



EASTERN OREGON UNIVERSITY

Student Affairs 2007-08 Annual Report

Department: Housing and Residence Life

Mission Statement: The Residence Life Program is committed to providing an environment that is conducive to social, personal, and educational growth. To that end the Program strives to develop a sense of community and citizenship among residents living in the halls as well as teach students about the rights and responsibilities of living in a community environment.

2007-08 Goals and Objectives:

- 1. Students will be able to articulate safety and security policies and identify and know how to connect with safety resources.*
- 2. Students will know EOU's alcohol and drug policy and be able to articulate why they make their choices about drugs and alcohol.*
- 3. Students will know the staff members in their building and recognize all EOU Residence Life staff.*
- 4. Roommates will successfully resolve conflict.*
- 5. Students will have an awareness of and use campus and community resources and opportunities.*
- 6. Students will be aware of community events.*
- 7. Students will have opportunities to experience other cultures and backgrounds.*
- 8. Students will identify and contact academic resources outside the classroom.*
- 9. Students will be aware of opportunities for involvement with clubs and extracurricular activities.*

2007-2008 Goal Attainment Summary: (1-2 paragraphs on each goal)

1. Residents were required to attend hall meetings and suite meetings each term that addressed issues of safety and security. In addition, any time issues were noted such as doors propped open, etc., staff addressed those issues with students and the behavior was modified. Student Staff also reviewed random sections of the emergency procedures manual each week at staff meeting to ensure that everyone was up-to-speed on emergency issues. Finally, bound guides were placed in each suite that provided phone numbers and other information about security and safety.
2. Each hall had at least one AOD program each term that addressed issues ranging from the effects of alcohol on the brain to legal and social consequences of drinking. A variety of passive programs from door hangers to bulletin boards

- were also utilized. Both student and professional staff members received training on how to have individual conversations with students who were found in possession or consumption of alcohol. These were often conducted in follow-up meetings with students within 24 hours of an alcohol incident.
3. Each hall posted pictures and short “bios” of each staff member in the halls. Student staff also worked closely together to create inter-hall programming increasing resident’s access and recognition of all residence hall staff. Stephen and Linda also spent “office hours” in the residence halls at regular times that were advertised to allow student to see us in their environment and not just at the Student Life Center.
 4. At the beginning of the year, RAs worked closely with each suite to create Roommate Agreements addressing issues around property, space, cleanliness, guests, etc. These were used to set expectations at the beginning of the year as well as to provide a resource when staff were needed to mediate a conflict. Student staff also spent several hours during Fall Training in mediation training with Eastern Oregon Mediation Center mediators to learn successful mediation techniques. Overall, student staff were very effective in mediating most conflicts within the halls.
 5. Staff took the opportunity to invite the La Grande Police Department as well as the District Attorney to meet with student during programs. In addition, the Counseling Center was active in multiple ways in supporting programs as well as being present in other ways. One example was Dr. Thacher Carter coming in to Alikut Hall to play music. It allowed students to enjoy the music while becoming more comfortable with one of our campus counselors.
 6. Each hall used one of the bulletin boards to advertise and support community events. Many split their boards up by days of the week and also types of events so that a resident could easily take a look at the board for a given day and see what was happening on campus and off campus. Staff also planned programs around community events such as the Union Hotel Haunted House, performances at the Elgin Opera House, and participated in community service projects such as Salvation Army’s Giving Tree and Pennies for Literacy.
 7. All of the halls participated in programs involving the International Students Office as well as the Multicultural Center. Programs ranged from African drumming to How to Make Sushi and a multicultural potluck. While many of the programs focused on cultural awareness, a focus in the future will be increasing intercultural communication and competency.
 8. Residence Life staff worked hard to try and bring faculty into the residence halls. This, admittedly, met with limited success due to resistance from our teaching faculty. We do have some faculty who are interested and available in working with students in an out-of-class environment but many are not. However, we were more successful in getting students connected with the Learning Center and academic advisors on a more regular basis and also held study nights and program nights where we brought in faculty from different programs to answer questions from students interested in declaring a major in that program.
 9. Residence Life staff worked closely with Student Activities to ensure that club advertisements were posted in a timely manner. In addition, student staff collaborated with student organizations such as ESE and the MSC to either co-sponsor or to attend programs being put on by other clubs and organizations. Examples include: Spring Fling, Campus Clean-up, the Alumni Association, Homecoming events, and athletics.

Learning Outcomes and Assessment: Residence Life took the approach that it made little sense to separate learning outcomes from goals as the two should be closely related. As such, we did create a higher number of goals/learning outcomes than required. We continue to work on assessment methods for the learning outcomes and would appreciate more information and clarification as to the intersection of goals and learning outcomes in general. More information in terms of alignment would be particularly helpful.

In terms of assessment, Residence Life has, for the past two years, participated in the ACUHO-I/EBI Benchmarking survey. This survey has provided valuable information on where we are doing well and where we need some work. The areas that have come up the past two years have been in relation to Residence Life's support of academic success in the residence halls. I feel strongly that this is due to a lack of any comprehensive living/learning programs in our student housing. This coming year, the emphasis will be on developing a beginning living/learning community program for implementation in Fall of 2009.

Summary of Services to Students: For AY2006-2007, Residence Life and Food Service provided high-quality living and dining services to residents and other campus clients. Staff in the residence halls worked to provide a positive learning and learning environment for residents that allowed students to extend the in-class learning into out-of-classroom experiences. This was accomplished through a set of intentional programming experiences as well as creating an atmosphere in the residence halls that encouraged and rewarded high-level performance in both intellectual and developmental pursuits.

2008-09 Goals/Learning Outcomes: These goals are set in consultation with Hall Directors who begin their contract in September.