

Developing a Sense of Self and Belonging in Residential Life

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Agenda

- Residential Curriculum
- Self-Reliance
- Strategy: Intentional Resident Interactions
- Sense of Self & Belonging
- Results & Limitations
- Updated Assessment

Residential Curriculum

First implemented at the University of Delaware in the early 2000s (as cited in this [article](#).)

As Defined by University of Kansas:

- Derived from educational priorities through research-backed pedagogy and assessment
- Utilizes sequenced, individualized, and targeted interventions; coupled with strategic community building
- Provides students with transformative learning opportunities that lead to graduation in four years

The screenshot shows the University of San Francisco myUSF website. The header includes the university logo and navigation tabs for Students, Schools, and Offices. The main content area is titled "Individual Development" and includes a "SUMMER" section with links for "Conference Housing" and "Summer School Housing", and a "JOIN OUR TEAM" section with links for "Student Positions", "Graduate Internships", and "Full-Time Staff". A paragraph defines individual development as a reflective and connected process. Below this, a table lists outcomes, knowledge, comprehension, and application.

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Students Schools Offices

Individual Development

Individual development is a reflective and connected process of understanding who and how one is in the world. Through realistic self-appraisal, the Jesuit practice of discernment, and interaction with others, resident scholars will become more socially and emotionally aware. Foundational to holistic wellness is each person's exploration, formation, and articulation of one's identities and values.

As a result of living on campus, resident scholars will be able to:

Outcome	Knowledge	Comprehension	Application
Examine their personal values and ethics	Define basic tenets of their values and ethics	Articulate how their families and social networks have influenced and continue to affect their worldview and values	Connect their values and ethics to their academic, personal and vocational aspirations

Our Educational Priority & Learning Goals

As a result of living on campus at Pacific, residents will be confident and culturally responsive individuals engaged in their communities.

- Self-Reliance
- Leadership
- Intercultural Competence
- Interpersonal Skills

*We have four learning goals that have been each defined with their own narrative to illustrate how we are determining our benchmark for successfully achieving the educational priority.

Sense of Self & Belonging

Self-Reliance

Demonstrate a strong sense of self

- First Year: Identify Goals for Personal Development

Interpersonal Skills

Develop a community of meaningful relationships

- First Year: Recognize the importance of building connections within their community

Intentional Resident Interactions

Must include in conversation topics surrounding assigned learning goal

Indicate whether the resident qualifies as a student of concern

Make note of how much time it took to contact the resident

Residential Life & Housing views a series of guided one-on-one meetings between all residents and their student staff as an effective way to address numerous competencies in the Residential Curriculum and FYRE's learning outcomes. One of the primary goals of these documented interactions is to ensure that students have intentional interactions with their student staff member to aid in their transition to Pacific.

Minimum 15 minutes long

Must meet each resident at least once

Must ask them what their three words are

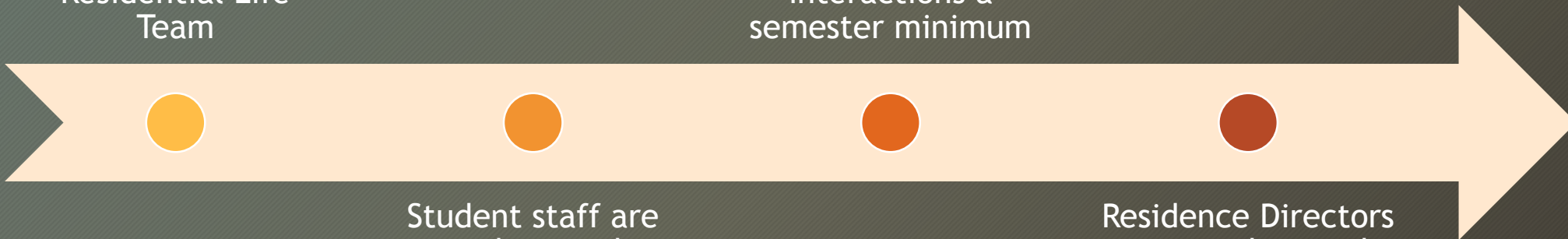
Timeline

Forms and rubrics
are developed over
the summer by
Residential Life
Team

Student staff
conduct 1-2
interactions a
semester minimum

Student staff are
trained on student
engagement and
how to collect
information

Residence Directors
review data and
ensure appropriate
care and follow up
provided

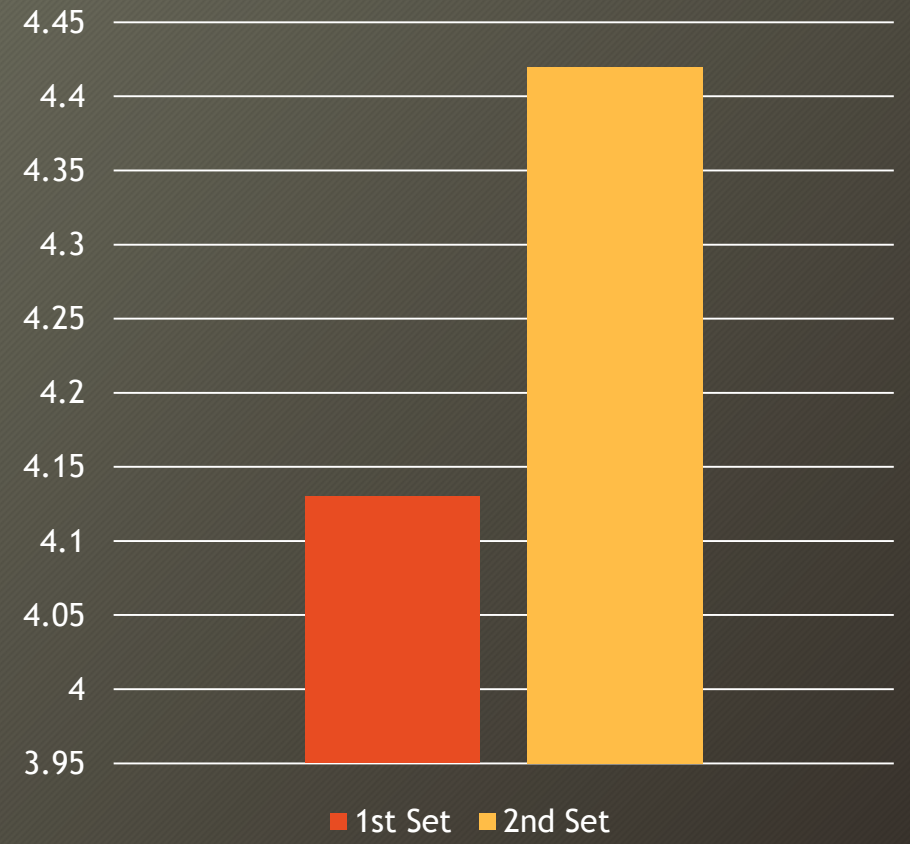


Results

Have you found your community at Pacific (gaming, identity, hall)?

- 1- Unable to rate
- 2- The resident has not attempted to make connections with others
- 3- The resident understands why building community is important but does not know how
- 4- The resident has begun taking steps to building connections
- 5- The resident actively pursues and has formed some connections

Question 1 results

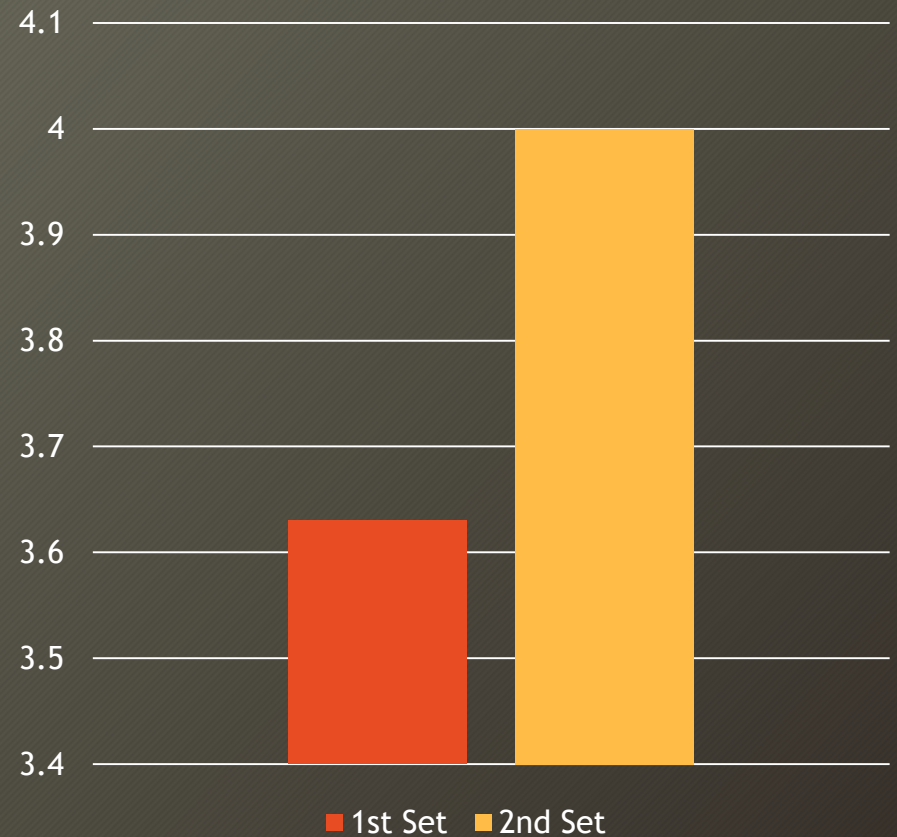


Results

How well have you done at achieving the goals that you set when you first arrived or have you made new goals?

- 1- Unable to rate
- 2- The resident is not able to identify personal goals
- 3- The resident is able to articulate a goal
- 4- The resident is able to articulate a goal with reasoning
- 5- The resident is able to articulate a goal with reasoning and plan to achieve goals

Question 2 results

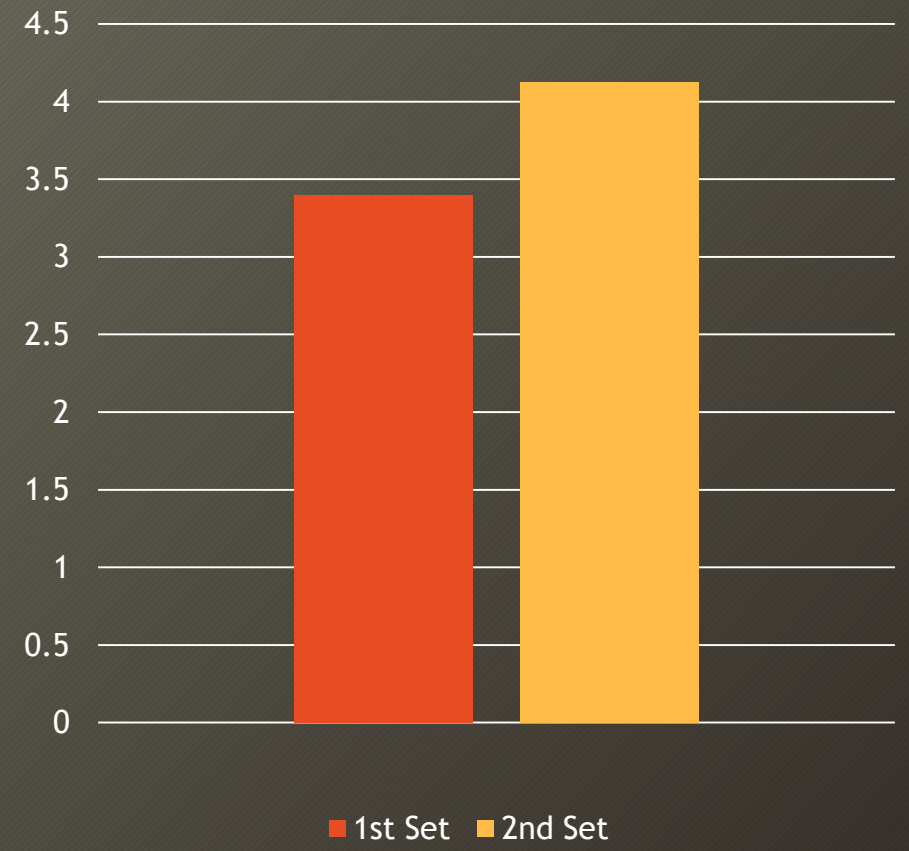


Results

What are some activities that you have done or are looking forward to joining?

- 1- Unable to rate
- 2- The resident is not aware of involvement opportunities
- 3- The resident has become aware of involvement opportunities in the community
- 4- The resident can identify the involvement opportunities that they are interested in
- 5- The resident has attended a meeting or event of an involvement opportunity they are interested in

Question 3 results



Results

“[Resident] has been adjusting to the college life really well, he has made quite a lot of friends and also is involved with the basketball club. But he does struggle a bit with procrastination, the goals he has set for himself is to attend all his classes. I have informed him about SI hours for bio61 and Chem025. Also mentioned one on one tutoring at the tutoring center.”

Results

“[Resident] spends a lot of time hanging out with friends and going to the gym, which causes him to struggle to prioritize his classes and school work. [Resident] and I mainly talked about this and how he has been behind on several assignments. He does not feel very passionate about his major, but does not feel like changing it. Overall, he says he is doing fine, and is not overly worried for finals.”

Limitations

- Data collection started Fall 2018
 - Data leans towards informing community climate
 - Not enough information towards informing individual development over the course of their larger experience
- Researchers knowledge of assessment tool
 - Residential Life Staff are working with a new data system RoomPact
 - Developing a data coding tool
 - Prioritization of data collection in correlation with student care
- Determining what is the best way to collect data
 - The Benefits and magnitude of an assessment that collects quantitative and qualitative information

Updated Strategy

- Added a notes section after each question to provide additional context to quantitative responses
- Create interventions to support students that are behind their cohort developmentally
- Begin tracking individual student development as they progress through their career at University of the Pacific

ANY QUESTIONS?

