



## **EASTERN OREGON UNIVERSITY**

### **Student Affairs 2010-11 Annual Report**

**Department/Unit:** Office of the Vice President for Student Affairs

#### **Mission Statement**

##### **Division of Student Affairs**

Student Affairs furthers the University's mission by being a leader, collaborator, and partner in curricular and co-curricular programs that create a vibrant campus life and a safe and secure environment for a diverse community. We value students as "knowers" who bring real experience and knowledge to the learning interaction. Using goal directed and assessment driven practices, we intentionally facilitate students' development, growth, and learning, empowering them to make meaning of their experiences at EOU, in their communities, and beyond.

##### **Student Relations**

Student Relations is committed to building bridges and enhancing services to students and develops collaborative, mission-specific programs to promote students' progress and personal development, and enhances the campus community by promoting student responsibility and responding to situations that detract from the living and learning community.

##### **Mountie Week of Welcome (formerly Mountie Orientation)**

Mountie Week of Welcome at Eastern Oregon University assists new students with their transition to campus by providing programs and services which outline the University's academic requirements as well as social and developmental opportunities.

#### **2010-11 Goals and Goal Attainment Summary (1-2 paragraphs on each goal)**

**1. OVPSA will work with TracDat assessment team to implement software/program.**

Software was implemented and utilized by the Division of Student Affairs.

**2. OVPSA will increase visibility of Student Affairs with move to Inlow.**

The OVPSA moved to Inlow Hall December 2010.

3. **OVPSA will continue to build relationships with individual faculty.**  
The VPSA scheduled monthly meetings with various faculty to learn about their concerns, OVPSA staff presented at Faculty orientation, and the Director of Student Relations and VPSA work with faculty daily to assist with student issues and concerns.
4. **OVPSA and Student Health Center will improve OHSU/EOU integration.**  
OVPSA and OHSU School of Nursing staff/faculty have worked collaboratively to build positive working relationships in the running of the EOU Student Health Center. VPSA successfully negotiated a multi-year contract for health services with OHSU.
5. **Through Mountie Orientation the OVPSA will provide opportunities for new students to make connections with their peers, become familiar with the campus geography and resources, acclimate to the campus culture, focus/motivate students for academic success, and generate Mountie Spirit.**  
OVPSA successfully implemented Mountie Orientation. (see Appendix A)

#### ***Student Relations Strategic Planning Goals***

1. Sustain and assess student learning by:
  - a. Revise and map Student Affairs Learning Outcomes to the University Learning Outcomes  
Mapped Student Affairs Learning Outcomes to the University Learning Outcomes. The Student Affairs Learning Outcomes can be found at <http://www.eou.edu/saffairs/sloap/index.html>.
  - b. Introducing a new learning outcomes model to the Student Affairs Staff  
Presented the new learning outcomes model to Student Affairs staff at the July 2010 staff retreat. The revisions to the learning outcomes process are identified in Appendix B.
  - c. Assisting Student Affairs staff with 2010-11 learning outcome(s) development  
Met with Student Affairs staff two times during the academic year to discuss the learning outcomes and assessment efforts for the year. The 2010-11 Student Affairs learning outcomes can be found at <http://www.eou.edu/saffairs/sloap/index.html>.
  - d. Assisting Student Affairs staff with the assessment of the 2010-11 learning outcomes  
Met with Student Affairs staff to discuss assessment of learning outcomes. Assessment results will be presented in each units Annual Report.
  - e. Developing learning outcomes for the Office of Student Relations  
Developed three learning outcomes for the Office of Student Relations, specifically for the Student Conduct Program. The learning outcomes can be found at <http://www.eou.edu/saffairs/sloap/index.html>.
  - f. Continuing to work with the Tri-State Compass Grant team  
Collaborated with the Tri-State Compass Grant team and attended the Compass Grant Teaching Talks: Today's Academics Linking Knowledge

- and Skills Conference in October 2010. At this conference, the Director of Student Relations co-presented a session entitled “First Year Experience Success Stories.” The Director of Student Relations also attended the AAC&U Annual Conference in San Francisco with the Compass Team.
- g. Review 2009 NSSE report, identify student needs/gaps and write a student affairs perspective report of the outcomes  
In collaboration with the Vice President for Student Affairs, the Director of Student Relations prepared the Student Affairs Perspective of the 2009 NSSE data. The Report can be found at <http://www.eou.edu/saffairs/sloap/outcomes.html>.
  - h. Assist with the implementation of the 2011 NSSE survey.  
The 2011 NSSE survey was conducted during the spring term 2011. We are awaiting the results at this time.
2. Ensure faculty and staff success by:
    - a. Re-evaluating the Student Affairs Program Evaluation timeline  
Reviewed the timeline and made appropriate revisions. The Program Evaluation timeline can be found at <http://www.eou.edu/saffairs/sloap/outcomes.html>.
    - b. Conducting a program review of the Multicultural Center  
The program review has been conducted and a draft summary has been prepared and awaiting committee review and approval. The Draft Report can be found at <http://www.eou.edu/saffairs/sloap/outcomes.html>.

### ***Other Goals***

1. Policy Review/Revisions  
The following Policies were reviewed and/or revised during the 2010-11 reporting period:
  - Grievance Procedures – in progress. Currently waiting to hear from Provost regarding the Grievance Committee’s charge with regard to the revisions to the Grievance Procedures
  - Student Code of Conduct Revisions – in progress. The revisions are currently at OUS legal counsel for review and recommendations. The target implementation date is August 15, 2011. The draft Code of Conduct Revisions can be found at <http://www.eou.edu/saffairs/asac/Current.htm>.
  - Military Active Duty Policy – tabled to the 2011-12 academic year.
  - Travel Procedures Revisions – in progress. The travel procedures policy was discussed on multiple occasions throughout the year. Currently the sub-committee is working on developing “universal” travel forms with regard to student travel.
  - Sexual Misconduct Policy  
The proposed revisions have been made to the policy. The sub-committee is waiting to hear from OUS legal counsel regarding sexual misconduct definition revisions. Once the revisions to the definitions have been made, the sub-committee will proceed with moving the proposed policy forward for approval and implementation.
  - Animal Control Policy

The OAR retraction of the Dogs on Campus policy has been submitted to Finance and Administration for submission to Legislature for action. The proposed Animal Control Policy was submitted to the President's Cabinet and returned to Student Affairs for clarification of questions. Once clarifications have been made, the revised policy will be resubmitted to the President's Council for approval and campus implementation.

2. Multicultural Center and Student Council for Multicultural Affairs

- a. Continue to work with the coordinator regarding program development, enhancement, and strategic goals

The Director of Student Relations assisted the coordinator by discussing opportunities to provide quality programming versus quantity programming. As a result, *Portraits of Courage* (a presentation regarding African Americans that influenced U.S. history), *Out in Silence* (a documentary movie and discussion with the directors and participants that focused on issues LGBTQ students are facing in school), and *Bang, Bang, You're Dead* (a film/movie that focused on bullying) were offered at EOU.

- b. Work with the Student Council for Multicultural Affairs to enhance the council and campus awareness of the council.

The Student Council for Multicultural Affairs student leadership was lacking, which resulted in discontentment from members of the SCMA. Discussions regarding the lack of leadership took place during fall and winter terms with both the SCMA coordinator and secretary in an effort to identify the problem(s) and work toward alleviating them. Winter and spring term weekly meetings were held in an effort to guide the leadership and keep them on task. In collaboration with the MC Coordinator, a training program for the SCMA staff members will be developed and delivered quarterly (different venues each quarter), more often if necessary.

- c. Research and develop a Native American Program proposal. In collaboration with the Multicultural Center Coordinator, the Director of Student Relations researched, developed, and submitted a request for an Office Specialist I position that would assist the Coordinator with meeting the needs of all populations the Multicultural Center serves (see Appendix C).

## Summary of Service and Programs for Students

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

<b>Fall Term 2010</b>			<b>Winter Term 2011</b>		
<b># Students</b>	<b>Grades</b>	<b>Status</b>	<b># Students</b>	<b>Grades</b>	<b>Status</b>
18	A = 6 A = 1 B+ = 2 B = 3 A = 1 C = 0 D = 0 F = 3 W = 1	RTN = 17 NR NT = 1 AW = 3 AP = 0 GS = 14	13	A+ = 1 A = 2 A = 3 B+ = 0 B = 1 A = 0 C = 1 D = 0 A = 1 F = 3 W = 1	RTN = 10 NR NT = 3 AW = 1 AP = 3 GS = 9
Status Key: RNT = registered for next term, NR NT = not registered for next term, AW = academic warning, AP = academic probation, GS = good standing					

2. Student Relations (Ombudsperson)
  - a. During the 2010-11 academic year, the Director of Student Relations assisted with 536 issues and 65 student conduct issues. A breakdown of issues can be found in Appendix D. In addition, the Director of Student Relations sent seven email notifications to students regarding campus issues/events and five email requests to participate in surveys.
  - b. During the 2010-11 academic year, the Director of Student Relations worked with the Regional Center Directors regarding 217 student issues that arose. In addition, in collaboration with the Vice President for Student Affairs, the Director of Student Relations conducted telephone discussions with the Regional Center Directors to identify ways to assist with student success (see Appendices E and F for outcomes of discussions and online resource guide).
  - c. This past year the OrgSync and MapWorks software programs were implemented. The Director of Student Relations utilized MapWorks effectively with regard to assisting students with their issues and success, as well as when reaching out to students in distress and/or at risk. The Director of Student Relations did not utilize OrgSync during the 2010-11 academic year.
3. Student Conduct Program
  - a. Contacts – During the 2010-11 academic year the Director of Student Relations dealt with 65 student conduct issues and assisted the Campus Hearings Officers and Residence Hall Coordinator with sanctions and cases. A breakdown of violations, sanctions, and status can be found in Appendices G and H.

- b. Alcohol/Drug Online Course Statistics – During the 2010-11 academic year, 37 students received the Alcohol/Drug online course sanction. Of the 37 students sanctioned, 35 completed the course. The 3<sup>rd</sup> Millennium 2010-11 Outcome Report can be found at <http://www.eou.edu/saffairs/sloap/outcomes.html>.
- c. Review and upgrade the Judicial Officer (JO) software program  
In collaboration with Information Technology and the Director of Housing and Residence Life, the upgrade for the JO is moving forward with a change over date scheduled for around July 18, 2011. Implementation will be complete by August 2011.

## **2010-11 Student Learning Outcomes & Assessment Results**

### **Student Relations**

- Individual Student Educational Conference  
Accused students will gain an understanding of the student conduct process, their rights and responsibilities, and the avenues in which the process takes place. During this conference, students will have the opportunity to take part in the conduct process by identifying the type of hearing they prefer. In addition, students will be made aware of how their actions and behaviors can affect them now and in the future.

The above learning outcome is assessed utilizing the confidential online Student Conduct Program Survey found at

[http://chinook.eou.edu/eouforms/student\\_conduct.cfm](http://chinook.eou.edu/eouforms/student_conduct.cfm).

- 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 222 closed cases, two students completed the survey. While this is a very small response rate, the information received from the two students indicates that a quicker response to matters would be beneficial (see Appendix I).
  - With the upgrade of the Judicial Officer software in 2011-12, the email option will be enhanced. This will enable the Director of Student Relations to send an email to students requesting their participation in the survey rather than receiving the request via a letter in the mail. It is believed that this mode of delivery will significantly enhance the response rate.
- Student Conduct Program Training Workshop  
Participants will learn about student development theory, the history of due process, the philosophies of the student conduct program and Student Affairs, and the conduct process at EOU. The participants will also gain an understanding of how to engage students in discussions that enables the student to understand how their actions and behaviors can affect them now and in the future.

- No assessment necessary – indirect assessment.

### **Mountie Orientation**

*Learning Outcome 1:* Students will gain an understanding of the importance of engaging with other students and the University by participating in Orientation sessions (e.g., Playfair, EOU Dance, icebreakers). Because students will be introduced/reminded about the importance of engagement and ways in which to engage, this LO is indirect (e.g., Being a member of a Mountaineer group and participating in activities together).

*Learning Outcome 2:* Students will understand the services and resources available to them and where to access the services and resources by participating in Orientation sessions (skit, concurrent sessions, Mountaineer group). Students will be provided information only at this time. Use will depend upon the student's individual need or desire (e.g., attending concurrent sessions and student services skit, webster/blackboard session).

*Learning Outcome 3:* Students will be made aware of the curricular and co-curricular expectations at EOU by participating in Orientation sessions (e.g., attending concurrent sessions).

#### *Assessment Results and Action taken:*

To be consistent with national trends Mountie Orientation will become Mountie Week of Welcome for 2011. This change will occur to serve two functions; engage new and returning students by carrying the welcome activities through Club Fair and to eliminate confusion between Mountaineer Days, which is a traditional orientation event occurring periodically throughout the summer and Week of Welcome which has a focus on transitioning new students to college life. In addition, the daily schedule of activities will be compressed to allow free time for students to connect with others on their own. (see Appendix J)

### **2011-12 Student Learning Outcomes (If available)**

#### **Student Relations**

- Ombudsperson
- CAS Program Evaluations

### **Mountie Week of Welcome**

*Learning Outcome 1:* Students will gain an understanding of the importance of engaging with other students and the University by participating in Mountie Week of Welcome sessions (e.g., Playfair, EOU Dance, icebreakers). Because students will be introduced/reminded about the importance of engagement and ways in which to engage, this LO is indirect (e.g., Being a member of a Mountie WOW group and participating in activities together).

*Learning Outcome 2:* Students will understand the services and resources available to them and where to access the services and resources by participating in Orientation sessions (Gimme an A, concurrent sessions, Mountie WOW group). Students will be provided information only at this time. Use will depend upon the student's individual need or desire (e.g., attending concurrent sessions and student services skit, Webster/BlackBoard session).

*Learning Outcome 3:* Students will be made aware of the curricular and co-curricular expectations at EOU by participating in Mountie WOW sessions (e.g., attending concurrent sessions).

### **Staff and Program Recognition**

Consolvo, C., Balzer, J., & Cooley, D. (November, 2010). Creating innovative pathways to assist veterans. Presentation at NASPA Western Regional Conference, Portland, OR.

Consolvo, C., Ottinger, D., & Ehasz, M. (2010, June). The senior student affairs officer of the future. Presentation at BGSU HESA 40<sup>th</sup> Anniversary Conference, Bowling Green, OH.

Dunne-Cascio, C., & Consolvo, C. (October, 2010). Student Success: A sexual assault awareness and prevention tool. Presentation at the OUS Best Practices Conference: Prevention, Response & Policy in the Reduction of Sexual Misconduct on College Campuses, Eugene, OR.

Dunne-Cascio, C., & Oliveri, C. (February, 2011). Student Success and Retention Conference. Engaging Practices vs. Skill Building in a First Year Experience Course: What are Students Learning?, Portland, OR.

Dunne-Cascio, C., & Weaver, M. (October, 2010). Student Success: The Utilization of a Campus Advocate Program as a Comprehensive Support in Sexual Misconduct Response. Presentation at the OUS Best Practices Conference: Prevention, Response & Policy in the Reduction of Sexual Misconduct on College Campuses, Eugene, OR.

Dunne-Cascio, C., et al. (October, 2010). Compass Grant Teaching Talks: Today's Academics Linking Knowledge and Skills Conference, Portland, OR.

Ondercin, G., Consolvo, C., Collins, K., & Shuford, B. (2011, March). Learning from transient leaders. Presentation at NASPA Conference, Philadelphia, PA.

The AAC&U published an article entitled "Engaging Students with High-Impact Practices at Eastern Oregon University" highlighting the First Year Experience program and High Impact Practices at EOU and the Humanities 101 pilot research course the



Director of Student Relations co-facilitated with Nancy Knowles, teaching faculty. The article can be found at

[http://www.aacu.org/aacu\\_news/AACUNews11/February11/feature.cfm](http://www.aacu.org/aacu_news/AACUNews11/February11/feature.cfm).

The Director of Student Relations has been invited to present at the September 2011 Oregon Department of Transportation's annual conference on the topic of *White Identity Development in a Multicultural Age*

Presentations/Workshops/Trainings facilitated:

- Student Hearings Committee Procedures Training, Colleen Dunne-Cascio (March 2011).
- Mediation Training to Residence Hall Staff, Colleen Dunne-Cascio (September 2010).
- Sexual Assault Response Advocate Training to Sexual Assault Response Advocates, Colleen Dunne-Cascio and Marianne Weaver (October 2009).
- Student Affairs Staff Retreat: Developing Goals, Action Strategies, and Indicators, Colleen Dunne-Cascio and Thacher Carter (July 2010).
- Student Affairs Retreat: Learning Outcomes Made Simple, Colleen Dunne-Cascio and Stephen Jenkins (July 2010).
- Faculty Orientation Session: Academic and Student Issues, and Resources, Camille Consolvo, Colleen Dunne-Cascio, Thacher Carter, and Stephen Jenkins (September 2010).
- Student Council for Multicultural Affairs and Multicultural Center Staff Training, Colleen Dunne-Cascio (October 2010).
- First Year Experience Success Stories, Colleen Dunne-Cascio
- Mountie Orientation Breakout Session: There's something about Miranda!, Camille Consolvo and Colleen Dunne-Cascio (September 2010).
- The Hillsboro Story, Colleen Dunne-Cascio (February 2011).
- HUM 101 Longitudinal Study with Nancy Knowles, Colleen Dunne-Cascio (began fall 2010).

**Professional Development Opportunities** (one or more members of the OVPSA participated in the following):

- HUM Facilitator Training (May 2010)
- MapWorks Training (September 2010)
- AAC&U National Conference (January 2011)
- Safe Zone Training (January 2011)
- Healthy People Webinar 2020 (February 2011)
- NWACUHO Webinar (March 2011)
- Hitting the moving target webinar (March 2011)
- Dear Colleague Letter webinar (April 2011)
- Data Security Awareness Training (April 2011)
- Investigations of Student Conduct Code: A How-To Guide (May 2011)
- TracDat discussion/training
- Monthly Student Affairs Reading Group discussions

- Quarterly Student Affairs Leadership Team book discussions

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

- To assist students more effectively, Student Affairs staff would like to have a more collaborative working relationship with all Advising Center staff. We work closely with many of the on-campus advisers and their students in a variety of capacities and having a more open line of communication to problem solve and collaboratively assist students would be helpful. One of the main ways we assist our on-line students is through the regional directors so maintaining strong working relationships with them is essential to serving our students.
- The need to identify skilled workstudy student employees to provide office/clerical assistance for the OVPSA staff.
- The Student Affairs staff works closely with Campus Security to meet the needs of our students and to maintain a safe campus. The reduction of staff and change in reporting lines in Campus Security may present challenges when dealing with matters such as persona non-grata (no trespassing orders). Collaboration is underway to meet those challenges head-on and proactively address how we will deal with issues within a new reporting structure.

### **2011-12 Preliminary Goals**

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

#### OVPSA

- Implement revised Student Code of Conduct
- Implementation and training of the upgraded Judicial Officer (COCO) software program
- Continue with planning and implementation of Mountie Week of Welcome.
- Create a five-year plan for coordinating and managing auxiliaries and their budgets.
- Work with the Academic Standards Committee to revise the Academic Honesty Policy
- Develop and implement transition plan for the elimination of the Campus Veteran Service Officer
- Work with the Grievance Committee and the Student Affairs Committee to revise the Grievance Policy and process for students.
- Assess sustainability of, and develop a plan for, the future of the Student Health Center building (corner of 6<sup>th</sup> & “L”).
- Create an easily accessible format for the Student Handbook.

#### Student Relations

- Assessment
  - Continue to work with Student Affairs staff regarding assessment and learning outcomes
  - Finalize the Multicultural Center Evaluation

- Policies
  - Grievance Procedures – work with Grievance Committee with the revisions to the Grievance Procedures
  - Student Code of Conduct Revisions – finish up the revision process with target implementation date of August 15, 2011
  - Military Active Duty Policy
  - Travel Procedures Revisions
  - Sexual Misconduct Policy
  - Animal Control Policy
  - Other policies/procedures that arise
- Ombudsperson:
  - Continue to collaborate with the campus community regarding matters that arise
- Student Conduct Coordinator:
  - Continue revising the student code of conduct program and implementing new policy and procedures.
  - Review and revise student conduct program training to reflect any revisions to the student code of conduct
  - Become familiar with updated JO – now CoCo software
  - Develop hearings officer training program regarding CoCo software
- Multicultural Center and Coordinator Supervision:
  - Continue to work with the coordinator regarding program development, enhancement, and strategic planning/goals
  - Revisit 5-year strategic plan and revise as appropriate
  - Work with the Student Council for Multicultural Affairs to strengthen the council and enhance campus awareness of the council

## APPENDIX A

### WEDNESDAY, SEPT. 22

**8:20am - 3:00pm**  
**MOVIE-IN**  
**Residence Halls**  
EOU Orientation Leaders, Res Life Staff and our football team will be available to help you move your personal belongings into your residence hall.

**9:20am - 4:00pm**  
**Student ID**  
**Registrar's Office, Inlow Hall**  
Please stop by the Registrar's Office to get your student ID. You will need this ID to access important services on campus.

**11:20am - 2:00pm**  
**Orientation Check-In**  
**Test outside North Hall**  
This is your first of two opportunities to check-in for Mountie Orientation! Get your student planners, Mountaineer group assignments, orientation t-shirts, campus information and more.

**11:20am - 1:00pm**  
**Lunch**  
**Marketplace Café, Hoke Union Bldg.**  
Everyone is welcome to enjoy lunch at the Marketplace Café. All You Can Eat for \$6.95. Try it out, you'll be glad you did!

**1:00pm**  
**EOU Women's Soccer vs. Trinity Lutheran College**  
**EOU Soccer Field**

**2:00pm - 3:30pm**  
**Parent Session**  
**Huber Auditorium, Badgley Hall**  
Dr. Will Keim of Will Keim Speaks! Inc. presents "Parenting at the Speed of Life." Welcome from President, Dr. Bob Davies. Introduction from VP for Student Affairs, Dr. Camille Cosolvo. Your family is invited to participate in the parent session. This is your opportunity to settle into your room.

**3:30pm - 4:00pm**  
**Parent Reception**  
**Outside Huber Auditorium, Badgley Hall**  
Enjoy refreshments and visit with Dr. Will Keim and other EOU staff and faculty.

**5:00pm - 7:30pm**  
**Dinner on your own with your family**

**7:30pm - 8:30pm**  
**Mandatory Residence Hall Meetings**

**9:00pm**  
**Programming in the Residence Halls**  
**Outdoor Movie**

### THURSDAY, SEPT. 23

**8:30am - 8:15am**  
**Orientation Check-In**  
**QUAD**  
Get your student planners, Mountaineer group assignments, orientation t-shirts and campus information.

**9:15am - 10:00am**  
**Connect with your Mountaineer Group!**  
**QUAD**

**10:00am - 11:30am**  
**ORIENTATION KICKOFF**  
**McKenzie Theatre, Loo Hall**  
Dr. Will Keim of Will Keim Speaks! Inc. presents "Welcome to the Time of Your Life." Welcome from President, Dr. Bob Davies. Introduction from VP for Student Affairs, Dr. Camille Cosolvo.

**11:30am - 1:00pm**  
**Lunch**  
**Marketplace Café, Hoke Union Bldg.**  
Join your Mountaineer group and HUM 101 Facilitator for lunch.

**1:00pm - 2:30pm**  
**PlayFair**  
**Community Stadium**  
It's entertainment! It's fun! It's the perfect way to make new friendships!

**2:30pm - 4:30pm**  
**"The Scoop"**  
**QUAD**  
Group sessions with Orientation Leaders where you will make introductions, review the schedule and get the scoop!

**Webster/Blackboard/Email Lab**  
This is your opportunity to learn what you need to know about Webster, Blackboard and EOU Email.

**6:30pm**  
**Dinner**  
**Marketplace Café, Hoke Union Bldg.**  
Join your Mountaineer group for dinner.

**8:00pm**  
**Hypnotist**  
**McKenzie Theatre, Loo Hall**  
Be a part of the Salish experience!

### FRIDAY, SEPT. 24

**8:30am - 10:00am**  
**Connect with your Mountaineer Group**  
**Home Base**

**10:00am - 11:30am**  
**Student Services Skill**  
**McKenzie Theatre, Loo Hall**  
Orientation Leaders will present scenarios that you might face during your first term or two on campus. Information provided will help you navigate campus life.

**11:30am - 1:00pm**  
**Lunch**  
**Marketplace Café, Hoke Union Bldg.**  
Join your Mountaineer group for lunch.

**1:00pm - 2:30pm**  
**"SEX SIGNALS" Presentation**  
**McKenzie Theatre, Loo Hall**  
"The real life funny sort-of-improv show about sex & stuff."

**2:30pm - 3:00pm**  
**Mountaineer Groups/OL review Mountie Breakout session schedule**

**3:00pm - 6:30pm**  
**Mountie Breakout Sessions**  
Join the breakout sessions of your choice to learn all the important info every new Mountie should know!

**6:30pm**  
**Dinner**  
**Marketplace Café, Hoke Union Bldg.**  
Join your Mountaineer group for dinner.

**7:00pm - 8:30pm**  
**Comedian**  
**McKenzie Theatre, Loo Hall**

**8:00pm**  
**EOU Dance**  
**Outdoors between North and Daugherty Halls**  
**(Inclement weather - move inside Quinn Hall gym)**  
Put on your dancing shoes! Join your classmates for a night of fun and dancing!

### SATURDAY, SEPT. 25

**11:00am - 11:30am**  
**Connect with your Mountaineer Group!**  
**Home Base**

**11:30am - 1:00pm**  
**Lunch**  
**Marketplace Café, Hoke Union Bldg.**  
Join your Mountaineer group for lunch.

**1:00pm - 2:30pm**  
**Lead Like a Mountie!**  
**McKenzie Theatre, Loo Hall, Dr. Tim McMahon**  
Dr. McMahon serves as a consultant to the Holden Leadership Center and is also a Program Development Specialist for the Center on Diversity and Community at the University of Oregon. He loves the Chicago Cubs, Macintosh computers, Diet Pepsi, and the music of Bruce Springsteen.

**2:30pm - 3:00pm**  
**Mountaineer groups/OL review Mountie Breakout session schedule**

**3:00pm - 6:30pm**  
**Mountie Breakout Sessions**  
Join the breakout sessions of your choice to learn all the important info every new Mountie should know!

**3:40pm - 6:15pm**  
**Awareness Fair, Quinn Coliseum**  
Quinn Open House. Booths: Student Health & Counseling, Disability Services, Wellness, Outdoor Program, Intramurals, Intact, Blood Drive, GSA, Community Service.

**6:30pm - 7:00pm**  
**Dinner**  
**Marketplace Café, Hoke Union Bldg.**  
Join your Mountaineer group for dinner.

**8:00pm - 7am**  
**Hoke Late Night**  
**Hoke Union Building**  
Come have fun Hoke Style and make lots of friends. There will be a concert, food, games, prizes, karaoke and more! Don't miss out!

**11:30am - 1:00pm**  
**Marketplace Café, Hoke Union Bldg.**  
**Lunch:** Join your Mountaineer group for lunch.

### BREAKOUT SESSION DESCRIPTIONS (CONT.)

**HOMEWORK & SMOOTHIE:** The Library is critical to your academic success! Join the Library staff to learn what you didn't know, over a smoothie.  
Presented by: Joy McAndie & Kate Townsend

**BALE NECESSITIES:** What are the "Bare Necessities" at EOU? Take the essential services tour to learn where critical student services are offered on campus!

**FRIENDS IN HIGH PLACES:** Join the President of EOU & the Student Body President to ask questions and learn about their roles on campus.  
Presented by: President Bob Davies & ASEOU President, Jennifer Forbes

**MOUNTIES WITHOUT BORDERS:** Want new experiences? Learn about the Study Abroad & National Student Exchange Programs from students who have participated in them.  
Presented by: EOU Students & Janet Camp

**WELLNESS JEOPARDY:** Play Jeopardy, Get Free Stuff! Learn how the Student Health Center & Counseling Center staff can help you stay healthy & manage stress.  
Presented by: Dr. Thatcher Carter & Angie Abel

**CONNECT WITH YOUR MOUNTIES IN THE HOOD:** Learn how to connect with other students, clubs, organizations, and residence halls 24/7.  
Presented by: Stephen Jenkins & Robin Weinman

**BAND OF VETERANS:** Join the Veterans Session to meet EOU staff who are available to assist you with certification, education benefits, & other benefits you might be eligible for as a military veteran. Presented by: Kellie Mahon, Michelle Long, & Martin Ornelas

**MOUNTAINEER HIGH:** Learn to rock climb! Join members of the Outdoor Program to learn about the many opportunities for outdoor adventures.  
Presented by: Outdoor Program

**TRANSFORMATION AT EOU:** This session is a must for all transfer students! Learn the ropes, get involved, and get connected!  
Presented by: Christy Oliveri & EOU Transfer Students

**MOUNTIE TOWN TOUR:** Take a trolley tour of downtown La Grande!  
Led by: Judy Hector, Director, Union County Chamber of Commerce

**NON-TRADITIONAL STUDENT SESSION:** Starting college is an exciting and challenging time, especially if you've been out of school for awhile. Join us to discuss what to expect during your first few weeks and terms at EOU and get connected to campus resources.  
Presented by: Sharon Nelson

**MULTICULTURAL/INTERNATIONAL STUDENT SESSION:** Tips for adjusting to life in La Grande and at EOU. Presented by: Bernice Moses, Janet Camp, & student panel

**AWAWARENESS FAIR:** Stop by the Quinn Open House and check out the following booths: Student Health Center, Counseling Center, Disability Services, Wellness, Outdoor Program, Intramurals, Intact, Blood Drive, Gay Straight Alliance, and ASEOU!



## MOUNTIE BREAKOUT SESSION SCHEDULE

Each session will be approximately 35 minutes long.  
Attending one session each of **"Show Me the Money!"**  
and **"Something About Miranda"** is required.

### FRIDAY, SEPTEMBER 24TH

3:00 p.m. Sessions	Locations
*Show Me the Money!	Huber Auditorium-Badgley
*There's Something about Miranda	McKenzie Theater-Loso
Got Consent?	Loso 114
The EOU 411	Ackerman 210
Better Grades for FREE!	Learning Center-Loso 234
Homework and a Smoothie	Pierce Library
Bare Necessities (Tour)	Hoke Info Desk-2nd Fl.
Friends in High Places	Hoke Main Lounge-2nd Fl.

3:00-4:30 p.m. Non-Traditional Student Session Loso 115

3:00-4:30 p.m. Multicultural/International Student Session Zabel 106

3:45 p.m. Sessions	Locations
*Show Me the Money!	Huber Auditorium-Badgley
*There's Something about Miranda	McKenzie Theater-Loso
Mounties Without Borders	Ackerman 104
The EOU 411	Ackerman 210
Wellness Jeopardy	Quinn 127
Mounties in the Hood	Multicultural Center -Hoke 212
Bare Necessities (Tour)	Hoke Info Desk- 2nd Fl.
Friends in High Places	Hoke Main Lounge-2nd Fl.

4:30 p.m. Sessions	Locations
*Show Me the Money!	Huber Auditorium-Badgley
*There's Something about Miranda	McKenzie Theater-Loso
The EOU 411	Ackerman 210
Wellness Jeopardy	Quinn 127
Band of Veterans	Loso 114
Homework and a Smoothie	Pierce Library
Mounties in the Hood	Multicultural Center-Hoke 212
Bare Necessities (Tour)	Hoke Info Desk-2nd Fl.
Friends in High Places	Hoke Main Lounge-2nd Fl.

### SATURDAY, SEPTEMBER 25TH

3:00 p.m. Sessions	Locations
*Show Me the Money!	Huber Auditorium-Badgley
*There's Something about Miranda	McKenzie Theater-Loso
Mountaineer High	Quinn/Rock Wall
"TransFormation" at EOU	Loso 116
The EOU 411	Ackerman 210
Mountie Town Tour	Dorian Park Bus Shelter

3:45 p.m. Sessions	Locations
*Show Me the Money!	Huber Auditorium-Badgley
*There's Something about Miranda	McKenzie Theater-Loso
Mountaineer High	Quinn/Rock Wall
Mountie Town Tour	Dorian Park Bus Shelter

3:45-5:15 p.m. Awareness Fair Quinn Fitness Center Foyer

4:30 p.m. Sessions	Locations
*Show Me the Money!	Huber Auditorium-Badgley
*There's Something about Miranda	McKenzie Theater-Loso
Mountaineer High	Quinn/Rock Wall
Mountie Town Tour	Dorian Park Bus Shelter

## BREAKOUT SESSION DESCRIPTIONS

**SHOW ME THE MONEY!** Everything you need to know about financial aid and book voucher processes! Staff from the offices of Financial Aid and Student Accounts will be on hand to answer your questions.

Presented by: Sandy Henry, Melanie Noell, & Lynn Paulson

**THERE'S SOMETHING ABOUT MIRANDA:** At EOU there are expectations regarding your academic performance and your behavior. Hear from the Provost, Vice President for Student Affairs, and the Director of Student Relations about your rights and responsibilities. Presented by: Dr. Steve Adkison, Dr. Camille Consolvo, & Colleen Cascio

**GOT CONSENT?** Want to talk more about the information presented at "Sex Signals?" Join Dr. Thatcher Carter and Dr. Marianne Weaver for more discussion and learn about campus and community resources. Presented by: Dr. Thatcher Carter & Dr. Marianne Weaver

**EOU 411: IF I KNEW THEN WHAT I KNOW NOW:** A panel of students with a variety of experiences is excited to share how the power of getting involved on campus can enhance your experience at EOU! Presented by: EOU Students

**BETTER GRADES FOR FREE!** Learn about how the services offered by the Learning Center can help you succeed at EOU! Presented by: Anna Maria Dill & Pat Amson

## APPENDIX B



### STUDENT LEARNING OUTCOMES KEY REVISIONS 2010-11

Learning Outcome Clusters	Learning Outcome Domains	Action/Revision
<b>A. Intellectual Growth:</b>	1. The acquisition, integration, and application of information.	Moved to integrated learning
	2. Ability to use complex information from a variety of sources to form opinions or decisions.	Moved to integrated learning
	3. Developing critical thinking, problem solving, and observation skills (Applying knowledge to new situations).	Moved to integrated learning
	4. Developing effective communication skills (writing, speaking, reflection, and performance).	Moved to intellectual and communication skills
	5. Development of life-long personal and educational goals.	Deleted
	6. Developing appreciation for knowledge in all major disciplines (literature, fine arts, mathematics, science, social science).	Deleted
	7. Professional Standards	Deleted
<b>B. Career Preparation and Practical Competence:</b>	8. Make career choice based on personal assessment of values, interests, skills, aptitudes, experience, and knowledge.	Deleted
	9. Combines formal instruction with out-of-classroom experience and learning.	Deleted
	10. Understands dynamics of the workplace, applies appropriate job search skills.	Deleted
	11. Knows how to collaborate and work with others. Can set and achieve group goals through cooperation and involvement of others.	Moved to intellectual and communication skills
	12. Self-reliant and can function independently, but able to accept direction.	Deleted
	13. Professional Standards	Deleted
<b>C. Citizenship, Engagement, and Leadership:</b>	14. Understands civic and governance structures.	Moved to community engagement and personal and social responsibility
	15. Engages in civic involvement and service.	Moved to community engagement and

		personal and social responsibility
	16. Engages in principled civic dissent and challenges unjust or uncivil behavior of others.	Moved to community engagement and personal and social responsibility
	17. Articulates an ethical leadership philosophy.	Moved to community engagement and personal and social responsibility
	18. Practices effective, democratic leadership skills and demonstrates ability to lead groups towards achieving common goals.	Moved to intellectual and communication skills
	19. Professional Standards	Deleted
<b>D. Self-awareness and Interpersonal Sensitivity:</b>	20. Demonstrates self-respect and respect for others.	Moved to community engagement and personal and social responsibility
	21. Articulates personal values. Decisions and actions are congruent with values.	Moved to community engagement and personal and social responsibility
	22. Acknowledges strengths and weaknesses, seeks feedback and learns from past experience.	Moved to integrated learning
	23. Ability to establish mutually rewarding relationship.	Deleted
	24. Understands and appreciates human and cultural differences.	Moved to community engagement and personal and social responsibility
	25. Understands benefits and challenges of a diverse society.	Moved to community engagement and personal and social responsibility
	26. Articulates a personal belief system and understands role of spirituality in personal and group values and actions.	Moved to community engagement and personal and social responsibility
	27. Professional Standards	Deleted
<b>E. Managing Life Skills:</b>	28. Ability to balance dimensions of personal life; work, family, civic engagement, leisure pursuits.	Deleted
	29. Behaviors and choices that promote wellness and reduce risk.	Moved to community

		engagement and personal and social responsibility
	30. Manages processes effectively to achieve personal goals, i.e. obtaining a degree, fulfilling career aspirations, managing personal and financial affairs effectively, is self-sufficient, etc.	Deleted
	31. Overcomes or manages ethically and effectively obstacles and challenges to achieving life goals.	Moved to community engagement and personal and social responsibility
	32. Ability to set priorities.	Deleted
	33. Professional Standards	Deleted



## APPENDIX C

### **Eastern Oregon University Office of Student Affairs Multicultural Center**

#### **OSI Position Request**

As the institution works to attain its goals of recruitment and retention, access, and engagement, the demand for personal attention to each student, family member, and faculty and staff member increases. The Multicultural Center (MC) has grown into the hub for multicultural/diverse events, socialization, and one-on-one assistance with regard to on campus students and the local community. As the attention to serving our region increases, so do the demands and challenges of serving our student population (e.g., first generation, low-income, multicultural/diverse populations). To provide the necessary services for the increasing number of students, the need for office assistance has increased expediently.

Over the past two years the MC has worked diligently to enhance the personal attention given to students for their success. Such personal attention includes one-on-one advising (both social and academic), tutoring sessions, an enhanced computer lab, personal transition issues, race and bias issues and campus involvement in general.

The Office of the Vice President for Student Affairs is in receipt of the CTUIR – EOU Memorandum of Agreement (MOA) that was signed on or about July 30, 2010. Upon review of the MOA, several initiatives have been identified as areas of responsibility within the Division of Student Affairs and the Multicultural Center. In an effort to implement the identified responsibilities and more effectively serve all multicultural/diverse students on campus, the following is being proposed:

- 1) The hiring of a full-time Office Specialist 1 within the Multicultural Center (see position description attached)
  - a. Cost associated with position = \$30,000 w/ OPE (estimate)
- 2) The revision of the Multicultural Center Coordinator's responsibilities that includes the addition of duties and revision to current duties that the OSI position will fulfill (see attached Position Description Revisions document). It is our recommendation that the Native American student liaison not be a student employee position and that the Coordinator act in this capacity.

Upon review of the MOU, the following questions arise:

- 1) Will various departments on campus be administering components of the MOU (i.e., Multicultural Center, Arts and Sciences, Enrollment Services)?
- 2) Who will be facilitating the identification of the CTUIR staff and for what purpose will the staff member(s) be identified?

- 3) Who will be facilitating the summer college prep classes and the arrangements for dual credits?
- 4) How does online coursework fit in with the funding model currently being implemented at EOU? For example, online students do not pay student fees and are not serviced. This will have a negative impact on the needs of Native American online students and the services being afforded them.
- 5) Are there special services only for CTUIR native students that will not be afforded to other native populations we currently service?
- 6) Will funding be provided for programming and other initiatives in order to fulfill MOA responsibilities and program requirements (in addition to the position request above)?
- 7) What does it mean when indicating that EOU will agree to ACTIVELY pursue funding opportunities (see page 3, Item B of EOU Responsibilities Section within the MOA)?
- 8) Is the effective date July 30, 2010 through July 29, 2014?

Here is a snap-shot regarding the Native American student body for the past two years.

2008-09			2009-10		
On-campus only			On-campus only		
Class Code	# of Students	Avg. GPA	Class Code	# of Students	Avg. GPA
FR	6	2.05	FR	9	2.42
Soph	3	2.82	Soph	14	2.62
JR	5	1.98	JR	2	3.05
SR	7	3.16	SR	17	2.76
<b>Totals</b>	<b>21</b>	<b>2.50</b>	<b>Totals</b>	<b>42</b>	<b>2.71</b>

As we reviewed the MOU, we felt it necessary to provide information regarding the former Native American Adolescent Mentoring program (NAAMP) grant and its funding.

<b>Project Title:</b> NAAMP-JUMP Mentoring Program	
<b>Project Period:</b> October 1, 2003 through September 30, 2006	
<b>Award Amount</b>	<b>\$219,370</b>
<b>Grant Budget Breakdown</b>	
<b>Account Title</b>	<b>Adjusted Budget</b>
Staff – Classified Salaries	\$77,662
OPE – Classified	\$37,070
Services and Supplies Expense	\$10,806
Supplies Expense	\$21,600
Other Professional Services	\$10,800
Travel	\$10,808
F&A Cost (indirect costs)	\$50,624
<b>Total</b>	<b>\$219,370</b>

While the MOA has a specific target audience, this proposal is geared toward the anticipated growth of our multicultural/diverse student population.

Here is a snap-shot regarding the multicultural/diverse student body for the past two years.

<b>2008-09</b>			<b>2009-10</b>		
<b>On-campus only</b>			<b>On-campus only</b>		
<b>Class Code</b>	<b># of Students</b>	<b>Avg. GPA</b>	<b>Class Code</b>	<b># of Students</b>	<b>Avg. GPA</b>
<b>Pacific Island Students</b>					
FR	11	2.73	FR	6	2.34
Soph	4	2.58	Soph	19	2.64
JR	5	2.53	JR	12	2.93
SR	9	2.66	SR	15	2.91
<b>Totals</b>	<b>29</b>	<b>2.62</b>	<b>Totals</b>	<b>52</b>	<b>2.70</b>
<b>Hispanic/Latino</b>					
FR	15	2.86	FR	21	2.12
Soph	10	3.07	Soph	17	3.04
JR	17	2.87	JR	15	3.08
SR	15	3.06	SR	25	3.06
<b>Totals</b>	<b>57</b>	<b>2.96</b>	<b>Totals</b>	<b>78</b>	<b>2.83</b>
<b>Black/African American</b>					
FR	7	1.96	FR	9	2.05
Soph	2	1.95	Soph	7	2.89
JR	5	2.91	JR	4	2.96
SR	8	3.06	SR	13	2.92
<b>Totals</b>	<b>22</b>	<b>2.47</b>	<b>Totals</b>	<b>33</b>	<b>2.71</b>
<b>Asian Americans</b>					
FR	7	2.16	FR	9	2.02
Soph	3	2.66	Soph	4	3.37
JR	7	3.14	JR	3	3.23
SR	21	3.25	SR	4	3.57
<b>Totals</b>	<b>38</b>	<b>2.80</b>	<b>Totals</b>	<b>20</b>	<b>3.05</b>
<b>Multiple Ethnicities/International/Other</b>					
FR	4	2.55	FR	2	3.88
Soph	6	2.83	Soph	4	2.86
JR	11	2.60	JR	3	3.32
SR	14	3.03	SR	7	3.21
<b>Totals</b>	<b>35</b>	<b>2.75</b>	<b>Totals</b>	<b>16</b>	<b>3.32</b>
<b>Overall Totals</b>	<b>181</b>	<b>2.72</b>	<b>Overall Totals</b>	<b>199</b>	<b>2.92</b>

As you can see by the above statistics, the population of multicultural/diverse students is increasing annually. In an effort to ensure their success, the proposal for an OSI position to assist with the needs of these students and to enhance our program offerings, thereby, expanding the overall student retention, experience, and a positive, diverse campus climate is necessary.

# APPENDIX D

## Eastern Oregon University Student Relations Issues Summary\*

### 2010-11 Year End Report

Issue Title	Number of Issues	# online students
Administrative Withdrawals	10	
Admissions Issue	1	
Agency Inquire	2	
Behavior/ Conduct Issues	5	1
Conflict Resolution	2	
Course Inquire/Issue	7	4
Deceased Student	1	1
Department Complaints	2	2
Disability Issue	1	
Early Alert (Student Success Program)	44	12
Emergency Requests (Incompletes)	31	26
Faculty/ Staff Conflict/Issue	48	27
Family Emergency	13	4
Financial Aid/Scholarship Issue	4	1
General Inquire (miscellaneous)	35	16
Grade Issue	6	4
Graduation Issue	4	2
Illness/ Medical Issue	46	6
Insurance Issue	1	
Medical Withdrawal Inquire	28	17
Medical Withdrawals Approved	100	
Missing Person Inquire	1	
Parent Concern	10	
Program Complaint	3	
Question for Vice President for Student Affairs	6	1
Tuition and Fees Appeals Committee	118	91
Withdrawal Issue	7	2
<b>Subtotal # issues</b>	<b>536</b>	<b>217</b>
<b>Judicial Issues</b>	<b>65</b>	
<b>Total # issues dealt with to date</b>	<b>601</b>	

Note: minimum of 3 contacts per issue = 1803

\*Is not inclusive of contact made by VPSA or Executive Assistant

## APPENDIX E

### **Regional Director Discussions with Student Affairs Dr. Camille Consolvo, Vice President for Student Affairs Colleen Dunne-Cascio, Director of Student Relations Spring 2010**

#### Academic Affairs

- Honors – What are the options for on-line students to participate in the Honors Program or in honor societies? (We hope that OrgSync can fill this need when implemented fall term. Honors program is on hiatus in 2010-11 as it gets revamped)
- Graduation Reception – strongly encourage faculty to attend the graduation reception on Friday night before commencement. Faculty presence/lack of presence for on-line students can have a “powerful or devastating” impact. Also encourage students to attend graduation. (2) (Liz sent an e-mail out and Camille mentioned it to President’s Cabinet)
- Some on-line students feel a lack of identity or connection with EOU. What resources can they utilize? How can we get them to feel more connected? (We hope that OrgSync can fill this need when implemented fall term)
- Timely feedback from faculty to student requests (respond within 24 hours)
- Would like to learn more about awards available for on-line students. Saw the notice about Pinnacle Awards but was not sure who qualified. (Can we create an award(s) for on-line students? Can we have an Honor’s Society webpage that would identify active societies? )
- Syllabi/Course availability (5)
  - Regional Directors mentioned the importance of having syllabi available during pre-registration. When it is not, it creates hassles with drops/adds and filling seats in courses after students enroll and then find out what course involves. Students tend to look at all their courses, the work load, and when tests and assignments are due but without being able to see the course syllabi and get an overall picture it is hard to schedule courses (e.g., proctored exams, books required, exam times, etc.). Also, faculty needs to learn how to standardize syllabi so that a student looking at one knows where to find things. To order books need that information on the syllabi. Clearer, more explicit assignments on the syllabi so students know course expectations would be helpful. Adjunct faculty often have trouble posting syllabi. Concern about losing students if this information is not readily available. Perhaps create an instruction manual for faculty on posting syllabi and for students on how to access syllabi
  - Concern expressed over class schedules not being up in advance
  - Paper four-term course schedules need to be available as soon as possible
  - If faculty are ill, notify students
  - #1 complaint from students

### Academic and Career Advising

- Regional director resource/procedures manual to know how to find things, where to go on the web site to assist with transition to a new regional director.
- What is the possibility of doing on-line job fairs through Career Services?

### Enrollment Services

- The on-line writing lab is a great resource. Would it be possible to do a comparable on-line Math lab, especially now that math is required for graduation?
- Student ID cards – (3)
  - Regional Directors mentioned that on-line and on-site students have expressed an interest in being able to have an EOU ID card. It gives them a connection to EOU while also allowing them to get student discounts in their area and, if close enough to La Grande, attend athletic events, plays, etc.

### MDPA

- What about hosting receptions at regional sites for current EOU students as well as alumni?
- EOU web site – hard to find things. (being revamped) The directory is not accessible to students and adjunct instructors aren't listed so students can't find out how to contact them.
  - A new hard copy faculty/staff directory would be helpful for Regional Directors in working with their students.

### Student Affairs

- Emergency request process is working well (2)
- Consider adding students and/or Regional Directors in Union, Wallowa, Umatilla, and Baker counties to “What’s Up” list serve
- Is student health insurance available for on-line students? Or are there other options for insuring? (2) (Current contract does not allow on-line students to opt-in. Concern about driving cost up for on-campus students).
- Could you provide an on-line form to ask questions for students who don't know where to go? How can we create a sense of community with students who are on-line? Student Affairs has created one and is putting it on our web site.
- Could you provide a resource page for online students? Student Affairs has created one and is putting it on our web site.
- Organizations for on-line students so they may connect? Provide on-line classifieds and/or book exchange? (We hope that OrgSync can fill this need when implemented fall term)

### Student Accounts/Financial Aid/Bookstore

- Communicate with on-line students about
  - book vouchers and book ordering through EOU bookstore
  - when the bookstore will be closed (for inventory for example)

## APPENDIX F

### **USEFUL RESOURCES TO ASSIST STUDENTS** **Fall 2010 Regional Director Meeting** **Dr. Camille Consolvo, Vice President for Student Affairs** **Colleen Dunne-Cascio, Director of Student Relations**

#### Helpful web site links

- Academic Honesty Code: [www.eou.edu/saffairs/handbook/honest.html](http://www.eou.edu/saffairs/handbook/honest.html)
- Report Form - Academic Dishonesty: <http://www.eou.edu/saffairs/faculty.html>
- Veterans Information: <http://www.eou.edu/veterans/>
- Emergency Request Form (Medical Withdrawal/Incompletes):  
<http://chinook.eou.edu/saforms/er.cfm>
- Ask A Question (for Students):  
[http://chinook.eou.edu/eouforms/saffairs\\_question.cfm](http://chinook.eou.edu/eouforms/saffairs_question.cfm)
- Money on Your Mind? (budgeting information)  
<http://www.cashcourse.org/eou/Default.aspx>
- Early Alert Program (an early intervention program):  
[www.eou.edu/ssp/earlyalert.html](http://www.eou.edu/ssp/earlyalert.html)
- FERPA (Family Educational Rights and Privacy Act):  
[www.eou.edu/infosys/inb/ferpa.pdf](http://www.eou.edu/infosys/inb/ferpa.pdf)
- Student Handbook: [www.eou.edu/saffairs/handbook/handbook.html](http://www.eou.edu/saffairs/handbook/handbook.html)
- Student Code of Conduct: [www.eou.edu/saffairs/handbook/conduct.html](http://www.eou.edu/saffairs/handbook/conduct.html)
- \*Hearing Procedures: [www.eou.edu/saffairs/handbook/hearing.html](http://www.eou.edu/saffairs/handbook/hearing.html)
- \*Grievance Procedures (being revised this year):  
[www.eou.edu/saffairs/handbook/cmplan.html](http://www.eou.edu/saffairs/handbook/cmplan.html)
- \*A "hearing" is conducted through the student conduct program and encompasses violations of the Student Code of Conduct, including such behavior as academic dishonesty, disruptive behavior, and email policy infractions(basically, a faculty/staff/student versus a student). A "grievance" is the process used when a student has a complaint/grievance against about a grade, a faculty member, the institution, etc.
- Reaching Out Brochure: (Dealing with Disruptive Students/students with emotional issues):  
[www.eou.edu/counsel/documents/ReachingOut.pdf](http://www.eou.edu/counsel/documents/ReachingOut.pdf)
- Sexual Assault Policy and Resources: [www.eou.edu/saffairs/sex/index.html](http://www.eou.edu/saffairs/sex/index.html)

If you need additional assistance, please call us:  
Office of the Vice President for Student Affairs, 541-962-3635  
Director of Student Relations, 541-962-3476  
Counseling Center, 541-962-3624



**APPENDIX G**  
**Eastern Oregon University**  
**Student Conduct Program Summary**

**July 1, 2010 through June 30, 2011**  
**Violation Table**

<b>Code Number</b>	<b>Code Title</b>	<b># of Violations</b>	<b># found Resp</b>	<b># not Resp</b>	<b># insuf. Evidence</b>	<b># dropped</b>	<b># pending</b>	<b># no action</b>
1a	Obstruction of Institutional Functions	1		1				
1b	Disruption of Institutional Functions	1			1			
2a	Obstruction of freedom of movement	1		1				
2b	Disruption of freedom of movement	1	1					
3a	Possession of firearms	0						
3b	Possession of dangerous weapon	0						
3c	Use of a firearm	0						
3d	Use of a dangerous weapon	0						
4a	Detention of any person	0						
4b	Physical abuse of any person	5	4	1				
4c	Imminent Bodily Harm	0						
5a	Malicious damage to property	8	8					
5b	Misuse of property	1	1					
5c	Theft of property	0						
6	Refusal to comply	7	6			1		
7a	Unauthorized entry	5	4	1				
7b	Unauthorized use	0						
8a	Use of illegal drugs	5	4			1		
8b	Possession of illegal drugs	1	1					
8c	Distribution of illegal drugs	1	1					
9	Inciting others	2	2					
10a	Academic Dishonesty – Cheating	4	2					2
10b	Academic Dishonesty – Fabrication	0						
10c	Academic Dishonesty – Facilitation	0						
10d	Academic Dishonesty – Plagiarism	26	7					19
10e	Academic Dishonesty – Tampering	0						
10f	Academic Dishonesty – other	5		3				2
11a	Forging University property	0						
11b	Altering University property	2	2					
11c	Misuse of University property	0						
11d	Mutilation of University Property	0						
12a*	Sexual Assault	6						6
12b	Sexual Harassment	2	2					
12c	Non-consensual verbal or physical sexual assault	0						
13	Stalking	2	2					
14	Hazing	0						

Code Number	Code Title	# of Violations	# found Resp	# not Resp	# insuf. Evidence	# dropped	# pending	# no action
15a	Disorderly Conduct – Threats	3	2	1				
15b	Disorderly Conduct – Intimidation	3	2	1				
15c	Disorderly Conduct – Vulgar, indecent, or other behavior	0						
15d	Disorderly Conduct	7	5	2				
16a	Possession of Alcohol	24	21			1	2	
16b	Consumption of Alcohol	38	31	2		4	1	
16c	Furnishing Alcohol	2	2					
17	Use of tobacco products	1	1					
18	Parking Violations	2	2					
19	Furnishing false information	0						
20	Time, Place, and Manner Issues	0						
21a	Attempted theft	0						
21b	Theft	2	1			1		
21c	Misappropriation of Property	0						
22a	Attempted Theft – Computer Facilities and Resources	0						
22b	Theft – Computer Facilities and Resources	0						
22c	Abuse – Computer Facilities and Resources	0						
23	Possession of Stolen Property	0						
24	Violation of University policies, rules, or regulations	22	13		2	6	1	
24a	Residence Hall Conduct Violation	23	23					
24a1	Sports Equipment	0						
24a2	Misuse/damage of residence hall equipment	2	2					
24a3	Room and Hall care	0						
24a4	Propping	0						
24a5	Roof, ledges, balconies, and windows	0						
24a6	Failure to evacuate	0						
24a7	Possession of prohibited flammable materials	0						
24a8	Fire safety violation	1				1		
24a9	Guest policy violation	5	5					
24a10	Pet policy	5	3			2		
24a11	Empty Alcohol Container	8	5			3		
24a12	Alcohol abuse/disruptive behavior	8	8					
24a13	Detectible intoxication	0						
24a14	Drug Paraphernalia	0						
24a15	Allowing illegal consumption of alcohol or other drugs	0						
24a16	Unreasonable noise	0						
24a17	Gambling	0						
24a18	Dangerous Devices	0						
24a19	Under Influence of Illegal Substance	1	1					
24a21	Under Influence of Alcohol	2	2					
24a22	Community Violation	1		1				
25	Failure to obey a directive from a University official	4	3	1				
25a6	Failure to evacuate	0						

Code Number	Code Title	# of Violations	# found Resp	# not Resp	# insuf. Evidence	# dropped	# pending	# no action
26	Violation of law, ordinance, or rule	5	4		1			
*victims chose not to pursue further Total Number of Violations		256	183	15	4	20	4	30

### Case Status

Case Status	Number	Case Status	Number
Active (SOF/PNG)	11	Closed	222
Community Violation Complete	16	Community Violations referred	0
Sanctions Incomplete	18	Dismissed	46
No action taken	30	Hold – incomplete sanctions	16
Rescinded	0	Hold – incomplete sanctions NR	6
Medical Withdrawals approved	100	Administrative Withdrawals	10

# of Total Cases	Number
Judicial	65
Housing	180

### Hearings Officer Status

Hearings Officer	# of Cases
Colleen Cascio	7
Stephen Jenkins	2
Irene Jerome	1
Christi Oliveri	9
Linda Overlock	9
Steve Wadner	0
Kenn Wheeler	3
Student Hearings Committee	5
<b>Housing Officers</b>	<b># of Cases</b>
Jae Webb	75

# APPENDIX H

## Eastern Oregon University Student Conduct Sanctioning Summary

July 1, 2010 through June 30, 2011

Sanction Code	Sanction Title	# of Sanctions	# complete or closed	# incomplete	# of Holds/ incomplete	# of Holds/ not registered	# pending
AC01	Academic Assignment Revision	3	1		1	1	
AC03	Behavioral Agreement	4					4
AC05	Letter of Apology	12	11			1	
AC08	Reflection Paper	4	4				
AC09	Research Paper	1	1				
AC10	Restitution	2	1			1	
AC11	Video Review	1	1				
AC22	Educational Interview	14	10	4			
AC24	Educational Service	1	1				
AC26	Probationary Review Meeting	4	4				
AC27	Program Attendance	5	4	1			
AC28	Program Presentation	1	1				
AC29	Resident Assistant Interview	9	5	4			
AC43	Counseling Assessment	4	3			1	
AC49	Violence Awareness Training	1				1	
AC50	Under the Influence – Alcohol	36	26	9		1	
AC51	Under the Influence- Marijuana	4	4				
AC52	Ind. Comp. Substance Asses.	1	1				
AC62	Guest Privilege Restrictions	2	2				
AC65	Other Restrictions	3				1	2
AC72	Counseling Assessment	2				2	
AC77b	Housing Contract deferral	3	3				
AC80	Recommended next Sanction	5	5				
AC81	No Trespass Order	1	1				
AC82	No Trespass – campus	3				3	
AC95	Disciplinary Fine	2	2				
ASC	Athletic Sanction Customized	1	1				

DE	Disciplinary Expulsion	1	1				
DP	Disciplinary Probation	4	2	1		1	
IAS	Intercollegiate Athletic Suspension	4	3				1
OTH	Other Restrictions	2	2				
REST	Restitution	3	2			1	
RP	Reprimand	1	1				
RQMAC	Required Meeting with Area Coordinator	27	25			2	
SCCM	Student Conduct Coord Mtg	33	31	1		1	
SU	Disciplinary Suspension	2		2			
WN	Warning	5	5				
<b>Totals</b>		<b>211</b>	<b>164</b>	<b>22</b>	<b>1</b>	<b>17</b>	<b>7</b>

# APPENDIX I

## Student Conduct Program Survey Results 2010-11 Academic Year Report

n = 2

<b>My class standing is</b>			
	Freshman		1
	Sophomore		
	Junior		
	Senior		
	Graduate		
<b>I visited the Student Conduct Office because of a(n):</b>			
	Academic Dishonesty incident		
	Alcohol-related incident		
	Disruptive or Harassing behavior incident		1
	Drug-related incident		
	Other		
	Other specify:		
<b>Before my incident, I was aware that EOU had a Student Code of Conduct through</b>			
	Orientation program		
	Residence Hall Program		
	Electronic Student Handbook		
	Website		
	Word of Mouth		
	Instructor or Professor		1
	I didn't know that EOU had a student code of conduct prior to my incident		1
	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?		1	
• Understand the hearing process?		1	
• Understand your Due Process Rights?		1	
• Understand the types of hearings available to you?		1	
• Understand that the Student Conduct Program's Philosophy is educational and not punitive?		1	
• Other			
• Other specify:			
<b>Which type of hearing did you select?</b>			
	Campus Hearings Officer		2
	Student Hearings Committee		
	Resident Hall Director		

<b>Why did you select that type of hearing?</b>		
Because it was one on one and since I'm a sort of shy person, I didn't like the idea of choosing the student hearings committee option.		
<b>Going into my conduct hearing, I felt responsible for violating the Student Code of Conduct.</b>		
	4 – strongly agree	1
	3	
	2	
	1 – strongly disagree	
<b>After completing my disciplinary hearing, I feel responsible for violating the Student Code of Conduct.</b>		
	4 – strongly agree	1
	3	
	2	
	1 – strongly disagree	
<b>Were you treated fairly during the process?</b>		
	4 – strongly agree	1
	3	
	2	
	1 – strongly disagree	1
<b>Do you feel you were heard during the process?</b>		
	4 – strongly agree	1
	3	
	2	
	1 – strongly disagree	1
<b>I feel that the outcome of my student conduct hearing is (check all that apply)</b>		
	Fair	1
	Unfair	1
	Appropriate	
	Inappropriate	
	Educational in nature	1
	Punitive in nature	
	Will benefit me	1
	Will not benefit me	
	Not what I expected	1
	What I expected	
	Other	
	Other specify: (see below)	
<b>Is our process fair?</b>		
	5 – very satisfied	1
	4	
	3	
	2	
	1 – not satisfied	1
<b>Not satisfied? Please explain</b>		
After the hearing, the hearings officer was changed from the original hearings officer without notifying me. You did not inform me that my hearings officer had been changed until I visited you to ask you some questions regarding the hearing. Also, I was not granted a hearing with the second hearings officer. The second hearings officer and I never met, but the second hearings officer made a decision.		

<b>Was your case handled in a timely manner?</b>		
	5 – very satisfied	
	4	
	3	
	2	
	1 – not satisfied	
<b>Not satisfied? Please explain</b>		
I wish I would've been responded back to in a more timely manner. I had a few questions that were still unclear and needed to contact student affairs and my questions didn't get answers for sometimes two weeks.		
<b>Did this process make you more familiar with the Student Code of Conduct</b>		
	Yes	1
	Somewhat	
	No	
<b>If not satisfied – Please explain</b>		
•		
<b>If you could change anything about the disciplinary process, what would it be and why?</b>		
I think student affairs or the university in general should emphasize the importance of academic honesty not just by having professors put the academic statement in their syllabi, but also mentioning it and its importance as freshmen come into college and its consequences for choosing to make decisions that violate the student code of conduct.		
<b>Is there anything you would like us to know? Please identify here:</b>		
<ul style="list-style-type: none"> <li>• I'm glad this is all over. It was a very educational experience.</li> <li>• I never received the conduct survey. Consider this letter my survey.</li> </ul>		



## APPENDIX J

### **Eastern Oregon University Office of the Vice President for Student Affairs 2010 New Student Orientation Survey Summary**

Fall 2010 New Student Orientation took place from Wednesday, September 22 through Sunday, September 26, 2010. The 631 students admitted for fall 2010 were invited to participate in Orientation.

During Orientation students were provided the opportunity to move in to the residence halls, receive their EOU student ID cards, attend sporting events, connect with their Mountie groups, attend to Dr. Will Keim's comments as he welcomed students to the time of their life, participate in play fair, be a part of the Sailesh hypnotist experience, get the scoop about EOU when they attended the skit "It's so Eastern," learned about sex and stuff, and attended a variety of breakout sessions that included information regarding financial aid, the student code of conduct, diversity issues, etc. (See Appendix A)

During fall term 5th week, the 631 fall admits were contacted via email and asked to participate in the 2010 New Student Mountie Orientation survey. Of the 631 students emailed, 113 responded that they did attend and 57 indicated that they did not attend Orientation, resulting in a 26 percent response rate overall.

#### **Results from Attendees**

Results from the survey of the 113 students that attended and responded to the survey indicate that students were satisfied with regard to:

3. Orientation in general - more than 84% were satisfied with the information they received prior to Orientation, more than 78% were satisfied with the check-in process. Students were most satisfied with the opportunity to have some free time (81.6%), kick back (80.5%), and to reconnect with their group (57.6%).
4. Residence hall move in - 77.3% were satisfied with the residence hall move-in process, and 52.8% were satisfied with the mandatory meeting
5. The speakers brought to campus – 88.8% were satisfied with Will Keim's presentation, 63.6% were satisfied with the Comedian, 59.8% satisfied with Sex Signals, and 57.6% of the students were satisfied with PlayFair.
6. 41.9% of the students did not attend the session on learning how to lead like a Mountie with Dr. Tim McMahon
7. Movies and other events – 53.8% attended the dance while most students did not attend the Prince of Persia movie (58.2%) or Women's Soccer Game (79.5%)
8. Meals – the majority of the students were satisfied with the lunch and dinner options, while 51.7% of the students did not utilize Mac's grill for breakfast.
9. Breakout sessions – the top three sessions that students received the most satisfaction from are the blackboard session (61.1%), the financial aid session (42.6%) and the student rights and responsibilities session (36.9%). The majority of the other breakout sessions were not well attended.

When asked whether or not Orientation was a positive experience for them, 75 of the 83 respondents to the question answered yes. When asked which Orientation event/activity was most beneficial to them, 34 of the 80 respondents indicated that the opportunity to get to know others and socialize was most beneficial, and 18 students indicated that the speakers were most beneficial. When asked which Orientation event/activity was least beneficial, 15 of the 69 respondents indicated that the breakout sessions were least beneficial.

When asked whether or not their Mountaineer Group/Orientation Leader was available and approachable, 67 of the 77 respondents indicated yes!

When asked what would each respondent include in next year's Orientation Program to better prepare incoming students, most respondents indicated that having more free time during Orientation would benefit new students most.

When asked what one thing they learned that helped them as a new student the most comments expressed were 1) knowing their way around campus and the resources available, 2) being okay with asking for help, 3) relax and don't be stressed out, and 4) how to approach others and make friends.

Demographically, 92% of the respondents were between the ages of 18 to 19, 90% were freshmen, 97% indicated their entering enrollment status of full time, and 69.7% of the respondents were female while 29.35 were male.

The respondents indicated that the top three most important reasons they decided to attend EOU were 1) affordable tuition (67%), 2) geographic location (61%), and 3) availability of a particular program of study(43%) and the availability of financial aid or scholarships (43%). The respondents indicated that what influenced their decision to attend EOU the most were 1) their parents or relatives (49.4%), 2) advice of someone who attended EOU, and 3) friends attending – or planning to attend – EOU (35.3%).

Of the 113 respondents 92% of the respondents indicated that their overall evaluation of EOU at the time of the survey was satisfactory.

### **Results of the Non-Attendees**

The majority of the respondents to the survey of students that did not attend Orientation were between the ages of 18-24. Of the respondents, just over 51 percent were freshmen and 25 percent were transfer students. Results from the survey of students that did not attend Orientation indicates that 68 percent of the students did receive an invitation to the Orientation program; just over 35 percent did not attend because of having to work while almost 30 percent indicated that they had attended college before and just over 26 percent indicated that they were already familiar with the resources at EOU. The top three most important reasons for choosing EOU were geographic location, affordable tuition, and the availability of a particular program.

## **Parent Satisfaction Results**

At the conclusion of the Wednesday, September 21, 2010 Parent Orientation Session, the Parent Evaluation was handed out and parents were encouraged to fill them out and return them to The Vice President for Student Affairs office. Fifty-five parent surveys were received. Survey results indicate that, overall, parents were satisfied with the information they received prior to arriving on campus, the move-in process, the parent session with Will Keim, the parent reception, and the information that was provided in the Parent Handbook. In addition, and most importantly, parents felt comfortable leaving their student(s) at EOU.

## **Discussion and Recommendations**

Overall, what stood out most were Will Keim's parent and kick-off sessions. In addition, students liked Orientation and participated in most of the events. Most students felt that connecting with students was beneficial – even though some didn't want to.

Some concerns and recommendations that surfaced include:

3. Parents arrived, assisted their student with move-in, and then did not know what to do next. It was suggested that having a check list for parents would be helpful along with a Frequently Asked Questions handout that would provide financial aid disbursement dates, automatic deposit options, etc.
4. Parents and students felt like they were being “ping-ponged” around from one line to another. It was suggested that having cross training between financial aid and student accounts would be beneficial.
5. Financial aid disbursement. Having the disbursement of financial aid for both returning and new students appeared to be an issue. It was suggested that we look into having aid disbursed on a different day than during new student orientation. It made the lines excessively long.
6. We need to be more intentional regarding programming for transfer or returning students, helping them to get involved, and increase awareness of resources and opportunities for them.
7. Some Non-traditional students did not feel included. It was suggested that we find a way to get them involved, maybe a Wednesday night transfer and non-traditional session would work.
8. Students and parents do not fully understand how loans work. It was suggested that more information be shared regarding where scholarships fit in, what the deadlines to begin making payments are, where their money goes, and what the difference is between financial aid and student accounts.
9. The schedule of events was on one page. It was suggested that extra schedules be available for RAs and across campus. It was also suggested that posters be distributed regarding to the Orientation events.

Overall, the 2010 New Student Orientation Program was a success and a majority of the students were satisfied. There were many opportunities for students to get to know each other, find out what resources are available to them at EOU, and how they can get involved and make a difference.