EASTERN OREGON
U N I V E R S I T Y

2010-2011 Annual Report
Housing and Student Involvement
Submitted by Stephen Jenkins

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

Residence Life Mission Statement

The Residence Life Department is committed to providing an environment that is conducive to social, personal, and educational growth. To that end we strive 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.

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 2010-2011

See Appendix 1.

Summary of Service and Programs for Students

Food Service

EOU Dining Services in partnership with Aramark entered its third year of its contract at the beginning of this year. We began this year still with no District Manager for Aramark and are ending it in the same fashion. This is a situation that will need to be rectified soon as it feels obvious that EOU is not receiving the level of support it needs from Aramark at the corporate level.

At the local level, we continue to do well. This year, we began a late-night program in Mac's Grill that turned out to be very popular. In addition, a partnership was developed with Bear Mountain Pizza allowing students to order pizza using their flex dollars. This turned out to be a great success for both Bear Mountain Pizza and EOU. We also opened Mountie Café for longer hours at lunch and that has reduced the complaints about hours and availability a great deal.

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 a significant increase in overall satisfaction with Dining Services.

Table 2: Satisfaction: Dining Services (Longitudinal)

A major effort this coming year will be in meal plan redesign that will coincide with changes in Mountie Café. All-you-care-to-eat will likely be replaced with a-la-carte dining options. This will require that all meal plans be revised and revamped in preparation for that change.

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 Involvement, the Student Union/Facilities Scheduling Manager, and the Assistant Director for Student Involvement. This body is charged with recommending policy, rates, space allocations, and other decisions related to the operation of the building.

The Student Union/Facilities Scheduling Manager, Le Alexander, was asked to step into the Assistant Director for Student Involvement position in August resulting in vacancy in the SUFS Manager position. Chelsee Harmon was hired as an interim to fill that role for the year. As Le was successful in the ADSI search, we will need to conduct a search to fill the SUFS Manager position on a permanent basis and that search will begin in July.

Another major project that we have embarked on is a renovation project for Hoke. Working closely with Facilities, we invited SERA Architects to come to campus and hold a variety of meetings with folks on campus, students in particular, to develop conceptual designs for what we could accomplish with some limited funding. SERA presented a set of conceptual designs that were well received by students and staff alike.

As part of the financial package for the renovations, student approved an additional $28/term fee to be used for paying back bonds for the project. There were significant concerns about this fee at the Cabinet level and the fee was postponed and potentially cancelled. There are some options being explored currently that call for some splitting out of parts of the project that could result in deferred maintenance dollars being spent on it as well as a request for additional funds from OUS for the project.

Center for Student Involvement

The Center for Student Involvement is a student fee funded unit with the primary goals of providing a comprehensive leadership program that provides support and enhances student engagement within student-led organizations in addition to executing a variety of social and cultural programs.

CSI staff provides one-on-one contact and consultation to brainstorm ideas, listen to any challenges that may exist and help figure out strategies and solutions. In support to all student-fee funded units and campus clubs/organizations, CSI also provides assistance in a variety of ways including consulting on event management, personnel issues, budget development and management, billing, purchasing, fundraising and contracting. Additionally, CSI offers support to faculty/staff, who serve as advisors for clubs/organizations by assisting them with EOU policies and procedures and provide advisor trainings (i.e. risk management, conflict management, officer transition and diversity).

Leadership training continues to improve as CSI provides leadership and organizational trainings/workshops (i.e. goal-setting, creation of mission/vision, running effective meetings, effective communication and team bonding) for all clubs and organizations. Furthermore, CSI implemented its first Leadership Week to continually provide and improve opportunities for student growth. The week of activities focused on workshops and roundtable discussions that were utilized to simulate students' critical thinking with the week leading up to EOU's 4th Annual Student Leadership Conference. Every spring, CSI implements a conference that is developed to provide students with access to leadership training tools for successful student development.

The Center also provides resources for student groups to work on projects and get additional assistance. These resources include color copier usage, mailbox space, work areas and poster making supplies for publicity purposes. Services are provided to the student body from 9 am to 12 pm and 2 pm to 5 pm with appointments scheduled as necessary. Additionally, CSI introduced the Leadership Resource Zone for all clubs/organizations to utilize the space for meetings, networking and minor projects. The space includes access to computers, a resource library and a conference table. Students can visit the area from 5 p.m. to 10 p.m. Sunday through Thursday in addition to regular office hours.

Community development within the public is a collaborative initiative that CSI also supports by providing community service such as the Associated Students of Eastern Oregon University's collaboration with the City Clean-Up. Likewise, leadership opportunities for individuals to serve on steering committees and participate are encouraged with the recruitment of prospective students through fairs and additional outreach.

A summary of services is provided below:

- Serve and administer over 60 student clubs and fee funded units.
- Process club/organization payments, invoices, timesheets, travel requests and reimbursements.
- Advise the Associated Students of Eastern Oregon University.
- Advise and administer EOU Chapter for the National Society of Leadership and Success.
- Partnership with Athletics and NAIA Champions of Character.
- Participate in and support recruitment and retention efforts:
  - Preview Days, Mountaineer Days, Week of Welcome
- Advise and administer the Ambassador program to further develop the campus visit program with the assistance of the Admissions Office.
- Implement and host the EOU Student Leadership Conference, which is open to all EOU Students with invitations to local high school students in addition to TVCC and BMCC leaders.
- Partner with student groups/volunteers to administer various programming opportunities: Blood Drives (3 per year) and Locks of Love.
- Sponsor students to attend, participate and present at local, regional and national conferences including the Oregon Students of Color Coalition and the Northwest Student Leadership Conference.
- Generate student advocacy and learning through committee work.
- Collaborate with campus departments (students, faculty and staff) to develop student learning outcomes, supporting activities and assessment.

Residence Life

Facilities

Residence Life operates four buildings, Alikut, North, Daugherty and Hunt. All four were used for academic year residential programs as well as summer conferences this last year after having the majority of Hunt Hall having been closed. The buildings are maintained by three maintenance staff and 2 FTE custodial staff. During the school year a student employee works 10 hours per week to help custodial staff. During the summer and breaks, several student staff help with deep cleaning, quick turnovers between camps and maintenance concerns especially painting, moving of furniture and special projects that need to be completed while the residence halls are unoccupied.

Recarpeting occurred on 0 floor of Hunt Hall this last year and the control panel for the boiler, pumps, attic fans in Alikut was replaced. The hot water control box on the gas fired hot water heater was replaced in Hunt. Fire alarm horns were installed in all the suites of North and Daugherty. In addition, the snow melt system was installed at the entrances of North and Daugherty Halls.

With the reopening of Hunt year round the maintenance and custodial crews took on a lot of additional work from the previous year. The office staff also saw an increase in workflow due to the additional population of the residence halls.

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?

Residential Education

Residence Life employs twenty-four Resident Assistants, four Hall Coordinators, and recognizes thirteen student leaders in the Residence Hall Association (RHA) that work to implement the residential education initiatives in the residence halls. The employed staff work to this end through programming and resident interactions:

Resident Assistant (RA) Programming:

The residential education programming model is based on the development and integration of three learning outcomes into residents lives: Health and Wellness, Interpersonal Competency, & Identity Development.

Programming Outcome One:
In Health and Wellness programming students will be introduced to ideas that are designed to help them incorporate healthy lifestyle choices into their day to day lives. This learning outcome will help students to make informed choices concerning the attainment of balance, the weight of future consequences, and requirements necessary for living a successful live. This learning outcome is achieved if students make visible changes, or espouse a desire to change, in their lives.
Programming Outcome Two:
The Interpersonal Competency programs that students attend are intended to help develop and sustain relationships that are constructive and mutually beneficial. These programs are designed to equip students with the opportunities and the tools to relate to those that think and act differently than they do. This learning outcome is achieved if students can form a wide array of diversity and sustainability in the relationships in their life.
Programming Outcome Three:
Identity Development programming is geared towards helping students to discover a greater depth and practical understanding of the various aspects which make up their own identity. These programs will allow students a guided opportunity to reflect on their own personal values and beliefs in a safe, open environment. This learning outcome is

achieved if students can recognize, articulate, and defend the opinions, beliefs, and characteristics they espouse as a part of the identity.

The Residence Hall Association:

The RHA works to bring a voice to the residential students of campus by representing their needs and working to augment their time living on campus with social events and leadership opportunities. There are thirteen positions serving on the RHA Executive Board, all of which are elected by a popular vote of the residential student body.   The RHA is responsible for overseeing 40% of the social fees generated by residential students and utilizing these fees to provide pertinent services and support to the residential experience.

Community Development:

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

Community standards and expectations relate to both the rules and policies promulgated in the Room and Dining Contract as well as community standards set forth at the beginning of the year in filling out the Wordle. 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. More serious or persistent behaviors are addressed through the housing conduct system. Once referred, students have the option of meeting with the Area Coordinator or having their case referred to Student Conduct.

Conduct Information for 2010-2011

Community Violations Completed	16
Cases where student found responsible for one or more violations	95
Cases dismissed, insufficient evidence, not responsible	45
Total Number of Conduct Referrals	**156**

Comparable information for 2009-2010

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**

Alcohol Violation Information for 2010-2011

Alikut Hall	3
Daugherty Hall	23
Hunt Hall	9
North Hall	19

Total Alcohol Violations	54

Comparable information for 2009-2010

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

A total of 132 unique individuals were referred to the conduct process as opposed to the 138 unique individuals from the previous year.

2010-2011 Student Learning Outcomes and Assessment Results *(See Appendix 2 for detailed results)*

Residence Life

Major Unit and Program Activity 1: Leadership Development

Residence Life Staff Training

Fall Training for the 28 student staff consisted of training in the following areas:

- Team Building
- Communication
- Fire Safety
- Mediation
- Suicide Prevention
- Sexual Assault Response
- Diversity Awareness
- Emergency Response
- Confrontation and Conflict Management

Altogether the time period consisted of more than 120 hours of training for students led by recognized experts in each of the areas listed above. In addition to Fall Training the staff underwent ongoing training throughout the year on the following topics in hour-long sessions.

- Policy and Procedural Methods
- Sexual Harassment
- Professional Communication
- Evaluation and Assessment Methods

Residence Life Leadership SSci 320-

Residential Student Staff fill one of the most important roles on college campuses today. Students perceive RAs as role models, friends, confidants, mediators, and community builders. The daily contact our staff has with students makes it possible for them to have a significant impact on students' lives. The Residence Life Leadership Course is designed to prepare future student staff for the challenges and responsibilities of their position. This course offers students the opportunity to learn and practice the skills critical for success:

- Conceptual application
- Counseling
- Administrative Tasks
- Team Building
- Leadership
- Confrontation
- Community Building
- Crisis management
- Relational Issues
- Written and Oral Communication

For the spring of 2011 there were 32 applications submitted for the class by students at Eastern Oregon and 19 selected to enroll in the course. Of these students, 95% percent of them were successful in demonstrating the competencies and objectives of the course. Fourteen of the eighteen students that received a satisfactory grade in the course were selected as RAs for the following year.

Residence Hall Association-

The RHA was created by the residential students of Eastern Oregon university in order to more comprehensively meet the collective needs of the residential students, to establish and maintain open lines of communication with the university and its faculty and staff, and to promote academic, social, and personal growth in the residential experience.

Fall 2010:

Elections resulted in all 13 RHA positions being filled, September 2010
Constitution drafted, approved, implemented October 2010
Host a Halloween Dance for the Residence Halls
Hosts a Sundae Party during finals week for resident study break

Winter 2011:

Valentine's Cards for residential students
Recycling program partnership with SIFE
Impeachment and replacement of RHA president

Spring 2011:

Constitution updated and revised based on officer input and experience
Election of Executive Officers held for 2011-2012 academic year
Drafting of new responsibilities and expectations for the RHA President
Forged new partnership ASEOU

Major Unit and Program Activity 2: RA Programming

Learning Outcome Programs:

Students that participated in learning outcome based programs focused on health and wellness, interpersonal competency, and identity development were asked to fill out an evaluation of the program assessing the impact that it had upon them. Students were asked to rate on a Likert scale of 1 to 5 the program's impact in six different key areas that focused on the three learning outcomes:

Health and Wellness Questions:
1. Attending this program helped, or will help, me to adopt healthy lifestyle activities and choices.
2. Attending this program helped me to better understand the importance of living a healthy and balanced life.

Interpersonal Competency Questions:
1. Attending this program helped me to relate to those that are different than I am or that think differently than I do.
2. Attending this program helped, or will help, me to develop and maintain healthy relationships with other people.

Identity Development Questions
1. Attending this program helped me to reflect upon myself and the things that make up my own identity.
2. Attending this program helped me to reflect on my personal beliefs and the beliefs of others through dialogue and the open exchange of ideas.

In addition to the achievement of the learning outcomes the programs were assessed on the basis that they helped to establish stronger community in the residence halls, promoted student success, and contributed to student learning. These criteria were assessed through the following questions on the same evaluation form.

Community Building:
o I feel like the program helped me get more connected to the other people living in my residence hall.

Student Learning:
o I learned something valuable by participating in this program

Student Success:
o I believe attending this program contributed to my potential success (academically, socially, or otherwise) in my time at EOU.

In the table and graph below the results of the evaluations are displayed:

Ranked on a scale of 1 to 5	Spring	Winter	Fall
Interpersonal Competency	4.09	4.08	4.32
Identity Development	3.90	3.89	4.08
Health and Wellness	4.04	3.95	4.24
Community Building	4.17	4.17	4.32
Student Learning	4.24	4.24	4.62
Student Success	3.90	4.39	4.39
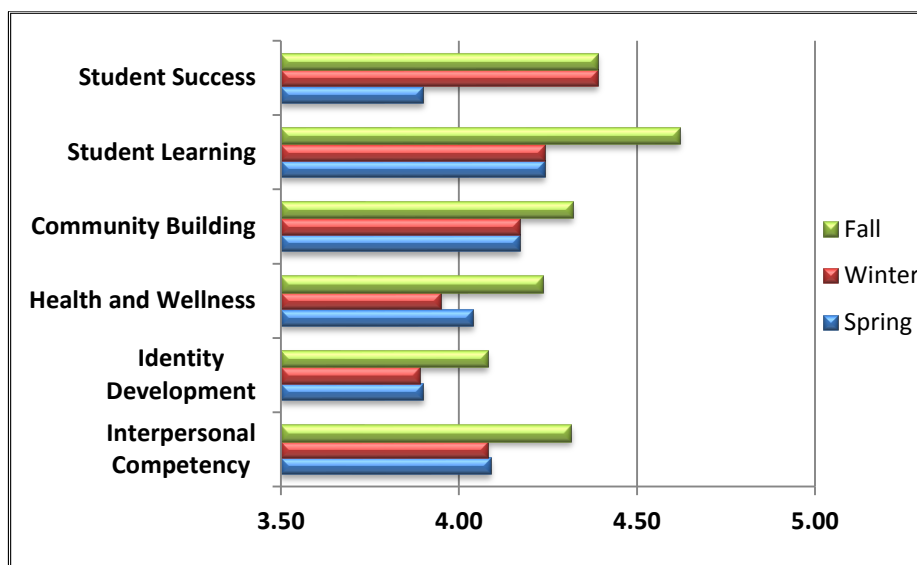
The data is representative of 302 evaluations that were filled out for 46 programs hosted in the residence halls throughout the academic year. The data is representative that programs are most successful in contributing to student learning. This is reinforced by the EBI Benchmarking surveys which asked students how living on campus increased several areas of their interpersonal skills and healthy lifestyle choices.

Major Unit and Program Activity 3: Student Success

RA/Resident Interviews

RAs were tasked with meeting individually with each one of the residents this year to conduct an informal interview designed to help students connect to the community, establish goals, and reflect over their experiences at EOU. These meetings were to take place on a quarterly basis with each resident. Throughout the academic year RA staff reported on 1,045 of these sessions with residents. This is approximately a success rate of 77% in meeting with residents. We believe that this extra "face-time" that the RAs get with residents helps to promote healthy community behavior. This is inferred from the reduction in conduct referral numbers presented earlier.

Academic Initiatives

We housed Eastern's first ever Living Learning Community in our newly renovated academic space in North Hall. Two classes were taught in this room in the Fall of 2010. In addition to the formal classes this room was used as a programming space and a study room where tutoring sessions were held. The other residence halls hosted similar initiatives, but not in an academically designated space. The effects of the academic initiatives on the residential community are also measured by the ACUHO-I/EBI Benchmarking survey results displayed below.

It can be seen from the above results that through the creation/renovation of available spaces to make them more conducive to the requirements of academic study, services offered in academic tutoring, and the living-learning community, and that the residence hall was a living environment that enhanced and support their academic endeavors in direct proportion to these initiatives.

Major Unit and Program Activity 4: Community Building

<u>Wordles</u>

All of the students that moved in during the fall were asked to participate in the creation of a community Wordle that would express the expectations that the community had for itself. This Wordle was utilized in the RA/Resident interviews and promoted passively throughout the year as they were displayed publicly in each hall. These espoused community expectations were also used as a reflective tool during conduct sanctions in situations in which student's behavior was in contrast to the expectation of their peers. There was a 36% reduction in over all conduct referrals while only 5% decrease in the number of students involved in conduct issues. This serves as an indicator of a strong decline in recidivism of students that were issued sanctions in the hearing process. When asked about their experiences reflecting over the Wordles here are some things that students said:

- "I feel like reflecting over the Wordle gave me a better idea of what others wanted from me, and when I sat down and really looked at it I wanted those things too."

- "It matters to me what others want from me because no one wants to be hated. When I really understood what other people wanted it allowed me to be more social."

- "This helped to me to think about my behavior and understand what others wanted my behavior to be like."

<u>Community Quality</u>

Using the ACUHO-I/EBI Benchmarking survey, we are able to evaluate several different facets of how are efforts in programming and other initiatives impacted the community in the residence halls. Primarily we sought to raise the level to which residents reported their ability to manage their own time, solve conflicts, and study effectively from *** to ***. The charts below will display that we surpassed that goal:

2009-2010 Results

2010-2011 Results

This information indicates that we were successful at engendering in residents these qualities necessary for effective and productive community life. Students also reported on the EBI that they were satisfied with the others living in their community and that they felt this experience was beneficial to their time in college.

<u>Community Service</u>

The residence halls each hosted a community service program designed to get students involved in the local community and/or develop a sense of citizenship as responsible and contributing members of global community.

- Alikut Hall – collected pop tabs from cans for the Ronald McDonald House Charity.
- Daugherty Hall – held a fundraising date auction for the Haven from Hunger and used the proceeds of the fundraiser to purchase food for the hungry.
- Hunt Hall – hosted three work days in the community: raking leaves, picking up trash, and caroling at a local retirement home.
- North Hall – held a fundraising dance canned food drive to collect food for the local La Grande food bank.

This year there was no assessment done of the community service programs. For the following year we are looking at adapting methods of evaluation similar to other learning outcome programs hosted by the student staff.

Center for Student Involvement

Major Unit and Program Activity 1: Social Intellectual Development Workshops

Over the course of the year, the workshop series had 2 - 5 participants that attended to gain additional knowledge related to leadership. During discussions, students and advisors were invited to talk about the topic at hand and generate questions. The discussions were informative with handouts provided at each workshop to initially generate discussion and utlize as reference material. Following each workshop, participants were invited to fill out an evaluation (based on a scale of 1 - 5), which was to be returned to the CSI office or via e-mail. Upon review of the evaluations, it is noted that the information provided and discussed was relevant to those in attendance in which they could use this knowledge and apply elsewhere. Averages computed between the gathered data indicated that the quality of the program and value of the program was relatively good to very good. Additionally, averages indicated that that questions arised were responded to very well at each of the sessions. Based on the results, though, awareness about the program was not heavily viewed as being done effectively. Plans to develop a marketing plan are underway to heavily promote these sessions for future years.

Major Unit and Program Activity 2: Student Leadership Conference

With the assistance of six student leaders, CSI implemented and formulated plans for the this year's conference (The Show Will Go On!). This year's conference had 113 participants. With ideas of increasing high school participation at the conference, a high school student was invited to serve on the committee in order to engage their peers and get their perspectives. Unfortunately, timing for the conference fell on another high school-related event and subsequently prevented high school students from attending. While invitations and communication to community colleges (TVCC and BMCC) were sent out, we were unable to secure participants for this year. We hope to continue communication with individuals at other universities and community colleges that regular conduct conferences in order to find more opportunities to provide for more diverse participation from its attendees in the upcoming 2012 conference. Additionally, post-discussion from the SLC committee has focused on ways to increase participation on all levels and will be a continued focus for next year's committee. The conference had 18 presenters including 1 alumni and 3 administrative faculty for 11 individual sessions. Those sessions included information that presenters gathered at other regional conferences (Oregon Students of Color Coalition Conference, National Association for Campus Activities Conference and Northwest Student Leadership Conference) to present to the EOU student population. Presenters were evaluated based on their workshops with resulted data indicating that they were well-received (average of 4 - very good) in both workshop content and presenter ability. Additionally, the conference was evaluated and averaged between good and very good with data results. Detailed scores for specific categories are included in this report. A post-conference meeting was held to examine the results and determine steps for next year including forming a committee in the fall to initiate early progress for the 2012 conference. Specifically, the committee will be looking at several methods for improvement including 1) marketing/advertising to increase our participant numbers, 2) review materials and select a well-known speaker, and 3) develop a timeline to advertise for workshop proposals in Winter term.

Major Unit and Program Activity 3: Ambassador Course

The Ambassador course, held every spring term, consisted of 20 potential Ambassadors including 10 returners. Participants went through a 10-week course that consisted of several class assignments including 7 quizzes, 2 shadow tours and 3 self-conducted tours, participation at the Student Leadership Conference and teambuilding retreat, 2 papers and a comprehensive final. The class sessions focused on two components: campus resources to generate information necessary for campus tour visits and leadership to help develop quality skills to be implemented within their tours, Week of Welcome and other campus-related functions. Participants were graded on a point system with each participant meeting the necessary requirement (800) to be invited into the Ambassador Program. Additionally, participants were individually assessed on their ability to give tours with feedback given to us by evaluation forms from their peers, faculty and staff. All participants of the course were invited to be a part of the program for the 2011-2012 academic year. The course functioned well with information generated in a timely and effective manner, where participants learned the necessary information to use during campus tour visits in addition to growing as a leader and an EOU representative. The course will be reevaluated over the Fall 2011 & Winter 2012 to further develop methods that will foster growth and leadership. Both co-coordinators for the 2011-2012 year actively participated in the course and will be able to assist in the evaluation process based upon their experience.

2011-2012 Student Learning Outcomes

There is not a change at this point for learning outcomes from 2010-2011 in Housing and Residence Life. We will continue to assess our current outcomes as well as engage in an internal strategic planning process that will better enable us to determine future direction for learning outcomes.

CSI proposes the following:

The following Learning Outcomes are preliminary and are in the process for review to begin proper implementation after refining:

Peer Leader Program
CSI to offer peer leader program to enrich student knowledge and gain peer perspectives.

By creating a peer leader program, students will be able to gain knowledge related to student involvement and leadership directly from their peers to create a shared vision, enable others to act, help model the way and encourage active campus participation.

This learning outcome should be developed to allow students to 1) gain breadth of knowledge, 2) enhance intellectual and communication and 3) integrate in their learning.

Advanced Technological Usage of Social Media Tool
CSI to fully implement and train clubs/organizations to utilize OrgSync to advance their personal capabilities while using social media tools as well as for the betterment of their clubs and/or organizations.
By fully implementing OrgSync with proper functionality, students will be able to promote their involvement in clubs and organization in addition to learning how to gain new perspectives on advancing their clubs/organizations. Students will be able to familiarize themselves with methods to communicate to other members including SMS/texing and forums/polls, interact to get unbiased feedback on their events, and overall functionality and upload and segment their meeting and event information.

This learning outcome should be developed to allow students to 1) gain breadth of knowledge, 2) enhance intellectual and communication and 3) integrate in their learning.

Student Leadership Conference & Leadership Week

CSI to provide a comprehensive week-long leadership series that will lead into its annual leadership conference, designed to develop essential skills necessary for success as students continue their collegiate careers and beyond graduation.

By holding a week-long series, students will have more access to workshops, trainings and discussions that will further their understanding of various leadership components and skills. Students will be encouraged to participate in a number of programs that will build up over the week and be fully utilized during the conference.

This learning outcome should be developed to allow students to 1) gain breadth of knowledge, 2) enhance intellectual and communication and 3) integrate in their learning.

With the hiring of a SUFS Manager, we will work on developing some learning outcomes for the Hoke Union program but will focus primarily on establishing and assessing service outcomes.

Staff and Program Recognition

Residence Life/EOU Dining Services
- Returning rates increases dramatically with another increase projected for 2011-2012
- All professional staff facilitated HUM 101/102 courses
- Ladd Roberts, TMW II, consulted on asbestos issues serving the campus as a whole.
- The classified staff took furlough days and even with the reduced working hours were willing to make sure their jobs were done in a very professional manner and that students were well accommodated
- Retention rates were among the highest in recorded history
- Our three-term average of 446 was the highest in recorded history
- Excellent scores all around on the EBI Benchmarking Survey

Center for Student Involvement

- Ashley Cogburn (CSI Student Employee) received the "Outstanding Administrative Support" Award
- Ambassadors received the "Outstanding Administrative Support" Award
- Le Alexander received the "Advisor of the Year" Award
- The Leadership Resource Zone (opened in Fall 2010) provided initial service to student leaders with usage increasing throughout Spring 2011 due to additional marketing.
- Le Alexander facilitated HUM 101/102 courses in the Fall & Winter
- The 1st Annual Leadership Week was implemented in April (leading into the annual Student Leadership Conference), which allowed more students access to trainings, workshops, roundtables and a guest speaker (Mike Manning). The week-long event encouraged additional participation from the student body and collaboration from other clubs/organizations including the National Society of Leadership and Success, EOU Democrats, Associated Students of Eastern Oregon University and the Gay-Straight Alliance.

Hoke Union Building/Facilities Scheduling
- Worked closely with Facilities to host SERA Architects on campus to develop conceptual designs for a Union remodel
- Transitioned from FastBooks to Ad Astra for scheduling
- Overall success in meeting campus needs even with substantial turnover in leadership
- Excellent student staff in Jake Rhodes, Heather Rapp, and Jordan Smith. Jake in particular was an excellent source of history and information in the transition.

Issues/Challenges Facing the Department

For Housing and Residence Life, if we are able to see occupancy numbers like we have seen this year, our focus will need to shift to renewal and replacement issues in the residence hall facilities. Hunt certainly has significant facilities needs if our plan is to continue using it as a residence hall for the long-term. Alikut is reaching the age where some of the equipment and building systems are reaching end of life and will need to be replaced. The 10-year facilities plan we intend to develop this year will help in identifying those systems and equipment.

Additionally, if growth is the order of business with campus, Housing will need to work to develop an occupancy management plan. This will be difficult with no real Enrollment Management plan that we are aware of that addresses all of the issues with campus growth.

Renovation planning and work on the Union building will be a major focus for the new SUFS Manager. Renovation work in an occupied building that also has food service and summer programs will be challenging. Effective communication with campus and food service will be required to be truly successful. Another challenge will be the transition in leadership. It will likely be middle to the end of September before we have a full-time SUFS Manager. They will have a short but steep learning curve to be prepared to be effective in that position. Finally, the transition to Ad Astra will be continue to challenge Facilities Scheduling until we are as comfortable with it as we were with FastBooks.

CSI continues to be challenged with the number of personnel. With additional student staff hired, a schedule implemented that focuses on providing services at new hours of availability and training student workers with the necessary information and ability to perform, CSI will overcome this issue in order to focus on long-term goals and programming.

2011-2012 Preliminary Goals

Theme 1- EOU has high-quality liberal arts and professional programs that prepare students for the world beyond college.

Create a peer leader program in which student staff participates in providing workshops tailored for clubs and organizations. (Goal 1)

Create and execute an Advisor Retreat in correlation to the Fall Mini-Conference for clubs and organizations. (Goal 2)

Develop a strategic planning process for Housing and Student Involvement units. (Goal 1)

Increase faculty/staff support through event scheduling using Ad Astra. (Goal 2)

Theme 2- EOU is a regional University with a deep sense of commitment to students where they are.

Increase the level and quality of student service by developing a plan for more office hours and general availability of resources for all users including students, faculty and staff. (Goal 3)

Increase opportunities for students to engage in community and campus events through collaboration with the Center for Student Involvement and with the Student Union/Facilities Scheduling Office. (Goal 3)

Attain 100% OrgSync registration by residence hall students by 3rd week. (Goal 5)

Have at least 75% of the residents show as active users by mid-year. (Goal 5)

Implement and utilize OrgSync to its maximum as well as incorporate this tool into regular business for student clubs/organizations and advisors as well as regional centers to serve distance students with the opportunities available on the EOU campus. (Goal 5)

Research and implement customer service training for all staff. (Goal 3)

Theme 3- EOU is the educational, cultural, and economic engine of eastern Oregon

Develop a ten-year facilities plan for housing and food service. (Goal 7)

Develop an inventory system for custodial supplies. (Goal 7)

Evaluate current business processes and consider and implement more effective alternatives, if available. (Goal 7)

Theme 4- EOU provides personal, student-centered experiences in both the curriculum and co-curriculum.

Define and align specific resources between the Multicultural Center and CSI to avoid duplicating efforts, while adding a multicultural/diversity component to the leadership program. (Goal 9)

Effectively design and initiate an accountability framework for fee-funded organizations to ensure proper access and success for all students. (Goal 9)

Host four successful Community Service Projects in Residence Life. (Goal 10)

Develop and support the Hoke renovation project for the Hoke Union Building to enhance the opportunity for community and co-curricular activities for all students. (Goal 9, Goal 10)

Appendix 1- 2010-2011 Goals

Assessment Unit   Strategic Planning Template—2010-2011
VP Division & College
Core Theme   #1

Goal	#1	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Create learning outcomes based on new process	
	Indicator(s)	2010-11 outcomes written and assessment plans
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Fall 2010
	Resource(s) Required ($)	New: $
		Existing: $1564
		Reallocated: $
	Position Responsible	Housing and Student Involvement
Result(s) [relative to stated benchmark/standard]	**TracDat Entered.**	**Complete. Learning outcomes written and assessment is occurring as part of the Annual Report cycle**
Core Theme	#1	
Goal	#1	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Assess feasibility of using external benchmarking surveys for the Hoke Student Union and CSI	
	Indicator(s)	Feasibility and cost report completed
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Spring 2011
	Resource(s) Required ($)	New: $
		Existing: $440
		Reallocated: $
	Position Responsible	Housing and Student Involvement
Result(s) [relative to stated benchmark/standard]	**TracDat entered**	**Report and costs are complete. Due to cost, we will be exploring other options for assessment.**
Core Theme	#1	
Goal	#1	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Partnership between CSI and Hoke to design and implement programs/workshop series to enhance social intellectual development	
	Indicator(s)	Completion of 7 workshops
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Monthly beginning October 2010- May 2011
	Resource(s) Required ($)	New: $
		Existing: $1183
		Reallocated: $

	Position Responsible	Hoke and Center for Student Involvement Staff
Result(s) **[relative to stated benchmark/standard]**	**TracDat entered**	**Completed - CSI and Hoke initiated Student Club/Organization roundtables in December with topics related to social media usage, officer transitions, conflict resolution, collaboration, global leadership, fundraising and event management. Handouts regarding the topics were designed and given to those students in attendance to utilize as reference materials. Within each roundtable, the Assistant Director for Student Involvement and the Facilities Scheduling Manager invited students to voice their opinion within the roundtables to discuss potential ideas as well as concerns/problems surrounding the club or organization related to the topic at hand. Participation was consistent over the months, but steady at approximately 5 student leaders per roundtable. More aggressive advertising to promote student participation for the 2011-2012 academic year is underway. Additionally, evaluations were given to those students in attendance following the roundtables to find out if these students are gaining knowledge to be applied within their involvement at EOU as well as information that can be applied elsewhere. Based upon the aim described, this goal was met.**

Core Theme	#1	
Goal	#1	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Raise the scores on the following factors of the EBI to 5.50: Solve problems, Manage time, Study effectively	
	Indicator(s)	Increase in scores per the EBI
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Spring 2011
	Resource(s) Required ($)	New: $
		Existing: $2500
		Reallocated: $
	Position Responsible	Residence Life
Result(s) **[relative to stated benchmark/standard]**	**TracDat entered.**	**The score for the following EBI factor has been raised to ***: Solve problems, manage time, study more effectively.**
Core Theme	#1	
Goal	#1	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Establish Residence Hall Association (RHA) in residence halls	

	Indicator(s)	RHA established with elected officers
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Fall 2010
	Resource(s) Required ($)	New: $
		Existing: $515
		Reallocated: $
	Position Responsible	Housing and Student Involvement
Result(s) [relative to stated benchmark/standard]	**Entered into TracDat**	**Complete**
Core Theme	#1	
Goal	#1	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Provide ongoing and regular trainings for club and fee-funded unit advisers	
	Indicator(s)	One training per term (excluding summer)
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Ongoing
	Resource(s) Required ($)	New: $
		Existing: $304
		Reallocated: $
	Position Responsible	Center for Student Involvement
Result(s) [relative to stated benchmark/standard]	**TracDat entered**	**Completed - Beginning in October, CSI provided a mini-conference that allowed advisors for clubs/organizations an opportunity to get the necessary information to allow their student leaders the ability to function appropriately as well as give those advisors an outlet for asking questions. Since December '10, CSI implemented monthly Advisor Brown Bags that gave advisors the chance to seek out additional information and/or knowledge from the CSI staff and their peers in attendance. Topics discussed included risk management and advisor roles, student recognition, involving student leaders in the organizational processes and organizational transitions. Evaluations were sent to advisors following each brown bag to assess whether or not information gathered was relevant to their areas as well as useful to their roles as an advisor.**

Core Theme	#1	
Goal	#2	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Create professional development plans for all professional staff	

	Indicator(s)	Professional development plans in place for each professional staff member
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Winter 2011
	Resource(s) Required ($)	New: $
		Existing: $660
		Reallocated: $
	Position Responsible	Housing and Student Involvement
Result(s) [relative to stated benchmark/standard]	**Entered TracDat**	**Given that half of the professional staff were in interim positions and the uncertainty of funding, we have decided to delay this goal.**
Core Theme	#1	
Goal	#2	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Write professional development funding policy for Housing and Student Involvement	
	Indicator(s)	Completed policy
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Fall 2010
	Resource(s) Required ($)	New: $
		Existing: $220
		Reallocated: $
	Position Responsible	Housing and Student Involvement
Result(s) [relative to stated benchmark/standard]	**Entered TracDat**	**Written. Implementation is currently delayed until funding picture is complete.**
Core Theme	#1	
Goal	#2	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Have committee address potential for gender-neutral housing and associated policy	
	Indicator(s)	Committee report with recommendations
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Spring 2011
	Resource(s) Required ($)	New: $
		Existing: $1035
		Reallocated: $
	Position Responsible	Housing and Student Involvement
Result(s) [relative to stated benchmark/standard]	**TracDat Entered**	**An interim policy is in place. A full policy will be put into place as part of an overall occupancy management plan.**

Core Theme	#2	
Goal	#3	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Establish Social Media Network plan and implementation	
	Indicator(s)	Plan in place and implementation underway
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Spring 2011
	Resource(s) Required ($)	New: $
		Existing: $2970
		Reallocated: $
	Position Responsible	Housing and Student Involvement
Result(s) [relative to stated benchmark/standard]	**TracDat entered**	**Housing and Student Involvement worked with staff throughout Student Affairs to develop both OrgSync and Facebook pages. These were updated regularly. Additionally, Residence Life started a YouTube Channel soliciting videos from staff and residents.**
Core Theme	#2	
Goal	#4	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Create and disseminate a Diversity and Inclusion statement for Housing and Student Involvement	
	Indicator(s)	Completion and dissemination of statement to campus and broader community
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Fall 2010
	Resource(s) Required ($)	New: $
		Existing: $220
		Reallocated: $
	Position Responsible	Housing and Student Involvement
Result(s) [relative to stated benchmark/standard]	**Entered into TracDat**	**In progress. Residence Life completed. As Hoke and CSI were under interim leadership in the 2010-2011 academic year, those statements will be written during the 2011-2012 AY.**
Core Theme	#2	
Goal	#4	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Facilitate HUM 101/102 courses	
	Indicator(s)	Student and faculty anchor evaluations
	Data Source(s)	

	Standard(s)/Benchmark(s)	
	Timeline(s)	Spring 2010
	Resource(s) Required ($)	New: $
		Existing: $9300
		Reallocated: $
	Position Responsible	Housing and Student Involvement Director
Result(s) [relative to stated benchmark/standard]		**Complete**

Core Theme	#3	
Goal	#5	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement and FYE Program	
Aim (A, B, C . . .)	Implement MapWorks into FYE Program	
	Indicator(s)	80% participation rate by targeted students
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Fall 2010 continuing throughout the year
	Resource(s) Required ($)	New: $
		Existing: $8060 +FYE time, training for staff, IT
		Reallocated: $19000
	Position Responsible	Housing and Student Involvement
Result(s) [relative to stated benchmark/standard]	**Entered into TracDat by Christy.**	**Complete**
Core Theme	#3	
Goal	#7	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Focus on retaining students for second or later year in residence halls	
	Indicator(s)	25% retention rate, improvement on "likelihood of returning" score on EBI survey
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Ongoing
	Resource(s) Required ($)	New: $
		Existing: $1000
		Reallocated: $
	Position Responsible	Residence Life
Result(s) [relative to stated benchmark/standard]	**Entered into TracDat.**	**Returning application rate was 32.5% so exceeded benchmark. The mean EBI score on the question "Do you intend to reside on campus next year" increased from *** to ***.**
Core Theme	#3	

Goal	#7	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Develop new meal plans based on student feedback	
	Indicator(s)	New meal plans offered to students for Fall 2011
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Fall 2011
	Resource(s) Required ($)	New: $
		Existing: $880
		Reallocated: $
	Position Responsible	Residence Life and Aramark Dining Services
Result(s) [relative to stated benchmark/standard]	**TracDat Entered.**	**Focus groups were held during Spring term 2010 and Fall term 2010. During those feedback forums held by Aramark, students suggested changes other than meal plan changes. Based on this feedback, we determined that our focus would be on making the student-instigated changes to the food service program rather than change the meal plans.**

Core Theme	#4	
Goal	#9	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement, FYE, and Academic Affairs	
Aim (A, B, C . . .)	Successful implementation of new Living Learning Community (LLC)	
	Indicator(s)	Based on assessment of learning outcomes for LLC
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Winter 2011
	Resource(s) Required ($)	New: $
		Existing: $3600 ($2300 counted in HUM Facil.)
		Reallocated: $
	Position Responsible	Residence Life, FYE, and Academic Affairs
Result(s) [relative to stated benchmark/standard]	**TracDat entered**	**Based on course evaluations and EBI results, the outcome of greater levels of connection between students and between students and faculty were met. While this was a pilot course with seven students, we've been able to take the evaluation results and modified the LLC program for this coming year.**
Core Theme	#4	
Goal	#9	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement, FYE, and Academic Affairs	
Aim (A, B, C . . .)	Create and advertise two LLCs for Fall 11	

	Indicator(s)	Two planned LLCs for Fall 2011
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Fall 2010
	Resource(s) Required ($)	New: $
		Existing: $2200 +Acad. Affairs, advertising, etc.
		Reallocated: $
	Position Responsible	Residence Life, FYE, and Academic Affairs
Result(s) [relative to stated benchmark/standard]	**Entered TracDat**	**Complete. Two LLCs are planned, one entitled "Art, Class, and Identity" and the other called "Through Other Eyes."**
Core Theme	#4	
Goal	#10	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Community service projects implemented by residence hall students	
	Indicator(s)	At least one community service program per building completed
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Spring 2011
	Resource(s) Required ($)	New: $
		Existing: $386
		Reallocated: $
	Position Responsible	Residence Life
Result(s) [relative to stated benchmark/standard]	**Entered TracDat**	**Completed.** **Alikut Hall – collected pop tabs from cans for the Ronald McDonald House Charity.** **Daugherty Hall – held a fundraising date auction for the Haven from Hunger and used the proceeds of the fundraiser to purchase food for the hungry.** **Hunt Hall – hosted three work days in the community: raking leaves, picking up trash, and caroling at a local retirement home.** **North Hall – held a fundraising dance canned food drive to collect food for the local La Grande food bank.**

Core Theme	#4	
Goal	#10	
ID (i.e., SA, CAS, FA)	Student Affairs – Housing and Student Involvement	
Aim (A, B, C . . .)	Involve outside schools and groups in Spring Student Leadership Conference (SLC)	

	Indicator(s)	Participation in SLC by outside groups
	Data Source(s)	
	Standard(s)/Benchmark(s)	
	Timeline(s)	Spring 2011
	Resource(s) Required ($)	New: $340
		Existing: $
		Reallocated: $
	Position Responsible	Center for Student Involvement
Result(s) [relative to stated benchmark/standard]	**TracDate entered.**	**Completed, but not met - In January, CSI implemented and formulated plans for the conference including reaching out to surrounding schools and teachers at the high school level as well as other universities and community colleges to invite individuals to participate in the SLC. With ideas of increasing high school participation at the conference, a high school student was invited to serve on the committee in order to engage their peers and get their perspectives. Unfortunately, timing for the conference fell on another high school-related event and subsequently prevented high school students from attending. While invitations and communication to community colleges (TVCC and BMCC) were sent out, we were unable to secure participants for this year. We hope to continue communication with individuals at other universities and community colleges that regular conduct conferences in order to find more opportunities to provide for more diverse participation from its attendees in the upcoming 2012 conference. Additionally, post-discussion from the SLC committee has focused on ways to increase participation on all levels and will be a continued focus for next year's committee.**

Appendix 2- Learning Outcomes

LEGEND	TIME PERIOD:	AY 2010-11	GAINING BREADTH OF KNOWLEDGE		INTELLECTUAL AND COMMUNICATION SKILLS		COMMUNITY ENGAGEMENT AND PERSONAL & SOCIAL RESPONSIBILITY		INTEGRATED LEARNING		*Contribution of Activities*
	DIVISION:	STUDENT AFFAIRS									
	UNIT:	Housing	Students must be acquainted with core concepts along with knowledge related to human learning and interaction. Breadth of knowledge and expertise in a particular area that inspires lifelong learning and curiosity.		Students must be acquainted with inquiry, solving problems creatively, writing, presenting, participating, and leading.		Students strive for excellence, cultivate personal and academic integrity, contribute to a larger community, gain an understanding of diverse backgrounds and perspectives, and develop competence in ethical and moral reasoning.		Synthesis and advanced accomplishment across general and specific studies as evidenced in project-based work, pragmatic applications, cross-disciplinary connections, and process-based learning throughout the students's enrollment and which draws on all of the skills and fields of knowledge described above.		
[I] UNIVERSITY LEARNING OUTCOMES (ULO) INTEGRATION	The Residence Life Department is committed to providing an environment that is conducive to social, personal, and educational growth. To that end we strive 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.										
Outcome is **(D) DIRECTLY** (score of 2) or **(I) INDIRECTLY** (score of 1) addressed in the program/activity.	**MAJOR UNIT PROGRAMS AND ACTIVITIES**		ULO INTEGRATION (D / I)	ASSESSMENT (X)	ULO INTEGRATION (D / I)	ASSESSMENT (X)	ULO INTEGRATION (D / I)	ASSESSMENT (X)	ULO INTEGRATION (D / I)	ASSESSMENT (X)	
	Leadership Development: o RA Class, Staff Training, RHA Advising		**D1**	**X1**	I1						3
DIRECT integration = students are required to practice/demonstrate specific LO	RA Programming: o Interpersonal Competency, Health and Wellness, Identity Development		D3	X3			D2, D4	X2, X4			6
	Student Success: o Resident Assistant/Student Interviews, Academic Initiatives		I2		D5	X5	I2				4
INDIRECT integration = students are introduced to / reminded about specific LO	Community Development: o Wordle Creation & Reflection, Community Service						I3				1
[II] ASSESSMENT: (X) students are asked to demonstrate/self-assess their development / learning on the outcome through presentations, projects, quizzes, surveys, etc. (score of 1).											
	OUTCOME INTENTIONALITY AND ASSESSMENT TOTAL SCORES		5		3		6				

I. Integration of Learning Outcome: 1: Integration of Breadth of Knowledge

Cell Number	Justify your judgment//Briefly address how a given program addresses a given learning outcome (e.g., state an appropriate intended learning outcome for the program and provide an example)	Achievement of Outcome
(insert Ds here)	Write your learning outcome(s) below and justify where or not it is a D or and I	
D1	As a result of participating in the Residence Life Leadership course the Resident Assistants will be able to practice effective communication, counseling and interviewing skills with their residents.	RAS demonstrated these abilities during more than 1,045 one on one sessions with individual residents this year
D1	As a result of participating in the Residence Life Leadership course the Resident Assistants will be able to use effective leadership skills in the residential community to mediate conflict, role model postive student practices, and respond in crisis situations	RAs demonstrated these skills in real-time scenarios in the residence halls and successfully mediated vast majority of conflicts in the residence halls without supervisor intervention
D1	As a result of participating in the Residence Life Leadership course the Resident Assistants will be able to effectively present information concerning the course material in a written and oral format	Achieved during the RA Final in which 95% of the students in the course passed.
D1	As a result of participating in ongoing Residence Life Staff Training the Hall Coordinators and Resident Assistants will be able to effectively communicate the skills, policies, and leadership styles used in their position.	Demonstrated by mid-year assessment testing of the RAs, and in conduct scenarios in the residence halls.
I1	As a result of partipcating as an officer in the RHA students will set goals and directions for the organization, work to solve the problems of residents, and present student needs to the university through both written and oral presentations.	Demonstrated by a drafting of the constitution by the RHA, the allotment of funds for replacement of equipment for residents, and the establishment of relationships with ASEOU.
D3	As a result of participating in residence life programmatic efforts, residents will report a greater understanding of healthy lifestyle choices and more completely developed skill sets for healthy decision making.	Displayed in program evaluations results presented in the annual report.
I2	As a result of participating in RA/Student Interviews, students will spend time in critical reflection over their reasons for choosing to come to college and set, or affirm, a primary focus for their first year in college. They will reflect over expectations, experiences, and personal choices with critical thinking skills designed to enhance their understanding of their own abilities, resources, and goals.	Residents displayed these abilities in the more than 1,045 reports submitted by the RAs that relayed goals residents set for themselves and reflection over these goals at various points throughout the year.

II. Assessment

Cell Number	Briefly describe examples of assessment artifacts (if available) and assessment instruments/tools	
(insert X here)	An X indicates that the learning outcome will be assessed	
X1	Course grades, observations of professional staff, job performance reviews, oral and written presentations	
X3	Internal Evaluations, EBI Results, Conduct Reports	

I. Integration of Learning Outcome #2: Intellectual and Communication Skills

Cell Number	Justify your judgment//Briefly address how a given program addresses a given learning outcome (e.g., state an appropriate intended learning outcome for the program and provide an example)	Achievement of Outcome
(insert Ds here)	Write your learning outcome(s) below and justify where or not it is a D or and I	
I1	As a result of partipcating as an officer in the RHA students will set goals and directions for the organization, work to solve the problems of residents, and present student needs to the university through both written and oral presentations.	Demonstrated by a drafting of the constitution by the RHA, the allotment of funds for replacement of equipment for residents, and the establishment of relationships with ASEOU.
D5	Through the creation/renovation of available spaces to make them more conducive to the requirements of academic study, services offered in academic tutoring, the living-learning community, and regulation of residence life policies students will report that the residence hall was a living environment that enhanced and support their academic endeavors.	Residents support the achievement of this outcome as reported on the EBI. The results show a direct correlation of success proportiante to the efforts in the individual halls
(insert Is here)		

II. Assessment

Cell Number	Briefly describe examples of assessment artifacts (if available) and assessment instruments/tools	
(insert X here)	An X indicates that the learning outcome will be assessed	
X5	EBI Results	

I. Integration of Learning Outcome #3: Community Engagement and Personal and Social Responsibility

Cell Number	Justify your judgment//Briefly address how a given program addresses a given learning outcome (e.g., state an appropriate intended learning outcome for the program and provide an example)	Acheivement of outcome
(insert Ds here)	**Write your learning outcome(s) below and justify where or not it is a D or and I**	
D2	As a result of participating in residence life programmatic efforts, residents will report an increased ability to function as productive members of a community	Achievement of this outcome is supported in the data of the EBI results and internal program evaluations which are displayed in the annual report where students agree that taking part in programs, community, and relationships in the hall helped to meet this outcome.
D4	As a result of participating in residence life programmatic efforts, residents will report a more developed sense of established identity concerning their beliefs, judgments, and practices.	Achievement of this outcome is supported in the data of the EBI results and internal program evaluations which are displayed in the annual report where students agree that taking part in programs, community, and relationships in the hall helped to meet this outcome.
I2	As a result of participating in RA/Student Interviews, students will spend time in critical reflection over their reasons for choosing to come to college and set, or affirm, a primary focus for their first year in college. They will reflect over expectations, experiences, and personal choices with critical thinking skills designed to enhance their understanding of their own abilities, resources, and goals.	Residents displayed these abilities in the more than 1,045 reports submitted by the RAs that relayed goals residents set for themselves and reflection over these goals at various points throughout the year.
I3	As a result of participating in the compilation of, and reflection over, the Community Wordle students will report a greater understanding of responsibilities inherent in living as part of a community of peers.	Residents reflected over the Wordles in one on one meetings with staff and reported identifying with attriburtes of the Wordle in their community. Students that reflected over the Wordle as part of a conduct violation reported that it postively helped to provide insights for behavioral adjustments.
(insert Is here)		

II. Assessment

Cell Number	Briefly describe examples of assessment artifacts (if available) and assessment instruments/tools	
(insert X here)	**An X indicates that the learning outcome will be assessed**	
X2	EBI Results, Internal Evaluations, Conduct Reports	
X4	EBI Results, Internal Evaluations, Conduct Reports	

LEGEND	TIME PERIOD:	AY 2010-11	GAINING BREADTH OF KNOWLEDGE		INTELLECTUAL AND COMMUNICATION SKILLS		COMMUNITY ENGAGEMENT AND PERSONAL & SOCIAL RESPONSIBILITY		INTEGRATED LEARNING		Contribution of Activities	Assessment
	DIVISION:	STUDENT AFFAIRS										
[I] UNIVERSITY LEARNING OUTCOMES (ULO) INTEGRATION	UNIT:	CENTER FOR STUDENT INVOLVEMENT	Students must be acquainted with core concepts along with knowledge related to human learning and interaction. Breadth of knowledge and expertise in a particular area that inspires lifelong learning and curiosity.		Students must be acquainted with inquiry, solving problems creatively, writing, presenting, participating, and leading.		Students strive for excellence, cultivate personal and academic integrity, contribute to a larger community, gain an understanding of diverse backgrounds and perspectives, and develop competence in ethical and moral reasoning.		Synthesis and advanced accomplishment across general and specific studies as evidenced in project-based work, pragmatic applications, cross-disciplinary connections, and process-based learning throughout the students's enrollment and which draws on all of the skills and fields of knowledge described above.			
		The Center for Student Involvement (CSI) develops and manages a comprehensive, campus involvement program. CSI is dedicated to providing and/or promoting social, cultural, intellectual, recreational, entertaining and co-curricular programs/activities that encourage student learning through involvement.										
Outcome is (D) DIRECTLY (score of 2) or (I) INDIRECTLY (score of 1) addressed in the program/activity.	MAJOR UNIT PROGRAMS AND ACTIVITIES		ULO INTEGRATION (D / I)	ASSESSMENT (X)	ULO INTEGRATION (D / I)	ASSESSMENT (X)	ULO INTEGRATION (D / I)	ASSESSMENT (X)	ULO INTEGRATION (D / I)	ASSESSMENT (X)		
	Social Intellectual Development Workshops CSI to offer several w orkshops for students and advisors to enrich their know ledge related to student involvement and leadership w ith the opportunity to gain a better understanding of different perspectives.				I1	X1			D1	X2	3	Over the course of the year, the workshop series had 2 - 5 participants that attended to gain additional knowledge related to leadership. During discussions, students and advisors were invited to talk about the topic at hand and generate questions. The discussions were informative with handouts provided at each workshop to initially generate discussion and utilize as reference material. Following each workshop, participants were invited to fill out an evaluation (based on a scale of 1 - 5), which was to be returned to the CSI office or via e-mail. Upon review of the evaluations, it is noted that the information provided and discussed was relevant to those in attendance in which they could use this knowledge and apply elsewhere. Averages computed between the gathered data indicated that the quality of the program and value of the program was relatively good to very good. Additionally, averages indicated that questions arised were responded to very well at each of the sessions. Based on the results, though, awareness about the program was not heavily viewed as being done effectively. Plans to develop a marketing plan are underway to heavily promote these sessions for future years. Data results from the evaluations accompany this report.
DIRECT integration = students are required to practice/demonstrate specific LO	Student Leadership Conference CSI to provide a comprehensive leadership program that is designed to develop leadership w ithin participating students. Conference w ill expand its programs to additional external groups and schools w ith more in-depth and interactive w orkshops. This expansion w ill elaborate on developing essential skills necessary for success as students continue their collegiate careers and beyond.		D2	X3	D3	X4			I2	X5	5	With the assistance of six student leaders, CSI implemented and formulated plans for the this year's conference (The Show Will Go On!). This year's conference had 113 participants. With ideas of increasing high school participation at the conference, a high school student was invited to serve on the committee in order to engage their peers and get their perspectives. Unfortunately, timing for the conference fell on another high school-related event and subsequently prevented high school students from attending. While invitations and communication to community colleges (TVCC and BMCC) were sent out, we were unable to secure participants for this year. We hope to continue communication with individuals at other universities and community colleges that regular conduct conferences in order to find more opportunities to provide for more diverse participation from its attendees in the upcoming 2012 conference. Additionally, post-discussion from the SLC committee has focused on ways to increase participation on all levels and will be a continued focus for next year's committee. The conference had 18 presenters including 1 alumni and 3 administrative faculty for 11 individual sessions. Those sessions included information that presenters gathered at other regional conferences (Oregon Students of Color Coalition Conference, National Association for Campus Activities Conference and Northwest Student Leadership Conference) to present to the EOU student population. Presenters were evaluated based on their workshops with resulted data indicating that they were well-received (average of 4 - very good) in both workshop content and presenter ability. Additionally, the conference was evaluated and averaged between good and very good with data results. Detailed scores for specific categories are included in this report. A post-conference meeting was held to examine the results and determine steps for next year including forming a committee in the fall to initiate early progress for the 2012 conference. Specifically, the committee will be looking at several methods for improvement including 1) marketing/advertising to increase our participant numbers, 2) review materials and select a well-known speaker, and 3) develop a timeline to advertise for workshop proposals in Winter term.
	Ambassador Course The Ambassador class is a 10 w eek course aimed at developing and enhancing leadership and service skills. The course w ill increase aw areness of the EOU campus and encourage a desire to serve as an advocate for the University to foster grow th and leadership. The course w ill provide ample opportunities to enhance their learning and to apply that know ledge outside the classroom.		D4	X6	I3	X7	D5	X8	D6	X9	7	The Ambassador course, held every spring term, consisted of 20 potential Ambassadors including 10 returners. Participants went through a 10-week course that consisted of several class assignments including 7 quizzes, 2 shadow tours and 3 self-conducted tours, participation at the Student Leadership Conference and teambuilding retreat, 2 papers and a comprehensive final. The class sessions focused on two components: campus resources to generate information necessary for campus tour visits and leadership to help develop quality skills to be implemented within their tours, Week of Welcome and other campus-related functions. Participants were graded on a point system with each participant meeting the necessary requirement (800) to be invited into the Ambassador Program. Additionally, participants were individually assessed on their ability to give tours with feedback given to us by evaluation forms from their peers, faculty and staff. All participants of the course were invited to be a part of the program for the 2011-2012 academic year. The course functioned well with information generated in a timely and effective manner, where participants learned the necessary information to use during campus tour visits in addition to growing as a leader and an EOU representative. The course will be reevaluated over the Fall 2011 & Winter 2012 to further develop methods that will foster growth and leadership. Both co-coordinators for the 2011-2012 year actively participated in the course and will be able to assist in the evaluation process based upon their experience.
INDIRECT integration = students are introduced to / reminded about specific LO												
[II] ASSESSMENT: (X) students are asked to demonstrate/self-assess their development / learning on the outcome through presentations, projects, quizzes, surveys, etc. (score of 1).												
	OUTCOME INTENTIONALITY AND		4	2	4	3	2	1	5	3		

I. Integration of Learning Outcome: 1: Integration of Breadth of Knowledge		Assessment
Cell Number	Justify your judgment//Briefly address how a given program addresses a given learning outcome (e.g., state an appropriate intended learning outcome for the program and provide an example)	
(insert Ds here)	Write your learning outcome(s) below and justify where or not it is a D or and I	
D2	Students will examine presented material to successfully develop leadership skills and tools to apply out of the classroom and in the workforce.	113 participants w ere presented with 11 individual sessions to expand their leadership skills with various tools that can be implemented outside of the classroom.
D4	Students will demonstrate their ability to obtain necessary skills to enhance growth as a University advocate.	20 potential Ambassadors w ent through a 10-w eek course to obtain the necessary skills to become a University advocate during campus tour visits.

II. Assessment		
Cell Number	Briefly describe examples of assessment artifacts (if available) and assessment instruments/tools	
(insert X here)	An X indicates that the learning outcome will be assessed	
X3	Students will assess the proposed material through a focus group, measure the material presented through a post-conference evaluation and analyze the entire conference proceedings through a post-conference roundtable/focus group.	Participants w ere instructed to fill out the post-conference evaluation. The evaluation and results are attached to this document. Committee members review ed the evaluations during a post-conference meeting and determined a plan of action for the 2012 conference. The committee w ill look specifically at increasing attendance, selecting a w ell-know n speaker and develop a timeline to advertise for w orkshops proposals.
X6	Students will be asked to identify current skills and knowledge to apply upon completion of the program through class assignments. Students will also determine and select goals to apply throughout the course and during their year as an Ambassador for the University.	Participants completed several class assignments including 7 quizzes, 2 shadow tours and 3 self-conducted tours, participation at the Student Leadership Conference and teambuilding retreat, 2 papers and a comprehensive final. Class assignments helped students identify their goals for the upcoming year in w hich they related those to the course's learning outcomes. Attached are the class assignments participants w ere to complete.

Cell Number	I. Integration of Learning Outcome #2: Intellectual and Communication Skills	Assessment
	Justify your judgment//Briefly address how a given program addresses a given learning outcome (e.g., state an appropriate intended learning outcome for the program and provide an example)	
(insert Ds here)	Write your learning outcome(s) below and justify where or not it is a D or and I	
D3	Students will apply previous learned skills by planning and presenting workshops selected for the conference.	6 committee members were selected based upon their involvement and experience at other regional conferences. The members attended regular meetings to discuss and implement strategies for advertising, marketing, design and management. Additionally, 14 students presented workshops based upon previous learned skills from other conferences (Oregon Students of Color Coalition, National Association for Campus Activities and the Northwest Student Leadership Conference).
I1	Students and advisors will be able to identify key components related to leadership by participating in-depth discussions among their peers and University representatives.	11 workshops were presented to students and leaders in which participants engaged in topics relevant to their work on campus and within the community. Participants were given reference materials to help guide the discussion as well as use in the future. Topics discussed are included in the results data attached to this document.
I3	Students will analyze course material and apply it by engaging in class presentations and leading discussions.	Each class session included a discussion based on the reading material in addition to topics presented by guest speakers including communication, first-year transitions, inclusivity, flexibility and personality traits. Participation in the discussions was awarded each week.
	II. Assessment	
Cell Number	Briefly describe examples of assessment artifacts (if available) and assessment instruments/tools	
(insert X here)	An X indicates that the learning outcome will be assessed	
X1	Students and advisors will be asked to evaluate program data to increase the student's ability to recall discussed information through designated surveys to be used as artifacts.	Evaluations were presented to participants on a regular basis after each session. Those evaluations were returned to CSI via e-mail or campus mail. The criteria in which participants were to rate the sessions was based upon value and quality of each workshop. Attached to this document are the results of each session.
X4	Students will evaluate their skills gained and used during the conference through a reflection/post-event report.	113 participants were given an evaluation of the conference to be completed immediately following the conference. Participants rated the overall structure of the conference in addition to identifying the skills and knowledge gained due to their attendance.
X7	Students will ulitize their aquired skills by participating in and facilitating role-play activities.	Participants conducted 3 tours for their peers, faculty and staff in which they were evaluated based upon their performance. In addition, the course included activities in which students had to engage themselves in real-life situations including aspects related to introductions, personal stories and other various situations that may arise during a campus visit tour and/or Week of Welcome.

Cell Number	I. Integration of Learning Outcome #3: Personal and Social Responsibility	Assessment
	Justify your judgment//Briefly address how a given program addresses a given learning outcome (e.g., state an appropriate intended learning outcome for the program and provide an example)	
(insert Ds here)	Write your learning outcome(s) below and justify where or not it is a D or and I	
D5	Students will identify and examine various perspectives that will help them illustrate specific information to prospective students.	Participants in the course were instructed to read the following texts: "The Student Ambassador How To Guide" and "The EOU Ambassador Leadership Manual," which provided them with resources revelant to conducting campus tours. Additionally, the quizzes initiated every week included questions that students had to reflect upon in order to identify the perspectives gained during the previous discussions.
	II. Assessment	
Cell Number	Briefly describe examples of assessment artifacts (if available) and assessment instruments/tools	
(insert X here)	An X indicates that the learning outcome will be assessed	
X8	Students will support findings by constructing personal reflections through written and/or verbal assignments that measure their gained knowledged directly related to the campus community	Participants were instructed to write a personal story paper that reflected upon their experience at EOU in order to accurately portray shared positivity about the campus to its visitors. Additionally, participants were invited to share their experiences throughout discussions that were conducted on a regular basis surrounding the topic for any given week including experience working with the various campus resources.

35

Cell Number	I. Integration of Learning Outcome #4: Integrated Learning	Assessment
	Justify your judgment//Briefly address how a given program addresses a given learning outcome (e.g., state an appropriate intended learning outcome for the program and provide an example)	
(insert Ds here)	Write your learning outcome(s) below and justify where or not it is a D or and I	
D1	Students and advisors will recall and use information studied and discussed at each session by implementing into their daily work.	11 workshops were presented to students and leaders in which participants engaged in topics relevant to their work on campus and within the community. Participants were given reference materials to help guide the discussion as well as use in the future and implement into daily work within the organization. Topics discussed are included in the results data attached to this document.
D6	Students will be able to recall campus resources and services for potential incoming students.	7 quizzes, 3 self-conducted tours and a comprehensive final were given to participants in order to gauge their level of understanding of campus resources. Questions on the final gave participants an opportunity to recall various resources and services in order to prepare for conducting future campus tours.
(insert Is here)		
I2	Students will develop more in-depth understanding of leadership applications and be able to process their learning by sharing it to their peers by presenting information at workshops.	Participants who conducted workshops gathered information from previous conferences (OSCC, NACA and NWSLC), in which the material they presented was evaluated by their peers. Results regarding quality and value of the presenters' content are attached to this document.
Cell Number	II. Assessment	
	Briefly describe examples of assessment artifacts (if available) and assessment instruments/tools	
(insert X here)	An X indicates that the learning outcome will be assessed	
X2	Students and advisors will critique the sessions through evaluations designed to reflect on whether or not materials presented will be integrated into other applications of learning.	Evaluations were presented to participants on a regular basis after each session. Those evaluations were returned to CSI via e-mail or campus mail. The criteria in which participants were to rate the sessions was based upon value and quality of each workshop. Attached to this document are the results of each session.
X5	Students will propose additional methods of presenting gained knowledge through an evaluation to be used as artifacts.	Evaluations were conducted at the end of the conference in which participants provided support of knowledge gained during the conference.
X9	Students will complete a written exam and verbal interview that is established to gauge the student's ability to gain additional/necessary information for advancement.	A comprehensive final was conducted at the end of the course to determine the student's understanding of campus resources provided. Additionally, an interview to assess their growth and ability was conducted to review and prepare for the upcoming academic year.