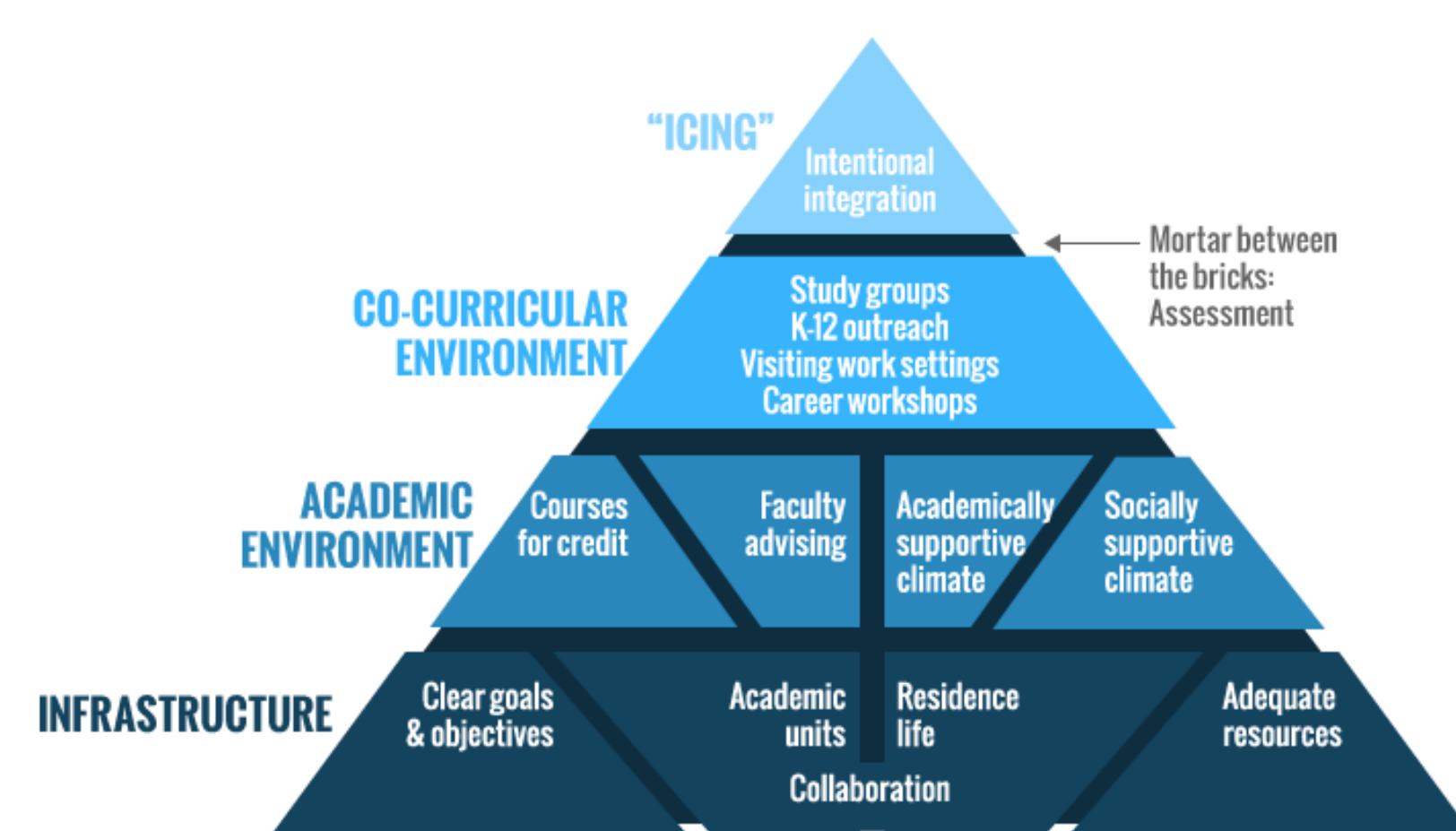


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## Background

- Living Learning Programs (LLPs) are created around a variety of themes with the intention to integrate academics into the residential setting to help students develop a sense of community through learning (Brower & Inkelas, 2010; Inkelas, Jessup-Anger, Benjamin, & Wawrzynski, 2018; Shapiro & Levine 1999; Smith, MacGregor, Matthews, & Gabelnick, 2004).
- One population that may often be overlooked in engaging in LLPs is student-athletes (SAs). This could be due to time demands, irregular times that they report to campus or due to not being aware or understanding these opportunities.
- Mamerow and Navarro (2014) suggest that including SAs in LLPs may be a good way to assist in their transition to college and build community.
- At the Division I level, almost 60% of SAs live with teammates or other SAs, which is the highest among all three divisions (D2-47%, D3-33%) (NCAA, 2017).
- From 2012 to 2016, there was a 7% increase in the percentage of SAs who live with other SAs exclusively (NCAA, 2017)
- Inkelas (2010) has developed a best practices model (seen below) for establishing successful LLPs.

### L/L BEST PRACTICES BUILDING BLOCKS



## Objectives

- To examine LLPs provided by all Division I institutions and identify those offering LLPs around topics such as wellness, athletics and related topics (e.g., leadership) which might be of particular interest to SAs.
- Additionally, universities offering LLPs around the SA experience will be identified and characteristics of these will be discussed.
- Based on the data and trends found, recommendations about LLPs to help improve the quality of the SA experience will be provided.

## Results

Percent of NCAA Division I Institutions That Offer a Living Learning Program Centered Around Wellness, Athletics or Leadership

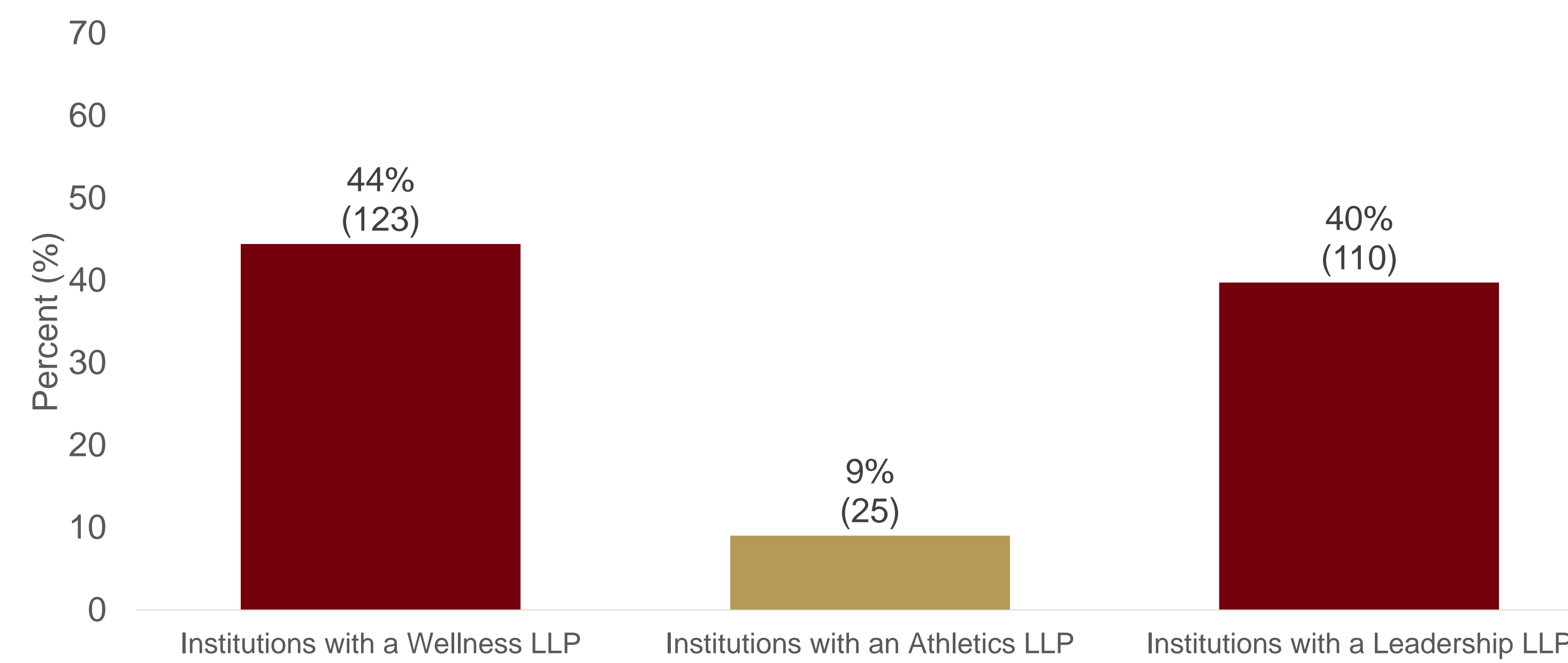


Figure 1 Note: Percentages are calculated out of number of institutions that offer at least one LLP (277)

## East Carolina University (ECU) Case Study

Figure 2 Best Practices Model for Living Learning Communities (Inkelas, 2010): Examples from East Carolina Athletics LLC

<b>Pinnacle</b>	<b>Intentional Integration</b> Hypothetical Example: The SA members plan an event to host former or current professional athletes that are leaders within their sport. Through an event like this, the SAs can receive insight into what it takes to be a leader at the highest levels of sport, while developing their own leadership skills by planning and organizing the event.
<b>Cocurricular environment</b>	<b>Leadership</b> Example: Members are expected to use their leadership skills and qualities to help represent their teams on the Student-Athlete Advisory Committee.
<b>Academic environment</b>	<b>Socially Supportive Environment</b> Hypothetical Example: Individuals attend other member's sporting events to support their peer such as a member on the soccer team going to cheer on their roommate at a basketball game.
	<b>Courses for Credit</b> Example: Members of the Athletics LLC are required to take freshman seminar class in the fall and an English class in the spring together as a unit.
	<b>Academically Supportive Climate</b> Example: The Athletics LLC is located in the same residential building with Honors students, so the SAs are surrounded by and can interact with other individuals who highly value academics.
<b>Infrastructure</b>	<b>Academic Affairs &amp; Residence Life Collaboration</b> Example: Residence Life, the Center for Leadership Development, and the Athletics Department of ECU all came together to establish an LLC that would benefit each group in addition to the SA.
	<b>Adequate Resources</b> Example: The Athletics LLC is located in a new, residential building that was designed for living learning communities with a focus on the student. Additionally, the building is conveniently located near the athletic facilities to meet the SA's needs.
	<b>Infrastructure: Clear goals &amp; objectives</b> Example: The goal of the Athletics LLC is to develop their SAs into leaders in life and on the field. Additionally, all members are expected to obtain a Leadership Certificate at the end of year.

Figure 2 Note: Examples mentioned above are currently in place at ECU unless noted as "Hypothetical Example".

## Methods

Information was collected by researching 351 NCAA Division I residence life webpages. The number and types of LLPs were recorded and analyzed. Institutions, that offered a LLP for SAs, were individually contacted and asked to answer a set of questions about the LLP's characteristics.

## Findings

- Almost 80% of NCAA Division I institutions offer at least one type of LLP
- Athletics and sport related LLPs are not as common as wellness or leadership centered LLPs
- Ohio University and East Carolina University are the only two Division I institutions with a SA specific LLP
- Non SA specific LLPs have requirements that restrict SAs from being a part of the communities such as:
  - Weekly time commitments
  - Entry fees
  - Special admissions for LLPs connected to a program (Honors, Business Fellows, Leadership Fellows, required majors)
  - GPA

## Recommendations

- Survey the SA body to see if a SA LLP would be of serious interest
  - SAs may not realize they have the potential to create their own LLP
- Avoid establishing any strict weekly time requirements to suit the SAs busy schedules
- Before creating a LLP for SAs, develop a one credit leadership course that SAs can take
  - At ECU, the Athletics LLC is currently very successful, but "there was a lengthy buy-in period where the coaches had to see the value of leadership development in their SAs"
  - This way coaches can assess the success on the field of having their SAs enroll in a leadership focused course before trying to integrate the residential component
- Ensure the location of the SA LLP is in close proximity to the athletic facilities to minimize any inconveniences