

# **Learning Communities and Living-Learning Communities**

## **Learning Community Program Outcomes**

Students who participate in Learning Communities and Living Learning Communities will:

- develop a **sense of belonging and inclusion** through engagement in and out of the classroom.
- engage with the four Mission Pillars through learning in and outside of the classroom.
- achieve better **academic success** than students not engaged in the Communities.

## Linked Courses

- Mission Themes
- UNIV 150 First Year Seminar Critical Thinking
  - With Embedded Peer Mentor
- General Education and/or Major Core Course
  - English Composition
  - Chicana/o Studies
  - Environmental Science
  - Anatomy and Physiology
  - Communication
  - World History



## Embedded Peer Mentors

- Deliver student success content 30-minutes/week in UNIV seminar
- Meet with students in small bi-weekly co-curricular learning communities, Dolphin Interest Groups (DIGs)
- Hold “student hours” for one-on-one academic coaching and resource referral
- Coordinate & collaborate with RAs for LLCs
- Submit reflections on UNIV class and each DIG to University Experience Program pro-staff

### Dolphin Interest Groups (DIGs)



## Alignment with Mission Pillars

- Multicultural
  - Michele Serros LLC
  - Bedford and Dr. Irene Pinkard LLC
  - Multicultural Learning Community
- International
  - Windows on the World (WOW) LLC
  - International Learning Community
- Integrative
  - Healthcare
  - STEM
  - Student Undergraduate Research Fellows (SURF) LLC
- Community Engagement
  - Outdoor Adventures (Community Engagement) LLC

### Multicultural Mission Pillar

#### Michele Serros

#### Living-Learning Community

Named for the late Michele Serros, a nationally-recognized and celebrated Chicana author/poet from Oxnard, this Community engages students in critical dialogue on educational empowerment, creativity, community advocacy, multiculturalism, social justice and equity, and will foster a sense of *familia* and support for all. 6 units in Fall, UNIV 150 First Year Seminar and CHS 100 Introduction to Chicana/o Studies. In Spring, students take HIST 270 U.S. to 1877 together.

**Fall Professors:** Raul Moreno Campos & Nicholas Centino

#### General Education Units

Fall: UNIV 150 (3 units): Critical Thinking (A3) or Lifelong Learning (E); CHS 100 (3 units): Social Science (D) AND Multicultural Graduation Requirement. Spring: HIST 270 American Institutions Graduation Requirement

UNIV 150-05 (Class # 1110) MW 2:00pm-3:50pm

CHS 100-01 (Class # 1465) MW 12:00pm-1:50pm

UNIV 150-16 (Class # 1112) MW 4:00pm-5:50pm

CHS 100-01 (Class # 1465) MW 12:00pm-1:50pm

#### Bedford and Dr. Irene Pinkard

#### Living-Learning Community

This Community honors the continued legacy of Bedford and Dr. Irene Pinkard, founders of the Ventura County Chapter of Black American Political Association of California, and their work in under-served communities of Ventura County. The community develops leadership and mentoring skills to encourage a sense of belonging at CI, critically analyze issues that impact the Black and other vulnerable populations of the world, and imagine and create more inclusive futures. 6 units in Fall, UNIV 150 First Year Seminar and ENGL 160 Genre Fiction: Afro Cyber Punk. In Spring, students take ENGL 105 Composition and Rhetoric and HIST 250 World Regions: Africa (6 units) together.

**Fall Professors:** Shante Morgan Durisseau & Raquel Baker

#### General Education Units

Fall: UNIV 150 (3 units): Critical Thinking (A3) or Lifelong Learning (E); ENGL 160 (3 units): Arts (C1); Spring: ENGL 105 Written Communication (A2); HIST 250 Social Science (D)

UNIV 150-09 (Class # 1118) MW 2:00pm-3:50pm

ENGL 160-01 (Class # 1947) T 12:00pm-2:50pm

## Success of CSUCI Learning Communities

- **For 2014 cohort**
  - 83% retained to second year (88% for Hispanics/Latinos) compared to 78% for non-LC freshmen.
  - 79% retained to third year (83% for Hispanic/Latinos) compared to 65% for non-LC freshmen.
- **As LC/LLCs scale up**
  - Second-year GPAs outpace non-LC/LLC cohorts
  - Greater impact for Pell, first-gen and underrepresented students
  - Higher percentage of LC/LLC students are sophomores in third semester.
- 2011: 78 (13% of entering freshmen)
- 2012: 98
- 2013: 117
- 2014: 177
- 2015: 276
- 2016: 338
- 2017: 251
- 2018: 252 (25% of entering freshmen)

## Engaging Pedagogy & Professional Development



- Team meetings and cross training sessions with Housing, RAs, Peer Mentors and Faculty.
- Maintain faculty/staff resource page on LC/LLC website.
- Trainings for faculty development of linked assignments.



## First-Year Communities

