



## **EASTERN OREGON UNIVERSITY**

### **Student Affairs 2011-12 Annual Report**

#### **Department:**

First-Year Experience Programs

#### **Mission Statement:**

First-Year Experience programs, which include HUM 101/102/103 courses, along with Mountie Week of Welcome (WOW), the Common Reading program, and Living-Learning Communities, help guide first-year students through their academic and co-curricular experience at EOU and assist them in becoming successful students. This is accomplished through engaging educational experiences which assist students in developing critical thinking skills, health and wellness skills/behaviors, and an understanding of their own values and beliefs; as well as exposure to and education about values and belief systems that may differ from their own.

#### **2011-12 Goals and Goal Attainment Summary (1-2 paragraphs on each goal):**

Goal 1: Begin developing LLC's earlier in the year, offer additional LLCs, evaluate and assess:

- I began developing LLC's earlier this year, which was helpful because it took a long time and a lot of searching to find three faculty who were willing to participate. Speaking with Sarah Witte and working with her on offering these faculty compensation for their time rather than just "service to the university" helped with faculty buy-in. We are offering three LLC's for 2012-13. By researching and reading more about how other institutions create and market LLC's, I have improved upon the marketing and development of our LLC's, which should make students more likely to register for them. However, the continued success and expansion of LLCs depends upon advisors getting students registered for them.

Goal 2: Develop a more stable and sustainable staffing structure for HUM:

- I don't think that we have met this goal, but I also don't think at this point at EOU that there is a possibility of a staffing structure that is any more sustainable than it already is. Instead, I started holding informational panels to get the university community more interested in teaching HUM. Through this method, we have gained one new HUM instructor for next year. We also lost two advisors who

have been teaching HUM since it was implemented, but that was something I had no control over. However, it may be something we need to look at, possibly with the Provost, since advisors have been an important part of the HUM instructor team.

Goal 3: Pilot, evaluate, and implement a Common Reading Program campus-wide 2012:

- The new Common Reading Program was implemented successfully and was evaluated. Many of the Writing courses and Lib 127 courses used the book with much success. The HUM courses all used the book as well, and we found that most students read the book or at least read parts of the book, and found it useful and relevant to their first year in college. The Common Reading events were not attended by a huge number of students, and could benefit from more advertising/marketing, and possibly more outreach to faculty teaching first-year courses as well.

I am still working on getting the CORE 101 facilitators to utilize the book in their courses, and this has been challenging. The director has left it up to the facilitators of the courses whether or not they want to use the book, but it looks like at least one of the facilitators will use it.

Goal 4: Meet with Tracy Hayes about marketing FYE to new students early in the admissions cycle:

- I met with Tracy Hayes, and for now, with the length of time it took to decide upon LLC's for this year, the earliest I could begin marketing FYE was at the first Mountaineer Day in April. However, next year we could start sending FYE materials out with Student Affairs/Housing materials and Advising materials sooner, and just keep information about the LLC's generic.

Goal 5: Create an FYE website with LLC, HUM, and Common Reading program information:

- An FYE webpage with information about all the FYE programs was created summer 2011.

### **Summary of Service and Programs for Students:**

- HUM 101 and 102 First-Year Experience courses; HUM 103, the online version of HUM for online students only, two sections of which are offered each term during the academic year, and one during the summer.
- "First-Year Student Success" series; a series of workshops offered during fall and winter quarters for first-year students, which HUM 101 and 102 students are required to complete two of each term.
- The Common Reading Program: *Zeitoun* was integrated into all of the HUM 101 courses this fall, and was also used in various ways by many Writing, English, and Library 127 courses on campus. In addition, events and activities were

planned and implemented around themes in the book, which included the showing of two movies, themed lunches in Mountie Café, and a lunch- time Jazz Concert.

- Living-Learning Communities: there was one this past fall, *Art, Class, and Identity*.
- The Peer Leader Program: there were 10 peer leaders this year (2011-12) who help facilitate HUM 101/102 and meet with and mentor students outside of class.

## **2011-12 Student Learning Outcomes & Assessment Results**

### Learning Outcome #1: Integration of Breadth of Knowledge

- **Students will learn about healthy interpersonal relationships in college; including concepts around the prevention of sexual assault, bystander intervention, making healthy choices around sexual activity, and homophobia.**

Assessment: A survey on the “J Spot” program was sent out through email to all HUM and Core students. 32 students responded. Overall, the majority agreed that they were satisfied, that the program met their expectations, and that they learned about healthy relationships.

Actions taken: Next year I will send out the survey earlier so that hopefully we get more students to respond. In addition, I will use Survey Monkey rather than email. We are in the process of booking another speaker around similar issues for this fall 2012.

### Learning Outcome #2: Intellectual and Communication Skills

- **Students will explore and formulate personal values, beliefs and identities, use critical thinking skills to formulate an argument, and demonstrate writing and speaking skills. Students will know how to connect to their academic advisor and regularly use Google email and Blackboard.**

Assessment: A survey consisting of Likert scale items and open-ended questions was administered in the majority of the HUM 101 courses at the end of the quarter. The results are included at the end of this document. Overall, this learning outcome was achieved. Students wrote a paper about their beliefs and values, wrote a research paper on a topic related to *Zeitoun*, and presented this research with their teammates. In addition, an advisor came in to every HUM 101 course to talk about courses/majors/registration. All student taking Hum 101/102 are required to use Blackboard as part of the class. However, Gmail is not touched on in class and is not assessed.

Actions taken: Since these learning outcomes seem to have been achieved, no actions were taken other than ensuring that similar writing, discussing, and speaking experiences were built into the curriculum of HUM 101 for this fall 2012. I will take the “use Google email” out of this learning outcome.

- **Students will be able to identify a career and major that matches their interests, abilities, and skills.**

Assessment: A survey consisting of Likert-scale items and open-ended questions was administered in the majority of the HUM 102 courses at the end of the quarter. The results are included at the end of this document. Overall, this learning outcome was achieved. Student indicated they learned about their interests, abilities, and skills, and identified and researched a major and career that matched.

Actions Taken: Since these learning outcomes seem to have been achieved, no actions were taken other than ensuring that the same experiences were built into the curriculum of HUM 102 for this winter 2013.

- **Peer Leaders will demonstrate knowledge of effective interpersonal communication skills, cultural competency skills, and facilitation and leadership skills. Peer leaders will begin to put this knowledge into action and will demonstrate these skills both in the FYE/HUM 101-102 classroom and in their one-on-one interactions with first-year students. In addition, peer leaders will form a positive collaborative relationship with their HUM 101-102 staff/faculty instructor/s in which they will be able to grow as student leaders.**

Assessment: After the peer leader training course last spring of 2011, a survey of Likert scale items and open-ended questions was distributed. The results are included at the end of this document. The results indicated that the students achieved the learning outcomes of the course. In addition, peer leaders demonstrated these same skills in their HUM 101/102 classrooms and in their one-on-one interactions with first-year students. This was determined from observations, conversations with HUM instructors, and with the answers to a question on the HUM surveys asking students what they valued and learned from their one-on-one meetings with peer leaders. Similar to last year, a couple of peer leaders did not meet with many of their HUM students during winter term, and the instructor did not communicate to them that they were supposed to be doing this.

Actions taken: The peer leader training course will continue to be offered and to include similar curriculum. For fall 2012 HUM instructor training, I gave all instructors a binder that included peer leader responsibilities, agreement forms, etc., in order to clarify that instructors are expected to act in a supervisory role with their peer leaders. In addition, we held a roundtable with peer leaders and instructors, led by myself and Sharon Nelson, to clarify roles/responsibilities and to discuss typical issues that come up in the classroom.

- **Students will gain knowledge of effective time management skills, academic/study skills, use of library resources, health/wellness issues/behaviors, financial aid and budgeting skills, and how to get involved on campus, specific to their "FY Success Series" assessment form which they fill out after workshops.**

Assessment: FY Success Series workshop leaders handed out a short form for students to fill out at the conclusion of each workshop which asked them what was the most valuable thing they learned from the workshop and suggestions for any changes. Overall, responses indicated that students met the learning outcomes for each workshop, which were basically just to be introduced to

resources on campus and to begin learning basic skills, such as time management and money management.

Actions taken: We will continue to offer these workshops both fall and winter terms and to require attendance to two of them as part of an assignment in HUM 101/102.

Learning Outcome #3: Community Engagement and Personal and Social Responsibility

- **Peer Leaders will understand the importance and meaning of being leaders on campus and will demonstrate both academic and personal success.**  
Assessment: All of the 2011-12 peer leaders maintained overall GPAs of 2.75 or above, and in addition, most were involved in multiple co-curricular activities on campus. One peer leader who graduated this year taught many of the HUM 101/102 classes by herself with the support of her instructor, and voluntarily served as a peer leader during spring term 2012 in the new HUM 102 section offered for new admits. Many of the comments in the HUM 101/102 surveys indicated that students connected with their peer leader, found it comforting and helpful to have an older student to ask questions of, and appreciated their presence and input in the classroom.  
Actions taken: None
- **Students participating in the Common Reading Program will begin to understand the importance of reading and discussion of ideas at a University, and will connect the themes in the book to their own personal experiences.**  
Assessment: Questions regarding the Common Reading Book were included in the end-of-term HUM 101 survey distributed in class. Results indicated that overall, student were able to relate the themes from the book to their personal experiences as new college students.  
Actions Taken: I will continue to ask similar questions in relation to our new book, *The Glass Castle*, this fall.
- **Students in Humanities 101 will be exposed to concepts of academic integrity, the meaning of campus community, and the concept of understanding the perspectives and beliefs of those who are different from them.**  
Assessment: Questions regarding the concepts of campus community and differing values and beliefs were included in the end-of-term survey in HUM 101. Overall, students stated that reading the Common Reading book helped them understand these concepts and relate them to their experiences in college. However, we did not ask a question about the concept of academic integrity in the HUM 101 survey.  
Actions Taken: I had not realized that we had not asked a question about academic integrity in the end-of-term survey. I may remove this from the learning outcomes and put it into learning outcomes for the FY SS workshops. I think that it would fit better into a faculty-led workshop or two on academic integrity/research paper writing.

### **2012-13 Student Learning Outcomes (If available):**

- **Students will learn about healthy interpersonal relationships in college; including concepts around the prevention of sexual assault, bystander intervention, making healthy choices around sexual activity, and homophobia.**
- **Students will explore and formulate personal values, beliefs and identities, use critical thinking skills to formulate an argument, and demonstrate writing and speaking skills. Students will know how to connect to their academic advisor and regularly use Blackboard.**
- **Students will be able to identify a career and major that matches their interests, abilities, and skills.**
- **Peer Leaders will demonstrate knowledge of effective interpersonal communication skills, cultural competency skills, and facilitation and leadership skills. Peer leaders will begin to put this knowledge into action and will demonstrate these skills both in the FYE/HUM 101-102 classroom and in their one-on-one interactions with first-year students. In addition, peer leaders will form a positive collaborative relationship with their HUM 101-102 staff/faculty instructor/s in which they will be able to grow as student leaders.**
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- **Students in Humanities 101 will be exposed to the meaning of campus community, and the concept of understanding the perspectives and beliefs of those who are different from them.**

### **Staff and Program Recognition**

- Northwest Association of Student Affairs Professionals (NWSAP) 2011 conference presentation: *Engaging experiences in a First-Year Experience course: What are students learning?*

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

A continuing challenge facing this department involves ensuring that there are enough HUM 101-102 instructors to teach the courses. It would help if supervisors and leadership at EOU outside of the Division of Student Affairs more strongly encouraged their employees to teach a HUM section; however, they do not, and the majority of HUM instructors continue to be Student Affairs staff. Holding open information panels for the campus community on how to become a HUM instructor helped us recruit one new instructor (from library staff) for this academic year.

Another challenge involves getting students enrolled in Living-Learning Communities. We have three LLCs for this coming fall, but I am not sure if they will get filled, due to advisors being more focused on other priorities despite continual communication with them about LLCs and their importance.

Finally, getting the early alert program implemented has been a challenge due to having to wait until some issues and changes in Advising were resolved. We hope to get the early alert program up and running for this fall 2012.

## **2012-13 Preliminary Goals**

- Create an assessment tool for Living-Learning Communities for 2012-13
- Implement four Living-Learning Communities for 2013-14
- Implement and assess an Early Alert system for Fall 2012
- Plan and implement events, programs and activities related to the Common Reading campus-wide, involving all departments within Student Affairs in planning process.
- Review and implement FYE Strategic Plan

## ***How the goals are related to the University Mission and Strategic Plan?***

The University Mission states that an education at EOU leads to “responsible and reflective action in a diverse and interconnected world.” The further development of Living-Learning Communities and a Common Reading program will enhance the education students receive at EOU.

Living-Learning Communities connect students both to a cohort of their peers and also to a faculty member. LLCs also guide students through learning around a specific theme or idea and makes apparent what a liberal arts education is all about; i.e. connecting theories and ideas across disciplines in new ways. The Common Reading program brings students together by having them all read the same book so that the thoughts and ideas the book brings to life may be addressed in varying courses and disciplines. This program makes it clear that EOU values the open discussion of ideas by having students read a book that may challenge their own beliefs and backgrounds. This

will prepare students for life after graduation, when they will be expected to interact comfortably with people from different backgrounds and cultures than themselves.

These goals are closely related to themes 1 and 4 of the University's Strategic Plan. Theme 1 states that EOU has high quality liberal arts and professional programs that prepare students for the world beyond college. The further enhancement and expansion of LLC's and the Common Reading program will improve the quality of an EOU education by providing students with connections to their peers and with programs that will assist them in developing critical thinking skills, literacy skills, and the ability to reflect and question. Theme 4 states that EOU provides personal, student-centered experience in both the curricular and co-curricular program. The LLCs and the Common Reading program provide a meaningful connection between the co-curricular and the curricular program at EOU, and enhance connections between faculty and students and between students and their peers. The Common Reading is anchored in the FYE course (HUM 101), but will also be utilized in some freshmen level courses on campus, and various co-curricular offerings will be available as well. LLCs create a "learning community" for students, which makes it apparent that learning happens both in and outside of the classroom, and learning is not just an individual, but a communal, experience.

The Early Alert Program would assist us in identifying students who are struggling for academic, social, and/or financial reasons so that we could provide early intervention/referral to assist them and to make it more likely that they will be retained and graduate from EOU. Implementation of the Early Alert Program would meet theme 4, goal 9 of the University's Strategic Plan, "Ensure access and success for all students." Identifying struggling students early so that we can provide appropriate interventions will make it more likely that students will succeed.



## HUM 101 Fall 2011 Survey Results

### I feel like I belong at EOU:

80% Agree/Strongly Agree

3% Disagree/Strongly Disagree

### I feel like a part of the academic community at EOU:

84% Agree/Strongly Agree

3% Disagree/Strongly Disagree

### This class has assisted me in adjusting socially to college life at EOU:

50% Agree/Strongly Agree

25% Disagree/Strongly Disagree

### This class has assisted me in adjusting to academic college life at EOU:

56% Agree/Strongly Agree

25% Disagree/Strongly Disagree

### I could relate the following themes in Zeitoun to my experience as a first-year student at EOU:

#### The importance of difference and diversity:

75% Agree/strongly Agree

8% Disagree/Strongly Disagree

#### Transitions to a new place/culture:

76% Agree/Strongly Agree

12% Disagree/Strongly Disagree

#### Community Involvement:

67% Agree/Strongly Agree

11% Disagree/Strongly Disagree

#### Personal Rights and Responsibilities:

81% Agree/Strongly Agree

4% Disagree/Strongly Disagree

### Discussing Zeitoun in this class helped me better understand the main themes/ideas in the book:

79% Agree/Strongly Agree

10% Disagree/Strongly Disagree

Writing the paper and completing the presentation for the “Zeitoun research project” assignment helped me learn how to present an argument and support it with research:

64% Agree/Strongly Agree

22% Disagree/Strongly Disagree

My ability to work with others improved as a result of working with a team of classmates on the “Zeitoun research project.”

60% Agree/Strongly Agree

23% Disagree/Strongly Disagree

I have things in common with other students on campus:

92% Agree/Strongly Agree

2% Disagree/Strongly Disagree

I have been able to get to know other students in my HUM class:

85% Agree/Strongly Agree

5% Disagree/Strongly Disagree

This class has increased my confidence that I can succeed at EOU:

59% Agree/Strongly Agree

18% Disagree/Strongly Disagree

I have talked with a professor/faculty member outside of class this quarter:

88% Agree/Strongly Agree

8% Disagree/Strongly Disagree

This class has helped me explore and clarify my beliefs and values:

59% Agree/Strongly Agree

18% Disagree/Strongly Disagree

I would recommend this class to other incoming first-year students:

50% Agree/Strongly Agree

28% Disagree/Strongly Disagree

This class helped me learn about other EOU resources and how to access them:

76% Agree/Strongly Agree

13% Disagree/Strongly Disagree

This class helped me learn about the importance of getting involved on campus:

64% Agree/Strongly Agree

15% Disagree/Strongly Disagree

I understand the academic expectations EOU has of me:

90% Agree/Strongly Agree

3% Disagree/Strongly Disagree

I understand the behavioral expectations EOU has of me:

94% Agree/Strongly Agree

2% Disagree/Strongly Disagree

Attendance at Common Reading events:

16% attended "Trouble the water" movie

9% attended the "Hurricane on the Bayou" movie

10% attended the New Orleans/Jazz lunch

22% attended the Middle Eastern lunch

Age:

93% 18-22 years old (a few of those were ages 16 -17)

3% 23-30 years old

2% 31-40

Gender:

35% male

63% female

Race:

5% Black, Non-Hispanic

75% White, Non-Hispanic

6% Hispanic

7% Asian/Pacific Islander

1.5 % American Indian/Alaskan Native

4% Other

Parent's College Attendance:

54% First-Generation College Students

46% One or both parents graduated from a 4-yr. institution

## **HUM 101 Fall 2011 open-ended question:**

### **The most valuable thing I learned in this class was:**

#### Time management:

Time management

How to manage time and not stress as much about things

Time management

How to manage my time and organize my schedule in this very new and different college atmosphere

The most valuable thing I learned in this class was time management

That I need to manage time and money better. I learned that by the self-evaluation at the very beginning of class.

Completing work on time

How to manage my time for homework

How to manage my time between homework, studying, and having a social life as well.

Time management

To manage time

Deadlines, and managing time and about things at EOU

Manage time

Learned how to stay on track

How to manage time

Team work

#### Working with others/in groups/teams

How to work with groups when you have to write a research paper

Working in a group is not easy

Working as a team

Working together

How to work together and get to know my classmates

How to work with others

How to work with others

How to work with a group on a project in college

How to work in a group and express

To work as a group

I think the most valuable thing I learned in this class was learning to work with others

Work with others

Working together and communication is very important

Teamwork

Team work

How to work well as a group

How much effort it takes to work on a project with other college students

How to work with a group

To work as a group

Hurricane Katrina

I feel the biggest thing I learned was about Hurricane Katrina because of reading *Zeitoun*

*Zeitoun* (the story of Hurricane Katrina)

Stuff about Katrina (?)

More awareness regarding hurricane Katrina and the issues that went along with it.

The effects of Katrina

More about Hurricane Katrina and how badly everyone was affected

About how devastating Hurricane Katrina is

Using campus resources

Ice breaker helped us get to know one another

The most valuable thing I learned in this class was how to access campus resources

Using campus resources and the importance of seeing my advisor frequently

What classes I need to take in order to stay on track for my major

How to plan my classes that are required for the nursing program

The acceptance of others despite how different they may be

Realizing my own beliefs

How to plan for things, and religion discrimination

How nursing schedule is set up

Patience

Patience

Campus resources

Belief

How to do my schedule for future terms

Nothing

How to use various resources on campus

This I believe

Working through the class

To listen to everybody's beliefs

How to research projects together with other people

Some organization skills, and a lot about Hurricane Katrina

How to meet people within my major

Who all is "competition" for a spot in the ODS/OHSU school

To stay on top of registration and having classes set up

Learning more about myself and my choice of classes

About the nursing curriculum

How to decide what classes I need

How to work with others and get things done

A different perspective on people's ideas and thoughts and how unaware we are of people sometimes

The relationship between Christians and Muslims

To let go/have fun

Resources

Don't be afraid to utilize resources on campus

Resources

Muslims aren't all terrorists

Getting to know people around the campus, organizations, clubs, and such

Resources and sources on the school campus

Diversity isn't a bad thing, learn before you judge

Diversity within people

How to discuss things

Don't be afraid to speak your mind

About stereotypes

I'm unique, just like everyone else

Opening up is key in college, it helps a lot

Campus resources

Not to judge people before you know them

Not to judge people before getting to know them

How to become active on campus

How to utilize campus

How to take advantage of campus resources

Team work, met new people, new programs and resources

The value and benefit of being involved on campus

More about me and my studying habits

How to force myself to pass a class that I don't feel was beneficial to me and that I wasn't passionate about.

The packet we filled out that helped us look at what we were struggling with in school

How to use my resources and where to find them

How helpful and resourceful people at EOU are

Some of the campus activities we did in our passport helped me

Resources, I learned valuable things at the workshops as well!



To respect other people.

No one particular item stuck out above the rest. Each thing was equally valuable.

Awareness of other communities.

Know yourself and what values you hold as a person.

Accept everyone for who they... (?)

Adapting is hard and you can get help

To accept people for what they believe in

Coping with multiple "freshmen conditions" e.g. homesickness

To not procrastinate

I learned about campus events and how to find them

To be accepting of others

Learn how to bravely speak/answer questions, how to organize my studies, learn many programs to join on and off campus

Freedom of writing : )

Having an open mind- we don't know what everyone comes from all the time

The different resources that were available for students to succeed and be a part of EOU

How to write an MLA format paper

It was more like remembering things I had maybe forgotten

Better communication skills

How to research information

Navigating the eou.edu website. I also met people with diverse backgrounds and got the chance to interact with them more in depth than in other classes.

About the student handbook

The different resources and organizations offered at EOU to help get you involved and do well.

I learned how campus events work and where to find them

Where to find resources

I learned more about community service (the topic of my research paper).

About coming to school and what to expect from college. How to get good grades.

Some people's opinions are so ridiculously incorrect it burns my soul like pizza on the top of your mouth

We are all human and approachable

It's very difficult to pin down. I value the things that I learned about racism and discrimination. Also I enjoyed the book.

That it is in fact possible to have a ridiculously easy college class

Not really anything. I learned about college from my friends and family

I won't have to take HUM classes in future years here.

All of it

When we talked about actual things, not *Zeitoun*

Information about Islam and Hurricane Katrina, and discrimination

How diverse people's opinions are

A GPA does matter in college

It's ok to not be certain on your major yet

She made me feel like we were all family

Socializing with others on campus and meeting new people/friends

Teamwork, diversity

That taking a minor can cut your electives in half using 30 credits

What I need to graduate and how the graduation process (w/ credits and requirements) works

About classes and requirements needed to graduate

Resources that are available to students struggling

I learned about a man that represents diverse others in this nation. He became educated on another's culture &

Google docs

PowerPoint

Academic expectations to graduate. What classes to take

I learned Google docs

Friendship, learned how to use Google docs

Getting involved

About the different seminars around campus.

Is about research papers, what they should look and sound like and all that

When things are due, it's due. It helps to not get behind in class. And to be on time and sit with different people.

Communication and listening to others

That communicating to people is easier . For the fact that we did a lot of group activities

What resources I can utilize on campus

How to succeed in college and college activities

That EOU has many opportunities and education options available to students

That the learning center had writing peer tutors

Going to different passport events

Taking a second look at things and considering other people's views as well as mine

Patience, and how to sit through awkward silence.

Zeitoun

How to become more successful in school

Communication, small amount of debate, values stuff

The things around campus to do

How to get a paper done with three people without meeting with them

I work better in groups now. I learned how to be more tolerant of religions

How to be open about other people's beliefs

Staying organized to stay focused throughout the school year

About various events around campus

When to register for classes

Research

Reading *Zeitoun*, I learned about the Muslim religion. It gave me insights to Muslims that I never knew before. Also, it revealed to me the horrors that were going on in Katrina. Before, it was just a hurricane, now, it is a national crisis in my eyes.

Always participate

How to use my resources

About being on task

How to make it at EOU

It was not helpful for me personally

Meeting people

Sometimes you will have to take a class that does not seem to really apply to your life. Too bad, you still have to do it.

That it's not easy to work in a team

The little things matter

Nothing too helpful

How to get success in this school

I learned how people talk to each other about their races

There are a series of first year success workshops

### **LLC HUM:**

To do something even if you don't want to

The importance of your beliefs and morals in your everyday life

The importance of being involved

How to get/feel comfortable on campus

Specifying my beliefs and how to act on them

That your opinion can be accepted in a classroom

Looked at new art

Respect for other's beliefs

How to pick out dramatic themes in a book

## **HUM 101 Fall 2011 open-ended question:**

### **If I could change anything about this class it would be:**

Worth more credits

Make it more than one credit and harder, it's ridiculous how little stimulation a required course is offering, and how it doesn't apply to a lot of majors/minors

Have it more than once a week

I enjoyed it the way it was, and multiple days would be nice

Bigger, meets more often, more credits

There was a lot of time consuming work to do and the class is only one credit, it should be worth more for the amount of work you have to do

Worth more credits

Having it twice/week, lasting only half the quarter. That way you learn about your resources and other campus guides at the beginning.

More than once/week, because it's hard to focus on a class and remember what needs to be done when it's only one time a week.

Meetings every day, M-F

To make it longer so we always don't feel rushed in class

To meet more than once/week

Meeting at least twice/week

To meet more

More credits

More time

Meet twice a week so it's easier to keep track of assignments

I think that we should meet more than once a week

Nothing

Icebreaker

No group projects

More interactions with the class to get to know people

Manage time better

The book was boring

The book was boring if you're open-minded

The amount of assignments; I feel like this class is supposed to help you through your freshmen year and it just makes it harder

No group project

Not squeeze everything and be late to next class

That it would not be a must for all freshmen. Students that are older I don't see the need for this class

Nothing

I liked it/Nothing

Not work with a group

I would like to learn more intellectually

Make it more about the school

To make it more about becoming a part of the school rather than another writing/literature class. Writing essays doesn't involve me in the school.

That there is more instruction on study methods

To be more organized

More time for reading Zeitoun

I did not feel it was valuable

Not having this class

Learn things focused on school and how to plan classes and such

Having the presentation due in week 8 or 9

To make that we actually learn something

To spend more time on our majors and courses rather than busy work that seems pointless

Nothing

The work load for 1 credit

To start the research project sooner

The type of work we had to do. I didn't like how our beliefs had to tie in with our final project.

Not doing ice breakers every week

Not really sure

No group project

No passports

Nothing

Nothing

Not so early

A later time

Less big papers, I have more work in here than some of my 4 credit classes

Group projects; don't assign groups

That we don't have to take it

None

None

Make the requirements lower

Not so early

The time

Nothing, it's a real great class

No idea, I like it for the most part

More interaction

Nothing

Nothing

Nothing, I liked it

I feel this class is more for 18-19 year olds, I would make it a wider range

Nothing

Nothing!

Make it a bit more challenging

Less writing

Nothing, everything was good

Nothing, I found the class very beneficial

Nothing

To not have the class at all- pointless

Discuss Zeitoun more

The range of forced involvement. I wasn't able to participate in the mandatory FYSS events because I was too busy and involved in other programs that I learned plenty of skills that will help me with my college career

The passport because it was difficult to get to events

It would be earlier in the day

Nothing, it was pretty fun

Less homework but meet more than once week

To have more than one major topic discussed

Read more books like Zeitoun and connect it to today's everyday living

I don't like that it's one day a week

Nothing

Nothing

Making it more hands on and interactive

More exciting, book suggestion: The Kite Runner

Less repetitive work, i.e. belief paper, belief into action, belief reflection etc.

Nothing

I would make the PowerPoint be shorter

I really did not think there was a point to this class

Nothing

I'm not a fan of group projects

Pick your own people for group project

To make it more informative with regards to college life



The way the class seemed to obsess about one topic over and over and over again felt like the course was beating a dead horse.

Not having to take it at all

Do more group activities- not group research projects

Less work

If I could change anything it would be how it's presented

Nothing

Individual projects should replace the final group project because there is really not that much to work with each other and some of our group mates have very tight schedules.

I wouldn't make it required- seemed like a bit of a waste of time

For me, it wasn't the most useful class, I think discovering things about yourself is great but I feel like that should be an option and not a requirement. Especially for the whole year.

Nothing

Making the final exam grade not contingent on teammates

Make it shorter

Not having to do the passport, it was very hard to find time to do it and didn't learn much from them, it would be better to cover those topics in class

The attendance of out-of-class seminars

Not require attendance to outside events; athletes have practice, study halls, etc. at those times

Possibly have an outside project or visit a lake

I would not have students do a group project

To not have to do the passport thing

Make the assignments count, or be a bit weightier in topic. Wish it was set up like a normal classroom too.

Having to write a paper in groups.

It would be about more useful things, like financial aid, registering, major requirements, on campus resources, or maybe info about La Grande.

Make it not mandatory

Make it voluntary

Nothing

To not focus the entire class just on one book

Making it more relevant to my major

No group requirements, leave assignments to individuals. Group work just allows people to slack.

Make it a bit faster paced.

Less reading

Less reading

Allow more time to socialize with classmates through pair assignments

Nothing

Nothing

Letting us choose our groups for projects. I did most of the work.

Less reading per week

Change it to 10 in the morning. 12 is an awkward time. The research projects deadline to be before break

No passport thing

Zeitoun's fast pace of reading

I wish it weren't mandatory, it was really easy and a waste of time. Liked my classmates and professor McCumber

Less reflection papers

Not required

Not require it

Nothing

The time of day, should be before it gets dark

Group projects and reading

Nothing, it was a great class

Try and have a more clear description for the class

Not sure

Maybe not so much of everything about Zeitoun in the class

More exploration of the campus or to ask questions

I would take students around the campus more

Nothing, the class was awesome

The time that it is held

What we go over. Different topic

No group projects

The required out of class project

The fact that it was at 5 p.m.!

The other students

Nothing

Nothing

Worth more credits

Nothing

I thought it was fine

Nothing

To not read a book. Less work, and more info on how to be successful

I would have liked to venture away from Zeitoun a little more

Make it more geared to school, not life lessons.

Group projects

The attitude towards the class seems apathetic and boring. There is not much discussion

More emphasis on what to do at EOU, maybe look at all the clubs more in-depth. I appreciate cultural education, but 10 weeks of Zeitoun was boring.

To give me , as a student, a better understanding of what this class is all about. Felt like a writing class, hate that.

It would've been great if we had some club leaders come in and talk to us about how to get involved.

Better book

The amount of work provide for only one credit

Nothing, it was ok

Doing more activities/learning about where resources (like learning center etc.) are on campus, professor's expectations, how to step up from high school and manage time, etc.

Nothing

Communication, I didn't feel it was the best.

The life skills stuff really doesn't help us. Teach us about registering, financial aid, scholarships, work study. Things that will actually help us in college.

Choosing our own groups for our projects

More meeting days

Probably the whole thing- make it a little more about college

Nothing

Not have it centered around a book

Making it not mandatory

### **LLC course:**

The focus from art to more of a core class

Make it not required

Not require it for everyone

Nothing

To learn more about resources on campus

Mix in more people from other dorms, have more outside of class group activities

I'm not really sure.... everything we did, I was pretty much fine with.

Different first year book

N/A

### **Humanities 102 Winter 2012 Survey results**

**I have been able to get to know other students in my HUM class this quarter.**

88% agree/strongly agree

**This course has helped me think about and define my values related to my life and eventual career**

89% agree/strongly agree

**Taking the FOCUS online has helped me learn more about who I am and what career/s might be the best fit for me.**

70% agree/strongly agree

**This course helped me in gaining more information about how majors and careers relate.**

89% agree/strongly agree

**The career research I conducted in this course using O Net Online and The Occupational Outlook Handbook Online has helped me better understand my career options.**

79% agree/strongly agree

**This course has helped me figure out the next steps I need to take to work towards my career goals.**

85% agree/strongly agree

**I learned career research and self-assessment skills in this course that I will be able to continue to use throughout my life.**

83% agree/strongly agree

**I learned the basics of money management and budgeting**

60% agree/strongly agree

**Conducting an informational interview with a faculty member helped me understand their career path and get to know them better.**

88% agree/strongly agree

**Age:**

94% 18-22

4% 23-30

1.5% 31-40

**Gender:**

37% male

63 % female

**Race:**

3% Black/Non-Hispanic

69% White/Non-Hispanic

7% Hispanic

6% Asian or Pacific Islander

.7% American Indian or Alaskan native

4% Other

**Parent's College:**

43% One or both parents graduated from a 4 year institution

16% One or both parents graduated from a 2 year institution

18% One or both parents attended college but did not graduate

12% Neither parent attended or graduated from college

(30% first-generation college students)

**The most valuable thing I learned in this course is:**

How you earn a degree- how many credits and of what to earn a degree

How to learn more about my career and plan B

What I could do if I didn't get into nursing school

Exploring just how much I wanted to be a nurse by researching other careers

Learn about plan B and what it will take to achieve the plan B

Using the site that was provided, I found out a lot about some specific careers that I have been interested in. Also going up to the SIM lab was interesting; I loved how real the SIM polls were. Perfect practice before working with real people.

All the important facts about the careers I want to pursue.

I didn't realize that nursing was such a competitive field and that a person should have a plan, so I had to look inside and find my plan B.

Was all the information from the guest speaker, about how she dealt with difficult situations. Basically, everything she talked about was helpful.

My plan B

To make a decision on my plan B

I don't think this class was valuable to me at all. I feel that it was all things I learned and was doing in middle school. It is like a group meeting that I have to pay for.

That I got to learn more about my career interests.

My plan B

Discovering my plan B

Was finding my plan B

To keep my options open as far as my career goes

That I am interested in other subjects besides nursing fields and I have created a plan B for if I do not get into nursing school.

That I no longer want to become a dental hygienist

Do something you love and know how to get there.

How to follow my career paths.

What my plan B is going to be if nursing doesn't work out

How to adjust and gave me more career options

All my options, like being a teacher or a therapist; also, things change

Nothing really, this class is a huge inconvenience and is a waste of time

My plan B

I figured out what I want my plan B to be because before this class I didn't even think about it

What my plan B would be and learn more about my major

Researching other career options

Dealing with money and budgets

Advising session

Research on my major

How to research a career

Loved the money game

About majors

Info about careers

I learned about budgeting things and how it's important to use my money on necessary items rather than unimportant stuff

The direction I should go for a career, the class helped me narrow down my search

The sites that let you compare majors; the class project about finances and budgeting

Learning about what you really want to do in the future and if it's what you really want to do

How to research a major and get off on the right track to getting that major

This course helped me pin down the correct major to declare and what job I actually want

Management, the money game was helpful with showing how budgeting works

Online resources EOU offers (i.e. major checklists)

Looking into career opportunities as well as degree plans

There are a lot more options for my major than I had thought, and also that budgeting is difficult when you don't have very much income

How to manage money and budgeting for a family

Nothing really- how to waste my time maybe



How to budget between what is a want and what is a need. The family project was very helpful.

Information about how important an education is and the connection between my education and a career.

Education doesn't stop after I get my career

How to manage finances

Learning about what classes we have to take to graduate

The most valuable thing I learned is how to take a deeper look at the career that I want to end up doing and see if it really is something I want to do for the rest of my life

The class is too spaced out session-wise for me to remember anything specific

More in-depth information about my particular career

The requirements for graduation

The importance of voting

The most valuable thing I learned is that it is ok to change my career plans and that all the classes we take make us well-rounded

The career I wish to pursue outside college

Pursuing my major

She helped me recognize my major

My Chem teacher likes Thai food

How to navigate the majors in EOU. And I learned that my major can land me a job I never expected.

The minor that I wanted to do

Ways to research the kinds of careers that I can go into with my major

Applying your major to jobs

People change majors an average of five times!

To keep time managed

Career planning

I learned about my major

My major will be changed to sociology rather than psychology

Didn't learn anything I couldn't have found out on my own

How difficult it truly is to look out into the real world! But as long as you're prepared, you'll be fine.

Hopefully. I learned how PowerPoint works

The "life" game was the most beneficial day for me, budgeting money on a real income, with a family was a huge benefit to what life is actually like

That your major doesn't have to be what you want your career to be

Had a lot of major finding information

How many options for a career one major can give

I hate capitalism

I learned what major I really want to get into, with the specifics that I will need for my career

How to look up different career fields

There are lots of careers for each major

My major, I figured it out job opportunities that go with the major I am interested in

Information about my major

Be open to new things and use your sources

One major leads to many careers

Choose the career we want and what we need to achieve it. And how EOU can help us

What options there are for careers

Job research

Get my classes set up for the future

How to start planning my career

What you have to do to be successful in your career

The art of balancing school

Research your career and be prepared

Be prepared

Money management/budgeting

Really research career options

My life goals

Importance of careers and how to use EOU resources

What careers match my personality and goals

I found the study abroad really interesting

Information about majors and careers

How to search for jobs

NSE program

How to use my school resources

Is to not give up and there is help if you need it, you just have to do it

The opportunities offered at EOU, whether it's courses, programs, etc.

I learned that it's good to take other courses you might like instead of just course requirements to get a broader outlook

I learned that focusing and exploring my major is more important than you think

Study habits

How important networking can be in the future for finding job opportunities

Guiding me to decide what I want to do for a career and major

How to communicate with people

What my career might be

Learned more about my major

About my future and my career

My major- or at least it helped me pick one

I learned more about my major

Stuff about other majors

All valuable

More about my major and my options

The multiple career options in my major that I can explore throughout my life

What I want to do with my future

New opportunities in my career field and facts and figures. Handy to know.

I'm suited to be an actor

What my interests are

Career choices

Really nothing. I feel that my time could have been spent better in another class

There are even classes in college that you can BS and get an A

How my college education will shape my future career goals

Even if you don't know exactly what you want to do with your life, it is a good idea to extensively explore all your options. As opposed to sticking your head in the sand.

Improving social and organizational skills

It helped me narrow down what I want to major with

Learned more about our majors!

How to figure certain things out

That my career and major truly do match my needs and wants and that I'm on the right track

General information about my psychology major, getting to know people in my major

The reasons I have to take courses that don't apply to me

Do more research on my future career and be prepared

How bad I am at giving presentations

Need to learn more about myself

Make sure you research your career field and know that it's exactly what you want

To evaluate myself in order to find a career that suits me

**If I could change anything about this course, it would be:**

Not have to do career/personality test online-very time consuming and gave so many results it wasn't helpful

I thought it was insightful class

I liked how it was. It makes us be flexible

More interactive hands-on learning

Spend more time with hands on activities- loved going to the sim lab

More helpful information and more time spent learning about plan B programs and GEN EDs

More interaction opportunities with the students in the class, I guess, Overall it was a good course to take to get an outlook on future careers.

Nothing

Have more meaningful stuff to do besides just fill out papers. Other fun activities.

Having the course more beneficial. I learned nothing. I know what I wanted to do, how to research other careers and so on.

Nothing, I liked it the way it is.

Nothing

Just do plan B for slide shows

Less busy work

Nothing

To have more meaningful work. Sometimes I feel like it is a waste coming to class because of the assignment depth.

The course actually was pretty good.

Maybe more career interviews, have guest speakers. Have more advisor one-on-one meetings. No presentations.

Nothing

More career exploration, more visits to different places.

Having more time to do research.

That I never had to take it.

To do more projects.

Maybe doing more things towards our plan B

Nothing

Nothing

None

Everything was good, I wouldn't change anything

Maybe more real-life scenario type of activities. More career/major emphasis? I'm not sure, seems good already.

More use of Blackboard/DB

None

Nothing

I don't like having to go to the events and get stamps.

Not sure, Make everyone participate every class, not just sit around

Get rid of the family planning activity

Nothing

Not having to do faculty interviews

Not having a passport

Cancel it.

Longer class time, everything is very rushed.

Nothing, it shouldn't be offered in the morning.

Have more than one class a week.

The time would be better, and take out the passport

I enjoyed the way it went.

Put the sessions maybe twice a week.

Nothing!

Nothing

More traveling around campus

I enjoyed the course

Nothing comes to mind

Nothing

Have more than one time a week

The amount of focus on career choice. It's great for those who don't know what they want to do, but for me it seemed like a waste.

Passport. I don't like it. Ha ha.

I would change the passport assignment. It was really hard getting to events with work and other classes.

Get rid of passports.

More individual attention towards specific majors and careers/help instead of "free to roam."

Not do as much work. We did a lot of work in this class.

Less focused on careers.

Not make it mandatory.

No passports

Nothing really, I learned a lot

No more passports!!

I don't think we should have to go to workshops for passports. The health and wellness workshop was very repetitive to what we learned in high school health classes.

I didn't think the faculty interview was very helpful. I didn't really learn anything.

Maybe a little more exploration information

Less busy work

I would make college free

Nothing

Nothing

Nothing

More getting to know you games, I don't know anyone's name.

Nothing

Nothing

Less busy work

The stupid passport

Mandatory attendance

Nothing

Going into more detail on majors and minors

Either more credits or less work

Nothing

To make it easier to know when assignments are due

Really nothing

Make it worth ore credits, we do way too much work for a single credit.

Go towards graduation!!

Focus on scholarships/grants/etc./paying for tuition

The class needs organization!!!

Not having the course

Make it twice a week

Nothing, I enjoyed it

More than once a week

Nothing

Change that it doesn't have to be required. Also not to have to present it.

I honestly would change nothing.

The group activities didn't seem very useful.

Nothing

Meet more often

Nothing

Nothing

Don't make us take it

n/a

Interviewing the staff member

Nothing

Less busy work maybe?



Not sure?

The passport requirements

To have this class more than once a week!

I liked the course, it worked for me.

More pertinent info

Nothing

More in-class activities

Make it not mandatory

Almost everything. Not require it. Not make it impossible to fail.

Less homework and time spent outside of class. It seems a contradiction to make a class about being a successful student when the class is making it so much more difficult to be successful.

The passport requirement.

I felt like it was good.

n/a

The first-year experience courses are time consuming and boring. Should be like extra credit.

More personal major research.

n/a

Nothing, really enjoyed the class

That I didn't have to do the presentation

Nothing

Nothing, I liked everything

Nothing

Learning Outcome D3: Peer Leaders will demonstrate knowledge of effective interpersonal communication skills, cultural competency skills, and facilitation and leadership skills. Peer leaders will begin to put this knowledge into action and will demonstrate these skills both in the FYE/HUM 101-102 classroom and in their one-on-one interactions with first year students. In addition, peer leaders will form a positive collaborative relationship with their HUM 101-102 staff/faculty instructor/s.

### **Peer Leader Course Evaluations Spring 2011**

#### **What is the most valuable thing you have learned in this course?**

I have learned a lot about myself. What are my strengths and weaknesses.

The importance of one-on-one communication.

More about myself! I thought I knew my strengths and weaknesses but this class elaborated more. Nobody is perfect and you will make mistakes, but as a leader you have to take the good from that and learn from it.

Not to judge others and to empathize, not sympathize.

That being a leader is not just working to get a job done but to make a positive impact on your group.

Taking the personality quiz. I really enjoyed what good traits I portray and what I need to work on.

#### **What is one thing that you would change about this course if you could?**

More discussions and brainstorming activities.

The fact that it's once a week.

Less on cultural differences and more on how to help in different situations.

More group activities like the counselors coming in and working with us.

Just have more time, because the time goes by so quickly!

I wish the class was a little longer! I really liked the role playing.

#### **After taking this course, I understand my responsibilities in my role as a HUM Peer Leader.**

100% Strongly agree/agree

**I have learned about interpersonal communication skills and feel prepared to utilize them in my role as peer leader.**

100% Strongly agree/agree

**This course helped me better understand how and/or when I might refer a student to resources on campus.**

100% Strongly agree/agree

**This course helped me gain basic knowledge about cultural differences and how these might impact communication and relationships.**

100% Strongly agree/agree

**My knowledge of leadership theories improved as a result of this course.**

100% Strongly agree/agree (note on one survey: "I would have liked to have spent more time on this but we just ran out!")

**I have gained knowledge about why college students behave as they do and how they are motivated.**

100% Strongly agree/agree

## J Spot Lecture/Event Survey Results Fall 2011

- 32 respondents
- The majority of respondents agreed that the lecture met their expectations, that they were satisfied, and that they learned about healthy relationships.

Responses to open-ended question:

### **What was the most valuable thing you learned?**

Communication is important in a relationship

I learned about healthy and good relationships that it does not and should not be just about sex and that you should be able to have sex with your eyes open and the lights on.

The most valuable thing I learned at the J Spot is that everyone has different sexual preferences and you shouldn't judge people about it, whether they're homosexual, Bi, or anything by the way they look or act.

Sex isn't a bad thing

Safe Sex practices

That sex is a wonderful thing (which I already knew), but I love that he informed us of what it is to have safe sex and that abstinence is all right but that there are other ways too. Bring him back next year. I felt so much more informed and comfortable, he was great.

he gave me a lot of tips on how to handle peer pressure and that you don't have to have sex to have fun. There are plenty of other things to do to keep busy and stay out of trouble. He also helped me realize the consequences of having sex in college with someone you don't have feelings for or love. Wait to have sex with someone you truly want to spend your life with.

That guys and girls are different when it comes to sexual stuff

Sex is natural and ok, just be safe

The J Spot lecture was mostly about not being afraid to be open about sex. I loved that, since that's just how I am. But it made me realize I wasn't wrong for being the way I am.

The most valuable thing I learned was when the "right time" is to have sex. It's something I've wondered about for awhile.

To do my keegles daily

Kegals are important for sexual satisfaction for both partners

The most valuable thing I learned is about how the different cultures think about sex and perceive it. It was very interesting to me to see the difference in the U.S. vs. Europe who is very open about sex.

I'm not really sure, just that relationships with good communication are the best relationships

I learned about healthy relationships

Sex is ok

Cooties are bad news

I found everything valuable

Sex is not a bad thing as long as it's safe  
and you use precautions.

The different ways that girls and guys  
think  
How to know when someone is ready to  
kiss

Nothing  
Respect sexuality  
That sex isn't bad. There is an appropriate  
way to approach and discuss sex. It's all  
about good communication.  
When to kiss