

THE RESIDENCE EDUCATION MODEL: CHANGING THE CULTURAL LANDSCAPE OF HOW STUDENTS VIEW ACADEMIC SUCCESS, SOCIAL IDENTITY, AND DIVERSITY

Presenters: Mohammed Cato, Hui-Ling Chan, and
Jennifer Halpert

SESSION GOALS

- ▣ This session will examine implementation of the Residence Education Model (REM) and its overarching impacts on the first year student's understanding of academic success, social identity and diversity through reflective dialogues.

OUTLINE

- ▣ Background of Self Authorship Theory
- ▣ REM Overview
- ▣ Academic Success
- ▣ Social Identity/ Diversity
- ▣ Q & A

WHO WE ARE

▣ Location

- ▣ Bellingham, Washington: pop. 80,000, located 50 miles south of Vancouver, British Columbia, and 90 miles north of Seattle.

▣ Institutional Information

- ▣ 4-year public, Liberal Arts focus

▣ Enrollment - Fall 2011

- ▣ 15,000 students
- ▣ 4,000 live on campus
- ▣ 94% undergraduate students
- ▣ 55% women; 45% men
- ▣ 20% students of color



LOCATIONS TOWARD SELF-AUTHORSHIP

External Formulas

Trust authorities to decide what to believe, follow others' visions for how to succeed. External voices (those of others) in the foreground drown out internal voice.

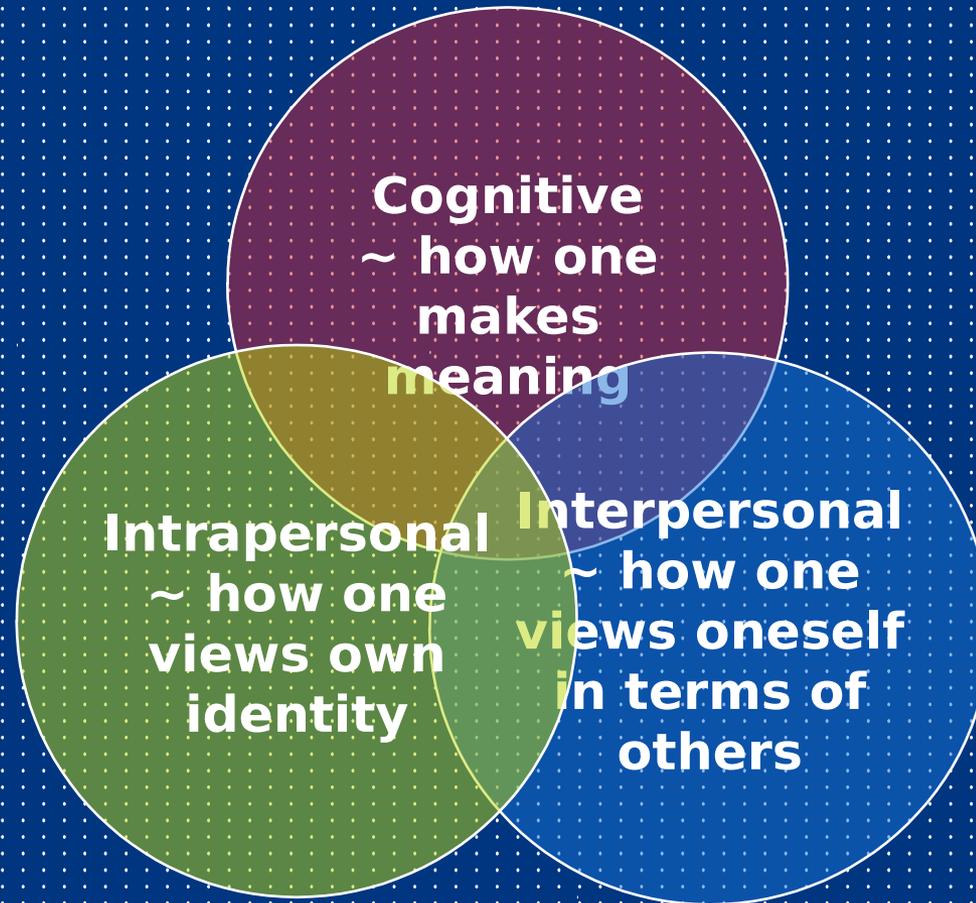
Crossroads

Torn between following others' versus own visions and expectations.

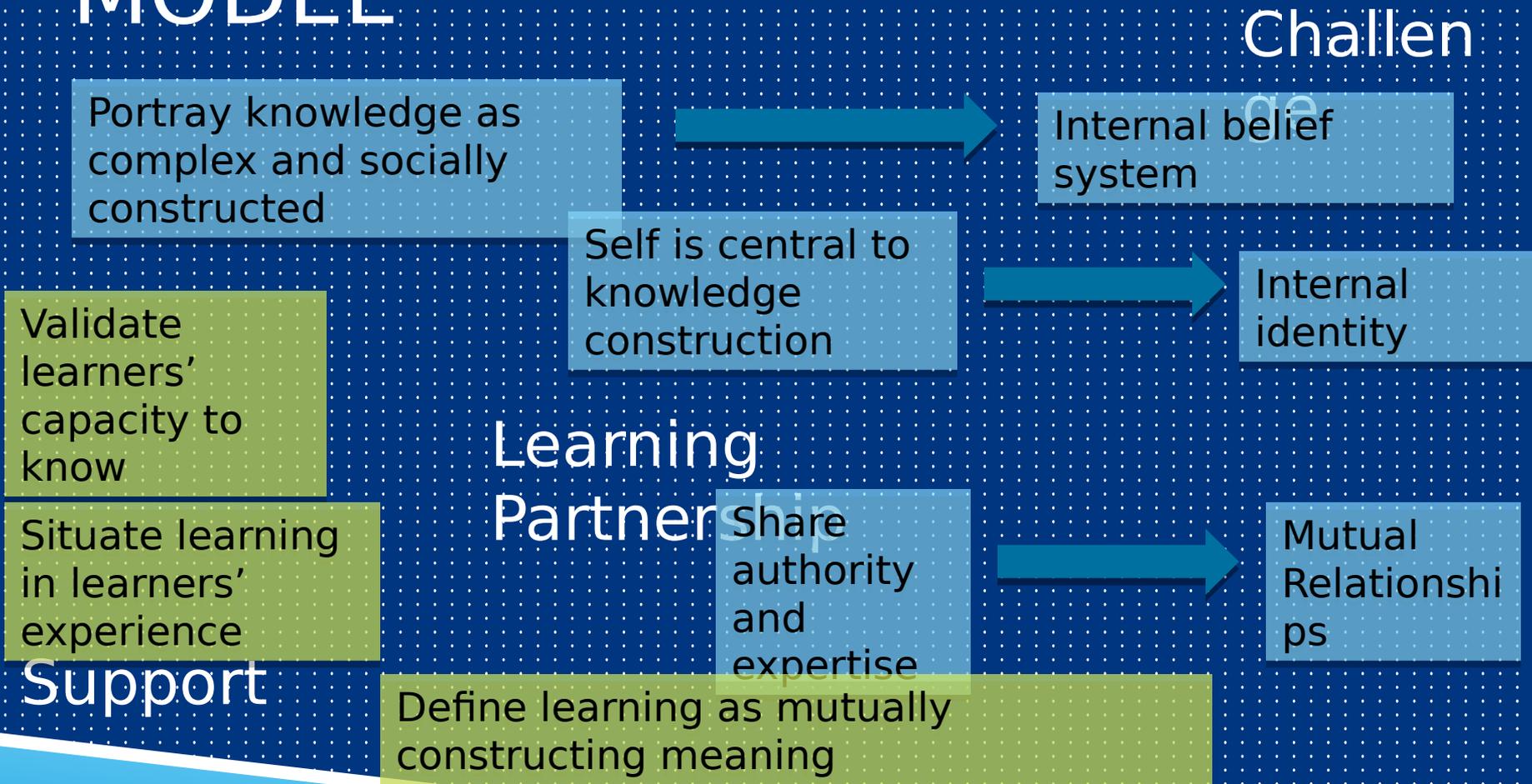
Self-Authorship

Trust yourself to decide what to believe, follow you vision for how to succeed. Internal voice in the foreground coordinates information from external voices.

3 DIMENSIONS OF SELF-AUTHORSHIP



LEARNING PARTNERSHIPS MODEL



REM EDUCATIONAL GOALS

- Learning About **Self**: Students will examine and develop their personal identity.
- Learning About **Others**: Students will explore and respect the similarities and differences between themselves and others.
- Learning About **Relationships**: Students will develop interpersonal skills to create and maintain healthy relationships with others.
- Learning About **Community**: Students will explore their roles, responsibilities and the mutual impact within various communities.

REM YEAR-AT-A GLANCE- 2011-2012

▣ <http://housing.wwu.edu/reslife/>

ASSESSMENT

Approach:

1. RA's logged each conversation
2. RA feedback
3. RD reflection reports
4. Residents and parents were surveyed
5. Academic Intervention Survey
6. Data from our "Quality of Life" survey

ACADEMIC SUCCESS STUDENT LEARNING OUTCOMES

- ▣ Students describe their goals, clarify their strengths, and academic interests.
- ▣ Students identify resources and develop techniques for academic success and personal wellness.
- ▣ Students reflect on if actions/habits are in-line with values and goals.

ACADEMIC SUCCESS/LP

- ❑ How are you doing in your classes?
- ❑ What are the things that you can do to improve academically?
- ❑ What does academic success look like to you? Why?
- ❑ Where does this definition come from?
- ❑ Why are you at college? What does it mean to you to get a bachelor's degree?
- ❑ Who do you study with? How do the friends that you've found or people you're spending time with impact your academics?
- ❑ What's been your biggest challenge so far at Western?

ACADEMIC SUCCESS ASSESSMENT

Community	Total# of Students	Number Completed	% Completed	Average Time	Total Time
Buchanan Towers	429	383	89.27738928	27.11488251	10385
Fairhaven	624	560	89.74358974	28.77678571	16115
Beta/Gamma	385	356	92.46753247	30.63202247	10905
Kappa	221	197	89.14027149	26.01522843	5125
SHADO	562	527	93.77224199	28.28273245	14905
Nash	324	314	96.91358025	26.08280255	8190
Mathes	290	267	92.06896552	26.10486891	6970
Edens/Higgins on	470	433	92.12765957	22.72517321	9840
Halls System	3305	3037	91.89107413	27.14356273	82435

	Topic Covered Very well		Topic Covered Briefly		Topic not Covered	
	Returning Student	New Student	Returning Student	New Student	Returning Student	New Student
How are classes going?	85.12	93.07	13.8	6.38	1.07	0.55
Defining Academic Success	73.16	77.11	21.32	19.15	5.52	3.74
Why College?	67.18	75.22	24.23	19.99	8.59	4.79
Resources Used/Available	56.13	64.51	31.13	30.24	12.73	5.25
Strengths		75.89		21.59		2.44
Challenges		79.17		18.31		2.52
Choosing Major	81.44		14.11		4.45	
Academic Goals changing	70.55		25.77		3.68	
Relationship with Faculty	47.24		29.75		23.01	

ACADEMIC SUCCESS QUOTES

Degree of academic preparedness/Awareness of resources

“He missed a few key assignments and he's scrambling to make them up. We talked about his relationship with his professors and he reflected a lot on how he wishes he had gotten to know them earlier in the quarter before his grades were falling; he wants to remember that lesson for future quarters.”

ACADEMIC INTERVENTION MEETING LESSON PLAN

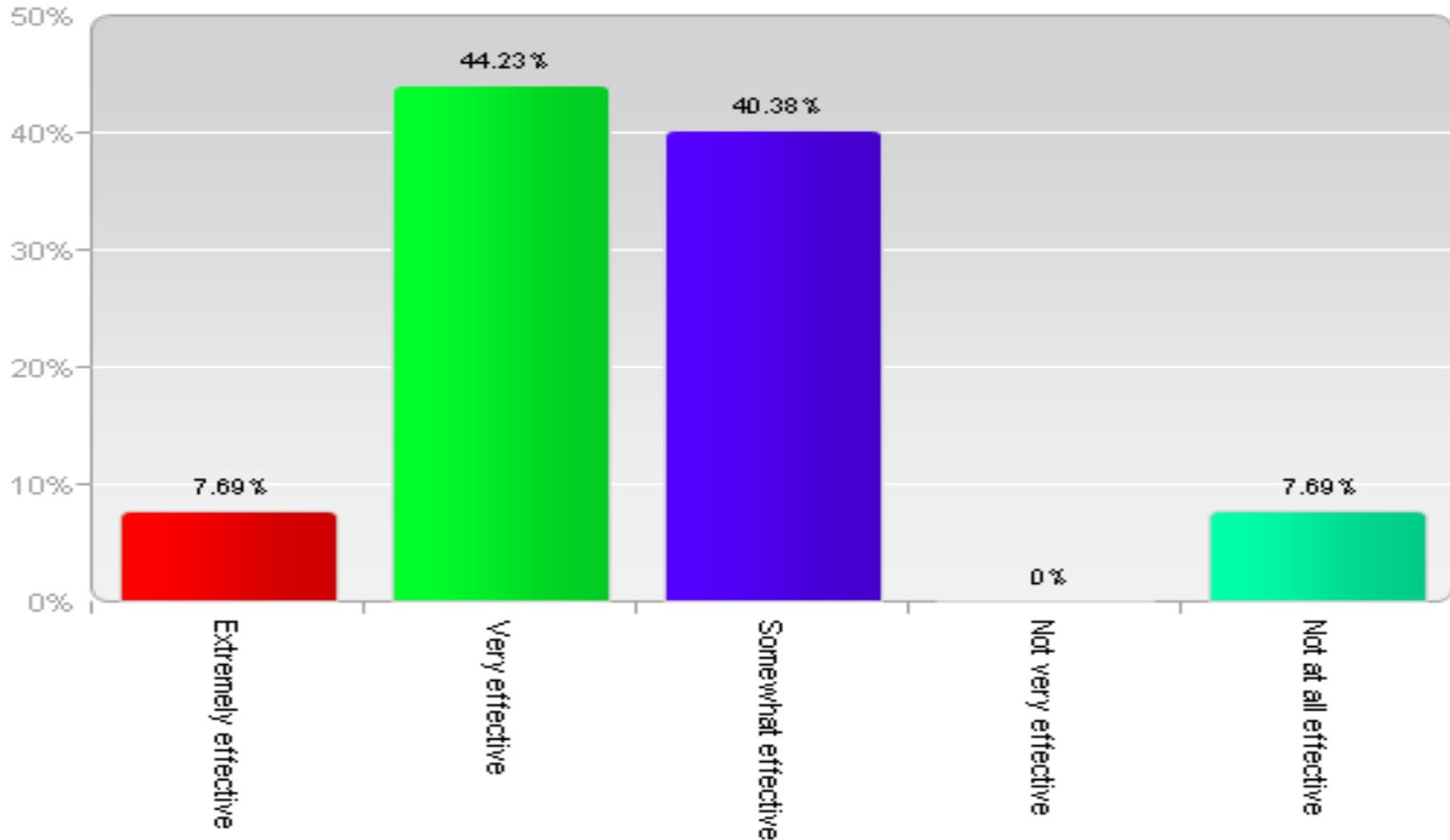
- ▣ There are three areas to cover in the academic concern conversation:
 1. What is causing this academic concern?
 2. What can you be doing differently in the Winter Quarter to be more successful?
 3. Action Plan – follow up meeting and check in?

ACADEMIC INTERVENTION ASSESSMENT

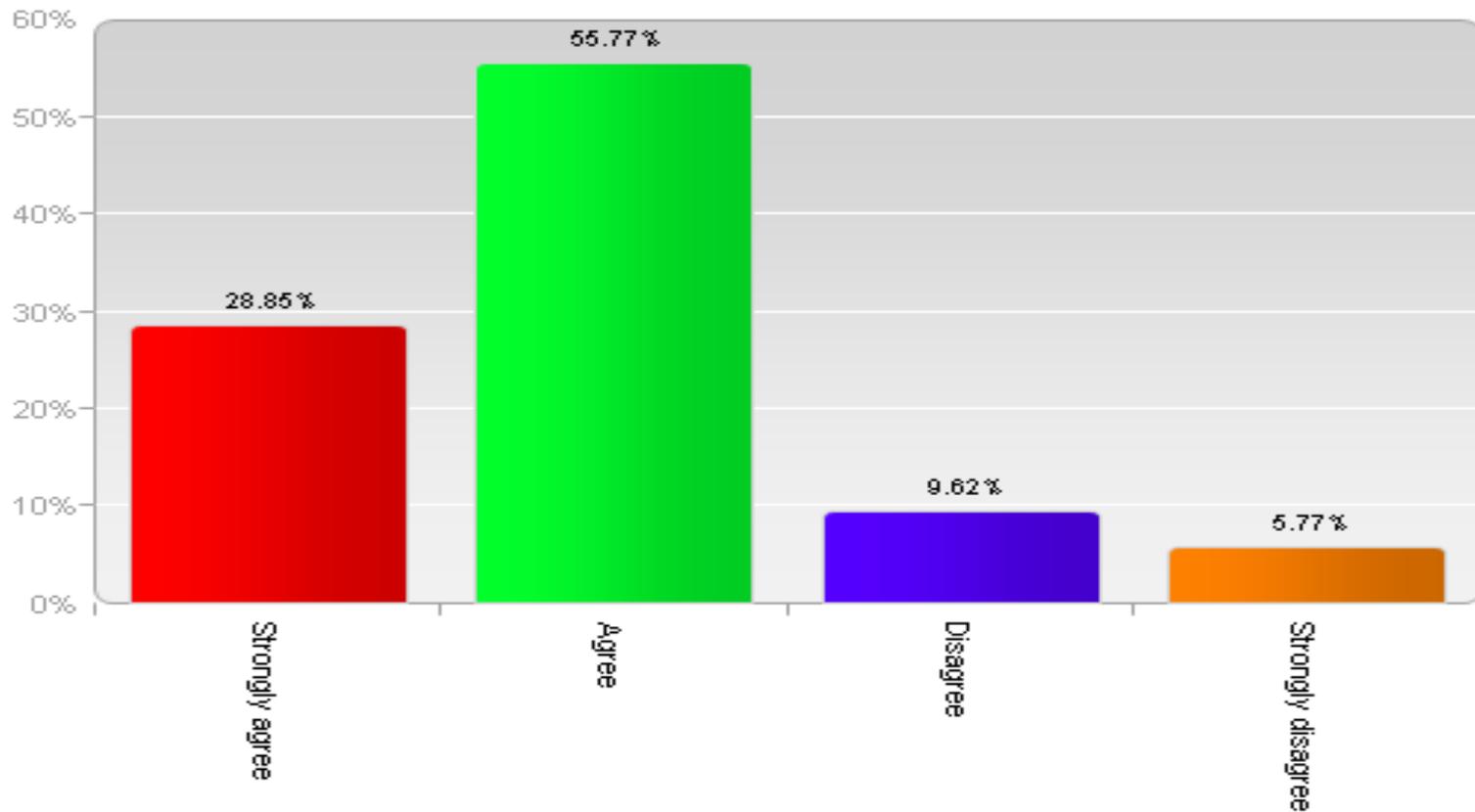
- Q1. Please share some comments or feedback on how the meeting went for you: What stands out the most when you consider the meeting that you had about your academics? What was helpful and what was not helpful?
- Q2. Overall, how effective was the academic meeting that you had in getting you to **reflect** on what caused your academic concern from the Fall Quarter?
- Q3. Overall, how effective was the academic meeting that you had in getting you to **reflect** on identifying resources and/or developing techniques to achieve academic success?

- ▣ Q4. Please indicate your level of agreement with the following statements: - As a result of the academic meeting, I have accessed a resource to help be more academically successful.
- ▣ Q5. Please indicate your level of agreement with the following statements: - As a result of the academic meeting, I have adjusted my approach to my academics (e.g., study habits, social habits, time management, seeking out faculty, going to class) for the Winter Quarter.
- ▣ Q6. To what extent did the meeting with a staff member to discuss your academics help you to be more successful this quarter?
- ▣ Q7. Do you have any additional comments or suggestions?

Q2. Overall, how effective was the academic meeting that you had in getting you to reflect on what caused your academic concern from the Fall Quarter?



Q5. Please indicate your level of agreement with the following statements: - As a result of the academic meeting, I have adjusted my approach to my academics (e.g., study habits, social habits, time management, seeking out faculty, going to class) for the Winter Quarter.



SOCIAL IDENTITY/DIVERSITY STUDENT LEARNING OUTCOMES

- ▣ Students will articulate the unique aspects of their own social identity such as: race, class, gender, religion, etc.
- ▣ Students will describe the diversity of social identities, beliefs, and backgrounds present within their living community.
- ▣ Students will recognize their assumptions/stereotypes about the social identities of others.
- ▣ Students will describe their roles in- and the attributes of healthy communities.

STEP IN ACTIVITY

- ▣ What is Step In Activity?
 - ▣ Facilitator
 - ▣ Lesson Plan
 - ▣ 44 Questions & Exit Surveys
 - ▣ Data Collection

STEP IN ACTIVITY PARTICIPATION

Community	Attendance	Total # of Residents	% Attended
Mathes	146	288	50.6944444
Nash	181	325	55.6923077
Edens Higginson	80	463	17.2786177
SHADO	183	548	33.3941606
Kappa Beta/Gamma	52	223	23.3183857
Buchanan Towers	96	414	23.1884058
Fairhaven	182	483	37.6811594
Birnam Wood	220	580	37.9310345
Birnam Wood	13	505	2.57425743
System	1153	3829	30.1123009

The topics that were discussed in the debrief conversation	
Race/Ethnic Identity	777
Gender Identity	521
Class Identity	478
Religious Identity	690
Ability Identity	348
Sexual Identity	565
Discrimination	779
Political Identity	461
Other	27

SOCIAL IDENTITY /LP

- ❑ How do you think coming to college here has affected the way you view your identity?
- ❑ What are some new or different social identities that you've been exposed to here at Western?
- ❑ Do you have examples of times when someone was treated differently based on their identity here at Western?
- ❑ Where do your beliefs and values around social identities come from?
- ❑ Why is your awareness of your own identity, stereotypes, and identity of others important?
- ❑ How does this conversation connect to your experience living in this community?

SOCIAL IDENTITY/DIVERSITY ASSESSMENT

Community	Conversation Length	Completion Rates
Mathes	35 minutes	93%
EH	32 minutes	94%
Nash	45 minutes	95%
SHADO	43 minutes	94%
Beta Gamma	38 minutes	87%
Kappa	35 minutes	87%
FX	38 minutes	89%
BT	33 minutes	81%

Average length: 37 mins
Average completion rate: 90%

Themes from the conversations with residents:

- Students focused on their high school experiences
- Religion was discussed frequently
- Stereotypes were a difficult conversation to broach
- There was a theme of trying to convince residents of the value of social identities and why it is important.

SOCIAL IDENTITY QUOTES

- ▣ Resident Z didn't see an immediate need to know his own identity, saying that "We don't need to know, we're in a discovery phase." The way he said this wasn't offhand and aloof, rather it was self-reflecting and raised the idea within the group that they don't have to be who other people want them to be, they can be themselves.
- ▣ I am confused as to who I am and what I want from life.