance)



New F-I-R for 2017-18

- David Marshall, Associate Professor, (Department of English & Director of Honors Program)
- Manijeh Badiie, Assistant Professor (Department of Psychology)
- Joseph Wellman, Assistant Professor (Department of Psychology)

Discussions/Collaborations

Meetings with...

- Academic Affairs Council
- Department Chairs
- ASI
- Residence Hall Association (RHA)

LIVING LEARNING COMMUNITIES

Research

- Participating in Living Learning Communities (LLCs) is uniformly linked with student academic performance, engagement in educational activities, such as academic integration, active and collaborative learning, interaction with faculty members, and overall satisfaction with the college experience (Zhou & Kuh, 2004).
- LLCs associated with greater social interaction with peers and extracurricular involvement, higher persistence and graduation rates, and greater gains in critical thinking and reading comprehension (Blimling, 1993; Pascarella, Terenzini, & Blimling, 1994).
- Students residing in LLCs reported drinking less before college and during the first and second semester in comparison to students not residing in an LLC (Hoffman, 2007).
- Students in LLCs tended to form their own self-supporting groups which extended beyond the classroom. LLC students spent more time together out of class than did students in traditional, unrelated stand-alone classes; learning community students became more actively involved in classroom learning, even after class (Tinto, 2003).
- First Generation students at CSUSB: National average: 20% (CSUSB: 80%). 90% of lower-income first-generation students don't graduate on time (Zinshyeyn, 2016). Living on campus, and living learning communities, assists first-generation students with personal interactions and involvement, and transition and retention by situating students within a small community of learners (UNC, Chapel Hill).

Characteristics

Learning Communities often involve:

- Cohorts of students taking the same courses.
- Interdisciplinary faculty teaching courses with a common theme.
- Students forming study groups, spending time outside of class.
- Collaborative activities and assignments that require students to work together and practice skills.
- Types: Course-based, theme-based, non-residential, residential college.

LLC's

- 2016-17:
 - Black Residential Scholars
 - Green House
- 2017-18:
 - Latin Scholars
 - Women in Science and Engineering (WISE)
 - Greek
 - First Year Experience (FYE)

2018-19:

- Honors

*Advisory Boards

New Housing and Dining



QUESTIONS?

Thank You!