

Norfolk State University's Living and Learning Communities (LLC)

Mission Statement

Living-Learning Communities support the mission of Norfolk State University and the Division of Student Affairs by fostering collaboration with faculty to empower residential students both in and outside of the classroom to maximize their potential through academic learning, intentional co-curricular programming, community living and strong partnerships with the Division of Academic Affairs.

Vision Statement

Norfolk State University's Living-Learning Communities will construct innovative and manageable approaches to facilitate development of critical thinking skills in students by integrating curricula and transactive peer tutoring (TPT; King 1998) activities. Norfolk State University's Living-Learning Communities will serve as an instrumental recruitment tool for prospective students across the nation and assist with the retention of NSU's residential student population.

Student Learning Outcomes

As a result of participating in a Living-Learning Community, students will:

1. demonstrate improved critical thinking skills as evidenced through their ability to R.E.A.S.O.N. (Reflect, Evaluate, Argue, Solve, Obtain, Network)
2. formulate effective study groups by working together outside of class on course activities through peer-led study groups
3. recognize connections across disciplines and connections between the academic and real-world experiences outside the classroom through integrative learning
4. experience higher achievement levels as demonstrated by their academic success, persistence and retention at the University

Assessment Plan

Items to be assessed	Purpose	Assessment Method
Critical thinking skills (R.E.A.S.O.N.) (1)	To collect data in support of the University's QEP ensuring students develop the necessary critical thinking skills to reason holistically	a) pre and post-tests b) common assignment—rubric c) co-curricular mapping
Integrative learning (3)	To determine whether LLC students recognize connections across the various disciplines	a) common assignment—rubric b) focus group at end of academic year
Retention (4)	To determine whether students who participate in a LLC are being retained at a level consistent with the University's overall retention rate	a) track early alert grades b) GPAs c) attrition at the end of each semester
Co-curricular engagement (4)	To determine whether participation in co-curricular activities impacts LLC student academic success	a) track student's attendance at co-curricular programming b) track attendance at tutoring/study sessions c) co-curricular mapping
Level of satisfaction (4)	To assess student's satisfaction with their overall experience in a LLC	a) qualitative survey at the end of spring semester b) focus groups at end of academic year
Faculty-student interaction (2)	To assess whether faculty interaction through formal and informal meetings has an impact on student success	a) qualitative survey at the end of spring semester b) focus group at end of academic year

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Student-student interaction (2)	To assess whether student interaction through formal and informal meetings has an impact on student success	a) qualitative survey at the end of spring semester b) focus group at end of academic year
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Citation:

King, A. (1998). Transactive peer tutoring: Distributing cognition and metacognition. *Educational Psychology Review*, 10, 57-74.