How a Residential Curriculum Impacts the Residential Experience

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Introductions

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Agenda

- Introduction to the Curricular Approach
- 10 Essential Elements of a Curricular Approach
- The Indiana State University Story
- The Skyfactor Story
- How Does This Apply to Me?
- Q and A
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on NASPA app
Curricular Approach History

- Student Development Model
- Student Learning Imperative
- Learning Reconsidered
- University of Delaware
- First Residential Curriculum Institute
Ten Essential Elements

1. Directly connected to institutional mission and context
2. Learning goals derived from the educational priority
3. Aims and strategies are rooted in scholarship
4. Learning outcomes drive educational strategies
5. Utilizes a variety of educational strategies to facilitate learning
6. Student leaders play key roles in implementing student learning experiences but are not expected to be educational experts
7. Developmentally sequences learning
8. Campus partners are identified and integrated into plans
9. Developed through a review process
10. Includes a cycle of assessment to improve student learning
Archaeological Dig

- Institutional Mission & Context
- Educational Priority
- Learning Goals & Narratives
- Learning Outcomes & Rubrics
- Strategies
- Educational Plans
- Facilitation Guides
### Comparing Approaches

#### Traditional Approach
- Identifies list of general priorities or categories or a buffet table of various events
- Translates into a list of topical requirements or “annual activities”
- Often based on reaction to needs displayed by students
- Programming topic and implementation strategies often the responsibility of student organization leaders
- Group focused
- Delivery relies on voluntary attendance
- Stand-alone sessions

#### Curricular Approach
- Clearly defined and more narrowly focused educational goals
- Based on professional assessment of student educational needs
- Views co-curricular learning as learning over time and learning via sequence
- Clearly defined delivery strategies which include programming as only one component
- Emphasis on the individual student’s learning
- Specific lesson plans or “scripts”
- Outcome based
- Highly intentional
- Review and Approval process
The Indiana State University Story
Institutional Snapshot

**ETHNICITY**

- **WHITE**: 6,538 (71.1%)
- **TWO OR MORE RACES**: 284 (3.1%)
- **NONRESIDENT ALIEN**: 647 (7.0%)
- **HISPANIC**: 288 (3.1%)
- **BLACK OR AFRICAN AMERICAN**: 915 (10.6%)
- **ASIAN**: 152 (1.7%)
- **AMERICAN INDIAN OR ALASKA NATIVE**: 29 (0.3%)
- **RACE AND ETHNICITY UNKNOWN**: 275 (3.0%)

**FALL 2017**

- **Total**: 2,492

**SALES**

- **202**: 4.7%
- **256**: 5.9%
- **34**: 0.8%
- **10**: 0.2%

**INCOME**

- **295**: 29.0%

**FUNDING**

- **206**: 57.9%

**Income**

- **202**: 4.7%
- **256**: 5.9%
- **34**: 0.8%
- **10**: 0.2%

**Total**: 2,492
Institutional Snapshot

PELL ELIGIBLE

2,301

53.5% of on-campus students received a Pell grant

2,506

27.3% of off-campus students received a Pell grant

21ST CENTURY SCHOLARS

1,131

26.3% of on-campus students are 21st Century Scholars

631

6.9% of off-campus students are 21st Century Scholars
Curricular Journey

FALL
RCI delegation

2013

SPRING
Two-day mini-RCI
Dig, Goals, Outcomes, Narratives

FALL
Host RCI
Workbook introduction
Launch FYE, UC

2014

SUMMER
New Assoc. Dir. Position

2015

FALL
Curriculum Assessment Tools
Dig (Pt. 2), Ed Priority, Goal Areas

2016

SPRING
SYE plan created

2017

FALL
Launch SYE plan
Revised Workbooks

2018

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**Inclusive excellence** is a student's ability to interact and create meaningful relationships with those that are different from them. This involves understanding the identities of one's self and others, challenging systems of power, privilege, and oppression, and working towards more equitable communities.

Students will be able to:
- Articulate their identities
- Engage effectively across identities
- Identify issues of power, privilege, and oppression
- Contribute toward equity and justice

**Professional success** is a student's ability to define their aspirations and learn skills that allow them to be successful in all of their life pursuits. This involves a personal exploration of success and developing skill-sets which allow them to contribute in meaningful ways to strengthen their communities.

Students will be able to:
- Define success for themselves
- Develop practical skills to be successful
- Communicate effectively
- Navigate conflict in healthy ways
- Utilize strengths to contribute positively in their communities

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**Self-efficacy** is a student's belief in their capabilities to reach goals through exploration of their values, beliefs, attitudes, and interests. This involves transforming knowledge to action and reflecting upon what impact that action has upon communities.

Students will be able to:
- Identify who they are
- Recognize their impact upon other individuals
- Recognize their impact upon communities
- Act authentically with integrity

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**Our Educational Priority**: Through living in community together at Indiana State University, students will explore, practice, and act as engaged citizens for the world.
What are our students learning?

I have learned that by living on-campus, that managing my time comes from how I spend my free time and how I manage to accomplish my assignments and communication with professors. I have learned that if I hadn't have had the opportunity to live here that I probably wouldn't be here as a student in general. I have also learned more about my cultural proficiency and how I interact with other students.
In one of the first weeks of being here I had made friends with a guy on my floor and he was trying to teach me a hand shake but I was not getting it. That led me to say a phrase that happened to be racist and offensive to him. I was unaware that what I said was racist because I didn't mean it in a derogatory manner. Once he calmed down from being offended and realized I didn't intend to be racist, he explained to me how and why it was. He and I are still good friends and I get to learn a lot of new things from his culture and I am more aware of things that could be taken offensively that I didn't know before.
Values campaign board
Skyfactor Resident Assessment
# Skyfactor Student Staff Assessment

## Learning: Diverse Interactions

<table>
<thead>
<tr>
<th>Questions</th>
<th>N</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q106. To what degree has your student staff experience enhanced your ability to: Work with people who are different than you (i.e., race, gender, beliefs)</td>
<td>78</td>
<td>6.05</td>
</tr>
<tr>
<td>Q107. To what degree has your student staff experience enhanced your ability to: Value and respect people who are different from you (i.e., race, gender, beliefs)</td>
<td>78</td>
<td>6.04</td>
</tr>
<tr>
<td>Q105. To what degree has your student staff experience enhanced your ability to: Interact with people who are different from you (i.e., race, gender, beliefs)</td>
<td>78</td>
<td>6.01</td>
</tr>
</tbody>
</table>
The National Perspective: Skyfactor Benchworks Data
Resident Assessment

Benchworks
- 50+ benchmarking assessments
- 20+ areas of study
- 1500+ institutions
- Survey content, administration, and reporting

Satisfaction Factors
- Student Staff
- Programming
- Hall Environment
- Facilities
- Services
- Room Assignment
- Dining Services

Learning Factors
- Personal Interactions
- Diverse Interactions
- Sense of Community
- Self-Management
- Sustainability
- Living-Learning Communities

Reporting
- Executive summary
- Peer comparisons
- Longitudinal comparisons
- Top predictors
- Mapping to CAS and ACUHO-I standards

Today’s Data
- 2017-2018 academic year
- 219,570 responses
- 231 U.S. institutions
Residents who attend programs get a lot out of it. But, most don’t attend.
1 in 10 Regularly Attend Programs

Percent of respondents selecting “Often” or “Very Often” in 2017-2018 academic year
Program Attendance

Each bar is percentage of survey respondents in that group averaging 6 or higher on the factor.
Program Attendance

Each bar is percentage of survey respondents in that group averaging 6 or higher on the factor.
Residents in living-learning communities more likely to report housing contributed to outcomes.
Living-Learning Communities

As a result of your living-learning community, you are better able to:

- Connect with faculty and instructors: 16% Not at all, 29% Moderately, 55% Extremely
- Connect with fellow students in your living-learning community: 10% Not at all, 35% Moderately, 55% Extremely
- Form effective study groups: 17% Not at all, 53% Moderately, 30% Extremely
- Be academically successful: 10% Not at all, 49% Moderately, 41% Extremely
Living-Learning Communities

Relationship Between LLC Membership and Learning Outcomes

Each bar is percentage of survey respondents in that group averaging 6 or higher on the factor.
Living-Learning Communities

Relationship Between LLC Membership and Overall Factors

Each bar is percentage of survey respondents in that group averaging 6 or higher on the factor.
Student staff play a vital role in a quality residential experience.
Student Staff

Efforts to get to know you: 66%
Promoting tolerance of others: 74%
Helping with a problem: 69%
Treating everyone fairly: 78%

Each figure is the percentage of survey respondents selecting “6” or “7” (Extremely) on a seven-point scale.
Student Staff

Each bar is percentage of survey respondents in that group averaging 6 or higher on the factor.
Student Staff

Each bar is percentage of survey respondents in that group averaging 6 or higher on the factor.
Personal interactions is consistently one the strongest predictors of overall learning and satisfaction.
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Personal Interactions

Meet other people 53%
Live cooperatively 58%
Resolve conflicts 48%
Improve interpersonal relationships 53%

Each figure is the percentage of survey respondents selecting “6” or “7” (Extremely) on a seven-point scale.
Personal Interactions

- High Overall Learning Factor Score: 7%, 23%, 71%
- High Overall Satisfaction Factor Score: 5%, 26%, 77%

Each bar is percentage of survey respondents in that group averaging 6 or higher on the factor.
Current efforts are underway to better assess residential curriculum.
Current Efforts to Collect Better Data

Pilot Project

Profile Question

Research Efforts
How is this helpful for me?
Thank you for joining us today!

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**Email Us**

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