



POINT LOMA
NAZARENE
UNIVERSITY

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**STUDENT
DEVELOPMENT**

Residence Hall Reports: Finch

May 26, 2011

Residential Life

PROGRAM DESCRIPTION

The purpose of Residential Life is to provide our residents with a safe, healthy and optimal living environment that enhances the teaching, shaping, and sending mission of PLNU.

Finch Hall Mission Statement

To cultivate a sisterhood that encourages wellness of mind, body, and spirit.

Finch Hall Vision Statement

Our desire is to grow roots of **commitment**, a solid trunk of **confidence**, and branches that hold fast in life's **challenges**.

Finch Hall Verse

"Charm is deceptive and beauty is fleeting, but a woman who fears the Lord is worthy to be praised."
—Proverbs 31:30

Finch Hall Goals & Objectives

- Provide a safe environment to foster the development of the whole student.
- Provide educational and social programming specific to the needs of Finch residents as well as supportive to the mission and vision of Finch Hall.
- Create and maintain a sense of "Sisterhood" within Finch Hall
- Open communication between the residents and Finch Hall staff

Brief Summary

The Finch Hall demographics are made up mostly of sophomores with a cluster of juniors. The two distinct groups have similar needs but also have different needs. Sophomores tend to be challenged with 'what is my major and who am I?', while juniors are starting to think about graduate school, internships and/or the job market. Common struggles between both cohorts were healthy relationships, dating, and confrontation resolution among their peers (roommates and friendships). The Finch RA staff did a great job addressing and supporting our residents during these times of uncertainty in their lives.

STUDENT DEVELOPMENT

STUDENT FOCUSED OUTCOME DOMAINS

1. Retention

Pursues and completes a degree at PLNU

2. Engagement

Develops a significant connection to relationships and participates in programs at PLNU which enhance personal development, facilitate learning, and result in retention

3. Social / Emotional

- a. Develops and maintains mutually rewarding relationships with friends and colleagues at PLNU
- b. Considers others' points of view and seeks involvement with others different from oneself
- c. Manages emotions in a manner which facilitates personal growth and relationships with others

4. Physical

Chooses behaviors and environments that promote health

5. Spiritual

- a. Grapples with and clarifies personal faith
- b. Experiences multiple relationships and opportunities in which Christian values are explicit

6. Occupational/Career

- a. Maintains or exceeds academic standards necessary to achieve a degree at PLNU
- b. Utilizes campus resources as part of career exploration
- c. Makes connection between classroom and co-curricular learning
- d. Develops skills to seek employment or advanced education beyond graduation

7. Leadership

- a. Serves in a leadership capacity in a student organization
- b. Develops a personal leadership philosophy and style that is consistent with a Wesleyan perspective of service to others

8. Student Learning

Participates in experiential programs such as student government, peer education, and resident advising, which facilitate experimentation, skill development, and multiple levels of learning

AREAS OF IMPACT

The following rubric describes the programs offered in Finch Hall, the linkages between student development outcomes, and type of assessment used to collect data.

Programming	Domains(s)	Type of Assessment Data
Emergency Response	1, 2, 4	Incident Reports, Portal Documentation
Health & Safety	1, 2, 4	Incident Reports, Weekly Reports, Health & Safety Logs, Bed Bug Inspections, Norovirus Procedures, Work Orders
Student Conduct	1, 2, 3, 4, 5, 6, 8	Incident Reports
RA Staff Meeting	2, 3, 5, 6, 7, 8	Observation, Meeting Agendas
RA Selection for following year	2, 3, 6, 7, 8	Observation, Application Data
RD - 1 on 1s with RAs	1, 2, 3, 5, 6, 7, 8	Observation, Weekly Reports, Weekly Meetings
RD - 1 on 1 with ARD	1, 2, 3, 5, 6, 7, 8	Observation, Weekly Meetings
RA-PE-CL Meetings	1, 2, 3, 5, 6, 7, 8	Observation, Meetings 2x a semester
Intentional student contact from RD	1, 2, 3, 5, 6, 7, 8	Observation, Emails
Intentional student contact from RAs	1, 2, 3, 4, 5, 6, 7, 8	Observation, Satisfaction Survey, Weekly Reports, Emails
Intentional student contact from ARD		Observation, Satisfaction Survey, Weekly Meetings, Emails
Taking students to campus events (RAs)	1, 2, 3, 4, 5, 8	Observation, Satisfaction Survey, Weekly Reports
RA Box Duty	2, 3, 4, 7, 8	Observation
RA Weekly Reports	6, 7, 8	Weekly Reports
RD Office Hours & Administrative Duties	1, 2, 3, 5, 6, 7, 8	Calendar, Observation, Satisfaction Survey, Hourly Tracking, Budget Spreadsheet, Emails
RD, ARD & RA Liaison for Students/Staff/Faculty	1, 2, 3, 4, 5, 6, 7, 8	Observation, Satisfaction Survey, Incident Reports
New Student Orientation	1,2,3,4,8	Observation
Active and Passive Programming	2, 3, 4, 8	Weekly Reports, Satisfaction Survey, Observation

SUMMARY OF PROGRAM IMPACT

Emergency Response

- Friday evening around 8:30pm (February 4th) we had a small oven fire in the Finch kitchen. I used the fire extinguisher to put the fire out. It was my decision not to call the Fire Department because the fire was immediately extinguished and there was no damage to the building or kitchen. The oven was temporarily out of service for 4 days until Physical Plant was able to inspect the oven to ensure it was working properly before allowing the residents to use the oven again. All dishes in the kitchen, countertops and the floor was cleaned up by myself and 4 students; the next business day the Housekeeping staff did a thorough cleaning of the kitchen.

Health & Safety

- Bed Bug Inspections once a semester.
- Health & Safety Inspections 3x a year (September, December & March)

- Work Orders throughout the year.
- Fire Drills once a semester.

Student Conduct

- Rachel Scott – Drug/Alcohol Use
Intentionally Rachel was a Flex resident who was caught up in a room search and use of marijuana. Part of her Developmental Response Plan (DRP) was to move from Flex to Finch Hall. Flex RD, Robyn Fulcher started her DRP and I continued and closed her DRP. Rachel went through a clinical drug/alcohol assessment through the Wellness Center and came back as low risk. Part of her DRP was to do 5 Strengths Coaching sessions with Dr. Jim Johnson and write a 2 page reflection paper on her experience. She completed her DRP on time and continued to meet with Dr. Jim Johnson on a weekly basis for the rest of semester. The work between Rachel and Dr. Johnson has been an amazing time of growth and exploration of who Rachel “really” is and how her environment, family and friends impact her and her decisions. Her family/sister situation is causing a lot of emotional stress and her meetings with Dr. Johnson have helped her realize and understand her inner strength and dependence on God. She is continuing to make good strides in dealing with her family situation and stress.
- Danielle Lanis – Disregard of a Fire Drill
Danielle did not evacuate Finch Hall during a fire drill. She was in shower and was told by ARD Meg Gahan to leave the building. Instead of a \$200 fine we compromised and she had to do a 2 page reflection paper citing multiple sources from a website on fire safety. She wrote a really good and insightful 2 page reflection paper. I believe after writing this reflection paper Danielle learned a lot about fire safety.
- Typically the type of students this year in Finch required emotional or mental health. They were referred to the Wellness Center.

RA GROWTH AND DEVELOPMENT

RA Staff Meeting

- Finch RA staff meetings were held the 2nd and 4th Monday of each month from 7pm-9pm in the ARD apartment, Meg Gahan.
- The first Monday of each month the Residential Life RA team would meet corporately typically lead by Jeff Bolster. The 3rd Monday of each month was dedicated to Cohort training.

RA Overview

- This year I was looking for a diverse team. Typically I hire RAs from Finch Hall but this year I selected girls from different halls to bring new ideas and new breathe to Finch. I wanted the status quo or “that’s what we did last year” mentality. My new team consists of residents from Klassen, Goodwin, Finch and 2 residents from Nease. My team also made up of two transfer students and one returning RA as well an ARD. I am really excited about my team next year. I believe I have a good cross section of the female population of PLNU.
- The 2010-2011 Finch Hall RA Team

- RA Rachel Mellby- Rachel uses her strength of input to build meaningful relationships with the residents of Finch. It is evident in her work as a RA that she has a genuine heart for her peers and takes her role as an RA at PLNU seriously. Because of her connection with many different departments on campus, business, music, athletics, etc, she has been able to encourage and promote campus programming all year round. I have been impressed with her passion to support residents in different capacities, ASB events, concerts, plays etc. She actively participates in the RA meetings and one on one time. I would challenge her to focus on the present as she is future oriented which can be demonstrated in her thinking both in work, and personal life. She has met all of the expectations and will continue to work hard in her future in residential life next year.
- RA Jillian Monico- Jillian uses her strength of relation and down to earth attitude to connect with her residents. Her living space was a place that residents naturally gravitated towards throughout the year. Jillian is very adaptable, and a team player that puts others ahead of herself. She has gone above and beyond the work that was expected from her. She needs to be challenged to seek out residents in the units as it can be intimidating. Jillian has been actively involved in Finch staff meetings, programming, and helping create a fun environment for the residents of Finch to live. Overall Jillian has a bright future, in continuing her work in residential life next year.
- RA Chelsie Pidgeon- Chelsie uses her ability of listening with her residents, and is apparent in how they trust her with personal life issues. She is committed to building deeper relationships by taking them out on one on one hang outs, seeking them out weekly in their rooms, and planning spontaneous events for her units to be a part of. I am impressed with her maturity in balancing her own life, time with her residents, and school work. I would challenge Chelsie to separate others issues, from making them her own as this can wear a person down. Chelsie is always the first RA to volunteer to help her residents, and staff members. She pours life into each person she interacts with and residential life has improved because of her interactions.
- RA Molly Zaczyk- Molly's strength of consistent intentional one on one time with her residents fulfills the need of an upperclassmen cohort. It is apparent that her residents have built meaningful relationships with Molly and trust her in her leadership role. She promotes a safe, respectful, and fun environment for the residents to live in. As with most senior RA's the challenge has been finding a balance between work, school, personal life, and future plans. She brings a fun spirit to the RA staff and has helped in coordinating many successful events in Finch Hall. Overall she met all the exceptions asked of her in the RA role.
- Assistant Resident Director Meg Gahan- Meg did an amazing job as the ARD in Finch Hall. She was very responsible and had excellent follow through with everything I asked her to do. She was a perfect fit with the RA team. Her leadership, friendship and deep concern for the RA team allowed her and I to keep the RA team focused and balance in all areas of their lives. Meg's strength was relationship with the RA team.

Intentional Student Contact – “teach, shape, send”

- I believe 1 on 1's are just as powerful as planned events. A lot of care and great conversations came out of intentional student contact. Sometimes hall events do not reach every student, so we move to a more 1 on 1 format. The single focus on each resident from each RA, ARD and/or myself is something you cannot measure tangibly. The seeds that are sown will someday produce positive outcomes as we “send” them forward.

Campus Events

- This year we shifted to a campus event approach. There is so much going on at PLNU we encouraged our residents to attend those events and not rely so much on Finch Hall to provide programming or social interaction. RAs were asked to invite and go with their residents to the following campus events: athletic events, campus musical, Time Out, Bread of Life, Brewed Awakening, Movie in the Greek, Samedi Gras, Halloween alternative event sponsored by Residential Life, Homecoming, Fashion Show, Intramurals, Creation Care week, Wellness Center programs, and other ASB sponsored events.

RA Weekly Report

- Finch RAs were required to email me their weekly RA Outlook and potty paper (passive programming) by Sunday evening. The RA Outlook included what they did this week and what they plan on doing next week. The new format was very helpful and user friendly.

RD Office Hours & Administrative Duties

- My Finch Office hours were typically Sundays 8-10pm, Tuesdays 8-10 and Wednesday 8-10pm.
- Review RA reports & Print Potty Papers for RAs
- Finch Hall budget
- 1 on 1 meetings
- Conflict resolutions
- Prep for RA meetings
- Hall Emails
- Hall Work Orders
- Impromptu to meetings with students
- Uphold hall policies
- Reports
- Health & Safety Inspections

Hall programming

- **September**
 - Wiley/Finch Bienvenidos Fiesta
Total participants 200
- **October**
 - Finch Bonfire at Shelter Island with Wiley Hall
Total participants 20
 - Breast Cancer Awareness Month

Potty papers- Each RA wrote facts and information about breast cancer to promote awareness.

Memorial Collage- In the finch lobby residents could write the name of loved ones dealing with or have lost someone to any type of cancer.

Bras Hung in Courtyard- To promote awareness bras were strung across the courtyard.
Donations/Bracelets- Residents could donate spare change at the box to the Breast Cancer Awareness fund which was later donated to charity. If they donated anything they could get a pink rubber bracelet which read Hope Faith Strength Survivor.

Susan G Kolmen Walk- 4 Mile breast cancer awareness walk in Balboa park. 4 Residents participated in this walk. \$40 was donated to the Susan G. Kolmen Foundation on the behalf of Finch Hall.

- **December**
 - How the Grinch Stole Finch- Christmas Party
Total participants 45 residents

- **February**
 - Oodles and Noodles of Love pasta night
Total participants 50 residents

- **March**
 - Wii Wii Game Night
Total Participants 30 residents

- **April**
 - Let's Talk About Sex Baby
Educational programming/Forum with Mark & Rebecca Carter, Molly Zaczyk & Nathan Morales, Mark and Gina Oswalds and Sylvia Cortez
Total Participants 35 residents

- **May**
 - Adios Fiesta for Finch/ Wiley- Finch hosts
Total participants 150 residents.

- **Potty Papers/passive programming.** Every Sunday RAs would update their potty papers with fun facts, brain teasers, PLNU and Finch activities, athletic events, etc. This was one of our ways to communicate with our residents about what was going on at PLNU.

We also use the potty papers to promote and educate our residents on Breast Cancer and Distracted Driving. During the month of October we promoted Breast Cancer Awareness. On a weekly basis for 4 weeks the RAs would introduce new facts and statistics about Breast Cancer in the potty papers. It was a very effective way of educating the residents about this very important issue that women face today. In March we decided to bring awareness to the issues of distracted driving. With the help of "Impact" the RAs on a weekly basis for 4 weeks introduce facts and statistics about distracted driving. It was great passive programming event. Both programming events were very insightful and educational.

Finch Hall Covenant Leader and Peer Educators

This year has been the difficult working with my Peer Educator. I don't know of any real programming going on in Finch from my Peer Educator, Lindsey Reichert. I believe the Peer Educators role in Finch is different from a Peer Educator in a freshmen hall. My residents do not talk or see advice or counsel from my Peer Educator. I think the Peer Educator role in Finch should be educational programming that comes out of the Wellness Center. I'm hoping the Peer Educator next year will take ownership of this program and provide educational programming whether active or passive.

Hilary Greene did her best as the Cov leader. Typically she had 3 residents show up on a consistent basis. When she combined Yoga with her meetings she had a better turn out. The Cov leader in Finch is just a tough role to do well at.

STUDENT DEVELOPMENT COLLABORATION

The programs that expand interaction of Finch Hall across the university are summarized in Table 1.1. These collaborative programs are jointly planned learning experiences between and within Student Development, and also include institutional resources, services and programs throughout the PLNU community (e.g., Academic Affairs, Admissions, Faculty, Information Technology Services, PLNU Library, Student Financial Services, Study Abroad, etc.).

As Student Development continues to support the quality of student experience regarding the core values of an intentional Christian community and the development of students as whole persons, the process of identifying and assessing collaborative programs is an important factor in determining impact and sustainability.

Table 1.1 **Finch Hall** areas of collaboration.

Area	Year Initiated	Program/Service	Who Initiates Contact	Frequency of Interaction	Description of Interaction	Recommendation for future interaction
Finch Hall	2011	Breast Cancer Awareness	Rebecca Carter	October	Verbal	None
Finch Hall	2011	Adios Fiesta with Wiley. Partnered with Sodexo	Assistant Resident Director	3x in April	Email and personal contact with Pat Sofranko	Assign RAs to have more involvement in the planning of this event
Finch Hall	2011	Yoga/Cov. Group Leader	Hilary Green	2 in October	Verbal and Email	Hold a few more Yoga sessions.
Finch Hall	2010-2011	Chipotle Burritos	Kimi Kruesi	October, December and April	Email	None
Finch Hall	2011	Sexcussfull	Resident Assistants	April 11, 2011	Email, meetings, personal contact with PLNU employees	None

**TYPES OF ASSESSMENT INSTRUMENTS
USED FOR DATA COLLECTION**

Type of Assessment	Examples in higher education settings
Program Data Collection	Numerical, budget and statistical data about program operations, student participations, costs etc.
Survey of Needs	Individual, Department, Division or Institution wide questionnaire identifying what students want/need from the college or department. [Note: Surveys may be administered on-line via student voting software and in Scantron format].
Survey of Expectations	Individual, Department, Division or Institution wide questionnaire identifying what students expected from the college or department.
Surveys of Satisfaction	Individual, Department, Division or Institutional questionnaires providing feedback on student expectations and satisfaction with services provided by the college or department.
Suggestions Boxes and Feedback Forms	Individual input as to program concerns and suggestions for changes; continually collected, usually anonymously.
Case Studies	Longitudinal study which covers a broad range of experiences of selected students.
Journals and e-Portfolios	Individual records of activities, experiences and feelings collected over a defined period of time.
Interviews	Responses from students who may be randomly or specifically selected covering specific areas of concern; can be given at selected times or on program exit.
Focus Groups	Small group feed back sessions about a limited set of specific topics. Feedback groups can also (further) discuss results of survey data.
Signed Agreements	Student acknowledgement of responsibilities and adherence to and/or understanding of program parameters.
Grades and Performance Tests	Demonstration of competency or learning based on satisfactory grades or other rating measures.
Observations	Recorded observation of behaviors or activities by trained observers using pre-determined criteria.
Pre and Post Testing	Standardized testing to confirm increase in competence or knowledge.
Embedded Learning	Demonstration of learning/competence based on performance of actual activity or task; completion of task inherently demonstrates skill (such as registering on-line etc.).