



# EASTERN OREGON UNIVERSITY

## Student Affairs 2008-09 Annual Report

**Department:** Student Relations

### **Mission Statement**

The Office of Student Relations is committed to promoting student progress and personal development that enhances the campus community by promoting student responsibility, building bridges, developing and revising policies, and enhancing services.

### **2008-09 Goals and Goal Attainment Summary (1-2 paragraphs on each goal)**

- **Develop an Office of Student Relations webpage**
  - With the moratorium on the website as a result of accreditation, this goal was postponed until the 2009-10 academic year.
- **Conduct Hearings Officer/Hearings Committee workshops and Hearings Officer meetings.**
  - September 11, 2009 – Co-taught the student conduct training workshop for the Residence Hall Directors
  - January 9, 2009 - Conducted the Student Hearings Committee training
  - February 13, 2009 - Conducted a Hearings Officers Meeting. Agenda items included the residence life conduct system, student conduct records retention revisions, FERPA revisions relevant to student conduct, and case debriefs.
  - Winter 2009 – met with Stephen Jenkins and the Hall Directors to discuss how the program was working and ways to improve the process. Overall, the students are receptive to the process because matters are dealt with quickly.
- **Enhance the Sexual Assault Response Program**
  - a. Retrieve former binders
    - Worked with Counseling Center Staff to retrieve binders previously distributed across campus. We found that the binders were not retained by the various offices.
  - b. Develop an avenue to inform the students' at large regarding sexual assault, other than sex signals.
    - Worked with Counseling Center Staff, Shelter from the Storm, nformed on sexual assault (online course) and First Year Experiences courses (HUM 110 and CORE 101) to implement online course participation for students.

The class debriefing survey results of the nformd on sexual assault course indicates that students gained a strong understanding of sexual assault and were appreciative of the course (see Appendix A).

The summary report submitted by nformd indicates that 186 students (77 males, 109 females with only 99 agreeing to participate in the research study) participated and that the male scores improved by 16% and the women's scores improved by 13%. The results of this report further indicates that there are many women who are unaware of what sexual assault really is or that alcohol is the number one date rape drug. Men are also unaware of alcohol's role in sexual assault. Overall, the post-test results indicate a strong learning outcome overall – a gaining of understanding of individual responsibility. The nformd full summary report can be found on the Sex Matters Website at <http://www.eou.edu/saffairs/sex> .

- c. Represent EOU at the UCSART meetings regularly.
  - Attended several UCSART meetings and collaborated with Shelter from the Storm on a variety of issues/trainings.
- **Conduct Assessments as outlined in the Assessment Plan calendar**
  - April 2009, the Campus Activities Program assessment team was formed (see Appendix B). The team is in the process of conducting the assessment. The assessment team will reconvene and resume the assessment fall term 2009.
  - While preparing for the Multicultural Center evaluation, it was determined that the timeline to begin (summer) is inappropriate as there are many constituents on campus that need to participate in the assessment but are not on contract in the summer. The assessment calendar has been revised to reflect the summer assessment issue (see Appendix C).
- **Continue to establish and enhance the Multicultural Center**
  - Assist Center Coordinator with the development of an obtainable 5-year plan for the Center.
    - The 5-year plan has been developed and plans are underway for implementation.
  - Assist with program development throughout the year in an effort to educate the EOU students and community regarding multiculturalism.
    - Worked with the coordinator on developing the Diversity Forums being held on campus, the Martin Luther King weeklong celebration, and women's month. Also assisted in development and implementation of the "What's Race got to do with it" discussions held on campus fall and winter terms.
  - Work with the Multicultural Student Council with the revision and implementation of their new mission and vision.
    - It was brought to my attention that the official vote for change regarding this matter was never completed. A vote was completed spring term 2009 to move from a Multicultural Student Association to either the Multicultural Student Council or the Student Council on Multicultural Affairs. The new mission, vision,

and name (Student Council on Multicultural Affairs) was approved.

- Mentor the Center Coordinator and student staff in aspects of policy development, conduct matters, and overall operations of the Center.
  - This goal is an ongoing process. This year, one of the particular policies we have been working on is Micronesian student status (either international or domestic). We are working collaboratively with other OUS campuses to determine the appropriate avenue to take.
- **Develop student learning outcomes for Student Relations**
  - This goal was postponed to the 2009-2010 academic year.
- **Revise the Complaint and Grievance Procedures in collaboration with the Grievance Committee**
  - Met with Grievance Committee to discuss the revisions. Made preliminary revisions and developed a plan of action that includes the timeline for revisions and the process to take. Anticipated completion: Spring 2010.
- **Work collaboratively with the Student Affairs Committee regarding policy revisions, convening of meetings, and minutes of the meetings**
  - Medical withdrawal policy (includes involuntary)
    - Worked diligently on revisions and made attempts for approval by the campus community. The policy is still at the table. The new draft revision will be brought forward to the campus community next year. Anticipated completion: Winter 2010.
  - Time, place, and manner policy
    - Worked closely with the ASEOU campus activity representative and OUS legal council to draft new policy. Final revisions will be forwarded to legal council for review/approval then moved forward for campus approval and implementation. Anticipated completion: Fall 2009.
  - Student travel policy
    - Met with the appropriate personnel and developed a team to work on this policy. Policy will be addressed and forwarded to the campus community next year. Anticipated completion: Spring 2010.
- **Other projects as assigned.**
  - Special Projects Goals:
    - Work with the directors and/or their staffs to develop/continue implementation of the SLOAP project.
      - During 2008-09, two learning outcomes (Student Leadership Conference and Club Education and Training Programs) for the Center for Student Involvement were developed in collaboration with the Assistant Director of Student Involvement.
    - Serve as the Tri-State Compass Grant University Liaison
      - Worked closely with the Tri-State Compass team to develop and implement the grant and attended various campus meetings and trainings for the grant. Currently working on identifying how the student affairs learning outcomes connect with the LEAP outcomes and the outcomes of the University.

- Member of Campus NSSE Assessment Team
  - Worked closely with the NSSE Assessment Team to implement the 2009 NSSE Assessment. Will work with team to analyze, interpret, and report the results as soon as the data is received.

### Summary of Service and Programs for Students

1. Facilitated two HUM 110 courses (one fall and one winter term).

Fall Term			Winter Term		
# Students	Grades	Status	# Students	Grades	Status
9	S = 9	8 = RNT 1 = NR NT 1 = AW 1 = AP 7 = GS	21	S=15 U=5 WD=1	15=R f09 2=R Su09 5-NR f09 17=GS 2=AP 2=AW
Status Key: RNT = registered for next term, NR NT = not registered for next term, AW = academic warning, AP = academic probation, GS = good standing					

2. Taught two Beginning/Intermediate clogging courses through INTACT (one winter and one spring term).

Winter term = 10 students

Spring term = 10 students

3. Student Relations (Ombudsperson)  
During the 2008-09 academic year, the Director of Student Relations assisted with 347 issues and 107 student conduct issues. A breakdown of issues can be found in Appendix D.
4. Student Conduct Program
  - a. Contacts – During the 2008-09 academic year, the Director of Student Relations dealt with 107 student conduct issues and assisted the Campus Hearings Officers and Hall Directors with sanctions and cases. A breakdown of violations and status can be found in Appendix E.
  - b. Alcohol/Drug Online Course Statistics – During the 2008-09 academic year, 37 students received the Alcohol/Drug online course sanction, with 6 sanctions being suspended, leaving a total of 31 online course sanctions. Of the 31 students sanctioned, 17 completed the course. The results of the Under the Influence Outcome Report indicate that there was an increased knowledge change with regard to alcohol and the associated behavioral health risks. It must be noted that the Outcome Report is reporting during the period of 5/2008 through 4/2009, resulting in a reporting enrollment of 23 students (which does not correlate with the 31 students sanctioned during the 2008-09 academic year). The report can be found on the Student Affairs Assessment website at <http://www.eou.edu/saffairs/assess.html>.

## 2008-09 Student Learning Outcomes & Assessment Results

- List departmental learning outcomes, and note which have received particular attention in the time period covered by this report.
  - Student Learning Outcomes and Assessment Program
    - SA01a – Develop SLOAP\*
      - Student Learning Outcome Codes
        - As a result of discussions related to the Tri-state Compass project, it became evident that there is no way to identify specific learning outcomes within Student Affairs.
        - Developed and assigned Student Learning Outcome Codes (Appendix F) to units of Student Affairs in an effort to align with identified deliverables of the Tri-State Compass project.
    - SA01b – Develop/ Conduct SLOAP Workshop
    - SA01c – Consult with professional staff and review developed LO\*
      - Student Leadership Program
        - Considerable amount of time was spent working with the Leadership Program to develop the learning outcomes (2) and programs overall.
        - The assessment process was the actual utilization of the assessment tools developed to write learning outcome statements. Through personal observation it became evident that different groups work through the process a little differently. So, adjustments need to be made during the development process in order to engage all participants. This does not mean, however, that the process needs to be changed. It indicates that each group is unique and that the presenter's method of teaching needs to be adjusted when explaining the process and utilizing the provided tools.
  - Student Conduct Program
    - SA91a – SCP Orientation Session
    - SA91b – Training Workshops\*
      - September 11, 2009 – Co-taught the student conduct training workshop for the Residence Hall Directors
        - Personal observation – students were not grasping information being presented. Students had “deer in headlights” look and were not able to articulate answers to questions being asked nor were they able to grasp how the material related to the task of hearing cases.
        - Immediately gave students a break and spoke with Residence Life Director. We determined that it would be better to give students a case study to work through and apply what they had learned so far rather than moving ahead with student

- development theory.
- Adjustments to the training program have been made as determined during our conversation.
- Winter 2009 – In an effort to make sure that students understood the theory and task at hand, a meeting with Stephen Jenkins and the Hall Directors was scheduled to discuss how the program was working and ways to improve the process. The Hall Directors are satisfied with the program and now understand the process. Overall, the student residents are receptive to the process because matters are dealt with quickly.
- January 9, 2009 - Conducted the Student Hearings Committee and Hearings Officer training
  - Personal observation – participants were engaged and grasped the information presented.
  - By participants being engaged in the workshop and asking in depth and informed questions, it became evident that learning outcome was achieved.
  - No further action necessary
- SA91c – Individual Information Meetings\*
  - Online Student Conduct Program Survey
    - Upon completion of assigned sanctions or student hearing, each student is sent a letter of completion. In the letter we ask the student to participate in a confidential online survey in an effort to assess effectiveness of the Student Conduct Program.
    - Of the 265 closed cases, eight students completed the survey. While this is a very small sample of students, the information received indicates that students are satisfied with the program. In addition, there may be a need to educate teaching faculty of the filing processes (Appendix G).
    - No further action necessary

\* indicates Learning Outcomes that received attention this reporting year

## **2009-10 Student Learning Outcomes**

Identified outcomes to develop during 2009-10 are:

- Office of Student Relations Learning Outcomes
  - Ombudsperson
  - Sexual Assault Awareness and Advocacy Program
    - Nformd on Sexual Assault Program
    - EOU SAR Advocacy Program
- CAS Assessment Learning Outcomes
- Academic Success Program Learning Outcomes
- Tri-State Compass Grant

- Identify how/where student affairs learning outcomes align with university and LEAP outcomes

### **Staff and Program Recognition**

- Outstanding Conference Presentation
  - 2008 NWASAP Conference – White Identity Development in a Multicultural Age

### **Issues/Challenges Facing the Department**

- Location and Office Assistance
  - I believe the immediate challenge for the Office of Student Affairs and Student Relations is not being in the same suite to allow for more collaborative discussion and implementation of programs. I understand that there is discussion of moving to Inlow Hall in the future.
  - Not having a full-time administrative assistant for the VPSA has become evident since the implementation of the Repositioning Plan.
- Communication and Collaboration
  - Another issue that results from not being located in the same building as upper administration is communication and collaboration. There have been many “hallway decisions” made in Inlow Hall where Student Affairs has not been at the table.
  - Yet another issue is that of not being trusted to do our jobs. There seems to be a questioning atmosphere with regard to student conduct, medical withdrawals, disability issues, etc.

### **2009-10 Preliminary Goals**

*Should be related to Mission, Strategic Planning, and EOU Repositioning Plan*

- SLOAP
  - Work with directors and staff during the year with the continuation of the development of student learning outcomes. In addition, identify ways in which to “close the loop” on the learning outcomes process (assessment).
  - Develop Learning Outcomes for the Office of Student Relations
- Regional Outreach
  - Meet with regional center directors to work collaboratively to establish protocols and procedures necessary for the success of our students
  - Review and propose a student services website for all students (onsite, online, on campus) in collaboration with regional center directors and supervisors.
- Website
  - Review and revise the online emergency request form and the policies identified with the process.
  - Develop a Student Relations website (may be in conjunction with regional outreach goal).
- Assessment
  - Work with the EOU NSSE Assessment Team
  - Work with the Tri-State Compass Team

- CAS Assessments
  - CAP – reconvene the team in the fall to continue the Campus Activities Program Assessment
  - Multicultural Student Programs and Services – develop the team and begin the assessment F09
  - Recreational Sports Programs – develop the team and begin the assessment Sp10
- Student Conduct Program
  - Learn more about the JO program and how to pull data into future quarterly reports effectively and in a timely manner.
  - Install the Judicial Officer (JO) Software onto the Hearings Officers' computers.
    - Train the Hearings Officers on the JO software system
- Academic Success Program
  - Work with various departments on campus to develop and implement the Early Alert Program
  - Work with webmaster on the online Early Alert Program reporting document
- Policies and Procedures revisions
  - Continue to work on the outstanding policies and procedures
    - Grievance Procedures
    - Medical Withdrawal Policy
    - Time, place, manner Policy
    - Student Travel Policy
    - Other policies as the need arises



## Appendix A

### Class Debriefing Survey nformd.on.sexual.assault Sexual Assault Awareness Program

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neither</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I would recommend the program to other students.	21	70	6	1	1
The program was worth the time it took to watch it.	46	84	18	5	1
The program helped me understand the factors that contribute to sexual assault on college campuses.	60	85	8	2	1
The program helped me to understand how to avoid sexual assault.	59	83	8	2	1
The program taught me ways that I should change my behavior.	32	69	39	10	3
I will change my behaviors based on what I have learned.	33	61	38	13	2
<b>For Women Only:</b> The program helped me better understand how to escape a sexual assault.	38	43	1	0	0
<b>For Men Only:</b> The program helped me better understand how to help address the problem.	28	34	5	1	0
The program helped me better understand how to intervene in potential sexual assault situations.	58	88	7	1	0
It is important for colleges to provide such a program.	83	69	1	1	0
The in-class debrief session was informative.	64	83	6	1	0
What are some ways in which the campus could further address the matter of sexual assault?	Comment: See attached				
Please share any comments or concerns you have regarding the Sexual Assault Awareness Program	Comment: See attached				

## Appendix B

### Campus Activities Program Assessment Team

Hailey Wolcott	<a href="mailto:hwolcott@eou.edu">hwolcott@eou.edu</a>	962-3714
Colleen Cascio	<a href="mailto:ccascio@eou.edu">ccascio@eou.edu</a>	962-3476
Kim Sorensen	<a href="mailto:ksorensen@eou.edu">ksorensen@eou.edu</a>	962-3818
Sharon Nelson	<a href="mailto:snelson@eou.edu">snelson@eou.edu</a>	962-3762
Robin Weinman	<a href="mailto:rweinman@eou.edu">rweinman@eou.edu</a>	962-3704
Bennie Moses	<a href="mailto:bmoses@eou.edu">bmoses@eou.edu</a>	962-3741
Penny Diebel	<a href="mailto:pdiebel@eou.edu">pdiebel@eou.edu</a>	962-3789
Cory Peeke	<a href="mailto:cpeeke@eou.edu">cpeeke@eou.edu</a>	962-3584
Doug Kaigler	<a href="mailto:dkaigler@eou.edu">dkaigler@eou.edu</a>	962-3319
Kat Galloway	<a href="mailto:kgalloway@eou.edu">kgalloway@eou.edu</a>	962-3467
Stephen Jenkins	<a href="mailto:sjenkin2@eou.edu">sjenkin2@eou.edu</a>	962-3705
Sam Ghrist	<a href="mailto:sghrist@eou.edu">sghrist@eou.edu</a>	962-3929
Charles Martin*	<a href="mailto:martinc3@eou.edu">martinc3@eou.edu</a>	
Liz Orwick	<a href="mailto:orwicke@eou.edu">orwicke@eou.edu</a>	
Claudia Plesa*	<a href="mailto:plesac@eou.edu">plesac@eou.edu</a>	
Mario Olivares*	<a href="mailto:olivarm@eou.edu">olivarm@eou.edu</a>	
Stephanie Brookhart*	<a href="mailto:brookhs@eou.edu">brookhs@eou.edu</a>	
Lacey Johnston	<a href="mailto:johnstld@eou.edu">johnstld@eou.edu</a>	

\*students graduated, will need to recruit new student team members.

## Appendix C

### Revised Student Affairs 10-year Assessment Plan

<b>Standard</b>	<b>Responsible Area</b>	<b>Assessment Date</b>	<b>Completion Date</b>	<b>Comments</b>
<b>Alcohol, Tobacco, and Other Drug Programs</b>	Counseling Center			Currently using CORE Survey. Needs total campus commitment first.
<b>Campus Activities Programs</b>	Student Involvement	Sp 2008-09		Convened committee. Will continue with assessment through F 2009-10.
<b>Clinical Health Programs</b>	Counseling Center	F 2012-13		If OHSU has buy-in
<b>College Unions</b>	Student Life	Sp 2011-12		If ASEOU supports
<b>Conference and Events Program</b>	Student Life	Sp 2013-14		Wait until retirement of current staff – potential reorganization and remodel
<b>Counseling Services</b>	Counseling Center	Sp 2010-11		
<b>Health Promotion Programs</b>	Student Health/ Student Affairs	F 2013-14		
<b>Housing and Residential Life Programs</b>	Student Life	F 2010-11		
<b>Lesbian, gay, Bisexual, and Transgender Programs</b>	Multicultural Center	TBD		Not sure about at this time. Need to contact club advisor.
<b>Multicultural Student Programs and Services</b>	Multicultural Center	F 2009-10		

<b>Outcome Assessment and Program Evaluation</b>	Student Affairs	Sp 2012-13		
<b>Recreational Sports Programs</b>	Athletics	Sp 2009-10		
<b>Student Conduct Programs</b>	Student Affairs	F 2011-12		
<b>Student Leadership Programs</b>	Student Life	Feb 2008	Apr 2008	2 <sup>nd</sup> round W 2011-12
<b>Women Student Programs</b>	Multicultural Center			Not sure about at this time. Need to contact the center advisor.
Process: 1. Term prior to assessment: a. Provide the CAS Assessment materials to the Director/Coordinator of area to be assessed b. Collect data necessary to perform assessment and create exhibit folders c. Determine committee members 2. Term of assessment: a. Convene committee b. Determine timeline and meeting dates/times c. Conduct assessment 3. Term after assessment: a. Review Report b. Develop a timeline for implementation of revisions c. Begin to implement change/revisions				

**Student Relations Issues Summary  
2008-09 Year End Report**

<b>Issue Title</b>	<b>Number of Issues</b>
Admissions Issue	2
Administrative Withdrawal	18
Department Complaints	5
Behavior/ Conduct Issues	1
Conflict Resolution	6
Course Inquiree/Issue	9
Deceased Student	3
Disability Issue	2
Early Alert (Student Success Program)	12
Emergency Requests (Incompletes)	29
Faculty Conflict/Issue	35
Financial Aid/Scholarship Issue	3
Family Emergency	12
Grade Issue	9
Insurance Issue	1
Illness/ Medical Issue	31
Medical Withdrawal	50
Proctor Site Issue	2
General Inquire (miscellaneous)	25
Hate Crime Issue	1
Registration Issue	1
Student Code of Conduct Inquire	4
Tuition and Fees Appeals Committee	84
Withdrawal Issue	2
<b>Subtotal # issues</b>	<b>347</b>
<b>Judicial Issues</b>	<b>107</b>
<b>Total # issues dealt with</b>	<b>454</b>

**Early Alert Status**

		<b>Student Status</b>	<b>#</b>
# of Students Referred	12	Academic Probation	2
# of students reached & discussed	6	Academic Suspension	3
# of students not reached	6	Academic Warning	5
		Registered	4
		Owes Money	1

**Eastern Oregon University  
Student Conduct Violation Summary**

**2008-09 Year End Report**

<b>Code Number</b>	<b>Code Title</b>	<b>Number of Violations</b>
1a	Obstruction of Institutional Functions	
1b	Disruption of Institutional Functions	2
2a	Obstruction of freedom of movement	
2b	Disruption of freedom of movement	
3a	Possession of firearms	
3b	Possession of dangerous weapon	
3c	Use of a firearm	
3d	Use of a dangerous weapon	
4a	Detention of any person	1
4b	Physical abuse of any person	1
4c	Imminent Bodily Harm	2
5a	Malicious damage to property	
5b	Misuse of property	
5c	Theft of property	8
6	Refusal to comply	9
7a	Unauthorized entry	
7b	Unauthorized use	
8a	Use of illegal drugs	12
8b	Possession of illegal drugs	3
8c	Distribution of illegal drugs	
9	Inciting others	4
10a	Academic Dishonesty – Cheating	8
10b	Academic Dishonesty – Fabrication	1
10c	Academic Dishonesty – Facilitation	
10d	Academic Dishonesty – Plagiarism	11
10e	Academic Dishonesty – Tampering	
11a	Forging University property	
11b	Altering University property	
11c	Misuse of University property	
11d	Mutilation of University Property	
12a	Sexual Assault	
12b	Sexual Harassment	3
12c	Non-consensual verbal or physical sexual assault	
13	Stalking	
14	Hazing	
15a	Disorderly Conduct – Threats	
15b	Disorderly Conduct – Intimidation	5
15c	Disorderly Conduct – Vulgar, indecent, or other behavior	6
15d	Disorderly Conduct	3
16a	Possession of Alcohol	62

<b>Code Number</b>	<b>Code Title</b>	<b>Number of Violations</b>
16b	Consumption of Alcohol	49
16c	Furnishing Alcohol	8
17	Use of tobacco products	2
18	Parking Violations	
19	Furnishing false information	4
20	Time, Place, and Manner Issues	
21a	Attempted theft	
21b	Theft	1
21c	Misappropriation of Property	6
22a	Attempted Theft – Computer Facilities and Resources	
22b	Theft – Computer Facilities and Resources	
22c	Abuse – Computer Facilities and Resources	
23	Possession of Stolen Property	
24	Violation of University policies, rules, or regulations	3
24a	Residence Hall Conduct Violation	
24a1	Sports Equipment	
24a2	Misuse/damage of residence hall equipment	12
24a3	Room and Hall care	
24a4	Propping	
24a5	Roof, ledges, balconies, and windows	2
24a6	Failure to evacuate	11
24a7	Possession of prohibited flammable materials	1
24a8	Fire safety violation	20
24a9	Guest policy violation	9
24a10	Pet policy	7
24a11	Empty Alcohol Container	22
24a12	Alcohol abuse/disruptive behavior	58
24a13	Detectible intoxication	3
24a14	Drug Paraphernalia	3
24a15	Allowing illegal consumption of alcohol or other drugs	8
24a16	Unreasonable noise	15
24a17	Gambling	
24a18	Dangerous Devices	
25	Failure to obey a directive from a University official	1
26	Violation of law, ordinance, or rule	1
<b>Total Number of Violations</b>		<b>387</b>
<b>* anonymous report of sexual assault (not included in # of violations)</b>		<b>4</b>

**Case Status****Judicial Status**

<b>Case Status</b>	<b>Number</b>	<b>Case Status</b>	<b>Number</b>
Active	0	Closed	76
Community Violation Complete	0	Community Violations referred	0
Sanctions Incomplete	17	Dismissed	0
No action taken	10	Hold – incomplete sanctions	2
Rescinded	2	Hold – incomplete sanctions NR	0

**Residence Life Status**

<b>Case Status</b>	<b>Number</b>	<b>Case Status</b>	<b>Number</b>
Active	0	Closed	189
Community Violation Complete	87	Community Violations referred	0
Sanctions Incomplete	22	Dismissed	52
No action taken	3	Hold – incomplete sanctions	33
Rescinded	0	Hold – incomplete sanctions NR	0

**Overall Status**

<b>Case Status</b>	<b>Number</b>	<b>Case Status</b>	<b>Number</b>
Active	0	Closed	265
Community Violation Complete	87	Community Violations referred	0
Sanctions Incomplete	39	Dismissed	52
No action taken	13	Hold – incomplete sanctions	35
Rescinded	2	Hold – incomplete sanctions NR	0

**Hearings Officer/ Hall Director Case Summary**

<b>Hearings Officer Status</b>	<b># Cases</b>	<b>Hall Director Status</b>	<b># Cases</b>
Les Balsiger	16	Launa Allen	12
Colleen Dunne-Cascio	27	Breanne Marsh	70
Stephen Jenkins	9	Samantha Pelletier	73
Irene Jerome	0		
Christy Oliveri	19	NOTE: cases may include multiple students and violations	
Linda Overlock	8		
Steve Wadner	17		
Kenn Wheeler	2		



## Appendix F

### Office of Student Affairs Student Learning Outcome Codes

#### Student Affairs (SA01-20)

1. SA01a – Develop SLOAP Planning and Assessment Guides
2. SA01b – Develop and Facilitate Learning Outcomes Development Workshop
3. SA01c – Consult with professional staff and review developed learning outcomes

#### Athletics (SA21-40)

1. SA21 – Participation in Intercollegiate Athletics/Team Sports
2. SA22 – Positive Citizenship and Character Development
3. SA23 – Wellness and Recreation
4. SA24 – Team Development (Coaches)
5. SA25a – Academic Game Plan
6. SA25b – Mountie 3 Strike Rule
7. SA25c – Membership and Participation on the Team
8. SA26 – Team Development (athletes)
9. SA27 – Camp Participation (athletes and campers)
10. SA28 – Parade Participation (athletes)

#### Center for Student Involvement (SA41-50)

1. SA41a – Student Leadership Program
2. SA41b – Student Leadership Conference

#### Counseling Center (SA51-60)

1. SA51 – Individual and Group Therapy
2. SA52a – Residence Hall Community Based Outreach Program on transitions
3. SA52b – Suicide Gatekeeper Training w/Residence Hall Staff

#### Housing and Student Life (SA61-80)

#### Multicultural Center (SA81-90)

#### Student Relations (SA91-100)

1. SA91a – Student Conduct Program Orientation
2. SA91b – Student Conduct Program Hearings Officer, hearings committee, and RH staff Training
3. SA91c – Student Conduct Program Individual Information Meetings with students

## Appendix G

### Student Conduct Program Survey Results 2008-09 Academic Year Report

**n = 8**

<b>My class standing is</b>		
	Freshman	6
	Sophomore	
	Junior	2
	Senior	
	Graduate	
<b>I visited the Student Conduct Office because of a(n):</b>		
	Academic Dishonesty incident	1
	Alcohol-related incident	4
	Disruptive or Harassing behavior incident	2
	Drug-related incident	
	Other	1
	Other specify:	
<b>Before my incident, I was aware that EOU had a Student Code of Conduct through</b>		
	Orientation program	3
	Residence Hall Program	4
	Electronic Student Handbook	
	Website	1
	Word of Mouth	
	Instructor or Professor	
	I didn't know that EOU had a student code of conduct prior to my incident	
	Other	
	Other specify:	
<b>After your meeting with the Student Conduct Coordinator or Hall Director, did you:</b>		
<b>Question</b>	<b>Yes</b>	<b>No</b>
• Understand the alleged charges against you?	8	
• Understand the hearing process?	8	
• Understand your Due Process Rights?	7	1
• Understand the types of hearings available to you?	8	
• Understand that the Student Conduct Program's Philosophy is educational and not punitive?	7	
• Other		
• Other specify:		

<b>Which type of hearing did you select?</b>		
	Campus Hearings Officer	3
	Student Hearings Committee	
	Resident Hall Director	5
<b>Why did you select that type of hearing?</b>		
1. HD - Because it wasn't my call. 2. CHO - Brevity 3. HD - I had to. 4. HD - More convenient. 5. HD - I wanted to talk to Sam, instead of someone else. 6. CHO – Just to get it done and over with. 7. CHO – I felt that it could be handled in a small matter and I did not need to protest against my charges. 8. HD – It seemed easier.		
<b>Going into my conduct hearing, I felt responsible for violating the Student Code of Conduct.</b>		
	4 – strongly agree	1
	3	4
	2	1
	1 – strongly disagree	2
<b>After completing my disciplinary hearing, I feel responsible for violating the Student Code of Conduct.</b>		
	4 – strongly agree	2
	3	3
	2	2
	1 – strongly disagree	1
<b>Were you treated fairly during the process?</b>		
	4 – strongly agree	4
	3	2
	2	
	1 – strongly disagree	2
<b>Do you feel you were heard during the process?</b>		
	4 – strongly agree	
	3	
	2	
	1 – strongly disagree	

I feel that the outcome of my student conduct hearing is (check all that apply)		
	Fair	2
	Unfair	
	Appropriate	3
	Inappropriate	1
	Educational in nature	
	Punitive in nature	1
	Will benefit me	1
	Will not benefit me	2
	Not what I expected	1
	What I expected	4
	Other	
	Other specify: (see below)	
<p>1. Often times when a hearing of something of this nature more than just the incident need to be taken into consideration. Wording of the outcome need to be so that the student's access are accounted for equally. When a student is told there will be an observer, then that person is there only to observe, by the very nature of the term. This observer should not be allowed to ask questions as then this person is no longer an observer. When writing the final outcome there should always be a sense of what the student has explained. So if the charge is cutting and pasting, which has been denied, it must shoe that this factor was understood. When documents are submitted they should be gone over completely in such a way that the student's actions might be taken into account. Should the student give evidence that shows an instructor is contradictory in nature and this can be proven this should be taken in as well. You ask the students to be honest by them that the same conduct code does not apply to instructors. This is one sided. When a student has someone else that can be taken into account as to what happened. Talk to them. Ask them questions. They just might have witnessed the whole process and can verify the true nature of the incident.</p>		
<b>Is our process fair?</b>		
	5 – very satisfied	2
	4	1
	3	3
	2	
	1 – not satisfied	1
<b>Not satisfied? Please explain</b>		
<b>Was your case handled in a timely manner?</b>		
	5 – very satisfied	2
	4	3
	3	1
	2	2
	1 – not satisfied	

<b>Not satisfied? Please explain</b>		
<ol style="list-style-type: none"> <li>1. If the student had not called Student Affairs regarding the matter, I do not think tat the charges would have been filed at all. I think that it was the student's wanting to know what was being done about being lied to by the instructor (proof of this in instructor's own emails to student). So, because I wanted the truth to come out. It forced his hand in filing the complaint.</li> <li>2. It took along time to get the first letter with the meeting date and time. I went to the meeting and it was cancelled because 1 folder was failed to be presented to my hearings officer (hall director).</li> <li>3.</li> </ol>		
<b>Did this process make you more familiar with the Student Code of Conduct</b>		
	Yes	4
	Somewhat	1
	No	3
<b>If not satisfied – Please explain</b>		
<ol style="list-style-type: none"> <li>1. I have always been aware of the code in a larger scale than most. I think that the University should offer scanner programs through the bookstore. I also believe that the honor code should weigh as much on the student as the instructor. If an instructor informs a student that they are being turned in to the dean or Student Affairs then it should be done timely in 7-10 days at best. Not over a month later only when a Student Affairs Officer calls them to say the student wants to know what is going on.</li> </ol>		
<b>If you could change anything about the disciplinary process, what would it be and why?</b>		
<ol style="list-style-type: none"> <li>1. The process that happened had flaws. The observer was asking questions, diluting the very nature of observer. This type of official conduct appears that the official and observer are 2 against one in appearance. When there are people's names and phone numbers in to vouch for the student, check them out. Don't just say ok and make it sound like you will, and then never do. This makes a hearing appear only to be a motion of (see we did the process). Honesty is a double edge sword students and instructors should be required to adhere to the same honesty code. I think that you believe that by conducting a hearing it will pacify the student, but if the student insists other factors were involved weigh them for proof of these others factors might show your officers, everything is not black or white but has many shades of gray. If procedures are not filed by instructors in a timely fashion, then maybe the facts are not completely as the instructor has implied. Student Affairs should not have to call and say what are you going to do? And then they file their report. Something is amiss when this happens. The instructor then is only filing to cover themselves.</li> <li>2. I would change the way it's one on one because I feel that it's intimidating.</li> </ol>		

**Is there anything you would like us to know? Please identify here:**

1. To let the students know if they are able to go into the building when the alarm is off.
2. Justice is blind and the scales she holds means innocent until proven guilty. You use the word responsible or not-responsible it still amount to the same thing. This is the semantics and nature of the process. If a student has to cause the issue to go through while the instructor plays a waiting game until they are forced to follow through, this should indicate that not everything is set. In this particular incident the instructor was forced into submitting the charges because me the student wanted to clear the air on the charges. I felt smothered by the weight of the instructors charges against me and they were only in e-mails to me. If I had never asked anything to Student Affairs concerning the allegations I do believe the instructor would never have filed. So in essence me the student filed the charges because I felt I deserved a grade. I have since be able to prove all but one paper was in fact my own work, not two plagiarized papers as the instructor claimed. In that fact alone draws into question the integrity of the instructor.