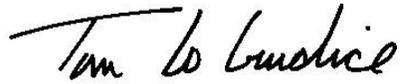LEADERSHIP LIVING/LEARNING COMMUNITIES: UNDERSTANDING THE
HISTORY, GROWTH AND NEED FOR SUSTAINABLE LEADERSHIP
LIVING/LEARNING COMMUNITIES TO BE APPLIED TO THE LEADERSHIP
LIVING/LEARNING COMMUNITY AT A MIDWEST UNIVERSITY

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Abstract

LEADERSHIP LIVING/LEARNING COMMUNITIES: UNDERSTANDING THE
HISTORY, GROWTH AND NEED FOR SUSTAINABLE LIVING LEARNING
COMMUNITIES TO BE APPLIED TO THE LIVING/LEARNING LEADERSHIP
COMMUNITY AT A MIDWEST UNIVERSITY

David Linwood King

Under the Supervision of Tom Lo Guidice, PhD

Master of Education

A review of the literature related to living/learning communities (LLC) is presented with

concrete examples of programs from around the United States. Then, a specific Midwest

University program is described. An analysis of student dispositions toward selected aspects of

the program is presented. Finally, conclusions and recommendations for LLCs is provided.

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"A small group of thoughtful people

can change the world.

Indeed, it is the only thing that ever has."

Margaret Mead   (Lee N. , 2008, pg. 64)

Chapter I: Introduction

"Knowledge is one of the crucial and dominant economic resources needed in order to

obtain sustainable advantages in any community" (Rungrojngarmcharoen, 2013, pg. 133).

Knowledge is the tool that is and will continue to be essential to be able to adapt in an ever

changing society from the local to the global level.   Leaders of these communities must be able

to learn and put into practice the skills and knowledge necessary to help create a community that

is able to adapt and change effectively with the multiple environments in which it exists.   In

order to address this issue and the students that it serves, the Midwest University has instituted a

Leadership LLC.   This program is available to help the students build strong relationships

within this community and also to build a strong relationship skills within and with the Larger

Midwest University community.   Within the LLC these first year students will transition to

college life and develop meaningful connections while they are encouraged to explore their

leadership abilities (A Midwest University Leadership LLC website. (n.d.).   Then they will be in

a position to use those leadership skills to aid in facilitating positive social change wherever they

live.

Statement of the Problem

A Leadership LLC has the purpose of enabling students to examine themselves as

individuals and as members of a community, and then to apply their skills to enable positive

social change in the communities in which they live: campus, local, regional, national and global.

How is the Living/Learning Leadership Skills Community at a Midwest University structured in

adapting its role in preparing the participants to meet the needs of an ever changing community on the local, regional, national and global world with the leadership skills needed with the ability to adapt through self-assessment to meet the changing needs being presented?

Definition of Terms

Leadership Living/Learning Community – A LLC is a group of students who are focused on a particular area of interest and live together in an on-campus residence hall. The Leadership LLC is an interactive living environment focused on development of leadership and exploration of social change.   Students will build strong personal and academic connections with each other and with the Platteville community.   Choosing to live here means several things: exploration of your leadership abilities, a nurturing environment that will help with the transition to college life, and a support network that will provide an opportunity for members to develop meaningful connections" (University of Wisconsin - Platteville Leadership LLC website. (n.d.).

Purpose of the Study

The purpose of the study was to examine the history and models of Living/Learning Communities and apply the findings to the Leadership LLC the University of Wisconsin – Platteville to determine how it is meeting the needs of the students taking part and to discover additional means of helping to design an effective program that will be able to help the students meet the leadership needs of the present and in the future of an ever changing society meeting local, regional, national and global needs.

Significance of the Study

This study focused on the Leadership LLC at the Platteville Campus of the University of Wisconsin through an examination of the history of LLCs and their development so that the results can be directly applicable to that program.   The goal of the LLC is to be able to enable its participants contribute to the ever changing environment.   As this program addresses these goals and to be able to aid the students in reaching their goals of being able to be significant participants in campus life and to acquire and self-assess leadership skills in the present and future.

Delimitation of the Study

The research was conducted in and through the Library, during the course of researching the paper. Primary searches conducted through the Internet using EBSCO host with ERIC, Google/Google Scholar as the primary sources. Print resources were purchased from Amazon. An in-person interview with LLC personnel at Tennessee State accomplished. Key search topics included "Living/ Learning Communities, and LLCs. In addition, an exit survey was administered to the participants at the end of the academic year.   The Learning/Living Program 2014-2015 Spring Year End Survey, University of WI-Platteville was given to the students who took part in the program.   Fourteen students took part in the program, and thirteen students agreed to participate in the survey, with twelve who are actual respondents.   The survey and the results are available in the appendix.

Methodology

A review of literature on the studies of the history of learning, which focuses on the learner, was conducted.   A review of the literature on the definition of "community" in terms of geography

and also in regard to human relations and to education and learning was conducted. A review of the literature exploring the evolution of what has become known as the Living/Learning Community, was conducted and how the noted models have evolved. A review of the literature on the application of the research was also conducted.   A survey to evaluate the year end results of the program at the University of WI-Platteville was conducted to evaluate the program and how it met the needs of the participating students.

Chapter II: Review of Literature
A History of Learning Communities,
Living/Learning Communities

In the past, education focused on the learner as an individual.   In the 1990s an increasing number of educators and researchers have begun exploring a community based learning approach.   These communities were called, "communities of practice,"   "communities of learning," and "knowledge-building communities" (Lee & Roth, 2006, pg. 1).

"Learning communities may have originated as early as 1927, when Alexander Meiklejohn designed a two-year comparative literature program of study at [a Midwest University]."   This was an innovative program that included two academic years and one summer of study.   The first year the students and professors read, analyzed and discussed classical literature and the following summer included a writing assignment to "translate key reading and discussion points into a comparative paper on the topic of interest" (Ratliff, 2006, p. 1).   The second year was used to draw parallels between classical literary works and contemporary American literature. This was considered a first attempt to create a learning community where students and faculty worked together as companions in learning (Ratliff, 2006, p. 1).

In 1975, Gusfield distinguished two major uses for the term, "community."   "The first is the territorial and geographical notion of community—neighborhood, town, city.   The second is 'relational,' concerned with 'quality of character of human relationship, without reference to location'" (McMillan & Chavis, 1986, p. 8). Though Gusfield found that the two are not mutually exclusive, he found that modern society develops community less by location but by common interests and skills   (McMillan & Chavis, 1986, p. 8).

Researchers and classroom teachers concluded that "children fit their…actions to the actions of others and thus contribute to the construction of consensual domains—as they participate in the process of negotiating and instutionalinzing" (Lee & Roth, 2006, pg. 1). Classrooms were seen as a place to implement a shared way of doing things as knowledge building communities which then make the results accessible to public reflection.

However, though the "laudable innovations in the way students learned subject matter, the application of popular sociocultural concepts such as 'commuity of practice' and 'community of Learning' in educational circles has introduced some fundamental contradictions" (Lee & Roth, 2006, pg. 2). Roth and Lee explain that a group of students brought together into the same room and taught by the same teachers does not define a genuine community (of practice). A community needs to have members who take part in the same activity or produce the same outcomes. When students are assembled for "administrative reasons and convenience, the classrooms do not experience an institutional history. Students are not given decision making ability over their tasks. "In the end, all that matters are pupils'*individual* achievements" (Lee & Roth, 2006, pg. 2).

IN SCHOOL/OUT OFSCHOOL BASED LEARNING COMMUNITIES

Researchers have found that out-of-school communities had a different set of criteria to be successful than school-based communities. Out of school commuities had the following characteristics:

- "Objects of activity are the result of a division of labor, which contributes to the maintenance of the collective just as it mediates the maintenance of individuals;

- Participation increases the action possibilities and control over life conditions generally;
- Participants choose to participate in one primary community among other choices;
- The subject's vision of the object activity orients the activity and members learn when they recognize a need for expanding their action possibilities.
- Motivation is a derivative phenomenon, arising from the higher emotional valence generated from the greater control over life conditions experienced and greater action possibilities;
- Participation in collectives enhances overall action possibilites, control and learning possibilities;
- The knowledge built collectively is relevant and useful to others, who capitalize on the resources created thorugh the actions of fellow members as much as their own" (Lee & Roth, 2006, pg. 2).

School-based communities are often different:

- "To use a caricature, every student is essentially a nomad—with respect to curricular objects—existing nearly independently of all other nomads;
- Individual success is valued and rewarded above the success of particular others (individuals) and generalized others (collective).   The accomplishment of each student is irrelevant to the success of the collective;
- School knowledge often has little bearing on how learners frame and solve problems in everyday life (e.g. in mathematics, theory-praxis gap in the professions);
- Learning is encapsulated; learning is for its own sake.   Learners often do not know why they are asked to learn something and do not see (understand) what they learn expands their action possibilities other than things related to school (Engstrom, 1991);
- The knowledge others create is nearly irrelevant to students' own knowledge and students' knowledge is immaterial to the construction of knowledge by others;
- As a result of the previous points, high achieving students frequently do not want to work in collaborative groupings with much lower achieving students who, they feel, are a hindrance and slow them down (e.g. Roth &McRobbie, 1999)   (Lee & Roth, 2006, pg 3).

McMillan-Chavis (1996) state the terms and definitions are a basis that can be applied to a general community, and then transferred to a living/learning community.   This sense of community was defined by McMillan and Chavis as, "… a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that

members' needs will be met through their commitment to be together" (McMillan & Chavis, 1986, p. 9).

Their study went on to state that "membership is a feeling that one has invested part of oneself to become a member and therefore has a right to belong" (McMillan & Chavis, 1986, p. 9). In order for the community to function best it needs to offer the following five attributes: a. Boundaries, b. Emotional safety, c. A sense of belonging and identification, d. Personal investment, and e. a common symbol system (McMillan & Chavis, 1986, p. 10).

Boundaries can define who is and who is not a part of the community and may be so subtle that only those community members are able to recognize it. It can be used to define who can and cannot be trusted. Emotional safety can be seen as a way to provide phsyical and economic security. Personal investment is a vital part of a member's sense of belonging by providing physical safety as well as enhanced economic security. Personal investment is a contributor to the sense of belonging in that the member has earned a place in the community, which results in developing an emotional connection with the community. A common symbols system serves several important functions; 1. Maintains group boundaries; "Understanding common symbols is prerequisite to understanding community" (McMillan & Chavis, 1986, p. 10).

The progression of research and changing models of community and their application to education continues. In 1994 work began on the Social Change Model of Leadership Developemt at the Higher Education Research Institute at UCLA. The goals of this model include aiding the student develop greater self-awareness and leadership competence. In addition, it is a goal of the model to facilitate positive social change in the community or institution it is affiliated with (Astin & Astin, 1996).

COMMON MODELS FOR LLCs

Today, the living/learning community on campus takes many forms. Clusters are a frequent variation of the linked courses model which promote a broader academic perspective. The cluster model is usually based on a common theme. This can include political and/or social issues, a historical period or a career related theme. Students use a common syllabus; meet with faculty weekly or semi-weekly in a seminar or forum setting. Clusters often include: supplementary reading, field trips, tutorials, guest speakers, service learning projects and more (Ratliff, 2006, p. 2).

Coordinated Studies are more complex. These programs are designed by faculty a member and often require 15 or more hours of course credit. Often taught by several staff members, the program can be a quarter, semester or an entire year. These programs are content specific and "provide a more interactive learning environment in which faculty and students from several academic disciplines work together closely together as a learning team" (Ratliff, 2006, p. 2).

Of interest at a number of academic institutions is the Freshman Interest Group (FIG) Living/Learning community. This program is a single program of study that integrates three or more academic courses. In this model faculty members serve as facilitators. Tools that are often available to students include reading assignments, informal social events, panel discussions, public presentations, and service learning projects which can culminate in an end paper. This model is seen as a holistic one in that the academic, personal and practical experiences are woven together in the living/learning community (Ratliff, 2006, pp. 3-4).

The Need/Role of Living/Learning Communities

The past two decades have seen a steady growth in learning communities on college campuses. "As the cost of higher education soars so have expectations for student success, and calls for undergraduate education reform appear on a regular basis. LCs are one reform effort to change how students, faculty, and student affairs professionals work together to form a more holistic learning experience, both across and within disciplines" (Love, 2012, p. 5).

In the present, the role of the LLC continues to increase at colleges and universities around the world. The model is seen as a means through which "eminent power sharing" is attainable (Rungrojngarmcharoen, 2013, p. 133).

"All stakeholders including educational institutions, public and private sectors in any communities need to be actively aware that their supports could contribute to the sustainability of their communities more or less. As members, they merely learn to share and develop their knowledge and wisdom actively and that could turn to be a powerful means for a community to evolve sustainably" (Rungrojngarmcharoen, 2013, p. 138).

"The world is now shifting faster thanks to the advanced development of digital connectivity and increasing access to knowledge…[T]he aim of sustaining a learning community, it necessitates synthesizing the creative mechanism of knowledge sharing of new concepts, practices, ideas, insights, abilities, and values for personal development and of facilitating ongoing learning, communicating certain values and useful information for people's well-being in a community, enhancing academic progress, and inculcating sound awareness of continuous lifelong education" (Rungrojngarmcharoen, 2013, p. 133).

"Regardless of title, all LLCs are identifiable by their mission to improve the educational experience by blurring the distinction between in-class learning provided by education units and outside-of-class learning (in the form of co-curricular activities offered through Student Affairs) including but not limited to residence halls"   (Rohli & Rogge, 2012, p. 83).

While Robert and Rohli stress the necessity for Geography LLCs because of today's globally connected world, (Rohli & Rogge, 2012, p. 84) Rungrojngarmcharoen states that the role of Leadership is a need that must be addressed due to the ongoing changes in the 21st century.   "[T]here have been so many ongoing changes: the increasing intense global competition, the rises of complexity and unprecidented changes, and the demise of hierarchy and position power, which all were creating new yet far-reaching challenges to all commuities worldwide" (Rungrojngarmcharoen, 2013, p. 134).

Learning Communities are found at many colleges and universities since their increased usage dating to the 1970s.   As of 2009, they had been established at over 800 colleges and univserities throughout the United States (Love, 2012, p. 9).

How effective are LC/ LLCs?

Komives, Lucas and McMahon, refer to Gardner (1990) in extending the traditional definitions of community to refer to effective communities as those that practice the following eight elements:

1. Wholeness incorporating diversity
2. A shared culture
3. Good internal communication

4. Caring, Trust and teamwork
5. Group maintenance and governance
6. Participation and shared leadsership tasks
7. Links with the outside world (Komives, Lucas, & McMahon, 2013, p. 289).

Through the shared culture with the above qualities, the authors state that the shared culture that develops will be concerned about new members.   These communities realize that they are also a part of a broader environment with which they will have a constant and dynamic interaction (Komives, Lucas, & McMahon, 2013, p. 289).

When studying the impact of Learning Communties, Love found that the reports available were substantially varied.   Outcomes studied included grades, course completion, students' perception of their experiences, retentionin college and graduation (Love, 2012, p. 11). "Although it was difficult to compare directly such varied data, the researchers concluded that 'those studies that looked at retention, academic success, and satisfaction reported overwhelmingly positive results.   These findings held without regard to the size of the study or the type of learning community undertaken, suggesting that even the modest learning community initiaites are likely to reap positive outcomes'" (Love, 2012, p. 11)

Komives, Lucas and McMahon state in *Exploring Leadership,* "As Luthans and Slocum (2004) note in their introduction to a special issue of *Organization Dynamics,* 'Faced with an unprecedented economic, technological, socio-political, and moral/ethical tumultuous sea of change, there is a need for new theories, new applications and just plain new thinking about leadership'" (Komives, Lucas, & McMahon, 2013, p. 81).

Ratliff states that the "primary role of institutional learning communities is to promote collaborative teaching and learning that connect individual courses from separate academic

disciplines to enrich campus intellectual life and enhance a sense of community for participating students and faculty" (Ratliff, 2006, p. 4).

According to Astin, "The single most important environmental influence on student development is the peer group. By judicious and imaginative use of peer groups, any college or university can substantially strengthen its impact on student learning and personal development" (Hanson & Heller, 2009, p. 19). Astin also found that interaction with faculty and the degree to which the student is *actively engaged* are vital factors in the successful educational experience (Hanson & Heller, 2009, p. 19).

The Social Change Model of Leadership Development

As stated earlier, work began on the Social Change Model of Leadership Development in 1994 at UCLA by the Higher Education Research Institute. This model provides for leaders who desire to make a positive change and not necessarily the traditional role of a leader. It is designed to develop leadership qualities in each participating student. Through developing self-knowledge and the traits of a competent leader, each student will be able to contribute to the institution and/or community so that it is able to function more effectively to encourage a positive social change (Astin & Astin, 1996).

The Leadership Development Model examines leadership from three perspectives:

- "The Individual – What personal qualities are we attempting to foster and develop in those who participate in a leadership development program? What personal qualities are most supportive of group functioning and positive social change?
- The Group – How can the collaborative leadership development process be designed not only to facilitate the development of the desired individual qualities (above) but also to effect positive social change?
- The Community Society – Toward what social ends is the leadership development activity directed? What kinds of service activities are the most effective in

energizing the group and in developing desired personal qualities in the individual?"
(Astin & Astin, 1996)
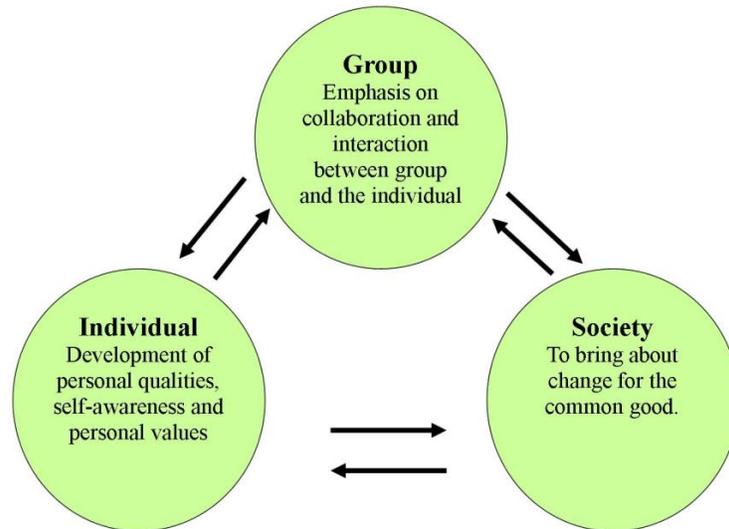
This model defines seven critical values.   They are:

1. "Consciousness of Self:
    - Being aware of the beliefs, values, attitudes and emotions that motivate one to take action.
    - Key to being able to develop consciousness of others.
2. Congruence:
    - Understanding and being consistent with one's own values, beliefs, strengths and limitations.
    - Interdependence with Consciousness of Self.
    - Congruency tests
        o Personal
        o Collective Congruency
3. Commitment:
    - The psychic energy that motivates the individual to serve and that drives the collective effort.
    - Implies passion, intensity, and duration, directed both towards group activity and intended outcomes.
    - Requires knowledge of self.
4. Collaboration:
    - Leadership as a group process; relational
    - Encourages group to transcend individual goals, interest and behaviors
    - Vital that group members explore differences in individual vales, ideas, affiliations, visions, and identities.

5. Common Purpose:
   - To work with shared aims and values
   - Enables the group to engage in collective analysis of the issues at hand and the task to be undertaken
   - Best achieved when all members of the group share in the vision and participate actively in articulating the purpose and goals of the activity.
6. Diversity with Civility:
   - Difference will exist in the group; the differences can be accepted and resolved through open and honest dialogue.
   - Requires trust amongst the group members
   - Conflicts need to be resolves but also integrated into the common purpose.
7. Citizenship:
   - Not simply membership, but active engagement in community
   - Civic responsibility which works for social change
   - The practice of good citizenship should and needs to happen at every level of the model."
   (Astin & Astin, 1996)

Among the potential benefits of learning communities to the students are the   building of critical thinking skills, fosters greater opportunity to build a community of peers and instructors, creates a supportive and personalized learning environment, strengthens students' attachment and engagement to the institution, socializes them to the expectations of college and *increases rates of retention and persistence* (Love, 2012, p. 11).

LLCs at Tennessee State University

Tiffany Freeman, LLC Director at TSU and her Graduate Assistant, Christina Jenkins, gave a history of the program.   Initially the Tennessee State University LLC program was funded by Title III Grant from the United States Federal Government. " Title III programs help eligible IHEs to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible   institutions" (Title III Part A Programs - Strengthening Institutions , 2014).

The grant they received was a five year grant to fund LLCs at the university.   They

stated that they have been somewhat limited by the initial grant and the facilities at the school.

Currently the school offers five LLCs which are: 1. Go Green, 2. STEM, 3. Leadership,

4.

Multicultural, and 5. Creative Arts. According to the grant, the project was designated to reach

out the incoming 1st year students.   Living together as a community was not possible in that

there are two Residency halls for 1st year students and they are not gender neutral.

In the second year, the program was changed to include all students, but they said, the

participation rate was extremely low.   During the 3rd year of the grant, the emphasis was placed

again on 1st year students as they all lived in 1st year resident.

First year students were courted during the summer with emails and information packets.

During this year, it was decided to change the model.   Now Faculty community liaisons write

the curriculum for the group they are responsible for. A sixth community has been added that

includes students who are undecided in what they would like to major in.   Though the students

do not live in the residency hall "clusters" they do all attend a specific place for the

programming.   This year an advisory committee has been set up to look at the program and help

project it out three years at a time.

In an attempt to "court" more students, the staff has created social and informational

events.   At the events, members of the LLCs present activities to encourage participation.   They

include creating tie-dye t-shirts, a form of the jeopardy game and a leadership building game.

The staff at TSU is working to improve the LLCs themselves and the organizational structure but

also participation rates (Freeman, 2014).

In Tennessee State University's Academic Master Plan 2008-2028, "the President reaffirmed the planning assumption about growth, pointing out that while African Americans will remain the majority, the highest rate of increase will likely be Hispanic students. He also pointed out that TSU will continue to appeal to first generation students…The President reaffirmed the planning assumption about growth, pointing out that while African Americans will remain the majority, the highest rate of increase will likely be Hispanic students. He also pointed out that TSU will continue to appeal to first generation students" (Tennessee State University, 2008). Retention of students is vital and the staff sees LLCs as a means of doing that.

Instituting LLCs at Monroe Community College
State University of New York

The staff at Monroe Community College, State University of New York did extensive research when contemplating the establishment of LLCs at the institution.   They cited a 1993 study by Tinto and Associates that examined experiences of new college students in three community learning programs. (Downing, Fagnoli, & Morrow, 1998, p. 2)   One of their conclusions was that the LLC model was a benefit to both students and faculty. (Downing, Fagnoli, & Morrow, 1998, p. 2)   The study referred to the Freshman Interest Group program at the University of Washington, the learning Clusters at LaGuardia Community College, and the Coordinated Studies Program at Seattle Central Community College. They found that "LC contributed to building supportive peer groups by enabling students to develop a network of supportive peers that helped them to make the transition to college and integrate them into a community of peers." (Downing, Fagnoli, & Morrow, 1998, p. 6)   The connections that students were able to make helped them in addressing problems they encountered and also aided them in achieving a balance in the academic-social sphere.   They went on the say that a similar balance

was not seen in community college where the learning experience was much different.

(Downing, Fagnoli, & Morrow, 1998, p. 6).

An important result of the learning communities was that students of different ethnic

backgrounds were able to share experiences and were able to share different viewpoints.   This

enabled them to be challenged to rethink ideas and concepts they were familiar with and in some

situations, allowing them to rethink new and diverse ideas. (Downing, Fagnoli, & Morrow, 1998,

p. 6)

The study also showed that students involved in the LC were more likely to have a

greater degree of personal as well as academic activities. (Downing, Fagnoli, & Morrow, 1998,

p. 6)

The study group at the end of their work gave the following recommendations to the school:

- "Successful LC implementation requires extensive interdisciplinary coordination therefore, the introduction of LC must be a team approach of both academic and student services.   This would include working with such offices as Registration and Records, Academic Advisement and Financial Aid to ensure the processes are efficient and effective.   A student development professional (i.e. counselor or advisor) should be actively involved in the development process.   Many MCC counselors and advisors are currently in teaching roles.   We believe this dual role provides a perspective that will enhance and support the foundations on which LC are grounded.
- Identify a formal "point person," who will be accountable for the process and progress in instituting LC at our institution.   This person would lead a team whose charge it would be to create clear guidelines, thus create a formal screening process before courses can carry the LC label…Although there are a variety of LC models that can be implemented, we believe that formalized criterion is instituted in order to provide a consistent student experience.
- Support is crucial at different levels, therefore, it would be critical to identify and secure resources to support the LC initiative. One example would be collaborating with department chairpersons to ensure that LC offerings support the existing curricula, while gaining departmental support for the LC initiative…Another example would include established a fund to support required professional development including conferences, in-service training, etc. for all the members of courses carrying the LC label.
- Like support, assessment is crucial to the success of initiating LC.   The final recommendation is to establish a formal evaluation process.   The team should be charged with identifying both qualitative and quantitative methods of assessment that

would include but are not limited to program monitoring, program impact, program improvement, and program validation. (Downing, Fagnoli, & Morrow, 1998, pp. 9-10)"

The Midwest University Living/Learning Community 2014-2015

In 2015, a Midwest University offered the first Leadership Living/Learning Community to in-coming 1st year students.   It is a joint effort of the Pioneer Involvement Center and the Department of Residence Life.

As stated by the university website, "A Living Learning Community (LLC) is a group of students that are focused on a particular area of interest and live together in an on-campus residence hall. The Leadership LLC is an interactive living environment focused on development of leadership and exploration of social change.   Students will build strong personal and academic connections with each other and with the Platteville community. Choosing to live here means several things: exploration of your leadership abilities, a nurturing environment that will help with the transition to college life, and a support network that will provide an opportunity for members to develop meaningful connections" (University of WIsconsin-Platteville, 2014).

"ELIGIBILITY
Participants must be a first-year student at UW-Platteville.

BENEFITS
As a resident of the Leadership LLC, you will have many unique opportunities, including:
• Enhanced academic and social opportunities
• Greater involvement in learning
• Local and National Community Service Opportunities
• Increased satisfaction with your UW-Platteville experience
• Focused support from a resident assistant, one of our many campus leaders
• Advice from LLC staff when it comes to navigating college life, finding resources, and getting support

LLC ACTIVITIES
• LLC study groups with students who have the same classes
• Interactive meetings and events with faculty and professionals
• Presentations and workshops on academic involvement, community service, research opportunities, career exploration, resume building and interviewing
• Meals with faculty and LLC staff
• Community and campus service activities
• Social activities as a group" (University of WIsconsin-Platteville, 2014)

While the 1st year student retention rate is 76%, the 4-year graduation rate for students at Platteville is 19% (U.S. News and World Report, 2014).

A focus of the Platteville Leadership LLC is local, regional and national community service opportunities. "In an effort to harness the beneficial effects of LCs and service learning, some institutions combine the two, including service learning as a component of an LC. The merits of service learning are similar to those of LCs; 'emerging research on service-learning validates a longstanding philosophy: integrating academics and community service deliver greater student leadership development, enriched learning, and improved academic performance'" (Love, 2012, p. 13).

Research at a mid-sized public research university showed that for first-time, first-year students involved in a service project as part of a course had increased levels of academic as well as social integration. This program also showed significant increases in the retention of first-time, first-year women students over a two year period. (Love, 2012, p. 13)

The purpose and goal of Living/Learning Communities, including Leadership LLCs is to help nurture leadership qualities in university and college students which will aid in sustaining the quality of human relationships:

• the transfer and sharing of knowledge through discovery of self

- a feeling that one has invested part of oneself to become a member and therefore has a right to belong.

- These attributes may enhance an individual's place in community - and in the Platteville community - aid in retention of students with a higher expectation of college and increased rates of retention and persistence. A positive outcome.

The Leadership LLC participants are presently planning and alternative Spring Break-Students voted on doing a "hands on" project possibly to located in Tennessee at a traditionally African American University to expand multi-cultural understanding , in regards to southern culture.   Students will plan and organize the event, working with students leaders to create a positive service project and a sense of community.

The model of the Leadership LLC at Platteville continues to change to better meet the needs of the participants.   Though credit was not offered for the first year - first semester program, it is being considered for 2nd semester as a possible new class offering or an independent study. Students were supposed to read "I am Malala", but there was no uniformed implementation of the reading by professors.   Second semester participants may be required to read **"I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban"**

LCs have shown in the studies presented that they are a means to higher retention rates. This could in turn lead to higher graduation rates and a better long lasting learning experience.

Chapter III: The Research Plan

An Exit Survey was administered to the students who took part in the Leadership Living/Learning Community to assess the effectiveness of the program at the end of the academic year.

In order for the survey to be administered, it first had to be created. Valerie Wetzel, Assistant Director of the Pioneer Involvement Center and Coordinator of the Leadership Living/Learning Community and Brian Yingst, Involvement Coordinator of the Pioneer Involvement Center were consulted during the creation of and implementation of the survey. The best questions to measure the results of the program were determined. The questions addressed qualities the students wished to improve upon, how the program may have helped them, assessment of future ideas and projects and how it contributed to their overall self-improvement.

In order to assure that the rights and welfare of the students taking part in the survey were protected, and to meet the federal, state and UW-System regulations, the survey was submitted to the Review Board for the protection of Human Participants (IRB). This is a moral, legal and ethical necessity to safeguard the rights and welfare of the human participants, the data or materials gathered, and as well as providing safeguards for the researcher and the institution sponsoring the project. (IRB Manual, p3)

The IRB assures that the project has been held to the standards for federally funded projects and meets the Code of Federal Regulations, 45 CFR 46 (June 23, 2005) , and the Federal Policy for the Protection of Human Subjects: Notices and Rules (June 18, 1991). (IRB Manual, pg. 3)

"Researchers are legally and ethically obligated to protect their participants. Regardless of perceived risk, faculty, staff, and students cannot initiate research involving human participants (including data or material derived from human participants) *before* it is reviewed and approved in writing by the IRB."   (IRB, p. 3)

The IRB assures that the survey:

- Seeks informed consent from each participant
- That consent is appropriately documented
- Privacy and confidentiality is protected
- Additional safeguards are included for vulnerable populations. (IRB 4)

Students are regarded as a vulnerable population as there is a power different between

students and professors.

The IRB also seeks to maximize benefits and minimize harm.   In order to do this the

criteria for IRB Approval must include:

- Risks to participants are minimized
- Risks are reasonable in relation to the anticipated benefits
- Data collection is monitored to ensure participant safety and welfare. (IRB Manual, pg. 5)

The survey was created following the required IRB policies and procedures. This

principal investigator was sponsored by Tom Lo Guidice, PhD and Valerie Wetzel, Assistant

Director of the Pioneer Involvement Center and Coordinator of the Leadership Living/Learning

Community.

After meeting the necessary criteria and after review in accordance with the IRB,

approval was granted.

Once approved, the survey was distributed through Pioneer Link to the students.

Pioneer Link is the website for student clubs and organizations at the University of Platteville.

Twelve of the fourteen students participating took part in the survey.   The results are detailed in

the Appendix at the end of the paper.   The results of the survey will be able to be used to

improve and change the program for incoming students (see appendix for approval form).

Chapter IV: The Findings

When asked about their participation in the program and how it helped them, (question #1) 83.33% of the students stated that it helped them to connect with the community and that they were able to understand more about other.   In addition, 66.67% found that they improved their time management skills.   Gaining self-confidence was an improvement seen by 58.33% of the participants.   Understanding more about themselves, completing tasks efficiently, and gaining critical thinking skills each scored 41.67%.

When questioned on how the actions they took during the program were motivated by their beliefs, values, attitudes and emotions, 8 or 66.6% strongly agreed, 2 or 16.67% agreed and 2 or 16.67% neither agreed nor disagreed.   The participants felt that they were able to strongly agree (7 or 58.33%) that their actions were consistent with their mostly deeply held beliefs and the balance of the group (5 or 41.67%). None of the participants stated neutral or negative responses in this area.

Question 22 addressed the level of agreement on understanding the purpose of the LLC. While 4 or 33.33% strongly agreed and the same amount moderately agreed, 2 or 16.67% were neutral, the remaining 2 moderately disagreed.   This shows that this is an area to be explored in order to better communicate with the students.

Additionally, the survey showed that the students would like to see more involvement in on-campus activities while they also expressed interest in off-campus causes such as women's shelters, food pantries and building projects in the line of Habitat for Humanity youth outreach programs and educational organizations. Many agreed that being in the group, they saw that they were able to work well with others who had beliefs and opinions different from their own.

Change is a part of the LLC model and this LLC will continue to change and evolve to

better meet the needs of the students it serves.

Chapter V: Conclusions and Implications

Living/Learning Communities have been a growing means of addressing education reform since the 1920s. The movement became more focused on the learning community in the 1990s when the Leadership Living/Learning Community Model was established at the University of California-Los Angeles. The result was the Social Change Model of Leadership Development. This model, on which many have been based, addresses the individual self-awareness, personal qualities and values. As a group, the model addresses collaboration and interaction between the individual and the group. The ability to bring about positive social change is the focus of the third component. When successfully fused together, these parts become a whole to aid in creating leaders who have the ability to change the world in a positive way. The model is able to change to fit the needs of the community into which it is incorporated. As it has the ability to aid in creating involved, successful students who can bring that with them as they find their place after graduation and have a place in the community, whether that be local, regional, national or global.

Students who participate in a Leadership Living/Learning Community as well as other LLCs have a greater chance to become a positive part of the academic community and surrounding community. This in turn can lead to higher retention rates and hopefully graduation rates. Those who focus on the learning process, and who are able to balance the needs of the individual and the group will be able to develop self-qualities, self-awareness and personal values. In addition the student will be able to collaborate with others for the good of society. It is far from the older traditional model of focusing only on the individual as a learner. This model is helpful in encouraging students to become thoughtful members of any community to which they belong.

The results of the Year End Survey illustrate the desire/need that students have to be a part of

a community and connect with those around them (see questions 1, 4, 16, 19, 33, 34). When asked about the actions they took, 75% answered that they were able to strongly agree or moderately agree that they were able to see the potential impact on the community.

Midwest University, by establishing a Leadership Living/Learning Community has already committed to the positive process of creating leaders. The school, through its commitment to the program has provided a Coordinator of the Leadership Living/Learning Community as well as student mentors. In addition, it may help students become a more active and meaningful part of the campus community which may aid in the increase of the retention rate. The goal is to provide an academic outcome that will help students become life-long learners who are able to help make a positive social change in their world, however large or small it may be.

As stated earlier in this paper: "'[f]aced with an unprecedented economic, technological, socio-political, and moral/ethical tumultuous sea of change, there is a need for new theories, new applications and just plain new thinking about leadership'" (Komives, Lucas, & McMahon, 2013, p. 81). This LLC is a reflection of this need to face change and help students become the leaders communities will work with for the betterment of the community, and these leaders will in turn aid future leaders.

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APPENDIX

UNIVERSITY OF WISCONSIN
PLATTEVILLE
INSTITUTIONAL REVIEW BOARD

4/23/2015

David Linwood King
Sponsor: Tom Lo Guidice, PhD and Faculty Emerti
Department of The School of Education
University of Wisconsin-Platteville

RE: IRB Protocol #2014-15-60

Project Title: Leadership Living Learning Community Program 2014- 2015
Spring Year End Review Survey

Approval Date: 4/23/2015
Expiration Date: 4/22/2016

Your project has been approved by the University of Wisconsin-Platteville IRB via an
Expedited Review. This approval is subject to the following conditions, otherwise
approval may be suspended:

1. No participants may be involved in the study prior to the IRB approval date listed
   above or after the expiration date.
2. All unanticipated or serious adverse events must be reported to the IRB.
3. All modifications to procedures, participant selection, and instruments used
   (surveys, consent forms, etc) must be reported to the IRB chair prior to their use.
4. If the project will continue beyond the expiration date, then the researcher must
   file for a continuation with the IRB at least 14 days prior to the expiration date. If
   the IRB approval for this project expires before approval for continuation is
   given, then a new protocol must be filled out and submitted. Federal guidelines
   allow for no exceptions to this rule. Any data collected after the expiration date
   cannot be used in the study.

If you have any questions, please contact the IRB chair at the address below. Include
your protocol # on all correspondence.

Sincerely,

Dr Barb Barnet

Dr. Barb Barnet
Institutional Review Board Chair
Professor, Mathematics Department
Gardner 451
University of Wisconsin-Platteville
(608) 342-1942
barnetb@uwplatt.edu

Learning/Living Program 2014-2015 Year End Survey

University of WI-Platteville

Q1. Do you agree to participate?

Count	Percent	
13	100.00%	I have read the above information and willingly consent to participate in this experiment.
0	0.00%	I do not agree to participate.
13	Respondents	

Q2. In which of the following areas did you feel that your participation in the Leadership LLC Service project helped you? (Check all that apply)

Count	Respondent %	Response %	
7	58.33%	13.73%	Building self-confidence
5	41.67%	9.80%	Gained critical thinking skills
8	66.67%	15.69%	Improving time management
5	41.67%	9.80%	Completing tasks efficiently
10	83.33%	19.61%	Connecting with the community
1	8.33%	1.96%	Performing better academically
5	41.67%	9.80%	Understanding more about myself
10	83.33%	19.61%	Understanding more about others
0	0.00%	0.00%	Other (please specify)

	Count	Percent
12	Respondents	
51	Responses	

Q3. Which of the answers below did you consider to be the primary reason for why you requested to take part in the service project?

Count	Percent	
5	41.67%	To gain more leadership skills
3	25.00%	To gain experience in working with in a new environment
1	8.33%	To interact with leadership staff in a different community
3	25.00%	To experience something new and different
0	0.00%	Other (please specify)

	Count	Percent
12	Respondents	

Q4. Of the following, what did you consider to be the greatest benefit of the service project?

Count	Percent	
4	33.33%	Building a stronger community of peers and instructors
3	25.00%	Creating a supportive and personalized learning environment
5	41.67%	Establishing a stronger bond between the community and the institution
12	Respondents	

Q5. Based on this project, how would you like to see the LLC involved in future service projects?

Count	Percent	
6	50.00%	More involvement on-

		campus
5	41.67%	More involvement off-campus
1	8.33%	More regional activity
0	0.00%	Other (please specify)

Count	**Percent**
12	Respondents

Q6. What kind of service projects would you like to see the LLC involved in? (Check all that apply)

Count	**Percent**	
1	8.33%	Youth outreach programs
1	8.33%	Women's Shelters
2	16.67%	Educational organizations
1	8.33%	Food pantries, soup kitchens, etc
6	50.00%	Building projects (e.g. Habitat-for-Humanity, etc)
1	8.33%	Other (please specify)

Count	**Percent**	
1	100.00%	All the above

12	Respondents	

Q7. Please indicate your level of agreement with the following statements: - The actions I took were motivated by my beliefs, values, attitudes and emotions

Count	**Percent**	
8	66.67%	Strongly agree
2	16.67%	Moderately agree
2	16.67%	Neither agree nor disagree
0	0.00%	Moderately disagree

0   0.00%   Strongly disagree

12   Respondents

Q8. Please indicate your level of agreement with the following statements: - My actions were consistent with my most deeply held beliefs and convictions

Count	Percent	
7	58.33%	Strongly agree
5	41.67%	Moderately agree
0	0.00%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
12		Respondents

Q9. Please indicate your level of agreement with the following statements: - When I began a task, I completed it.

Count	Percent	
8	66.67%	Strongly agree
3	25.00%	Moderately agree
1	8.33%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
12		Respondents

Q10. Please indicate your level of agreement with the following statements: - In a group setting, I worked to effectively complete tasks or objectives

Count	Percent	
4	33.33%	Strongly agree
7	58.33%	Moderately agree

1	8.33%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
12	Respondents	

Q11. Please indicate your level of agreement with the following statements: - In group settings, I was able to identify a common purpose

Count	Percent	
2	16.67%	Strongly agree
8	66.67%	Moderately agree
1	8.33%	Neither agree nor disagree
0	0.00%	Moderately disagree
1	8.33%	Strongly disagree
12	Respondents	

Q12. Please indicate your level of agreement with the following statements: - I worked well with others who had beliefs and opinions different from my own

Count	Percent	
4	33.33%	Strongly agree
6	50.00%	Moderately agree
2	16.67%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
12	Respondents	

Q13. Please indicate your level of agreement with the following statements: - When I took action, I recognized the potential impact on the community

Count	Percent

5	41.67%	Strongly agree
5	41.67%	Moderately agree
2	16.67%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
12	Respondents	

Q14. Did you feel you were adequately prepared for the project?

Count	Percent	
11	91.67%	Yes
1	8.33%	No
12	Respondents	

Q15. What do think would have helped you better prepare?

Count	Percent
1	100.00%

Count	Percent	
1	100.00%	More in depth rules of how to complete the project or work with the people

1	Respondent	

Q16. Which of the following areas has your overall participation in the Leadership Living and Learning Community (LLC) helped you? (Check all that apply)

Count	Respondent %	Response %	
10	83.33%	18.52%	Making Friends
6	50.00%	11.11%	Build self-Confidence
5	41.67%	9.26%	Improving time

			management
4	33.33%	7.41%	Completing tasks
9	75.00%	16.67%	Connect to the community
0	0.00%	0.00%	Perform better academically
9	75.00%	16.67%	Learning more about myself
11	91.67%	20.37%	Learning more about others
0	0.00%	0.00%	Other (please specify)
	Count	**Percent**	
0	0.00%	0.00%	None of the above
12	Respondents		
54	Responses		

Q17. How did you learn about the Leadership LLC?

Count	Percent		
2	16.67%		Residence Life website
4	33.33%		Residence Life brochures/flyers
0	0.00%		Pioneer Involvement Center website
1	8.33%		Pioneer Involvement Center brochures/flyers
0	0.00%		New Student registration
2	16.67%		From other students
0	0.00%		From a professor/instructor
3	25.00%		Other (please specify)
	Count	**Percent**	
	1	33.33%	Email

1	33.33%	Mother
1	33.33%	my mother
12	Respondents	

Q18. What factor was the main reason you requested to live in the Leadership LLC?

Count	Percent	
5	41.67%	I wanted to gain leadership skills
3	25.00%	I wanted to live with a friend who was already in the community
1	8.33%	I wanted to interact with Leadership staff involved in the community
3	25.00%	I wanted to live in the building the community is located
0	0.00%	Other (please specify)

Count	Percent

12	Respondents

Q19. In your own words, what's the purpose of the Leadership LLC?

Count	Percent
12	100.00%

Count	Percent	
1	8.33%	A way for a group of leaders to give back to the community in a positive way.
1	8.33%	Building leadership

1	8.33%	The Leadership LLC purpose is to enhance the leadership skills and other skills required to make an adequate leader.
1	8.33%	The purpose is to meet new people and make projects that will affect the community in a positive way.
1	8.33%	The purpose of leadership LLC to me is to become a tight knit community and learn about the different types of leadership. Then apply these to real life, and volunteer and find a purpose amongst the group.
1	8.33%	The purpose of the Leadership LLC is to develop relationships within our residence hall and to create a positive impact on our community.
1	8.33%	The purpose of the Leadership LLC is to enhance leadership skills, become more involved in the community, and make friends.
1	8.33%	To better incoming freshman through community service and leadership projects
1	8.33%	To build relationships with others in the transition to college and then with the community.
1	8.33%	To gain a relationship with the community through service hours, while making a better person out

		of ourselves.
1	8.33%	To learn to be a leader and do things such as community service in order to better the community.
1	8.33%	To make a better bond between the campus and community.

12   Respondents

Q20. In what ways would you like to see the Leadership LLC involved in your building?

Count   **Percent**

12   100.00%

Count	**Percent**	
1	8.33%	Be more involved with the building and promote what the LLC is in the building
1	8.33%	Creating opportunities to continue building relationships
1	8.33%	Doing more projects and letting other people know who we are and what we do.
1	8.33%	Group projects that the whole building can participate in.
1	8.33%	I feel that as being a part of the leadership LLC the students should be more responsible for attending hall council and more involved on campus. Although we were "the most active wing" I believe students could be much

Count	Percent	
		more.
1	8.33%	I personally did not see any leadership related tasks that involved the LLC, but yet I also did not attend any Rountree hall activities
1	8.33%	I would like to see it do more, such as cleaning up around the building, inside and outside.
1	8.33%	I would like to see more community service projects as well as more events designed for just the LLC students.
1	8.33%	I would like to see more individuals in LLC
1	8.33%	In Rountree I see my LLC friends and we hang out and play games on our down times.
1	8.33%	No one even knew we were there, so we should do more to get our name out.
1	8.33%	since most of us live in Rountree, have the class there instead

12   Respondents

Q21. In what ways would you like to see the Leadership LLC involved around campus?

Count   Percent

12   100.00%

Count	**Percent**

1	8.33%	A lot more with other organizations and LLCs on campus
1	8.33%	Community service and just volunteering at events
1	8.33%	Continue to make and improve friendships
1	8.33%	Do a food sale or something to increase funds. Also, do more on campus to clean or help people out.
1	8.33%	Fun activities
1	8.33%	Help out with various projects, spread the word of the LLC, and just leave a positive environment behind them
1	8.33%	I feel that the Leadership LLC students should definitely be required to join another organization. I found that the more you can make connects and know this is the place you want to be. Also more volunteering and finding opportunities to be more involved with clubs on campus, because that's also a goal of the student organizations! Leadership is about bringing this campus together.
1	8.33%	I would like to see more community service projects.
1	8.33%	I would like to see the LLC put on a event on campus

1	8.33%	I would like to see the LLC taking part in community service on a semi-regular basis rather than just as part of our service project.
1	8.33%	Makes sure everyone knows about the Leadership LLC by hosting various events to help out the community.
1	8.33%	Trash pickup, food drives, clothing drives, offer to help students move out at the end of the year

12   Respondents

Q22. Please indicate the level of agreement with the following statements: - I understood the purpose of the Leadership LLC.

Count	Percent	
4	33.33%	Strongly agree
4	33.33%	Moderately agree
2	16.67%	Neither agree nor disagree
2	16.67%	Moderately disagree
0	0.00%	Strongly disagree

12   Respondents

Q23. Please indicate the level of agreement with the following statements: - Actions I took were motivated by my beliefs, values, attitudes, and emotions.

Count	Percent	
6	50.00%	Strongly agree
5	41.67%	Moderately agree
1	8.33%	Neither agree nor disagree
0	0.00%	Moderately disagree

0   0.00%   Strongly disagree

12   Respondents

Q24. Please indicate the level of agreement with the following statements: - My actions were consistent with my most deeply-held beliefs and convictions.

Count	Percent	
7	58.33%	Strongly agree
4	33.33%	Moderately agree
1	8.33%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
12	Respondents	

Q25. Please indicate the level of agreement with the following statements: - When I began a task, I worked to complete it.

Count	Percent	
6	50.00%	Strongly agree
6	50.00%	Moderately agree
0	0.00%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
12	Respondents	

Q26. Please indicate the level of agreement with the following statements: - In group settings, I effectively worked to complete tasks and/or actions.

Count	Percent	
4	33.33%	Strongly agree
8	66.67%	Moderately agree

0	0.00%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
12	Respondents	

Q27. Please indicate the level of agreement with the following statements: - In group settings, I was able to identify a common purpose.

Count	Percent	
2	16.67%	Strongly agree
10	83.33%	Moderately agree
0	0.00%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
12	Respondents	

Q28. Please indicate the level of agreement with the following statements: - I worked well with others who had different opinions and points of view.

Count	Percent	
3	25.00%	Strongly agree
6	50.00%	Moderately agree
3	25.00%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
12	Respondents	

Q29. Please indicate the level of agreement with the following statements: - When I took action, I recognized the potential community impact.

Count	Percent

6	50.00%	Strongly agree
3	25.00%	Moderately agree
3	25.00%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
12	Respondents	

Q30. Please indicate the level of agreement with the following statements: - I learned that change is a necessary aspect of leadership.

Count **Percent**

5	41.67%	Strongly agree
6	50.00%	Moderately agree
1	8.33%	Neither agree nor disagree
0	0.00%	Moderately disagree
0	0.00%	Strongly disagree
12	Respondents	

Q31. Please indicate the level of agreement with the following statements: - Leadership is reflective of all group members.

Count **Percent**

6	50.00%	Strongly agree
3	25.00%	Moderately agree
1	8.33%	Neither agree nor disagree
1	8.33%	Moderately disagree
1	8.33%	Strongly disagree
12	Respondents	

Q32. In which of the following areas has your participation in the LLC help you developed? (Check all that

apply)

Count	Respondent %	Response %	
7	58.33%	17.07%	**Critical & Reflective Thinking** (Creativity; formulating new approaches, informed reasoning, tolerance of ambiguity, personalize learning and meaning making, relating knowledge to daily life, and pursuing excellence)
5	41.67%	12.20%	**Intrapersonal Development** (Resilience, self-care, self-awareness/identity development, commitment to ethics and integrity, taking responsibility for individual choices and actions, and maintaining health and wellness)
8	66.67%	19.51%	**Practical Competence** (Proactive prevention and harm reduction, demonstrate an ability to manage one's own behavioral and emotional health, professionalism, pursuing goals, and managing career)
6	50.00%	14.63%	**Inclusivity** (Social responsibility, civility, recognizing and valuing cultural and human differences, global consciousness or perspective)
9	75.00%	21.95%	**Interpersonal Development** (Effective leadership, collaboration and teamwork, participating in mentoring relationships,

			interdependence and advocacy, social skills, communication)
6	50.00%	14.63%	**Civic Engagement and Lifelong Learning** (Responsible stewardship of resources; including natural resources, appreciation of and engagement in Pioneer traditions and pride, self-directed learning, community engagement, active contributor to society, ongoing professional development)
12	Respondents		
41	Responses		

Q33. Of the following, what did you consider to be the greatest benefit of the Leadership LLC?

Count	Percent	
8	66.67%	Building a stronger community of peers and instructors
2	16.67%	Creating a supportive and personalized learning environment
2	16.67%	Establishing a stronger bond between the community and the institution
12	Respondents	

Q34. Would recommend the Leadership LLC to students?

Count	Percent	
11	91.67%	Yes (please explain)
	Count	**Percent**

1	9.09%	Because it was a great experience to meet new people and go on multiple trips with them.
1	9.09%	Being a part of the Leadership LLC is something I have greatly enjoyed this past year. It is a great way to meet new people coming in to college, and I feel like I learned a great deal about myself as a result of this service project. Also, Val is a badass. Just saying.
1	9.09%	Being involved in this will get you more connections and get you involved!
1	9.09%	Gets you move involved quicker.
1	9.09%	I made some great friends and got to do activities like the alternate spring break and etiquette dinner that I would not have gotten to do otherwise.
1	9.09%	I think it was a good developing program.
1	9.09%	I would definitely recommend the LLC as it was a great way to complete service hours and meet others. However, I feel that the LLC is still very new and needs some more establishment of group activities and service projects as a whole.

1	9.09%	I would suggest LLC to anyone because not only do you learn things that will come in handy in everyday life, but I've made some very good friends and have some of the best memories of college so far because of LLC
1	9.09%	It is a way to make friends with people in your same wing and it is a way to get involved on campus.
1	9.09%	plenty of opportunities to really get to know people
1	9.09%	Yes helped build relationships that will last forever
1	8.33%	No (please explain)

Count	Percent	
1	100.00%	It did not have the information I was hoping would be covered, but once it does, then I would recommend it. I was hoping that the LLC would talk about the different leadership goals that people need to succeed as a leader.

12   Respondents