

2012-2013 Quadrangle Hall Residential Curriculum Report

For the 2012-2013 academic year Quadrangle Hall piloted a residential curriculum programming model. This model encourages students, through self-authorship, to make meaning of their experience here at the University of Iowa. The pilot was assessed using focus groups with students, resident assistants' written reflections, MAP-Works data, and judicial incident reporting.

Student Assessment

Focus groups were conducted to determine the effect of the residential curriculum in Quadrangle (Quad) Hall. Two focus groups with 2-4 students in each group were facilitated by Hall Coordinator Alandis Johnson and graduate assistant Evan Knoespel. Participants also completed a written reflection during the focus group. Four women and two men participated.

Focus Group Themes:

- All focus group participants expressed a desire to return to the Quad community.
- The Quad "community" was described as having a distinct culture and feel.
- Students felt an initial unease about living in Quad due to its reputation but those perceptions quickly changed.
- The RA relationship and 1:1 conversations were important to students, although students seemed unaware that these conversations were purposeful.
- Hall programming was important to the feeling of community and is normative within Quad. Students participated in high numbers because "everyone did" and it was fun. Students seemed unaware there was intentionality in the programming.
- Students felt that they had interacted with others different from themselves both formally (Hall events) and informally.

Written Reflection:

- Three out of the six participants responded that their RA had shared a resource with them that helped them be successful.
 - "The Student Organization Fair. It got me involved and has shown me many different areas on campus that I did not know existed."
 - "She helped me with mental health options (Student Health)."
 - "The different libraries around the campus to go to."
- Three out of the six participants shared that living in the residence halls had deepened their understanding of the Iowa Challenge.
 - "Early on we made a goal sheet that we all decided to work towards which included the 5 tenants of the Iowa Challenge."
 - "It teaches tolerance. Opens you up to different people."
 - "By seeing different people get involved and doing various things around campus."

- The majority of students provided one specific example how living in the residence halls has deepened their understanding of a specific aspect of the Iowa Challenge.
 - EXCEL: “Lots of people are in the same classes so study groups can form and S.I. is available.”
 - STRETCH: “Living in the halls has exposed me to a variety of people, improving my social flexibility as I build different relationships with them.”
 - ENGAGE: “I tried to be a part of every event that concerned my hall or dorm when my schedule allowed me to.”
 - CHOOSE: “Choosing the right group of friends and things to do.”
 - SERVE: “The hall is a community and so is Iowa City and we all need to take care and do our part.”

Resident Assistant Assessment

Eight resident assistants (RAs) from Quadrangle Hall reflected on their 2012-2013 experience through written and video reflection. These reflections were assessed for the depth of reflection using a rubric created by Chabon and Lee-Wilkerson (2006).

Level	Number of Individuals
Pre-Level 1	1
Level 1: Descriptive	2
Transition: Level 1 – Level 2	3
Level 2: Empathic	0
Transition: Level 2 – Level 3	2
Level 3: Analytic	0
Transition: Level 3 – Level 4	0
Level 4: Metacognitive	0

The majority of RAs demonstrated lower levels of depth of reflection because they reflected more broadly on their experience.

Student Outcomes Assessment

MAP-Works

MAP-Works data were analyzed to determine if the student success outcomes of students living in Quadrangle Hall differed from students living in other residence halls. There were no significant differences in retention from Fall to Spring or in GPA for Quad residents vs. those of other residence halls. Fall to Fall retention could be analyzed when the Fall 2013 undergraduate census report is completed.

Differences in mean scores on MAP-Works factors including social integration, basic academic behaviors, peer connections and satisfaction with the institution were analyzed between Quad and non-Quad residents. Quad residents were more satisfied with Iowa than non-Quad residents (6.011 mean vs. 5.88 on a 7-point scale, $p > .05$). There were no other statistically significant differences.

Judicial Impact

There were 44 total incidents this year in Quad, compared to 78 incidents the previous year.

Type of Incident	2011-2012	2012-2013
Alcohol	15	13
Marijuana	22	5
Noise	5	6
Vandalism/Theft	9	8
Self-Harm	8	3
Other	19	9

There were fewer incidents and the type and severity of these incidents decreased overall.

Recommendations

- The RA reflections provide helpful information on how the year went from the RA's perspective. In order to better assess the impact of the residential curriculum model, the resident assistant reflections may need to be structured in a way that students are asked to reflect deeply instead of broadly. Narrowing the focus of the reflection would provide more in depth reflections of the RA experience and whether RAs are meeting the intended learning outcomes. There may also be other, better measures of RA learning, such as 1:1 meetings or duty fulfillment.
- The student assessment focused on the overall Quad community and the Iowa Challenge, and questions about sense of belonging were either not asked or answers were not recorded in the summary. If these questions are necessary for assessing the outcomes of the residential curriculum, they should be targeted in future assessment.
- Students and RA's in Quad feel a strong sense of community. It seems logical that this sense is developed, at least partially, from the 1:1 RA conversations and meaningful RA programming provided within the hall.
- It is clear from the focus groups and the RA reflections, along with Quad resident satisfaction, that the framework provided within the residence hall helps students find connections and meaning in their experiences. However, we can't necessarily conclude that the residential curriculum structure does this differently than another structure might provide.
- Students were not aware that their experiences with their RA's or within Quad were necessarily deliberately structured to meet certain outcomes. If this awareness is desirable, then additional strategies for helping students understand the structure they are acting within may be necessary.