



POINT LOMA
NAZARENE UNIVERSITY

STUDENT DEVELOPMENT

WILEY HALL DEPARTMENT REPORTS

May 25, 2011

Residential Life

PURPOSE

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.

PROGRAM DESCRIPTION

We seek to respond to the needs of our residents through creating programming that meets the developmental needs of our residents. According to Arthur Chickering, young adults work through seven vectors for development. Programming in Wiley Hall will address these needs specifically as they are seen within the cohorts represented in Wiley. In this, however, I am mindful of Astin's involvement Theory and our need to connect students and get them involved in their residence halls. This will help to engage and retain the students who live in Wiley Hall. The target population for our programming is the 123 sophomore and junior students living in Wiley Hall. Programming is developed based upon the developmental stage of the residents.

AREAS OF IMPACT

The following rubric describes the programs offered and activities accomplished within Wiley Hall, the linkages between student development outcomes and type of assessment used to collect data.

Program	Outcome Domains	Type of Assessment Data
New Student Orientation	1,2,3,4,8	Observation, Satisfaction Survey, Weekly Reports
Emergency Response	1,2,4	Incident Reports, Portal Documentation
Health & Safety	1,2,4	Incident Reports, Weekly Reports, Health & Safety Logs, Bed Bug Protocol, H1N1 Protocol
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 11-12	2,3,6,7,8	Observation, Application Data
RD 1-on-1 with RAs	1,2,3,5,6,7,8	Observation, Weekly Reports
Intentional student contact from RD	1,2,3,4,5,6,7,8	Observation, Satisfaction Survey
Intentional student contact from RAs	1,2,3,4,5,6,7,8	Observation, Satisfaction Survey
Taking students to campus events	1,2,3,4,5,8	Observation, Satisfaction Survey, Weekly Reports
RA Box Duty	2,3,4,7,8	Observation, Weekly Reports
RA Weekly Reports	6,7,8	Weekly Reports
RD Office Hours & Administrative Duties	1,2,3,5,6,7,8	Calendar, Observation, Satisfaction Survey, Budget Spreadsheet
RD & RA Liaison for students/staff/faculty	1,2,3,4,5,6,7,8	Observation, Satisfaction Survey, Incident Reports
All Hall Programming	2,3,4,5	Weekly Reports, Satisfaction Survey
Floor Programming	2,3,4,5,8	Weekly Reports, Satisfaction Survey

SUMMARY OF PROGRAM IMPACT

New Student Orientation:

- **Move-in/Check-in** – Wiley Hall housed 4 transfer students in the fall semester. These students were greeted by current RAs who gave them a Welcome Packet which included their key, a room inventory, and an information sheet about Wiley Hall. They were then walked to their room and their belongings were delivered to their room by the Wiley leadership team. Then their current RA introduced themselves and made themselves available for help, questions, or needs.
- **Campus Tours (RAs)** – On Sunday, the RAs offered a campus tour to any new student who wanted to find out where their classes were located.
- **Transfer Outing** – On Sunday night, the Wiley Res Life team went to Fiji Frozen Yogurt with the transfer students. We talked about adjustments to life at PLNU, classes, or any other topic of concern for the transfer students. This event was low-key, yet at the same time, very important to the transfer students' transition.
- **All Hall Meeting** – On Monday night, we held an all hall meeting for all students where we went over the residence halls rules and guidelines, fire/evacuation protocol, community expectations, and other pertinent information.

Emergency Response:

As part of the larger PLNU Residential Life program, all emergency responses in Wiley were accomplished in partnership with other residence halls, Public Safety, Wellness Center, and/or Dean of Students. We had several major emergency response situations this year:

- EMS was contacted several times this year. Each time, Wiley staff responded appropriately to best support each student.

Health & Safety:

- **Inspections** - Wiley Hall conducted four Health & Safety inspections during 2010-2011: September, December, January, and March. The primary violations were furniture, inappropriate décor, and electrical plugs remaining in the wall.
- **Bed Bugs** - We also conducted two bed bug inspections this year and both came back negative.
- **Students of Concern:**
 - I worked closely with Pat Curley on supporting a disabled student. I checked in regularly with this student and made sure he was consistently comfortable and excelling in and out of the classroom.
 - I worked closely with Jeffrey Carr and Keith Bell with students who were not excelling academically. Each of these situations seemed to get better as the semester went on.
 - I worked closely with Jeffrey Carr with a few students who needed additional student care through this past year.

Student Conduct – Wiley Hall had a few student conduct incidents this semester. Most of the Student Conduct issues circled around a particular group of friends who seemed to be making poor choices. Follow-up was done on an individual basis with each of the individuals. Some seemed to grow quite a bit over the year while others did not.

RA Staff Meeting & Team Building:

- **2010-2011 RA Team:**

- Matt Arnold (Jr.)
 - Mark Christman (Sr.)
 - Chris Evans (Jr.)
 - Chris Reid (Sr.)
 - Doug Zuill (Jr.)

- **RA Staff Meetings:** I met with the RA team every other week for two hours. These meetings were primarily logistical and informational. Every other week we conducted either cohort meetings or all-RA meetings with Res Life. RAs gave feedback that the larger-group meetings were sometimes distracting and difficult to connect with the entire group.
- **RA Team Building:** Our most significant “bonding time” occurred during the second semester during a trip to San Clemente. We were able to take some time to hang out and grow as a team.
- **RA Evaluations:** At the end of the Fall 2010 semester, I conducted an RA evaluation with each RA and went over the Residential Life Satisfaction data that was relevant to their floor.

- **RA Team for 2010-2011:**

- The following new RAs were selected for the 2010-2011:

- Kyle Suess (So.)
 - Graham Hitman (Jr.)
 - Dan Wrage (Jr.)

Returning RAs are:

- Josh Bloom (Sr.), Young Hall
 - Chris Evans (Sr.), Wiley Hall

RA Mentorship – Besides regular RA meetings, RA team building opportunities, and day to day contact, I met once every other week with each RA for one hour. Part of this time was spent discussing significant issues or situations in the RA’s units, and any necessarily follow up from RA Weekly Reports. However, the significant part of this time each meeting was spent discussing personal life challenges, growth, and development as well as leadership development. Here are some significant issues, discussions, or development experienced in the RA mentorship role.

- **Matt Arnold:** Matt was a great team-player this year. He often would ask what I needed from him and tried very hard to deliver quality. He connected well with his residents and often was found cooking them food to get them to hang out. He had some difficult guys this year in G Unit and that became frustrating for him to handle. Overall, Matt was a quality RA.
- **Mark Christman:** This was Mark’s second year at Wiley Hall. He came into this year with high expectations of what he wanted this experience to be and finished strong. He became a bit burnt out towards the end and had graduation in sight, but kept going with the tasks that were assigned. He was a good support to his residents through-out the year.
- **Chris Evans:** Chris is a solid guy. Having had him this year, I am very happy to pass him on to Zac, new Wiley RD, next year. He is very good with the guys and is extremely mature in his outlook. He had an interesting living situation this year and did a great job at checking in with the guys in his units. Chris is a stellar RA and will be a huge asset next year to the Wiley RA team.
- **Chris Reid:** This was Chris’ second year as an RA in Wiley. Chris did a fantastic job working with his guys and getting to know each of them. He was often helping to support

the work that was going on in Wiley Hall and delivered a very positive experience for his residents. He got engaged during the Spring semester, but did not lose focus on his job. He finished well.

- **Doug Zuill:** This was Doug's second year as an RA (first in Wiley Hall). He did a great job at being intentional with the guys in his unit and would schedule time to meet with them to hear how they were doing. He would often leave me with a ton of information on his weekly reports and would go into more depth during our 1on1s. I appreciated Doug's work ethic and ability to do well socially and academically.

Intentional Contact with Students: The primary role of the RAs is to make significant contact with students regularly. The one-on-ones and team meetings were used to emphasize intentional contact and strategic planning. The RAs had good one on one contact with their residents as they were encouraged to take time to get to know each of them. At the beginning of the year, I gave them a sociogram, listing each resident's name and they were asked to comment on the degree in which they knew their resident. It was a good exercise at seeing how well they know their guys along with seeing if they have missed anyone from their units.

As the RD, it was also a high priority of mine to maintain intentional contact with the residents. It was primarily the students who required extra attention and support that were the beneficiaries of this time. During this past academic year, I have sought out relationships with several of my higher-risk individuals and have met with them on a regular basis. These students are either transfers or they seem to be struggling within PLNU. I have used this opportunity to try to connect them with others within PLNU so that they can be successful and have the appropriate amount of support. This is essentially shaping our students to be more successful while also helping with retention of those individuals.

All Hall Programming and Floor Programs:

The majority of hall programming revolved around food and social events. The attendance at most events was quite encouraging, considering the residence hall demographic. However, the RA team measured a program's success or failure based on quality, not quantity. Numerous social events were deemed successful: Bienvenidos Fiesta, Wiley Hall Christmas Gala, All Wiley BBQ, Beyond the Chalkboard, Adios Fiesta with Finch Hall.

Here are some highlights:

Wiley Hall Christmas Gala

The 6th annual Wiley Hall Christmas Gala was a great success this year. With over 300 in attendance, the evening allowed Wiley Residents to open up their home to the university students, faculty, staff, and community. It provides an opportunity for our campus to come together to support each other. The evening was well planned and taught the Wiley RAs and residents how to plan ahead and prepare for a large event. This event stressed the importance of community within the mission of PLNU. It allowed for the Wiley Residents to begin understanding what an open community looks like while allowing for fellowship and fun. As this program is social, it also allows them to be shaped by the service-oriented program of opening up Wiley Hall to the larger Point Loma Community.

Beyond the Chalkboard

Beyond the Chalkboard, formerly known as “The Last Lecture Series” in Wiley Hall was a great opportunity for Wiley Residents to come and dialogue with a staff or faculty member about life and how to succeed. Often the staff or faculty members only have the opportunity to connect with students within their class rooms, however this program welcomed faculty into their hall living space and allowed for positive dialogue to occur. This helps with the function to shape our students within the community in which they live. This year we invited Mark Carter (Chaplain), Dr. McKinney (Faculty), Dr. Wright (Faculty), and Dr. Wood (Faculty).

RD interoffice/departmental work: In addition to my RD role, I also participated in these projects or assignments:

Residential Life Student Conduct:

I further supported the RDs with issues relating to the Student Conduct portal and followed up with open incidents on the portal:

- Shared Folder Student Conduct development
- Forms and Systems Development
- Consultation for Developmental Response
- Alcohol Response (Collaborating with Wellness Center and Public Safety)
- Portal support

ARD Hiring:

I organized and implemented a hiring process for the ARD program. Through this, I set up the documentation for hiring, convened a committee, and made selection on three ARD positions.

Summer Housing:

I further developed a more sustainable summer program for myself and the Residential Life Program. Through creating more structure around the summer program and providing more support for the summer leadership team, this program will better serve our students while provide more accountability for those in summer housing. The following areas were developed to make this more possible:

- Development of ARD Program
 - Summer RD Manual
 - ARD Manual
 - RA Manual
 - Automated documents for further use

Residential Life Organizational Project:

Staying on top of everything related to Residential Life and keeping nine separate resident directors on the same page requires a high level of organization. My role was to prepare these areas so that the RDs would be organized and successful in their role. The following areas required my attention:

- Shared Folder
- Document Preparation and Form Development/Organization
- Student Conduct Portal oversight

Residential Life Website Development

I have continued to meet with Marketing and Creative Services to follow-up on the re-design our website. I am involved in the on-going support for Marketing and Creative Services as it relates to our Res Life website.

Student Development Website Development

This Fall, I was approached and asked to re-design/organize the Student Development website. I met many times with different entities both inside and outside of Student Development to create a solid website for interested students and parents to view. I have created task sheets for Marketing and Creative Services to make changes and have been trained to make changes to the website. The process is still continuing as this project involves many people at different levels.

NSO Volunteer Coordination

I worked with Jeff Bolster, Dean of Students, to coordinate the working groups for New Student Orientation. This involved assigning groups to various areas for move-in and each session at NSO. I also started a "NSO volunteer group" that will come early in the Fall to help support the efforts of Student Development in NSO.

GROWTH AND DEVELOPMENT

My plans for continued growth and development of programming are to continue to seek out the needs of my residents and program with those needs in mind. Since this was my last year in Wiley, I plan to pass on valuable information to the new RD, Zac. This will hopefully help him understand the culture that he is coming into and will allow him to best assess how to move forward with programming in Wiley.

STUDENT DEVELOPMENT COLLABORATION

The programs that expand interaction of **Wiley 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 **Wiley Hall** areas of collaboration.

Area	Year Initiated	Program/Service	Who Initiates Contact	Frequency of Interaction	Description of Interaction	Recommendation for future interaction
New Student Orientation	2009	Move In, University Experience, Floor Meetings	RD	Multiple contacts	Mtgs, Phone, Email	
Emergency Response	2009	Public Safety Response	RD	Throughout Year As Needed	Phone, Email, In Person	Need Handbook
Health & Safety	2009	Physical Plant - Work Orders, H1N1, Bed Bugs	RD	Throughout Year As Needed	Phone, Email, In Person	
Student Conduct	2009	Public Safety & Wellness Center	RD	Throughout Year As Needed	Phone, Email, In Person	
Intentional student contact from RD	2009	Faculty & Staff, especially Pat Curley & SFS	Staff or Faculty	Throughout Year As Needed	Phone & Email	
Taking students to campus events (RAs)	2009	Campus Activities Taskforce Committee, ASB, Intrmural, Centers	RD	Throughout Year As Needed	Email, Website, Attendance	
RA Box Duty	2009	Mail Services	Both	Daily	Email, Phone, In Person	
RD Office Hours & Administrative Duties	2009	Accounting & Physical Plant	RD	Throughout Year As Needed	Email, Phone, In Person	
RD & RA Liaison for Students/Staff/Faculty	2009	Faculty & Staff	Staff or Faculty	Throughout Year As Needed	Phone & Email	
All Hall Programming	2009	Sodexo, SEA Club, Physical Plant, OSV	Staff or Faculty	Throughout Year As Needed	Phone & Email	

APPENDICES

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

**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.).