



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

**2011-2012 Annual Report
Housing and Student Involvement
Submitted by Stephen Jenkins**

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- 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:
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 - 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
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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.

Outdoor Program

The Outdoor Program is a student fee funded program committed to the process of creating and facilitating exceptional recreation and educational experiences to foster students' physical, mental and emotional development. To that end we provide outdoor equipment rental, instructional courses and clinics in a wide range of outdoor adventure activities, guided trips, an indoor climbing facility, and an extensive resource library.

Goals Review for 2011-2012

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)

The peer leader program started with the implementation of OrgSync trainings/workshops provided in Fall 2011. After hosting 2 focus groups with student leaders and seeking information from leaders during the Student Club/Organization Roundtables, the Center for Student Involvement worked to develop six (6) additional and requested workshops with specific training tools and resources for peers to use during trainings. These trainings are to begin in Fall 2012 after initial staff training occurs at the beginning of the term. The workshops included focus on fundraising, leadership styles, recruitment & retention, motivation & teamwork, goal setting and advertising. The Center is working to develop an aggressive advertising strategy to promote usage and participation during the 2012 – 2013 academic year.

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

An Advisor Retreat is scheduled to concur with the fall mini-conference, scheduled for October 6, 2012. The retreat will have sessions specifically focused on advisor roles and responsibilities in addition to few topics (event management, food policies, travel, contracts, etc.) requested during Advisor Brown Bags throughout the 2011 – 2012 academic year. Additionally, the Center will use OrgSync to post a poll for advisors in August to finalize requested topics and important procedures to be discussed during the sessions in the fall.

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

Deferred.

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

The campus moving to one calendar within the Ad Astra system has been a success. It has been very beneficial in adjusting to conflicts. The office was successful in adding Athletics to the same calendar as well. We are still working through some issues on building appropriate reports and working directly with the Registrar's Office to avoid scheduling conflicts.

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)

Prior to this year, the Center was only open from 9 a.m. to 12 p.m. and 2 p.m. to 5 p.m. In Fall 2011, CSI effectively hired and planned staffing for open hours of 8 a.m. to 5 p.m. (including lunch) as well as our opened hours of 5 p.m. to 10 p.m. for the Leadership Resource Zone. Additionally, the Center expanded its resources by adding OrgSync trainings and encouraged usage of current resources (computers, banner-making supplies, leadership resource books and magazines, graphic design, etc.) within the Leadership Resource Zone by tactically advertising those opportunities.

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)

The Facilities Scheduling Office makes a great effort to communicate with the Center for Student Involvement on any campus events scheduled that they need to know about. Our collaboration efforts include reminding students about appropriate paperwork to be completed, and working together towards a master calendar for campus events. The two departments also worked on a campus wide coat and food drive for Hunger & Homelessness Awareness Week.

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

We obtained 80% OrgSync registration. As the bulk of residents checked into the halls on move-in day they were asked, during their individual tour of the building, to create an OrgSync account. We had four computers in each residence hall to make this process as easy and accessible as possible. While creating an account and joining the Residence Life portal the staff member facilitating the tour explained why OrgSync is important and what benefits it provides.

Throughout the year as new residents checked in and as people had questions such as what events are coming up or how to submit maintenance requests staff members again directed residents to OrgSync and helped them navigate the various benefits it offers. Not every resident was interested in OrgSync and the staff found it challenging to get the last 20% of residents to create an OrgSync account.

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

There is not a reporting system to view the active members in Residence Life's Portal alone. It has proven to be extremely difficult to get residents active on OrgSync even when they ask what events are coming up or where to file a maintenance request. We have posted pictures on OrgSync of various events in the residence halls, which was generally followed by a few additional new and/or active accounts. Throughout fall term we attempted to facilitate competitions on our facebook and OrgSync pages that were intended to increase the number of active accounts. These contests offered prizes for winners and were designed to reward residents on a participation basis. However there were under 10 residents who participated in them. This summer I will be attending numerous webinars facilitated by OrgSync that are directed towards such outcomes as increasing active account numbers and increasing the successfulness of advertising.

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)

Throughout the academic year, CSI continued to update forms and has made plans to go electronic with requirements for regular business related to clubs and organizations. A 9 week OrgSync challenge was implemented in Winter 2012 to encourage usage among student leaders and their respective groups. As numerous new concepts were released by OrgSync over the last year, the Center focused on rebuilding its website and using OrgSync's website builder. The website is now accessible through eou.orgsync.com and users will be redirected when using eou.edu/center. The Center continues to work toward having forms initiated through an electronic process to ensure student success and development while eliminating unnecessary paperwork and create a virtual, centralized office to increase effectiveness to and accessibility with university's procedures related to clubs and organizations.

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)

Deferred due to shifting housing facilities staff and responsibilities to University Facilities.

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

Deferred due to shifting housing facilities staff and responsibilities to University Facilities.

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

Housing and Residence Life this year purchased and is the process of fully implementing a housing management system that will allow us to better manage assignments, contracting, billing, and communicating effectively with students regarding their business affairs with housing.

We will be implementing more features in the next year including online roommate and room selection as well as lotteries for each of these.

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)

At the end of Fall 2011, CSI and MC met to discuss and define specific resources that both offices would provide without duplicating efforts including mailbox usage, assistance with the Gay-Straight Alliance and Women's Center as well as identifying all CSI services relating to clubs and organizations that the MC needed to help with in referring students to the correct office. Furthermore, collaboration and assistance was given to the development of the MC Celebrate, Educate, Appreciate Diversity conference in February 2012. Conversation between the MC& CSI in Summer 2011 helped formulate the conference, focused on diversity-based awareness and issues to help expand programming, resources and increase student participation outside of the annual Student Leadership Conference.

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

The Center gathered initial research during Fall 2011 to begin processing a framework that would help hold fee funded organizations accountable for their decisions to both at-large students and the entire campus community. Organizational reports were gathered in Winter 2012 from those fee funded organizations to give an internal committee research for developing certain criteria toward drafting in-depth accountability. Items considered for review were student organization employee procedures and policies, budget accountability, governing functionality of organization and its student leadership as well as detailed advisor roles and responsibilities. Materials are in develop during Summer 2012 to have fully developed and available to all organizations during the mini-conference in October 2012.

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

- Hunt Hall – Community Clean-Up Day
- Daugherty Hall – Involved pre-school aged children from the Head Start School with painting pumpkins that were then delivered to the residents of the Grande Ronde Retirement Home
- North Hall – Facilitated a bone marrow donor registration event
- Alikut Hall– Facilitated a dog walking event to assist the local Humane Society and give residents an option for ongoing or future community service throughout the year

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)

In late 2011, we received word that EOU and OUS had come to an agreement to fund a renovation of the Hoke Union Building if students would vote for a special Hoke renovation fee. A vote was held from February 29th, 2012 through March 6, 2012. The vote passed with 259 yes votes to 198 no votes. With the passage of the referendum, planning for the renovation began at the beginning of April with SERA Architects moving from conceptual design to design development. Construction will begin in August 2012 with completion scheduled for April 2013.

Summary of Service and Programs for Students

Food Service

EOU Dining Services in partnership with Aramark entered its fourth year of its contract at the beginning of this year. A regional manager was finally assigned this year after over a year without one. John Sterbis has transferred out to Oregon from the Midwest.

This is the second year of the late-night program in Mac's Grill that has turned out to be very popular. In addition, the partnership that was developed with Bear Mountain Pizza allowing students to order pizza using their flex dollars has continued to be successful.

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

However, EOU Dining Services showed a significant decrease in overall satisfaction with dining services compared to the past three years.

In an effort to understand the decrease, we examined the details of the dining services factor in our EBI survey. Because the length and comprehensiveness of the survey data, it has been included as appendix 1.

In overall satisfaction with dining services, there is no significant difference between males and females. There is some variation by self-reported race but the samples sizes of populations other than White are so small that it is difficult to determine how representative they are. Questions related to cleanliness, dining environment, and dining staff all received good scores. Dining hours, dining plan options, value of dining plan, and quality of food all received scores below goal. We also compared the individual question means with other institutions. Generally, EOU Dining Services scored at the same level in these areas with other institutions participating the survey with the exception of the quality of food category. With a score of 4.11, EOU scored .21 points below all institutions and .27 below our Select Six. Looking at the individual factors that are below goal, males are significantly more dissatisfied than females in all areas save satisfaction with dining hours where they are significantly more satisfied than are females.

While the overall dining score is equal to or greater than our benchmark institutions, it is our excellent scores in dining environment, cleanliness, and friendliness of staff that drive that score up. EOU will be working with Aramark this Summer and Fall and throughout the year to work on addressing these concerns. Some of these changes will be in looking at and revising dining plans but a significant effort must be placed on improving the quality of food scores.

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.

Heather Rapp, who was hired in September, filled the position of Student Union/Facilities Scheduling Manager this year. Much of her year has been spent in becoming familiar with the position and understanding the flow of the year. In addition to the standard transition challenges, we have engaged in a major renovation of the Hoke Union Building which means that scheduling has become more challenging. Additionally, Heather has been working on a business plan for the new Gilbert Center (formerly Ackerman Gym). That should be complete once she receives information from David Lageson and Lon Whitaker.

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With the renovation and in anticipation of increased service to students and guests, we will be looking carefully at how to adequately staff the building, especially during weekend and evening hours, and how those positions would be structured.

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 the 2nd Annual Leadership Week to continually provide and improve opportunities for student growth. EOU Beautification Day was initiated this year as approximately 40 students volunteered around campus to plant flowers and trees with the assistance of Facilities and Planning. Additionally, the EOU Leadership Committee worked to host diversity based activities (Everyone Matters) and speaker Steve Wallace (“Everything I Ever Wanted To Know About Leadership, I Learned From Sports”) which helped stimulate students’ critical thinking with the week leading up to EOU’s 5th Annual Student Leadership Conference (Mountie Olympics: Link Up!). Each 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 8 am to 5 pm with appointments scheduled as necessary. Additionally, CSI maintains 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. Monday 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.

Appendix 2 contains a variety of information including the Ambassador class syllabus, evaluation summaries for the Student Leadership Conference, forms for the Accountability Framework, and others.

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.
- Initiate EOU Alternative Spring Break program.
- 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. From July through January, the buildings were maintained by three maintenance staff, 2 FTE custodial staff, .25 FTE student employee in addition to student staff during the summer and breaks. During the summer break, Eocene Courts exterior was painted, in addition to many of the suites and hallways in the residence halls. The second floor of Hunt also had asbestos floor tiles removed and new carpet laid. The other significant project consisted of a complete retrofit of the Alikut fire alarm system. The old Simplex panel was not addressable and also would set the entire building into alarm when a single smoke detector was triggered, a significant issue in a

building with kitchens. As of February 1, 2012, Facilities assumed management of the maintenance and custodial aspects of each of the Residence Life buildings.

As in past years, resident satisfaction with facilities is very high.

Longitudinal Data

Factor 4. Satisfaction: Facilities

Comparisons to Benchmark Institutions

Residential Education

Residence Life employs twenty-four Resident Assistants, four Hall Coordinators, and recognizes student leaders in the Residence Hall Association (RHA) that work to implement the residential education initiatives in the residence halls. The employed staff works 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 life. 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 their 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 currently thirteen positions serving on the RHA Executive Board, all of which are elected by a popular vote of the residential student body. However, the RHA is currently drafting a new constitution that will better fit the smaller on-campus population of EOU and will be more efficient at serving the needs of the residents. 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.

Satisfaction: Student Staff. Demographics: Gender. Scale: 1 (very dissatisfied) – 7 (very satisfied).

Satisfaction: Hall/Floor Environment. Demographics: Gender. Scale: 1 (very dissatisfied) – 7 (very satisfied).

Satisfaction: Programming. Demographics: Gender. Scale: 1 (very dissatisfied) – 7 (very satisfied).

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 by 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.

General Conduct Information for 2011-2012:

Number of individuals found responsible of at least one violation	79
Cases where student found responsible for one or more violations	57
Community Violations completed	93
Cases dismissed, insufficient evidence, or not responsible for all violations (violation outcome <not responsible>)	8
Total number of conduct referrals (not community violations)	65

Alcohol Violation Information for 2011-2012:

Alikut Hall	1
Daugherty Hall	7
Hunt Hall	7
North Hall	9
Total Alcohol Violations	24

Comparable Alcohol Violation Information from 2010-2011

Alikut hall	3
Daugherty Hall	23
Hunt Hall	9
North Hall	19
Total Alcohol Violations	54

The difference between the 2011-12 academic year and the 2010-11 academic year can be accounted for primarily by the more extensive use of community violations during the 2011-12 year. Violations that are less severe are considered a community violation and a conversation between the resident and a staff member is held in hopes that the violation will not reoccur.

Alcohol violation numbers were found by searching all incidents during the academic year in the four residence halls that had an alcohol related violation name (excluding “empty containers”).

Outdoor Program

The Outdoor Program provides outdoor and recreational equipment for all fee-paying EOU students to check out, as well as offers trips, classes and clinics in outdoor adventure activities.

Outdoor Trips

During the 2012 – 2013 academic year the Outdoor Program offered 14 outdoor recreation trips with over 100 participants.

September: 25 – Bike Ride (6 participants)

October: 2 – Anthony Lakes Hike & Climb (20 participants)
8-10 – Wing Ridge (Wallowa Mtns.) Work/Trade Weekend (4 participants)
9 – Mt. Emily Recreation Area Mtn. Bike Orientation (1 participant)
23 – Blue Mountains Hike (6 participants)

January: 14 – X-country Ski (6 participants)
28 – Snowshoe at Anthony Lakes (4 participants)

February: 4 – Snowshoe at Andies Prairie (7 participants)
11 – X-country ski at Andies Prairie (8 participants)

March: 26-28 – Smith Rock State Park Rock Climbing (2 participants)

May: 19 – Intro to Horseback riding (2 participants)
20 – Rafting (Grande Ronde) day trip (8 participants)
25-28 – Climbing Club/Outdoor Program City of Rocks climbing (9 participants)

June: 1-3 – Rafting (Minam–Troy) Rafting trip (11 participants)

EOU Classes

We offered 5 INTACT classes (55 participants) and 8 Physical Education and Sport (PES) classes (71 participants).

Fall Term: INTACT – Beginning Indoor Rock Climbing (12 participants)
Beginning Backpacking (11 participants)

Winter Term INTACT - Beginning Indoor Rock Climbing (11 participants)
Beginning Winter Backpacking (10 participants)
PES - Alpine Skiing (6 participants)
X-Country Skiing (1 participant)
Snowboarding (2 sections – 33 total)
Advanced Snowboarding (2 sections – 7 total)

Spring Term - INTACT - Beginning Indoor Rock Climbing (11 participants)
PES - Beginning Rock Climbing (16 participants)
Intermediate Rock Climbing (8 participants)

As a result of our initiative the ski and snowboard classes (that were slated to be canceled) were offered. This benefitted EOU students and contributed over \$5,000 to the community owned Anthony Lakes Ski Area.

Events

The Outdoor Program joined the Association of Outdoor Recreation and Education (AORE) and became a course provider for the American Institute for Avalanche Research and Education (AIARE). We hosted northeastern Oregon's first ever AIARE Level 1 Avalanche Course (Jan. 20-22). During the winter we also collaborated with the Wallowa Avalanche Center (WAC) to offer two Avalanche Awareness Presentations. A 350% increase in WAC website traffic from the La Grande area has been attributed by the WAC Director to our promotion and publicity of this community based non-profit.

We received a \$2,000 Vending Committee Grant which was used to host the Winter Wellness Week which introduced EOU students to winter outdoor recreation opportunities in the region. As part of the weeks programming we facilitated an Indoor Climbing Competition, snowshoeing daytrip, an Avalanche Awareness Presentation, a Backcountry Film Festival and an AIARE Level 1 Avalanche course. We were able to scholarship three EOU students to participate in the AIARE Level 1 course.

January:	16-22 -	Winter Wellness Week
	18 -	Indoor Climbing Competition
	18 -	Backcountry Film Festival & Avy. Awareness Presentation
	21 -	Anthony Lakes Backcountry Snowshoe
	20 – 22-	AIARE Level 1 Avalanche Course

Improvements

We cleaned, painted and renovated the Outdoor Program room (Hoke 102) in the fall and continued to make improvements throughout the year.

We applied for and received a \$2,575 Tech Fee Grant towards the purchase of inventory and program management software that will significantly enhance our ability to serve students. The Rentmaster software that we purchased now allows us to check out/in equipment with a computer based program that tracks orders, inventory, trips, payments, inventories and much more. What had previously been done by hand on paper hard copies will now be able to be completed and stored electronically. Students will be able to use their student ID numbers to check items out, their ID will be connected to our database which will pull up their contact information as well as past rental history. As a result of this program we will have much higher levels of control over our inventory status, reservations, and accounting procedures.

We have also developed and launched a brand-new website (within the main EOU website), and were one of the first departments in the university to switch to the new Word Press platform. Also new is a blog (<http://eououtdoors.blogspot.com/>) that has received over 4,200 page views since the launch in September. We have continued our presence on Facebook and shifted to a more professional “Fan” page.

Outdoor Adventure Training Classes

We also become course providers for Wilderness Medical Associates, an internationally recognized wilderness medicine education provider. On April 14-15 we hosted a Wilderness First Aid course and provided funding for ten Outdoor Program student-staff to participate in the course. We provided part-time employment and leadership opportunities for sixteen EOU students.

January: 20-22 - AIARE Avalanche Course
April: 14-15 – WFA Course

2011-2012 Student Learning Outcomes and Assessment Results

Residence Life

Major Unit and Program Activity 1: Leadership Development

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

Team Building	Sexual Assault Response
Communication	Diversity Awareness
Fire Safety	Emergency Response
Mediation	Suicide Prevention
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
- Effective advertising techniques

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 2012 there were 29 applications submitted for the class by students at Eastern Oregon University and all 29 were selected to enroll in the course. Of the students that finished the class, all of them were successful in demonstrating the competencies and objectives of the course. Twenty of the 26 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. Some of RHA's achievements from the 2011-2012 academic year are highlighted below:

- Hosted largely attended community events
- Brought faculty and staff members into the residence halls to interact with students outside of the classroom
- Worked with RAs to host a slip-n-slide at EOU's annual Spring Fling event.
- Partnered with Eastern Student Entertainment to host a midnight meal event prior to the commencement of finals week

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:

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

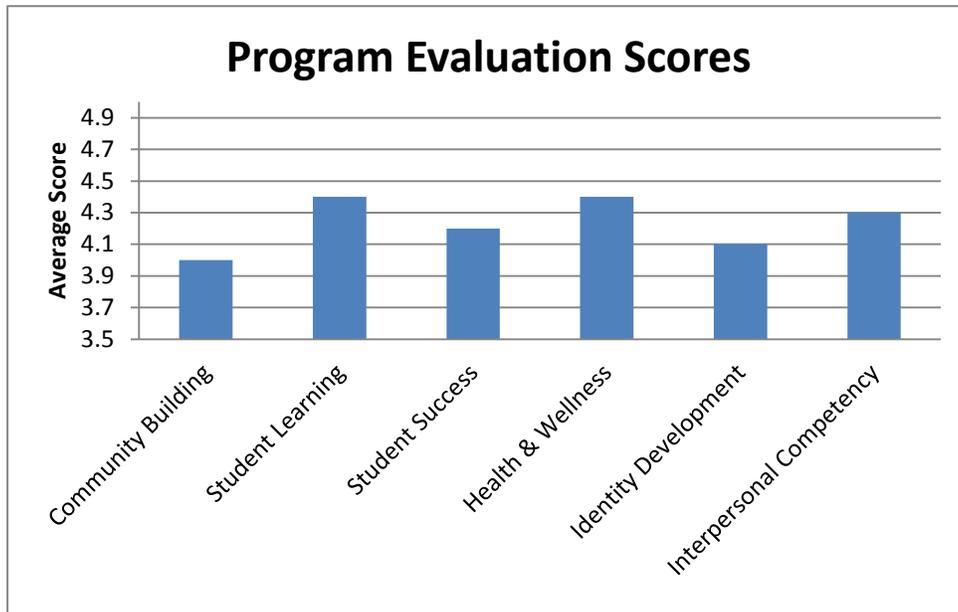
Student Learning:

I learned something valuable by participating in this program

Student Success:

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

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



The data is representative of 247 evaluations that were filled out for the programs that were hosted in the residence halls throughout the academic year. With a score of 4.4 the data shows that programs were most successful in the student learning category. 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 982 of these sessions 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 second Living Learning Community in our academic space in North Hall. 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.

Most notably, however, is the difference between North Hall, where the LLC is located, and the other three buildings. North Hall scored 5.73 on Overall Learning, .21 over the mean for all the buildings.

Major Unit and Program Activity 4: Community Building

Wordles

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.

Community Service

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.

- Hunt Hall – Community Clean-Up Day
- Daugherty Hall – Involved pre-school aged children from the Head Start School with painting pumpkins that were then delivered to the residents of the Grande Ronde Retirement Home
- North Hall – Facilitated a bone marrow donor registration event
- Alikut Hall– Facilitated a dog walking event to assist the local Humane Society and give residents an option for ongoing or future community service throughout the year

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: Peer Leader Workshop Program

The peer leader program started with the implementation of OrgSync trainings/workshops provided in Fall 2011. After hosting two (2) focus groups with student leaders and seeking information from leaders during the Student Club/Organization Roundtables, the Center for Student Involvement worked to develop six (6) additional and requested workshops with specific

training tools and resources for peers to use during trainings. These trainings are to begin in Fall 2012 after initial staff training occurs at the beginning of the term. The workshops included focus on fundraising, leadership styles, recruitment & retention, motivation & teamwork, goal setting and advertising. The Center is working to develop an aggressive advertising strategy to promote usage and participation during the 2012 – 2013 academic year.

Major Unit and Program Activity 2: Student Leadership Conference

With the assistance of six student leaders, CSI implemented and formulated plans for this year's conference (Mountie Olympics: Link Up!). This year's conference had 113 participants. While invitations and communication to community colleges (TVCC and BMCC) and regional high schools were sent out, we were able to only secure one additional non-EOU student as a participant 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 2013 conference. The high school student in attendance at the 2012 conference will be invited to serve on the committee. 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 19 presenters including 2 administrative faculty and 1 non-EOU facilitator for 14 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, National Collegiate Leadership 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. 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 reformatting the conference into a confab (a more informal conference that focuses on discussion rather than lecture). 2013 Committee members were sought during the previous conference and discussion about the 'confab' will be pursued in Fall 2012.

Major Unit and Program Activity 3: Ambassador Course

The Ambassador course, held every spring term, consisted of 23 potential Ambassadors including 13 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 2012-2013 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. Course restructuring and development will occur during Winter 2013 with the incoming co-coordinators to determine methods that will continue to foster growth and leadership. Both incoming co-coordinators for the 2012-2013 year actively participated in the course and will be able to assist in the evaluation process based upon their experience.

Major Unit and Program Activity 4: Accountability Framework

The Center gathered initial research during Fall 2011 to begin processing a framework that would help hold fee funded organizations accountable for their decisions to both at-large students and the entire campus community. Organizational reports were gathered in Winter 2012 from those fee funded organizations to give an internal committee research for developing certain criteria toward drafting in-depth accountability. Items considered for review were student organization employee procedures and policies, budget accountability, governing functionality of organization and its student leadership as well as detailed advisor roles and responsibilities. Materials are in development during Summer 2012 to have fully developed and available to all organizations during the mini-conference in October 2012.

Major Unit and Program Activity 5: Alternative Spring Break

With the assistance of a graduate student, CSI was able to develop and provide an alternative option to six EOU representatives in March 2012 for a mini-alternative spring break. The Alternative Spring Break Program offered students a chance to give back to society in an active manner while allowing students a chance to self-reflect and mold one's views of the world. By participating, students were able to bring back their experiences and further enrich the Eastern Oregon University campus and La Grande community. With limited funding and seeking initial interest, the program was specified for a limited time frame rather than throughout the entire week of Spring Break. Plans to expand the program another day or two are underway. Participating individuals submitted applications (as attached) and were selected on their leadership, willingness and ability to learn and reflect upon experience. Students participated in an immersion program associated with JOIN in Portland, which exists to support the efforts of homeless people to transition off streets and into permanent housing. Upon completion of the program, participants formed and implemented a panel discussion during the 5th Annual Student Leadership Conference to share experience and reflection with the EOU community.

Outdoor Program

Major Unit and Program Activity 1: Student Staff Leadership Development

- Rental shop management and trip leadership responsibilities contribute to the Outdoor Program mission through facilitating student outdoor activities.

Student-staff will be required to integrate knowledge about outdoor equipment and activities as they interact with a wide range of clients.

- Student Staff - Trip leaders and assistant leaders will develop a trip plan, including (but not limited to) marketing, risk management, and logistics.

Through filling out a risk management plan student trip leaders will be able to articulate principles of risk management related to outdoor programming.

This activity was assessed through the practical application of operations, demonstrated in trips led and customers served. Assessments were also made during pre and post-trip debriefings with student-staff.

We had somewhat uneven results for these activities. Students performed well on serving customers in a structured setting, but when required to take initiative and follow through on assigned and self-designed tasks, student staff often struggled.

Our staff was tasked with leading or co-leading at least one outdoor activity or trip during the spring term. Of our twelve staff members, four successfully planned and completed the task by facilitating an activity that they had chosen. Four staff members planned and completed an activity but required higher levels of direct involvement from the Outdoor Program Coordinator in order to complete the task. And three staff members did not complete the task, having partially planned an event, but did not follow through to completion.

This was a new role for student staff, many of them new to the Outdoor Program. It appears that the majority of students require more structure and direction when given semi-independent projects. This will be taken into consideration when planning future events and assigning tasks to student-staff.

Major Unit and Program Activity 2: Taught Classes

INTACT Rock Climbing - The climbing class is designed to introduce students to the sport of climbing through the instruction of safe climbing/belaying techniques.

Students will demonstrate safe tie-in and belay techniques.

INTACT (other than indoor rock) - Outdoor Program classes are designed to introduce students to outdoor activities in a safe, environmentally conscious progression.

Students will demonstrate knowledge of Leave no trace (LNT) principles.

Our classes included (INTACT): Beginning Indoor Rock Climbing (Fall, Winter, Spring), Beginning Backpacking (Fall), and Beginning Winter Camping (Winter). Our PES classes were: Beginning – Snowboarding, Alpine Skiing, X-Country Skiing and Advanced – Snowboarding, Alpine Skiing, X-Country Skiing (Winter), and Beginning Rock Climbing (Spring) and Intermediate Rock Climbing (Spring).

Assessments were made of all students regarding the learning outcomes outlined on the course syllabi. All students that met the attendance requirements of the courses passed. We were at

capacity for all but a few classes. We plan to continue with the classes in the 2012-13 academic year and we hope to expand capacity by offering more sections of the most popular courses.

2012-13 Student Learning Outcomes

Under development.

Staff and Program Recognition

Residence Life/EOU Dining Services

- Overall, very positive scores on the EBI, especially related to staff on all levels.
- Hosted four community service events that connected residence hall students to the larger La Grande community.
- Continued with renewal and replacement process for residence hall facilities with additional asbestos abatement and Alikut fire system replacement.

Center for Student Involvement

- Alternative Spring Break program was initiated and included participation from 6 EOU representatives in an immersion program in Portland, Oregon. Participants discussed their experience during the 5th Annual Student Leadership Conference.
- Le Alexander facilitated HUM 101/102 courses in the Fall & Winter
- The EOU Leadership Committee (comprised of six students: Zed Deenik, Mandy Griffin, Sarah Hannifan, Danny Hawley, Cole Johnson and Kodi Riebling) successfully carried on the 2nd Annual Leadership Week in April (leading into the annual Student Leadership Conference), which allowed more students access to trainings, forums and a guest speaker (Steve Wallace). The students also efficaciously developed the EOU Beautification Day with support from the Office of Facilities & Planning. 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, Associated Students of Eastern Oregon University and the Gay-Straight Alliance.

Hoke Union Building/Facilities Scheduling

- In coordination with ASEOU, worked to successfully pass a special fee for the Hoke renovation.
- Worked with Facilities as well as SERA to develop plans for the Hoke renovation
- Continued the transition to Ad Astra for scheduling purposes.
- Overall success in meeting campus needs even with substantial turnover in leadership

Outdoor Program

Jerry presented a lecture, “*Educational expeditions and higher education: Problems and possibilities*” at the Silver Falls Conference on Higher Education (Jan. 26-27) and presented at La Grande ODFW Safety meeting “Avalanches and Winter Backcountry Safety”. Jerry also published a paper “*Balancing more than backpacks: Communitarian ideas applied to educational expeditions*” in the Fall 2011 issue of the Australian Journal of Outdoor Education, and was published in the Members in Motion section of the Association of Outdoor Recreation and Education February newsletter (to over 600 members). Jerry was also recognized as a professional member of the American Avalanche Association and has been requested to present at the NOLS Wilderness Risk Management Conference in Portland next October.

Issues/Challenges Facing the Department

Housing and Residence Life continues to struggle to some degree with the volatility of enrollment at EOU. Planning and budgeting is difficult with yield rates for admissions applications relatively low. This, of course, has significant impacts on the budget. We will also need to find budget to allocate to additional facilities repairs and refurbishment in addition to beginning to fund reserves again.

The staffing model for Residence Life is also in need of change. The heavy reliance on student staff for the majority of the residence education program is no longer viable. Risk management, more serious student issues, the need to be more intentional about service provision and assessment, students more in need of academic assistance combined with a changing student mindset as well professional standards and guidelines call for more professional live-in staff. We will be pursuing a comprehensive overhaul of the entire residential education program this coming year.

The renovation of Hoke combined with the work in Quinn will continue to challenge us in the areas of Facilities Scheduling and Conferences. A significant number of meeting rooms will be off-line for much of the year and the potential lack of athletics facilities next summer may jeopardize summer revenue. We will need to work closely with Athletics as well as Facilities to ensure the least amount of impact on our programs and revenue.

As new programs are developed and initiated every year, CSI continues to be challenged with the number of personnel available to maintain current programming and assistance as well as create new and challenging programs that support student success. The hiring of additional student staff (including a graduate assistant) and training student workers with the necessary information and ability to perform, has allowed CSI to successfully decrease limited staffing issues in order to focus on long-term goals and programming. In order to continue with the longevity of its current programming and create additional programs, CSI will need to continue to properly train student staff and create transitional documentation for incoming student staff to initiate operative changeover.

Finally, the changes in how policies and procedures have been interpreted in relation to the use of Student Fee monies will be the cause of serious and ongoing conversations about how we program for students. These changes will have significant impacts on many student groups and will require new and innovative thinking about how to engage students in a time of already decreasing student engagement.

2012-13 Preliminary Goals

Theme One: EOU has high quality liberal arts and professional programs that prepare students for the world and beyond.

Goal One: Foster and assess student learning

1. Offer a variety of events in the residence halls in line with the Residence Life learning outcomes (RL)
2. Execute and advertise a fully developed and scheduled peer workshop series staffed by student employees tailored for clubs and organizations. (CSI)
3. Collaborate with FYE Programs on the Outdoor Adventure LLC and provide supportive programming for the LLC. (ODP)
4. Continue with our three-year plan to review program policies and procedures with reference to the Association of Experiential Education (AEE) accreditation guidelines and standards. (ODP)

Goal Two: Ensure faculty and staff success

1. Offer a variety of events in the residence halls that connect residents and faculty/staff outside of the classroom. (RL)
2. Execute an Advisor Session during Fall Mini-Conference for clubs and organizations. (CSI)
3. Increase faculty/staff support and success through event scheduling with the use of Ad Astra calendar system. Implement a training program to offer on campus and post a tutorial on the website. (SUFS)
4. Establish an Outdoor Program Advisory Committee tasked with advising on strategic decisions and “big-picture” issues, such as mission statement, budgeting, and strategic vision for the Outdoor Program. (ODP)
5. Develop a plan to implement a document management system to store records electronically and reduce paper storage overhead. (H&SI)

Theme Two: EOU is a regional university with a deep sense of commitment to students where they are.

Goal Five: Adopt and enhance appropriate educational technologies

1. Utilize OrgSync to incorporate tools related to website development, budget management and co-curricular transcripts by serving the students effectively with an enhanced understanding of comparative technology. (CSI)
2. Enhance and build a Website that is easier to navigate which will provide useful information in a user friendly manner. (SUFS)
3. Continue to learn and fully implement The Housing Director into the operations of the Residence Life Office including developing policies and options around online roommate and room selection processes. (RL)

Theme Three: EOU is the educational, cultural, and economic engine of eastern Oregon

Goal Six: Foster partnerships

1. Collaborate with other departments and areas to improve University partnerships to enhance opportunities for student success such as Alternative Spring Break (Intact/First Year Experience) and Leadership Week (Facilities & Planning). (CSI)

Goal Seven: Ensure a fiscally and environmentally sustainable university environment

1. Implement a customer satisfaction survey and process to evaluate services in the Hoke Union Building. (SUFS)

Theme Four: EOU provides personal, student-centered experiences in curricular and co-curricular programs.

Goal Nine: Ensure access and success for all students

1. Effectively design and initiate an accountability framework for student clubs to ensure proper access and success for all students. (CSI)
2. Execute procedures developed by the accountability framework initiated to ensure and enhance student fee-funded units' practices and protocol. (CSI)
3. Continue to support renovation projects for the Hoke Student Union Building to enhance the opportunity for community and co-curricular activities for all students. (SUFS)
4. Develop risk management and emergency response documents next year for operations in: off-campus field based activities (rafting, rock climbing, hiking, etc.), on-campus activities (including rental shop operations) and the Quinn Rock Wall. (ODP)
5. Establish regular rock wall staff trainings and conduct emergency response scenarios during trainings. (ODP)
6. Explore opportunities for increased academic support/connections in the residence halls. (RL)

Goal Ten: Provide opportunities for students and faculty to engage with the community

1. Create and implement an Alternative Spring Break program that engages students, faculty and/or staff with community efforts while incorporating educational components at the University level.
2. Sponsor four community service events (one for each residence hall) to connect residents with the larger community. (RL)