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
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.

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.

- Self-Reliance
- Leadership
- Intercultural Competence
- Interpersonal Skills
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
Forms and rubrics are developed over the summer by the Residential Life Team.

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

Student staff conduct 1-2 interactions a semester minimum.

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

Top words

- Stressful: 138
- Busy: 111
- Fun: 90
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
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

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

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

Question 3 results

![Bar chart showing results for Question 3](chart.png)
“[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.”
“[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?