



Report: Student Involvement Survey 2015

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Executive Summary

Over the course of one month, 237 students at Eastern Oregon University responded to the Student Involvement Survey. Key findings include:

- Most respondents attended at least one extracurricular event in the past week.
- Half of respondents were members of at least one club and a fifth were officers.
- Most respondents spend an average of four weekends per month in La Grande.
- Most respondents do not work or volunteer at all, on or off campus.
- Athletics and club activities are the most demanding activities for respondents in terms of time commitment. Student government and Ambassadors were least demanding.
- Word of mouth, posters, and email are the most common sources of information.
- Respondents were overall satisfied with the Hoke and dissatisfied with OrgSync. Respondents were also not satisfied with event and club offerings.
- Respondents wish to see more outdoor activities and concerts.
- Respondents were most available to participate in extracurricular events between 5 and 9 PM and on Fridays, Saturdays, and Wednesdays.
- Respondents were mostly motivated to be involved by personal and professional development, a desire to give back to the community, and socializing.
- Respondents rated involvement, information about involvement opportunities, event and club offerings, a sense of community, volunteer service, and paid employment as important.
- Respondents believe that involvement positively affects general life skills, professional skills, interpersonal skills, academic work, overall experience of EOU, and life after graduation.
- Respondents identified academic obligations, work obligations, and inconvenience as the most significant obstacles to involvement.
- On-campus employment is negatively related to involvement.

Survey Design, Administration, and Cost

Survey design began in January 2015. After two months of design and validation, the survey was administered for approximately one month from February 16 to March 13, with analysis beginning immediately thereafter. The survey was designed to take approximately ten minutes. Respondents completed the survey using a Google Form, the URL and QR code for which was displayed prominently on all advertising. Sixteen respondents chose to remain anonymous.

The survey was designed with five purposes in mind, listed below in no particular order:

- Assess the present level of student involvement with extracurricular activities.
- Assess customer satisfaction with programming and support and identify opportunities to improve.
- Assess attitudes toward, motivations for, and perceived effects of involvement.
- Correlate student involvement with demographic, academic, and other variables.
- Identify obstacles to involvement.

These purposes guided the design of instrument questions, with each question aimed at fulfilling one of these five purposes.

Prior to the design of the survey, I collected and examined several relevant surveys and their results. These include the National Survey of Student Engagement (NSSE), the Northern Kentucky University Student Involvement Interest Survey, and the Boise State University Campus Activities Survey (CAS). The former and latter are especially important. The NSSE is being administered soon after the completion of the SIS, which was designed to complement the former. The CAS provided a good survey, with several questions included in the SIS being drawn from the CAS.

Marketing for the survey took a multifaceted approach. Advertising included:

- A notification on Webster,
- Posters in every building,
- Residence hall door tags,

- Tags on computer monitors in the Learning Center, Zabel Hall computer lab, and Pierce Library computer stations,
- Posters on windows, walls, and doors of buildings,
- Distribution of handbills on tables in most buildings,
- Weekly emails to every on-campus student via the student InfoLine,
- Advertisement on the Center for Student Involvement's website,
- Social media status updates,
- White-board signage outside of the Mountie Café, and
- Radio PSAs.

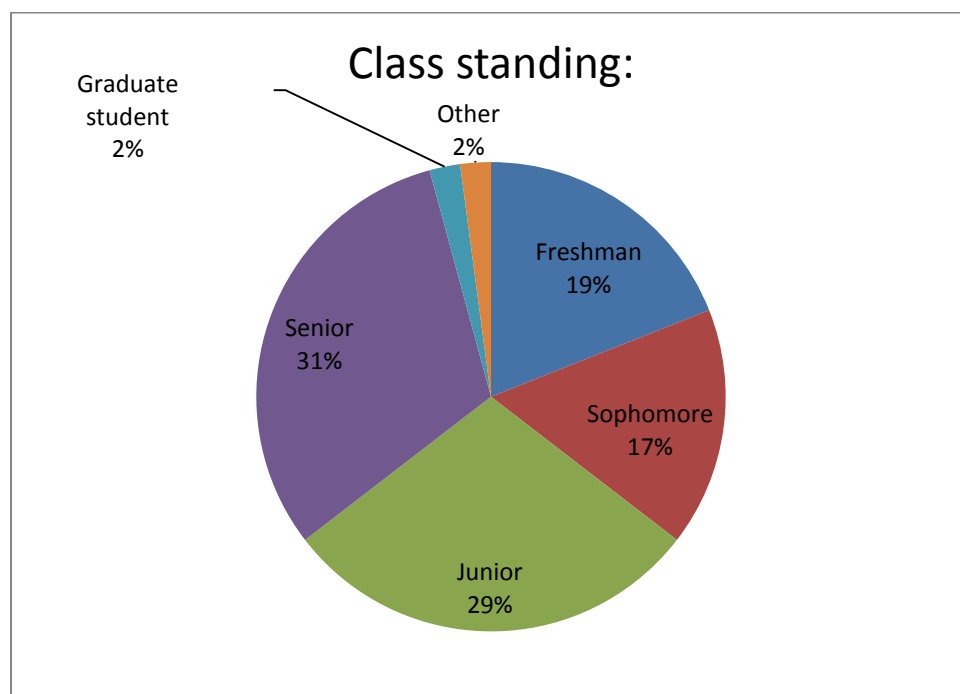
It is reasonable to assume that most on-campus students saw at least one of these media during the month-long survey administration period. In addition to these advertisements, participants were able to obtain free candy and enter to win one of two \$25 Amazon gift cards.

Although more than 15% of the on-campus population responded, self-selection determined the sample. Since more-involved students are more likely to respond to a survey, this probably introduced some sampling bias. The survey also excluded students not taking classes at the main La Grande campus in consideration of simplicity, length, and relevance to CSI's mission. Rather than attempting to achieve a random sample, efforts focused on maximizing the response rate and representativeness of the on-campus student population. The results of these efforts are discussed in the section "Responses and Respondents" below.

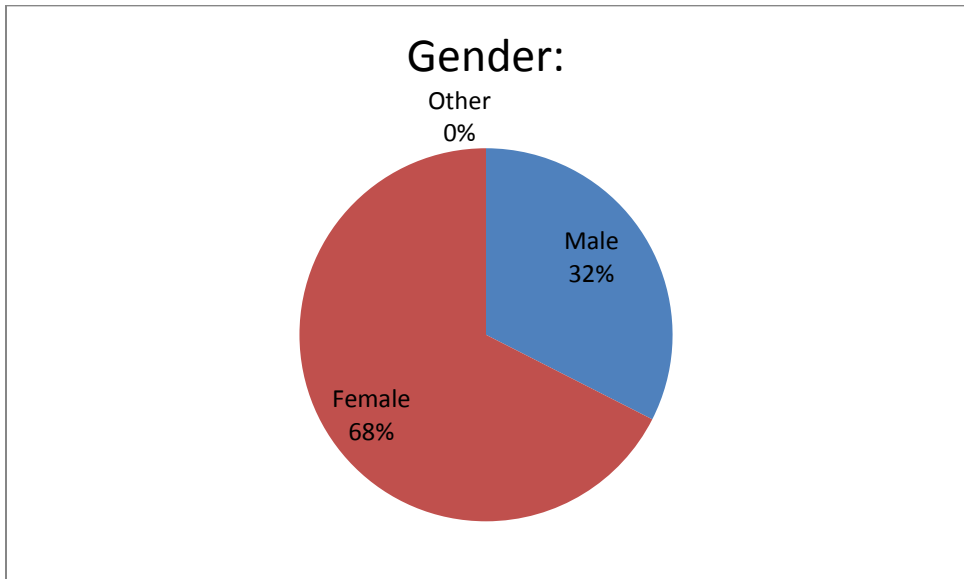
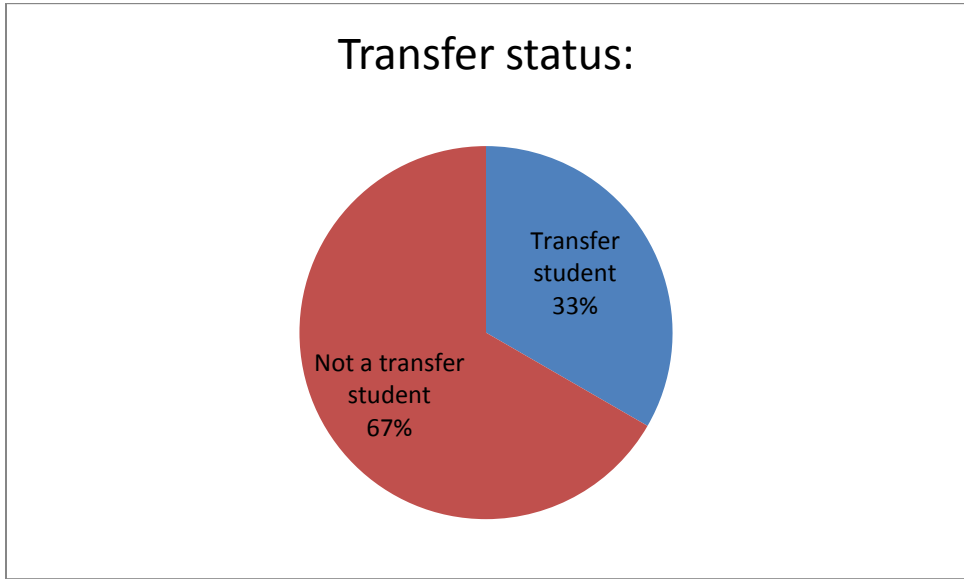
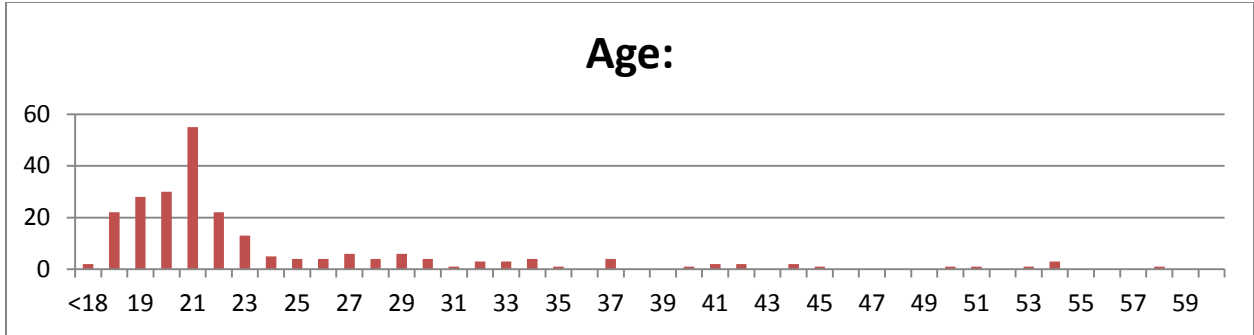
The survey has been relatively inexpensive, totaling approximately \$1000 for labor, printing, and incentives. Labor made up more than 95% of costs.

Responses and Demographics

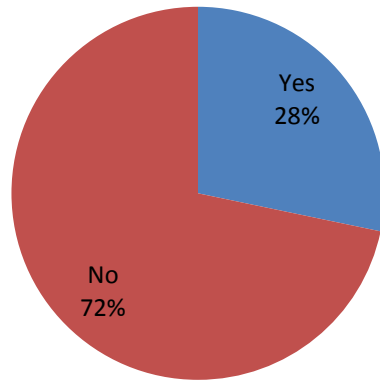
237 students completed the survey, or 15.4% of students taking at least one on-campus credit during the fourth week of winter 2015. Juniors and seniors made up 60% of respondents, with 36% being freshmen or sophomores. 2-3% were graduate students, and 1-2% were other students, including two high-schoolers attending via the Easter Promise program and a non-admitted student taking classes. Respondents were fairly young, with 66% being 22 or younger. 67% were transfer students, 72% traditional, 32% male, 9% Hispanic, 94% full-time, 89% taking courses mostly on campus, and 25% living on campus. The charts below illustrate these and other demographic variables. Although demographic data for on-campus students is not readily available for comparison, the data below are fairly representative of all EOU students, providing no evidence for a selection bias.



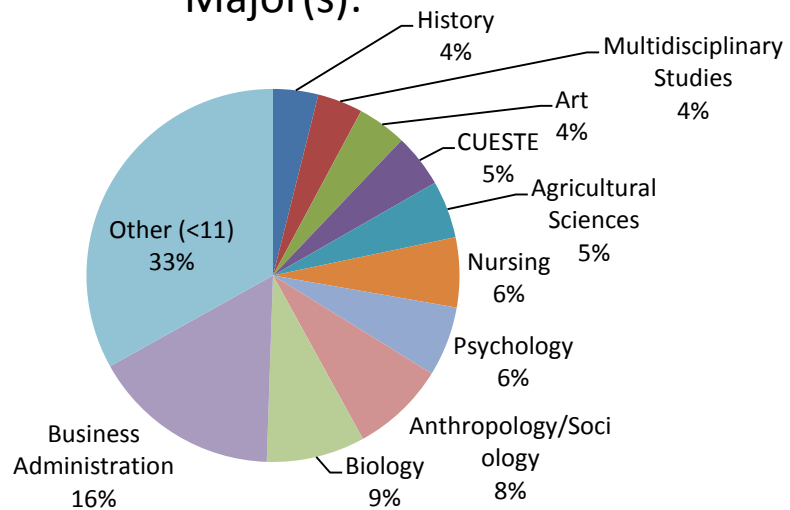
| Other/comments |
|--------------------------|
| High school Jr. |
| High Schooler |
| Non-admit taking classes |
| post graduate |
| post-bac |

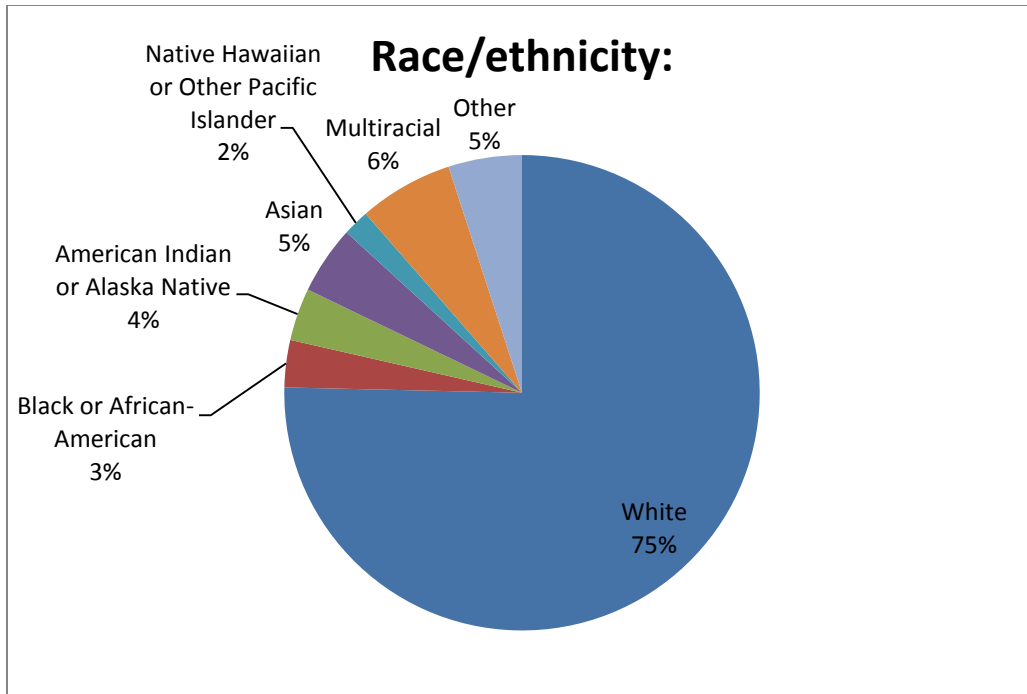


Are you a nontraditional student?



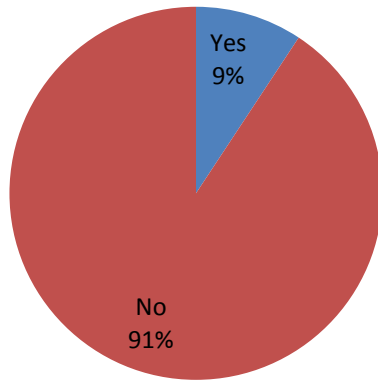
Major(s):



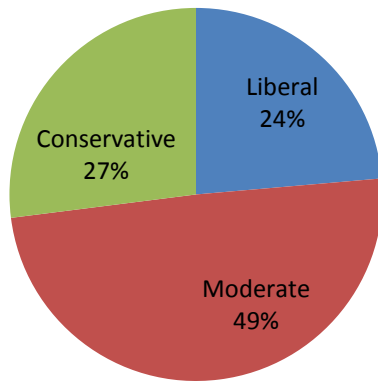


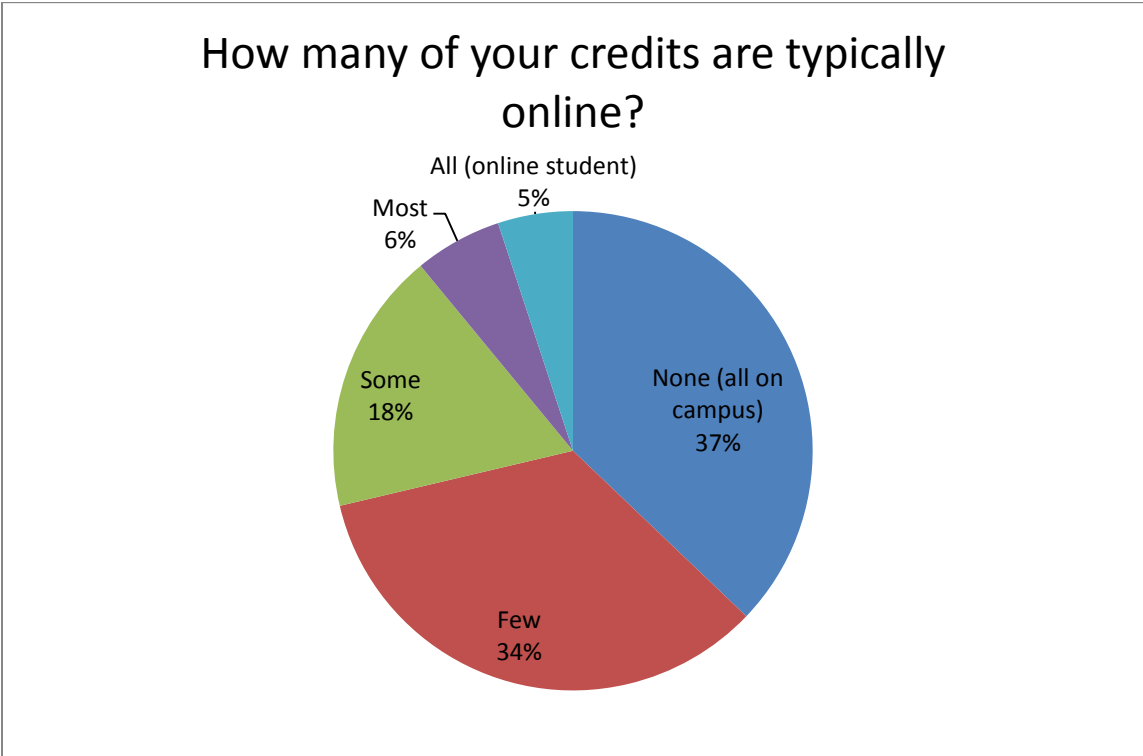
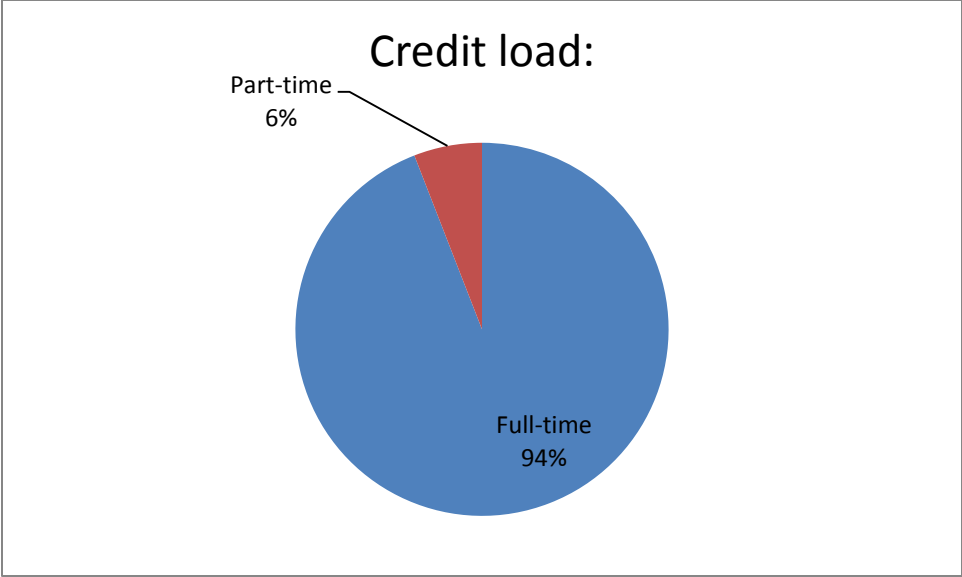
| Other/comments |
|---|
| White, Scottish |
| White, Hispanic |
| Hispanic |
| White, Human |
| You actually can't make someone answer this question. |
| Latino |
| White, hispanic |
| Mexican |
| Hispanic |
| Colombian |
| White, Bra, I'm Latina. |
| Why isn't Hispanic on here? |
| Mexican |
| Mexican American |

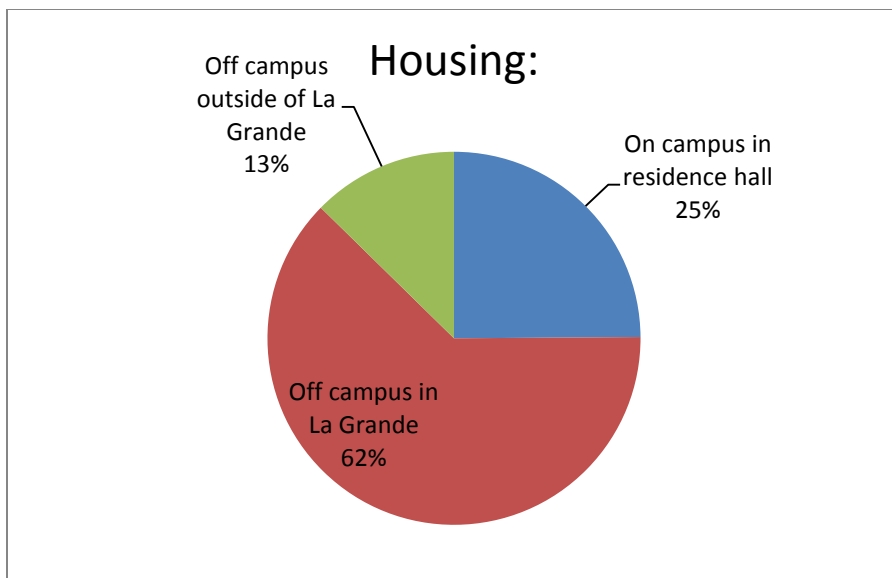
Are you Hispanic?



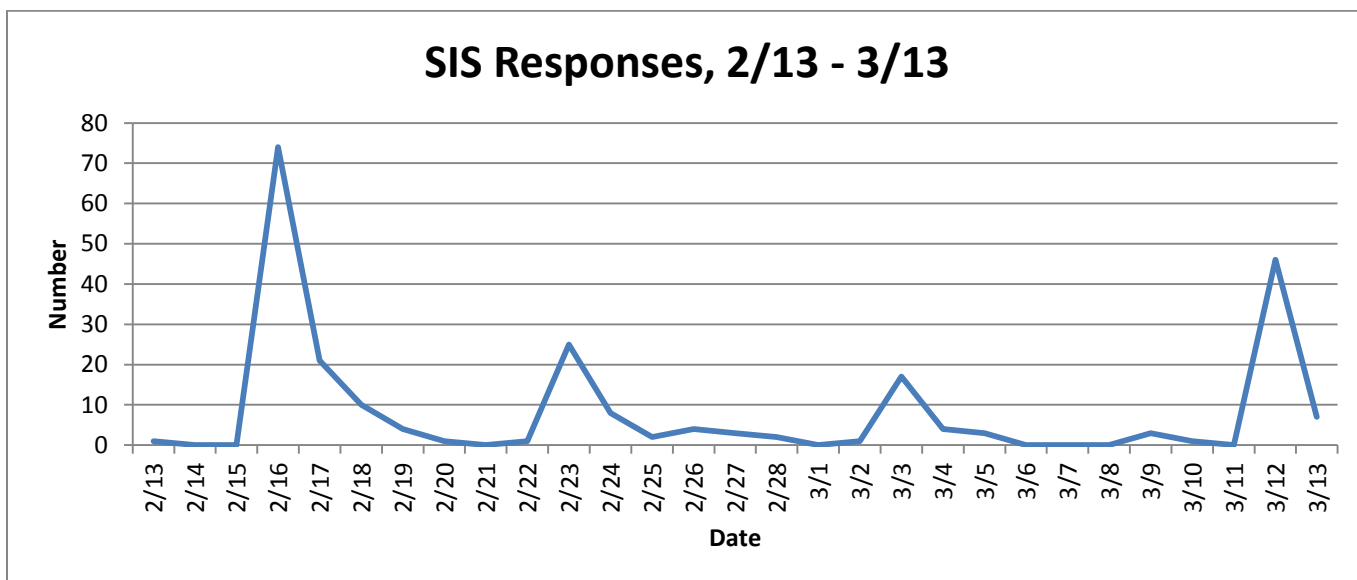
Political views:





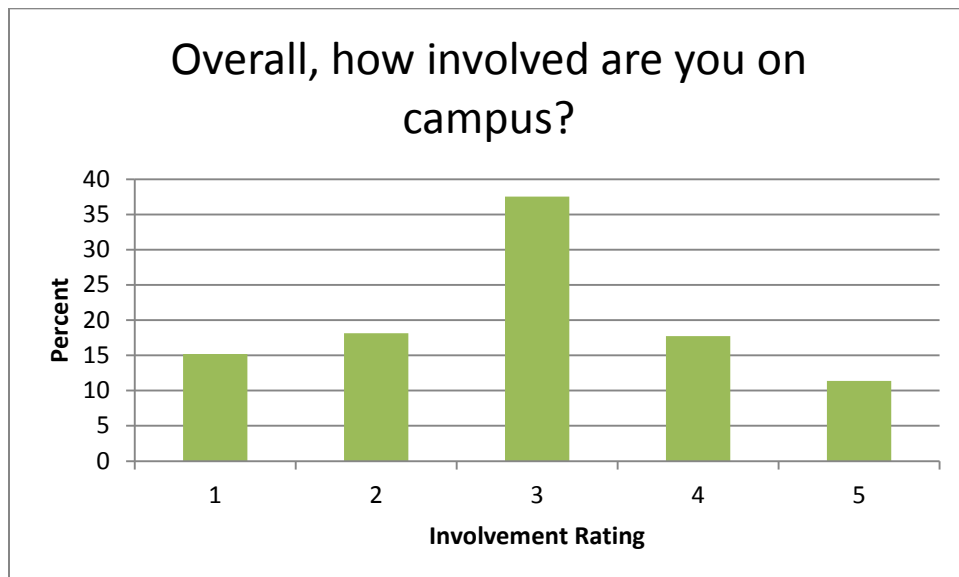


Responses were heavily influenced by advertising via the student InfoLine email service. Over 68% of responses were received on days on which an email was sent out. The greatest number of responses occurred following the first notification on February 16, with slightly smaller increases on the three following reminders. The final reminder produced a slightly greater number of responses, perhaps as a result of some respondents putting off their participation. The chart below illustrates the responses received by day.

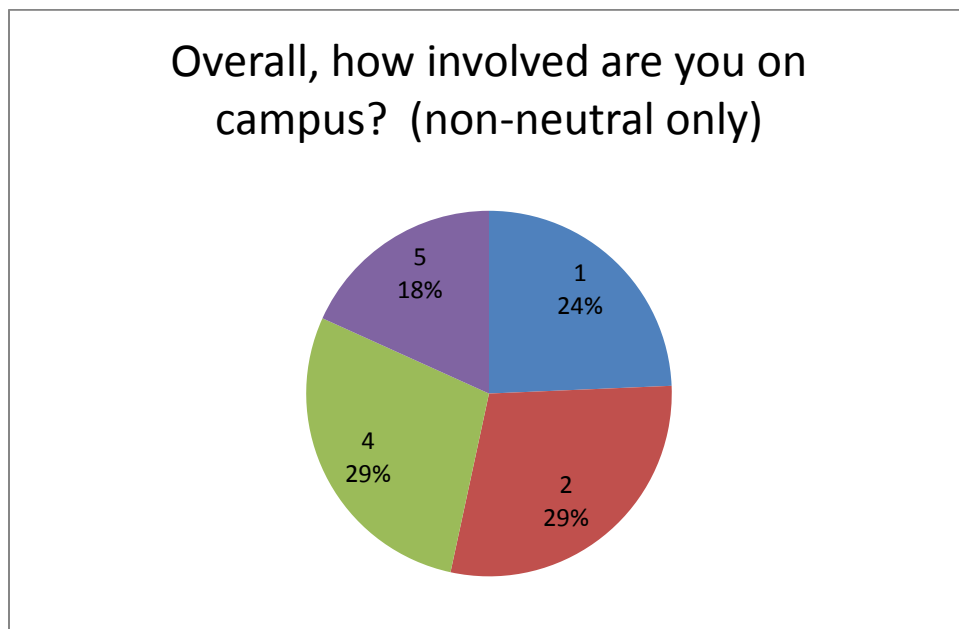


Level and Dimensions of Involvement

Respondents were very evenly-split in how they perceive their own involvement. Almost exactly equal numbers rated their own involvement above or below neutrality, as shown in the chart below.

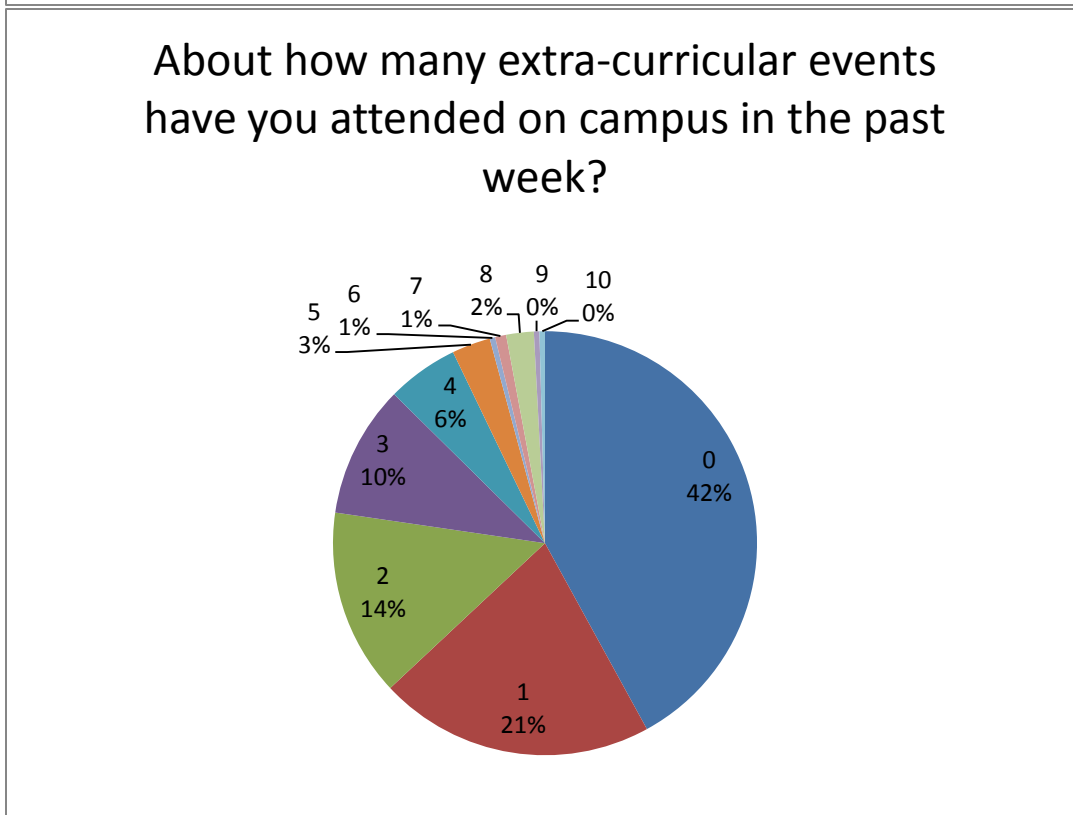
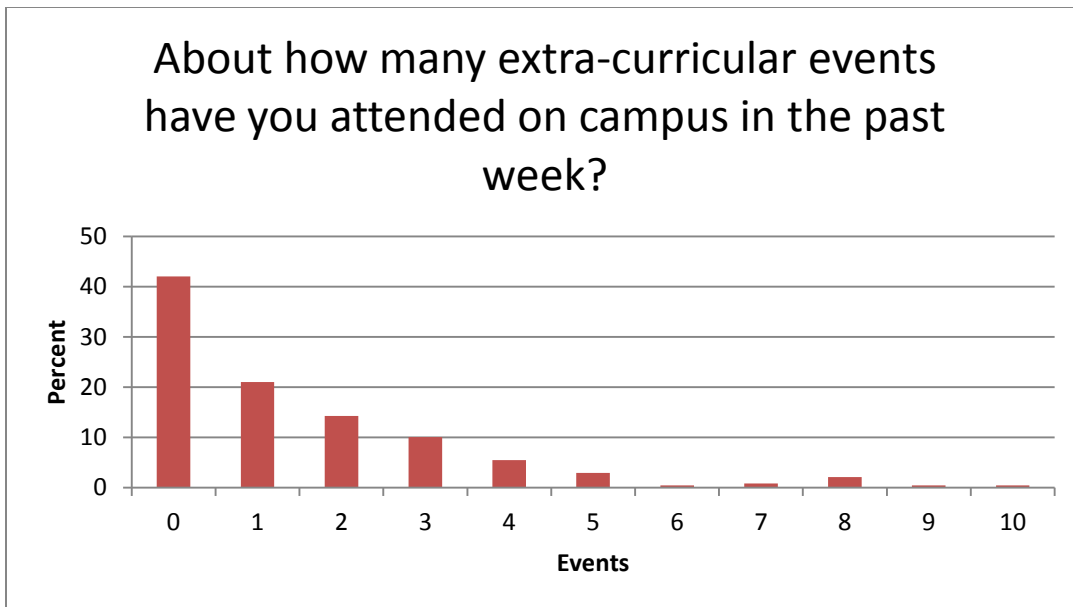


Among those with an opinion, results were similar. In addition, the average and median of involvement ratings indicate little difference from neutrality.



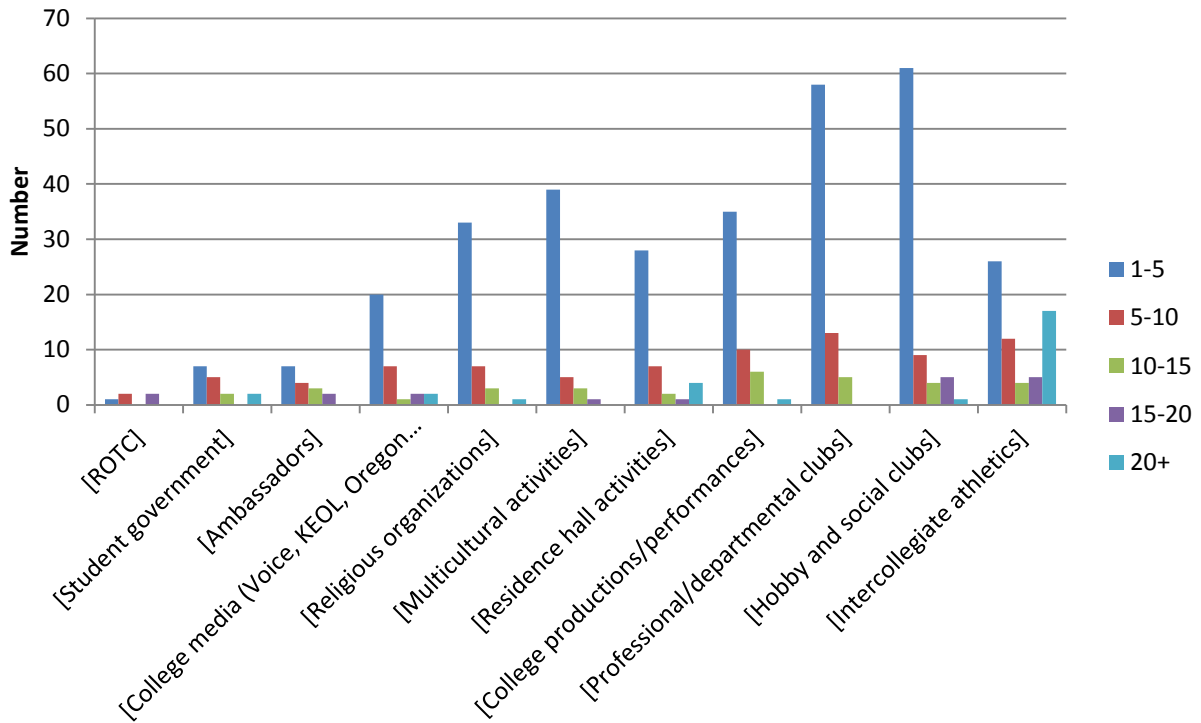
These results are not very informative in isolation. Because differences from neutrality are so slight, there is little evidence that students at large perceive themselves to be either more or less involved than the standard evoked by a neutral rating.

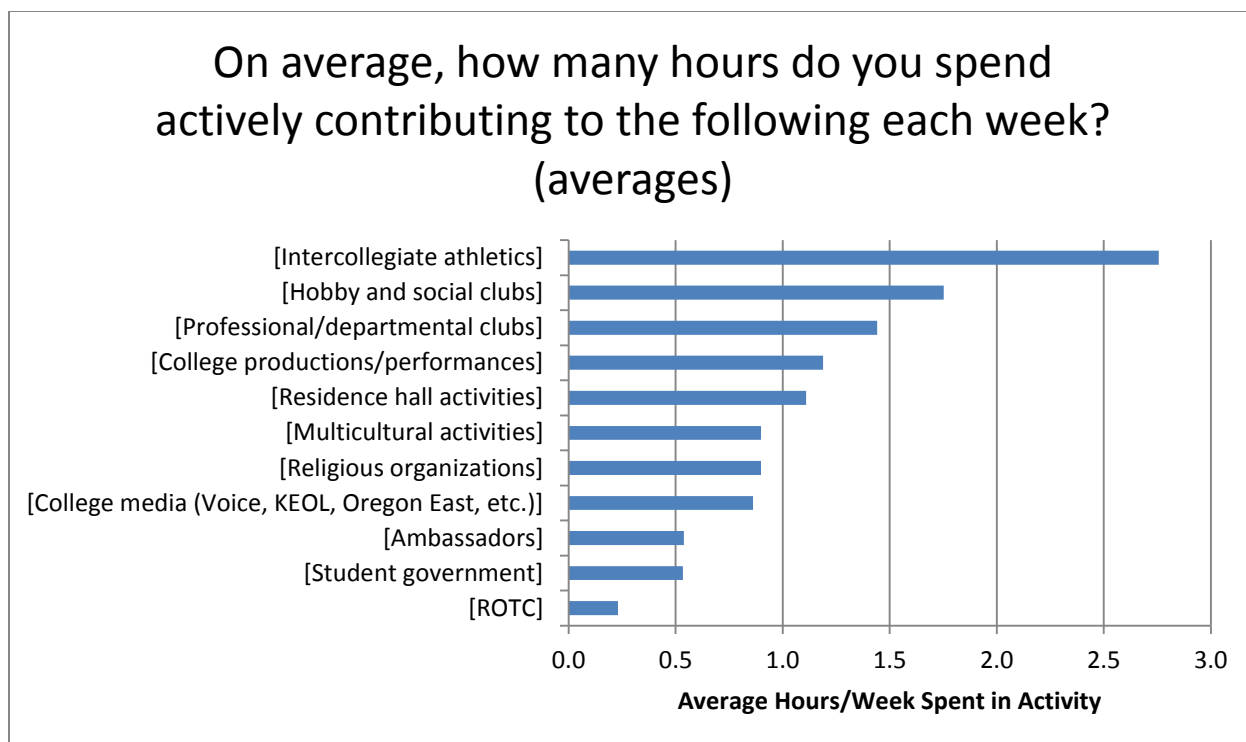
A behavioral variable such as event attendance may be more informative than respondents' perceptions of their own involvement. On average, respondents attended 1.5 events in the previous week, with over half of respondents attending at least one event. Very few respondents attended more than four events. The charts below summarize this information.



Beyond event attendance, many students actively participate in extracurricular activities each week. Respondents were asked to describe their average weekly time commitment to several categories of activity, summarized below.

On average, how many hours do you spend actively contributing to the following each week? (excludes null responses)





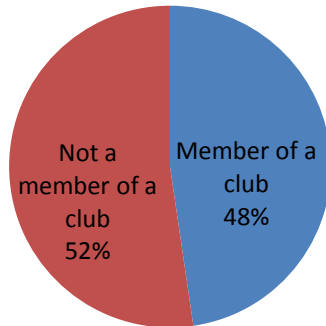
(See Appendix II for other responses.)

As these charts indicate, the average and distribution of hours committed to extracurriculars varies widely by activity. Before analyzing these differences, it is important to note that the number of hours contributed by respondents is very strongly associated with the number of respondents engaging in that activity at all. This may indicate an underlying bias of the responses. Independent of this consideration, the small number of respondents for each category raises the possibility of a very wide sampling variability.

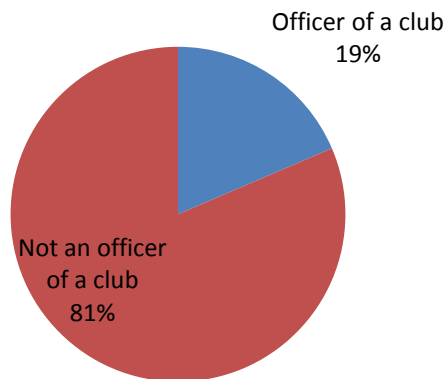
Nevertheless, two interesting observations may be made. First, notice that athletics requires a significantly higher average weekly time commitment than other activities. This is unsurprising, given the high expectations of athletics and, often, funding tied to performance. Second, athletics differs from other activities in the distribution of time commitments. Whereas other activities require most of their participants to spend less than five hours per week on the activity, most athletes spend more than five hours per week on athletics. Other activities therefore have more marginally-attached participants, whereas athletes are more likely to identify as such as a result of the great amounts of time spent on athletics.

Club membership and officership are other dimensions of involvement. Just under half of respondents were members of at least one club, while only 19% were officers in at least one club. The charts below summarize club membership and officership.

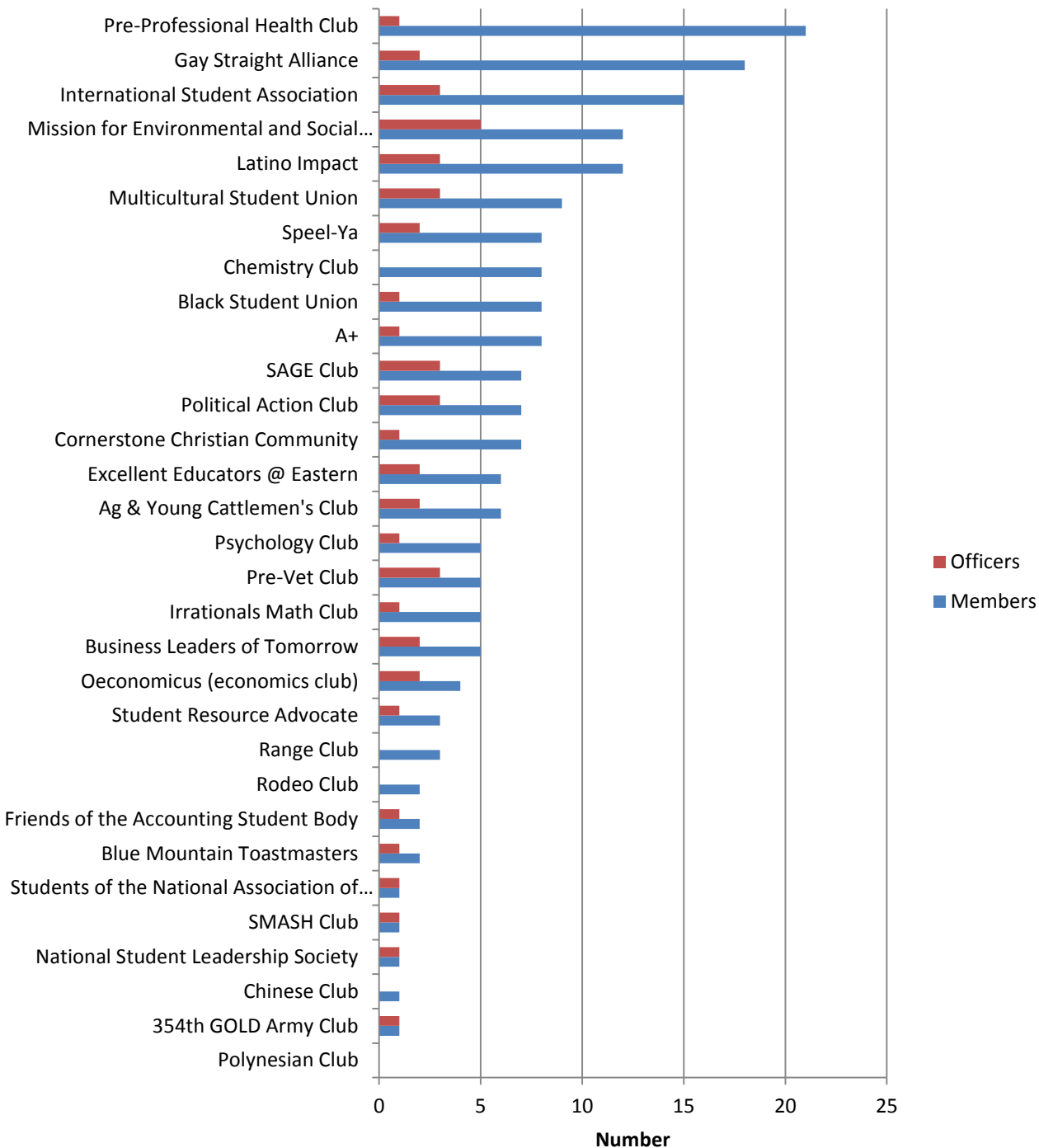
In which of the following clubs are you a member?



In which of the following clubs are you an officer?



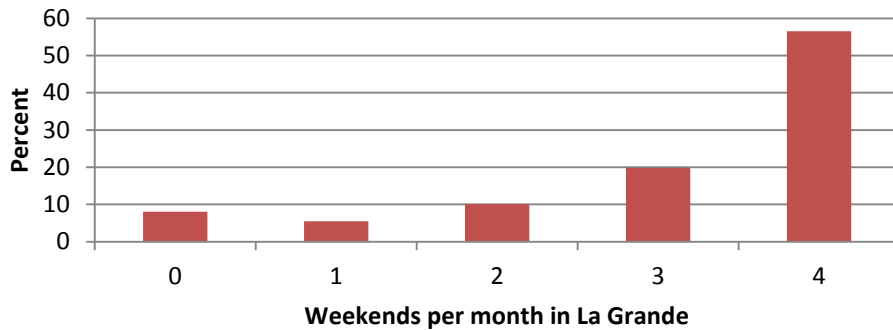
In which of the following clubs are you a member (officer)?



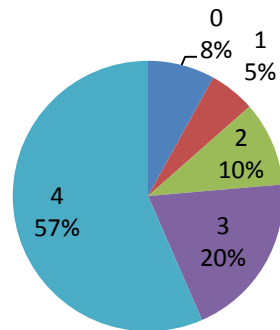
| Other membership | Other officership |
|--|---------------------------------------|
| eastern theatre club | CFFA |
| Film, but its not technically a club anymore | CFFA Historian |
| CFFA | Hopefully founder of EOU fitness club |
| Attempting to start a fitness club by spring term | I am not an officer in any club |
| CFFA | None |
| veterans club | None |
| ISA | none |
| K-House | none |
| Sports | None |
| Student Athlete Advisory Committee | none |
| Student Council for Multicultural Affairs | none |
| None | None |
| Residence Life Association | None |
| ASEOU | Residence Life Association |
| would like to join the math club but haven't heard when the meetings are | Ski & Snowboard Club |
| None | |
| none | |
| Ski & Snowboard Club | |
| none | |
| rock climbing club | |
| CFFA | |
| None | |
| none | |
| none | |
| Ed Club | |
| NOne | |

Some concern has been raised that students spend an insufficient amount of time in La Grande during their free time. Respondents overwhelmingly report, however, that they spend the majority of their weekends in La Grande. On average, students spend 3.1 out of 4 weekends per month in La Grande, with 86% reporting that they spend at least half in the city. These results are summarized in the charts below.

About how many weekends per month do you spend on average in La Grande?

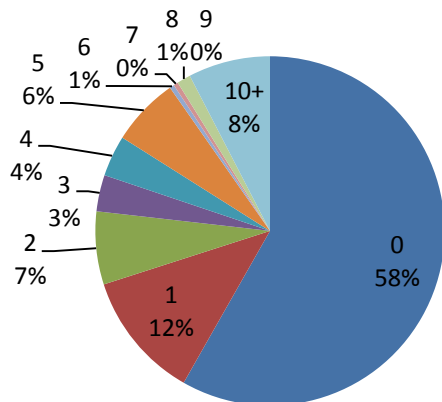


About how many weekends per month do you spend on average in La Grande?



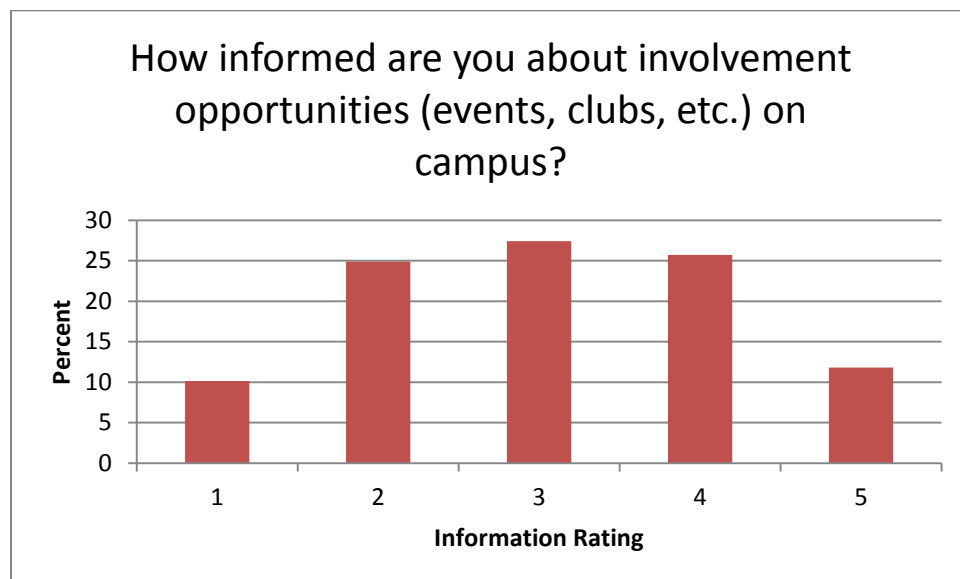
In addition to the above measures of involvement, many students have planned or coordinated events on campus. Surprisingly, almost half of respondents report that they have planned at least one event during their time at EOU, with almost 10% reporting ten or more events. This is summarized in the chart below.

About how many events have you planned or coordinated during your entire time at EOU so far?

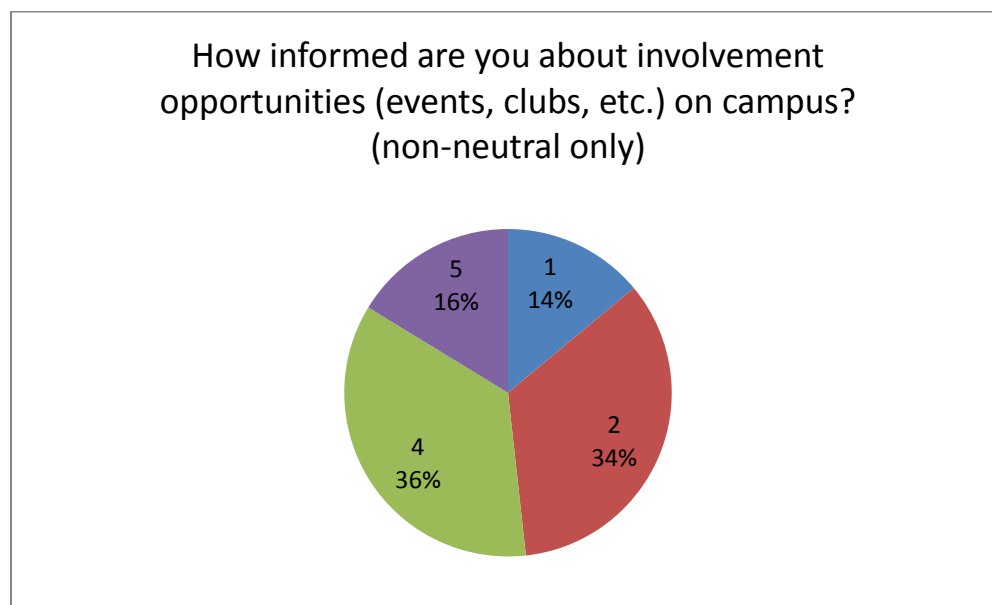


Level and Sources of Information

Similarly to their perceived level of involvement, respondents were neutral on average in their perceived level of information about involvement opportunities on campus. As the chart below indicates, responses were more tightly clustered around neutrality.

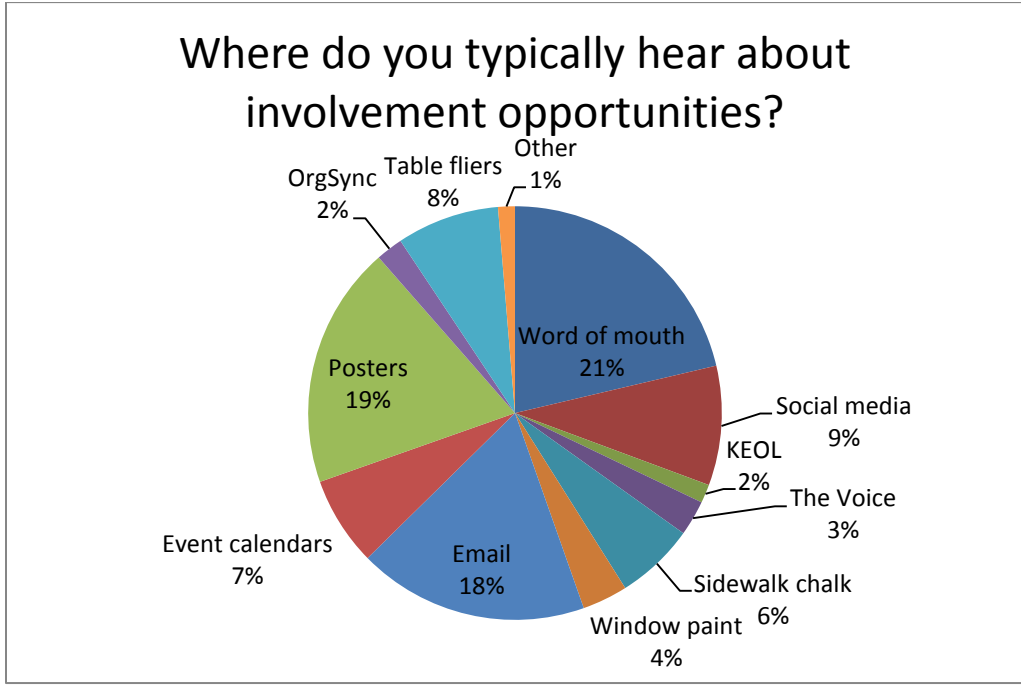
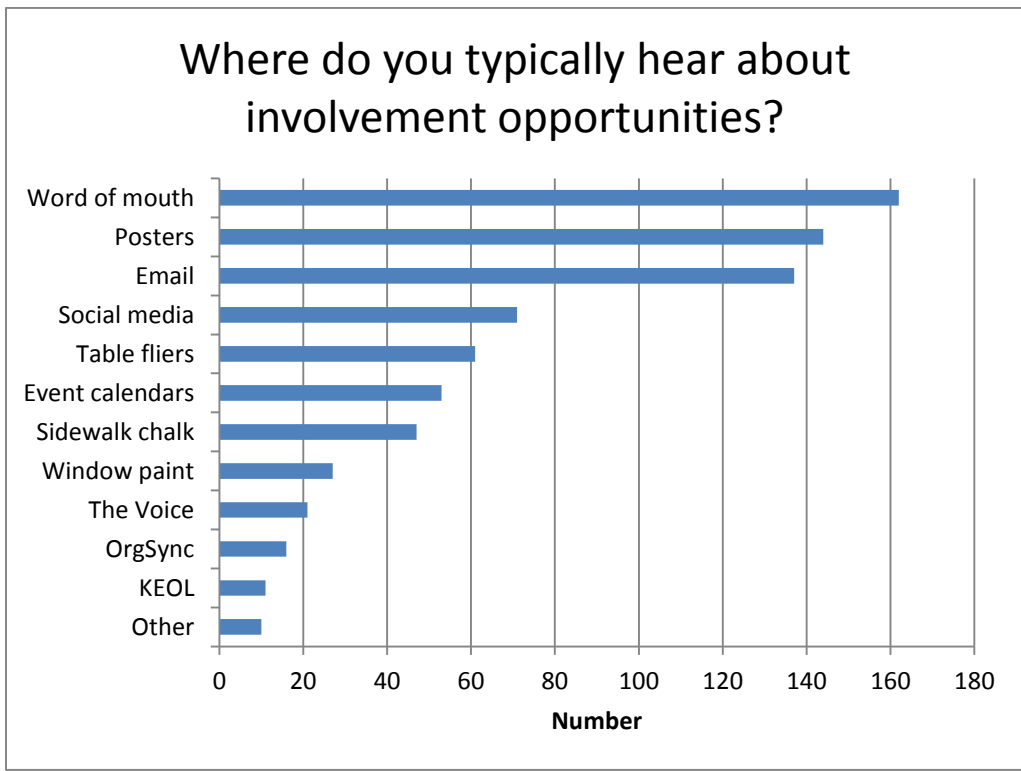


Among those with an opinion, a slight majority rated themselves more informed than neutrality.



More interesting results are obtained regarding information sources. The top three sources of information, accounting for 58% of responses, were word of mouth, posters around

campus, and email. Social media, table fliers, event calendars, and sidewalk chalk were moderately important, accounting for 30% of responses, while window paint, college media (newspaper and radio), and OrgSync were unimportant (11%). These results are summarized in the charts below.



| Other/comments |
|---|
| EOU Webpage |
| EOU Confessions |
| I wish I was more informed, but this is my first year at Eastern Oregon University |
| Professors |
| professors |
| professor's |
| Usually word of mouth, after the event has already happened. |
| Advising |
| RA's |
| I actively seek out involvement opportunities and pay attention, because of my role at KEOL |

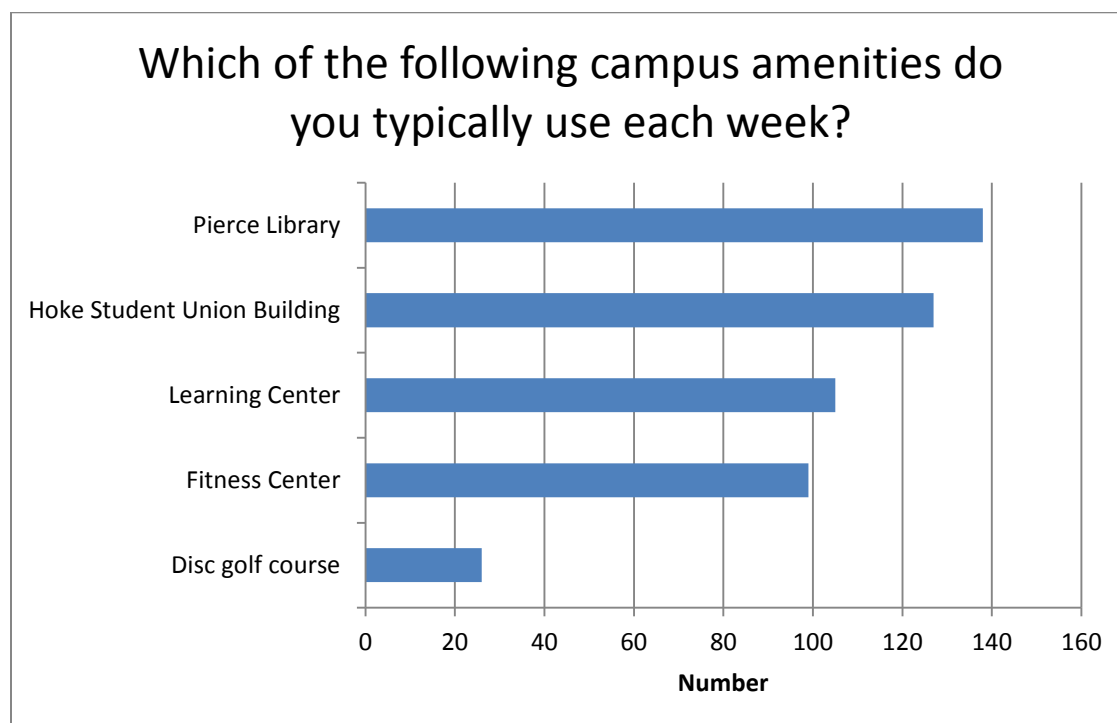
Several of these results are notable. First, it is surprising that word of mouth was the most popular information source. The Boise State University Campus Activities Survey, for example, found that word of mouth and social media were equally important information sources. EOU may rely more on word of mouth as a result of a smaller student body or tighter social networks. Furthermore, some respondents may have confused information received over social media with word of mouth, artificially inflating the responses for this information source.

Second, many respondents identified posters and email as important sources of information. This directly contradicts the adage often heard among students, staff, and administrators that students tend to ignore these sources. This result may be less surprising if one considers the great amounts of information typically contained on poster boards (the entirety of which often contain posters) and sent by email (at least one per week during the survey administration period).

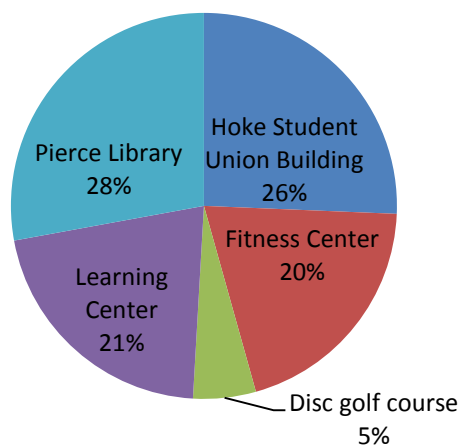
The implications of these results for club advertising are not immediately evident. Although it is tempting to conclude that the top three information sources identified by respondents are the most efficient media for advertising, clubs and organizations may find their message lost among the many other competing for attention through these means. Some events may be better advertised by less typical means in order to set one's message apart from others or in order to target messaging at particular groups.

Amenities and Peer Interaction

Perhaps unsurprisingly, Pierce Library and the Hoke Student Union Building are the most-used campus amenities. However, the number of students using Hoke, Pierce, the Learning Center, and the Fitness Center each week are nearly equal. Very few respondents use the disc golf course, with 5% of respondents using it weekly. The charts below summarize these results. **Note:** The percentages displayed in the pie chart do not represent the exact percentage of respondents using the amenity each week. Respondents were able to select multiple amenities.



Which of the following campus amenities do you typically use each week?

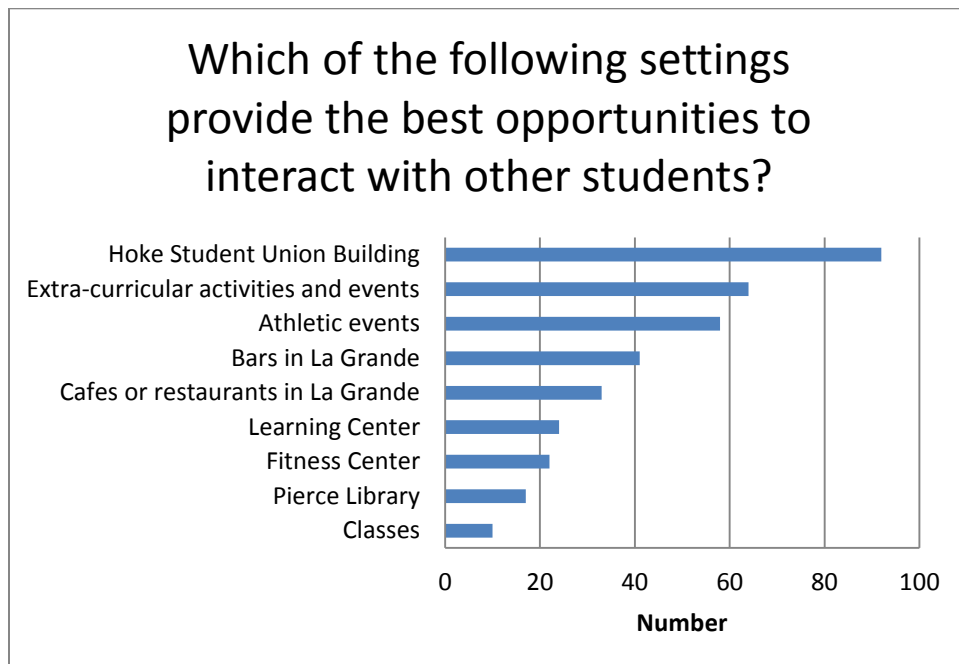


Other/comments

Ag Study Lab
 Apartment
 Disabilities
 math lab
 Badgley Hall Ag Lounge
 Zabel Computer Lab
 math lab
 Multicultural Center
 Ag Lounge
 Badgley
 Psychology Lab & Library
 KEOL
 Math Lab
 none
 None
 Zabel Hall for testing

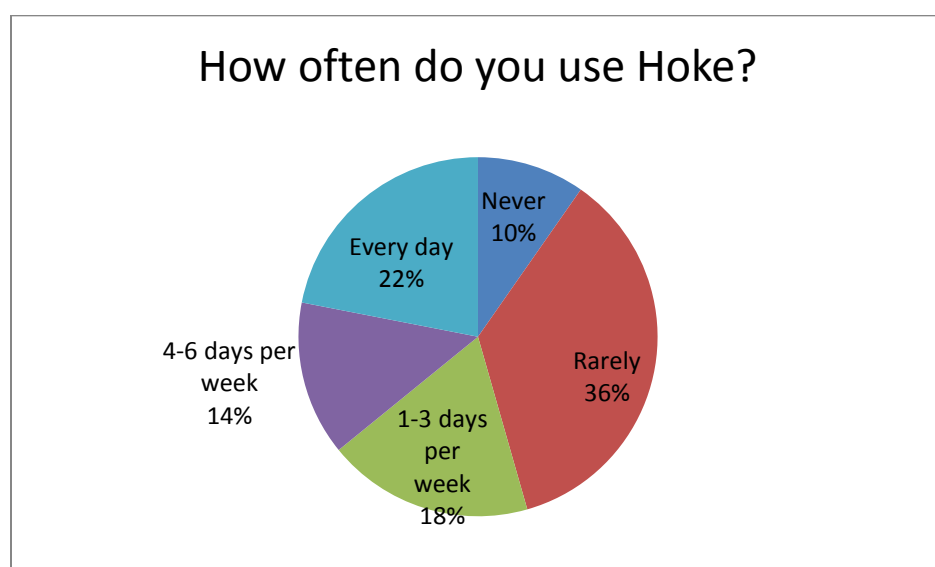
It is of interest to know which amenities are most conducive to peer interaction, which has been found beneficial for students. Unsurprisingly, the two locations identified as best for peer interaction were the Hoke Student Union Building and extracurricular activities and events. Locations such as the Learning Center and classes were identified as least conducive. La Grande

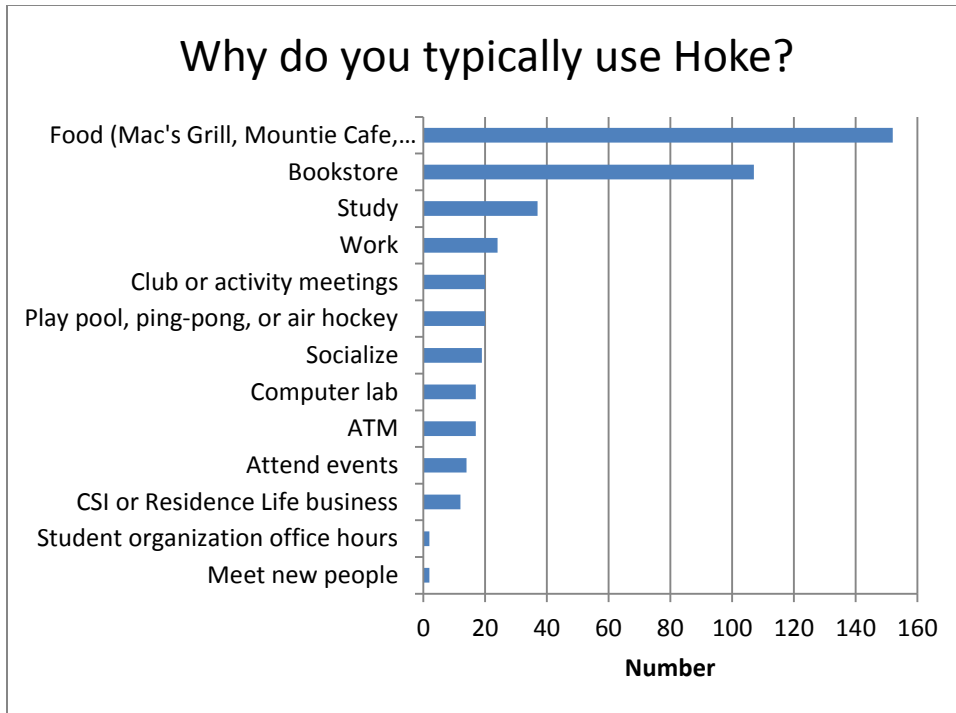
establishments were of middling conduciveness to peer interaction compared to these extremes. See the chart below.



Hoke Student Union Building (HSUB)

Students use Hoke moderately often. Although about one-third of respondents use the building only “rarely,” a majority use the building at least one day per week. Three amenities account for most of respondents’ motivations for using the building: the bookstore, Mac’s Grill, and the Mountie Café. Food alone accounted for one-third of identified motivations. Other reasons for using the building were relatively insignificant, although they accounted for 42% of reasons for using the building. The charts below summarize this information. For further information about the Hoke Student Union Building, see sections Hoke Student Union Building Game System Preferences, Amenities and Peer Interaction, and Student Satisfaction.





Other/comments

Coffee! :)

laundry card

Laundry money

Laundry Card Money

Thing

pool table

Academic Gameplan

0

I never go to Hoke

I dont use it

na

None

do not use

Laundry Card Machine

student locker

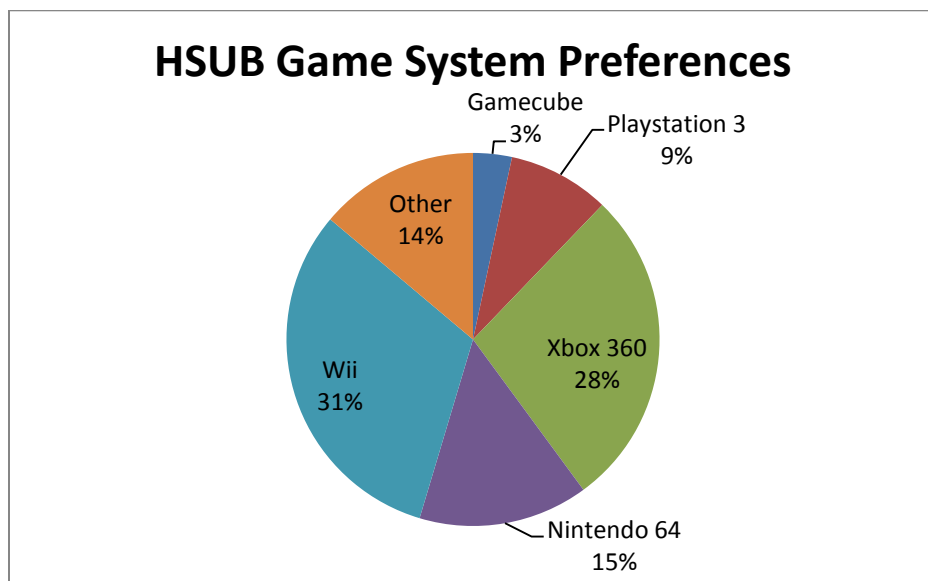
Only to buy coffee

Laundry Card Machine

Meet with on-line teacher

Hoke Student Union Building Game System Preferences

Students have varied preferences for video game systems. Approximately one-third of respondents preferred the Wii, with almost equal numbers preferring the Xbox 360. The Nintendo 64 was preferred by 15%, the Playstation 3 by 9%, and the GameCube by 3%. Other responses, making up 14% of responses, include no preference, other systems, and several respondents expressing the opinion that the HSUB should not provide recreational video games for students. The pie chart and table below summarizes these responses.



| Other: |
|---|
| Board games. Video games are detrimental to group interactivity |
| Do not use |
| don't care |
| I am not familiar with these systems |
| I don't know/play video games |
| I don't play them |
| kinetic |
| N/A |
| No opinion |
| No preference |
| none |
| none |
| none |
| none |
| None |
| none |
| None |
| None |
| None |
| None students should be doing homework not playing games |
| None! Video games don't belong at school. |
| none, people need to get out and do stuff outside, andnot play video games. |
| Old school arcade games |
| PC |
| Play station 4 |
| Playstation 4 |
| Wii u. xbox 1 |
| Xbox One |
| xbox one |
| Xbox One |
| xbox306 move |

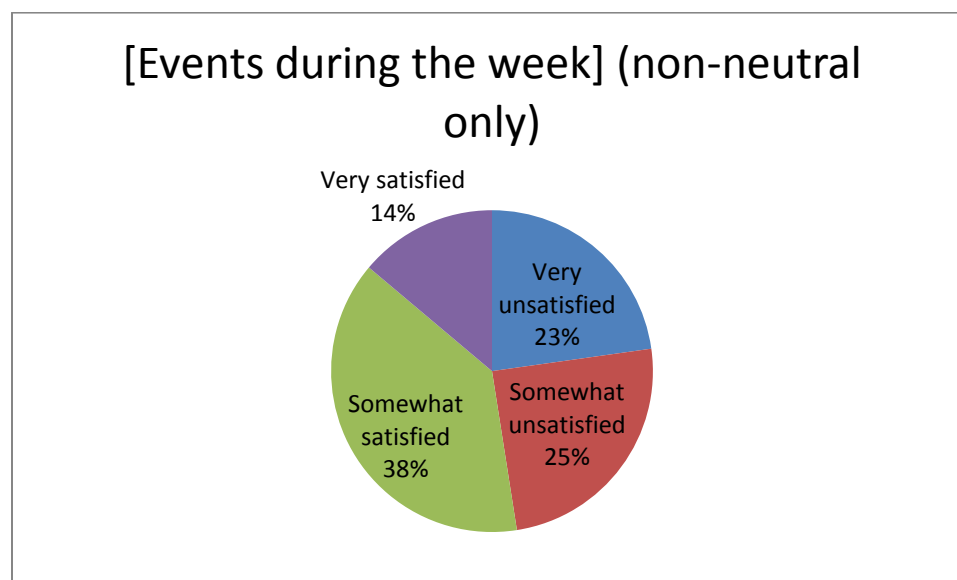
Student Satisfaction, Programming, and Availability

Satisfaction with the following aspects of campus life were assessed:

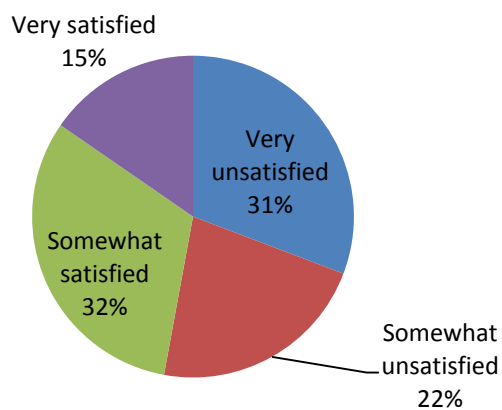
- Events during the week,
- Events during the weekend,
- Club offerings,
- OrgSync, and
- Hoke Student Union Building.

With the exception of OrgSync, respondents were generally neutral or satisfied with the above categories. Students were most satisfied with the Hoke Student Union Building, with 70% of respondents who had an opinion satisfied. This may be surprising, given that several students have expressed dissatisfaction with the 2013 renovation. There are several possible explanations: First, because many respondents were recruited in the building, there may be a sampling bias in favor of more satisfied students. Second, many younger students may have no prior standard with which to compare the building, increasing their satisfaction. Finally, students may be more satisfied in general with the building than might be inferred from the relatively small number expressing dissatisfaction.

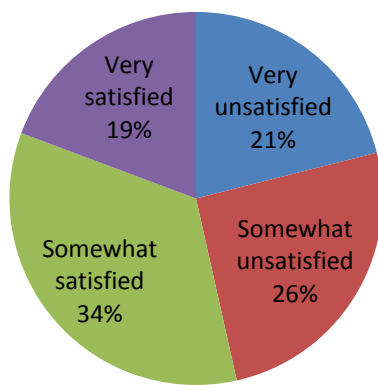
OrgSync received the most negative response, with 71% unsatisfied. Respondents were almost evenly divided on the remaining categories. The charts below summarize this information.

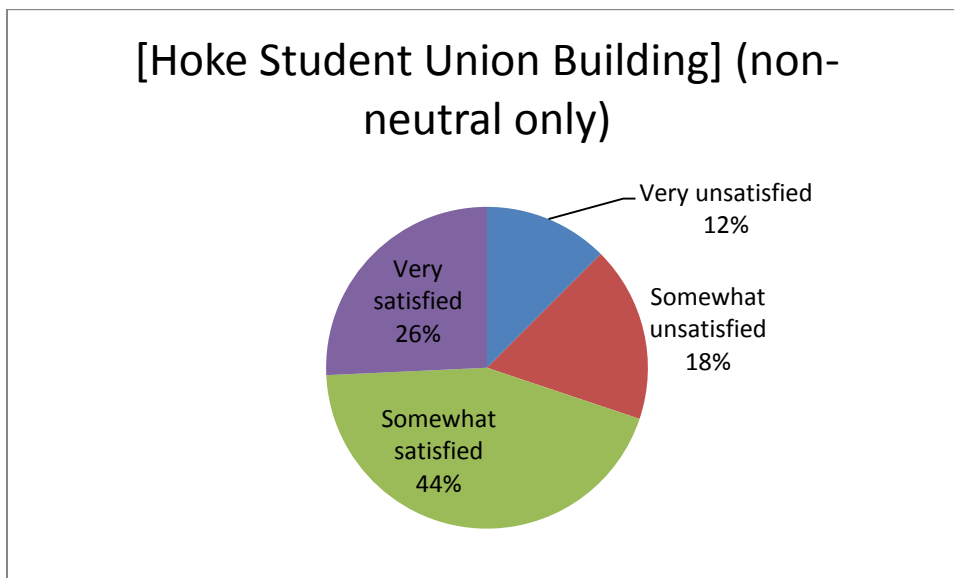
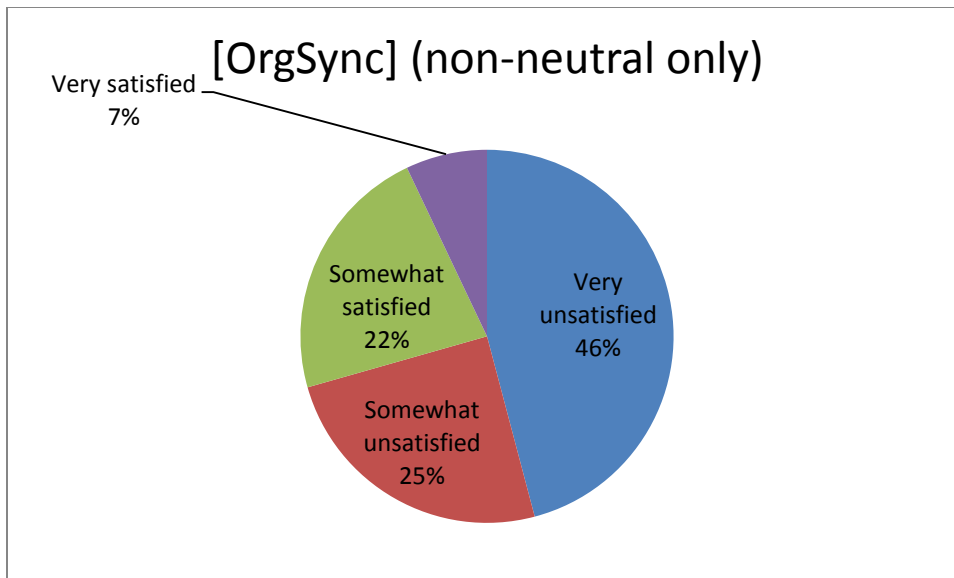


[Events during the weekend] (non-neutral only)

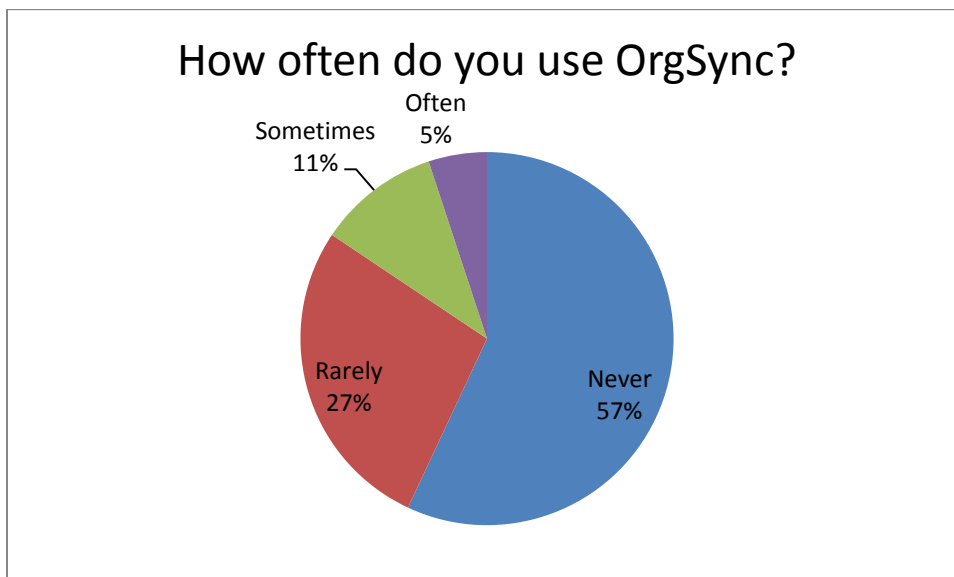
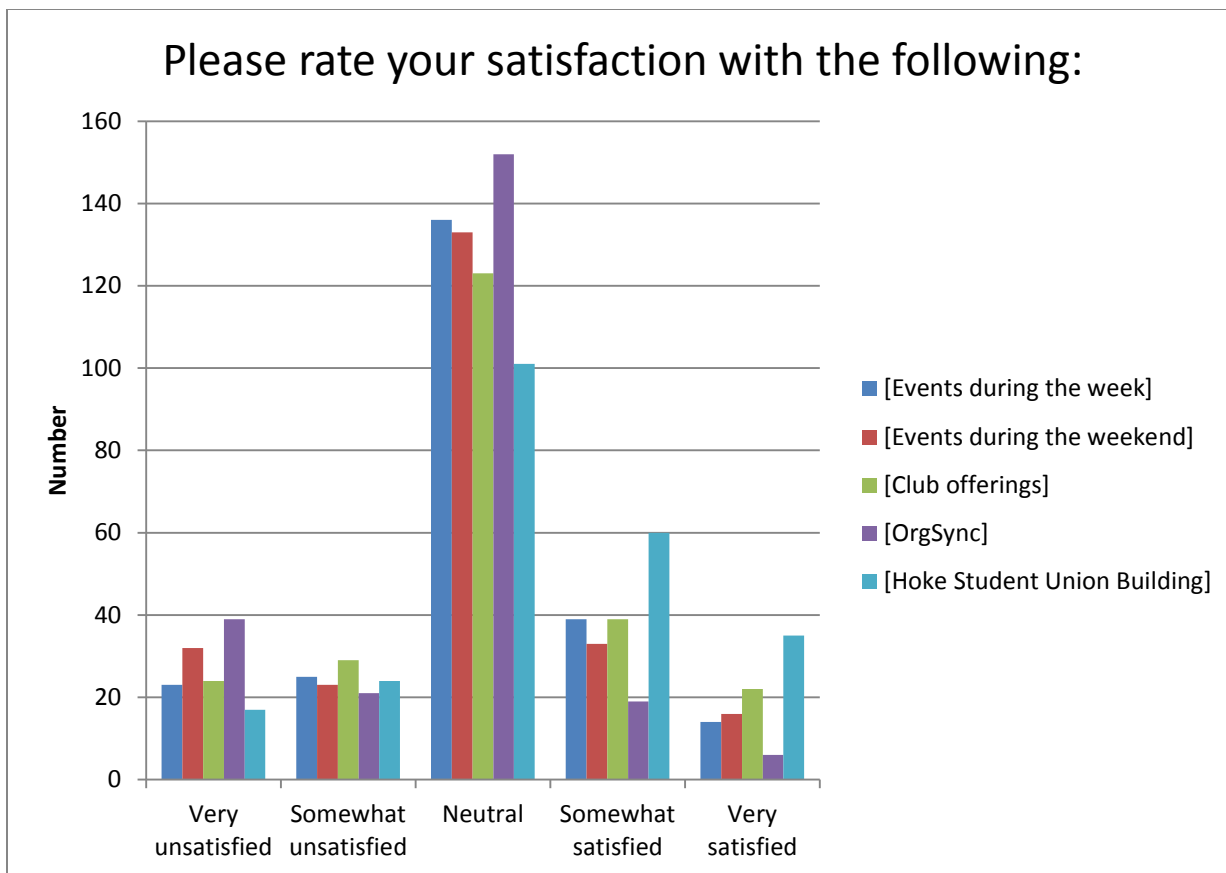


[Club offerings] (non-neutral only)



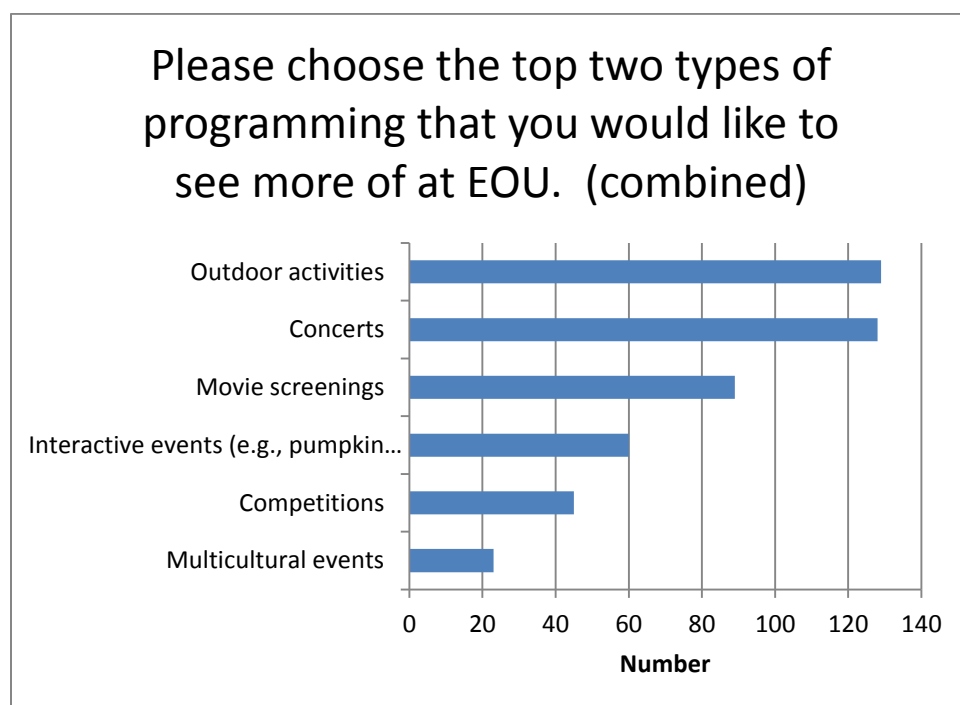


Neutral responses made up a large portion of the total, being the minority only for the Hoke Student Union Building. Although this may appear to be uninformative at first glance, a neutral rating may in fact indicate that the respondent has insufficient experience with the service or amenity to form an opinion. For the most part such a situation would carry a negative interpretation. OrgSync, in particular, is both disliked and underutilized by respondents. A majority of respondents never use Orgsync, and 84% use it either “never” or “rarely.” This may form a partial explanation for the website’s extremely high rate of neutral response. See the charts below.



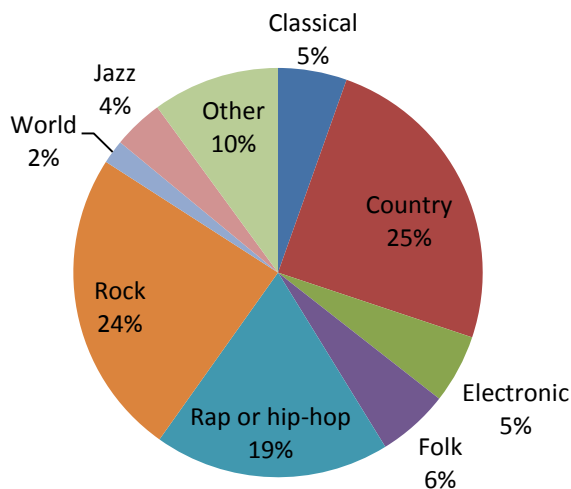
Respondents were also asked to rate their desire to see more of certain types of programming at EOU, as well as their preferred music and movie genres and willingness to pay for events featuring these genres. Respondents were most interested in outdoor activities and movie and concert screenings, although all activities received favorable ratings except for

multicultural events. Respondents were mostly evenly-divided between country, rock, and rap or hip-hop in their music preferences. Their music preferences were mostly for comedy and action or adventure. Respondents were willing to pay slightly more for a concert in their genre of choice than a movie in their genre of choice. Half of respondents were willing to pay at most \$10-15 for a concert, while half of respondents were willing to pay \$5-10 for a movie. This is consistent with the larger number of respondents preferring concerts over movies in future programming. The charts below summarize this information.



(For other responses, see Appendix II.)

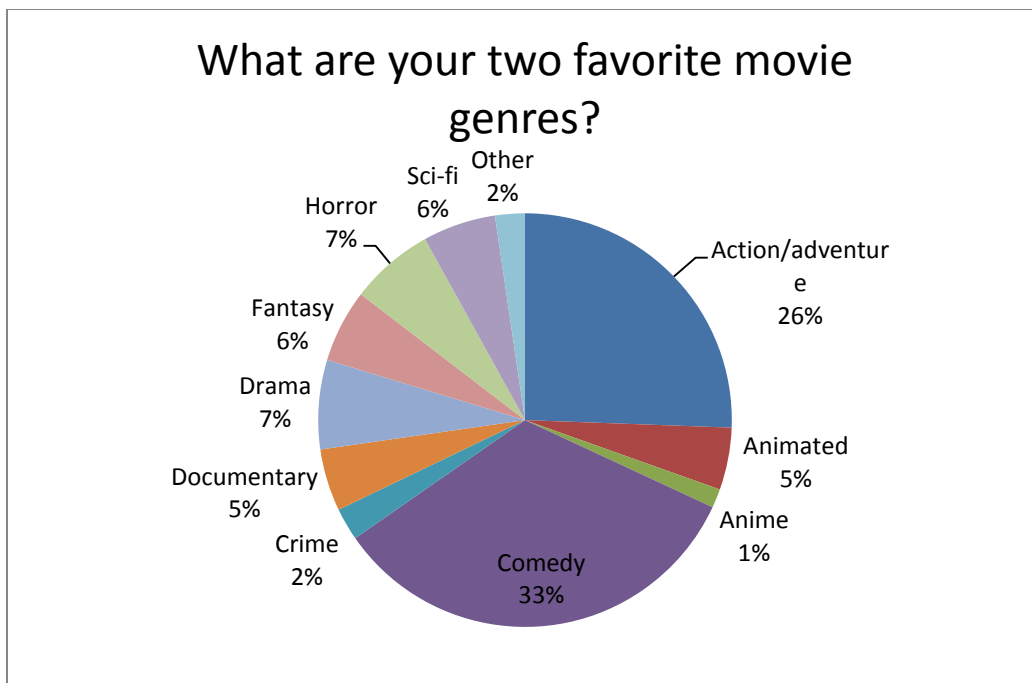
What are your two favorite music genres?



Other/comments

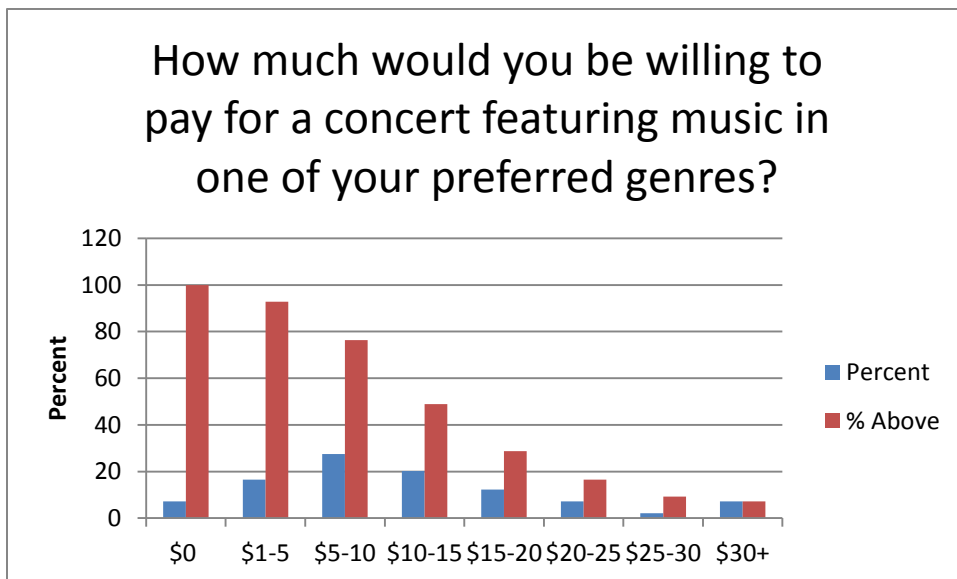
oldies
 most kinds
 R & B
 pop
 more rap and hip-hop
 Classic Rock
 Indie
 Pop
 80's
 Anything besides
 country
 Rockabilly
 pop
 contemporary Christian
 A little of everythign
 Choral
 reggae
 Reggae
 dup step
 Christian
 Main Stream Pop
 Acoustic
 Mexican

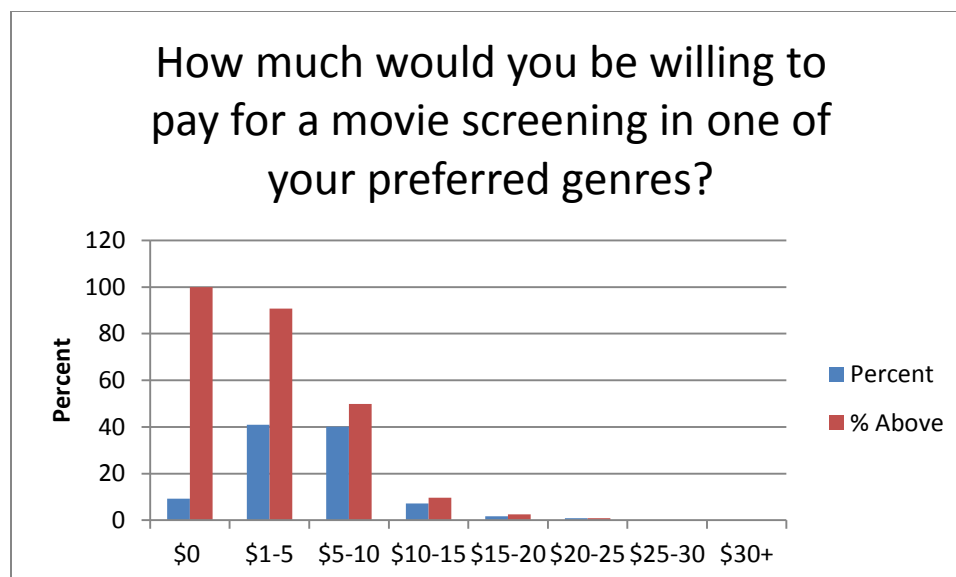
Electronic
 None
 christain
 Indie Rock
 r&b and christian
 R&B
 Heavy Metal
 Pop
 Reggae
 Indie
 Spanish
 Pop
 Pop
 Pop
 oldies
 Pop
 Country Rap
 Oldies
 Pop
 Oldies
 AQ199
 Video Game
 Christian
 Heavy metal
 alternative
 Christian
 alternative



Other/comments

- Romance
- Romance
- Old movies
- Romance
- Don't watch movies
- Thriller
- None
- No preference. Depends on subject matter.
- Romance
- Romance
- Romance

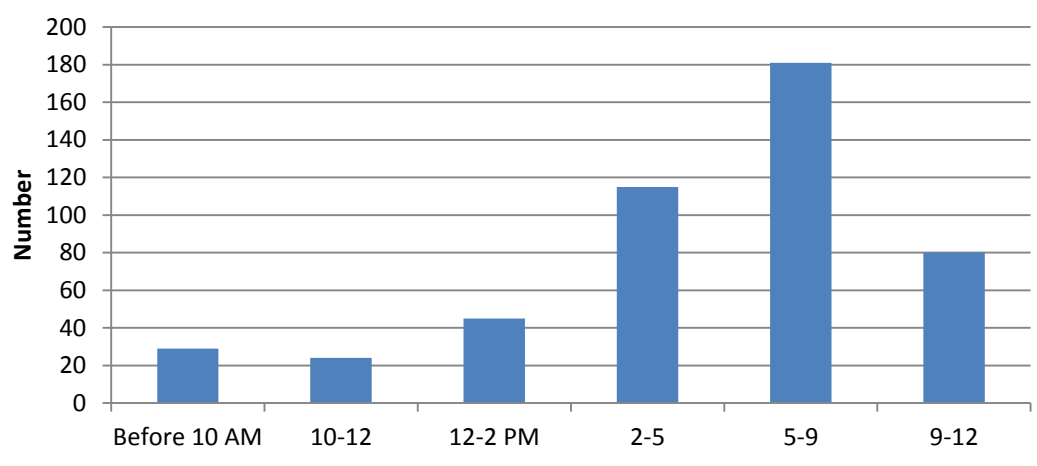




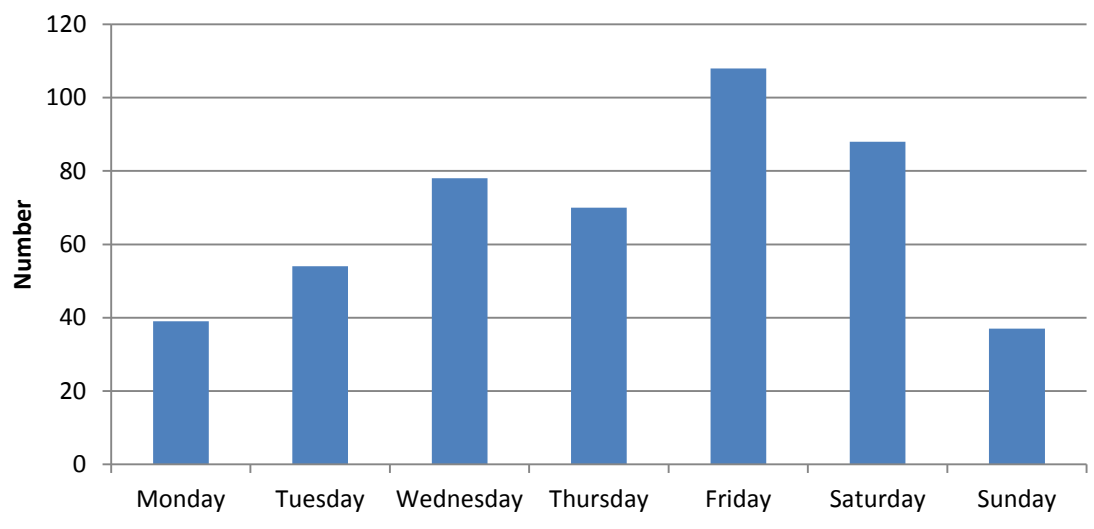
Note that, in the two charts immediately above, the “% Above” bars indicate the percentage of respondents willing to pay at least that value. In other words, this number represents the percentage of respondents willing to pay that price, while the difference between this value and 100 indicates the percentage of respondents excluded from the event due to price.

Finally, respondents were asked to rate their availability to participate in extracurricular activities based on day of the week and time of day. Respondents were most available during mid-afternoon and early evening, particularly between 5 and 9 PM. They were uniformly unavailable from before 10 until 2 PM, likely due to academic and employment obligations. Respondents also tended to be more available later in the week, although the differences between days was not as great as between times. These results suggest that students and student organizations may do best to schedule events and activities on a Friday or Saturday afternoon or evening, although Wednesdays are the best for a mid-week event. Events scheduled on Mondays, Tuesdays, or Sundays would likely receive little attendance from respondents. The charts below summarize this information.

Please choose the top two times during which you are most likely to be available to participate in extra-curricular activities or events. (combined)



Please choose the top two days during which you are most likely to be available to participate in extra-curricular activities or events. (combined)



Why Are Students Involved?

This section addresses three facets of motivation for campus involvement: explicit motivation, perceived importance of involvement, and perceived effects of involvement.

Students report several reasons for campus involvement. The most common motivation, identified by slightly less than half of respondents, was professional development or resume-building. Also important were the desire to give back or make a difference, personal development, fun or socializing, and academic incentives. Few respondents identified meeting new people as an important motivator, but this may be because respondents viewed this as similar to socializing. The chart below summarizes this information. These results suggest that students may be most interested in attending resume-building or volunteering events.



Other/comments

I'm not.

Dedication to student confidence and success

Work

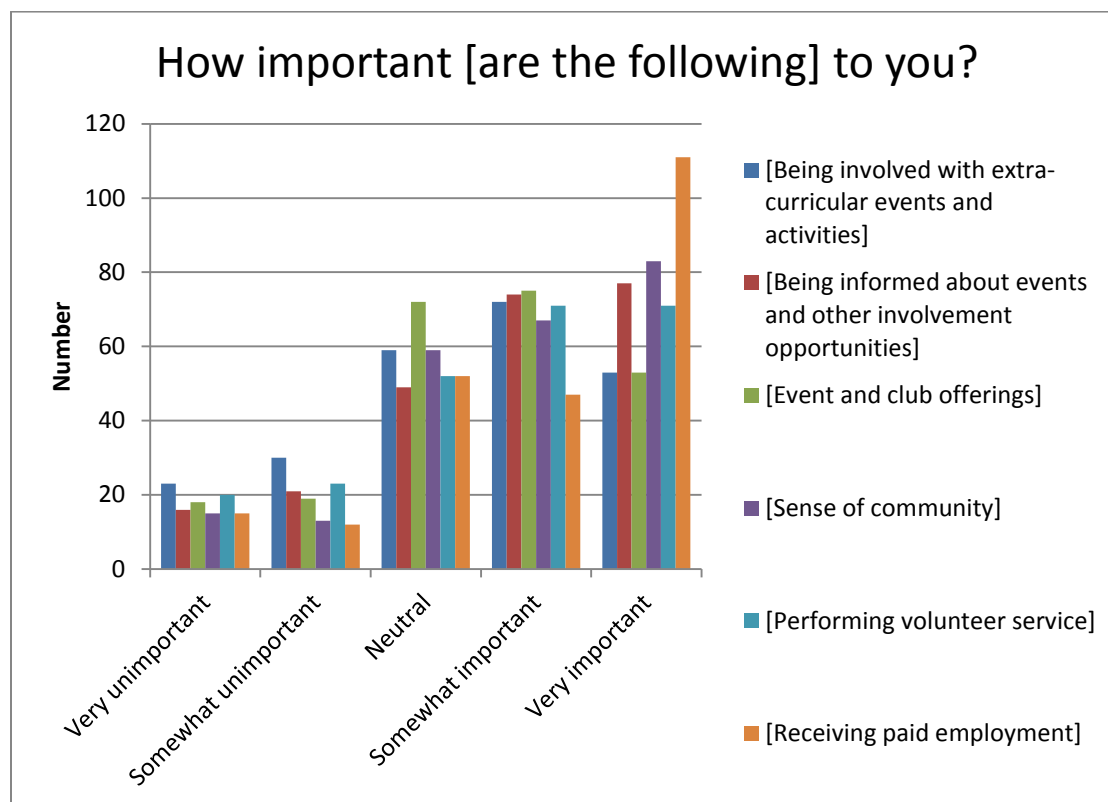
None

Currently I am not involved

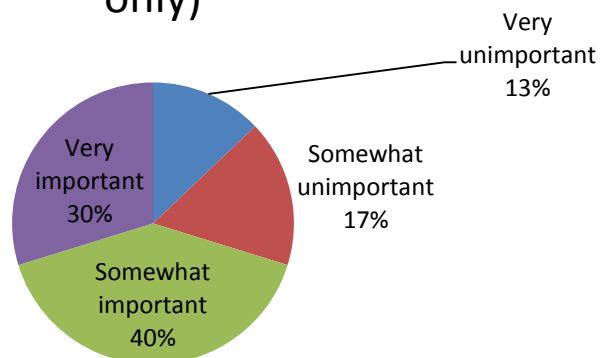
Working in Athletics get to meet new people and direct them to where they need to go.

Respondents were asked to rate the importance they assigned to six dimensions of campus involvement. While receiving paid employment was “very important” for 60% of respondents with an opinion, involvement with extra-curricular activities and events was rated

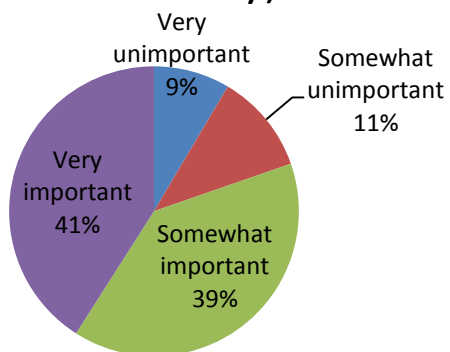
least important, with only 30% of respondents calling it “very important.” Overall, however, respondents rated all dimension of involvement as moderately important. In addition, compared to responses to the satisfaction questions, there were very few neutral responses. Note, however, that there may be a social response bias in favor of assigning high importance to these dimensions, particularly if the survey implicitly communicated such an expectation. The charts below summarize this information.



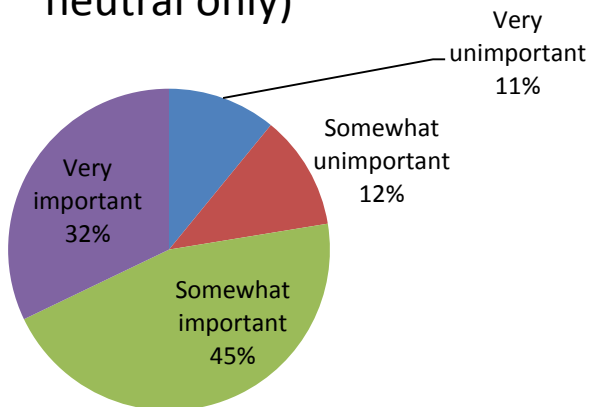
[Being involved with extra-curricular events and activities] (non-neutral only)



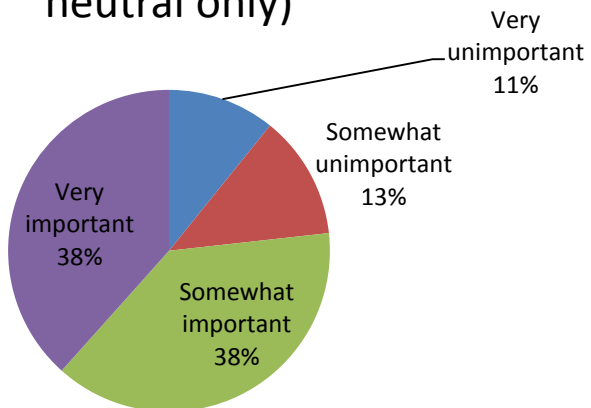
[Being informed about events and other involvement opportunities] (non-neutral only)

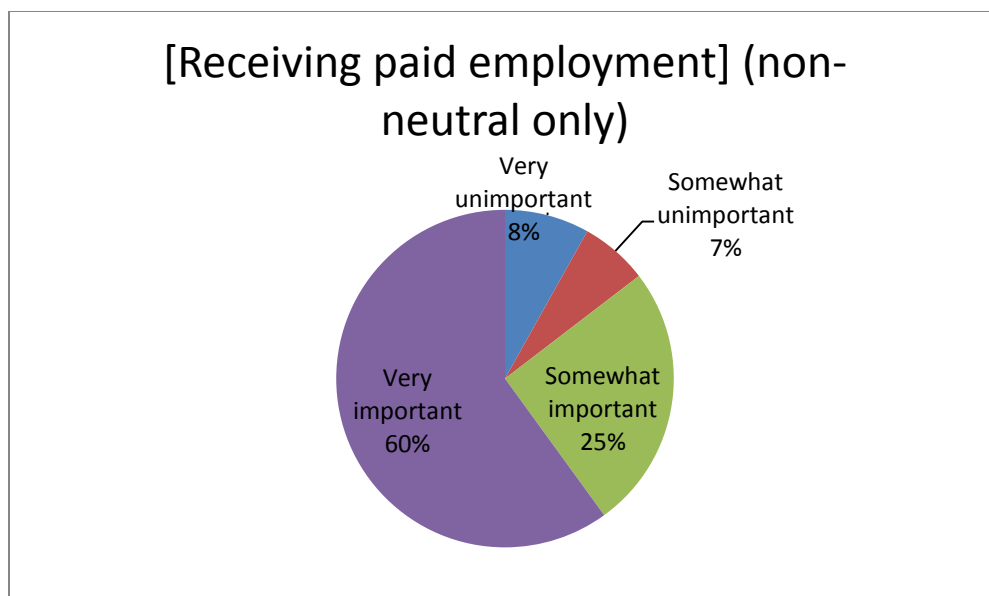


[Event and club offerings] (non-neutral only)

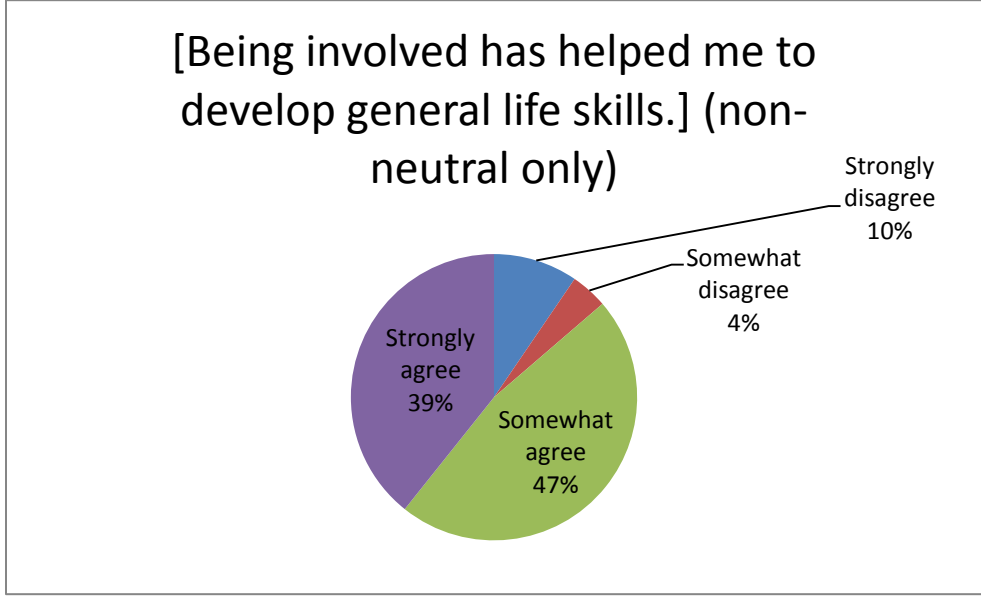
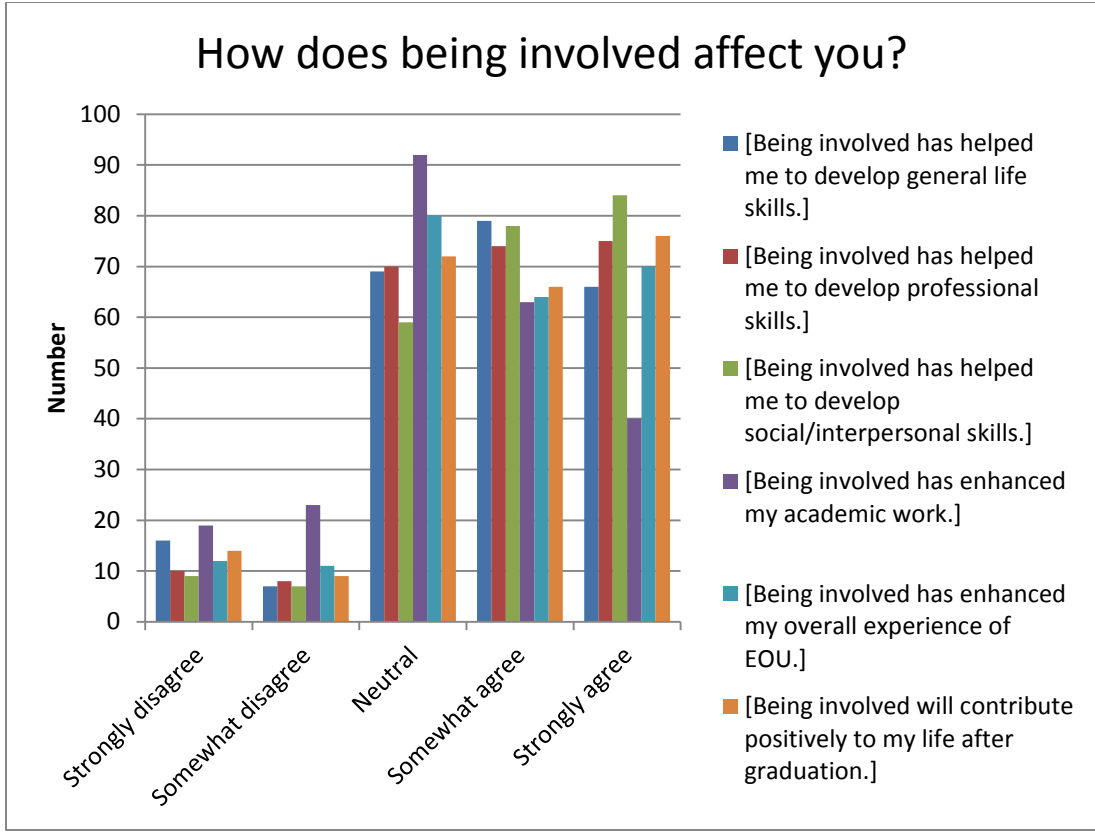


[Performing volunteer service] (non-neutral only)

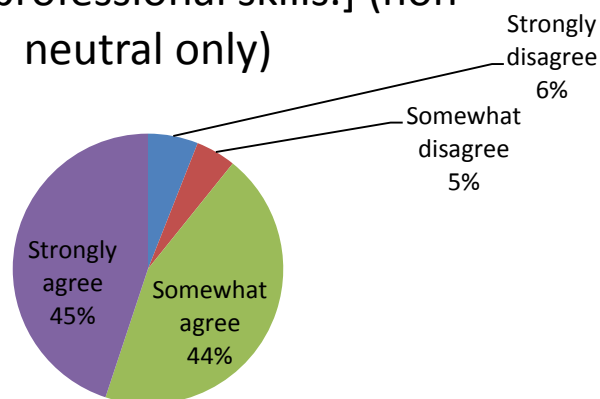




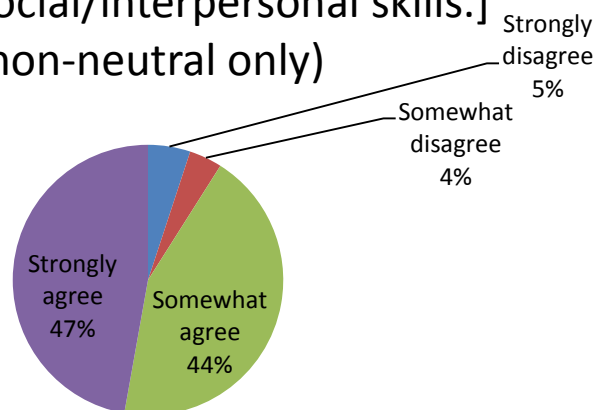
Finally, respondents were asked to rate their perception of a beneficial impact of involvement on general life skills, professional skills, interpersonal skills, academic work, and their overall experience of EOU. Respondents were overwhelmingly positive, with a strong majority assigning highly beneficial effects of involvement on all dimensions addressed. Although there were a high number of neutral responses, there were very few respondents identifying a negative effect of involvement on their life. Academic life, however, received a slightly muted response compared to the other dimensions. This may indicate that some students find campus involvement and academic work to be competing time demands, an unsurprising finding. Furthermore, it is unsurprising that professional and social skills were most beneficially affected, particularly as many respondents identified this as a motivation for being involved. Given the strong majorities for each dimension, however, we can safely conclude that students perceive involvement has having a highly beneficial impact on their life, contributing positively to life during and after their time at the University. See the charts below.



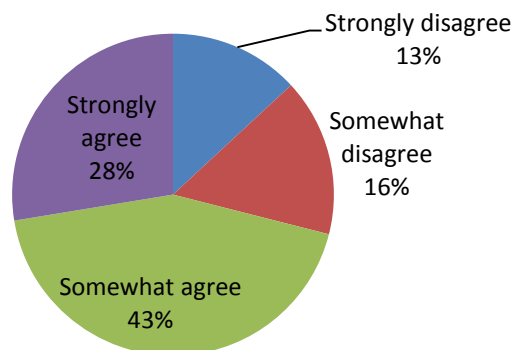
[Being involved has helped me to develop professional skills.] (non-neutral only)



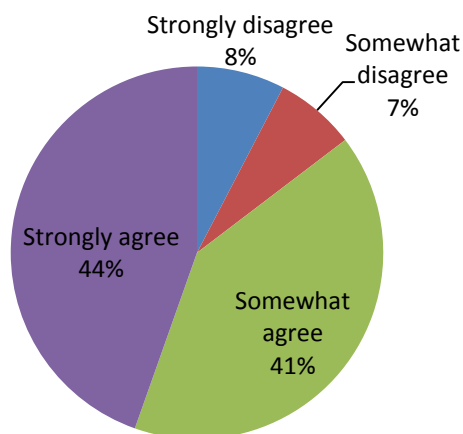
[Being involved has helped me to develop social/interpersonal skills.] (non-neutral only)



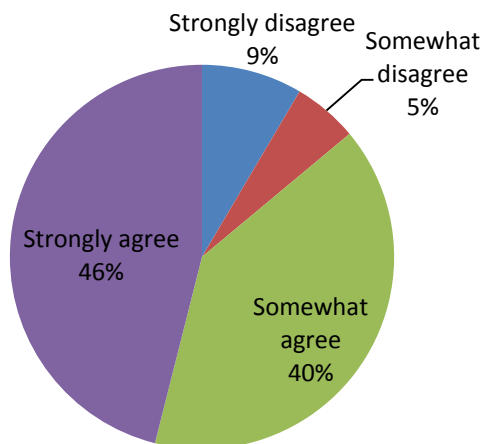
[Being involved has enhanced my academic work.] (non-neutral only)



[Being involved has enhanced my overall experience of EOU.] (non-neutral only)

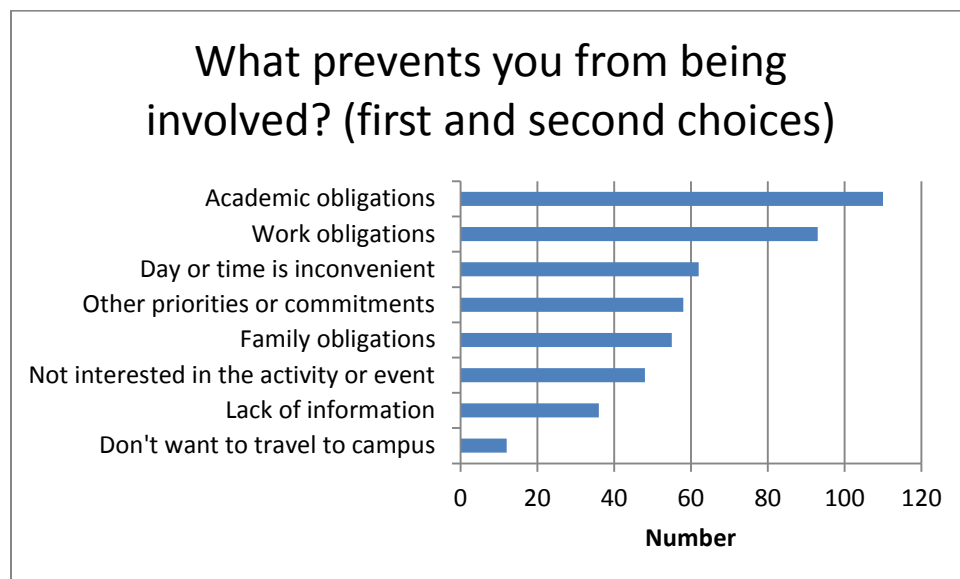


[Being involved will contribute positively to my life after graduation.] (non-neutral only)



Obstacles to Involvement

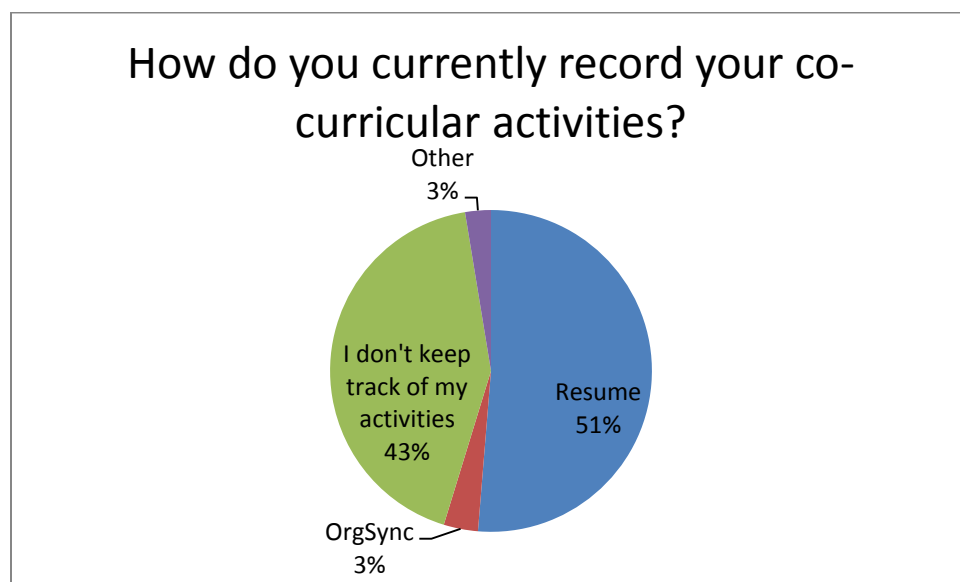
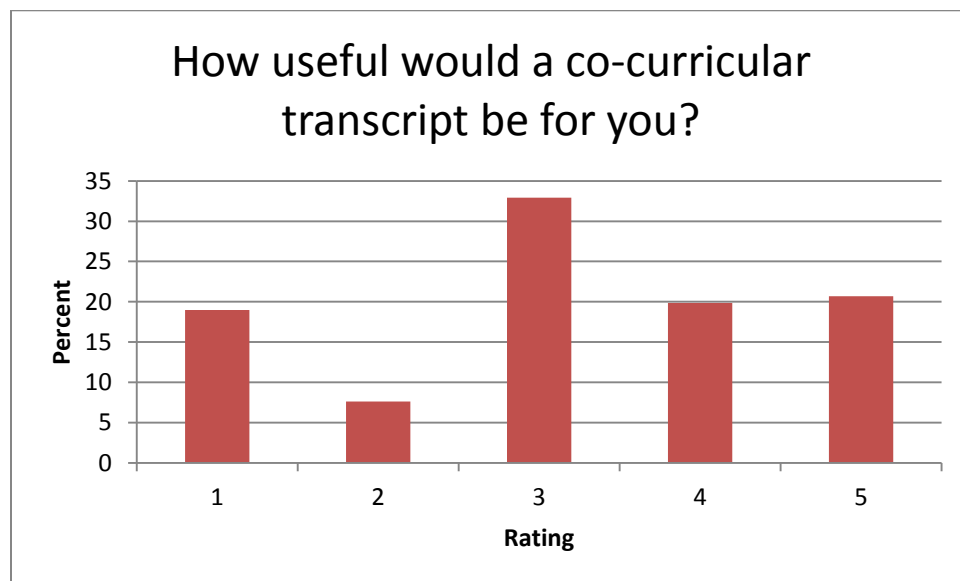
In order to improve campus life, it is important to understand both why students are involved and why they are *not* involved. Unsurprisingly, respondents identified academic and employment obligations as the most significant obstacles to involvement. Inconvenient date or time were also significant, while a lack of interest in or information about the event were relatively unimportant. Other obstacles mentioned by respondents include lack of information, lack of time, insufficient leadership in on-campus clubs, few other attendees, and athletics. See the chart below.



(See Appendix II for other responses.)

Co-Curricular Transcript

After reading a brief description, students were generally favorable toward a co-curricular transcript. Although over 30% of respondents expressed no opinion, 75% of those with an opinion viewed the transcript at least neutrally. The potential utility of a co-curricular transcript is further emphasized by responses indicating that almost half of students do not record their extracurricular activities. These results indicate that offering a co-curricular transcript could be useful to a significant proportion of students. The charts below summarize this information.



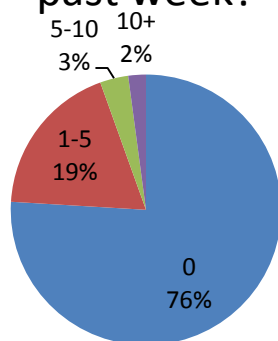
Other/comments

4 year plan
calender
4-H resume
CV & Resume
Excel
Google docs
Google
Documents

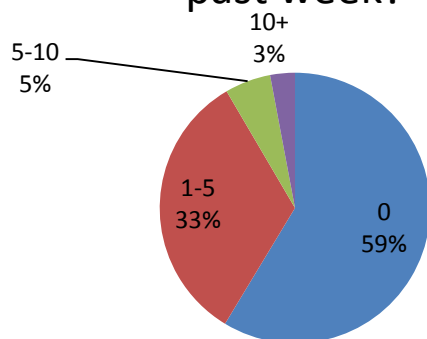
Volunteering and Employment

Few respondents reported volunteering or engaging in paid employment either on or off campus, with averages of 1-2 hours per week. Among those reporting at least one hour of volunteer time, the majority volunteered between 1 and 5 hours. Paid employment was more evenly distributed, with most respondents working at least one hour reporting more than five hours. The charts below summarize this information.

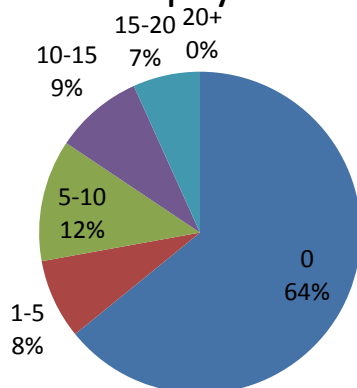
How many hours have you engaged in volunteer service ON campus in the past week?



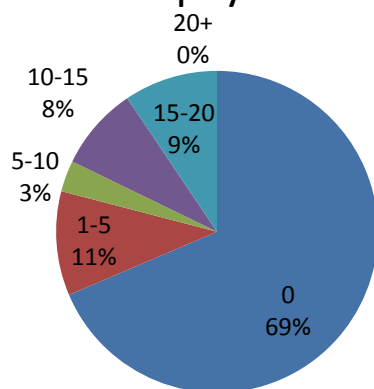
How many hours have you engaged in volunteer service OFF campus in the past week?



About how many hours per week do you work for pay ON campus?



About how many hours per week do you work for pay OFF campus?



Although it may be disappointing that most respondents report zero hours of volunteering or employment, aggregate volunteer and employment hours may be significant. If 19% of the entire student body at EOU engages in only one volunteer hour per week on campus, this is nearly 300 hours of time provided to the University. Evaluated at Oregon's minimum wage, this produces an aggregate value of over \$2700 per week to the University, or over \$140,000 per year. If 33% of students volunteer at least one hour per week in the broader community, this produces an aggregate value of nearly \$250,000 per year. Furthermore, these are conservative estimates, and the actual value is probably much greater. In short, the aggregate value to the University and the City of La Grande of volunteer hours and paid employment performed by students is not negligible.

What Explains Differences in Student Involvement?

In order to evaluate the interrelationships among quantitative variables, Minitab has been used to produce two regressions with level of involvement and a composite index of involvement as the dependent variables. The composite index is computed as the arithmetic mean of perceived level of involvement, perceived level of information, event attendance during the past week, Hoke weekly usage, OrgSync usage, hours of on-campus volunteer service during the past week, the number of weekends on average spent in La Grande, the number of events planned or coordinated during the respondent's time at EOU, and the respondent's sense of community. For those variables which were originally coded as agreement or satisfaction, similar recodings were used as for the sense of community, with "very unsatisfied (strongly disagree)" corresponding to a 1, "neutral" to a 3, and "very satisfied (strongly agree)" to a 5. For hours of volunteer service, zero hours was coded as a zero, 1-5 hours as a 1, and so on up to 3 for 10 or more hours. Variables not included in the index, but included as independent variables in the regression and correlation, were treated similarly.

The tables below summarize the results of the first regression, taking the respondents' perceived level of their own involvement as the dependent variable. In the second table, bolded lines indicate statistically-significant explanatory variables. Although p-values are technically irrelevant given nonrandom selection, they provide a good means of removing those variables which are clearly *not* relevant to involvement. Note, however, that a significant p-value does not indicate that a variable is necessarily relevant or that the results are generalizable to the broader student population. An alpha of 0.1 is used below.

Involvement = 0.659 + 0.285 Information + 0.0792 Class standing - 0.0037 Age
 + 0.042 Transfer status + 0.003 Gender - 0.087 Nontraditional
 + 0.395 Hispanic + 0.0250 Political views + 0.273 Credit load
 + 0.112 Housing - 0.0176 Credits online + 0.177 Event attendance
 + 0.0740 Hoke usage + 0.0574 OrgSync Usage - 0.165 Hours vol. ON
 - 0.0448 Hours vol. OFF - 0.0729 Hours Emp. ON
 + 0.0147 Hours Emp. OFF + 0.0477 Wknds LG + 0.0174 Events planned
 - 0.0169 Events wk. - 0.112 Events wknd. + 0.0413 Club off.
 + 0.0703 OrgSync + 0.0334 HSUB sat. - 0.0175 WTP music
 + 0.0497 WTP movie + 0.140 Community + 0.0088 CC trans.
 - 0.0308 Extracurr imp. + 0.0342 Informed imp.
 - 0.0230 Event/club off. Imp. + 0.225 sense of comm. Imp.
 - 0.147 vol. imp - 0.0690 emp. Imp
 - 0.081 Gen. life. Skills effect - 0.093 Prof. skills effect
 + 0.119 Soc. Skills effect + 0.117 Ac. Eff.
 - 0.099 overall exp. Eff. + 0.137 life after grad. Eff.

| Predictor | Coef | SE Coef | T | P |
|--------------------|----------------|----------------|-------------|--------------|
| Constant | 0.6590 | 0.7336 | 0.90 | 0.370 |
| Information | 0.28465 | 0.06073 | 4.69 | 0.000 |
| Class standing | 0.07925 | 0.06182 | 1.28 | 0.201 |
| Age | -0.00365 | 0.01046 | -0.35 | 0.727 |
| Transfer status | 0.0420 | 0.1330 | 0.32 | 0.753 |

| | | | | |
|----------------------------|-----------------|----------------|--------------|--------------|
| Gender | 0.0029 | 0.1297 | 0.02 | 0.982 |
| Nontraditional | -0.0867 | 0.1760 | -0.49 | 0.623 |
| Hispanic | 0.3945 | 0.2009 | 1.96 | 0.051 |
| Political views | 0.02499 | 0.08279 | 0.30 | 0.763 |
| Credit load | 0.2728 | 0.2441 | 1.12 | 0.265 |
| Housing | 0.1120 | 0.1314 | 0.85 | 0.395 |
| Credits online | -0.01765 | 0.05591 | -0.32 | 0.753 |
| Event attendance | 0.17705 | 0.03780 | 4.68 | 0.000 |
| Hoke usage | 0.07400 | 0.05418 | 1.37 | 0.174 |
| OrgSync Usage | 0.05738 | 0.08160 | 0.70 | 0.483 |
| Hours vol. ON | -0.16461 | 0.08233 | -2.00 | 0.047 |
| Hours vol. OFF | -0.04485 | 0.06416 | -0.70 | 0.485 |
| Hours Emp. ON | -0.07286 | 0.02528 | -2.88 | 0.004 |
| Hours Emp. OFF | 0.01475 | 0.02947 | 0.50 | 0.617 |
| Wknds LG | 0.04766 | 0.05172 | 0.92 | 0.358 |
| Events planned | 0.01743 | 0.02582 | 0.68 | 0.500 |
| Events wk. | -0.01694 | 0.09828 | -0.17 | 0.863 |
| Events wknd. | -0.11200 | 0.08065 | -1.39 | 0.167 |
| Club off. | 0.04134 | 0.07648 | 0.54 | 0.589 |
| OrgSync | 0.07033 | 0.08185 | 0.86 | 0.391 |
| HSUB sat. | 0.03337 | 0.06800 | 0.49 | 0.624 |
| WTP music | -0.01747 | 0.03041 | -0.57 | 0.566 |
| WTP movie | 0.04969 | 0.03454 | 1.44 | 0.152 |
| Community | 0.13960 | 0.06119 | 2.28 | 0.024 |
| CC trans. | 0.00876 | 0.05175 | 0.17 | 0.866 |
| Extracurr imp. | -0.03083 | 0.08152 | -0.38 | 0.706 |
| Informed imp. | 0.03415 | 0.09758 | 0.35 | 0.727 |
| Event/club off. Imp. | -0.02297 | 0.09626 | -0.24 | 0.812 |
| sense of comm. Imp. | 0.22509 | 0.08800 | 2.56 | 0.011 |
| vol. imp | -0.14678 | 0.07749 | -1.89 | 0.060 |
| emp. Imp | -0.06900 | 0.05899 | -1.17 | 0.244 |
| Gen. life. Skills effect | -0.0810 | 0.1163 | -0.70 | 0.487 |
| Prof. skills effect | -0.0928 | 0.1178 | -0.79 | 0.432 |
| Soc. Skills effect | 0.1193 | 0.1223 | 0.98 | 0.331 |
| Ac. Eff. | 0.11682 | 0.07678 | 1.52 | 0.130 |
| overall exp. Eff. | -0.0987 | 0.1001 | -0.99 | 0.325 |
| life after grad. Eff. | 0.1369 | 0.1019 | 1.34 | 0.181 |

S = 0.806206 R-Sq = 62.2% R-Sq(adj) = 54.3%

The variables with a p-value below 0.1 are:

- (+) Information,
- (+) Hispanic status,
- (+) Event attendance during the past week,
- (-) Hours of on-campus volunteer service in the past week,
- (-) Hours of on-campus employment during the past week,
- (+) Respondents' sense of community on campus,
- (+) Respondents' importance assigned to a sense of community, and
- (-) Importance assigned to performing volunteer service.

Note that the sign of the coefficient on the variable is denoted in the list above by either a (+), indicating a positive impact on involvement, or a (-), indicating a negative impact. It is notable that four of the nine variables included in the involvement index also have p-values below 0.1 in the regression above, providing statistical support (in addition to *a priori* conceptual support) for the selection of these variables.

In addition to identifying variables potentially related to involvement, it is also of interest to know variables *not* relevant to involvement. In particular, gender appears to be almost totally unrelated to respondents' sense of their own campus involvement. Also having high (greater than 0.7) p-values are age, transfer status, political views, number of credits online, satisfaction with events during the week, utility assigned to a co-curricular transcript, and importance assigned to extracurriculars, information, and event and club offerings. These findings indicate that this survey provides little support for the hypothesis that these variables influence student involvement. This may be a surprising finding, for example, for the number of credits online given campus discourse oriented toward increasing campus offerings in order to increase campus involvement. If taken seriously, this high p-value could be taken as an indication that, once students are taking at least one course on campus, additional courses provide little incentive or opportunity to further increase campus involvement. Note that respondents were entirely composed of on-campus students and that these results are not generalizable to the online population.

A second regression was run, taking the index of involvement as the dependent variables and removing its components from the independent variables. The tables below summarize the results, with independent variables with a p-value below 0.1 again bolded.

Index of involvement = 0.625 + 0.118 Class standing - 0.00288 Age
 - 0.128 Transfer status - 0.0361 Gender
 + 0.118 Nontraditional - 0.065 Hispanic
 + 0.0062 Political views + 0.258 Credit load
 + 0.436 Housing + 0.0359 Credits online
 - 0.0648 Hours vol. OFF - 0.0438 Hours Emp. ON
 - 0.0060 Hours Emp. OFF + 0.124 Events wk.
 - 0.0365 Events wknd. + 0.0081 Club off. Sat
 - 0.0520 OrgSync sat + 0.0692 HSUB sat.
 - 0.0012 WTP music - 0.0248 WTP movie + 0.162 CC trans.
 + 0.0343 Extracurr imp. + 0.0396 Informed imp.
 - 0.0006 Event/club off. Imp.
 + 0.0141 sense of comm. Imp. - 0.0811 vol. imp
 - 0.109 emp. Imp + 0.0091 Gen. life. Skills effect
 + 0.114 Prof. skills effect - 0.182 Soc. Skills effect
 - 0.0729 Ac. Eff. + 0.290 overall exp. Eff.
 - 0.101 life after grad. Eff.

| Predictor | Coef | SE Coef | T | P |
|-----------------------|----------------|----------------|-------------|--------------|
| Constant | 0.6247 | 0.4925 | 1.27 | 0.206 |
| Class standing | 0.11834 | 0.04403 | 2.69 | 0.008 |
| Age | -0.002879 | 0.007640 | -0.38 | 0.707 |
| Transfer status | -0.12768 | 0.09648 | -1.32 | 0.187 |
| Gender | -0.03609 | 0.09537 | -0.38 | 0.706 |

| | | | | |
|---------------------------|-----------------|----------------|--------------|--------------|
| Nontraditional | 0.1185 | 0.1291 | 0.92 | 0.360 |
| Hispanic | -0.0647 | 0.1475 | -0.44 | 0.662 |
| Political views | 0.00616 | 0.06053 | 0.10 | 0.919 |
| Credit load | 0.2581 | 0.1797 | 1.44 | 0.152 |
| Housing | 0.43595 | 0.08622 | 5.06 | 0.000 |
| Credits online | 0.03594 | 0.04089 | 0.88 | 0.380 |
| Hours vol. OFF | -0.06478 | 0.04673 | -1.39 | 0.167 |
| Hours Emp. ON | -0.04377 | 0.01856 | -2.36 | 0.019 |
| Hours Emp. OFF | -0.00603 | 0.02166 | -0.28 | 0.781 |
| Events wk. | 0.12420 | 0.07150 | 1.74 | 0.084 |
| Events wknd. | -0.03649 | 0.05884 | -0.62 | 0.536 |
| Club off. Sat | 0.00809 | 0.05634 | 0.14 | 0.886 |
| OrgSync sat | -0.05196 | 0.05872 | -0.88 | 0.377 |
| HSub sat. | 0.06917 | 0.05038 | 1.37 | 0.171 |
| WTP music | -0.00123 | 0.02241 | -0.06 | 0.956 |
| WTP movie | -0.02477 | 0.02562 | -0.97 | 0.335 |
| CC trans. | 0.16226 | 0.03603 | 4.50 | 0.000 |
| Extracurr imp. | 0.03430 | 0.05997 | 0.57 | 0.568 |
| Informed imp. | 0.03961 | 0.07250 | 0.55 | 0.585 |
| Event/club off. Imp. | -0.00056 | 0.07149 | -0.01 | 0.994 |
| sense of comm. Imp. | 0.01407 | 0.06460 | 0.22 | 0.828 |
| vol. imp | -0.08105 | 0.05568 | -1.46 | 0.147 |
| emp. Imp | -0.10909 | 0.04260 | -2.56 | 0.011 |
| Gen. life. Skills effect | 0.00915 | 0.08630 | 0.11 | 0.916 |
| Prof. skills effect | 0.11355 | 0.08648 | 1.31 | 0.191 |
| Soc. Skills effect | -0.18170 | 0.08858 | -2.05 | 0.042 |
| Ac. Eff. | -0.07287 | 0.05613 | -1.30 | 0.196 |
| overall exp. Eff. | 0.28979 | 0.06951 | 4.17 | 0.000 |
| life after grad. Eff. | -0.10134 | 0.07502 | -1.35 | 0.178 |

S = 0.603034 R-Sq = 47.2% R-Sq(adj) = 38.7%

The results of this regression are significantly different from the one above. Independent variables with significant p-values are:

- (+) Class standing,
- (+) Housing,
- (-) Hours of on-campus employment in the past week,

- (+) Satisfaction with events during the week,
- (+) Perceived utility of a co-curricular transcript,
- (-) Importance assigned to receiving paid employment,
- (-) Perceived impact of involvement on interpersonal skills, and
- (+) Perceived impact of involvement on respondent's overall experience of EOU.

Notice that the only variable which was significant in both models is hours of on-campus employment in the past week. This ought to increase our confidence in the significance of this variable for differences in involvement. There is good pre-existing theoretical and empirical evidence that on-campus employment is related to student involvement and retention.¹ Here, however, results indicate an opposite impact. Whereas Astin and other researchers have found that on-campus employment enhances involvement, the negative coefficient on this variable in both models indicates that on-campus employment may actually degrade involvement, or students' perception of their involvement. Although there are many plausible explanations for this result (including sample error), this may indicate that students experience employment as an additional demand on their time in competition with campus involvement.

¹ See Alexander S. Astin (1999 [1984]), "Student Involvement: A Developmental Theory for Higher Education." *Journal of College Student Development* 40(5):518-529.

Appendix I: Survey Instrument

The object below contains the survey instrument. Double-clicking the object will open the file in a new window.

4/13/2015

EOU Student Involvement Survey

EOU Student Involvement Survey

The Student Involvement Survey is a ten-minute survey designed to assess and improve student life at Eastern. The Center for Student Involvement will use the information to improve the events and clubs that students enjoy on campus.

In-person respondents receive FREE CANDY and all participants have the opportunity to win one of two \$25 Amazon GIFT CARDS, courtesy of the EOU Foundation! The survey will be available through March 13.

Privacy notice: Unless you choose to provide personal information, your responses are completely anonymous and no one, including the survey administrators, will be able to trace your responses back to you.

For more information, contact Matt Chatham at mchatham@eou.edu.

Your username (mchatham@eou.edu) will be recorded when you submit this form. Not mchatham? [Sign out](#)

* Required

Video game system

The Center for Student Involvement is considering the purchase of a game system for use by students in the Hoke Student Union Building.

1. Which video game system would you most like to see in the Hoke Student Union Building? *

Mark only one oval.

- Wii
- Nintendo 64
- Playstation 3
- Gamecube
- Xbox 360
- Other: _____

Level of involvement

The following questions will assess how involved you are at EOU.

2. Overall, how involved are you on campus? *

A rating of three indicates that you are neutral.

Mark only one oval.

| | | | | | | |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
| 1 | 2 | 3 | 4 | 5 | | |
| Not involved | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very involved |

3. How informed are you about involvement opportunities (events, clubs, etc.) on campus? *

A rating of three indicates that you are neutral.

Mark only one oval.

| | | | | | | |
|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---------------|
| 1 | 2 | 3 | 4 | 5 | | |
| Not informed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Very informed |

https://docs.google.com/a/eou.edu/forms/d/1rT_Sg99M8hBINYmCPI_TUS8n65sPLwTa7zefly7Ng/printform

1/16

Appendix II: Other Responses

What other extra-curricular activities do you participate in?

Null responses: 125 = 53%

| |
|---|
| N/a |
| Intramurals |
| Study groups for o-chem |
| gsa 5hours |
| n/a |
| none. |
| On my own time I enjoy writing different assortments of music, playing video games, and practicing electric guitar. |
| Getting locked out of the gym because they have terrible hours on the weekends and during basketball games |
| Jog 5-10 |
| I have been to one play this year. |
| I work 3 jobs on campus and work over 20 hours a week with them |
| None. I have no idea what's going on on-campus. |
| n/a |
| Intramurals |
| CFFA 3 hours a week |
| I like to do intramural sports |
| Chemistry research with faculty. 5hrs/wk |
| Intramural sports 2 hours |
| None |
| N/A |
| rock climbing 3 |
| None. Dont really know much about them and this is my first semester. |
| work |
| None |
| I don't participate in them due to having to work. |
| Learning Center Usage 5-10 hours per week |
| N/A |
| Raising a child. |
| Chem club |
| Study groups for psych 1-3 |
| NA |
| NA |
| There isn't any others that I participate in. |
| Intermurals |
| none |

| |
|--|
| n/a |
| No other activities |
| n/a |
| NA |
| netflix |
| I hardly have time for extra-curricular activities asides from parties. We should have a Greek life. |
| I don't participate in any extra-curricular activities. |
| I only have time for school, work, and exercise |
| MESA 2 |
| none |
| I just transferred. Still trying to find things I can be involved in. |
| On average I spend 3-5 hours studying with classmates from various classes. |
| n/a |
| None |
| EOU Chamber Choir, Range Club, Ag & Young Cattlemen's Club, and CFFA. |
| football about 10 |
| N/A |
| none |
| N/A |
| none |
| Gym/Exercise: 7hrs |
| None |
| Study sessions about one day per week. Approximately 2 hours a day. |
| None |
| Studying |
| None |
| Oregon Student Association |
| Clubs |
| none |
| They are basically listed. I am involved in my church and I am a member of various clubs. |
| None |
| I am just involved in athletics dealing with game day planning and or organizing. |
| Volunteering through Ed club- 1-2 hrs |
| Attending lectures, seminars, etc. 1-2 hrs |
| None |
| White water kayaking 4-5 hours snowboarding 7 hours yoga 2 hours all outside of EOU |
| International Student Association Show Hours very from 0-2 and will increase as show nears. |
| I don't. |

| |
|--|
| Just the community choir. 2 hrs a week. |
| None, i have a child and eou does not provide any childcare for non traditional students to be able to participate in extra curricular activities |
| none |
| music related events |
| I can't think of any. |
| Dance practice and teaching. About 8 hours a week. |
| I plan many events in the res halls. |
| Every week I get together with some friends and arrange various songs simply for the sake of making music. This usually takes about two hours or so. |
| None |
| None |
| None at the moment, too much homework, and work isn't making that any easier to get done. But you've got to have food and shelter right? |
| NA |
| All activities are listed above. |
| All activities were listed. |
| I participate in nothing because everything is so disorganized that I've only been to two meetings all year!!!! |
| None |
| I am an athlete. I dont have time for any other activities |
| none |
| None |
| I volunteer with the local BSA units approx 10 hrs per week. |
| ISA club |
| nothing |
| none |
| Cornerstone group - meets every week for up to 3 hours. We talk, fellowship, worship, and hang out. |
| None |
| Intramural basketball |
| Instagram for the university about 2 hours a week |
| Going out to eat...roughly 3-5 hours |
| I am a student resource advocate I volunteer 12-15 hours a week in the office, I also am working on a project for the governors food drive and am planning a 50/50 drawing for the post season game on Feb. 24, 2015 |
| Women's soccer and intramurals |
| I am an RA in daugherty |
| Listed above |
| I am only involved with things that have been listed above. |
| 0 |
| None |
| Basketball at the recreational gym. 6 hours a week. |
| none |

| |
|--|
| N/A |
| None. |
| . |
| N/A |
| Unfortunately, I am not able to participate often because I work quite a bit outside of my studies. I was involved in the ISA club last year which was quite fun, but along with several job of campus, I work for Oregon East, the Learning Center, and Pierce Library. When I do see a flier or poster for something that sounds interesting to me, I am cheerful to participate. Oftentimes, however, I either do not have the time or the event does not appeal to me. I completely respect offering a variety of events for students to participate in, but oftentimes personally do not find the activities to be educational or productive. They do, at times, seem a little bit immature, but I am also an older student and am about to graduate. |
| writing center |
| GRSO AND GRANDE RONDE COMMUNITY CHORUS |
| Work Study 10 hours a week |
| Gay straight alliance, Sigma Alpha Pi |
| All are listed |
| N/A |
| N/A |
| Gsa |
| Anything to get to know new people |
| N/A |
| Teaching Practicum, 3 Hours per Week. |
| None |
| College Republicans-1 hour |
| Athletic sporting events |
| Young Life |
| I spend a few hours a week playing the violin |
| zumba |
| n/a |
| . |
| None |
| None |
| Fitness-working out at the EOU fitness center 6hrs a week |
| I don't participate in extra-curricular activities. I am a non-traditional that commutes about 40 mile one way. |
| None |
| n/a |
| I do not participate in any other extra-curricular activities. |
| None |
| I volunteer with the Union County Museum and sit on the museum board. (1hr) |
| I am involved with Oregon Rural Action a grassroots environmental and social organization. (4hrs) |

| |
|--|
| I have been campaigning for 15Now a political initiative to raise the minimum wage in the state of Oregon (2hrs) |
| Intramurals 1-3 hrs |
| . |
| None |
| Rock Climbing Outdoor Club |
| n/a |
| N/A |
| ESE activities |
| N/A |
| No |
| NA |
| Na |
| Clubs. |
| None |
| I have participated in the College Republicans since 2011. This has been a terrific experience! |
| coach for elementary students (basketball), other various volunteer opportunities.. |
| Book club |
| N/A. |
| N/A |
| Not applicable |
| none 0 |
| I live in Caldwell, I participate in the Idaho suicide hotline, the AA hotline, and Relay for life events. |
| I am not involved with any other extra-curricular activities. |
| N/A |
| Play soccer. Takes 6 hours of organized practice and 3 hours of outside workouts |
| none |
| N/A |
| football |
| none |

What other events or activities would you like to see on campus?

Null responses: 17 = 7%

| |
|---|
| . |
| . |
| 3rd choice would be outdoor activities |
| Athletic tournaments for students to play in. |
| Beach volleyball |
| Big group games like we did at week of welcome! |
| Book clubs |
| Bowling |
| can and bottle return. |
| Candidate forums, political speakers. |
| Can't think of any at the moment |
| Charity events |
| Childcare |
| comedians |
| Comedians |
| concerts |
| Concerts |
| Concerts |
| More plays in McKenzie |
| More volunteer opportunities |
| Concerts! Someone good too. |
| Dances/Mixers |
| DJ's , Dances, Concerts |
| Dog play dates. |
| Drive-in style theatre. |
| Events for not only dorm residents but off campus students as well. |
| Events from the Eastern Oregon Film Festival |
| family friendly events for students with children and for those who are nontraditional students |
| Food tasting |
| More tutors |
| Group tutoring |
| Sleep labs |
| More food vendor - dominos, Pizza Hut |
| Catering |
| CDL and driving courses |
| Movie theatre |
| GREEK LIFE |
| Group hikes |
| Honestly better advertising for existing events would be nice. |

| |
|---|
| I am a mother so I don't have the time to do any campus activities. |
| I Don't Care |
| I don't know |
| I don't know. |
| I don't know. |
| I really like outdoor activities, reading, and watching movies. Maybe more exercise options because whenever I go to the fitness center there are a lot of student athletes in there. |
| I think there needs to be more activities for non-traditional students. |
| I would just like to know more about what is going on, on campus. maybe an occasional e-mail about activities. |
| I would like to see a hunting/shooting club on campus. We have a very well run rifle and pistol club in La Grande and a very good gun range close by. |
| I would like to see less religious activities because there is supposed to be a separation of church and state. |
| I would like to see more educational, informative events with scholarly purposes. Oftentimes, the events that I am made aware of seem as though they would have occurred at my high school or that I would have enjoyed them as a teenager. I understand that I am an older student who is about to graduate and that the student population at EOU is relatively homogenous, but these events often do not appeal to me. Because there is a university, however, it does not seem impractical to hope for more academic events. Events that appeal to outside members of the community as well would also be nice to bridge the divide that seems to exist between the university and community. |
| Improved Disc golf course |
| informational |
| Local bands or open mic. |
| Love the outdoor picnic and activities as well as concerts and things to get people out and involved. |
| Maybe something like a street fair in the quad once per term to encourage activity in the central campus area with information booths, craft booths, and vendors - perhaps even inviting local merchants to have a booth? Blue Mountain Outfitters and Bella's come to mind - as well as local services like Shelter from the Storm and maybe even a Fire Dept and/or Police dept safety booth. |
| Bring kids out of their dorms and apartments onto campus. Utilize the outdoor spaces we've got on this campus for activities to make this place less of a ghost town. |
| More activities like the Golden Crown Late Night activity. |
| More agricultural activities. |
| More charity or volunteer events |
| More concerts from ESE. Our student fee dollars are paying for them to have concerts and events! |
| more equine and canine activities. |
| More freshman class bonding |
| More give-aways with freebies for students |
| More intellectual activities. Panels, documentaries, etc. |
| more interactive events to get students to meet each other. So competitive sports where clubs compete against each other. |

| |
|--|
| more intramural sports |
| More job fair from the communities and a couple of days that include volunteer opportunities in the community that will count as experience towards our education. The sooner we can get involved with education and experience, the faster we will be able to secure a good job and be directly linked to the community. |
| More things involving healthcare professions |
| Movies, crafts, outdoor activities. Think about Portland because it's the school that many of my friends and I are transferring to. Portland gets groups of students and explored the markets, Ultimate Frisbee when the sun is out, movie screenings often, there are many more clubs, so much community service opportunities, and more students. |
| Movies, luau |
| music |
| music |
| Music concerts |
| n/a |
| N/A |
| n/a |
| n/a |
| N/A |
| N/A. |
| NA |
| Na |
| NA |
| none |
| none |
| Out of town activities Dance or music competition/contest EOU Pageant |
| Poetry readings |
| Porn! |
| Shows |
| Slip n' slide like 3 years ago Barbeques with faculty A way to interact casually with my professors |
| Soccer intramurals and pool tournaments |
| Something that is going on during the week every week. Different things. |
| sports games for unofficial student athletes |
| Treasure hunt |
| Video Games |
| Would be cool to see a programming club, a linux users group, and an anime club. |
| Zombie Tag Hide N' Seek Dodge Ball |

Interactive activities where you have to do something besides just attend

What other obstacles have you encountered that have prevented you from getting involved?

Null responses: 11 = 5%

| |
|---|
| . |
| . |
| A lack of information involved with the event. Personal commitments or lack of motivation to attend. Lack of motivated people attending. |
| A lot of times I am not aware of events going on, so I do not attend. |
| All the events are at night when I am at work. |
| Athletic schedules conflict |
| Athletics |
| bad timing |
| Being uninformed on activities |
| Break ups, friends, |
| Childcare |
| Currently, I am in the middle of my student teaching by the time I am at school all day, the only thing I have time for is a workout and homework. Also throughout my time at EOU, I have been in Wallowa County and traveling to school or online, About 2 years have been actually on campus. |
| Doctor or personal appointments |
| Doesn't sound appealing |
| Don't have time! |
| Don't want to travel to campus and sometimes I'm just not interested. |
| EOU doesn't offer structured Student Activities and they don't promote campus life. It's left to the students to organize. Since students should be passing through every 4-6 years, this makes for a lack of continuity and quality of student programming on campus. It should be someone's job to not just guide the student activities, but to LEAD the student programming on this campus. |
| Events are usually not interesting |
| Family and work |
| Family obligation, made other commitments, or not interested in that specific activity |
| Haven't heard much about what is going on and figure that not that many people will show up |
| HEALTH |
| homework |
| Homework |
| homework, no to my age to hang out with |
| I am a mother I don't have time for fun and homework |
| I am a recovering addict who has a lot of treatment classes. I also have a a little girl at home. |
| I commute to campus 40 miles one way. |
| I have a very busy life and I have a full time job. My kids are active in sports and I have a church that I volunteer with. My problem is not with the school. I have no more time to lend. |
| I just don't have enough time. Too much school work prevents me from wanting to do anything |

| |
|---|
| else. |
| I live outside of La Grande and with a family it is hard to commute to the activities. |
| I never hear about events until after they happen. |
| I never know when anything is happening and when I do make it to a meeting I don't feel welcome. |
| I usually have a hard time hearing about events. I feel like the University needs to do a better job at promoting events. |
| i would rather do other activities with friends. |
| I'm 34 and most events and clubs seem geared towards 18 - 22 age group. |
| I'm a non-trad student and I don't care. |
| I'm at least ten years older than almost all the other students and they all look at me like I have an arm growing out of my head. |
| Just work overload and wanting "me" time. |
| Lack of advertisement of possibility |
| Lack of extra-curricular activities that interest me. |
| Lack of information involving events. La Grande seems to be a very word of mouth oriented community, but I often do not hear about events until after they occur. |
| Lack of information, overly vague descriptions of events, inconvenient times of day. Weekday evenings are probably best. |
| Lack of knowing of the event |
| Lack of leadership in on-campus clubs |
| Mostly the halls are not exactly as accessible to each other. My hall does not host too many events, so I have to go to other halls, but of course I can't get in unless someone let's me in. |
| My friends don't want to go with me. Also, I forget about events until after they happen |
| n/a |
| N/A |
| n/a |
| N/A |
| NA |
| NA |
| Netflix and just being in our resident hall is just relaxing hanging out with roommates. Sometimes it is just the lack of energy that keeps me from going to extracurricular activities and events. Once I finally get to relax and take a break from homework I don't really feel like going anywhere. |
| no interest in the activity or event |
| Non-campus social life. If I want to go out, the things I want to do is go to music events. I would rather go to music than a movie screening. Or be somewhere where I don't have to be worried about what is going on around me, that I can truly just relax. |
| None |
| None. |
| Not a lot a people get excited and want to come to events |
| Not anything that im interested in |
| not enough club promotion |
| Not enough other people involved |

| |
|---|
| Not enough time in the day |
| Not informed |
| Not interested |
| Not knowing about events going on |
| Not knowing what is going on where, when, why, etc. I think general communication is a huge barrier. |
| Not knowing when the event is or exactly where |
| Nothing comes to mind. |
| Schedule is BUSY |
| scheduling conflicts, unaware of certain activities, etc. |
| School work obligations |
| Since this is my first year at EOU, I want to commit myself to my work and studies. I believe after I have completed this year I will be more at ease and more involved in extra-curricular activities. |
| Social obligations |
| Some things I am not interested in. This is my year actually being involved at EOU. |
| sport |
| sports |
| Sports and women |
| Sports games |
| Studying |
| That the information is wrong, or the event does not exist. |
| The limited amount of activities, the low amount of diverse and interesting students, a dwindling music program, apathy towards the school, the low numbers of even semi-interesting events. |
| The one thing that has prevented me the most from being involved is having to work so many hours before. |
| the times of the events sometimes conflict with work and class. |
| There should be more academic and fun clubs offered. What happened to the LARPing club? Knitting club, cooking club, friendly protesting club, key club, act out a book scene club (similar to an acting club), beauty club, scholarship club, etc. |
| Time |
| Time of event/meeting. |
| Time, |
| Timeliness of getting the information to pre-plan |
| Times are terrible and I'm too busy with school and work to get around to an activity that is often poorly planned. Attendance at our school events sucks, so less people go. Its a cycle. |
| Too much homework |
| Track and Field. Academics first, athletics second, work third, and other stuff follows those three |
| tuition is so high is makes you too angry to want to be involved. |
| Wanting to spend more time at home |
| Weather |

| |
|--|
| When an event I want to go to is scheduled I either have to work, been buried in homework, or the fiance doesn't want to go. |
|--|

| |
|------|
| work |
|------|

| |
|------|
| work |
|------|

| |
|---|
| work & academics- especially senior capstone projects |
|---|