Residence Education Model

Students learn and develop as a direct result of living in the residence halls. Important aspects of that learning and development are influenced by the intentional efforts of our staff, campus colleagues, and the students themselves. This document articulates the learning and development that University Residences tries to help every resident achieve.

University Residences Mission Statement

University Residences engages students in diverse and inclusive, healthy, safe and sustainable communities that foster academic success and personal growth.

Residence Life’s Overarching Educational Goal

Residence Life’s overarching educational goal is for Students to learn about themselves and how to live and work with others.

Focus Areas & Learning Outcomes

**Learning about Self:** Students will examine and develop their personal identity.
- Students will describe their strengths, interests, goals, beliefs, feelings, values, and experiences.
- Students will articulate the unique aspects of their own social identity such as: race, class, gender, religion, etc.
- Students will identify resources and develop techniques to achieve personal wellness and academic success.
- Students will recognize when their decisions and actions are in line with their goals, values, and beliefs.

**Learning about Others:** Students will explore and respect the similarities and differences between themselves and others.
- Students will describe the diversity of social identities, beliefs, and backgrounds present within their living community.
- Students will recognize their assumptions and stereotypes about the social identities of others.

**Learning about Relationships:** Students will develop interpersonal skills to create and maintain healthy relationships with others.
- Students will describe the attributes of a variety of healthy relationships (e.g., parents, faculty, roommates, and peers).
- Students will demonstrate effective communication, social perspective taking, and conflict management skills.

**Learning about Community:** Students will explore their roles, responsibilities and the mutual impact within various communities.
- Students will describe their roles in- and the attributes of- healthy communities.
- Students will recognize how the decisions and actions of themselves and others impact them and their communities.
We do this by engaging students in reflection in a variety of ways including: roommate conversations, community development, leadership opportunities, the conduct process, and intentional conversations with student staff.

**Western Washington University’s Residence Education Model**

*Flow Chart and Shared Language*

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**Educational Goal**
*(What we are trying to accomplish)*

Students learning about themselves and how to live and work with others

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**Focus Areas**
*(Areas of intentional focus that define the educational goal)*

Learning about Self, Others, Relationships and Community

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**Student Learning Outcomes for each focus area**
*(What students will be able to do and know as a result of our work)*

Example: Students will describe their strengths, interests, goals, beliefs, feelings, and values.

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**Structures for Implementation**
*(The residential experiences intended to help students achieve the learning outcomes)*

Examples: 1:1’s, roommate agreements, community development, hall council, conduct.

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**Lesson Plans**
*(The specific, intentionally designed tasks to be done within each structure to move students toward the learning outcomes, and ultimately, the educational goal.)*

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**Assessment**
*(How we know if it’s working)*

Measuring throughout the year:

1) The implementation of lesson plans, and
2) The ability of students to reach our desired learning outcomes.