

# **Standard 3**



Students

### **Standard 3: Students**

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# Students



**Student life at Oregon State University encompasses much more than the classroom experience. It includes housing and dining programs—residence halls, cooperative housing, the Greek life—student government, recreational sports, intercollegiate athletics, student media, clubs and activities, academic and general support services, and much more. At OSU, there are out-of-classroom activities available for everyone.**

## Division of Student Affairs

The Division of Student Affairs is organized around a model of shared leadership, participatory management, ongoing professional development, and career-long learning opportunities. This model translates as an energetic organization where members share responsibility for advancing essential institutional initiatives.

The division is headed by the Vice Provost for Student Affairs, who reports directly to the Provost and Executive Vice President. Student Affairs includes the following units: the Dean of Students Office, Career Services, the Educational Opportunities Program, the Minority Education Offices, Services for Students with Disabilities, Student Health Services, University Counseling and Psychological Services, College Student Services Administration, Student Conduct and Mediation, University Housing and Dining Services, Memorial Union and Educational Activities, and Recreational Sports. Student Affairs staff work closely with units in the Division of Academic Affairs, particularly the Office of Admission and Orientation, the Registrar's Office, and the Financial Aid and Scholarships Office, all of which report to the Vice Provost for Academic Affairs. (Descriptions of individual units in Student Affairs plus the three key cooperating units in Academic Affairs are featured in the Student Services and Programs section of this Standard.)

Directors and staff of these units are qualified individuals whose academic preparation and experience are appropriate to their assignments (Appendix 3.1). Staff assignments are clearly defined, and supplemented with a series of training materials, including desk manuals, Web resources, and policy guides. The division's organizational chart (Exhibit 3.1) with accompanying

The "voice" and infinite value of every student is appreciated and supported by the Division of Student Affairs, which collaborates with other faculty and staff to enhance OSU's overall educational environment. The division provides essential leadership for the out-of-classroom education of students, the co-curriculum that complements and supplements academic areas, and the various services necessary for successful student retention and graduation. In undertaking these responsibilities, Student Affairs vigorously pursues the development of a purposeful, open, just, disciplined, caring, and celebrative community on the OSU campus.

This self study report of student programs and services begins with an overview of the vision, values, purpose, and organization of the Division of Student Affairs. Also addressed are the division's major initiatives and accomplishments, as well as emerging needs and challenges. The following section examines general responsibilities relating to student services, including student rights and responsibilities, student advising, student involvement in University governance, and campus safety and security. Next, policies and procedures relating to academic credit and records are noted. Finally, the rich variety of specific student services and programs at OSU is described, with attention to historical perspective, current activities and issues, and future needs and challenges. Assessment data are incorporated throughout.

**"Student life at OSU celebrates learning, diversity, and the commitment to citizenship that prevails over all we do at OSU."**

**—Larry Roper, Vice Provost for Student Affairs**

names appears in *OSU's Campus Directory*, *OSU Fact Book* and at the University Website ([osu.orst.edu/admin/student\\_affairs/Departments](http://osu.orst.edu/admin/student_affairs/Departments)).



**“Our university is a community where we are empowered by the depth of our commonalities and strengthened by the affirmation of our individuality.”**  
—OSU Core Values

Staff performances are reviewed annually by direct supervisors.

Funding decisions within the Division of Student Affairs are made jointly by Student Affairs directors, although final decisions rest

with the Vice Provost. Funding for Student Affairs has been lacking in recent years, primarily in the area of central support. New funding to support the Dean of Students position is expected to improve this situation, but given the complexity and comprehensiveness of the student services at OSU, the division continues to be very thinly funded.

### *Core Values*

Since 1996, the Division of Student Affairs has been guided by its *Campus Compact: A Statement of Vision, Values, and Commitments* (Exhibit 3.2). The *Compact* outlines the core values guiding the work of Student Affairs practitioners. Those values, consistent with the University's mission and goals, are:

- Our university is an environment where teaching and learning are the most important activities, and where support and challenge foster lifelong learning.
- Our university is a learning community where there is respectful discourse and a safe environment for taking risks, and where individuals and ideas can make a difference.
- Our university is a network of relationships built upon shared responsibility and leader-

ship, where community members work for common goals.

- Our university is a community where we are empowered by the depth of our commonalities and strengthened by the affirmation of our individuality.
- Our university is a dynamic, evolving environment where energy is intentionally focused toward sustaining and developing members.
- Our university is an honest community where we are truthful about our struggles, acknowledge conflict, confront obstacles, and provide an environment for dialogue, discovery, and individual growth.
- Our university is a place where we have pride in our traditions, hope for our future, and a commitment to progress and positive change.

### *Initiatives and Accomplishments*

Human, physical, and financial resources for student services and programs are allocated on the basis of identified needs. Each year, through a division-wide process, Student Affairs develops initiatives that define and guide work for the staff to achieve as a team. Leadership and participation in initiative activities involves voluntary participation from throughout the University. Considered as part of the *Campus Compact*, the initiatives effectively illustrate how a diverse group of university staff can come together to create a vision and plan of action for a Student Affairs organization. Initiatives for the 1998–2000 academic years included the following:

#### ■ **Focused, Ongoing Assessment**

**Purpose:** To implement a comprehensive, ongoing assessment program to measure student and staff perceptions, assess needs, and establish baselines for staff performance and Student Affairs service.

**Key Successes:** Constructed a model for “best practices” in assessment, provided consulting to Student Affairs units, and offered a model that led to the requirement that all Student Affairs units conduct an annual comprehensive assessment.

### ■ **Enhancement of Community Health**

**Purpose:** To create and maintain a vital and healthy campus community by providing support for issues that influence student success, safety and well-being, healthy lifestyles and responsible choices, interpersonal relationship dynamics, academic performance, and living/learning environments.

**Key Successes:** Wrote several successful grants, constructed and implemented a late night social program series, provided leadership to develop a University-wide Web-based interactive calendar, developed a social norm marketing program, conducted ongoing focus groups to assess student needs and expectations, and designed a model to standardize the alignment of educational programs.

### ■ **Promotion of Appreciation for Diversity**

**Purpose:** To influence tolerance, acceptance, knowledge, skills, and community dynamics through a comprehensive educational effort that extends to students, faculty and staff.

**Key Successes:** Developed a campus affiliate of the National Coalition Building Institute, trained over 1,000 students, staff, and faculty in the area of prejudice reduction and appreciation of difference, and implemented a Community Service Fair to link the campus community to community-based organizations.

### ■ **Comprehensive Professional Development**

**Purpose:** To prepare the staff as career-long learners, acquiring the knowledge and skills necessary to promote student growth and

advance the initiatives of the Compact. To establish clear proficiency standards for staff performance and clear articulation of staff members’ rights and responsibilities.

**Key Successes:** Conducted an annual Staff Development Day for classified employees, offered three division-wide professional development programs each year, and organized a Staff Achievement Awards Celebration.

### ■ **Deliver Services to Students Statewide**

**Purpose:** To provide quality, relevant educational support services to OSU distance education students through networking with key partners.

**Key Successes:** Participated in the development of a Web-based newsletter for distance students and created a cooperative relationship with the Office of Distance and Continuing Education through which policies and procedures to support distance students have been developed.

Another recent and significant success was the establishment of three new Minority Education Offices (MEO) in July 1997.

New facilities to serve the Asian/Pacific American, African/African American, and Latino-a/Chicano-a communities were combined with the already existing Indian Education Office.

Another major accomplishment was re-establishing the Dean of Students Office in 2000. This office was eliminated in 1997 as Student Affairs leadership began a process of reorganization in response to a significant reduction in the general fund allocation from the legislature. The functions of the office were assigned to other units in Student Affairs, but the Dean’s important role as a leader, convener, facilitator, and organizer of University-wide initiatives was



**Minority Education Offices, established in 1997, were designed by students to foster an environment that will enhance the success of students of color.**

greatly missed. Re-establishing the position allows Student Affairs to create an organizational structure that better aligns related programs and activities and supports a more student-focused leadership model.

### *Future Needs and Challenges*

Several critical areas need attention if the Division of Student Affairs is to be successful in achieving top-tier status. Among them are:

- **Ongoing support for the newly re-established Dean of Students position.** This position is currently being served on an interim, part-time basis while a new full-time position is being designed. It is likely the full-time position will include supervision of Student Involvement and Student Conduct and Mediation services. In addition, the full-time Dean of Students is expected to serve as a colleague with academic



**A stronger alliance between academic and residential life will help OSU provide a more compelling learning experience for students.**

faculty, strengthening the linkage between academic and student affairs.

- **A more engaged and responsive leadership model for Student Involvement.** The units that comprise Student Involvement—particularly those that deal with diversity, Greek life, and women’s programs—are especially important for resolving and healing historic tensions that have existed on campus. Energetic and inspired leadership is essential if these areas are to experience a high level of success. More attention must be focused on elevating the function of this department and better aligning the leadership among the various units within it.
- **A more academically aligned Residential Life program.** The current Residence Life model primarily focuses on educational and social programming. Although a few special

interest programs related to academic programs have been developed, there is generally a lack of connection between the design and delivery of the residential experience and the functioning of academic programs. If Residence Life is to provide a compelling learning experience, there must be a stronger alliance between academic and residential life programs. Possible approaches include creating faculty offices in residence halls, implementing learning community initiatives, and re-conceptualizing the roles of residents.

- **Greater alignment and coherence in diversity programming.** If Student Affairs is to be successful in meeting the needs of students of color, it needs to develop a theoretical framework for ethnic diversity programs, a more coherent model of program delivery, and a comprehensive approach that addresses the broad needs of students.
- **More responsive academic advising and learning support for students.** As more students come to the University undecided about their career and academic goals, Student Affairs needs to provide better support for the exploring, testing, and verifying processes that enable students to discover possibilities. Student Affairs must continue to partner with Academic Affairs in order to meet and support these and other student needs.

### **General Responsibilities Related to Student Support**

Ongoing functions relating to student characteristics, student participation in University governance, information resources, student rights and responsibilities, student safety and security, and student service assessment activities, are performed at OSU mostly by units in the Divisions of Student Affairs and Academic Affairs. Some functions, such as student advising, student involvement, and student safety and security are shared

with others throughout the campus. (Admission and orientation, financial aid, and student records are addressed in later sections of this Standard.)

### *Student Characteristics*

During the application, financial aid, and registration processes, the University collects a variety of data concerning the characteristics of its students. General descriptive data are summarized annually as part of OSU's Common Data Set (Exhibit 3.3) and in other documents such as the *Enrollment Summary* (Exhibit 3.4), the *Graduation Summary* (Exhibit 3.5), the *OSU Fact Book* (Exhibit 3.6), and *Facts-at-a-Glance* (Exhibit 3.7). Data include enrollment by class standing, gender, ethnicity, residency, student credit hours, grade point average, and degrees conferred.

Selected information on OSU's admission and enrollment statistics for the past five years are presented in Tables 3.1 and 3.2. These statistics illustrate general improvement has in most categories with regard to the demographics mix of OSU students since Fall Term 1996. In addition, a summary admissions report is provided in Appendix 3.2.

The University has selected a set of key variables to use in tracking progress toward targeted goals. Since 1996 the ethnicity, residence, and academic ability of new freshmen (SAT/ACT scores, GPAs), as well as the ethnicity of all undergraduates, have been tracked. Means and/or percentage distributions of the resulting sub-categories are compared with targeted numbers. For example, the most recent goal for an average SAT score is 1,150, which contrasts with recent mean scores of about 1,080. Goals for residential data target a mix where 75 percent of freshmen are from Oregon, 23 percent from out-of-state, and 2 percent from outside the U.S., as opposed to current figures of 80 percent, 19 percent, and 1 percent respectively (Appendix 3.3). More information on this data is included in the Student Services and Programs section of Standard 3 (see Office of Admission and Orientation).

The University also collects data in competency assessments made during entry-level testing. Placement tests are required in two areas, math and foreign languages, but other placement tests may be required in certain majors. The Educational Opportunities Program conducts comprehensive assessments of students in math,

**Table 3.1 OSU Admissions: Fall Term 1996 to Fall Term 2000**

Category	1996	1997	1998	1999	2000
<b>SAT</b>					
<b>Math</b>	546	550	551	549	550
<b>Verbal</b>	530	534	534	533	532
<b>TOTAL</b>	1,076	1,084	1,085	1,082	1,082
<b>GPA</b>					
<b>High School</b>	3.42	3.44	3.42	3.41	3.46
<b>3.75 or higher (%)</b>	26.8	26.5	26.9	27.3	31.6
<b>3.50 or higher (%)</b>	47.6	49.5	48.1	47.7	52.0

Note: Statistics based on mean rather than median.

Source: OSU Office of Admission and Orientation, SAC 2690 Report

**Table 3.2 OSU Enrollment: Fall Term 1996 to Fall Term 2000**

Category	1996	1997	1998	1999	2000
Undergraduate	11,019	11,382	11,998	13,167	13,772
Graduate	2,765	2,745	2,620	2,924	3,016
TOTAL	13,784	14,127	14,618	16,091	16,788
Oregon Resident	10,254	10,637	11,283	12,512	13,074
Other United States	2,350	2,357	2,300	2,500	2,548
International	1,180	1,133	1,035	1,079	1,166
U.S. Minorities	1,835	1,898	1,870	2,111	2,262
Women	6,194	6,427	6,741	7,523	7,900
Men	7,590	7,700	7,877	8,568	8,888
25 or Older	3,983	3,992	3,853	4,117	4,224
Full-Time	12,296	12,566	13,030	13,178	14,553
Part-Time	1,488	1,561	1,588	1,913	2,235
First Time Freshmen (OR)	1,482	1,658	1,889	2,321	2,371
First Time Freshmen (Other)	372	393	419	567	442
Transfers (OR)	945	799	787	793	767
Transfers (Other)	269	273	235	300	253
Honors College	233	302	427	486	573
Distance and Continuing Ed	NA	NA	NA	1,167	1,405

Note: Self-support enrollment statistics were added to the Education and General enrollment statistics beginning Fall Term 1999.

Source: OSU Enrollment Summary and OSU Office of Academic Affairs



writing, and reading. (Related information is included in the Educational Opportunities section of Standard 3 and the Developmental Education section of Standard 2.)

(These advising functions are discussed extensively in the Academic Advising section of Standard 2.)

Faculty members in the colleges are expected to serve as mentors and provide assistance as students explore disciplines and professions. Students undecided about a major can enroll in the University Exploratory Studies Program (UESP), an academic advising program for students who want to explore various options. Advisors in UESP provide guidance regarding general education courses, as well as courses in possible academic majors. (For more information on UESP, see Academic Support Programs in Standard 2.)

In addition to meeting with academic advisors at least once a year (a University minimum requirement – some colleges require more), students are encouraged to take advantage of various support services and programs that can also serve in an advisory capacity. New students, as well as stu-

**Advising at OSU is both formal and informal, involving academic and career planning as well as information on University and departmental requirements.**

### *Student Advising*

OSU has a holistic system of academic advising that involves a combination of approaches and resources. Each college has an advising office with a head advisor that oversees the college's academic advising functions. Academic advisors assist students in long-and short-term academic and career planning, provide information on educational options with the University, and help interpret University and departmental requirements. *Your Guide to Success @ OSU* (Exhibit 3.8) outlines advisor responsibilities and publishes the names, addresses, and phone numbers of head advisors for each OSU college.

dents in underrepresented groups, have access to advisory services in the Educational Opportunities Program. Career Services assists students in self-assessing their career goals and exploring the world of work. Counseling related to vocational, educational, marital, and personal/emotional concerns is provided by the University Counseling and Psychological Services (These and other resources are discussed in the Student Services and Programs section of Standard 3.) Advisory opportunities for international students are available through International Programs (described later in Standard 3.)

### *Student Participation in University Governance*

The Associated Students of Oregon State University (ASOSU), in partnership with University faculty and staff, provides opportunities for students to participate in the governance of the University. All students are strongly encouraged to apply for positions on a variety of University committees, including those listed in Appendix 3.4.

Opportunities for involvement in these committees, as well as task forces, services, and other significant roles in University programs and issues, are outlined in the *Guide to Student Life* (Exhibit 3.9) published annually by OSU's Student Involvement Office and ASOSU. Students not only make valuable contributions to the campus community, but also develop leadership abilities and become an active partner in making things happen on a wide range of levels. The *Passport to Involvement* (Exhibit 3.10) the *Involvement Planner* (Exhibit 3.11), and the *Student Development Transcript* (Exhibit 3.12) are available for students to plan for their involvement, track their activities, and record their experiences in ways that can be easily transmitted to resumes and other types of applications. All ASOSU activities are closely tied to the Student Involvement Office.

### *Information Resources*

OSU annually produces a *General Catalog* available electronically ([osu.orst.edu/dept/gencat/](http://osu.orst.edu/dept/gencat/)) and in printed form (Exhibit 3.13). The contents include the University mission and goals, admission requirements and procedures, degree requirements, credit courses and descriptions, sequences and frequency of course offerings, the grading system, degree and program completion requirements, faculty lists including degrees and conferring institutions, academic regulations, tuition and fees, and access to student records. The *General Catalog* also contains major sections addressing financial aid, scholarships and awards, academic services and support programs, housing and residence hall programs, and student activities. The *Graduate Catalog* (Exhibit 3.14) presents much of the same information from a graduate study perspective, including graduate appointments, graduate work by faculty members, and grievance procedures for graduate students. It is supplemented by the *Online Thesis Guide* (Exhibit 3.15). Basic registration information, student records policies, and academic regulations are also part of the *Schedule of Classes* (Exhibit 3.16).

Policies relating to student conduct and student rights and responsibilities are mentioned in the catalogs, and readers are referred to the more extensive coverage featured in *Student Life Policies & Regulations* (Exhibit 3.17), and the *Oregon Administrative Rules* (Exhibit 9.5) These are also available electronically ([osu.orst.edu/admin/stucon/regs.htm](http://osu.orst.edu/admin/stucon/regs.htm)) or in printed form in the *Residence Hall Handbook* (Exhibit 3.18).

The University has not published a comprehensive student handbook for some time, depending instead on the extensive *General Catalog* and various information pieces to keep students fully informed. A major example is the *Guide to Student*



**ASOSU encourages students to get involved with various campus organizations and activities, including student government. Participants not only contribute to the campus environment, but also gain valuable skills and insights in the process.**

*Life* (Exhibit 3.9) published annually by OSU's Student Involvement Office in partnership with student government (ASOSU), which focuses on leadership and involvement opportunities at OSU. Also, new students are targeted with *Your Guide to Success@ at OSU* (Exhibit 3.8), which provides information on financial aid, housing, academic advising, student placement, registration procedures, tuition and fees, and a variety of student services. A companion piece, *Success @ OSU Parent/Family Guide* (Exhibit 3.19), is also available. The *OSU Viewbook* (Exhibit 3.20) is directed to prospective students and explores academic opportunities, housing, financial aid, and student activities. Admission requirements and procedures are addressed, and an application form is included.

### *Student Rights and Responsibilities*

Policies on student rights and responsibilities, including those related to academic dishonesty and procedural rights, are contained in *Student Life Policies & Regulations* (Exhibit 3.17). Also covered in this document are student conduct regulations, student records rules, student appeals and grievances, contested cases procedures, speech activities, public safety issues, the alcoholic beverage policy, the drug-free campus and workplace policy, drug penalties and drug use information, and the policy against discrimination. *Student Life* is distributed as part of the mail-out issue of the student newspaper sent to all new and returning students who are registered for fall classes by mid-August. Copies are also available in the Office of Student Involvement. Student rights and responsibilities related to issues or problems with academic programs or curriculum are described in detail in the *OSU Academic Regulations* (Exhibit 3.21) contained in the *OSU Schedule of Classes*.



**There are ten "Blue Light" stations in strategic locations on campus for emergency calls and assistance at all times.**

### *Safety and Security*

The protection of persons, property, and buildings on campus is the shared mission of OSU Security Services and the Oregon State Police (OSP) University Patrol. Security Services provides regular patrols of campus buildings and grounds, crime prevention assistance and training, internal investigations, event security, animal control, and enforcement of University regulations. Officers respond to all incidents, building alarms, injuries, and fires. Staff includes a manager, a security supervisor, five public safety officers, five dispatchers, and two record specialists. OSU has a long-term contract with the OSP for law enforcement services. OSP officers investigate accidents and criminal activity, conduct patrols of buildings and grounds, enforce state statute and traffic laws on campus, and work with Security Services to provide crime prevention assistance through community policing. Eight troopers, one sergeant, and one lieutenant are assigned to the campus.

Security Services operates a twenty-four-hour dispatch center responsible for receiving both emergency and non-emergency calls for service, and dispatches both OSU public safety officers and OSP troopers. Dispatchers have direct communication with the Corvallis 911 dispatch center in response to fire and emergency medical calls. Each year the dispatch center receives more than 25,000 calls for service. More detail is available in the *Security and Public Safety Policies and Procedures* handbook (Exhibit 3.22).

Information related to public safety at OSU appears in *Student Life Policies & Regulations* (Exhibit 3.17). Discussed are overall campus safety, safety and security services, the sexual assault policy, firearms and weapons, animal control issues, and the "blue lights" that identify emergency telephones. Attention is also given to the campus crime prevention programs including Operation ID, which encourages documentation of serial numbers and engraving of equipment

and personal property to assist in the recovery of stolen goods; Whistle Alert, where whistles are provided for students to signal a need for assistance; the Sexual Assault Prevention Program which offers classes in prevention and personal safety; Liaison Programs where OSP troopers are assigned to residence halls and other campus buildings to assist students and staff with security and safety issues; and Crime Alert, which publishes and distributes notices of major crimes or safety concerns affecting the campus.

Outreach includes presentations and information tables at a variety of campus events and activities, such as Beaver Open House, new student orientation, and residence hall meetings. Safety-related brochures include *OSU Campus by Night*, *Bicycle Safety*, *Personal Safety Tips and Crime Prevention at OSU*, and *Public Safety Services & Educational Program*.

Campus crime statistics are published and distributed in accordance with the Federal Campus Crime Awareness Act. They appear at regular intervals throughout the year in the Corvallis newspaper, the *Gazette Times*. Annual summaries for the last four years are posted on the OSU Website ([osu.orst.edu/dept/security](http://osu.orst.edu/dept/security)) (Exhibit 3.23) and are printed in *Student Life Policies & Regulations*, the *OSU Fact Book*, and the late summer edition of the student newspaper.

Statistics for the last five years show no homicides and low rates of other major crimes (forcible rape, robbery, and assault). The largest numbers are for theft (mostly bicycles) and liquor violations.

Generally speaking, Corvallis and the OSU campus can be considered safe areas, a feeling apparently shared by Corvallis residents. In 1993, and again in 1999, the University of Oregon's Community Planning Workshop asked community members to rate their feelings of safety in various areas of the city. While feelings of general safety were relatively high in 1993, even higher ratings were recorded in 1999. In the University area of Corvallis, 74 percent of the respondents in

1999 reported feeling "very safe" during the day (compared to 47 percent in 1993). Nighttime hours were considered "very safe" or "somewhat safe" by 64 percent in 1999 (compared to 43 percent for the combined categories in 1993). Data for the downtown area indicate somewhat higher ratings, but a similar overall pattern. Between 1993 and 1999, several strategies were implemented to improve safety, including an enhanced bicycle patrol, Business Watch and Park Watch programs, Police-OSU student partnerships, and neighborhood deployment of police officers. In addition, the campus now has installed ten blue light stations strategically located for emergency calls and assistance at all times.



**The "Bicycle Safety" pamphlet covers both the safety of the rider and the safety of the bicycle from potential theft.**

### *Evaluation and Assessment*

OSU conducts periodic and systematic assessments of the appropriateness, adequacy, and utilization of selected student services and programs. Numerous examples are cited in the self-study report (see particularly the Student Services and Programs section in this Standard). In addition, all departments in the Division of Student Affairs participate in developing the vision, plan of action, and key indicators of success for the *Campus Compact* that guides the division's work.

A variety of evaluation and assessment methodologies are employed across the division and, in many cases are highly dependent on the national accreditation standards of the certifying agency for a particular unit. Examples include evaluation activities related to criteria established by national accrediting boards for student health services, counseling and psychological services, and intercollegiate athletics. Other areas, including student conduct, student media, and recreational sports, have ongoing committees of students, staff, and

faculty involved in assessing program or service efficacy and using that information for planning targeted improvements. Various departments, such as University Housing and Dining Services, employ customer satisfaction surveys and/or track data for PAC-10 and other peer comparisons. More informal evaluation and feedback processes occur throughout the division in the form of group discussions, office retreats, and individual interactions.

## Academic Credit and Records

The evaluation of student learning or achievement and the award of academic credit are based on clearly stated criteria in the *Curricular Procedures Handbook* ([osu.orst.edu/dept/academic/aa/curric/](http://osu.orst.edu/dept/academic/aa/curric/)). (See Standard 2, Curriculum

Development Policies and Procedures, for more information.) Standards for academic standing are published in the *General Catalog*, the *Graduate Catalog*, and the *Schedule of Classes*. These policies include conditions for reinstatement.

Students who seek rein-

statement by exception are given clear instructions and standards to follow when submitting their appeals. Standards for appeal of other academic actions are clearly outlined in *Student Life Policies & Regulations*.

All degree requirements are published in the *General Catalog* and the *Graduate Catalog*, as well as on the degree progress reports periodically distributed to students. These catalogs also contain course descriptions, credit designations, and a listing of faculty names with degrees earned and conferring universities. The grading system and the awarding of credit is also addressed in the *General Catalog*. The *Graduate Catalog* includes information

about final examinations for graduate degrees, as well as the process involved in the preparation of a thesis or dissertation. Graduation rates are published in accordance with the requirements of Student Right to Know legislation in the *General Catalog* and are available through the IPEDS Graduation Surveys produced by the Oregon University System for all System institutions (Exhibit 3.24).

The only continuing education courses recorded on official records are credit courses where the descriptions and standards for teaching and learning are the same as for regular coursework. Standards to ensure the quality of distance and continuing education courses have been established by the Faculty Senate (Exhibit 3.25) and are monitored by the Curriculum Council. No special designation of these courses is made on student records.

Transfer credit practices for all courses are well maintained, documented, and standardized, and are in accordance with regional and national accreditation criteria. Transfer credits are discussed in the *General Catalog*, the *Graduate Catalog*, and the *OSU Viewbook*. Transfer articulation tables are available for student review on the OSU Website ([osu.orst.edu/dept/admindb/arttable/scrll40\\_arttab.htm](http://osu.orst.edu/dept/admindb/arttable/scrll40_arttab.htm)).

Academic records at OSU are accurate, secure, and comprehensive. Both paper and electronic records have been secured with back-up systems, safeguards, and off-campus storage of microfilmed copies. The Registrar's Office works closely with University Archives to maintain the official state retention standards and record security.

Information release policies and student rights to restrict their records are published annually and quarterly and can be found in the *General Catalog*, the *Graduate Catalog*, the *Schedule of Classes*, and *Student Life Policies & Regulations*.



**Students who transfer to OSU from other institutions have easy access to well-documented OSU credit transfer practices that have been standardized in accordance with regional and national accreditation criteria.**

## Student Services and Programs

A variety of quality student services and programs address a multiplicity of intellectual, emotional, cultural, and recreational needs in a supportive learning environment. These include those services and programs described below, which individually and collectively enhance the teaching/learning process and contribute to a positive sense of community at OSU. The descriptions are generally presented in an abstracted self-study format featuring a brief historical note, a summary of current issues and activities, and implications for future needs and challenges. All services and programs listed are affiliated with the Division of Student Affairs unless otherwise noted. Additional information is available in the exhibit notebooks for each unit.

### *Admission and Orientation*

OSU's enrollment-related services have been in a state of transition since 1981, when the University enjoyed a student population of 17,460, the highest ever. As shifting demographic and economic factors began to impact enrollment levels, OSU was slow to respond. Beginning in 1982, student numbers generally declined until 1996, when, at its lowest point, OSU enrollment dropped to 13,784.

Initial efforts were undertaken in the early 1990s to stem the enrollment decline. These efforts focused on a restructuring that brought together the Offices of Admissions, Registrar, and New Student Programs under a Director of Enrollment Services. At this same time, additional funds were devoted to recruiting activities. While these changes addressed some problems, they failed to deal with more fundamental issues that negatively impacted enrollment. Although short-term increases occurred in the freshman class, they were not sustained, and overall enrollment continued to drop.

In 1996 the concept of an Enrollment Services unit was abandoned and the Office of Admission and Orientation and the Office of the Registrar were established as separate entities with directors reporting to the Vice Provost for Academic Affairs. Along with this structural change, a new director and management team were selected to lead the Office of Admission and Orientation. This new team re-designed admission and orientation functions based on a commitment to customer service and continuous improvement. These changes, along with the implementation of marketing strategies, retention initiatives, and geodemographic financial aid leveraging have resulted in significant enrollment increases

over the past four years. Overall enrollment for the fall of 2000 was 16,777, a 4.5 percent increase over the previous year. Total enrollment headcount is projected to be approximately 17,500 in fall term 2001.

Enrollment encompasses more than sheer numbers. Admission and Orientation believes that any concern about the number of students should be secondary to the issue of whether the types of students enrolled are reflective of the University's mission and goals. With this in mind, the first sentence of the Admission and Orientation mission statement describes the unit as supporting the mission of OSU "by bringing to the University students who will benefit from and contribute to OSU's educational goals." Discussions were initiated in 1996 to develop goals not only for the number of students desired by OSU, but more importantly, the characteristics or "mix" of students the University wishes to enroll. The key variables selected were ethnicity, residence (in-state/out-of-state/international), academic ability, and undergraduate/graduate enrollment. These variables have been tracked since 1996, with

**Admission and Orientation now believes that enrollment needs to support University's mission and goals "by bringing to the University students who will benefit from and contribute to OSU's educational goals."  
—Admission and Orientation Mission Statement**

strong indications that goals are close to being reached.

In addition to tracking enrollment statistics and participating in marketing and recruiting efforts, Admission and Orientation assists students with admission procedures, processes applications, and serves as a resource center for new and prospective students. In carrying out its admission function, the unit adheres to admission qualifications and procedures that are consistent with the University mission and outlined in the *General Catalog* and the *OSU Viewbook*. (For additional information, see the section on Application and Admission Procedures in Standard 2. A Marketing and Recruiting section is also included in Standard 2).

As its name implies, the unit also coordinates orientation activities for new students. All new

undergraduate students are encouraged to become part of the campus community through a three-step orientation process, collectively called the First Year Experience. OSU START, OSU CONNECT, and OSU Odyssey help students through the registration process and provide opportunities to meet students and faculty members and to become more familiar with OSU facilities and services (Exhibit 3.26).



**OSU START brings new students together with advisors and student guides to help learn more about the University and all it offers.**

OSU START is the first step in the orientation process, and consists of one- and two-day sessions scheduled in June and July for first-year and transfer students. About 3,200 students participated in 2000, meeting with advisors, registering for classes, and learning more about what OSU has to offer. OSU CONNECT is a week-long orientation to campus with activities such as the President's Welcome BBQ, outdoor movies, open houses, a dance, a convocation, and hiking and rafting trips. Participation in these activities, scheduled the week before

fall term classes begin, widely ranges from 12 to 3,000 students. OSU Odyssey is a one-credit course (ALS 111) offered each term for first-year or transfer students. The course explores academic success, positive relationships with faculty and students, career and academic opportunities, campus resources, and time management strategies. A faculty member can elect to offer an Odyssey/Footsteps course which involves a fieldtrip orientation (such as rafting, hiking, and camping) In addition to the three-step process, term orientation is scheduled for those students beginning classes during winter and spring terms. Also, a separate orientation process held at the beginning of each term is required for all new international students.

While enrollment numbers are the most concrete evidence of how well the Office of Admission and Orientation is meeting its goals, there are also other important indicators. The unit collects a great deal of evaluative data to assess the effectiveness of its programs and services. Participants in major events (for example, open houses and orientation programs) are asked to complete evaluation forms reporting how well the program met their needs. This information is fed into the planning for future programs. Also, OSU's Director of Marketing regularly conducts focus groups with prospective and current students to assess the effectiveness of University publications, advertising, communication strategies, and marketing themes.

Considering the future, the Office of Admission and Orientation plans to target efforts to meet a full range of enrollment goals relative to student characteristics. Specific efforts will be required to attract academically strong students who bring a wide range of perspectives to the campus. While maintaining a clear focus on Oregon students, more diverse students need to be attracted from other geographical areas.

Also, a rethinking of the current structure of enrollment units seems in order as plans develop

for a new student services building within the next five to ten years. Much of the current alignment of administrative units is more reflective of history than it is of forward thinking. For example, many institutions on the front edge of service enhancement have moved away from separate offices completing discrete functions, and towards comprehensive, multi-task service organizations.

## *Office of the Registrar*

The Registrar's Office has been in existence since the beginning of the institution. Almost all record-keeping and registration procedures were done manually on paper with ink or typewriter until the 1960s, when the office began using various computer programs to assist with record keeping functions. By the early 1970s, a computerized batch registration program was developed to facilitate registration and the first attempts were made to create a Student Information System.

The Banner Student Information System, an integrated administrative system, was introduced campus-wide in 1991. Using this technology, the Registrar's Office was able to totally re-engineer its processes over a period of four to six years. As a result, services have grown dramatically while staff has been gradually reduced by one-third through natural attrition. At the same time, workers have shifted their focus from processing pieces of paper to providing one-on-one assistance to customers.

The office is responsible for the maintenance of basic student records and all student registration processes and issues. It distributes the *Schedule of Classes* (Exhibit 3.16) and the academic calendar. It also processes grade reports, transcripts, enrollment certifications, and degree progress reports. Additionally, the office serves as a resource for information about student academic regulations.

Since the implementation of the Student Information System, the Registrar's Office has

consistently worked at improving the efficiency and quality of all services. All office functions and procedures have been streamlined through the effective use of electronic systems, and considerable staff time continues to be spent manipulating, adjusting, and modifying the underlying electronic systems to maximize the quality of the output. The resulting gains in efficiency and quality have made it possible for staff to spend increasing amounts of time and attention on interactions with the public. Staff are hired and trained with the express intent of being proficient, not only in electronic information systems, but also in direct customer service environments. All staff have direct line contact with customers, whether in person or on the phone.

An underlying goal has been to provide as much service as possible in a self-serve modality so students, staff, and faculty have direct access to what they need. Media used for the provision of services consist of standard printed materials and class schedules, as well as extensive Web offerings to provide information and permit electronic transactions. The Telephone Information System, implemented in 1993, is also used as a method of providing information to students and carrying out their transactions. Campus kiosks serve as a third electronic mode for the provision of services.

OSU's current electronic services for students and faculty are widely known to be some of the most advanced in the nation. The Registrar's Office is frequently called upon for consultations and presentations at professional meetings. Within the University, the Registrar's Office continues to play a leading, proactive role in working with other units to provide high quality student and course data and to design self-serve procedures.

The Registrar's Office provides customer services that are immediate and tangible; it is able to



**OSU's electronic services for students and faculty are some of the most advanced in the nation. The infOSU kiosks provide instant access to class schedules, registration procedures, and campus information.**

assess the results of its efforts on an almost daily basis. Criticisms, complaints, and suggestions are taken seriously and all are reviewed to identify opportunities to improve. Goals for the future include the continued implementation of self-serve information to students, faculty, and staff, and continued involvement with other campus units.

## *Financial Aid and Scholarships*

The mission of the Financial Aid and Scholarships Office (FASO) is to provide higher education access to students regardless of their socio-economic backgrounds through administering private, state, and federal financial assistance



programs. The office also exists to encourage individuals to realize their academic and personal goals through student-centered services.

FASO coordinates all financial aid awards, although others may assist in identifying the

recipients of many University waivers and scholarships. The office administers all student aid, determines eligibility, keeps records, disburses money to student accounts, and submits required reports. (Sources of OSU financial aid, both actual and projected, are reported in Appendix 7.3.)

The FASO participates in the following Title IV student loan programs: Perkins, Ford Direct Loans (both subsidized and unsubsidized) and Ford PLUS loans. The office has also taken a proactive part in providing information to students concerning the availability of alternative loans through private lending institutions. Student loan programs and the institutional loan default rate are regularly monitored. First-time borrowers for Ford Direct Loans, for example, are required to attend an entrance counseling session before receiving loan funds. Online and video presenta-

tions outline repayment options and address student rights and responsibilities as a borrower. In addition, students receiving a *Financial Aid Award Letter* also receive a *Financial Aid Award Guide* (Exhibit 3.27) that includes information related to responsibilities of financial aid recipients. Default rates for federal loans are consistently under 5 percent; the default rate for the 1997 cohort group (the most recent report available) is 3.5 percent (Exhibit 3.28).

Information about financial aid opportunities, including scholarships and awards, are mailed out to students, listed in the *General Catalog* and the *Graduate Catalog*, and are included on the OSU Website and through the Outreach Schedule. In addition, *Financial Aid: The Student Guide* (Exhibit 3.29) and the *Free Application for Federal Student Aid (FAFSA)* (Exhibit 3.30 and [osu.orst.edu/admin/finaid/](http://osu.orst.edu/admin/finaid/)) are among the materials distributed in displays located throughout the campus.

Overall, scholarship opportunities are expanding for OSU students. The University has just recently started the University-Wide Scholarships program linking financial assistance with the recruitment efforts of the University. FASO works closely with the OSU Foundation in this effort.

FASO has suffered severe budget and staff reductions over the past decade. According to the National Association of Student Financial Aid Administrators (NASFAA), which maintains a national standard for staffing and systems support, staffing at OSU is at 38 percent of the national average for “like” institutions. Although low turnover of professional staff has helped to compensate for the lack of resources, responsiveness to customers suffers. The recent addition of an experienced Banner technical support position will allow Banner software to work harder for the office and garner additional efficiency.

The *Self-Evaluation Guide* distributed annually by NASFAA is used by FASO to periodically review existing policies and procedures and help identify areas that need improvement. The *Guide* serves as

**Scholarship opportunities are expanding for OSU students. A new University-Wide Scholarships program links financial assistance with recruitment efforts.**

a checklist of good practices, administrative requirements, and federal regulatory requirements in the administration of financial aid programs.

Future issues to be addressed by FASO include developing data to assist in packaging financial aid and scholarships to meet student needs, as well as reach enrollment targets established by the University. Plans call for involving students and their families in designing publications, forms, correspondence, and presentations relating to the availability of financial aid and how to apply for it.

The office also plans to develop seamless policies and procedures to accommodate distance learning and dual enrollment programs. Total quality measures will be used to streamline procedures for maximum efficiency in processing financial aid. More technological solutions will be employed to provide fast, consistent services to students.

### *Career Services*

Career Services has been part of OSU for more than twenty years. During the early 1990s the office experienced several budget cuts, lost staff positions, and went through a difficult transition. Some services and programs had to be cut or limited, resulting in criticism from students and faculty. Extra fees for services also raised concerns. Staff reductions made it impossible to comply with all faculty requests to do class workshops, and insufficient funds hindered efforts to keep up with new technology being used by many career centers around the country.

In 1996 the OSU Technology Resource Fee Committee awarded funding for Career Services to upgrade its technology. The name was changed from the Career Planning and Placement Center to the Office of Career Services to reflect expanded responsibilities. Funds from the Provost's office were also granted to hire a director, three career advisors, and an administrative assistant. The Director of University Counseling and Psychological Services took on oversight

responsibilities for Career Services, and new staff was hired in 1997.

The mission of the office is to provide centralized career development services to students, alumni, the academic community, and employers. The mission is fulfilled by (a) assisting individuals in self-assessing their career goals, exploring the work world, and searching for employment; (b) providing information, services, and resources for experiential education opportunities, such as internships and cooperative education programs; and (c) encouraging and pursuing an active relationship between employers and the OSU community. Career Services is a liaison to all academic colleges, student organizations, living units, and Intercollegiate Athletics. With the exception of the on-campus recruiting program, services are now on a no-fee basis.

Each year more than 400 employers interview OSU undergraduates, graduates, and alumni through Career Services. More organizations recruit at OSU than any other school in Oregon. Two annual Career Fairs bring more than 250 organizations to campus to meet with more than 2,000 students. In addition, the office staff includes career advisors who are available to discuss careers and job development. Regularly scheduled seminars include orientation to services, writing cover letters and resumes, interviewing techniques, and job search strategies. Up-to-date information on the job market is provided and company information binders are available. Career Services is accessible through the OSU Website, where on-campus employer recruitment schedules, job listings, and links to employer home pages are posted ([osu.orst.edu/career/](http://osu.orst.edu/career/)). Students attending an



**Employers from more than 400 companies interview OSU students and alumni. OSU's two annual Career Fairs bring more organizations to campus for recruitment than any other school in Oregon.**

orientation/registration session are given access to Beaver Recruiting, a Web-based system used to schedule on-campus interviews with employers.

Cooperative education and internships arranged by Career Services blend academic study with productive employment directly related to the student's career and educational goals. Placements can be full or part-time, with students earning from three to sixteen credits. Work periods can be in parallel or alternate with class work between the sophomore and senior years or during graduate studies.

Career Services also provides an opportunity for students to participate in the National Student Exchange. Each year about eighty students participate in the Exchange, traveling to colleges and universities throughout the U.S. and its territories and earning credits that are recorded on their OSU transcripts. (For more information on the National Student Exchange, see the Student Exchange Programs section of Standard 2.)

Opportunities for gaining international experience through the Peace Corps are also offered by Career Services. OSU ranks twenty-third among U.S. universities in the number of Peace Corps

volunteers currently serving overseas.

As student enrollment has grown, Career Services has struggled to keep up with the increasing demand for services. A full-time career advisor position

and a full-time position to assist with internships and on-campus recruiting would be welcome additions. Career Services would also like to develop more services and programs for OSU alumni. Since about 60 percent of alumni live and work in the metro area, it would be particularly helpful to have a career advisor and an employee relations person working part-time in the OSU Portland Center.



**OSU ranks twenty-third among U.S. universities in the number of Peace Corps volunteers serving overseas.**

## *Educational Opportunities Program*

Created after a racial incident in 1968, the Educational Opportunities Program (EOP) was designed to provide an extensive support program that would make admission to OSU more than a revolving door for students of color. From the beginning it was conceived as a comprehensive support program where students could “one-stop shop” rather than being shuffled back and forth across campus. Even though all universities in the Oregon University System were directed to create such programs, OSU is the only one that has maintained a strong, comprehensive support program known regionally for its extensive range of services. Over the past thirty years, more than 1,500 students have graduated through EOP in nearly every major offered at OSU.

The original mandate was to provide services for minority students, but that charge soon broadened to include new students, as well as other underrepresented groups. EOP stepped up to provide services for the influx of Southeast Asian refugee students in the early 1980s. It received federal funding through a Student Support Services grant to assist low-income, first-generation students and students with disabilities. It also was awarded a federal grant to assist migrant students in the Pacific Northwest through the College Assistance Migrant Program. In addition, EOP also supports the growing numbers of students with learning disabilities and attention deficit disorder, older-than-average students, single parents, rurally isolated students, and first-generation college students gaining access to higher education. EOP is prepared to help the next group of students who will “surprise” the office with their quest for a college education.

The following services are offered by EOP: admissions assistance, placement testing, advising, tutoring, orientation, developmental courses, required courses, assistance in developing job and computer skills, access to an up-to-date computer

lab, scholarship assistance, and preparation for graduate school. The uniqueness of EOP lies in several areas. It provides a comprehensive program that allows individualized, holistic support all in one place. The services are interwoven, providing a single entity made up of components dependent on each other for full effectiveness. Instructors depend on counselors to follow up on concerns with students. Counselors depend on instructors to provide them with insights only available from classroom observation. And counselors and instructors depend on the tutorial component to provide assistance outside the classroom.

EOP is first and foremost a friendly home base for students who may not otherwise find a comfortable place on campus. It provides a sense of community and is committed to each and every student's academic success. The program staff is unique in the rich diversity represented in terms of ethnic and racial background, educational background, work experience, and life experience. Student groups have honored EOP as one of the few departments on campus with such diversity. The current faculty has over 256 years of combined experience working with non-traditional students in higher education. A reduction in the size of the staff, however, is a challenge. Ten years ago the staff numbered forty-one; now there are twenty. At the same time the number of EOP students has grown from 590 to 740.

EOP completes a survey of student satisfaction every other year. The emphasis of the survey varies to measure different aspects of the program. An intensive empirical evaluation of the usefulness of EOP developmental coursework was completed eight years ago and a follow-up is currently being planned. A graduate assessment project completed this year provided preliminary data supporting the use of the math placement test and the advising system. A faculty committee is being formed to evaluate student progress in courses following completion of developmental coursework.

EOP will continue its efforts to help students plan efficient class schedules. Currently some students are demonstrating a heightened sense of urgency placed on them by financial aid constrictions and are anxious to complete their education as quickly as possible.

Finally, EOP anticipates further involvement in mainstream University life. Faculty and staff will continue to work closely with the Minority Education Office, assist with the PASS Project, be involved in faculty governance through the Faculty Senate, maintain representation on the Association of Faculty for the Advancement of People of Color (AFAPC) and the Students of Color Recruitment and Retention Council (SOCRRRC), and continue collaboration with other academic and administrative offices in the areas of recruitment, orientation, and retention.



### *Minority Education Offices*

The Minority Education Offices (MEO) completed its third year in the fall of 2000. The four education offices that comprise MEO—Asian/Pacific American, Casa Educacional, Indian Education, and Ujima Education—were designed and created by OSU students and are committed to fostering a cultural and educational environment that will enhance and improve the academic success of students of color. MEO's mission is to improve and initiate programs and services for recruiting and retaining students of color.

Since 1997, MEO has increased its presence on campus and in the community. Several orientation programs for new students have been created, such as Black Connect hosted by the Ujima Education Office (in collaboration with OSU

**The Educational Opportunities Program provides a home base for and a sense of community for students of color. OSU is the only state university that has maintained a strong, comprehensive support program known regionally for its extensive range of services.**

Connect Week) and the ¡Bienvenidos a OSU! First Year Program sponsored by the Casa Educacional Office. In addition, the Asian/Pacific American Education Office coordinates a New Student Leadership Retreat and the Indian Education Office collaborates with the Native American Longhouse to host a welcoming reception for Native American students.

MEO spearheaded a campus-wide event in February 1999, featuring Peggy McIntosh, nationally known speaker on the issue of “white privilege.” The event became a reality due to the



combined efforts of various units within Student Affairs, including the Memorial Union, Career Services, University Housing and Dining Services, and the Educational Opportunities Program. During McIntosh’s two-day visit, she was also able to interact with the

President’s Cabinet and the Student Affairs staff. In addition, she facilitated a campus-community forum attended by more than 300 people, presented workshops to faculty and student leaders, and spoke at a breakfast of Corvallis community and business leaders.

For the past two years, MEO has hosted a Welcoming BBQ for new students of color to connect with other students, as well as faculty, administrators, and student organizations. This event, which is co-sponsored by the Office of Admission and Orientation as part of Connect activities, enjoys the participation of various ethnic student organizations, the Cultural Centers, Ethnic Studies Department, Educational Opportunities Program, and members of the Association of Faculty for the Advancement of People of Color. At the 2000 BBQ, MEO introduced a Peer Guide program designed to provide new students of color with one-on-one guidance from a returning student.

**The Minority Education Office introduced a Peer Guide program designed to provide new students of color with one-on-one guidance from a returning student.**

During the past three years, the four education offices have assumed responsibility for coordinating community outreach events in the Willamette Valley. These events, funded by the Office of University Advancement, provide an opportunity for members of various ethnic communities, especially parents, to become more familiar with the resources and opportunities available at OSU.

Great care is taken to organize the event in a way that reflects the cultural nuances of each ethnic community. For the American Indian community, various mini-outreach events are promoted where federally recognized nations are located throughout the state. Although these outreach activities are coordinated by the MEO Offices, many campus units participate, including Admission and Orientation, Career Services, University Housing and Dining Services, Financial Aid and Scholarships, the Educational Opportunities Program, Student Involvement, ethnic student organizations, and faculty members. The Latino outreach event, *¡Si Se Puede!* has reached 300 to 400 people and involved fifty to seventy-five volunteers during the last two years. No other university in Oregon provides this unique approach to serving the diverse needs of ethnic populations.

MEO has become a very visible campus entity in a relatively short time. As it continues to evolve, it will need to have a greater presence in communities of color throughout the state, stronger collaborative ties with Student Affairs and Academic Affairs colleagues, and a greater presence in multiple learning environments on and off the campus.

### *Services for Students with Disabilities*

Services for Students with Disabilities (SSD) has experienced significant growth over the past decade. In 1990, SSD was a program reporting to the Dean of Students, with one ten-month full-

time employee and a .25 FTE administrative assistant position. The office was moved to Academic Affairs in 1994, and 2.5 positions were added to handle the increase in students and services. In 1997 the office moved back to Student Affairs and another staff position was added. The staff now consists of three full-time twelve-month faculty members, one half-time nine-month faculty member, and one full-time twelve-month classified staff member.

SSD's mission is to promote a supportive, accessible, non-discriminatory learning and working environment for students, faculty, staff, and visitors with disabilities. The purpose of the office is to provide equal access to higher education for students with disabilities. The office provides direct support to students by offering note takers, textbooks, and exams in alternative formats (Braille, enlarged, on tape), alternative testing, laboratory assistance, library assistance, priority registration, Sign Language interpreters, and the loan of FM systems and four-track tape recorders. These services are designed to be supportive, ensure compliance, and promote the development of student self-advocacy skills while maintaining fundamental academic and technical standards.

At the beginning of the decade, SSD provided services to 86 students. In 2000, services were provided to 353 students. In the 1990–1991 academic year, SSD accommodated 143 exams, arranged for note takers in 247 classes, and provided 56 books in an alternative format. During 1999–2000, SSD accommodated 932 exams, arranged for note takers in 781 classes, and provided 568 books in alternative formats.

Ten years ago, interpreter services were primarily arranged through a state agency and often resulted in complaints. The quality of interpreting has improved significantly since 1996, when a part-time Interpreter/Coordinator with interpreter assessment skills was hired. The Coordinator has

also incorporated an educational component and works one-on-one with faculty, staff, and students to provide information about the role and ethics of an educational sign language interpreter.

Increasing requests to provide educational information regarding disability issues has changed the scope of the SSD office. While it was once viewed as only providing support services to students, it is now seen as an educational resource for the campus and Corvallis communities.

At the end of the 1997–1998 academic year, students and faculty using SSD services were surveyed (Appendix 3.5) to determine their level of satisfaction. All thirty items on the survey were rated above 3.0 (1 = not acceptable, 2 = acceptable, 3 = good, and 4 = very good) by the seventy-five respondents.

Currently, SSD is challenged by the need for a dedicated testing center that can handle a large volume of exams in a dependable location. The department also is in need of office space that can accommodate more than one wheelchair user in the waiting room area. The staff's vision for the future is to go beyond minimum requirements in providing services to students with disabilities. Some students report experiencing extreme isolation, loneliness, and anxiety about their future at OSU. SSD intends to facilitate the development of network support groups, as well as a peer mentoring program. Also, staff would like to strengthen the relationship with K-12 special educators, working collaboratively in preparing students for higher education. (More information on the role of SSD is included in the ADA—Accessibility section in Standard 8.)



**The staff of Services for Students with Disabilities share a vision of the future: to go beyond minimum requirements in providing services.**

## Student Health Services

The Student Health Center began in the early part of the 1900s as an infirmary and dispensary. The primary focus was offering medical care to individual students. Women's health services were added in the 1970s as a separate entity, and Health Education began as a distinct unit in 1980. In the mid-1990s, along with other changes happening in the health care industry, the health service began to increase its focus on outpatient medicine and prevention services. At that time it was decided to close the infirmary in order to concentrate on outpatient care. This era also marked a complete transformation of the organization both in structure and mission. A new organizational system, with a co-director and leadership team model, was adopted. This non-

hierarchical structure encourages broad involvement and participation from all areas within the organization.

The new mission statement of Student Health Services (SHS) reads, "We provide leadership for the health of the University community."

The mission is closely

aligned with that of Student Affairs, which is to "provide leadership for the development of a positive sense of community" at OSU. The SHS mission heightens the expectation that all SHS staff members participate in the creation of a healthier campus community.

The mission is put into practice by addressing environmental factors that affect academic and personal success, as well as by providing quality medical care. The Community Health Initiative, which attracts broad participation from SHS staff, is a significant element of SHS campus community efforts. Other outreach activities include peer health education programs, a range of sports medicine services offered within the Department of

Recreational Sports, and nursing outreach in student living units.

Health education is an integral part of each visit to the medical outpatient clinic, and clinicians have developed a "systems understanding" about their role as health care providers in a university setting. Numerous processes have been developed for SHS to have an impact on the greatest number of patients. Examples include a system for assuring that each patient is questioned and counseled (if indicated) about tobacco use at every visit, and a University-wide influenza vaccine clinic offered in collaboration with the local health department.

The SHS contributes to the University's goal to a "top-tier" by its accreditation with the Accreditation Association of Ambulatory Health Care. Ongoing assessment is an important part of SHS activities. A variety of assessment instruments were included in the unit's 1998–1999 annual report. These included a Total Quality Management (TQM) phone study, a TQM patient flow study, an incident and quality improvement report, a leadership team satisfaction survey, a clinician peer review compliance indicator, a laboratory review of E-Coli in urine, a physical therapy best practices survey, a health promotion department review, annual patient visit statistics, and an annual student satisfaction survey.

Although the SHS mission implies an equal commitment to health education and medical care, unit resources are still predominantly allocated towards medical care. In order to remain true to the mission, a gradual shift in focus toward of increasing resources in health education and the promotion of a healthy campus community will need to continue. It is vital that the health education component of the health service have greater impact and visibility. As enrollment continues to increase, however, the need for an effective and efficient medical clinic will continue to expand. Despite significant changes in clinic management (instituted in response to TQM studies), clinical



**The Student Health Services' mission is to provide leadership for the health of the University community through quality medical care and health education.**

demands remain incessant. Leadership must respond by balancing the demands of the clinic with the need to provide outreach to the campus community. Often student/patient visits are rescheduled to accommodate one of the latter needs. A current TQM study has been designed to assess the rescheduling process, with the expectation that scheduling conflicts between these competing aspects of the mission will diminish.

SHS leadership is committed to developing a culturally competent and diverse staff. These elements are critical to the development of relevant health care and health education programs for the culturally diverse OSU student and staff communities. A combination of factors has contributed to challenges in attempts to recruit staff of color. It will become increasingly necessary for SHS to participate in nursing, pharmacist, and medical student practicum experiences. In addition, SHS might encourage student employees and entry-level staff to consider health occupations.

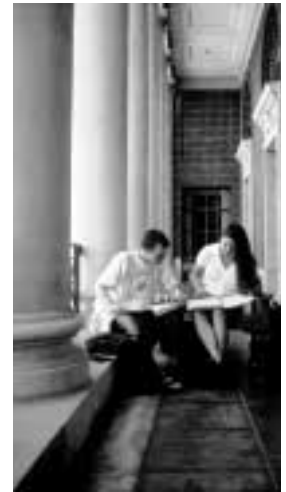
As an organization committed to participative management, SHS is ultimately a learning organization. It must have the discipline to remain focused on its ability to adapt to changing circumstances in the fields of education and health care. In this regard it has few role models, and so must be a leader in carving out new meanings for college health. Both education and health care are changing too rapidly to rely on old models of strategic planning to prepare for the future; instead, the organization must continue to make a significant commitment to open dialogue, invest in the professional development of staff, and respond to student needs through assessment indicators. Each of these areas requires a significant commitment in time and resources. By making the investment needed, SHS will continue to be viable and will continue to meet the changing needs of the University.

## *University Counseling and Psychological Services*

As with many university and college counseling centers, the University Counseling and Psychological Services (UCPS) began in the late 1940s in response to the needs of young men returning from World War II. In 1948 the State Board of Higher Education approved the offering of counseling and guidance services to all OSU students. The 1960s were a time of continued growth both for the institution and for the Counseling and Testing Center. By the end of the decade the mental health unit of Student Health Services was established. This arrangement of dual services continued until 1995 when UCPS was formed as a reorganized unit, consolidating counseling and mental health. Staff members of the two units began to create a unified service that continues to serve the vocational, educational, marital, and personal/emotional concerns of students.

Today's students make full use of available services. The number of students served by UCPS during the past five years has increased about 24 percent. At the same time, staff size and the variety of services have changed in response to the needs and requests of students, as well as institutional needs for leadership in areas such as assessment where staff has expertise.

UCPS is a multidisciplinary team of professionals and support staff who provide services to enhance student academic success. These services include individual and group counseling and assessment, academic advising, outreach, consultation, crisis intervention, campus and community service, and scholarship. UCPS provides on-call coverage from 8 A.M. to 5 P.M. Monday through Friday, coordinated response to campus and individual crisis, delivery of outreach services to students in the area of academic success, delivery of both mental health and developmental services for



**University Counseling and Psychological Services help with the vocational, educational, marital, and personal or emotional concerns of students. The number of students served by UCPS in the past five years has increased about 24 percent**

students, and coordination of care for students receiving counseling. The unit also houses the Sexual Assault Support Services.

All regularly enrolled OSU students are eligible for services. Students may receive up to five individual sessions covered by the Student Health fee; a nominal fee schedule is charged beginning with the sixth session. UCPS therapists are either licensed psychologists or licensed clinical social workers, or are in the process of becoming licensed in the State of Oregon (even though the agency is exempt from these requirements).

UCPS has been involved in a number of successful collaborations with the academic side of the institution,

including the development and delivery of academic success classes, the AnswerDesk Website, and involvement in the First Year Experience program for new students. Working with Academic Affairs, UCPS developed a clinical track for faculty whose primary responsibility is maintaining and teaching clinical services (for example, UCPS, Pharmacy, and Veterinary Medicine faculty). On the state level, UCPS has begun to collaborate with the University of Oregon and Portland State University counseling centers in terms of staff development and other opportunities.

Programs and services are continually refined, changed, or initiated based on ongoing assessments. For example, UCPS designed and implemented a comprehensive assessment program that is beginning to provide user satisfaction and outcome data. Results to date show users consistently rating UCPS services as valuable, highly satisfactory, and contributing to their success at OSU. UCPS has also piloted a comprehensive needs assessment concerning both academic and social/emotional support.

UCPS is currently under review for accreditation from the International Association of Counseling

Services (IACS). During the next year, the unit will be developing a pre-doctoral residency training program for psychologists-in-training. Within two years of the program's establishment, UCPS will seek accreditation from the American Psychological Association (APA). By attaining both IACS and APA accreditation, the unit will be accredited by the two premier accrediting bodies for college and university counseling centers. Other training opportunities (for example, post-doctoral training and/or practicum training) will be pursued following the stabilization of the residency program. Future plans also include exploring technological possibilities for expediting and refining services, and pursuing the development of programmatic interventions for stress management, depression, and anxiety risk-reduction.

### *Student Conduct and Mediation Programs*

Student Conduct and Mediation Programs are moving from a traditional, punitive student conduct approach toward an approach consistent with current thinking and best practices in the field. Historically, the program focused almost exclusively on non-academic issues such as drinking and other criminal violations. The program is now moving into additional areas of concern such as academic integrity, ethical and moral development, classroom disruption, and harassment. This shift has been identified by Michael Dannells in his book, *From Discipline to Development*. David Hoekema, in his book *Campus Rules and Moral Community* also articulates this concept as a shift toward helping students attain a form of "responsible independence."

Considering this shift has led Student Conduct to move from a narrow focus on individual responsibility and accountability to the broader cultural context of behavior and its impact on the community. Resulting impacts are frequently discussed in hearings, with sanctions including the assignment of community service activities or



**UCPS provides on-call service, crisis response, outreach services, and delivery of both mental health and developmental services.**

educational projects. This philosophy and practice is aimed at helping students develop attitudes and behavior more conducive to academic and personal success as well as community building. The office has aligned its programs to incorporate images relating to ethics, community, personal health and balance, and academic honesty.

The unit is also creating educational and social programming to prevent behaviors that produce discrimination against protected classes. Topics include conflict resolution skills and developing an awareness of the interests of others, rather than simply reacting with punishment to abusive, violent, or selfish behavior. When appropriate and mutually agreeable, the staff offers dispute resolution processes, such as mediation, as an alternative to traditional adversarial procedures.

Using the framework of the Comprehensive Model of Student Success developed by Student Affairs directors, staff members incorporate an assessment of academic functioning and personal well-being when reviewing allegations of student misconduct. Students are then referred to appropriate support services and workshops. The unit has also been extensively involved in the process to align and improve efforts in the prevention of substance abuse and sexual assault.

As a part of the University's commitment to creating a compelling learning environment, Student Conduct has committed to a greater focus on reducing academic dishonesty, classroom disruption, and harassment. It teaches the Academic Integrity Seminar as a required educational sanction for incidents of dishonesty. This seminar uses the format of a Socratic dialogue to help students explore the multiple levels of the effects of their behavior on themselves and society.

It will become increasingly important to find ways to assess the effectiveness of interventions with accused students. During the past several years there has been an increase in the number of student conduct violations, as well as a larger

number of repeat offenders (Appendix 3.6 and Exhibit 3.31). For example, in 1994–1995, the total number of students with violations was 209 and the total number of cases was 217. In 1999–2000, the corresponding numbers were 484 violations and 552 cases, with fifty-four students having two to four records for that year alone. Looking at the nature of these additional cases, it appears that most have involved the use of alcohol and/or drugs.

Student Conduct is working with other possible referral agents in Housing and Greek Life to intervene earlier with substance issues. Also, formal procedures required to impose the sanction of suspension for repeat offenders and others might need to be modified to ensure they are seen as a deterrent to future misconduct.

Additionally, demographic characteristics and social development issues within the student population need to be revisited and interventions tailored at making an impact on today's students.

Student Conduct and Mediation intends to continue its efforts to develop outreach opportunities with faculty, teaching assistants, classes, residence halls, fraternities, and sororities. While workshops and courses are routinely offered, staff would like more opportunities to engage in primary prevention efforts. Many students remain unaware of program services, particularly in the areas of mediation and conflict resolution. Ideally, an increase in marketing efforts will enable more students to request assistance at an earlier stage of an escalating conflict, when mediation is more likely to lead to a satisfactory resolution. If early-mediated interventions are successful, some conflicts will be prevented from escalating into full-scale student disciplinary review processes.

**OSU's Student Conduct Program has in recent years moved from a traditional, punitive model that focused on non-academic issues toward an approach that is aimed at helping students develop attitudes and behavior more conducive to academic and personal success and a strong community.**

## *University Housing and Dining Services*

Residential living has been a part of campus life since the earliest chapters of OSU's history. Alpha Hall for men and women opened in 1889, followed by Cauthorn Hall (now Fairbanks) for men in 1892. Weatherford Hall, the oldest residence hall in the current inventory, was opened in 1928.



**The current model for housing programs is one of student rights and responsibilities, judicious leadership, customer service, community development, academic theme programs, and faculty involvement.**

The University has changed the organization of housing accommodations, dining services, residential maintenance operations, and residential education many times throughout the years.

Sometimes these components have been separated from each other in different units and sometimes they have been combined into one organization. In 1989, for example, residential dining services were combined with Memorial Union food services to form a separate organizational entity. Five years later, residential dining moved back into a combined housing and dining unit under the new name of University Housing and Dining Services.

University enrollment has consistently been the primary factor in prompting the growth and development of new facilities, with residences and dining areas added or subtracted based on the number of students and other needs of the University. The primary growth period was in the 1950s and early 1960s to meet the increased number of World War II veterans and baby boomers attending college. After a decline in student numbers in the early to mid 1990s, Housing and Dining is now in another growth period, planning new housing facilities for single students and student families. These new residential facilities will open in the fall of 2001 and 2002.

Housing and Dining has also evolved philosophically through the years. Starting from early roots in coeducational residential living, it has grown through periods of strict single gender residences and in loco parentis principles into the current models of student rights and responsibilities, judicious leadership, customer service, community development, academic theme programs, and faculty involvement in residences.

Today Housing and Dining serves the educational and academic support missions of the University and the Division of Student Affairs. It is an auxiliary, facilities-based business with a \$15 million annual operating budget, aging and outdated facilities, part of University-wide \$50 million in deferred maintenance and upgrade needs, and bottom-line pressures to keep rates and services competitive with private market housing and dining alternatives.

The current residential building capacity is approximately 4,100. Included are thirteen residence halls with a capacity of 3,700, and six cooperative houses with a capacity of 305. Student family apartments/houses contain ninety-six units. Recent renovations and upgrades have improved the condition and style of some housing facilities. The number of students living in University housing in 1999–2000 was almost equally divided in terms of gender (49.7 percent female and 50.3 percent male). The majority of residents were freshmen (about 65 percent) or sophomores (about 20 percent). (Appendix 3.7)

In response to changing customer needs and desires, the dining services program made a dramatic shift in 1997 from traditional cafeteria service to a food concept, a la carte service. Menus are based on consumer preferences and sound nutrition. Each of the sixteen in-house restaurants offers low-fat meal choices and vegetarian fare. A nutritional analysis of all recipes is currently underway.

OSU residences are competently staffed and meet recognized health and safety needs. All residence halls have a professional Residence Hall Director; each of the University-owned cooperative houses has a Cooperative Director. All directors report to an Assistant Director of Resident Life, with overall authority retained by the Associate Director of University Housing and Dining Services. Other staff positions include Assistant Residence Hall Directors, Resident Assistants, Program Assistants, Academic Program Advisors, and Network Connection Assistants. Paraprofessional staff must pass a course before beginning their appointment and also receive two weeks of intensive training that includes a training manual (Exhibit 3.32).

Policies and procedures related to residential living are contained in the Residence Hall Handbook (Exhibit 3.18). Security, safety, and crime prevention practices are specifically addressed in crime prevention seminars and other opportunities presented to residents by Security Services/Oregon State Police staff. Issues related to student rights, student responsibilities, and student conduct are also addressed in the Handbook. During the 1999–2000 academic year there were a total of 993 conduct violations, 45 percent (the largest category) of which were related to alcoholic beverages.

All food services are supervised by a trained and experienced professional staff. Management staff receives ongoing training in issues related to sanitation, safety, customer service, and crisis management. All managers are trained in HACCP (Hazard Analysis Critical Control Points) standards and have implemented a serve-safe program in their facilities. All employees have Benton County Food Handler Permits. The Benton County Health Department inspects all premises at least twice a year. The Associate and Assistant Directors of Dining Services conduct monthly HACCP inspections of all facilities and provide managers with written reports and recommendations.

In keeping with University and Student Affairs goals to develop closer ties with academic units, University Housing and Dining has been working with academic departments, other Student Affairs units, and interested faculty to create eight academic theme programs in the residence halls. Programs and their year of origin include the International House (1979), Wellness Program (1988), Women in Engineering (1992), Honors College (1996), and First Year Experience (1998). Three new programs—Outdoor Pursuits, ROTC, and Agricultural Sciences, Forestry, and Natural Resources—began in 1999. Involvement levels, funding, focus, and success have varied.

In 1999–2000, Residential Life was the subject of an extensive assessment conducted by an internal University group and an external review team of student housing professionals, using guidelines established through the national housing organization ACUHO-I (Association of College and University Housing Officers-International). Although the focus was on the Residential Life program, the findings provide an opportunity for the entire unit to reflect on its purpose, mission, and organization. The final report (Exhibit 3.33) listed a total of 22 recommendations relating to academic success; programming; providing opportunities for growth and involvement; and staffing, training, and supervision. Another extensive assessment was done for the Residential Maintenance and Facilities unit in 1996, and resulted in the reorganization and redirection of that unit under a new leadership position.

Ongoing assessment tools related to customer satisfaction and retention have been more



**In response to changing customer needs and desires, the dining services program made a dramatic shift in 1997 from traditional cafeteria service to a la carte service.**

systematically developed and utilized since a full-time marketing and assessment position became part of a major departmental reorganization in 1998. These tools include quality of life surveys, staff evaluations, suggestion boxes, exit surveys,

**Housing recognizes the need to align more closely with the University's mission and goals—creating and sustaining compelling learning environments—and will continue to develop partnerships with academic units, and Student Affairs, as well as faculty, staff, and students.**

and focus groups as a measure of customer satisfaction. Resulting data are used in policy discussions, retention efforts, and the development of new and renovated facilities and programs. Findings from the 2000 Quality of Life Survey (Exhibit 3.34) indicate that students perceive

the quality of service as generally high, but feel the residences are too expensive.

Data and statistics from financial, demographic, and other resources are compiled regularly. The number of meals served, the number of students re-contracting, the number of new applications, the number of students leaving housing, occupancy and vacancy reports, income and expense tracking, debt service per student, and other factors are used to analyze customer preferences and trends, program effectiveness, and cost-benefit analysis. Ongoing benchmark data for PAC-10 housing and dining operations is kept for peer comparisons.

In discussions throughout the past few years, unit leadership has recognized the need to more closely align its efforts with the University's mission and goals—especially in creating and sustaining compelling learning environments and in becoming a top-tier institution. The unit will continue its efforts to develop partnerships with academic units, other Student Affairs units, and interested faculty and staff, to design and assess learning experiences in all University residences.

In terms of facility development, a significant investment will be required to achieve residences that are in usable and comfortable condition. Current construction and renovation plans are in place to meet the challenge; however, Housing and Dining is likely to incur further debt, leading to increased room and meal charges that will affect the competitive advantage. Housing and Dining is looking for ways to develop public-private partnerships to share in the financing of new housing.

### *Memorial Union Building and Programs*

The Memorial Union (MU) has recently been transformed, both as an organizational entity and as a physical facility. In the mid 1990s, in an effort to become more efficient, a leadership team of three unit directors representing the three major MU program units—Memorial Union Building and Programs, Student Involvement, and Student Media—replaced what had been the executive director position of the MU Organization.

At about the same time, the Memorial Union Building, which is considered the community center of the campus, underwent an extensive renovation involving \$8 million in capital improvements. Facilities include five restaurants, a coffee shop, banquet facilities, a post office, a bookstore, billiards and bowling, music practice rooms, a ballroom, an art gallery, lounges, and meeting rooms. Memorial Union East (in Snell Hall) houses the Student Involvement office and serves as a communication center for student broadcast and publications media. This section of



the self-study focuses on the Memorial Union Building and Programs; Student Involvement and Student Media are addressed in the two sections that immediately follow.

The role the Memorial Union plays within the University has changed over the decade in terms of the diversity of services offered and the types of programs presented and supported. Numerous traditional programs having little value for today's student have been discarded and replaced by programs that more consistently reflect current interests. The Programs Office has grown in physical size, number of professional staff (1.5 to 3.5 FTE), and diversity of programs, as well as in net revenues and total budget.

New services, such as the Older-Than-Average Student and Commuter Lounge, public e-mail and Internet workstations, and OSU information system computer kiosks have become MU fixtures. New approaches to retail food service have been developed with an eye towards serving students quality foods at market prices. Integration of academic curriculum into the retail food program can be seen when students from the Department of Nutrition and Food Management take over the MU's Pangea restaurant for one week during winter term and serve a different cuisine each day.

The Memorial Union Program Council, housed in the Programs Office, is a student group that plans and organizes social, educational and recreational programs for students, faculty, staff, alumni, and guests. These include traditional activities such as Mom's Weekend and Dad's Weekend, as well as the Women's Leadership Conference and other programs relating to current events. The Council also programs events such as forums, musical performances, and movies.

Assessment data are being collected in virtually every unit of the Memorial Union. Catering and Dining satisfaction forms, a major benchmarking study conducted by a national survey firm, and regular focus groups are some of the ways that customer input is collected to determine improvements needed.

Employees are working harder with an enhanced sense of passion and pride in the roles they play.

One example is the complete transformation of the Memorial Union's Catering department. The program was reinvented to focus on the quality of the total dining experience. The core ingredient for success was identified as a need for "world-class, trained chefs" driving the program. The MU searched for personnel with a passion for creating compelling food experiences. Chefs were trained at the Greystone Culinary Institute in California and continue to be retrained each year. Results have been extremely successful. The MU is capable of developing dining experiences that rival those offered by the best caterers in the Northwest. These experiences are the cornerstone of major events hosted by the President's Office, the OSU Foundation, Inc., and other organizations and groups. The Catering and Dining staff includes three chefs and over 100 full-time food handlers, all trained in safe food handling practices. Facilities are inspected annually by the county health department.

The future direction for the Memorial Union is, in part, tied to growth in the University's enrollment. The MU is currently strategizing ways to serve more students with an MU Building that can not be expanded. The MU has opened a coffee shop/restaurant in Valley Library and is considering other external locations. Expansion of the Memorial Union's Internet capacities is being considered so students can have greater access to work stations in a public setting. The MU is engaged in resolving its challenges by finding new partners for collaboration and inventing new models for serving students and student organizations.



**The Memorial Union is very much the heart of the University campus, housing a bookstore and post office, restaurants and a coffee shop, a ballroom, meeting and banquet facilities, billiards and bowling, music practice rooms, and three comfortable study lounges. Musical performances are held in the Main Lounge and outside on the Quad.**

## Student Involvement

Before the Memorial Union shifted to a team-based management model in the mid-1990s, the Student Activities Center was responsible for information referral, student organization development, some leadership development, and student government advising. After the management changed, two new functions were added—diversity development and educational activities. When it became apparent that the common theme in each area was getting students involved, the Center's name was changed to Student Involvement. In 1997, with the dismantling of the Dean of Students Office, Greek Life also became a part of Student Involvement.



**Student Involvement is responsible for coordinating opportunities in leadership, student organizations, Greek life, women's issues, diversity, and information referral.**

Student Involvement now consists of six functional areas—Leadership Development and Involvement Opportunities, Student Organization Development, Women's Development, Diversity Development, Greek Life, and Information Referral. Students are guided and assisted in developing competence, managing their emotions, gaining autonomy, establishing their identity, strengthening their interpersonal relationships, clarifying their purpose, and defining their integrity. These developmental tasks are achieved through involvement opportunities while at OSU. Student Involvement also assists student groups and organizations with management, leadership, communication, and interaction skills.

Leadership Development and Involvement Opportunities includes an array of programs, services, and resources. The Involvement Team (I-Team) is made up of volunteer students interested in sharing their stories about involvement at OSU, and the *Guide to Student Life* (Exhibit 3.9)

showcases involvement opportunities across campus. Leadership development resources include the Passport to Involvement (Exhibit 3.10), the Involvement Planner (Exhibit 3.11), the Student Development Transcript (Exhibit 3.12), and the Student Leader Newsletter (Exhibit 3.35). All-Night Events have been created as a response to student focus groups reporting a need for on-campus late night activities in an environment that is dark, loud, and crowded. In the first year, five non-drinking events attracted 3,500 students.

Student Organization Development focuses on strengthening the development of the more than 300 recognized student organizations at OSU. Assistance is provided for planning over 850 events per year, an increase of 20 percent over previous years. Workshops and classes help strengthen organizational management and event planning skills. Involvement Fairs encourage students to participate in clubs and organizations. The Cultural Meal Support program is unique in the PAC-10 and throughout the country. Students plan their own menus, purchase ingredients, and prepare special meals that reflect their individual cultures.

Women's Development offers many programs, services and resources with a perspective on women's issues. Ongoing programs offered through the Women's Center include a Women's Health Month series, a celebration of Women's Herstory Month, a Women and Graduate School program, and open forums dealing with important current issues. Last year was the first time a full-time staff member coordinated the Women's Center, and the impact of this increased level of support was significant. The staff also includes seven students and several volunteers. An increasing number of men have become involved as allies on women's issues, and the staff includes one male. Also, recent connections with Greek student leaders have led to monthly round tables between the Greek community and the women's community.

Diversity Development is dedicated to the education of all people about diversity awareness, diversity issues, and cultural sensitivity. The staff is composed of people from diverse racial, ethnic, and class backgrounds, national origins, religious and political beliefs, and sexual orientations. The office includes a coordinator, a graduate teaching assistant, peer educator volunteers and the staff of its four Cultural Centers (the Asian Cultural Center, the Black Cultural Center, Centro Cultural Cesar Chavez, and the Native American Longhouse). Each center is staffed with volunteers and 10 student employees. Last year a \$500,000 renovation project was completed, with about \$125,000 invested in each Center. The Centers are committed to the support and retention of students of color and also provide opportunities for all faculty and students to learn about different cultures in a risk-free environment. Diversity Development has presented diversity workshops to over 80 percent of the Odyssey classes that are part of the First Year Experience. In addition, the unit sponsors a Diversity Development Retreat open to all OSU students, as well as other programs designed to educate students and faculty about diversity-related issues.

Greek Life focuses on promoting a positive learning environment for students wanting to gain governance skills in a living group. Student Involvement has an advising relationship with fraternities and sororities through the governing organizations of Panhellenic and Interfraternity Councils. The unit works with 1,800 Greek-affiliated students from 33 chapters and offers programs, services, and resources to help students manage their living and learning environments. The residences are privately owned, so the relationship between OSU and the living groups is through University policies regarding the recognition of student organizations.

Information Referral functions are provided at the Information Desk in the Student Involvement office, which offers a place to pick up applications, leave messages for student organizations,

and connect to involvement opportunities and other programs.

Student Involvement participates in several assessment activities. An assessment survey is done annually in the MU Quad, the central outdoor gathering place on campus. Results have improved with each successive year. As a result of the survey, marketing strategies were developed to promote programs and services. Students have rated services in general as good to excellent. Each program, workshop, retreat, and class is evaluated. Needs assessments, internal and external reviews, and exit interviews with staff and student leaders also provide useful data for improving programs and services. Advisory boards are in place for the Women's Center and each of the Cultural Centers; these areas have also completed benchmark surveys.

Looking ahead to future activity, assessment feedback has indicated that, although awareness of services has increased, more outreach and marketing is indicated. Also, technological improvements are needed in Web pages and databases to enhance the effectiveness of offered services. Although Student Involvement office space is currently being renovated, several units (the Women's Center, the Cultural Centers, and Greek Life) will remain dispersed across campus, with staff communication and coordination continuing to be a challenge.



**The MU Quad is the central outdoor gathering place on campus. At an annual survey held in the Quad, students rated Student Involvement services as generally good to excellent.**

## Student Media

Student publications have been key educational activities at OSU for more than 100 years. The *Daily Barometer* and the *Beaver Yearbook* have been serving the campus community since 1894 and 1896, respectively. The *Barometer* was one of the



**KBVR-FM has operated for forty years, continuing despite the loss of Journalism and Broadcast Media Communication academic programs.**

first daily college newspapers in the country. Over the years it has been recognized as a leading college paper both regionally and nationally. The *Beaver Yearbook* (Exhibit 3.36) is among the best in the nation, and because of its rich tradition and continued student involvement, it has survived during a time when lack of interest has led to the demise of many other yearbooks. The student literary magazine, *PRISM* (Exhibit 3.37), has had several names since its inception, but first surfaced as a humor magazine in the mid-1940s. Today it is published twice a year and serves the student population as the only OSU-produced literary medium on the campus.

KBVR-FM has been part of the campus for forty years, while KBVR-TV has been operating for twenty-five years. Both were founded as educational activities. KBVR-FM has developed from a tiny ten-watt station to twenty-four-hour programming seven days a week. Today it serves the campus and larger community by providing quality public affairs programming and alternative music. KBVR-TV had its roots fully planted in 1977 when a new multi-million-dollar facility was constructed as part of Memorial Union East. Today the station features an assortment of programming including nightly news, live music programs, live coverage of OSU sports, game shows, public affairs programs, and an ever-popular exercise program.

Readership surveys have found that students get the majority of their news from the *Daily*

*Barometer*. Almost 90 percent of the student population reads the *Daily Barometer* four or more times a week, about the same as the national average for newspaper readership. Currently, a campus-wide survey is being mailed to 500 OSU students seeking their input about student media. This survey is an update of one done by the OSU Survey Research Department in 1996.

The termination of the Journalism Department and program and the Broadcast Media Communication Option in Speech Communication following the passage of Ballot Measure 5 in 1990 has led to a smaller pool of trained students and a resulting dip in product quality. Remaining students, determined to provide the best possible products to the campus community, have recruited staff from community colleges and local high schools, required staff to take particular courses, and motivated each other to excel. The Director of Student Media oversees all of the media services and advises students working with the print media. The Assistant Director is responsible for advising student workers in the broadcast media.

OSU recently announced the development of a new Media Communication major, and the search for a director has been launched. The influx of students in the media area is expected to be a valuable asset to the campus community in the coming years. The program is expected to begin fall term 2002 .

## Recreational Sports

Recreational Sports was established in 1972 when McAlexander Fieldhouse became the first dedicated multipurpose recreation facility on campus. Before that time, campus recreation activities were managed as separate programs through Student Activities and the Memorial Union. The unit has grown to manage nine facilities—Dixon Recreation Center (year of construction 1976), Stevens Natatorium (1992), McAlexander Fieldhouse (1911), Outdoor Recreation Center (1971), Tennis Pavilion (1982), Outdoor Courts

(1938), Indoor Climbing Center (1990), Roller Hockey Rink (1995), Challenge Course (1998) and a variety of sports fields. Eleven district programs are offered through the department—Informal Recreation; Sport Clubs; Aquatics Programs; Outdoor Recreation; Experiential Education; Special Events; Health Fitness Connection; and Fitness, Wellness, Safety, and Family Programs. These facilities and programs have developed over time from continual, direct, and specific input and involvement of students and other users. Due to the extent of this participation, a high degree of ownership has occurred, resulting in a positive relationship with the OSU community.

During its early years the unit was the home of the National Intramural Recreational Sports Association (1972–1986). The national office is now housed in a permanent off-campus facility in Corvallis and serves more than 700 institutions and 3,000 professional/student members. The relationship between this educational and professional organization and OSU led to the development of a comprehensive recreational sports program with a national reputation. Today, OSU Recreational Sports is recognized as one of the top twenty-five programs in the country.

Recreational Sports at OSU is very successful. The organization remains healthy with a positive, talented, and effective staff that exhibits a great deal of energy and enthusiasm for supporting the missions of the department, Student Affairs, and OSU. The unit is a positive learning environment that has designed a variety of educational and developmental opportunities through employment, practicum, internships, assistantships, and campus involvement. Successes include building the Challenge Course; initiating the Footsteps Program (which accommodates more than 300 incoming students in an outdoor trip experience); increasing practicum and internship opportunities; and structuring student development opportunities in governance, advising, and special task forces.

Recreational Sports has been involved in a variety of cooperative efforts with other University units. The Office of Admission and Orientation includes Dixon Recreation Center as one of the most important stops in their campus tours for prospective students. The First Year Experience has incorporated the Recreational Sports-led Footsteps Program into the Odyssey class. In addition, Student Health Services and Recreational Sports have jointly designed and implemented the Health/Fitness Connection as a means of promoting student health and wellness issues. The Physical Therapy Department of Student Health Services will be relocated to the expanded and renovated Dixon facility, which will provide comprehensive health services to students.

Departmental surveys have identified positive findings in terms of student support and the degree of importance students place on recreational sports programs and services. Most recently, a 2000 survey of nearly 1,000 randomly selected students found that 80 percent of the responding students have used department facilities and programs. In addition, 52 percent reported that Recreational Sports was “important” or “somewhat important” in deciding to stay at OSU. Also, in the last Student Satisfaction Study (1995) of graduating seniors, Recreational Sports received the highest level of satisfaction of all University services and administrative programs (Exhibit 3.38).

Recreational Sports is recognized nationally as an innovative and progressive program. Its comprehensive program offerings, such as the Safety Instruction Program, the experiential education offerings through the Challenge Course, the design and building of the Indoor Climbing Center by student volunteers, and the development of the Dixon Recreation Center Renovation and Expansion Project all



**Recreational Sports at OSU is known nationally as a progressive program, with innovative and comprehensive program offerings. The Indoor Climbing Center, designed and built by volunteers, and the Challenge Course provide unique learning opportunities.**

contribute toward a compelling learning environment and top-tier status. When the Dixon Project is completed, OSU will have a state-of-the-art recreational sports program.

The future of Recreational Sports is bright. Funding is nearly secured for the Dixon Project and the schematic planning phase will soon be completed. A strategy has been developed to protect the capital investment of the facilities and ongoing support for operational needs of the unit. It is anticipated the project will be finished in the summer of 2002. The new facility will give Recreational Sports the means to address the future needs of a campus of 20,000 students.

### *OSU Bookstore, Inc.*

The OSU Bookstore, Inc., a campus fixture since 1914, is financially and operationally independent from the University. In 1998 it converted from a co-op to a tax-exempt 501(c) 3 nonprofit organization. The Bookstore's primary retail store operates in a facility leased from the Memorial Union under the terms of a ten-year lease agreement approved by the Oregon University System. The Bookstore Board of Directors includes the President of ASOSU, five students elected by the student body, and three OSU faculty/staff appointed by OSU's President.

The Bookstore supports the educational process at OSU by providing the benefits of nonprofit purchasing and merchandising to the campus community. The store offers a comprehensive and diverse selection of goods and services, and enhances the image of the University by reflecting its commitment to learning. The inventory includes textbooks and supplemental resources directly supporting academic course work. The Bookstore staff work closely with OSU faculty to ensure that stock supplies are accurate and available on a timely basis.



**The OSU Bookstore offers a diverse selection of goods and services, working closely with faculty to assure that course textbook and materials requirements are met each term.**

## **Intercollegiate Athletics**

Since 1990, there have been many internal changes in Intercollegiate Athletics (the Athletics Department) at OSU. As in 1990, there are fifteen department-sponsored sports—seven for men (football, basketball, soccer, crew, wrestling, baseball, and golf) and eight for women (basketball, volleyball, soccer, crew, golf, swimming, softball, and gymnastics).

In the early 1990s, football and men's basketball were both struggling with losing seasons. A new Head Football Coach was hired and the program spiraled downward. Although a clear fundraising plan was in place to generate funds for the department, fans and supporters were not enthusiastic about giving to a struggling program. On the other hand, women's basketball was seeing a wealth of success. It flourished until the mid-1990s when NCAA violations caught up with one of the assistant coaches and the entire staff resigned. In 1996 a new Head Football Coach was hired, the senior women's administrator resigned, the Athletics Director resigned, and an interim Athletics Director was appointed. A new Athletics Director was hired in 1998 and a new Head Football Coach came on board in 1999. OSU football posted a winning season in 1999 and made a trip to the O'ahu Bowl in Hawaii—its first bowl game in almost thirty years. In 2000, the football team had its first ever 11-1 season and decisively defeated Notre Dame in the Fiesta Bowl.

From 1990-1997, the Athletics Department incurred an \$8.2 million dollar debt. At that time, the financial operations of the department were internalized and separated from the University system. The debt has since been reduced to \$5.7 million, and the accounting system is now on line with the rest of the University, to assure that proper checks and balances are in place. To save money, about twenty positions were cut in 1998 when the new Athletics Director arrived. At the same time, the old Beaver Club was restructured

as the “Beaver Athletic Scholarship Fund” and charged with raising funds for scholarships. By the fall of 1999, the fund had enough pledges to cover scholarship bills.

The Athletics Department has high academic goals for student athletes. In 1995, OSU celebrated a 96 percent graduation rate, which ranked it first among the nation’s colleges and universities. OSU graduation rates have continued to be high and in 1999 the University was again ranked in the nation’s top ten, and first among public institutions. Each team is expected to maintain an average 2.50 GPA. The cumulative grade-point average for student athletes in 1999–2000 was 2.78 for fall term, 2.80 for winter term, and 2.76 for spring term (Appendix 3.8). In recent years the average regularly exceeds the GPA for the general student body.

The Athletics Department continually strives to integrate student athletes into the academic world, a task that has become harder as sports have become so prominent in today’s culture. A learning specialist was hired in 1997 to work with the 10 percent of student athletes who come to the University with learning disabilities. The staff has since expanded and the director oversees four full-time positions. The staff works with other support services on campus. The learning specialist hires and trains all tutors. Academic advisors who reside in the students’ academic units do all the eligibility reports to ensure that students are on course to graduate and are in compliance with NCAA rules. These advisors also assist student athletes in course selection, so there is no conflict of interest with the athletic department staff. This arrangement encourages students to get out of the athletic environment and work with faculty. Coaches are discouraged from consulting faculty about academic issues to protect the faculty from feeling pressured.

The NCAA Lifeskills (BALANCE) program was established in the mid-1990s and cut in 1999. Most of the program offerings have been contin-

ued by delegating them to academic service staff, and the core of the program has not been lost. Plans call for fully reinstating the program as the debt continues to be reduced.

The Athletics Department is breaking ground for a new indoor center (the state allows the department to build by paying \$.13 of the debt on every dollar raised). This has been an extra challenge in fundraising efforts since donors are aware that part of the money they give is used to pay off past mistakes. So far, however, the response has been very positive. Along with the indoor center, a new softball field will be built. These improvements will help Athletics maintain facilities comparable to others in the PAC-10.

The department’s philosophy, goals, and objectives appear in the *Manual of Policies and Procedures* (Exhibit 3.39). The manual also includes role descriptions for the Athletics Director and the Athletics Advisory Board, as well as the policy



**“The tradition and enriching excitement of university level intercollegiate athletics is a major part of the OSU experience. The scholar athletes and the experienced and talented coaches for OSU’s men’s and women’s teams combine their energies to provide a compelling living and learning experience for the OSU community.”**

**—Mitch Barnhart, Director of Intercollegiate Athletics**

regarding the scheduling of athletic practices and competition to avoid conflicts with the instructional calendar. Administrators and coaches have recently reviewed policies, rules, and other content as the manual has undergone extensive revision. An annual review will be instituted beginning next year. The department's philosophy, goals, and



objectives are periodically examined by the President and the Athletics Advisory Board and are provided in writing to candidates for athletic staff positions along with institutional expectations.

Admission requirements, academic standards, and degree requirements are vested in the same institutional agencies that handle these matters for all students. Financial aid for student athletes is administered through the University's Financial Aid and Scholarships Office, as required by the NCAA. The department is also in compliance with other NCAA rules and has participated in NCAA self studies and certification programs (Exhibit 3.40).

The department's gender equity plan is currently being reviewed. Athletics is still not in total compliance with Title IX, although male and female athletes are treated equitably in terms of financial aid; tutoring; medical and training facilities and services; coverage for health, accidents, and injury; and travel and per diem allowances. Continuing Title IX concerns will be addressed by adding a women's cross-country and track team and an additional women's assistant crew coach. Keeping the balance between men's and women's programs will continue to be a struggle because of the cost of adding women's sports. Attention also needs to be focused on expanding opportunities for people of color. Part of the struggle is retaining people once

they are hired. The challenge is working with the local community to develop Corvallis into a more comfortable place for people of color to live.

## Summary

Student programs and services at OSU support the achievement of the University's mission and goals by contributing to the out-of-classroom education of students, the co-curriculum that complements and supplements academic areas, and the various services necessary for successful student retention and graduation. The Division of Student Affairs provides the leadership for these responsibilities as it supports its own mission to vigorously pursue the development of a purposeful, open, just, disciplined, caring, and celebrative community on the OSU campus.

Staff members in the Division of Student Affairs work closely with those in the Division of Academic Affairs, particularly the Office of Admission and Orientation, the Registrar's Office, and the Financial Aid and Scholarships Office. Both divisions are headed by Vice-Provosts who report to the Provost and Executive Vice President. Individuals staffing these units have clearly defined assignments, are well-qualified for the responsibilities of their positions, and are regularly evaluated.

The two divisions perform most of the ongoing functions concerning student admission, new student orientation, student involvement in campus affairs, information resources for students, student rights and responsibilities, student conduct, student housing and dining services, student records, the collection and analysis of student data, and student safety and security. Some functions, such as those related to student advising, student involvement, and student safety and security are shared with others throughout the campus. University resources and support for student athletes is shared with Intercollegiate Athletics, and support for international students is shared with International Programs.

**"With the highest graduate rates for athletes in the PAC-10 and among the highest in the nation, OSU has managed to achieve the desired balance of excellence in both academics and athletics in an effective and productive way for all who participate—on the field, in the stands, and in the classroom."**

**—Mitch Barnhart,  
Director of  
Intercollegiate  
Athletics**

The Division of Student Affairs is organized around a model of shared leadership, participatory management, ongoing professional development, and career-long learning opportunities. Units in the division have been developed to support the overall mission of Student Affairs and to address particular needs of the OSU student population. The division consists of the following units—the Dean of Students Office, Career Services, the Education Opportunities Program, the Minority Education Offices, Services for Students with Disabilities, Student Health Services, University Counseling and Psychological Services, Student Conduct and Mediation, University Housing and Dining Services, Memorial Union and Educational Activities, and Recreational Sports.

Student Affairs is guided by its *Campus Compact: A Statement of Vision, Values, and Commitments*, which outlines the division's core values. Each year the Student Affairs staff identifies initiatives that define and guide work to be achieved as a team along with voluntary participation from others throughout the University. Initiatives for 1998–2000 concern implementing a comprehensive, ongoing assessment program for the division, enhancing the health of the University community, promoting an appreciation for diversity, creating comprehensive staff development opportunities for unit staff, and delivering services to OSU distance education students by networking with key partners. Major successes have been reported in all areas.

Other recent and significant accomplishments include restoring (in 2000) the Dean of Students Office, which had been eliminated in a 1997 reorganization precipitated by funding reductions and the retirement of the incumbent Dean. Also in 1997, the Minority Education Offices were established by combining new facilities to serve the Asian/Pacific American, African/African American, and Latino-a/Chicano-a communities with the already existing Indian Education Office.

Student Affairs' key partner, Academic Affairs, reports success with its new three-tier orientation program, new marketing and recruiting efforts, and newly expanded scholarship opportunities. A particular point of pride is the advanced electronic network that provides high quality data, enables self-serve procedures that can be directly accessed by students and faculty, and frees time for staff to provide one-on-one customer assistance.

Overall, OSU provides a variety of quality student services and programs addressing a multiplicity of intellectual, emotional, cultural, and recreational needs in a supportive learning environment.

This occurs despite the effects of major, long-term budget reductions reported by nearly every unit involved in the student services self-study. Funding is particularly lacking in the area of central support, and new funding recently provided to support the reinstated Dean of Students position was most welcome. Given the complexity and comprehensiveness of OSU student services, the division and its units continue to be very thinly funded.

In terms of the future, Student Affairs has identified a number of critical areas that will need attention if the division is to be successful in achieving top-tier status. These include (a) ongoing support for the newly re-established Dean of Students position; (b) a more engaged and responsive leadership model for Student Involvement, particularly those units that deal with diversity, Greek life, and women's programs; (c) a more academically aligned Residential Life program; (d) greater alignment and coherence in diversity programming; and (e) more responsive academic advising and learning support for students.

**"The student experience at OSU is all-encompassing, as learning and teaching occur in and out of the classroom, through housing programs, Greek life, the Associated Students of OSU student government program, student communications media and a myriad of student activities reflecting the talent, experience, and curiosity each student brings to the OSU community."**

**—Larry Roper, Vice Provost  
for Student Affairs**

# Resources

## Tables

- 3.1 *OSU Admissions: Fall Term 1996 to Fall Term 2000*. Oregon State University, Office Admission and Orientation and Office of Academic Affairs, 2000.
- 3.2 *OSU Enrollment: Fall Term 1996 to Fall Term 2000*. Oregon State University, OSU Enrollment Summary and Office of Academic Affairs, 2000.

## Appendices

- 3.1 *OSU Student Affairs Staff Profile*. Oregon State University, Division of Student Affairs, 2000.
- 3.2 *OSU Admissions Summary: Fall Term 1997 to Fall Term 2000*. Oregon State University, Office of Admission and Orientation, 2000.
- 3.3 *OSU Performance Indicators*. Oregon State University, Office of Academic Affairs, 1998.
- 3.4 *OSU Student Participation in University Governance*. Oregon State University, Division of Student Affairs, 2000.
- 3.5 *OSU Student with Disabilities Program Assessment*. Oregon State University, Office of Services for Students with Disabilities, 1998.
- 3.6 *OSU Student Conduct Violations: 1994–1995 to 1999–2000*. Oregon State University, Office of Student Conduct and Mediation Programs, 2000.
- 3.7 *OSU Residence Living by Gender and Class: 1999–2000*. Oregon State University, Office of University Housing and Dining Services, 2000.
- 3.8 *OSU Athletic Department GPA: Fall 1995 to Spring 2000*. Oregon State University, Office of Intercollegiate Athletics, 2000.

## Exhibits

- 3.1 *OSU Student Affairs Organizational Chart*. Oregon State University, Office of Academic Affairs, 2000.
- 3.2 *OSU Campus Compact: A Statement of Vision, Values, and Commitments*. Oregon State University, Division of Student Affairs, November, 1999.
- 3.3 *OSU Common Data Set: 1998, 1999, 2000*. Oregon State University, Office of Budgets and Planning.
- 3.4 *OSU Enrollment Summary: Fall Term 2000*. Oregon State University, Office of Budgets and Planning.
- 3.5 *OSU Graduation Summary: 1999–2000*. Oregon State University, Office of Budgets and Planning.
- 3.6 *OSU Fact Book 2000*. Oregon State University, Office of Budgets and Planning.
- 3.7 *OSU Facts-at-a-Glance: 2000*. Oregon State University, Office of Budget and Planning.
- 3.8 *Your Guide to Success @ OSU*. Oregon State University, Office of Admission and Orientation, 2000.
- 3.9 *OSU Guide to Student Life: 2000–2001*. Oregon State University, Office of Student Involvement.
- 3.10 *OSU Passport to Involvement*. Oregon State University, Office of Student Involvement, 2000.
- 3.11 *OSU Involvement Planner*. Oregon State University, Office of Student Involvement, 2000.
- 3.12 *OSU Student Development Transcript*. Oregon State University, Office of Student Involvement, 2000.
- 3.13 *OSU General Catalog: 2000–2001*. Oregon State University, Office of Academic Affairs.

- 3.14 *OSU Graduate Catalog: 2000–2001*. Oregon State University, Office of the Graduate School.
- 3.15 *OSU Online Thesis Guide*. Oregon State University, Office of the Graduate School.
- 3.16 *OSU Schedule of Classes*. Oregon State University, Office of the Registrar.
- 3.17 *OSU Student Life Policies and Regulations*. Oregon State University, Office of Student Conduct and Mediation.
- 3.18 *OSU Residence Hall Handbook: 2001*. Oregon State University, Office of University Housing and Dining Services.
- 3.19 *Success @ OSU Parent/Family Guide*. Oregon State University, Office of Admission and Orientation.
- 3.20 *OSU Viewbook: 2000–2001*. Oregon State University, Office of Admission and Orientation.
- 3.21 *OSU Academic Regulations*. Oregon State University, Office of Academic Affairs.
- 3.22 *OSU Security and Public Safety Policies and Procedures Handbook*. Oregon State University, Office of Budgets and Planning, April 1999.
- 3.23 *OSU Prevention 2000: Campus Crime Statistics*. Oregon State University, Office of Public Safety.
- 3.24 *OSU Retention, Attrition, and Graduation of OUS Freshmen Entering Fall 1994*. Oregon University System, Office of Institutional Research, February 2001.
- 3.25 *OSU Policy on Electronic Delivery of Instruction*. Oregon State University, Office of Academic Affairs.
- 3.26 *OSU Start, Connect, and Odyssey*. Oregon State University, Office of Admission and Orientation, and Office of Undergraduate Academic Programs.
- 3.27 *OSU Financial Aid Award Guide: 2000–2001*. Oregon State University, Office of Financial Aid and Scholarships.
- 3.28 *Oregon State University FY 1997 Cohort Default Rate*. U.S. Department of Education.
- 3.29 *Financial Aid, The Student Guide: 2001–2002*. U.S. Department of Education.
- 3.30 *Free Application for Federal Student Aid (FAFSA): 2001–2002*. U.S. Department of Education.
- 3.31 *OSU 1999–2000 Student Conduct Violations*. Oregon State University, Office of Student Conduct and Mediation.
- 3.32 *OSU Residential Life Staff*. Oregon State University, Office of University Housing and Dining Services.
- 3.33 *OSU Residential Life Internal and External Reviews*. Oregon State University, Office of University Housing and Dining Services, June, 2000.
- 3.34 *OSU 2000 Quality of Life Survey*. Oregon State University, Office of University Housing and Dining Services, Winter, 2000.
- 3.35 *OSU Student Leader*. Vol. V, Issue IV, February, 2000. Oregon State University, Office of Student Involvement.
- 3.36 *OSU Beaver Yearbook: 2000*. Oregon State University, Student Media.
- 3.37 *OSU Prism: Winter 2001*. Oregon State University, Student Media.
- 3.38 *OSU Student Satisfaction Survey*. Oregon State University, Office of Academic Affairs, 1995.
- 3.39 *Intercollegiate Athletics Manual of Policies and Procedures*. Oregon State University, Office of Intercollegiate Athletics, November 1990.
- 3.40 *NCAA Athletics Certification Self-Study Report: December 2000*. Oregon State University, Office of Intercollegiate Athletics.