



EASTERN OREGON
UNIVERSITY

**2008-2009 Annual Report
Housing and Student Life
Submitted by Stephen Jenkins
July 1, 2009**

Confidentiality and the Use of EBI Benchmarking Study Data

A. EBI has established the following policy regarding the disclosure and use of the results from its benchmarking studies. Individuals or groups who gain access to the results are subject to this confidentiality policy.

B. EBI results fall into two categories: Restricted Results and Unrestricted Results

1) "Restricted Results" shall include the following:

- a) Factor and question means reported for Participant's "Select 6" comparison group, Carnegie classification, "All Institutions" or any other grouping in the study.
- b) Names of comparison institutions and question or factor ranking or comparison with "Select 6" comparison institutions, Carnegie classification, "All Institutions" or any other grouping in the study.
- c) All other information contained in or related to the assessment survey, the results of the survey, or any reports generated regarding the assessment, except as expressly designated as "Unrestricted Results" herein.

2) "Unrestricted Results" shall include general comments about Participant's institutional data as well as percentage differences in factor or question means over time of Participant. This includes percentages, but not specific numeric values from the survey results. For example, Participant may indicate qualitative descriptions of the form "we have seen a 15% improvement in overall satisfaction since 1998" but not indicate a quantitative description such as "we have improved from a 4.65 to a 5.31 in overall satisfaction".

C. Participant is permitted to disclose **Restricted Results** to the following parties **only**, subject further to the condition that this confidentiality policy is included with all shared results:

- 1) Offices or staff internal to Participant, including executive offices and offices of assessment and/or institutional research
- 2) Any external consultant hired to assist Participant, provided that any such consultant does not share the results with external organizations, third parties, or members of their consulting organization not engaged in the consulting project for Participant
- 3) Regional/national/discipline-specific accrediting organizations or legislative review processes, if applicable
- 4) Participant's institutional advisory boards/committees

Participant is thereby **not permitted** to disclose **Restricted Results** in any other manner, including but not limited to, disclosing Restricted Results to the following parties: prospective students, organizations external to the institution, or any other third parties, including release to such parties through external newsletters, news releases, websites, marketing materials, or publications viewed by external populations.

D. Participant is permitted to disclose **Unrestricted Results** to any party mentioned in Section 4.C above, as well as prospective students, students, alumni or organizations external to Participant. This includes release of results through publications viewed by external populations (e.g. external newsletters, news releases, websites or marketing materials).

E. **Workshop and Professional Publications Confidentiality Statement.** For the limited purpose of sharing their experiences of using results of EBI studies for continuous improvement, including the sharing of results analysis techniques, presenters at conferences designed to facilitate the effective use of project results and authors of professional publications may disclose the following with fellow professionals: (1) their own results analysis, (2) the aggregate results of "all institutions", (3) the aggregate results of the Carnegie Class Analysis, and (4) the aggregate results of their "Select 6" comparison group, so long as the "Select 6" institutions are not individually identified.

Table of Contents

Mission Statements	4
Residence Life Mission Statement.....	4
Center for Student Involvement Mission Statement	4
Hoke Union Mission Statement	5
Goals Review for 2008-2009.....	5
Overall Goals for Housing and Student Life	5
Food Service	5
Housing.....	5
Hoke and Student Activities/Leadership	6
Goals for the Center for Student Involvement.....	6
Summary of Service and Programs for Students.....	7
Food Service	7
Hoke Union Building	8
Center for Student Involvement.....	10
Residence Life	11
Facilities.....	11
Residential Education	12
Finances	15
2008-2009 Student Learning Outcomes and Assessment Results.....	16
Residence Life	16
Center for Student Involvement.....	26
Staff and Program Recognition.....	28
Residence Life/EOU Dining Services/Hoke Union Building	28
Center for Student Involvement.....	29
Issues/Challenges Facing the Department.....	30
2009-2010 Preliminary Goals.....	30
Appendix 1	31

Mission Statements

Residence Life Mission Statement

The EOU Residence Life Program values individualized, responsive, and accessible services for all of our students. We will proactively take advantage of our small size to be able to take the time and effort to relate in a personalized manner to each student they come in contact with.

As EOU Residence Life staff, we strive to help each resident realize their own individual worth and potential while recognizing that while they may be different, their own potential is equally important and realizable as another's.

We will accomplish this goal by contributing to the holistic development of each resident in the following ways:

- Providing and maintaining a safe and secure living and learning environment
- Creating a sense of community not only within individual floors or buildings but encouraging it among all Eastern Oregon University community members
- Making ourselves as well as the academic and social resources at our disposal available to students
- Nurturing an environment which is inclusive and respectful of diverse people and ideas
- Encouraging building, campus and community involvement to help residents develop social skills and learn to interact with a larger peer community in an acceptable manner
- Providing opportunities for continuation of the learning process beyond the classroom

We recognize that each resident is equal in their intrinsic worth, but that they may be at different developmental stages, and may require different degrees of care and attention to achieve their full potential. We, as EOU staff members, are committed to providing the individualized care and attention each resident needs in order to help them achieve their potential. In this way each resident will be given the full opportunity for growth and development through the EOU Residence Life Program.

Center for Student Involvement Mission Statement

The Center for Student Involvement develops and manages a comprehensive campus involvement program. The Center for Student Involvement is dedicated to providing and promoting social, cultural, intellectual, recreational, entertaining, and co-curricular programs/activities that encourage learning through involvement.

Hoke Union Mission Statement

The role of the Hoke Union Building is to be the focal point for the entire campus where all members of the university and community are welcomed and encouraged to interact on a formal and informal basis. It contributes directly to the educational mission of Eastern Oregon University by providing support and opportunities for participation in educational, cultural, and recreational activities, and provides services for the convenience of the campus community. The Hoke Union Building is dedicated to fostering a professional environment that promotes diversity of thought and culture, educational opportunities for students and emphasizes a positive experience for customers.

Goals Review for 2008-2009

Overall Goals for Housing and Student Life

Food Service

1. Establish Food Service Advisory Committee.

I tried on three occasions to solicit interest in establishing a Food Service Committee with no luck. I worked with ASEOU to get interest from students in general and even with extensive advertising we were unable to solicit interest. I personally contacted faculty who had expressed interest or concerns about food service and was told that they were not interested in being part of a formal committee. I am unable to determine if the reluctance is due to people believing that they have no real power in the process or if they feel their concerns are being addressed through other means. We also tried conducting a food forum in the residence halls but had only three people show up. I would like to try again next year to establish a committee.

2. Work with Food Service Director to create an assessment plan.

Aramark conducted their Dining Style surveys both Fall and Spring terms. Housing conducted the EBI Benchmarking survey in late November. Food service implemented many of the changes requested. Mac's Grill re-opened with new price points implemented on many of their items; RFoC added rice daily as requested; the number of "Premium Nights" increased where there are roughly two-a-term at this point in time; and we are reviewing the status and location of board breakfasts for the upcoming year. All three surveys showed improvements over past years and the EBI has shown continued improvement for the past three years.

Housing

1. Continue to work with MDPA on marketing materials and website for Housing and Residence Life.

This year we were able to get a Housing and Student Life brochure printed. In addition, Gary Moses is currently working on a new template for the Housing and Residence Life website. Once that is completed, we will be able to migrate existing and new information to the new template. In addition, we will have the new 360° views of the residence halls

and rooms posted on the new website. The website will continue to be updated throughout the summer and should be completely updated and ready to go by start of Fall.

2. Develop a proposal for at least one learning community.

We are working closely with the Leadership program to use the National Society for Leadership and Success as the curriculum for a Leadership and Engagement learning community to be located in Daugherty Hall this coming Fall term. Advertising will begin on the first Mountaineer Day and will be sent out to everyone who applies for housing. The first twenty applicants who agree to the conditions of the community will be admitted.

Hoke and Student Activities/Leadership

1. Work collaboratively with Facilities to develop a plan for renovation and repair.

We have worked with facilities on a capital repair and deferred maintenance plan for the building. Currently, PRC and KDM Engineering are working on a building envelope evaluation and structural integrity evaluation, respectively. Once those are completed, they will be forwarded to SERA Architects who will propose a repair plan for the building. Once these are completed, the next step will be implementing the repairs as well as to look more closely at HVAC needs for the building to increase efficiencies.

2. Work with Hoke Advisory Board and Facilities to determine overall facility needs.

This work has been superseded by the work mentioned above. However, the advisory board has/is doing good work around its own governance model and trying to work on establishing continuity from year to year.

3. Oversee the development of advisor training and the establishment of the National Society for Leadership and Success.

The NSLS has gotten off the ground in a breathtaking way. With over 100 students at the first orientation meeting, students have made a clear statement that they are desirous of leadership and training. Success Mentoring Networks have been established across campus and the NSLS will provide the curriculum for the Leadership and Engagement learning community. The first induction ceremony will be held in conjunction with the Student Club and Organizations award ceremony in May. Advisor training is in development and we will be implementing formal advisor training this coming academic year.

Goals for the Center for Student Involvement

1. Goal: Continue chairing and facilitating the LEAD Team to further develop the mission, core values, learning outcomes and identify assessments for our programs.

The LEAD Team continues to move forward and has identified the learning outcomes for the Leadership Program and now more specifically for the Club Education and Training Program.

2. **Goal: Develop, propose and implement a departmental title change from the Student Activities Office to the Center for Student Involvement to encompass the Student Activities Office Services, Student Leadership and continue our partnership with Eastern Student Entertainment.**

This has been completed, but a formal, campus announcement will be made in the fall 2009.

3. **Goal: Collaborate with the EOU Web Master to design the Center for Student Involvement's website to include the current programs while expanding to accommodate new ones.**

The template has been designed and a student has been hired to be doing the updating of the supplemental material that has been developed.

4. **Goal: Establish and maintain program that provides access to all on-campus students to engage in leadership development throughout the year.**

As of January 2009, EOU has established a Sigma Alpha Pi Chapter for the National Society of Leadership and Success. The chapter is open to all students and provides multiple opportunities leadership development throughout the academic year.

5. **Goal: Collaborate with campus departments, committees and constituents to review current policies and practices in regards to how the Center for Student Involvement supports clubs and student fee funded units to make program enhancements in relation to; training, communication, access and empowerment. Examples: Website, Club Manual, Financial Transactions, Recognition, etc.**

The Center for Student Involvement has been working with members of the LEAD Team which represent multiple facets of campus to begin identifying new ways to support clubs and student fee funded units while incorporating new program enhancements (Sigma Alpha Pi & Student Leadership Conference) and considering how to re-structure current resources to serve a broader range of our constituencies.

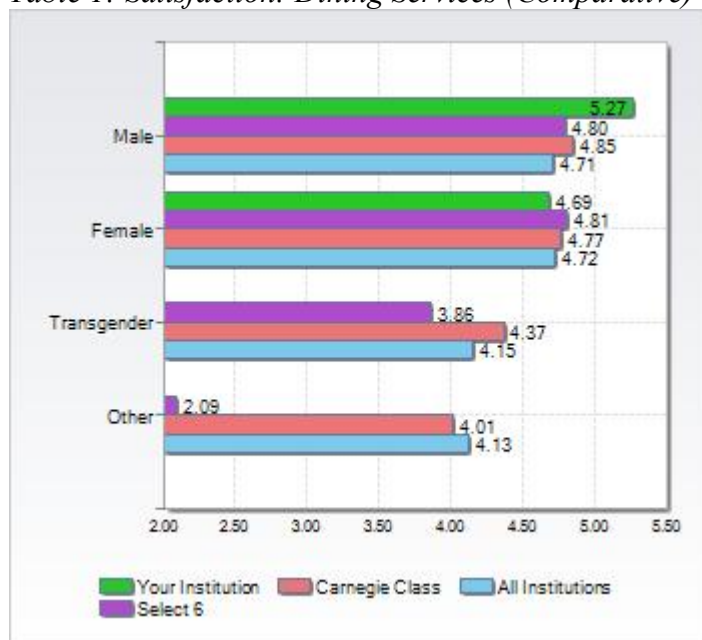
Summary of Service and Programs for Students

Food Service

EOU Dining Services, partnered with Aramark Higher Education, made some significant changes to the dining options offered to on-campus students, staff, and faculty. In June of 2008, we signed a new contract extension with Aramark that included additional investment dollars from Aramark. This allowed us to do some considerable remodeling in the Marketplace Café as well as some new equipment and some remodel of the Mac's Grill area. We also took the grill offline at the beginning of the year, but due to considerable pushback from students, faculty, and staff, we have reopened the Grill and have varied and added on to the menu in that area.

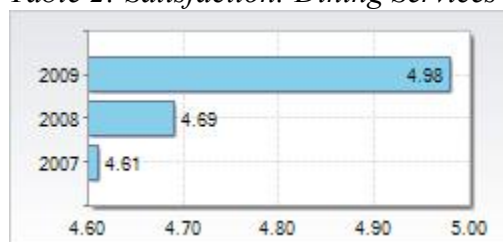
EOU Dining Services performed well compared to other institutions who participate in the ACUHO-I/EBI benchmarking survey.

Table 1: Satisfaction: Dining Services (Comparative)



EOU Dining Services also showed considerable improvement in how its services were perceived by students over the past three years.

Table 2: Satisfaction: Dining Services (Longitudinal)



As we move forward into the next academic year, we also retooled the meal plans to be more responsive to student desires in terms of flexibility. To this end, we have eliminated the least popular meal plan, the 150 meal/term plan, and replaced with an 85 meal/term plan with increased flex dollars. This provides the ultimate flexibility we are able to offer students at EOU while maintaining an appropriate price point.

Hoke Union Building

The Hoke Union Building (HUB) serves a broad variety of student, university, and community functions. It contains a mixture of administrative offices, student spaces, lounge spaces, retail, food service, meeting rooms, and student organization office space.

The HUB is governed by the Hoke Advisory Committee composed of students, the Director of Housing and Student Life, and the Facilities Scheduling Coordinator. This body is charged with recommending policy, rates, space allocations, and other decisions related to the operation of the building. The committee this year made some changes to its constitution including the selection

of a chair in the year previous to increase the continuity of the committee itself. This should allow greater effectiveness from the group and allow it to “get off the ground” more quickly at the beginning of each year.

The HUB faces a difficult next few years in terms of its weather envelope, mechanical systems, and poor overall design. The Facilities and Planning department has commissioned a report from SERA Architects in cooperation with Professional Roof Consultants to review and recommend repairs to the building envelope. The HUB has experienced serious water intrusion through worn out glazing in windows as well as tears in various places in the membrane roof.

KPM Engineers also examined the cracking floor in the 200 rooms and although we have yet to receive the final report, have stated that there is an overspan and deflection in those rooms that need to be corrected. It is not currently a life/safety issue but remains a concern.

Finally, the mechanical systems in Hoke are either reaching or, in some cases, have already reached their useful life. The HVAC systems as well as plumbing and electrical systems are all in need of replacement or significant repair. These will need to be addressed in the next few years.

Nonetheless, the HUB continues to serve a multitude of students. Transaction counts for Food Service and the Bookstore combined equal well in excess of 90,000 per year. The following table shows the number of reservations as well as numbers of persons attending the event. Neither of these counts, however, shows the number of patrons who use other services or just use the building as an informal meeting or relaxation location. The table is from FY08 but is the most recent complete table available.

Table 3: 2007-2008 Events in Hoke

2007-2008 Events in Hoke			
	<i>Student # of res & attendance</i>	<i>EOU # of res & attendance</i>	<i>Non-EOU # of res & attendance</i>
July \$0	0	28 (600)	2 (166)
August \$ 0	0	59 (950)	0
September \$0	9 (255)	51 (598)	0
October \$270	57 (711)	67 (1129)	2 (52)
November \$129	27 (617)	50 (841)	1 (21)
December \$0	9 (183)	5 (62)	0
January \$54	22 (396)	34 (459)	1 (30)
February			

\$160	96 (774)	70 (877)	2 (80)
March \$54	27 (708)	39 (936)	2 (3)
April \$432	21 (334)	86 (1536)	5 (485)
May \$81	43 (882)	95 (888)	5 (201)
June \$322	11 (361)	45 (639)	9 (1057)

Center for Student Involvement

The Center for Student Involvement provides several key services for students and clubs/organizations including:

- Leadership training
- Club and Organization leader and advisor training
- Processing payments and invoices
- Advising Eastern Student Entertainment (ESE)
- Advising ASEOU

The Center for Student Involvement is a student fee funded unit with the primary goal of providing support to student-led organizations as well as execute a variety of social and cultural programs.

Both leadership training and club/organization leader training took a large step forward this year. For the first time, the Center held a series of trainings on leading meetings, organizing events, and budgeting for clubs. In addition, the Center worked with the National Society of Leadership and Success to found a chapter of the Society on Eastern's campus. The initial orientation meeting attracted over one-hundred students and 53 were inducted into the chapter as full members this past spring.

The Center also provides a great deal of support for clubs and organizations as they process travel requests, reimbursements, and invoices and provide guidance for students as they fundraise and engage in other activities both on- and off-campus. The Center provides a color copier, mailbox space, work areas, and poster making supplies for these groups to publicize their events.

Robin Weinman, Program Coordinator for the Center, provides advising for Eastern Student Entertainment (ESE). ESE produces over fifty programs per academic year for primarily the campus community but also for the community at large. Led by a student director, the ESE advisor plays an essential role in providing support and guidance for the student-led group. ESE events range from major music groups, comedians, and magicians to events such as coffeehouse nights, open mike nights, and stress reduction programs at finals time.

Hailey Wolcott, Assistant Director for Student Leadership, provides advising for ASEOU. In this role, the adviser is responsible for attending weekly senate meetings, executive meetings, being accessible to ASEOU officers as needed and assisting ASEOU in carrying out their responsibilities to students. This past year, the evaluation of the advisor conducted by ASEOU found that Hailey had either “sufficient or above” marks on her evaluation and in the words of the ASEOU president, passed with “flying colors.”

Residence Life

Facilities

Residence Life currently operates four buildings. Three of the buildings, Alikut, North, and Daugherty, are used year-round for both academic year residential programs as well as summer conferences. Hunt Hall is used only during the summer conference season. The buildings are maintained by three maintenance staff and 1.49 FTE custodial staff that are complemented by students as needed during busier times of the year. While very thinly staffed, Residence Life is still able to meet a high standard of quality and service to students and other users. Following are tables showing levels of satisfaction from the ACUHO-I/EBI survey.

Table 4: Satisfaction: Facilities

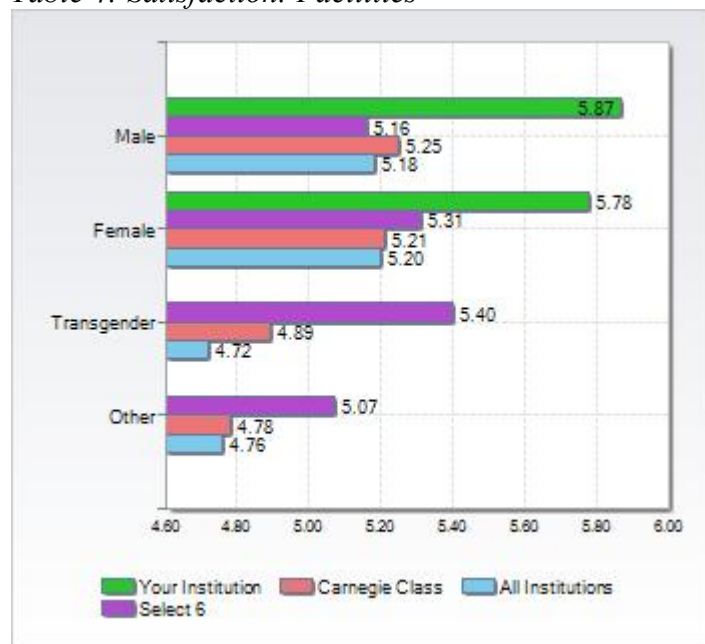


Table 5: How satisfied are you with the cleanliness of residence halls?

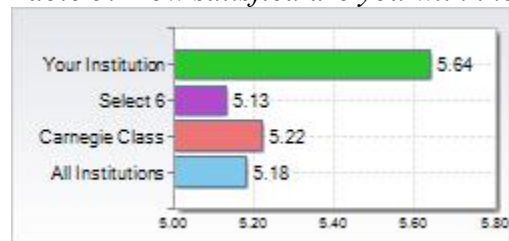
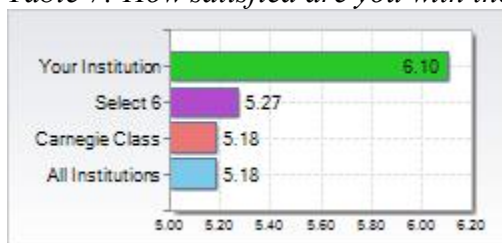


Table 6: How satisfied are you with attitude of the cleaning staff?



Table 7: How satisfied are you with the timeliness of repairs?



There have been a couple of issues that had to be addressed this past year. The first was the level of common area damages, especially in Daugherty Hall. One of the primary causes of damage relate to the breaking of exit signs throughout the building. To address this issue, we moved the exit signs to locations providing a backstop making them much more difficult to break or knock down.

Alikut also continues to suffer from problems related to the poor installation of fire suppression systems. In January of this year, a major break occurred in the attic sprinkler system causing a massive flood and requiring Residence Life to take several suites off-line. The residents were able to be relocated and the rooms have been repaired. Residence Life is currently in the process of contracting with a local company to redesign and install new equipment to prevent a similar situation from occurring in the future.

Residential Education

Residence Life employs eighteen Resident Assistants as well as three Hall Directors to implement the residential education program in the residence halls. The residential education program is based on the Three Spheres of Community Development: Resident Involvement, RA Interaction, and Community Standards.

The purpose of Resident Involvement is to get residents involved in the residence halls, on-campus and in the community. This is facilitated primarily by the use of programming and hall councils. The student staff put on over 75 programs in the residence halls throughout the past year. These programs ranged from movie programs, intramural sports teams, socials, potlucks, educational programs on S.A.D., alcohol and drug abuse, diversity programming, and also community service programs such as adopt-a-family at the holidays, pop can tab collections for the Ronald McDonald Charities, and a community tree-planting program.

Each hall also had an active Hall Council that determined how to allocated money towards programming, engaged residents in conversations about how they would like to improve their

communities, and put on several programs of their own. The hall councils are advised by the Hall Directors and allow for another opportunity for staff to interact with students.

RA Interaction begins from the first day students check in. The underlying purpose of RA Interaction is to develop individual relationships with our residents. With a low student/RA ratio, RAs should be able to develop appropriately close relationships with many of their residents. These relationships are encouraged through weekly one-on-ones between HDs and RAs where they discuss the needs and concerns of each resident, open-door policies, and having suite meetings and facilitating the Roommate Agreement with each suite.

The following tables from the ACUHO-I/EBI survey illustrate the performance of the Hall Staff in they are perceived overall, their programming efforts, and the Overall Room/Floor Environment created by the Hall Staff.

Table 8: Satisfaction: Hall/Apt. Student Staff

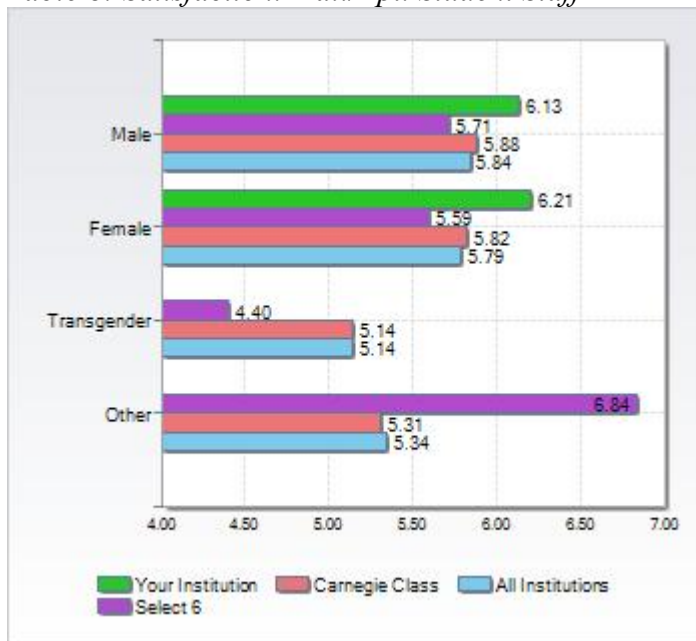


Table 9: Satisfaction: Hall/Apt. Programming

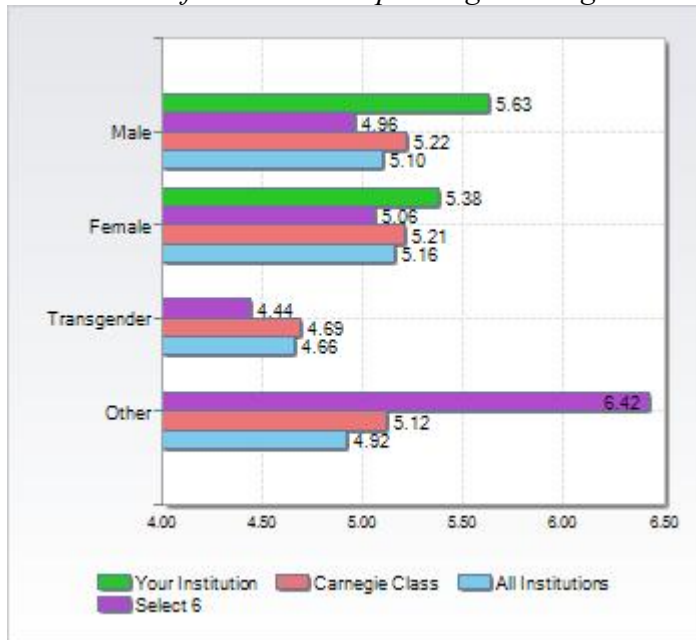
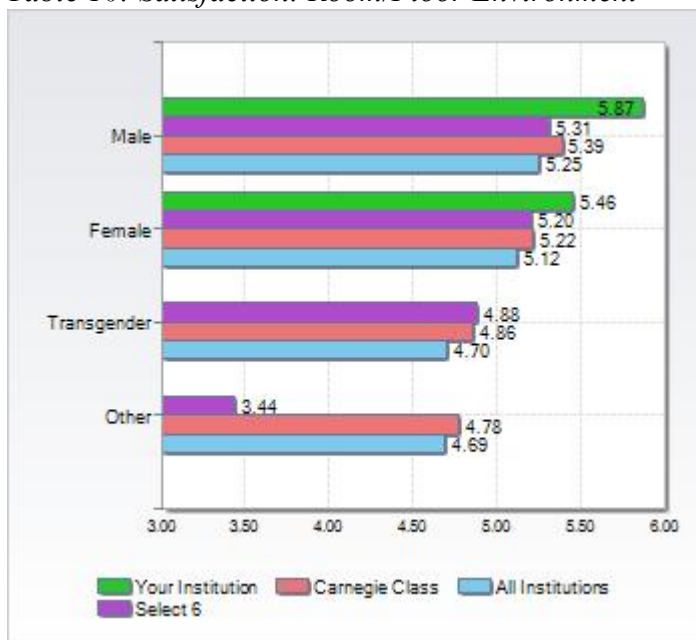


Table 10: Satisfaction: Room/Floor Environment



Community Standards relate both the rules and policies promulgated in the Room and Dining Contract as well as community standards and Roommate Agreements agreed to by the community. Staff attempt to handle each situation at the lowest level possible. Often, minor issues can be resolved with simple conflict resolution techniques or conversations about the inappropriate behavior. Slightly more serious or persistent behaviors can be addressed through the Community Violation process where RAs are sent back to follow-up with residents to ensure that the residents are aware of the policies and the consequences for further violations as well as

to try and rectify the situation. Finally, more serious or continuing problems are referred to the housing conduct system.

Once referred, students have the option of meeting with a Hall Director or having their case referred to Student Conduct. This is the first year that we have had Hall Directors hearing conduct cases and overall, it has worked well and better than previous systems we have tried. The following tables give a general overview of the work done in conduct this past year.

Table 11: Incident Outcomes

Community Violations Completed	124
Cases where student found responsible for one or more violations	98
Cases dismissed, insufficient evidence, not responsible	22
Total Number of Conduct Referrals	244

Table 12: Alcohol Violations by Building

Alikut Hall	0
Daugherty Hall	38
North Hall	72
Total Alcohol Violations	110

Table 13: Number of Cases Heard by Hall Directors

Launa Allen, Alikut Hall	5
Samantha Pelletier, Daugherty Hall	42
Breanne Marsh, North Hall	30
Total- All Hall Directors	77

A total of 138 unique individuals were referred to the conduct process.

Finances

Residence Life has undergone a tremendous amount of fiscal pressure over the past three years. Debt service from the new residence halls combined with declining enrollment and occupancy has led to what Dr. Janz referred to as an “imperfect storm.” Residence Life has also undertaken serious cost-saving measures to reduce its expense while increasing revenue. We have also been creative with our vacancies renting suites out to out-of-area students doing local internships, visiting guests and consultants, and faculty. In addition, we have had to start charging for services previously included in room cost such as laundry service.

In response to the fiscal pressures, Residence Life and the University undertook measures to relieve some of that pressure. One was to contract with Dr. Jeff Janz of the University of Wisconsin- Whitewater as a consultant on housing issues. The primary recommendation Dr. Janz provided was to lower the cost of the residence halls. As a result, we lowered the overall cost of room and board by approximately 18-19%. Over the next year, we will be systematically addressing the other recommendations provided by Dr. Janz.

By reducing costs and by increasing retention by a significant amount from term to term, we are cautiously optimistic that the deficit this fiscal year can be covered by the remaining reserves in

Eocene and in Food Service. This will delay the general fund subsidy by at least one year if not more.

2008-2009 Student Learning Outcomes and Assessment Results

Residence Life

Outcome 1

As a result of residential life philosophy and programmatic efforts, students living on-campus will learn to be functioning members of a community as evidenced by respect for others, maintaining interdependent relationships, observed levels of citizenship, and a desire for social justice. This outcome is measured by the following CAS program criteria: Healthy Behavior, Meaningful Interpersonal Relationships, Collaboration, Social Responsibility, and Appreciating Diversity.

The effects of the residential education on community development are measured by the ACUHO-I/EBI Benchmarking survey, student conduct issues, and other issues.

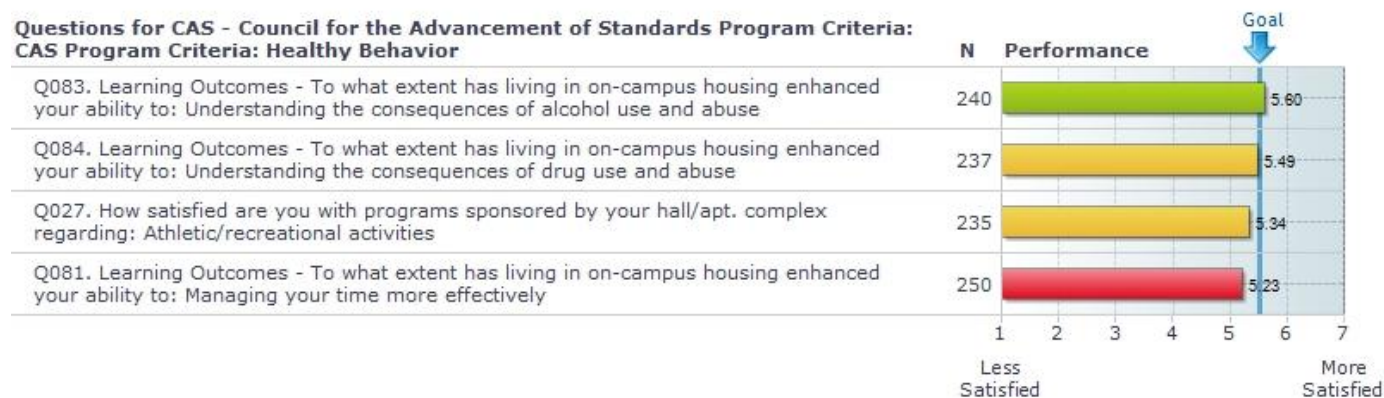
Using the ACUHO-I/EBI Benchmarking survey, we are able to benchmark EOU against other institutions in our Carnegie class as well as all institutions participating in the survey. The relevant CAS program criteria include: Healthy Behavior, Meaningful Interpersonal Relationships, Collaboration, Social Responsibility, and Appreciating Diversity.

Table 14: Healthy Behavior

[View Eastern Oregon University results by professional standards.](#)

Population: Eastern Oregon University (Number Responding = 253)

Questions for CAS - Council for the Advancement of Standards Program Criteria: CAS Program Criteria: Healthy Behavior



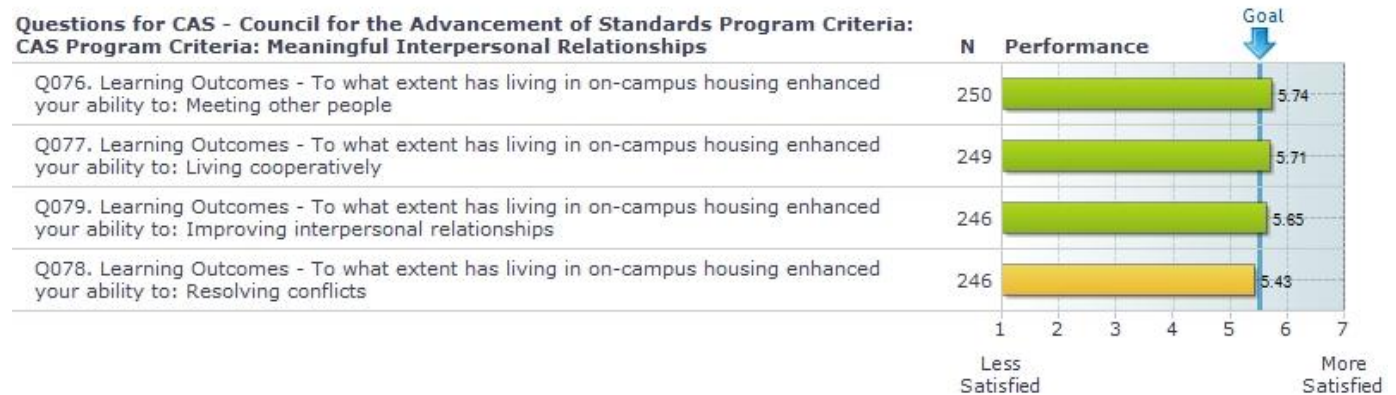
- = Your institution has a higher mean than the goal (5.5).
- = Your institution is within .25 of the goal (5.5).
- = Your institution has a lower mean than the goal (5.5) by more than .25.

Table 15: Meaningful Interpersonal Relationships

View Eastern Oregon University results by professional standards.

Population: Eastern Oregon University (Number Responding = 253)

**Questions for CAS - Council for the Advancement of Standards Program Criteria:
CAS Program Criteria: Meaningful Interpersonal Relationships**



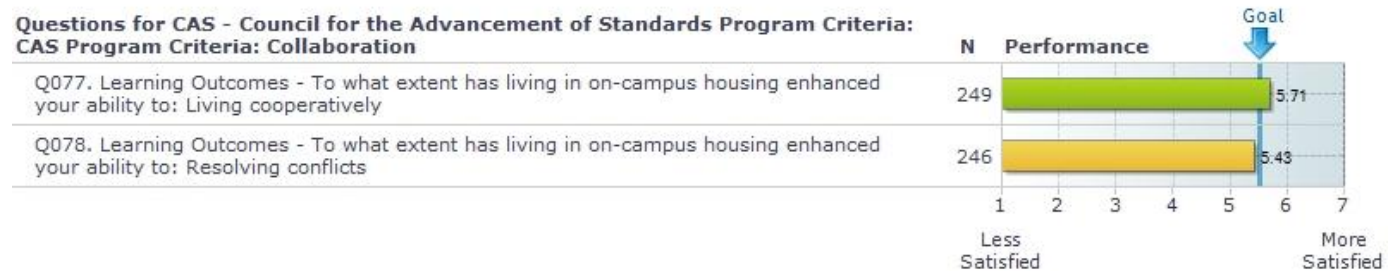
- = Your institution has a higher mean than the goal (5.5).
- = Your institution is within .25 of the goal (5.5).
- = Your institution has a lower mean than the goal (5.5) by more than .25.

Table 16: Collaboration

View Eastern Oregon University results by professional standards.

Population: Eastern Oregon University (Number Responding = 253)

**Questions for CAS - Council for the Advancement of Standards Program Criteria:
CAS Program Criteria: Collaboration**



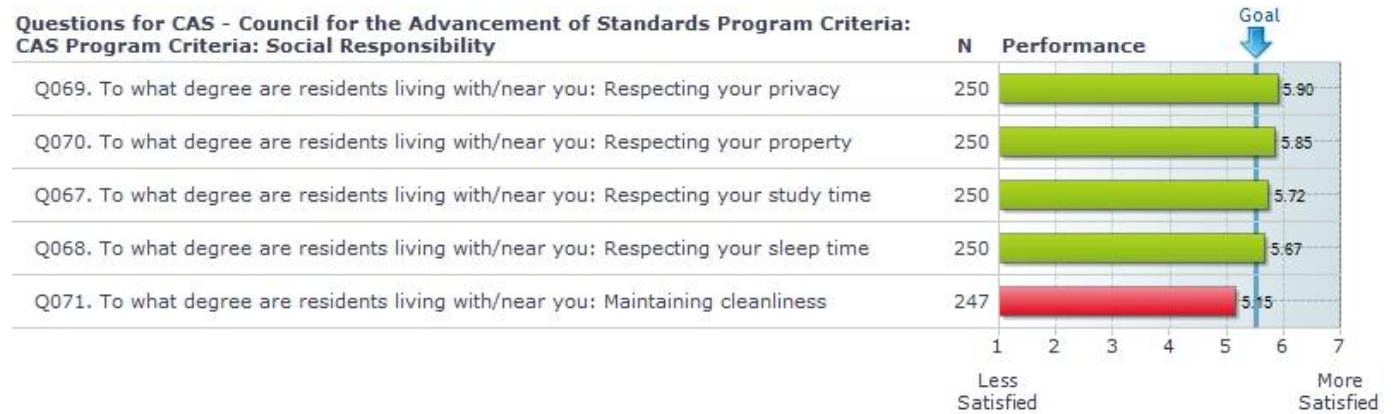
- = Your institution has a higher mean than the goal (5.5).
- = Your institution is within .25 of the goal (5.5).
- = Your institution has a lower mean than the goal (5.5) by more than .25.

Table 17: Social Responsibility

View Eastern Oregon University results by professional standards.

Population: Eastern Oregon University (Number Responding = 253)

Questions for CAS - Council for the Advancement of Standards Program Criteria:
CAS Program Criteria: Social Responsibility



- = Your institution has a higher mean than the goal (5.5).
- = Your institution is within .25 of the goal (5.5).
- = Your institution has a lower mean than the goal (5.5) by more than .25.

Table 18: Appreciating Diversity

View Eastern Oregon University results by professional standards.

Population: Eastern Oregon University (Number Responding = 253)

**Questions for CAS - Council for the Advancement of Standards Program Criteria:
CAS Program Criteria: Appreciating Diversity**



- = Your institution has a higher mean than the goal (5.5).
- = Your institution is within .25 of the goal (5.5).
- = Your institution has a lower mean than the goal (5.5) by more than .25.

Based on the above tables, EOU meets or comes close to meeting most of the learning outcomes assessed by the ACUHO-I/EBI Benchmarking Survey. Attached to the end of this report are charts showing EOU in comparison to other institutions. EOU meets or exceeds comparator institutions in every CAS program criteria with the exception of “Maintaining Cleanliness.”

In terms of conduct, specifically alcohol, Residence Life had 63 reports of possession, use, or distribution of alcohol involving 49 individuals. Eleven of the individuals were involved in two or more incidents involving alcohol.

Based on this data, Residence Life continued to focus much of its efforts on alcohol and drug education for residents. Both Winter and Spring terms featured large building-wide educational programs focused on these issues. Based on the program evaluations done by the student staff, the events were generally received well and though we desired greater attendance, those who did attend were able to articulate new knowledge gained as a result of attendance.

Outcome 2

Through staffing models and support programs within Residence Life and EOU, students will practice the skills necessary to independently care for one’s self. This learning will be observed

by residence life staff through student decision making in the areas of safety, security and wellness.

Progress on this outcome is again measured by ACUHO-I/EBI Benchmarking Survey as well as observations and reviews of programming and duty logs for the year.

Residence Life observed an increase in the number of propped doors. This may be a result of locking all the buildings to only allow access to a resident of that building. This was a change made during Winter term in response to common area damage issues. We will be exploring the option of installing door propping alarms on exterior doors to reduce the frequency of this issue.

Common area damages were also at issue this year, in Daugherty Hall in particular. In response, Residence Life will be providing additional information at the beginning of the year to help residents understand the process of assessing charges as well as understanding the impact these damages have on their community. In addition, Residence Life will be actively informing residents of damages as they occur to try and engage residents in addressing the problem at the grassroots level.

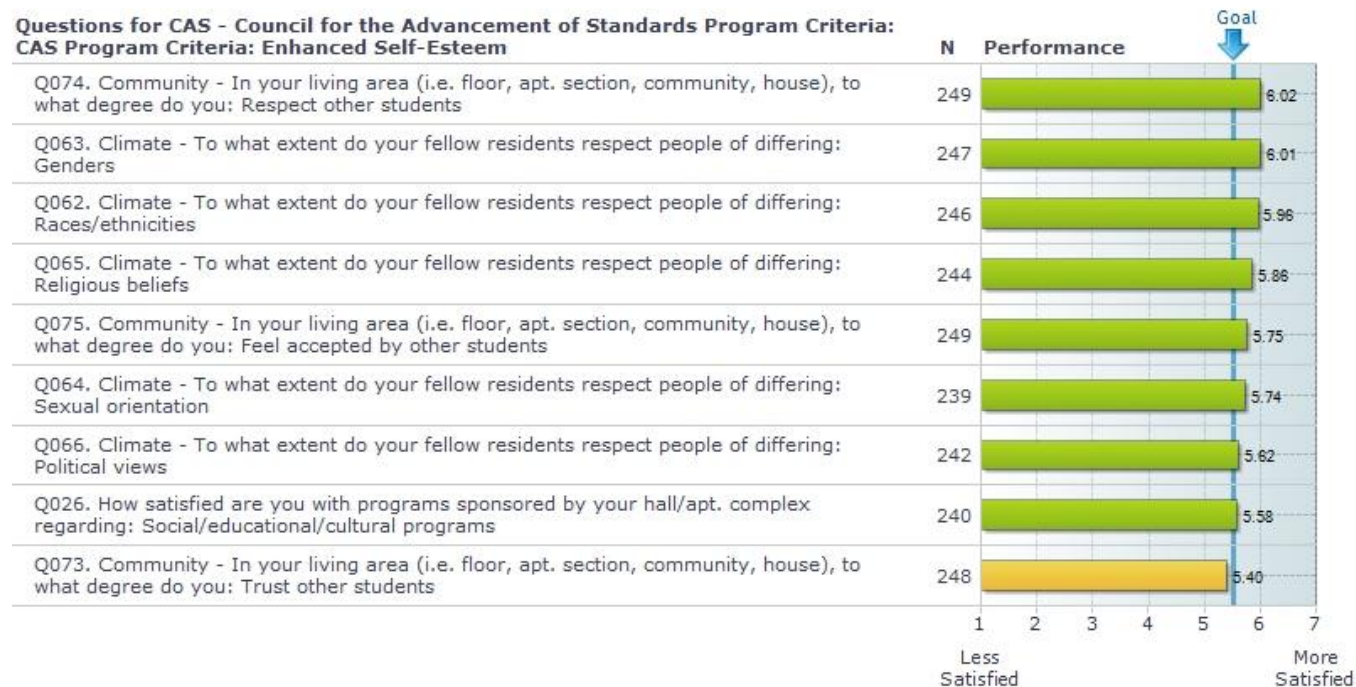
Although addressed to a certain extent in the Outcome 1, our assessment of alcohol usage shows that residents drink less frequently than those at comparator institutions and that fully 76% of the residents surveyed indicated that they don't drink at all or drink less than one drink per week.

The relevant CAS program criteria for Outcome 2 include: Enhanced Self-Esteem and Independence. Also included are specific factor questions for: Alcohol Consumption, Satisfaction: Safety and Security, Learning Outcomes: Personal Growth.

Table 19: Enhanced Self-Esteem

View Eastern Oregon University results by professional standards.

Population: Eastern Oregon University (Number Responding = 253)



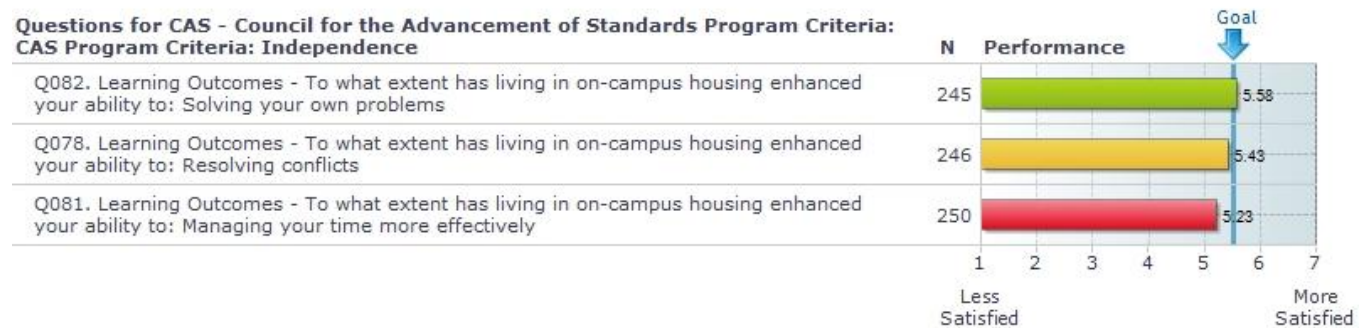
- = Your institution has a higher mean than the goal (5.5).
- = Your institution is within .25 of the goal (5.5).
- = Your institution has a lower mean than the goal (5.5) by more than .25.

Table 20: Independence

View Eastern Oregon University results by professional standards.

Population: Eastern Oregon University (Number Responding = 253)

Questions for CAS - Council for the Advancement of Standards Program Criteria:
CAS Program Criteria: Independence



- Green = Your institution has a higher mean than the goal (5.5).
- Yellow = Your institution is within .25 of the goal (5.5).
- Red = Your institution has a lower mean than the goal (5.5) by more than .25.

Table 21: Alcohol Consumption

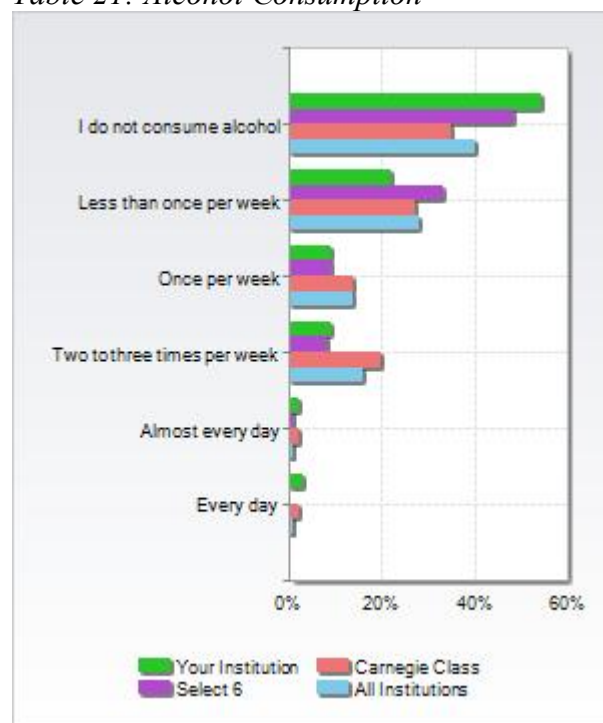


Table 22: Satisfaction: Safety and Security

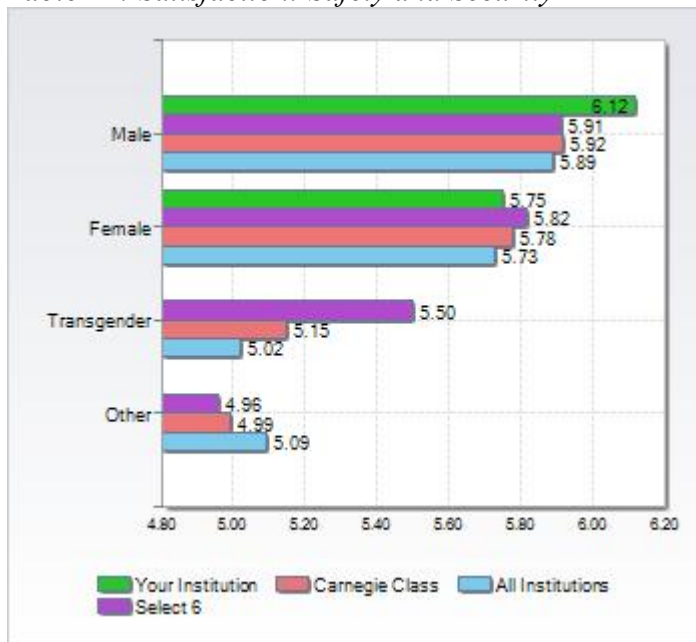
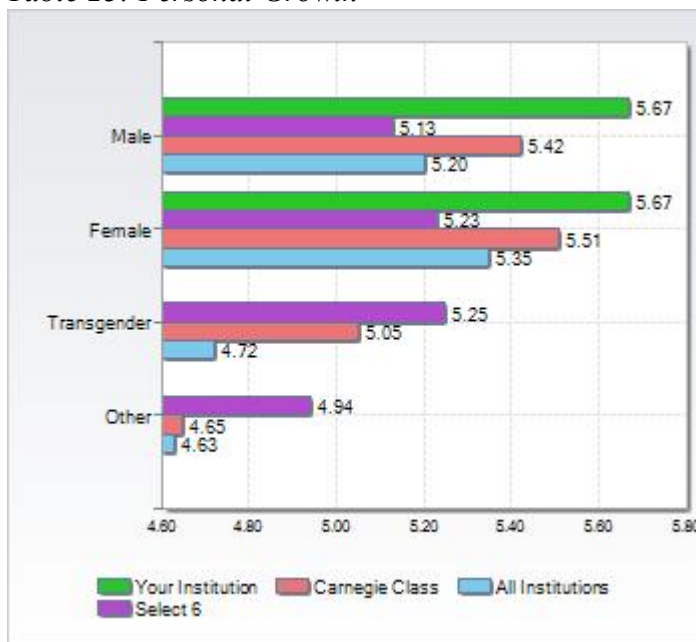


Table 23: Personal Growth



Outcome 3

Students who live on-campus will recognize the priorities of academic and co-curricular learning via residential curriculum and RA mentorship. Students will report that their participation in residence life increased their ability to study effectively, manage their time, and interact effectively with their classmates and peers.

The primary measure for outcome 3 is the ACUHO-I/EBI Benchmarking Survey. The relevant CAS program criteria for outcome 3 include: Intellectual Growth and Personal and Educational Goals. Based on the survey, Residence Life will be focusing its efforts on helping student study more effectively and creating environments and opportunities to enhance the learning environment. This coming year we will be working on incorporating more services from the Learning Center into the residence halls as well as starting our first living/learning program, the Leadership and Involvement LLC.

While there is work to do in these areas, it is also important to point out that EOU does exceptionally well in these areas when benchmarked against other institutions participating in the survey. Those comparative charts are also included.

Table 24: Intellectual Growth

[View Eastern Oregon University results by professional standards.](#)

Population: Eastern Oregon University (Number Responding = 253)

**Questions for CAS - Council for the Advancement of Standards Program Criteria:
CAS Program Criteria: Intellectual Growth**



- = Your institution has a higher mean than the goal (5.5).
- = Your institution is within .25 of the goal (5.5).
- = Your institution has a lower mean than the goal (5.5) by more than .25.

Table 25: Personal and Educational Goals

View Eastern Oregon University results by professional standards.

Population: Eastern Oregon University (Number Responding = 253)

Questions for CAS - Council for the Advancement of Standards Program Criteria:
CAS Program Criteria: Personal and Educational Goals



- = Your institution has a higher mean than the goal (5.5).
- = Your institution is within .25 of the goal (5.5).
- = Your institution has a lower mean than the goal (5.5) by more than .25.

Table 26: Intellectual Growth (Compared to other institutions)

View Eastern Oregon University results compared to other institutions by professional standards.

Population: Eastern Oregon University (Number Responding = 253)

Questions for CAS - Council for the Advancement of Standards Program Criteria: CAS Program Criteria: Intellectual Growth

Description	Peer Institutions ?	Carnegie Class ?	All Institutions ?
To what degree are residents living with/near you: Concerned about academic success			
Learning Outcomes - To what extent has living in on-campus housing enhanced your ability to: Studying more effectively		ND	
Learning Outcomes - To what extent has living in on-campus housing enhanced your ability to: Solving your own problems		ND	ND
Overall Evaluation - To what degree: Are you satisfied with your overall academic experience on this campus			
Overall Evaluation - To what degree: Has living in on-campus housing enhanced your learning experience		ND	

Legend

: Difference < -0.25	: -0.25 < Difference < -0.10	: -0.10 < Difference < 0.0
: 0.0 < Difference < 0.10	: 0.10 < Difference < 0.25	: Difference > 0.25

ND : No Difference

Table 27: Personal and Education Goals (Compared to other institutions)

View Eastern Oregon University results compared to other institutions by professional standards.

Population: Eastern Oregon University (Number Responding = 253)

Questions for CAS - Council for the Advancement of Standards Program Criteria: CAS Program Criteria: Personal and Educational Goals

Description	Peer Institutions ?	Carnegie Class ?	All Institutions ?
To what degree are residents living with/near you: Concerned about academic success			
Learning Outcomes - To what extent has living in on-campus housing enhanced your ability to: Studying more effectively		NID	
Overall Evaluation - To what degree: Are you satisfied with your overall academic experience on this campus			
Overall Evaluation - To what degree: Has living in on-campus housing enhanced your learning experience		NID	

Legend		
: Difference < -0.25	: -0.25 < Difference < -0.10	: -0.10 < Difference < 0.0
: 0.0 < Difference < 0.10	: 0.10 < Difference < 0.25	: Difference > 0.25
NID : No Difference		

Center for Student Involvement

Outcome 1

By participating in the programs/activities provided by the Center, students will gain experience and have opportunities that will allow for discovery of their potential, examine individual/personal values, opinions, beliefs, and develop and enhance their understanding of the value of campus/community involvement.

Objective:

1. Provide a minimum of 3 events/opportunities per term where students will be able to examine their individual/personal values, opinions and beliefs.
 - a. Multicultural Partnership Event
 - b. Blood Drive
 - c. Clubs and Organization Involvement
 - d. Developmental/Leadership Workshops
 - i. Ex: Team Building and Leading a Meeting

Students had the opportunity to engage in a wide variety of experiences and opportunities to engage in discovery of their potential. The key factor in achieving this outcome is getting students involved in some way with the campus and community. The Center encourages this involvement in three primary ways: support of clubs and organizations, programming with ESE, and the leadership program.

In the area of support for clubs and organizations, the Center held a series of workshops on teambuilding and how to lead meetings. These were in addition to events for the Society for Leadership and Success that had content useful to club and organizational leadership. The turnout for the trainings was not as high as hoped but the students who participated did so enthusiastically and continued to ask for and receive additional mentorship for Hailey.

ESE put a variety of programs that helped students examine their own values, opinions, and beliefs. Some of these events include: Sushi Nights, Fat Tuesday Celebration, Blood Drives, Club Fair, Mandatory Club Meeting, Performing Art Events, and Speed Dating. These events often allowed students to engage with their ways of thinking as well as interact with others to understand perspectives different from their own.

The Student Leadership program founded a chapter of the Society for Leadership and Success at EOU this past year. Part of the society's requirements includes attendance at speaker events and participation in Success Mentoring Networks. At the conclusion of each event or meeting, participants working towards full membership in the Society submit reports of what they learned from the event or the goals that they set and their progress to those goals reported during the network meetings. Based on these reports, students have been engaged in the process of becoming better leaders.

The Center also sponsored the second annual Student Leadership Conference in May. The conference offered participants the opportunity to both share their knowledge through presentations as well as learn through participation. The event was planned in great part by the student involved with the Society as well as the LEAD team, a consulting group for the Leadership program. The survey results are still being tallied at this time, but the initial findings indicate that the program was successful in meeting the stated objective of examining personal beliefs and values as well as educating students on the value of involvement.

Outcome 2

By participating in and/or attending the programs/activities sponsored by CSI, students will have the opportunity to meet new people, be entertained, socialize and have fun.

Objective:

- 1. Provide a minimum of:*
 - a. 5 Events per term where students will have the opportunity to be entertained*
 - i. Comedians, Coffee House, Movie Nights*
 - b. 3 Events per term where students will have the opportunity to meet new people and have fun*
 - i. Speed Dating, Special Events (Hoke Late Night, Game Night, Spring Fling, Mountaineer Challenge, Club Fair), Multicultural Event Nights*
 - c. 5 Events per term where students will have the opportunity to socialize and have fun*
 - i. Open-Mic Nights, Dances, Mid-night Meals, Disc-Golf Tournaments, Wii Nights and Special Events (Pumpkin Carving, Holiday at the HUB, Homecoming – Mountie Challenge)*

Events provided/supported during the 08-09 academic year that encouraged student entertainment, meeting new people, socialize and have fun include but are not limited to: Comedians, Coffee House Performances, Open Mic Nights, Granada Movie Nights, Hoke Late Night, Game Night, Spring Fling and Volley Ball Tournament, Wii and X-Box Tournaments, Craft Night, Bands and Dances, Oscar Party, Mountaineer Challenge, Homecoming Bon Fire, Holiday at the HUB, Pumpkin Carving, Sushi Night, Student Leadership Conference, National Society of Leadership and Success programs and Campus Recognition and Awards Ceremony.

ESE sponsored in excess of fifty programs this past year that all meet to some degree the objectives states above. While some of the programs had minimal involvement from students, other programs were exceptionally successful. Two examples of programs that attracted great numbers of students include Speed Dating with over fifty participants and Sushi Night, which attracted so many participants that they had to start turning people away.

Outcome 3

By participating in the programs and/or activities provided by the CSI, students will have the opportunity to learn new skills and/or information

Objective:

- 1. The Center will offer a minimum of 3 events per term where students will have the opportunity to learn new skills and or information*
 - a. Examples could be:*
 - i. Multicultural Partnership Event*
 - ii. Blood Drive*
 - iii. Clubs and Organization Trainings*
 - iv. Developmental/Leadership Workshops – SLC*

Events provided/supported during the 08-09 academic year where students had the opportunity to learn new information and or skills include but are not limited to: Sushi Nights, Blood Drives, Mandatory Club Meeting, Club Fair, Team Building Workshop, National Society for Leadership and Success Orientation, Success Networking Teams, Speaker Events, Training Days, Student Leadership Conference, and the Campus Recognition and Awards Ceremony.

The Center will work this coming year on developing better assessment tools to engage students in assessing their own learning through participation. The Center is in the process of undergoing a CAS standards review and that review will be a basis for better understanding and integrating the principles of assessment.

Staff and Program Recognition

Residence Life/EOU Dining Services/Hoke Union Building

- Fall to Spring retention in the residence halls was 90%, 13% better than the 30-year average.
- Through belt-tightening, Residence Life was able to save in the vicinity of \$100,000 in expenses over projections and increase revenue over projections by over \$130,000.
- Stephen Jenkins and Linda Overlock both volunteered as facilitators for the HUM110, Eastrek FYE course both Fall and Winter terms.

- Residence Life improved their ACUHO-I/EBI Benchmarking Survey scores in every category over the past year.
- Ladd Roberts, TMW II, worked closely with Facilities and Planning as a consultant on asbestos issues serving the campus as a whole.
- Residence Life worked closely with MDPA to create a new brochure and produce new 360° views of the residence halls. A video highlighting the benefits of living in the residence halls is also in production.
- Hoke Union Building successfully hosted several large events including: FBLA, FFA, Mountaineer Days, as well as several orientation events.
- Vivian Petersen was awarded an MLK award during the MLK banquet.

Center for Student Involvement

- Program coordinator Robin Weinman received the Margaret “Peggy” Hoffman NACA–West (National Association of Campus Activities) Outstanding Volunteer Award at the November Regional Conference
- Provided an extensive amount of support for the Statewide Future Farmers of America Convention that was held in La Grande and partially hosted at EOU by coordinating the many volunteers that assisted during the EOU Open House Event.
- The EOU LEAD Team was able to develop learning outcomes for the Student Leadership Conference and the Club & Org Education and Training Program using the SLOAP process.
- Applied for and received a grant to develop a campus chapter for the National Society for Leadership and Success which has allowed us to develop a program that can be accessed by all students while at EOU and beyond.
- FYE Support – Hailey worked with the First Year Experience Advisory Council and supported the Humanities 110 courses as a classroom facilitator fall and winter terms.
- Worked with the IT department to begin regular electronic communication with students using the “What’s Up” list serve on a weekly basis. This list serve reminds students about campus events sponsored by student clubs and fee funded units. While there are a few things that still need to be sorted through, it has been well received by students, staff and faculty.
- Partnered with the EOU Webmaster to develop a new look for the Center’s website. It has been designed and will continue to be worked on through the summer of 2009 until completion.
- With the Multicultural Center and ASEOU, the Center helped sponsor 10 student leaders to attend the Northwest Student Leadership Conference and bring that knowledge back to the EOU Student Leadership Conference.
- Center staff worked with the Executive board from the National Society for Leadership and Success to develop and implement a Campus Recognition and Awards Ceremony to recognize our outstanding student leaders, advisors, clubs and programs in addition to the NSLS induction.
- Assistant Director, Hailey Wolcott was nominated for, and received, the Advisor of the Year Award during the Campus Recognition and Awards Ceremony this spring.

Issues/Challenges Facing the Department

The two primary issues facing the department as whole are finances and personnel. Residence Life/Food Service continue to face the overwhelming debt service they pay each year while housing less than three-quarters of the population from three years ago. The combination of increased expenses with drastically reduced income has dealt a heavy blow to operations making it difficult to be strategic about allocation of resources.

Both the Center and Hoke are student-fee funded groups that rely on an ever-dwindling pool of student fee dollars that are driven by enrollment. Both were flat-funded for FY09 and both have received less money for FY10. This is in spite of increased costs and expenses. At the funding levels allocated for both areas, we will be left with making decisions about what services will need to be reduced or eliminated for students. We have already begun conversations with the VP for Finance, Emma Winkelman who also serves as the chair of the Hoke Advisory Committee.

Personnel will also play a large role in this coming year. Residence Life functions on approximately 1.6 FTE professional staff and 6 FTE classified staff. With such limited professional staff, it is difficult to impossible to implement new programs or to plan strategically about how to allocate resources. The lack of a full-time, live-in staff member is a detriment to both the residents and the program and should be rectified as soon as possible.

In Hoke, Vivian Petersen announced her resignation effective August 31st, 2009. We are currently revamping the position to take greater ownership of the Union as well as developing a true union program.

2009-2010 Preliminary Goals

Goals for the 2009-2010 academic year are set at the beginning of the academic year with participation by students and student staff. They will be submitted at that time.

Appendix 1

The following is the full report from the ACUHO-I/EBI Benchmarking Survey for CAS Program Criteria.