



EASTERN OREGON
UNIVERSITY

**Student Affairs
2010 - 2011 Annual Report**

Department/Unit: Multicultural Center

Mission Statement:

The mission of the Eastern Oregon University Multicultural Center is to develop and deliver programs and services designed to support and retain students from socially and culturally diverse backgrounds. The Center offers an inclusive educational environment that nurtures cross-cultural communication and fosters the exchange of diverse perspectives and ideals. In addition, the Center is committed to offering students a place to engage in multicultural activities that enhance their social and academic endeavors as well as prepare them for success in a diverse global society.

2010 – 2011 Goals and Goal Attainment Summary

Goal 1: Continue to support, partner and collaborate with campus constituents to enhance existing multicultural programs as well as develop new programs to further diversity discussion to accentuate the diversity requirement in co-curricular activities.

Status: 2010-2011 has been a year of partnerships, collaborations and student organization support. The Multicultural Center partnered with on and off campus groups and organizations to continue to provide quality diversity programming that enhances the student experience and exposure to multiculturalism and social justice. A few examples of the level of collaboration and partnerships the Multicultural Center has been involved in this year include partnering with the International Student Program to plan and organize the Multicultural & International Student Orientation as well as International Education Week; collaborated with the Union County Coalition for Human Rights and Oregon Rural Action to bring programs such as Out In Silence, Bang Bang You're Dead and the annual Martin Luther King Jr. event.

Goal 2: Seek a temporary, part-time staff support person or graduate assistant to help provide services and support for Multicultural students.

Status: The Multicultural Center started the process of selecting an MBA graduate assistant to assist with Multicultural Center support services. A person was selected and hired to

start the beginning of fall term. Due to inadequate time to commit to the Multicultural Center, that individual resigned. Rather than going through the recruitment process mid-year, the work was divided and assigned to different Multicultural Center Computer lab assistants with specific duties to assist with the ongoing day-to-day support.

Goal 3: Continue to develop and enhance diversity programs on campus to connect and engage students, faculty and staff (i.e., Multicultural Orientation, Diversity Scholarship Connection programs, Diversity Dialogues, and other topics and activities around diversity issues).

Status: The Multicultural Center continued enhancement of its diversity and multicultural programming this year through many facets, including providing a diversity movie night during Hispanic Heritage, Native American Heritage, and Black History months. In addition, we partnered with groups to bring diversity-focused programs that centered on social justice issues that draw attention to institutional discrimination such as bullying in schools, LGBT issues, and race. Such programs included an Out In Silence event, Where Are the Women In Black History?, Portraits of Courage: African Americans You Wish You Knew, Bang Bang Your Dead event, Asian Pacific Islander Heritage presentation: The Aloha Factor, and a tour of the Tamástslíkt Cultural Institute.

Goal 4: Collaborate with faculty in the HUM 112, 113 & 114 classes and encourage the students enrolled in those classes to participate in diversity dialogues and activities in order to fulfill their course requirements.

Status: During the 2010-11 school year, the Multicultural Center partnered with Susan Whitelock, the HUM 112, 113, and 114 instructor, to promote the classes as well as recruit/identify underserved and international students who would most benefit from taking the courses to enhance their experience at EOU and create an additional support for them as they transition to campus. In addition, we sponsored a trip for the fall class to visit the Tamástslíkt Cultural Institute in support of the course content they were learning as well as provided them with the use of the Multicultural Center to hold classes and work on projects during class time. Continued collaborations took place. Due to lack of funding, however, the Multicultural Center was not able to continue to support this program initiative.

Goal 5: Improve resources by submitting proposals for equipment upgrades, software and technology resources in the Center (i.e., scanner, color printer and software).

Status: The EOU Information Technology Department Tech Fee Committee no longer has an annual proposal process for requesting new technology and upgrades. During the 2010-11 academic year, we made inquiries and prepared a request for equipment and upgrades. As a result of limited funding, we were not able to receive any new equipment. The regular equipment maintenance and the purchase of printer cartridges were provided for the Multicultural Center, which is a savings of approximately \$500 annually. Given that the Multicultural Center is the only academic support computer lab in Hoke, we will continue to put forward annual requests for upgrades and supplies to

provide up-to-date equipment for the students' use. We received several requests from faculty to provide language software as a result of the closure of the modern language lab. We plan to pursue a request to purchase the language software next year.

Goal 6: Work with Student Relations Director to conduct a Multicultural Center program evaluation.

Status: The Multicultural Center evaluation process began in late winter term and continued through the end of spring term. A team of faculty, staff and students participated in the evaluation and submitted their feedback regarding various parts of the Council for the Advancement of Standards in Higher Education (CAS) standards for Multicultural Student Programs and Services. The evaluation report will be completed during the summer with a final document submitted to the Multicultural Center Evaluation Committee for consideration early fall term.

Summary of Service and Programs for Students

Academic & Social Support

The Multicultural Center provided support and referral services for individual students in the following capacities:

- Advised students regarding study skills, transition issues, policies & procedures and other university services.
- Advocated and serves as a liaison on behalf of students in regard to multicultural/diversity and other issues that impact individual students and the campus community.
- Worked with individual students to create and complete a plan for academic success, assisted with academic standard procedures, and provided academic support workshops.
- Advised and assisted students with financial aid and scholarship opportunities, application processes and procedures, as well as general inquiries.
- Supported and referred students regarding cultural and transitional issues. Made referrals to appropriate University services addressing academic and non-academic concerns.
- Assisted multicultural students and groups in identifying and gaining access to institutional resources and services
- Advised and assisted multicultural clubs and students with leadership development and implementation of cultural club activities and events.

Conferences, Workshops & Trainings

The Multicultural Center coordinated and partnered with other groups to provide opportunities for students to increase their understanding of multiculturalism and diversity as they relate to leadership development, multicultural competence, and awareness of

discrimination, social justice, and equity issues. These trainings, presentations and conferences included the following:

- Resident Assistants & Hall Directors Training
- Multicultural Center and Student Council for Multicultural Affairs staff training
- International Student Association Leadership Retreat
- 2010 Oregon Students of Color Coalition Conference in Eugene, OR
- Stop the Hate Webinar

The Multicultural Center also partnered with Financial Aid to provide informational workshops that assisted students with FAFSA information and application as well as scholarship opportunities.

Cultural Club Support

- Worked with the Center for Student Involvement to support and serve as a resource for diversity-focused clubs and organizations including Student Council for Multicultural Affairs, La Familia (Hispanic) Student Club, International Student Association, Gay-Straight Alliance Club, Navigators (Micronesian) Club, International Student Association, Black Student Union, and Speel-Ya Native American Student Council.
- Student Council for Multicultural Affairs (SCMA):
The Multicultural Center worked closely with the SCMA to support, endorse and assist in fulfilling their goals. In addition, we partnered with the group to make diversity-focused programs available to students. These include, the opportunity for students to attend the Oregon Students of Color Coalition and the Black history month events.
- Worked with the following clubs International Student Association, Navigators (Micronesian) Club, Speel-Ya Native American Student Council, Gay Straight Alliance, Black Student Union, and Island Magic club in at least one of the following capacities:
 - Providing secondary advising in the absence of their primary advisors
 - Provided leadership information on roles of each officer
 - Assisted with bill notification, bill pay, event/program planning and provided information and editing with Senate Allocation requests
 - Served as a resource and referral for marketing and promoting their events, partnership in events, connecting them with faculty for event support and participation of students

Campus Events & Activities

The Multicultural Center planned, organized, and also sponsored a variety of events on campus that increased consciousness of diversity issues and provided appreciation and awareness of other traditions and cultures around the globe. Events were as follows:

- **The International & Multicultural Student Orientation, *September 20 & 21, 2010***
 The Multicultural Student Orientation program is designed to address specific issues related to being a multicultural student at Eastern Oregon University and aid in your transition to being members of the EOU campus and the La Grande community. A total of 18 new multicultural and international students participated in the two-day event. Also, six returning student leaders assisted with the Orientation program.
- **Hispanic Heritage Month, *October 2011***
 In observation of Hispanic Heritage month, the Multicultural Center partnered with Eastern Student Entertainment and showed the film “Babel.” The Multicultural Center also collaborated with La Familia club to showcase Hispanic culture by having a mini-festival on October 15, 2011. Students presented on various countries and cultures that make up the Hispanic and Latin American heritage, cooked a variety of delicacies for a food tasting, as well as introduced a variety of activities and games from those cultures to attendees.
- **Multicultural Center Open House, *October 29, 2010***
 The Multicultural Center, in partnership with the Center for Student Involvement, hosted our second annual Open House to increase awareness and provide more information about services and support that the two departments offer for students. Over 100+ students showed up for the open house and participated in the activities.
- **International Education & Multicultural Awareness Week, *November 15 – 19, 2010***
 The purpose of the celebration is to promote global understanding of various cultures and traditions of the world in an effort to expand our understanding of diversity and multiculturalism. The Multicultural Center and International Student Program works with an International Education committee to plan a schedule of events for the week. There were 230 students and community members who participated in the events and approximately 30 student volunteers. This year’s events were as follows:

 - Monday, November 15
 - Study Abroad Panel 4pm, Loso Hall, Rm. 230
 - Zumba 4pm, Aerobics Room, Quinn Coliseum
 - International Potluck 6pm, Alikut Hall
 - Tuesday, November 16
 - EOU African Drumming Ensemble Performance, 12pm, Quinn, Small Gym
 - EOU’s International Children’s, 12 to 2pm, Quinn, Small Gym
 - YoPi, 4pm, Aerobics Room, Quinn Coliseum
 - Wednesday, November 17
 - Study Abroad Fair, 11 – 2pm, Hoke Main Lounge
 - Zumba, 4pm, Aerobics Room, Quinn Coliseum
 - Thursday, November 18
 - YoPi, 4pm, Aerobics Room, Quinn Coliseum
 - Speaker Event, 7pm, Hoke Main Lounge

Featuring: Tom Krieglstein: Leveraging Facebook, Twitter and Your Digital Identity in College

Friday, November 19

- International Fashion Show, 6pm, Hoke 201/202

- **Native American Heritage Month, *November 2010***

In observance of Native American Heritage month, the Multicultural Center partnered with Eastern Student Entertainment and showed the film “Windtalkers.” The film focused on the Native American Navaho Indians who were recruited to use their language as codes during World War II. In addition, the Multicultural Center sponsored a field trip for the HUM 112 class (Introduction to American Language and Culture), whose course content was focused on Native American culture, to visit the Tamastlikt Cultural Institute in Pendleton, OR so students could learn more about the history and culture of the Umatilla, Cayuse and Walla Walla tribes. There were twenty participants on the trip/tour.

- **Martin Luther King, Jr. Celebration, *January 17-18, 2011***

The Multicultural Center enhanced the MLK Jr. Celebration by partnering with the Student Council for Multicultural Affairs and the members of the Oregon Rural Action and the Union County Coalition for Human Rights, which include members of the following groups: EOU Gay Straight Alliance, PFLAG of Union County, EOU Alliance for Social Change, and CURRENTS Justice for Peace group. The program events were redirected to an off-campus location to encourage community participation and involvement. In addition, the Multicultural Center and the Student Council for Multicultural Affairs also contracted with Will & Company, a non-profit theatre ensemble that provide work that blend educational and historical material with entertainment that focus on social change. The following events took place:

- ***Monday, January 17: MLK Jr. Day March & Human Rights Discussion***

A march was scheduled for 11:00am at Max Square in downtown La Grande with a short talk by Dr. Rosemary Powers and end at White House Coffee with a discussion focused on human rights facilitated by Bill Whitaker, Director of the Oregon Rural Action. Approximately 80 people participated in the march and the discussion groups. This is the largest turnout we have had since 2008 when we started doing the MLK events.

- ***Tuesday, January 18: Portraits of Courage: African Americans You Wish You Had Known***

A production presented by Will & Company, Portraits of Courage is an examination of noted African-Americans and their contributions to American history. In the 65 minute presentation, the audience learned about the lives and contributions of Ida B. Wells, Langston Hughes, Colonel Young, Madame CJ Walker, Bass Reeves, and Biddy Mason. There was a total of 55 people who came to the presentation/performance. A discussion also took place afterwards.

- **Black History Month, February 2011**

The Multicultural Center observed Black History Month through partnerships and collaborations with the Student Council for Multicultural Affairs and Eastern Student Entertainment. A new program series titled “Where Are the Women in Black History?” focused on African-American women’s contributions. This speaker series depicted the struggles and successes of Ida B. Wells, Fannie Lou Hamer, Bessie Coleman and Wilma Rudolph. In addition, we showed a movie titled, “Stomp the Yard: The Homecoming,” and co-sponsored a group called Back to the Future Tour to perform on campus to showcase a variety of music genres of the hip hop, rap and R & B.

- **Asian and Pacific Islander Heritage Month 2011**

For the first time, Eastern Oregon University and the Multicultural Center observed Asian American and Pacific Islander Heritage Month. The Multicultural Center hosted guest speaker Liang Ho, who shared her knowledge and work experience of living and working in Hawaii, Asia and the Pacific region as it affects communicating across cultures. The presentation was titled “The Aloha Factor: How Pacific Islander Cultural Practices Can Benefit Everyone.” Twenty eight students and staff were present at the event and two faculty provided extra credit for student participation.

Other Services

- **Multicultural Center Computer Lab**

The Multicultural Center offers a computer lab equipped with 12 computers for students’ access on individual or group work on a daily basis. The computers have software programs that support student success. A student lab assistant helps with software problems and troubleshooting. The Multicultural Center and computer lab is open for workshops/trainings. Faculty members also utilize the lab for class sessions.

The Multicultural Center hours of operations are:

- Sundays, 1:00pm to 9:00pm
- Mondays through Thursdays, 8:00am to 9:00pm
- Fridays, 8:00am to 6:00pm
- Saturdays, CLOSED

Multicultural Center Computer Lab Use – The Multicultural Center lab assistants record the number of daily individual contacts who utilize the computer lab every half an hour. This does not include people in utilizing the Multicultural Center lounge space, study table or pool table area. The following table shows the total monthly usage for the period of July 1, 2010 through June 15, 2011.

MONTH	MONTHLY STUDENT CONTACTS/VISITS
July 2010	363
August 2010	330
September 2010	702

October 2010	1,918
November 2010	2,309
December 2010	829
January 2011	1,978
February 2011	2,090
March 2011	2,165
April 2011	1,873
May 2011	1,828
June 2011 (Ends on June 10 th)	414
TOTAL	16,799

2010-2011 Student Learning Outcomes & Assessment Results

LO1: *Multicultural Student Orientation:*

Students will understand how to successfully navigate the campus and utilize resources.

Assessment:

The assessment will be based on their utilization of Multicultural Center services, end of term GPA, and involvement on campus.

Describe the assessments that have been made, noting especially the measures that were administered and the setting(s) where data were collected.

The Multicultural Student Orientation was held on September 22, 2010. The purpose is to assist traditionally underserved students in familiarizing themselves with resources and services available to support their academic and social success. Students were asked to complete the Multicultural orientation survey and sign up to receive services if they choose.

Results and conclusions from analysis of the assessments

A total of 26 international and multicultural students participated in the orientation. Out of the 26 participants, only 7 were multicultural students. Four of the seven participants completed the survey. Appendix A shows the results of the Multicultural orientation survey. In addition to the survey, the Multicultural Center also provided individual services for the four students that chose to receive services as well as monitored the GPA for all seven students. Appendix B is the Multicultural Center Student Intake form students used to identify the resources and services they were interested in.

The students' rating on the events/sessions during the multicultural orientation is a 4.23 out of a possible 5 points. Overall cumulative GPA of the students who received services is a 3.04. In addition, all of the students were involved in at least one campus club or organization. The overall GPA of the three students that opted out of receiving continual services is a 3.41 but this does not tell the whole story; one of the students did not attend winter and spring term and another one was employed at the Multicultural Center as a student worker and was able to take advantage of being involved in programs and events.

Actions that have been taken based on the assessment findings

Based on the assessments, the Multicultural Center has made a decision to discontinue the Multicultural Student Orientation. A majority of the multicultural students that we work with are athletes and due to the schedules of athletic programs, they are unable to attend. This makes the number of participants in this orientation low and we cannot support this program without the assurance that the numbers will increase. Traditionally, many of the underrepresented students that come to EOU are recruited to be athletes.

LO2: *Heritage Month & Diversity Awareness Learning Outcome:*

Students will increase awareness and appreciation of social and cultural differences among individuals and have a better understanding of the diversity of various social and cultural groups that make up our campus community.

Assessment:

The assessment will be evaluating the number of students who participate in the programs/activities.

Describe the assessments that have been made, noting especially the measures that were administered and the setting(s) where data were collected.

The Multicultural Center collaborated and partnered with other groups to organize programs in that highlighted diversity and multicultural awareness as well as the various heritage months including, Hispanic Heritage, International Education & Multicultural Awareness, Native American Heritage, Martin Luther King Jr. holiday, Black History, GLBT focused programs (i.e., Stop the Hate, Out In Silence, & EOU Pride Week), and Asian & Pacific Islander Heritage months.

The assessment made was a headcount made during the event. The following is a list of the events and the number of participants. Faculty partnerships represent the number of faculty that encouraged their students to attend and provided extra credit.

- Hispanic Heritage Month
 - Babel movie showing – 12 participants
 - Hispanic Heritage mini-festival – 42 participants
 - *Faculty partnerships – 1*
- International Education & Multicultural Awareness
 - Total participants for the whole week was around 230+
 - *Faculty partnerships – 3*
- Native American Heritage Month
 - Windtalkers movie showing – 7 participants
 - *Faculty partnerships – 1*
 - Tamastlikt Cultural Institute – 20 participants
 - *Faculty partnerships – 1*
- Martin Luther King Jr.
 - March & Social Justice discussion – Approx. 80 participants
 - *Faculty partnerships - 3*

- Portraits of Courage – 55 participants
 - *Faculty partnerships* – 3
- Black History Month
 - Where are the Women in Black History – 20 participants
 - *Faculty partnerships* – 1
 - Stomp the Yard, The Homecoming movie showing – 12 participants
 - Back to the Future Tour – 20+ participants
- GLBT Focused program partnerships
 - Stop the Hate webinar – 4 participants
 - Out In Silence – 38 participants
 - *Faculty partnerships* - 2
 - Pride week event: Bang Bang You're Dead – 20+ participants
 - *Faculty partnerships* – 2
- Asian & Pacific Islander Heritage Month
 - The Aloha Factor – 28 participants
 - *Faculty partnerships* – 1

Results and conclusions from analysis of the assessments

Although there was no minimum target participation numbers identified in the beginning of the year to be used to measure success, on average there were approximately 28 participants per event. In general, the Multicultural Center events have always drawn more participants especially the ones that are repeated annually and have established a reputation on campus as being a crowd favorite. Collaboration with faculty also helped enhance student participation..

Actions that have been taken based on the assessment findings

Based on the analysis, we have found that faculty involvement is critical to getting the numbers we need for participation as well as involving more students. We will identify a minimum participation number as a benchmark in assessing our events for next year. We will also continue with partnerships, work on a variety of marketing approaches, and alternating events to semi-annual events so that we may provide more quality diversity-based programs on campus.

LO3: DPD & HUM Co-Curricular Support Program Learning Outcome:

By participating in Multicultural programs that support the DPD (Diversity, Power, Difference) Requirement and the HUM 112, 113 & 114 courses, students will gain knowledge of diversity and multiculturalism.

Assessment:

The assessment was based upon the number of students enrolled in the courses who participate in the programs/activities and the faculty assessment of students.

Describe the assessments that have been made, noting especially the measures that were administered and the setting(s) where data were collected.

The DPD courses that were proposed for the 2010-2011 school year were not approved by EPCC and a separate committee was established by the Office of the Provost to review these courses. Thus, there was not an established group/faculty that we could work with to plan co-curricular programs to support the courses. A formal assessment was not done due to the lack of officially approved courses that had been identified as DPD courses. The Multicultural Center continued to coordinate events that addressed topics around difference, power, and discrimination, and requested faculty to endorse and encourage students enrolled in their classes to participate.

The Multicultural Center collaborated with the faculty for HUM 112, 113, and 114 classes to provide co-curricular programs to support the course. HUM 112 – Introduction to American Language & Culture course focused on Native American culture. In support of the course content, the Multicultural Center sponsored a class visit to the Tamástslíkt Cultural Institute in November during Native American Heritage month. During spring term, HUM 114 – Global Perspectives/American Language & Culture, the Multicultural Center sponsored “The Aloha Factor” presentation during Asian & Pacific Islander Heritage Month. In addition, the faculty utilized the Multicultural Center as a physical classroom and conducted two classes per term in the Multicultural Center. Attendance was taken by the faculty during the events and an in-class discussion facilitated by the faculty was held during the next class period.

Present the results and conclusions you draw from your analysis of the assessments.

Based on the class discussions, the students provided personal feedback on their reactions and impression of the events and presentations. Continued collaborations took place, but due to lack of funding, the Multicultural Center was not able to financially assist with supporting other co-curricular support programs that were requested by the faculty.

Report actions that have been taken based on the assessment findings.

The HUM 112, 113, and 114 courses have a specific focus on international and traditionally underrepresented students - to assist in their transition and academic success. The partnership between the Multicultural Center and the faculty not only provides our students with exposure and hands-on opportunities that complement what they learn in the classroom; it also allows them exposure to Multicultural Center services and resources that help them continue to learn more about college, believe in themselves as learners, and have a positive college experience.

LO3: Student Council for Multicultural Affairs (SCMA) Learning Outcome:

By participating in the SCMA, students will understand their responsibility to continue professional and personal development with an emphasis on diversity, ethics and teamwork.

Assessment:

The assessment is based on the number of student leaders who participate, attend conferences and present at various workshops on campus as well as the type of student issues discussed.

Describe the assessments that have been made, noting especially the measures that were administered and the setting(s) where data were collected.

The SCMA mission is to contribute to multicultural awareness and competence across the Eastern Oregon University Campus. The SCMA advocates for social justice based on socioeconomic status, race, ethnicity, sex, culture, religion, age, gender, sexual orientation and gender identity or expression, veterans status, and disability.

In an effort to provide access to professional and personal development opportunities for students to increase cultural awareness, foster an understanding and appreciation of diversity, and serve as an ally, the SCMA collaborated with ASEOU in co-sponsoring students to attend the Oregon Students of Color Coalition conference in Eugene, OR on November 12-14, 2010. Assessments that were made included a headcount of students who participated in the conference and the number of presentations that students made on and off campus on this topic after conference attendance; additionally, the students filled out a satisfaction survey.

Present the results and conclusions you draw from your analysis of the assessments.

The SCMA and ASEOU collaboration resulted in getting 25 EOU student leaders and club representatives to the Oregon Students of Color Coalition conference. Out of the 25 students participating in the conference, three students presented at the state level and on campus and seven were active in campus initiatives as well as their clubs and organizations including active participation in planning the Student Leadership Conference, presenting at the annual Spring Symposium, planning and coordinating the activities around the International Dinner & show and the Island Magic Lu'au & show. (See Appendix C for the results of the Oregon Student of Color Coalition conference survey and Appendix D for the SCMA 2011 annual report).

Report actions that have been taken based on the assessment findings.

This year, the SCMA faced some challenges in connecting with its constituents and holding student leaders accountable. In assessing the year, the staff and advisors realized that an annual program evaluation and a staff performance evaluation could be useful in ensuring that goals are met. A draft evaluation of the program and performance evaluation was discussed and drafted for the next year's SCMA staff and members to review, approve, and implement.

LO 4: Academic Support Programs Learning Outcome:

By participating in Multicultural Center-sponsored academic support programs, students will have a better understanding on the University culture and how to succeed in their classes.

Assessment:

The assessment is based on student participants in the workshops and statistic provided by the Learning Center.

Describe the assessments that have been made, noting especially the measures that were administered and the setting(s) where data were collected.

In the beginning of fall 2010, the Multicultural Center staff was informed by the Learning Center that there was no funding to continue to provide math and writing tutoring in the Multicultural Center. The Multicultural Center referred students to the Learning Center for math and writing tutoring.

Present the results and conclusions you draw from your analysis of the assessments.

Not applicable.

Report actions that have been taken based on the assessment findings.

Not applicable.

Staff and Program Recognition

- Multicultural Center was recognized as the 2010-11 EOU Program/Program series of the year
- Student Club Recognition: Staff received public acknowledgement and appreciation for their support during the 2011 International Dinner & Show

Issues/Challenges Facing the Department

- With the growing demand from students for support services, the Multicultural Center continues to struggle with providing adequate services for all traditional underrepresented students.
- SCMA needs to re-evaluate its processes and engagement strategies to keep students involved and active.
- Continuous staff training is necessary to keep up-to-date with current issues facing multicultural programming and the students we serve.
- The department is limited in funding and will have to find other means of financial support to continue providing quality multicultural/diversity-focused programs.

2011-2012 Preliminary Goals

Related to Mission, Strategic Planning, and EOU Repositioning Plan

- Continue the Multicultural program evaluation. Complete the review and assess the feedback to start the process of a strategic plan for the Multicultural Center programs and services.
- Work with SCMA to create a formal process of assessing their activities and evaluate staff performance and accountability.

- Collaborate and partner with the Center for Student Involvement to identify support services that assist in enhancing our programs without duplicating efforts.
- Develop, coordinate, and implement a winter term Multicultural Student Conference.

APPENDIX A



MULTICULTURAL STUDENT ORIENTATION SURVEY 2010 RESULTS

The purpose of the Multicultural Student Orientation is to help you prepare for a successful first year. This is a pre-orientation program designed to help you become acclimated with campus life, provide information about programs and services available for traditionally underserved/multicultural students as well as make connections with current multicultural students, faculty and staff.

A total of 26 international and multicultural students participated in the orientation. Out of the 26 participants, only 7 were multicultural students. Four out of the seven participants completed the survey. Below are the results of the multicultural students survey.

1. How did you find out about Multicultural Student Orientation?

 3 Received Invitation Letter 1 Word of Mouth

2. Number of participants in events/programs

<u> 1 </u> Campus Tour	<u> 1 </u> EOU Trivia
<u> 2 </u> Lunch with Resident Assistants	<u> 4 </u> Navigating Your Way
<u> 4 </u> Lunch with Multicultural Students	<u> 4 </u> You Are Not Alone session
<u> 4 </u> Alcohol and Dating	<u> 4 </u> Tying Up Loose Ends
<u> 4 </u> BBQ & Volleyball	<u> 4 </u> Dinner with club officers

3. Overall rating per event/session (1–Poor, 2–Fair, 3–Average, 4– Good, 5–Excellent)

<u> 4 </u> Campus Tour	<u> 3 </u> EOU Trivia
<u> 5 </u> Lunch with Resident Assistants	<u> 3.5 </u> Navigating Your Way
<u> 4.5 </u> Lunch with Multicultural Students	<u> 5 </u> You Are Not Alone
<u> 3.75 </u> Alcohol and Dating	<u> 4.5 </u> Tying Up Loose Ends
<u> 4 </u> BBQ & Volleyball	<u> 5 </u> Dinner with club officers

Overall event/session rating: 4.23

4. Creating a sense of feeling welcome and readiness to settle into at EOU

 4 Yes 0 No

5. Helpful in providing knowledge about the University and the La Grande community

 4 Yes 0 No

Appendix C



**Student Council for Multicultural Affairs
10th Annual Oregon Student of Color Coalition Conference
November 12-14, 2010
Student Evaluation Feedback**

1. What did you like most about the conference?
 - Presentation on issues people faced in the past such as Afro-Americans, the D.R.E.A.M Act that people are working hard to pass. It was very educational. We also got to interact with students from different schools.
 - I like the workshops the most because they were interesting and the students attending the workshop had so many opinions to share.
 - Liked the presentations. They were all very informative and very interesting. I got to learn about a lot of the history of Oregon, OSCC and issues that people of color go through. I also liked the speaker events. They were very motivational/inspiring
 - The networking with the other student leaders from other universities
 - Everything
 - Getting to meet new people and also getting to know the people we went with
 - I like a great number of things in the conference but the ones that grabbed my attention the most were the speaker events. The speakers were greatly enthusiastic and confident about the things they presented. In addition, they presented a plethora of important issues that are applied to the students of color and those really motivated me to step up and defend myself and my group.
 - I liked the keynote speakers and workshops that were presented
 - Seeing all the student leaders come together & sharing ideas on making universities better.
 - Workshop on “Racism in Oregon” was great
 - Presenting stereotypes in Disney
 - They had some really great inspiring speakers
 - I liked the most about the conference the diversity of opinion and the opportunity to be involved with this event.
 - The new variety of workshops.
 - The interesting topics that were being presented.
 - The public speeches: the speakers made after sessions.
 - I liked that EOU was one of the bigger groups that went, especially because we traveled so far. I liked the workshops that engaged in discussion among the people in the room.

2. What did you like the least about the conference?
 - I think I liked how different everything went, especially because the sessions were very important as they gave out valuable & interesting info.
 - The long drive from La Grande to Eugene was the thing I liked the least about the conference.

- I didn't like the food they served. Mostly very light fast food. Maybe they could have had just a little more variety seeing that the conference was for students of color, coming from different cultures
 - There should have been more workshops & keynote speakers
 - Nothing
 - The good
 - I am not exactly sure what didn't go well in the conference. I believe that everything went well. The one thing that I didn't really appreciate was the food. I think the foods that were provided should be improved.
 - The food wasn't the greatest but considering costs of holding such a conference it was understandable.
 - I would have liked more workshops dealing w/rural schools like our own, most workshops focused on U of O
 - The long distance from EOU, driving & obviously Sat. night events
 - Some of the sessions didn't seem to be as good or interesting as they looked
 - Nothing
 - Lack of location guides.
 - The food.
 - Workshops that were only/or based on lecture.
3. How did you exhibit positive behavior during this trip to motivate the members of your delegation?
- We would attend the same presentations that interest us and talk about other workshops or lectures that we've attended afterwards
 - I lead the "EOU cheer" when we were heading to Eugene
 - I went to the presentations including the ones that were by EOU students. I hoped that they would be a little more comfortable seeing a familiar face in the audience
 - I presented a workshop to the other student leaders, which I hope was informative
 - By giving all of the student leaders encouragement for their workshops
 - By listening to what they told me to do, helping where help was needed, and going to the workshops where our students were presenting
 - I tried to follow what my leaders expected me to do, and I tried to attend as many workshops that interested me. I gained and learned many important things that are greatly beneficial to myself as well as my whole group
 - I tried to motivate first time members to socialize & interact w/other students, & break away from comfort zones
 - I would help find people workshops they were interested in. I even helped people outside our delegation by sharing contact information w/other organizations similar to our own
 - Not complaining about workshops, food or length of conference
 - High energy & EOU Cheer
 - I like everyone being so positive about the conference. I exhibited positive and motivation behavior by keeping attention to the speakers and workshop leaders.
 - Kept everyone organized, updated, and on-time.
 - We worked well to team up to attend workshops.
 - By discussing previous workshops and my experiences I had with them and what I learned.

4. Which of the workshops, speaker or topics were most useful to you personally and the group you represent?
- I think the guest speaker Katy Davis which was one of the first lectures gave a motivational & inspirational speech that I really enjoyed. She kind of sent out the message that it is hard to succeed as a colored person, but it's up to you to keep your head up & move forward.
 - I felt that all the workshops that I attended were equally useful because I gained a lot of knowledge in all of them
 - The history of racism in Oregon was very interesting. That showed me how people of color back then suffered just because they were colored. I think the Navigators club should know how they are very lucky to be in the situation they are in that EOU accepts and acknowledges that they are different and encourage them to educate others about their culture and countries.
 - The workshops about racial issues & discrimination
 - The racial issue workshops
 - I represented two groups BSU & ISA, & I think the workshop on Black History by Martez was more useful to me as a member of BSU. I learnt a lot about African American history and the famous people we all know but really do not know why and how they became famous
 - The first speaker event was the one that I found very interesting. I said this because the speaker lectured about how she came to be successful and how she came to be who she is. Also, she motivated me to try harder in what I am doing confidently despite the failures I go through. I am sure her speech is also beneficial to my group for she is a colored student and she's able to achieve a lot of things
 - The OSSC 101 presentation, the leadership development, history of the Afro-Americans, environmental racism (that was the topic)
 - The workshop "Racism in Oregon" was a great workshop. We dealt with issues that are happening on all our campuses. We saw the history of these issues and where they stemmed from
 - The Racist History of Oregon
 - Leadership for the 21st century by Charles Martinez
 - I liked the leadership 101, the Disney and the 1963 Civil Rights speakers and workshop leaders.
 - Education, Not incarceration.
 - Revolutionary Leadership and the speech Rosa made.
 - It would probably have to be the "Challenging oppressive moments" workshop.
5. Which of the workshops, speaker or topics were the least useful to you personally and the group you represent?
- I liked all of the workshops I attended because they were informational & educational & I found it interesting & not boring
 - "The History of Afro-Americans" workshop was the least useful because I attended it when it was held at EOU. I just went again to the workshop to support the President
 - I think all the workshops were equally valuable in different ways, so I can't really say they weren't useful
 - All of the workshops were useful

- None
- The Oregon history workshop. It wasn't what I expected, & the person who presented it was talking off topic & not prepared fully
- I would say that most and all of the speaker/workshops are useful to my group and me, personally. However, the one that I would say is somewhat irrelevant or not very useful to my group is, identity construction: The American Indian. This is useful but compared to all the other workshops, this is not very useful (I guess)
- The "Racial Boundary" workshop. It seemed to lead to a lot of heated debates that seemed to get out of line @ times
- None
- I got something out of all of the sessions & speakers to use. Just some were not what I expected
- None
- N/A
- None. I learned a lot from this conference.
- Probably Oregon's Racist History, only because I felt the workshop didn't go as well as it should have. But it did bring up interest about our library being named after Walter Pierce.

6. What was your overall opinion of the quantity, quality, and relevance of the OSCC conference?

- I think it was a great experience to be aware & educated of racism & the history of Afro-Americans. The OSCC conference gave me a much greater knowledge of the issues that we and others face today.
- All of the workshops that I went to were all relevant to me personally. I would say that the quantity & quality of the workshops was outstanding
- Overall, I think that the conference was very relevant to all the different groups that attended. It was a great learning experience for me
- The OSCC Conference was very beneficial to the student leaders, I believe and should be conducted the same way next year
- Everything was great
- I think it was good & educated people about different things
- I think the overall quantity, quality, and relevance of the conference is good. The people that prepared for this conference did a great job putting things together
- Overall I think the conference is very useful and helpful if you attend the workshops that pertain to individual needs and also your groups needs
- The conference provided with insight on how to deal with certain issues that might arise in the future to come
- It was all relevant
- I think that it was good, wish that some of the workshops were offered more than once
- I thought it was very useful and motivation to embrace other cultures other than my own
- It was mind opening.
- Well-organized with minor technical issues (timeframes for representatives coming from long-distance, workshop location guides).
- It was good overall.
- I thought that the conference went well.

7. Please offer suggestions on how we could improve future EOU professional development opportunities?
- We should have more of this programs offered, because it places a big impact on the students ability to learn effectively about what happened in the past that influences what we do today
 - Students who have attended conferences should present about what they learned when they get back to EOU
 - Maybe encourage more students and student leaders to attend it.
 - The conference should be more days
 - None
 - Getting people who are not necessarily successful but know how to send out the message you want to the students
 - Maybe send out e-mails to all students informing the upcoming events that will be held and post around posters about what's going to happen before hand so students are fully aware and have a higher opportunities of joining/participating
 - Applying for more funding to send larger delegations & also to improve travel arrangements
 - Form a way to collaborate w/students from other colleges to do big events to show what we learned from the conference, on each other's campuses
 - Even though it costs significantly more: send a bus! This prevents students from taking on the huge responsibility of driving
 - Continue to send large groups of students & bring back as much as possible to campus.
 - Attend more opportunities like this one
 - Providing the opportunities for in- state and out-of-state internship/conferences.
 - Establish more networks.
 - More workshops here at EOU! Get the word out to students.
8. Did you have any concerns about this trip (roommate issues, participants, behaviors/attitudes, tensions, etc...)
- I believe everyone got along very well with each other. It was nice to room with a diverse group. I had a chance to get to know my roommates better.
 - No. No Concerns
 - None at all
 - None
 - No
 - I do not have any concerns about this trip. Everything went well from what I knew. I got along with my roommates car mates and most of the EOU group. We all worked together to make the rip successful and saved
 - I did not have any issues with the trip overall
 - No, I didn't, everyone worked together to complete our goal of learning and sharing with each other
 - Some students didn't go to every workshop/keynote speaker required of them & weren't doing other OSCC related tasks
 - There was a person who was in a hurry to get back & it caused concern she did not really care what everyone else thought
 - None. It was all good and I thought everyone did well, had fun and learned a lot.

9. Do you have any commendations about this trip (roommate issues, participants, behaviors/attitudes, tensions, etc...)
- I think the roommate assignments were fair enough.
 - No Commendations
 - The trip was great. I got to meet & get closer to fellow EOU leaders & students and meet other students of color from other campuses
 - None
 - None
 - I think for travelling and roommates people should be allowed to just pick who they want to share with. Because we are all adults and are old enough to make decisions for ourselves instead of being treated like kids being told where to go and where to sleep
 - Maybe more cooperation among all the participants
 - No, I think that everyone did their job adequately but there wasn't anything that surprised me. I do commend the board members on going to their almost 5 hour meetings.
 - Driving is stressful even w/a back up, Baha & Athena did a great job at being delegation leaders (minus Sat. Night-Baha)
 - Everyone that I saw represented EOU great
 - It w all good and I thought everyone did well, had fun and learned a lot
 - People were all well behaved and nice.
 - No. everything seemed to go smoothly.
10. What would you suggest as improvements to make in terms of process, logistics and individual expectations you would have liked to see?
- The conference is a great opportunity for students to gain new knowledge and meet new people. I would suggest that more students should be encouraged to attend it next time.
 - I think that the students could network & communicate better so that workshops could have more audience participation
 - None
 - None
 - Everything was great
 - I am not sure b/c I did not have any expectations since I wasn't sure what the conference was bout until I got there
 - I would suggest the use of a bus for such trips to avoid any incidents. It is more expensive but definitely worth it in terms of safety.
 - Set expectations for everyone on the trip not just delegation leaders or board members. Maybe do a round table discussion on workshops we attended each day or something
11. What are the most valuable things you learned from this experience?
- Never judge people by their appearance
 - That pretty much anyone that was/is colored in the US was discriminated against one way or another and I am lucky that I have never gone through those types of experiences because of the long hard struggle by different people & organizations like OSCC
 - Workshop information
 - Everything
 - Learn to trust people in charge & respect each other as adults as well as the information we got at the workshops

- Think twice before you speak out or act in any situation
- I learned that there are people at other colleges going thru the same experiences as me. Same triumphs and same struggle it was eye opening to see that even at larger schools of higher learning like ours.
- Being responsible is a big role for being a leader.

12. Additional Comments:

- I definitely learned a lot through this conference & highly recommend it to others. I would like this program to be offered next year & the years to come as it would be a great opportunity to unite diversity
- Thanks for the opportunity
- I like this evaluation way better than having to rate individuals b/c people don't take the rating seriously
- I apologize for my personal behavior as delegation leader. I do understand my mistakes, and took proper lesson out of it. I promise to provide the correct professional behavior from this point forward.
- OSCC was fun and I learned a few valuable things that I will for sure use in the future.

Appendix D



Eastern Oregon University

Student Council for Multicultural Affairs 2010-2011 Annual Report

The Student Council for Multicultural Affairs (SCMA) is an organization that consists of clubs, organizations and students of Eastern Oregon University. This document describes the council's membership, goals for the 2010-2011 academic year, addressed issues, accomplishments and suggested goals for the 2011-2012 academic year.

SCMA Membership:

- Courtney Parsons, SCMA Coordinator
- Janeth Macias, SCMA Secretary
- Bennie Moses & Colleen Cascio, SCMA Advisors
- An Do, SCMA At-Large Representative
- Vacant, SCMA At-Large Representative
- Bakhrom Ismoilov, Associated Students of Eastern Oregon University (ASEOU)
- Mitch Ornelas & Steve Velasquez, La Familia
- Davion Blunt, Island Magic
- Ashley Cogburn, History Club
- Zern Harkins & Christina Pack, Gay Straight Alliance (GSA)
- Keani Huevo, Polynesian Club
- Nace Soalablai, Navigators
- Mary Sharinghousen, Eastern Student Entertainment (ESE)
- Jessica Warfield, National Society of Leadership and Success (NSLS)
- Elizabeth Moreno, Cornerstone
- Novalee Langley, Students Older Than Average (SOTA)
- Nora Kegg, Women's Research & Resource Center (WRRC) and Students Advocating for Gender Equity (SAGE)
- Pat Murphy Rogers, Alliance for Social Change (ASC)
- Martez Brayboy, Black Student Union (BSU)
- Amanda Harpster, Chicano Leadership Union (CLU)
- Shoni Walker, Speel-Ya

2010-2011 Goals:

- Increase EOU Community's awareness about SCMA and its abilities to help.
- Increase SCMA's membership by recruiting more clubs and students
- Organize a retreat to train the council's representatives and develop their cultural competence
- Revise the SCMA's constitution

Accomplishments:

Continuing as a student fee funded unit

During the winter quarter, the coordinator, secretary, advisors and representatives worked together to complete an application for Student Fee funding. The Student Fee Committee approved our application and granted us \$9000 in funding for the 2011-2012 year.

2010 Oregon Students of Color Coalition conference (OSCC Conference)

Working with the Multicultural Center and Bennie Moses, the council assisted in sending twenty EOU student leaders to the annual OSCC conference, making EOU one of the biggest delegations at the event. This was a great learning experience for many students and it successfully brought EOU to attention at the state level.

Northwest Student Leadership Conference (NWSLC)

In the winter term, the council also cooperated with ASEOU, and the Multicultural Center to send eighteen EOU students to the annual NWSLC. This trip was also a great success because the students were able to bring back the knowledge and presented at the EOU Leadership Conference.

EOU Student Leadership Conference

In spring term, the council secretary worked closely with the Center for Student Involvement and the EOU Leadership Conference by serving on the steering committee to plan and implement the annual EOU Student Leadership conference. Additionally, SCMA was a co-sponsor of the conference with a \$500 donation. It was well attended by more than one hundred EOU students.

Donations to campus community

The SCMA purchased a 5-Volume set of Encyclopedia of African American History and a 3-Volume set of Black Women in America to be utilized as resources for students and the campus community. The intent is for them to be housed in the Pierce Library, but due to the renovation process that will be taking place next school year; the SCMA has agreed to house the texts in the Multicultural Center until the renovation of Pierce is complete.

Collaborations and Partnerships:

Island Magic Dinner & Show

During the spring term, the council members also cooperated and helped the Island Magic Club with its annual luau and show. The event attracted more than two hundred community members, EOU faculties and students. It was a great success.

Martin Luther King Jr. Event

The SCMA partnered with the Multicultural Center to bring Will & Company to campus for a performance titled: *Portraits of Courage: African Americans You Wish You Had Known*, an examination of overlooked African-Americans and their contributions to American history. The presentation showed the lives of Ida B. Wells, Langston Hughes, Colonel Young, Madame CJ Walker, Bass Reeves, and Biddy Mason.

Martin Luther King Jr. March

The SCMA members joined other groups and organizations like the Coalition for Human Rights, Oregon Rural Action, ASEOU, EOU students, faculty/staff and members of the community to participate in the annual MLK Jr. March.

SCMA Staff Professional Development:

Oregon Students of Coalition Conference

The SCMA partnered with ASEOU to co-sponsor 25 students to participate in the 10th annual Oregon Students of Color conference. The SCMA coordinator presented two workshops during the conference. The first workshop was titled *OSCC 101*, which explains the history and structure of OSCC and the issues that are currently being worked on; and the second presentation was *Stereotypes in Disney*, which highlights the various forms of stereotypes presented in Disney films, followed with an open discussion. In addition, the SCMA secretary served this year as the co-chair for the Oregon Students of Color committee and help with the planning of the conference.

Northwest Student Leadership Conference

The SCMA secretary participated in the 2011 Northwest Student Leadership conference. As the co-chair for the Oregon Students of Color committee, partnered with a Oregon Student Association staff and presented on the topping of *Tuition Equity*. This workshop explains what Tuition Equity is and how it affects undocumented youths in Oregon who may want to pursue a college career.

EOU Student Leadership Conference

In addition to the staff participating in the c The SCMA secretary served on the Student Leadership Conference steering committee to plan and coordinate events and workshops around the 3rd annual EOU Student Leadership Conference. The SCMA coordinator presented two workshops at the conference. One was titled *Ice Breakers 101*, which helps workshop participants learn and demonstrate the differences between high and low risk ice breakers; and the second was titled *Got Privilege?*, a workshop that focused on addressing the systems of white, straight and gender privileges.

EOU Capital Lobby Days

The SCMA Secretary and Coordinator participated in the EOU Lobby days in Salem and spoke to legislators on behalf of EOU and underrepresented students across the state.

Addressed issues:

SCMA membership

The SCMA began the year with several active members. Over the course of the year, SCMA faced some issues regarding meeting attendance. These concerns were addressed by contacting members in person and encouraging them to attend meetings.

Issues on bullying

Based on discussion with students, the Council noticed an increase of bullying has increased for students on and off campus. Particular areas of discontent included the residence halls and at random place off campus. The Council noted that bullying was enacted on students based on a variety of reasons, including sexual orientation and racial stereotyping.

Budget Allocations

The Council worked with many of its constituents regarding becoming or remaining a Student Fee Funded Unit. The Council worked with the GSA to forward a funding request for a new Queer Resource Center. The Student Fee Committee did not grant this request due to protocol that states that units must be active for 2 years before becoming fee funded. Additionally, the SFC had limited funds and could not fully award all requests. SCMA and WRRC were some of the many units that received a decrease in funding.

Hoke Space Requests

The Council was notified that 3 member clubs/organizations did not turn in a form to request space. These clubs included Speel-Ya, La Familia and WRRC. SCMA staff contacted the leaders of these organizations to make sure that they were aware of the deadlines and let them know that appeals were taking place. Speel-Ya replied quickly and with help from SCMA staff, they were able to turn in their paperwork. When staff spoke with La Familia leaders, the general response was that La Familia was going to let the space go. Communication was extended to WRRC with no replies. Further contact was made with the WRRC advisors to inform them of the situation.

SCMA Logo Contest

The SCMA held a logo contest and offered a prize for students to design a new logo for our Organization. There were 3 entries in the contest so the deadline was extended. No additional entries were received, so the contest will be tabled until next fall.

Pending Issues:

Aramark Pricing

It was brought to the Council's attention that the prices for Aramark's catering services are too expensive for student clubs and that there are no set prices on equipment rentals, services and staff wages. Suggestions that were made included contacting Center for Student Involvement and asking for their assistance with these issues as well as requesting to charge at places like Dominos and other off-campus food vendors.

Hoke Space Allocation

The SCMA informed the three clubs (Speel-Ya, La Familia and WRRC) that did not receive space in Hoke, that they will work with them next year to find alternatives.

Recommendations for the 2011-2012 Academic Year:

- Future SCMA staff should attend and become certified through the Safe Spaces program
- The Green Dot program may be a useful tool on our campus. Further research is needed.
- Obtain a special email account for SCMA purposes.
- Update the SCMA website so it can be used as an interactive resource
- Review/revise the SCMA constitution
- Review/revise the SCMA Staff position descriptions
- Organize a retreat to train the council's representatives and develop their cultural competence
- Review/revise the Oregon Students of Color Conference application process
- Research the possibility of sending an SCMA member to sit on the Union County Coalition for Human Rights
- Assist and advocate for clubs regarding administrative processes such as Student Fee Funding, Space Allocation, and event paperwork
- Work with the Center for Student Involvement to draft a club manual
- Create an evaluation form and process for the SCMA and staff performance.