Mission Fulfillment and Sustainability Self-Evaluation Report

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Eastern Oregon University
La Grande, OR

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Northwest Commission on Colleges and Universities

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EASTERN OREGON
UNIVERSITY

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Institutional Overview

Eastern Oregon University (EOU) has a proud history of serving citizens and rural communities throughout the state of Oregon and in the surrounding region. Founded in 1929, today EOU serves our communities through a special focus on rural, regional, and distance learning. Long an essential part of the fabric of northeast Oregon, EOU plays a unique role as the educational, cultural, and economic engine throughout eastern Oregon and other rural areas of the state, offering 24 bachelor's degrees, 29 different minors, three master's programs and multiple partnership opportunities. Programs are delivered on campus, online, and onsite in La Grande and at 11 regional centers throughout the state and include liberal arts and sciences, business, education, pre-professional programs, and partner on-campus programs in agriculture (with Oregon State University) and nursing (with Oregon Health & Science University). Whether on-campus, onsite, or online, all programs adhere to the same standards for academic quality.

The university has been continuously accredited since 1931 by the Northwest Commission on Colleges and Universities and its predecessor agencies. Founded in 1929 by the state legislature as Eastern Oregon Normal School, in 1939 the name of the school was changed to Eastern Oregon College of Education, which became, two years later, a four-year degree-granting institution. The name of the school was changed to Eastern Oregon College in 1956 and to Eastern Oregon State College in 1973. The most recent name change, to Eastern Oregon University, occurred in 1997. Throughout the evolution of EOU's identity and subsequent name changes, the institution's central role of service to eastern Oregon's rural communities has remained constant. In 2018, EOU was designated "Oregon's Rural University" by the Oregon state legislature and Governor Kate Brown. EOU is committed to academic quality, access, affordability, and engagement, reflecting our mission and three core themes — *High-Quality Programs, Access for All,* and *Live, Learn, Succeed.*

Eastern Oregon University is led by President Thomas Insko, who is beginning his fourth year as EOU's chief executive. President Insko's staff, as shown in the EOU Organizational Chart, includes the Provost and Senior Vice President for Academic Affairs, the Vice President for Finance and Administration, the Vice President for University Advancement, the Vice President for Student Affairs, the University General Council and Board Secretary, the Athletic Director, Organizational Transformation and Capital Projects Manager, and the President's Executive Assistant. The President's staff bring a shared, collaborative vision to the key planning and operational functions of the university, promoting the integration of institutional efforts and resources across administrative and functional units and directing them toward fulfilling the university's mission.

Eastern Oregon University's founding mission was to serve the community and the region, and the university's current mission remains focused on providing citizens of the region with access to a high-quality education, delivering affordable programs, and engaging with the rural regions of the state. EOU's rural geographic location, traditions, and work ethic play an important role in the school's history as it explores the new dimensions of work and society in a changing local and global environment. EOU is one of seven public universities in Oregon, which include three large research universities and four smaller regional universities, reaching more than one million people each year through on-campus classes, statewide public services, and lifelong learning.

Oregon's public universities were overseen by the Oregon University System (OUS) until AY15 when OUS was dissolved by statute. Simultaneously, each Oregon public university established its own local board of trustees. The Board of Trustees of Eastern Oregon University is the governing body of the university, responsible for assuring university success, with broad authority to protect the university's interests.

As Oregon's Rural University, EOU plays a unique, critical role by providing regional access and service to eastern Oregon, a statewide presence through distance education, and liberal arts and professional programs available on campus, online, and onsite through partnerships with community colleges across the state. In its rural setting relatively remote from the population centers of the western side of the state, the university serves rural communities inside a geographic footprint roughly the size of the state of Pennsylvania. As a result, EOU serves a varied student population on campus, as well as online and onsite through its 11 regional centers. Longstanding agreements with partner public universities in Oregon ensure that students in the eastern region of the state have access to degrees in nursing, agriculture and agribusiness. As a nationally recognized leader in providing online courses, EOU works with students across Oregon, giving them the flexibility they need to reach their goals. Thirteen different degree programs and 17 minors can be completed entirely online, bringing affordable and accessible education to students living throughout Oregon and beyond. More than 50 percent of current EOU students are taking advantage of our flexible course accessibility online and onsite. Online and onsite courses are mostly taught by EOU campus faculty, with adjunct instructors vetted and evaluated by the academic programs and their deans, ensuring program coherence and quality.

EOU is known for serving its students and providing quality instructional support for their accomplishments. The ratio of Fall 2017 full-time equivalent (FTE) student enrollment to faculty FTE was 17:1, allowing for direct interaction with our superb teaching faculty. The university employs 107 full-time teaching faculty, 63 part-time teaching faculty (with no teaching assistants), and 252 staff. EOU's total student population for Fall 2017 was 3,016, and the total annual cost of in-state tuition and fees for AY18 was $8,362, slightly above the national average (USDOE College Navigator and College Affordability and Transparency List). EOU's on-campus housing has programmatic capacity for 414 students in four residence halls, with maximum capacity for 423; there are more than 50 active student groups on campus, including 10 diversity-focused clubs.

Many of EOU's students are first generation college students from small schools in remote regions of the state and beyond. A significant number of our students are non-traditional who previously stopped-out of college. An equally significant number of students transfer from community colleges to complete four-year degrees at EOU. For all of these students, the university experience is both a challenge and an opportunity. A very high proportion of EOU students require financial aid—96% of Fall 2016 full-time, first-time degree/certificate-seeking undergraduates—more than at any other public university in Oregon. EOU undergraduate students received over $22 million in financial aid, including fee remissions, scholarships, grants and loans in AY17. EOU's annual $55 million budget promotes the regional economy. An essential part of the fabric of northeast Oregon, EOU plays a unique role as the educational, cultural, and economic engine in eastern Oregon.

High-quality programs   Access for all   Live, learn, succeed

Basic Institutional Data Form

Name of Institution	Eastern Oregon University
Address	One University Blvd.
City	La Grande
State	Oregon
Zip/Postal Code	97850
Main Phone	541-962-3672
Country	Unites States of America

	Chief Executive Officer	Accreditation Liaison Officer	Chief Financial Officer
Title	Mr.	Ms.	Ms.
First Name	Thomas	Karen	Lara
Last Name	Insko	Clay	Moore
Position	President	Library Director Accreditation Liaison Officer	Vice President of Finance & Administration
Phone	541-962-3512	541-962-3792	541-962-3368
Fax	541-962-3113		541-962-3062
Email	president@eou.edu	kclay@eou.edu	lmoore@eou.edu

Institutional Demographics

Institutional Type	Comprehensive
Degree Levels	Associate
	Baccalaureate
	Master
Calendar Plan	Quarter
Institutional Control	State
	Public

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)	
Official Fall 2017 FTE	2152

Classification	Year 2017	One Year Prior	Two Years Prior
Undergraduate	1981	2054	2111
Graduate	171	167	163
Total all levels	2152	2221	2274

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)			
Official Fall FTE 3016			

Classification	Year 2017	One Year Prior	Two Years Prior
Undergraduate	2737	2873	3128
Graduate	279	303	360
Total all levels	3016	3176	3488

Faculty (All Locations)
Total Number   107   Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	29					3		26
Associate Professor	37				1	9		27
Assistant Professor	22				1	14		7
Instructor	19				3	13		3
Undesignated Rank		63						

Full Time Faculty (all locations) Salary and Years of Service		
Rank	Mean Salary	Mean Years of Service
Professor	76237	22
Associate Professor	68041	11
Assistant Professor	56723	12
Instructor	44962	7

For additional data including EOU Financial Reports, EOU Online Programs & Degrees, EOU Capital Expenditures and Budget Allocations, EOU Non-Tuition Revenue, EOU Operating Budget, and EOU Study Abroad Programs, see Appendix 1.

Preface

Institutional Changes Update and Response to Year Three Self-Study Commission Recommendations

Institutional Changes Update

EOU submitted a year three self-study in September 2013 and there were profound changes immediately thereafter. The institution experienced significant leadership turnover, compounded by the prevailing economic stagnation and the rapidly changing competitive landscape in higher education. In addition, higher education in Oregon has experienced structural changes that have altered public university governance structure. The ensuing financial challenges to institutional sustainability were addressed over the next few years. EOU has emerged with new and committed leadership, dedicated faculty and staff, and supportive alumni and friends of the university. The new president and new EOU Board of Trustees are ready to build upon EOU's strengths, enhance current performance and reinvigorate our tradition of excellence. While the challenges posed by these changes would have closed many small, rural state universities, EOU has now established its independence and sustainability, and can look eagerly to the promise of the future.

Systemic Change

Until July 2015, The Oregon State Board of Education governed the Oregon University System, which was comprised of seven public universities, including EOU. As of July 2015, the Oregon University System was dissolved, and an independent governing board took responsibility for EOU's governance. The impacts of this change in governance structure are summarized in the NWCCU response to the institutional substantive change application submitted by EOU. The new governance model, with a Board of Trustees that exclusively serves EOU, provides a more robust leadership and advocacy structure than the former state system of higher education with a single board for all public universities. This Board of Trustees, comprised of regional business and community leaders and EOU alumni, faculty, and staff, is more committed and invested in EOU, more nimble in making decisions, and serves as advocates to EOU's communities. Further details can be seen in Standard 2.A.1.

The Board of Trustees of Eastern Oregon University

The Board of Trustees of Eastern Oregon University met for the first time on February 12, 2015, and met an additional seven times before assuming authority for the university on July 1, 2015. The chief purpose of the board's activities during this time was twofold: 1) to establish the rules by which the board would exercise its governance of the university, and 2) to participate in the selection of a new university president.

During this time the board adopted the Bylaws of Eastern Oregon University and board governing documents –

- Addressing how the board would conduct meetings (Board Statement No. 1, Public Meetings).

- Establishing the governance of the board's committees (Board Statement No. 3, Committees), and approving their charters.
- Determining which powers to delegate to the President (Board Statement No. 2, Delegation of Authority).
- Setting up a hierarchy of authoritative statements ("policies") governing the university (Board Statement No. 5, Categories of Authoritative Statements).
- Applying detailed ethical standards to the Trustees themselves (Board Statement No. 6, Ethics and Conflicts of Interest; Board Statement No. 4, Performance of Official Business).

During this time the board fully participated as an equal partner with the State Board of Higher Education in that body's process of selecting a president for Eastern Oregon University. The Board of Trustees of Eastern Oregon University participated in joint executive sessions with the state board during which the candidates were interviewed and the two boards deliberated the selection of the president. The candidate identified as the preferred candidate of the Board of Trustees of Eastern Oregon University was the candidate that was selected by the state board.

During this time the board also determined the university's tuition rate for the following year – a decision that was ratified by the state board.

In the three years that the board has exercised full governing authority for the university (July 1, 2015 to the present), the board has fully performed the widely-recognized duties of a university governing board, as defined by Oregon law and as identified by authorities such as the Association of Governing Boards of Colleges and Universities (a professional organization in which the board has maintained continuous membership). These duties are summarized in the discussion of Standard 2.A.1, below. The record of the board's activities is publicly available, with the minutes and materials for each board meeting and the governing documents adopted by the board being published on the boards' web pages.

That record includes such actions as:
- Adopting a statement describing the role of shared governance in university decision making.
- Defining a process for annual evaluation of presidential performance, and implementing that process three times.
- Defining a process for annual evaluation of the Board of Trustee's performance and implementing that process three times.
- Regular amendment and refinement of these board statements as lessons are learned from their implementation.
- Annual determination of the university budget and the tuition and fees to be charged by the university.
- Reaffirming the university's Mission.
- Review of university processes related to:
  ▸ Strategic planning.
  ▸ Establishment of Institutional Values and Principles.
  ▸ Academic quality.
  ▸ Financial management and capital spending.

State Funding

Since 2013, there has been a major change in the model governing state allocations for its public universities. In July 2014, the Higher Education Coordinating Commission (HECC) convened a workgroup to develop an outcomes-based funding model to allocate the Public University Support Funds (PUSF). The process concluded in February 2015, with the development of the Student Success and Completion Model (SSCM). This moved Oregon away from a student credit hour funding model and adopted an outcomes-based funding model for its public universities. The SSCM is utilized to allocate a significant re-investment in the PUSF, which resulted in a modest increase in funding for EOU. However, the new model greatly changed the way state dollars were allocated to universities and added significant complexity to forecasting state allocated revenue to EOU. The SSCM was implemented in Fiscal Year 2016 as the public university funding model. More details on how EOU responded to the new State Allocation model can be found in Standard 3B, 4A, 4B—Core Theme 3.

Sustainability Efforts

EOU's finances have stabilized significantly since 2013. A sustainability plan was finalized in June 2014 in response to financial difficulties. The plan set into motion the following major institutional changes:

- Most academic programs were either overhauled or streamlined, and a few were eliminated. The EPCC agendas for in 2014/15 and 2015/16 show the many programs undergoing substantive review. There is a list of programs (majors and minors) and concentrations that have been terminated or suspended in the wake of the sustainability plan.
- The reductions mentioned above necessitated some reductions in faculty. However, the necessity for teach outs and for contractually obligated notice of termination resulted in not all identified faculty departing EOU immediately after the sustainability plan implementation. However, 23 faculty received a letter in 2014 in direct enactment of the sustainability plan, and 9 of these were eventually recalled. In November 2013, EOU employed 121 tenured, tenure-track and fixed term faculty; in November 2017, EOU employed 107 tenured, tenure-track and fixed term faculty.
- The major changes, described in a memo from the provost focused on the cancellation of low-enrolled courses, and the management of faculty load and overload subsequent to any course cancellations.
- With both institutional finances and governance undergoing significant change, there was significant personnel turnover, particularly at the executive level, as indicated in the list below:

  ‣ President, Jay Kenton (interim), July 2014 - June 2015.
  ‣ President, Tom Insko, started July 2015.
  ‣ Provost and Senior Vice President for Academic Affairs, Sarah Witte, Interim: June 2014 - May 2016; permanent May 2016.
  ‣ Vice President of Student Affairs, Lacy Karpilo, permanent February 2017. Department reorganized and name changed from Student Services to Student Affairs.
  ‣ General Counsel and Board Secretary (new position), Chris Burford, permanent March 2015.
  ‣ Athletic Director, Anji Weissenfluh, appointed in AY14.

- Dean of the Colleges of Business and Education, Dan Mielke, interim AY11-13; acting dean in Spring 2015; interim dean in AY15-17, and permanent in AY18.
- Vice Provost for Academic Quality, Donald Wolff—interim AY14-16, as Vice Provost for Academic Affairs; permanent AY17 with new title. Until AY17 oversaw regional operations, advising, assessment, and faculty professional development. The regional operations was assigned to a new hire and Advising oversight shifted to the deans.
- Executive Director of Regional Outreach and Innovation (new position), David Vande Pol, permanent AY18.
- Dean of the College of Humanities, Arts and Social Sciences, Nate Lowe, permanent AY18.
- Dean of the College of Sciences, Technology, Mathematics and Health Sciences, Peter Geissinger, permanent AY18.

In addition, the personnel staffing numerous upper administrative level positions have turned over since 2013, including the Registrar, Human Resources Director, Director of Institutional Research, Director of Admissions, Director of Financial Aid, and two college deans.

Academic and Student Affairs Reorganization

Three significant reorganizations have occurred since 2013. Academic Affairs College restructuring, decentralized advising, and the addition of the Career Center in Student Affairs.

Academic Affairs restructuring was undertaken in the aftermath of the sustainability plan, after substantial discussions with faculty, including presentations at college meetings, anonymous surveys soliciting feedback, and discussions with smaller groups of interested stakeholders. The change was implemented to help standardize college operations across campus, and to create smaller colleges with a flatter reporting structure, thus facilitating more direct access by faculty to the college dean. The primary effect of the reorganization was to split the College of Arts and Sciences into two colleges—the College of Sciences, Technology, Mathematics (STM) and Health Sciences; and the College of Arts, Humanities and Social Sciences. Two new deans started in August 2017: Peter Geissinger, Dean of STM and Health Sciences, and Nathan Lowe, Dean of Arts Humanities and Social Sciences.

In AY17 decentralization of Advising moved professional advisors back into the colleges from central Advising, enabling them to work closely with faculty advisors and the students they serve. At the same time the number of Regional Centers was decreased by one and the duties and responsibilities of the online advisors at the Regional Centers were streamlined. A new position was developed to oversee the operation of the Regional Centers—the Executive Director of Regional Outreach and Innovation—with an updated charge for the centers that includes more emphasis on recruitment and the development of stronger partnerships, especially with community colleges.

Other Major Changes

Other major changes since the fall of 2013 include the dissolution of EOU's partnership with the Oregon Dental School (ODS). This was precipitated when the ODS dentistry program operating in La Grande under the auspices of the Oregon Institute of Technology was discontinued.

To support regional recruitment efforts, there has been the addition of three sports to EOU's competitive athletic roster: Men's Soccer, and Men's and Women's Wrestling.

Response to Year Three Self-Study (2013) Commission Recommendations

Year Three Self-Study Recommendation 1: Articulate Mission Fulfillment

1. The evaluation team recommends that Eastern Oregon University continue its work on articulating Mission fulfillment to more clearly describe the process and criteria which determine an acceptable level of Mission fulfillment in cases where the institution has not yet met its ambitious targets. (Standard 1.A.2)

EOU Response

The Accreditation Coordinating Committee (ACC), comprised of the Accreditation Liaison Officer, the Vice Provost for Academic Quality, and the Director of Institutional Research and Planning, in partnership with Core Theme Teams, have engaged in extensive discussions as part of an ongoing process to articulate a clear and measurable vision for mission fulfillment. The process includes examining and where necessary updating the Core Theme objectives, indicators, measures and thresholds, with the goal of ensuring that each measure is meaningfully related to a Core Theme, and that the measures collectively encompass all Core Theme progress.

> Mission fulfillment is demonstrated through meeting or exceeding the majority of thresholds for each core theme. We interpret mission fulfillment as engaging in a continuous cycle of planning, assessment, and improvement of the objectives, indicators, and measures associated with our core themes and guided by our institutional values and principles.

Standard 1.A.2 outlines EOU's definition of mission fulfillment and describes how it is measured. In broad terms, EOU defines mission fulfillment as meeting target measures for the majority of indicators for each of our three Core Themes—*High-Quality Programs*, *Access for All*, and *Live, Learn, Succeed*. Mission fulfillment requires continued commitment and energy from the campus community.

Standard 1.B describes each of the Core Theme objectives as well as the indicators and measures pertaining to each objective. The standard articulates the rationale that ties those indicators and measures back to the relevant objective. The narrative also highlights the target values identified for each measure. ACC and the Core Theme Teams have applied several principles to help ensure that the objectives, indicators and measures are valid and meaningful. Where possible, EOU relies on direct measures and/or measures that conform to nationally recognized data points. This allows the institution to state that each measure provides a valid reflection of progress towards the Core Theme. Thresholds or targets for each measure are based—where possible—upon benchmarks obtained by examining the achievement of institutions similar to EOU. This helps ensure that targets are realistic and achievable. When benchmark data is not available, internal data is used to help set the target.

Standard 5.A.2 describes how EOU uses its definition of mission fulfillment to ensure contin-

ued quality and institutional effectiveness. The process requires, for each Core Theme, an overall assessment of Core Theme data as compared to target thresholds, followed by in-depth reviews of those indicators that do not meet thresholds or that demonstrate a downward trend. Note that starting in AY19, responsibility for the review process will move from Core Theme Teams to the Budget and Planning Committee, in order to place the process within the shared governance system.

Members of the Accreditation Coordinating Committee have presented the principles informing mission fulfillment along with the definitions of Core Theme objectives, indicators and measures to the campus community in various venues, including town hall meetings, college meetings, and meetings of the Board of Trustees. Feedback from these meetings was used to further hone the mission fulfillment architecture.

Year Three Self-Study Recommendation 2: Catalog Listings are Accurate

2. While checking certificate programs for related instruction, the evaluator found that not all catalog listings are current. The evaluation team recommends that EOU take the necessary steps to ensure that all catalog listings are accurate and that certificate programs meet NWCCU requirements for related instruction. (Standard 2.C.11, 2.D.5)

EOU Response

The Registrar has added additional steps to the catalog publication process in order to ensure catalog accuracy. This includes a thorough review of the catalog by all constituents prior to publication. The provost has been proactive in encouraging all departments to participate in this review mindfully and meticulously. In addition, since the inaccuracy highlighted by the peer evaluators in year three was the inclusion of a deleted program, the EPCC Committee charge for AY17 included a specific focus on deleting, via the established course deletion and program deletion process, any eliminated programs or courses.

Year Three Self-Study Recommendation 3: Academic Program Assessment

3. Whereas the evaluation team acknowledges that EOU has made significant progress towards uniform application of academic portfolio assessment, it recommends that the university continue to ensure application of assessment across all academic programs. (Standard 2.C.4)

EOU Response

Standard 2.C.4 requires coherent design for all programs "wherever offered and however delivered." As each of EOU's program webpages demonstrate, the university's on-campus, online and onsite programs have the same coherent design and outcomes, as well as the same Admission and Graduation requirements. Where program outcomes cannot be achieved in an online setting, as with the physical sciences and Music and Art, the program is offered only on campus.

The Year Three Self-Study Recommendation 3 focuses on academic program review, reflecting Standard 4.A.2, which requires systematic and "effective evaluation of programs and services." The following addresses the way in which the university achieves consistency in academic program assessment.

EOU is transitioning from its original academic program portfolio assessment to Annual Program Reviews and a five-year cycle of Comprehensive Academic Program Self-Studies. The change is being made to ensure uniformity of review across all disciplines, as well as to include critical program metrics not included in the program portfolio assessment. To address these issues, in AY17 the provost met directly with the Inter-College Council, comprised of the chairs of all academic programs. The group identified key Categories and Measures for Academic Quality and Productivity for ongoing program assessment:

Program Self-Study Category	KPI Measure
Mission	University Mission Centrality Discipline Emphasis
Academic Quality	Percentage of Faculty with Terminal Degrees Faculty by Type: Tenured, Tenure Track, Fixed Term, Adjunct, Student to Faculty Ratio (Adjunct/Fixed Term and Tenure/Tenure Track) Program Student/Faculty Ratio (T/TT/F): On-Campus, Online, Onsite
Productivity	SCH % for Non-Majors, New Transfers HC & Grad Rate # Baccalaureate Degrees Awarded # Minors Degrees Awarded

Table 3.1: Program Academic Quality and Productivity

These categories and measures lead to annual review by program faculty in consultation with their dean to locate areas of strength and areas where action plans are needed to improve quality and productivity. Every five years a complete Comprehensive Academic Program Self-Study, based on five years of data, is required.

Also included are analytical reflections on General Education Outcomes Assessments for program serving General Education and on Academic Program Learning Outcomes assessments to ensure outcomes are meaningful and action plans for improvement of student performance are completed. Programs also provide a list of program, faculty, and student accomplishments in order to provide data on academic quality, as well as challenges programs will focus on in the next year. Programs also highlight Program Innovations (in new practices focused on student success, with demonstrable results) and opportunities for improvement, as seen below in Table 3.2: Annual Academic Program Review Categories and Measure:

Program Self-Study Category	Measure
Core Theme 1 Alignment	Closing the Loop Statement based on Core Theme 1 KPIs (Use Bullet Lists as Needed)
Core Theme 2 Alignment	Closing the Loop Statement based on Core Theme 2 KPIs (Use Bullet Lists as Needed)
Core Theme 3 Alignment	Closing the Loop Statement based on Core Theme 3 KPIs (Use Bullet Lists as Needed)
Program Strengths	Include strengths revealed in GLO and PLO assessments.
Program Challenges	Include PLO improvements.
Program Innovations	E.g., New practices, especially for Student Success, with demonstrably positive impacts.
Opportunities for Improvement	E.g., fiscal prioritization, efficiencies, redundancy elimination, curricular improvements, civic engagement, etc. Based on KPI data.
Student, Faculty, & Program Accomplishments	Provide bulleted list
Action Plans—Short Term	Based on KPI data.
Action Plans—Longer Term	Based on KPI data.
Reflective Summary	Provide narrative analytical overview.

Table 3.2: Annual Academic Program Review Categories and Measures

The new program self-study design aligns academic program annual self-evaluation with Core Themes, as well as with the disciplinary and programmatic accomplishments and missions. It better links program foci with Academic Quality and service to students articulated in EOU's Core Themes and Strategic Plan, in particular Core Theme One: *EOU has high quality liberal arts and professional programs that prepare students for the world beyond college* and Strategic Plan Goal 2: *Transformational Education—Enrich academic quality and enhance intellectual vitality.*

Year Three Self-Study Recommendation 4: Liberal Studies

4. Although the majority of EOU's academic programs demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning, the Liberal Studies degree program represents an exception. While recognized as meeting the needs of a large number of students and resulting in the second highest number of degrees awarded annually, the Liberal Studies degree program is vulnerable to weak academic oversight, a potential paucity of senior-level credits, and an inadequate number of faculty to oversee capstone experiences. The Commission recommends that the university refocus assessment efforts on the Liberal Studies program (Standard 2.C.4 and 2.C.5).

EOU Response

The Integrative Studies degree, formerly named Liberal Studies, meets Standard 2.C.4 and 2.C.5 through a coherent design, a clear delineation of requirements for both on-campus and online students, and faculty oversight by the Integrative Studies Faculty Council (ISFC), which designed and monitors the program, including program outcomes. The program participates in the university's annual Academic Program Learning Outcomes (PLOs) Assessment. The following provides a brief history of the ways Integrative Studies intentionally addressed Standard 2.C.4 and 2.C.5 in its design and implementation in response to the challenges to Liberal Studies program highlighted by NWCCU in Recommendation 4.

In August of 2014 the Vice Provost for Academic Affairs submitted Eastern Oregon University's NWCCU Ad Hoc Report in response to Recommendation 4 of EOU's Year Three Self-Study, reproduced above. The Ad Hoc Report focused on plans to redesign the Liberal Studies degree to ensure academic quality, especially with regard to coherent design, senior-level credits, program assessment, and faculty oversight. While the Ad Hoc Report included an Action Plan for implementation in Fall 2015, NWCCU requested follow-through with regard to the concerns delineated in Recommendation 4.

EOU was able to launch the redesign of the Liberal Studies major in Fall 2015, renaming it Integrative Studies in order to align with the national movement in cross-disciplinary studies. The redesign was the result of Eastern faculty and administrators attending AAC&U's 2014 Summer Institute on Integrative Learning and the Departments (ILD). The adopted Integrative Studies degree, approved through the shared governance process, ensures faculty oversight by the Integrative Studies Faculty Council (ISFC), comprised of seven elected voting members from across the curriculum, including the appointment of a .66 faculty member to deliver each quarter a two-course capstone sequence, IS 301 and IS 401. The capstone appointment guarantees the consistent offering of the capstone sequence, which had previously been a completion obstacle for Liberal Studies majors. The Integrative Studies Degree also requires a methods course in one of the student's minors or a 300-level Library Research Course (LIB 307 or LIB 327).

The 2016 ISFC Report to Faculty Senate noted that Integrative Studies advisors confirmed that the former Liberal Studies capstone process had been the main barrier to degree completion. They stated that the new Integrative Studies program design had addressed this issue by including an ISFC-designed capstone aligned with clear and consistent program outcomes and expectations and with dedicated FTE.

The Integrative Studies major requires the completion of two EOU minors, each requiring at least 15 credits of upper division work, or one EOU minor and an approved minor from another institution, or an Individualized Plan. Even with an Individualized Plan, majors are held to 60 credits of upper division work, as are all EOU students. In this way, senior-level work is guaranteed. In AY16 Integrative Studies baccalaureate degrees totaled 120, making it the second largest cohort after Business Administration, with the next largest graduating cohort being Elementary Education at 56. Integrative Studies has proven its productivity and agency, especially with the university's online adult learner population.

In terms of academic quality, EOU's Integrative Studies degree received external validation

when highlighted in the 2017 25 Best Online Liberal Arts Colleges, where it was ranked 20th in the nation. College Choice ranked online Liberal Arts Degrees based on a calculus that included academic reputation, student satisfaction, affordability, and average annual salary of graduates, further demonstrating the program's academic quality and viability. The review, aimed at potential students, says in part:

> Eastern Oregon also offers a specific program for those who want to earn an online bachelors in liberal arts: the Integrative Studies major. As an online integrative studies student you will explore multidisciplinary connections while developing intercultural knowledge. You'll take part in purposeful civic engagement, examine ethical responsibilities of individuals and communities, engage in critical self-reflections, and apply all these connections to your current and future learning. You will work closely with an advisor to either combine two academic minors, one EOU minor plus an approved minor from another accredited university, or to design a unique, coherent plan of study with an instructor. Regardless of how your degree comes together, as an integrative studies major you will be required to complete a capstone portfolio that is meant to demonstrate your educational, personal, and vocational accomplishments.

It can be seen that the Integrative Studies degree has a clear mission as a result of oversight by faculty dedicated to cross-disciplinary studies. With a clear capstone process with dedicated FTE, the Integrative Studies degree enables students to combine their academic interests with their career plans. In this way, it embodies Core Theme One: *EOU has high quality liberal arts and professional programs that prepare students for the world beyond college.*

I. Mission, Core Themes, and Expectations

Executive Summary—Eligibility Requirements 2 & 3

ER 2. Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Eastern Oregon University (EOU) is a public university established by the State of Oregon (ORS352.002(7)). It is a "comprehensive university" authorized to "offer a full range of baccalaureate programs and graduate programs through the master's degree" (ORS 352.011). As a public university, EOU is "a governmental entity performing governmental functions and exercising governmental powers" (ORS 352.033) and "an independent public body with statewide purposes and missions and without territorial boundaries" (ORS 352.039). EOU is neither a state agency nor a local government (ORS 352.033). The current governance structure has been in place since July 1, 2015, when a newly-appointed governing board assumed authority for EOU, and the Oregon University System and the Oregon State Board of Higher Education were dissolved (under the authority Senate Bill 80 (2015)).

As Eastern Oregon University's chief executive officer, the president has complete authority for and is accountable for all university matters. The president of EOU has clearly delegated executive authority and responsibility to operate EOU and award degrees, as approved by the Board and as codified in the Bylaws of Eastern Oregon University and EOU's Constitution. The board reviews institutional mission and goals, and annually reviews the performance of the president, which includes an examination of the university's progress towards achieving its goals, its financial health and specific performance indicators. (1.A.1, 2.A.2)

ER 3. Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

EOU's Mission Statement accurately reflects the university's purpose to provide regional access to liberal arts and professional programs and to promote the economic, social, and cultural development of eastern and rural Oregon. The mission was adopted by the EOU University Assembly in February 2004, approved by the Oregon State Board of Higher Education in 2008, and reaffirmed by the EOU Board of Trustees in November 2016.

Core Themes were developed from the mission statement and widely promulgated to the University Council on February 9, 2010 and the Faculty Senate on March 2, 2010. System-wide Mission Alignment Metrics for approval of institutional missions and core themes were adopted by the Oregon State Board of Higher Education on July 8, 2011, and they approved EOU's mission and core themes on October 4, 2012.

EOU's Board of Trustees reaffirmed the Core Themes in November 2017. The Board discussed the Core Themes in conjunction with the university strategic plan, as both the strategic plan and the Core Themes are derived from the university mission, and both help to guide institutional activities and priorities.

EOU's programs lead to recognized degrees of Associate of Arts, Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, Master of Science, Master of Business Administration, and Master of Arts in Teaching. As a public university all resources the institution receives are used to support EOU's educational mission and core theme elements. (1.A.1, 1.B.1)

Standard 1.A Mission

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

> **EOU MISSION**
> EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.
>
> As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

An inclusive, university-wide strategic planning and goal-setting process culminated in 2007 with the EOU approval of our mission statement. The mission was approved by the Oregon State Board of Higher Education (OSBHE) in October 2008, and reaffirmed by EOU's Board of Trustees in November 2016 (see Board Resolution 16-08).

The mission statement accurately reflects EOU's purpose to provide regional access to liberal arts and professional programs and to promote the economic, social, and cultural development of eastern and rural Oregon. The mission remains unchanged since 2008.

The president and the Board of Trustees are taking advantage of the opportunity afforded by the dissolution of the Oregon University System to build a new, firm foundation for EOU. They started by guiding the EOU university community towards a shared, robust understanding and interpretation of the mission and how it relates to the present and evolving needs of EOU students and our surrounding communities. At its outset, this work necessitated the identification and articulation of a set of core values or principles, intended to guide our behavior and actions. The work of engaging the campus community and steering the development of EOU's values and principles was summarized in a Values and Principles project scope document, with leadership provided by the University Council in AY16. Spearheaded by the University Council, EOU's

shared values were developed via an inclusive process that garnered input and involvement from across the university. The shared values and supporting principles were approved by University Council in December 2016 and by the Board of Trustees in April 2017.

EOU SHARED VALUES & PRINCIPLES
ALTRUISM We give selflessly to empower one another and the university community through inclusiveness, appreciation, and stewardship.
CIVILITY We believe in the free and open exchange of ideas, embrace diverse backgrounds, and deliberately seek multiple perspectives.
DISCOVERY We honor our heritage and invest in our future with innovation, vision, and creativity.
INTEGRITY We uphold the foundation of professionalism, honesty, respect, and sincerity in all of our interactions.
INTERDEPENDENCE We cultivate vibrant connections and relationships to enhance opportunity and success locally and globally.
QUALITY We passionately pursue intellectual engagement, academic rigor, and the highest standards in all endeavors.

1.A.2. The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Mission Fulfillment

Following the commencement of a local Board of Trustees and a new president in AY15, EOU created a solid foundation for a culture of continuous improvement that has at its center the development, measurement, and assessment of institutional core themes and mission fulfillment.

EOU's definition of mission fulfillment takes into account EOU's purpose, values and principles, characteristics and expectations in the context of its unique mission as Oregon's Rural University. Mission fulfillment is achieved by the Core Themes collectively and consistently meeting or exceeding the majority of established thresholds for each Core Theme. Our three Core Themes encompass seven Objectives, each of which reflects a concrete component of the vision articulated in the associated Core Theme. The Objectives are in turn associated with several meaningful, assessable, and verifiable Indicators and Measures. Data for the Measures are collected from standard sources, as identified in Standard 1B.

The threshold levels that represent achievement of indicators are determined by institutional leadership, taking into account historical levels, as well as discussions of aspirational goals and in some cases national norms. EOU leadership has encouraged the identification of ambitious but realistic targets for mission fulfillment, in the expectation that EOU should not accept overly modest thresholds, but should instead aspire to continue to improve its performance in all areas, across all metrics. Targets for mission fulfillment must be realistic in order to accurately assess current levels of institutional effectiveness; simultaneously, they must point the way to continuous improvement in order to be meaningful. It requires strategic balancing. Core Theme assessment, then, is used not just to identify and celebrate successes, but also to identify and then conscientiously and purposefully address gaps and challenges through action plans. To this end, the definition of mission fulfillment incorporates a requirement to look back across several years and to demonstrate continuous improvement.

> Mission fulfillment is demonstrated through meeting or exceeding the majority of thresholds for each core theme. We interpret mission fulfillment as engaging in a continuous cycle of planning, assessment, and improvement of the objectives, indicators, and measures associated with our core themes and guided by our institutional values and principles.

EOU defines mission fulfillment as meeting or exceeding a majority of thresholds across all core theme objectives showing either full or substantive achievement. Additionally, all indicators not meeting thresholds or showing a downward trend over three cycles of data collection must show signs of improvement, even if meeting the thresholds. In the case of continuously exceeding thresholds, the measure and indicator are examined for meaningfulness. Thus, mission fulfillment requires continued commitment and energy from the campus community.

Currently, EOU's annual planning cycle incorporates an assessment of mission fulfillment via Core Theme Teams, with one team assigned to each Core Theme. Core Theme Team membership is broadly representative of the institution—each team includes members with expertise or job functions pertaining closely to the appropriate core theme and indicators, as well as a member at the vice president level to ensure actions are incorporated into division work plans and budgets. The Core Theme Teams evaluate the achievement data for each metric against that indicator's targets. Using the assigned thresholds, they assess whether the institution has achieved sufficient progress towards each indicator to realize mission fulfilment. At the end of the review, the indicators and thresholds are assessed and when warranted, different, more meaningful, assessable or verifiable indicators are determined and put into place for the next assessment cycle.

Core Theme Teams pay particular attention to those measures not meeting the target threshold and develop action plans to identify strategies for improvement. The teams use this review process to assess obstacles and opportunities for institutional improvement; vice president level Core Theme team members have the responsibility for delegating the implementation of action plans to appropriate groups and individuals. In addition, team data reviews, recommendations, and action plans are forwarded to the Budget and Planning Committee in order to ensure that budget planning and projected expenditures are aligned with Core Theme (and strategic planning) action plans. Beginning in AY19, the Accreditation Coordinating Committee (ACC) will

work directly with the Budget & Planning Committee, rather than Core Theme Teams, in order to embed the Core Theme Planning process directly into our existing shared governance structure. The Budget & Planning Committee adopted new bylaws to explicitly acknowledge this mandate in AY18. ACC will ensure the committee receives reports from the EOU's vice presidents, primary points of contact for core theme assessment and action plans.

Standard 1.B Core Themes

1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.

EOU's Core Themes are directly connected to its mission. During AY10, institutional planning around mission and core themes was necessitated by the new Northwest Commission on Colleges and Universities (NWCCU) accreditation standards. Core Themes and Goals were derived from the EOU mission statement and, as demonstrated in Table 1.B.1.1 below, closely reflect the themes inherent in the mission statement.

Core Theme	Related portion of the Mission
EOU has high-quality liberal arts and professional programs that prepare students for the world beyond college.	… high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world
EOU is a regional University with a deep sense of commitment to students where they are.	… enhance the personal attention our students receive … add to the educational possibilities of our region and state.
EOU is the educational, cultural and economic engine of eastern Oregon.	… an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world

Table 1.B.1.1: Core Theme and Mission Alignment

Since their development, EOU's Mission and Core Themes have been widely promulgated and used as the basis for defining mission fulfillment, assessing progress towards mission fulfillment, and creating action plans for institutional effectiveness and continuous improvement. The Mission and Core Themes were used to guide the development of The Ascent 2029, EOU's strategic plan, discussed in Standard 3A below.

1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.

Core Theme 1   High-Quality Programs

EOU has high quality liberal arts and professional programs that prepare students for the world beyond college.

EOU CORE THEME OBJECTIVES, INDICATORS & THRESHOLDS
CORE THEME ONE
High-Quality Programs

Core Theme Objectives	Core Theme Indicators	Thresholds
1.1. Academic programs ensure student learning.	1.1.1 Students demonstrate effective learning relative to GLOs	>=85%
	1.1.2 Students demonstrate effective learning relative to PLOs as aligned with ULOs	100%
1.2. Effective Teaching Practices continually enhance academic quality.	1.2.1 Faculty provide meaningful student faculty interactions	>=20
	1.2.2 Faculty engage in best practice interactive pedagogies.	>=40
	1.2.3 Faculty ensure graduates demonstrate readiness for a diverse and interconnected world.	>=65%
1.3. Students engage in applied learning experiences that align with lifelong success.	1.3.1 Graduates engage in High Impact Practices	>=85%

Table 1.B.1.2: Core Theme 1 Objectives, Indicators, and Thresholds

EOU is a teaching university and as such, our [Statement on Academic Quality](#) commits the institution to excellence in teaching. Teaching and learning are essential to its mission and EOU is committed to preparing students for the world beyond college. This is what is meant by High-Quality Programs.

Core Theme 1 commits EOU to student-centered learning supported by excellent teaching and a learning environment focused on student achievement of aligned General Education Outcomes (GLOs), Academic Program Learning Outcomes (PLOs), and University Learning Outcomes (ULOs), preparing students for the world beyond college. Core Theme 1 encompasses three Objectives. The first focuses on student learning. The second focuses on effective interactive teaching, key to student success, and the third on applied learning experiences linked to lifelong success. Taken together, these objectives represent EOU's commitment to Academic Quality, central to mission fulfillment.

Student learning (Objective 1) is measured directly via demonstrated student attainment of [General Education Learning Outcomes](#) (GLOs) and [Academic Program Learning Outcomes](#) (PLOs), which align with EOU's [University Learning Outcomes](#) (ULOs). An assessment process has been defined and rubrics established for assessing GLOs. The achievement threshold is set at the median percentage of >=85% of sampled students meeting these outcomes at ["adequate" or "proficient" levels](#), mostly at the lower division level. The threshold allows EOU's matriculating students, most of whom are underserved in terms of college-level preparedness, the opportunity to gain proficiency. Employing a similar process, the PLO achievement threshold is set at the median percentage of 100% of sampled program majors at the adequate or proficient levels in upper division courses, ensuring that all majors demonstrate academic program outcomes.

Effective teaching (Objective 2) employs three indirect student assessments from the National Survey of Student Engagement (NSSE). These measure meaningful student-faculty interactions, the degree to which students perceive that faculty engage in "best interactive pedagogies," as identified in the NSSE survey, and how teaching ensures graduates demonstrate a readiness for a "diverse and interconnected world." The focus is on seniors who are in the best position to reflect on their experience with instruction at EOU. The thresholds for each of the three measures for Objective 1.2 are >=20, >=40, and >=65%, respectively. The thresholds for the first two indicators are scores on a 60-point scale and based on the benchmark for EOU's comparator institutions of similar location, size and percentage of Pell recipients. The third threshold, based on a single survey item, is a percentage of survey responses indicating "Very Often" or "Often" and is the benchmark of our comparators. The NSSE measures and the use of comparators serve to focus attention on those areas of teaching and learning needing improvement or further investigation. The Center for Teaching, Learning, and Assessment Advisory Group (CTLA), under the direction of the Vice Provost for Academic Quality, analyzes the results and organizes faculty continuing professional development opportunities to address areas of concern.

Applied learning that prepares students for lifelong success (Objective 3) employs a direct measure of how many EOU completers have participated in [High Impact Practices](#), identified by AAC&U as key to success in the world beyond college. The direct, internal threshold for the percentage of graduates participating in a High Impact Practices is set at >=85%. In this way,

EOU extends the focus on teaching and learning to sound preparation for the world of work or continued graduate studies.

Direct assessments of what students know and can do through a robust program of outcomes assessment, the focus on teaching improvement, and the preparation of our students for the world beyond college underscore EOU's primary focus on student learning and effective teaching and *High-Quality Programs*.

Core Theme 2   Access for All

EOU is a regional university with a deep sense of commitment to students where they are.

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EOU CORE THEME OBJECTIVES, INDICATORS & THRESHOLDS
CORE THEME TWO
Access for All

</div>

Core Theme Objectives	Core Theme Indicators	Thresholds
2.1. Student success is maximized through retention, completion and post-graduation outcomes	2.1.1 Effective academic and support programs ensure student success (retention & 6 yr. completion rate of on-campus students)	>=65% (retention) >=35% (completion)
	2.1.2 Retention and completion opportunities for online students are maximized	>=50% (completion)
	2.1.3 Graduates are employed or enrolled in graduate school	>=75%
2.2. Programs and processes promote student access	2.2.1 Ensure access for underserved populations	<=5% (yield variation)
	2.2.2 Campus community includes people from culturally and ethnically diverse backgrounds	>=25%
	2.2.3 Credit articulation is maximized for students transferring from community colleges	<5.0 (credits lost upon transfer)

Table 1.B.2.2: Core Theme 2 Objectives, Indicators, and Thresholds

Core Theme 2 expands upon EOU's regional role as described in the mission—to connect students to a wider world by offering students personal attention focusing on student success. Core Theme 2 is the other side of the Core Theme 1 coin. EOU's first two core themes focus primary attention on our students, our raison d'etre.

For the purposes of identifying meaningful objectives for mission fulfillment, Core Theme 2 is separated into two components, one dealing with student success and the other with student access. Both of these elements are integral parts of EOU's mission. The two elements are combined in Core Theme 2, as EOU prides itself on actualizing its mission to attract and retain underserved students who may not otherwise be able to obtain a university degree, to retain them for completion, and to connect these students to a wider world in a meaningful manner.

The Indicators for Objective 2.1 focus on retention and completion for both on-campus and online students and for post-graduate success. Indicator 2.1.1 measures fall-to-fall retention of first-time first-year students; the Threshold is set at >=65%, an externally benchmarked direct measure of retention. Indicator 2.1.1 also includes the six-year graduation rate for first-time first-year students; the Threshold is >=35%, a direct measure of completion, aligned with comparator averages. Indicator 2.1.2 focuses in the six-year graduation rate of online students with a Threshold of >=50%, an internal, direct measure of online student completion. Indicator 2.1.3 measures the percentage of graduates employed or enrolled in graduate school, with a Threshold of >=75%, a direct measure of post-graduate success aligned with 2016 National Association of Colleges and Employers (NACE) placement rates.

The Indicators for Objective 2.2 focus on access for underserved students, both in the region and online, on diversity, and on ease of transfer from community colleges. Indicator 2.2.1 measures the applicant yield for Pell-eligible and first generation students compared to the yield for all applicants. The Threshold is set at <5% variation, an internal, direct measure, in order to ensure access for our region's large underserved student populations. Indicator 2.2.2 measures the proportion of EOU students from diverse backgrounds; the Threshold is set at >=25% an internal, direct measure, reflecting the diversity of the population in our region. Indicator 2.2.3 measures the average of non-articulated transfer credits for fall transfers. EOU prides itself on ease of transfer, in this case a direct, internal measure of how many credits a transfer student loses upon matriculation. (Credit transfer is a concern of the Oregon legislature and the Higher Education Coordinating Commission as well.) The Threshold is set at <5.0 credits, meaning that upon matriculation transfer students should lose less than five credits counting towards graduation.

These groups—students underserved for college preparedness by their K-12 education, students historically under-represented, and student transfers, many of whom struggle as they move into upper division courses—comprise the majority of those matriculating to EOU. It is what EOU means by *Access for All* and by committing to students where they are—both geographically and in terms of higher education preparedness. This commitment is a central aspect of EOU's mission, distinguishing it from its sister Oregon public universities, while tying it intimately to Oregon's community college partners through a focus on transfer efficiency and articulated pathways.

Core Theme 3   Live, Learn, Succeed

EOU is the educational, cultural and economic engine of eastern Oregon.

Core Theme Objectives	Core Theme Indicators	Thresholds
3.1. Academic programs reflect regional needs.	3.1.1 Program offerings are aligned with regional needs	Yearly Enrollment Increases (Y/N)
3.2. Ongoing engagement enriches our communities.	3.2.1 Employees actively participate in community engagement	>=95%
	3.2.2 Students actively participate in community engagement	>=45%
3.3 Systems and processes ensure a sustainable university environment.	3.3.1 Adequate financial resources for operations	>=30% Primary Reserve Ratio <= 5% Debt Burden >=10% Fund Balance
	3.3.2 Administrative and personnel policies and practices ensure both an effective and sustainable workforce	<12% Staff & Faculty turnover

Table 1.B.2.3: Core Theme 2 Objectives, Indicators, and Thresholds

EOU has an essential regional role in providing access to educational, cultural and economic resources in eastern Oregon since it is the only four-year higher education institution in a service region of over 40,000 square miles—larger than the state of Pennsylvania. EOU provides the foundation for professional programs, for a wide array of occupations, and for advanced studies leading to the development of knowledge capital. EOU is dedicated to serving rural Oregonians and providing intellectually challenging and flexible programs of instruction in education, in the liberal arts and sciences, and in business in order to meet the various human and knowledge resource needs of the easternmost counties and other rural regions of the state. The educational service EOU provides to placebound and workbound students throughout the state and beyond, and recognized by the legislature as Oregon's Rural University, requires it to maintain systems and processes that ensure sustainability. It requires a deep commitment to the communities it serves, central to EOU's mission and identity.

EOU's mission to serve as the educational, cultural, and economic engine for eastern and other rural regions of Oregon is supported by three objectives that ensure fulfillment of Core Theme 3. Educationally, Objective 3.1 commits EOU to its region by developing new academic programs carefully aligned with regional needs. Indicator 3.1.1 is an internal measure of the alignment of new programs directly by requiring yearly enrollment increases. EOU's new program development processes require a through evidenced-based evaluation of regional and online need for proposed programs and a thorough review of viability at the Statewide Provosts Council and the Higher Education Coordinating Commission, not to mention NWCCU approval process for new programs.

Objective 3.2 further commits EOU to its region through robust levels of civic engagement by its faculty and students. (An instrument is currently being developed to measure levels of classified staff participation in civic engagement, which are anecdotally high—our staff is very visibly engaged with the community.) Indicators 3.2.1 and 3.2.2 directly measure the level of faculty and student civic engagement. The Threshold for faculty is >=95%, since service to the community is built into tenure-review. For students the threshold is set at >=45%; the measure is currently linked to courses officially designated as civic engagement or service learning for on-campus students. (An instrument is now being developed to track student co-curricular civic engagement, of which there is anecdotally a great deal, with many academic programs and Athletics providing numerous opportunities for civic engagement.) Objective 2 is based on internal measures as the level of civic engagement by EOU faculty and students aligns with Core Theme 3's commitment to the communities we serve.

EOU cannot meet these regional commitments unless it is itself an effective employer and financially sustainable, especially since it is one of the three largest employers in Union County and especially in light of only recently being released from Oregon's Higher Education Coordinating Commission's conditions for financial stability and enrollment trends. Objective 3.3 underscores EOU's centrality to the region as an employer and as an educational, cultural, and economic engine in eastern Oregon. Indicator 3.3.1 focuses on the Primary Reserve Ratio at >=30%, the Debt Burden Ratio at <=5%, and the Fund Balance as a percentage of annual revenue at >=10%. Taken together, these direct, internal measures ensure financial stability. Indicator 3.3.2 focuses on administrative, staff and faculty turnover rates, as a direct, internal measure of maintaining an effective and sustainable workforce. The thresholds are set at <12% for each group.

Program offerings aligned with regional needs, engagement with our regional communities, and institutional sustainability comprise what it means to *Live, Learn, Succeed* and represents the centrality of EOU's role in the communities it serves. Core Theme 3 directly represents EOU's mission and is intimately connected to our Values and Principles.

II. Resources and Capacities

Executive Summary—Eligibility Requirements 4 through 21

ER 4. Operational Focus and Independence

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

The Oregon Legislature has established EOU as a comprehensive university offering "a full range of baccalaureate programs and graduate programs through the master's degree." ORS 352.011. As a "public university in the State of Oregon" (ORS 352.001(7)), EOU is responsible for fulfilling the state's mission and goals for higher education. ORS 352.039(1). The state's "mission of all education beyond high school" requires that, by 2025, at least 40 percent of adult Oregonians will have earned a bachelor's degree or higher. ORS 350.014(1)(a). Oregon's "fundamental goals of public higher education" include "ensuring a high-quality learning environment that allows students to succeed." ORS 350.009(2). Further legislative findings regarding the purpose of higher education in Oregon are listed at ORS 350.001 and 350.005, and form the backdrop of EOU's institutional mission.

EOU is "an independent public body with statewide purposes and missions" (ORS 352.003), with its own governing board (ORS 352.045(1)(d) and (2)(d)), which "manages the affairs of the university by exercising and carrying out all of the powers, rights and duties that are expressly conferred upon the governing board by law, or that are implied by law or are incident to such powers, rights and duties." ORS 352.029(1).   A list of specific authorities of the governing board appear in the university's response to Standard 2.A.1. Further details about the internal governance of EOU appear in the Bylaws of Eastern Oregon University, the Statements and Resolutions of the Board of Trustees of Eastern Oregon University, the Constitution of Eastern Oregon University, and the Policies of Eastern Oregon University.

ER 5. Non-Discrimination

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

EOU is committed to creating a university learning environment free of discrimination in any of its forms. The university is governed and administered to fulfill its mission and core themes in a non-discriminatory manner. As an Affirmative Action/Equal Opportunity educator and employer, EOU is committed to building a diverse and inclusive community and learning environment. This is embodied in the university policies codified in Volume 6, Chapter 5 of the Policies of Eastern Oregon University, including Policy 6.05.05, Affirmative Action and Anti-Discrimination; Policy 6.05.10, Policy Prohibiting Illegal Discrimination Affecting Students; Policy 6.05.15, Sexual Harassment, and so forth. The university's non-discrimination policies, procedures, and practices apply to enrollment opportunities, services, employment, and participation in university activities.

The university's commitment to affirmative action is best evidenced by the encouragement of diverse thought arising from differences of culture and circumstance, and a respect for diversity as a source of strength, as a competitive advantage, and as a moral imperative. A diversity of thought and background shape the culture and the workforce of the university to be more reflective of the diverse world that EOU students encounter. The EOU 2017 Diversity Strategic Plan captures these goals very well. In adhering to its mission and core themes to guide student inquiry with quality, access, inclusivity and attention to excellence, and engagement in diverse communities, EOU complies with affirmative action and non-discrimination practices as set forth in Executive Order 11246, Office for Civil Rights, Department of Health, Education, and Welfare. (2.A.18)

ER 6. Institutional Integrity

The institution establishes and adheres to ethical standards in all of its operations and relationships.

EOU adheres to the ethical standards of the Oregon Government Ethics Commission in all of its operations and relationships. EOU is subject to the Oregon Government Ethics Law: A Guide for Public Officials, which gives clear guidance on the use of public office, gifts, ethical standards, nepotism, and conflict of interest. The guide answers pertinent questions, and institutions and agencies may request an advisory opinion for more difficult situations. (2.A.22-23)

EOU has been a model organization, meeting ethical standards and complying with legislative inquiries and updates as they become law. This statement is validated by the lack of investigations or sanctions against EOU.

ER 7. Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

EOU's governing board is responsible for the quality and integrity of the institution, and is expected to "manage the affairs of the university by exercising and carrying out all of the powers, rights and duties that are expressly conferred upon the governing board by law, or that are implied by law or are incident to such powers, rights and duties." ORS 352.029(1). See Also 352.087(3).

State statutes and the board's statements address the board's role in approving the university mission. ORS 352.089(1) states that "A university with a governing board shall adopt a mission statement for the university." Our board's Statement Number 2 (Delegation of Authority), section 1.1 states: "The Board shall adopt a mission statement for the university in consultation with the faculty, students and staff members."

ORS 352.087 outlines the general powers and responsibilities of Oregon public university governing boards. Section 3 of Senate Bill 80 (2015) specifies that the rights and obligations of the Oregon public university governing boards are a continuation oversight formerly held by the Oregon State Board of Higher Education.

Article III of the Bylaws of Eastern Oregon University specifies that the membership of the Board of Trustees is established by law, and that Trustees are appointed by the Governor of the State of Oregon. The EOU governing board has fourteen voting members, with the EOU president serving as an additional Ex Officio member. Board Statement No. 6, Ethics and Conflicts of Interest, and Board Resolution 16-02, Responsibilities of Trustees, address the ethical duties of trustees, address the ethical duties of trustees. (2.A.4 through 2.A.8, 2.A.23)

ER 8. Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

ORS 352.096 authorizes the board to appoint a president, to set the terms of the president's employment, prescribe the president's compensation, supervise the president, and to reappoint or remove the president. The president is both "the president of the faculty" and the "executive and governing officer of the university" who may "direct the affairs of the university" "subject to the supervision of the governing board." ORS 352.096. These responsibilities are reflected in and elaborated upon by Article VI, section 2 of the Bylaws of Eastern Oregon University, and by Board Statement No. 2, Delegation of Authority.

The university president is a non-voting, ex officio member of the board of trustees. ORS 352.076(3) and Bylaws of Eastern Oregon University, Article III, section 2. The position of Chair of the Board of Trustees is held by a full member of the board. (2.A.7, 2.A.10)

ER 9. Administration

In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its core themes.

The institution provides a sufficient number of qualified administrators who provide effective leadership and management of the as indicated by EOU's administrative organizational chart: Finance and Administration, Student Affairs, Academic Affairs, University Advancement, University General Counsel, and Athletics.

These division administrators form the president's Cabinet, and provide executive leadership and management of operational units in their division, all of which are led by Deans and Directors. All divisions and units work collaboratively across institutional functions to foster achievement of core themes, objectives, and mission fulfillment. (2.A.11, 2.B.4)

ER 10. Faculty

Consistent with its mission and core themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

EOU employs and regularly evaluates a sufficient number of teaching faculty to achieve its educational objectives, participate in the shared governance of the institution, and ensure the integrity and continuity of its on-campus and off-campus programs. To meet the educational objectives of on- and off-campus programming, EOU employs 107 full-time faculty and 63 part-time faculty (AY18), all of whom have primary responsibilities serving EOU's educational objectives. Tenured and Tenure-Track faculty have secondary non-instructional responsibilities to serve the institution through shared governance, advising, and participation on ad hoc committees and task groups. Through service to the institution, faculty members establish and oversee academic policies that assure the integrity and continuity of academic programs, wherever offered and however delivered, through several standing committees of the EOU shared governance structure. (2.A.1)

All EOU faculty are evaluated regularly, systematically, substantively, and in a collegial manner at least once within every five-year period of service. The Personnel Process and Procedure Handbook details the evaluation criteria, processes, and timelines for full time, part time, and adjunct faculty (2.B.6). Evaluation criteria utilize multiple indices of effectiveness, including student course evaluations, student achievement of stated learning outcomes, peer-evaluation of teaching effectiveness on a systematic basis, as well as commitment to subject discipline, institutional service, and outreach to the community as it relates to a faculty member's role and responsibility.

The duties and responsibilities of full-time bargaining unit faculty members are outlined in Article 6 of the 2016-19 AAP–EOU Collective Bargaining Agreement (CBA). The 2016-19 CBA clarified that fixed term faculty are faculty teaching at least one course on campus, or holding an appointment of 0.5 FTE or greater for online teaching. Instructors who do not fall into this definition are casual employees or online adjuncts, and are hired under an annual (or term by term if necessary) contract that lays out an Agreement for Provision of Instructional Services. These instructors are also provided with a memo of expectation and guidelines for instruction, instructions for entering grades, and a copy of the EOU Compensation Policy for Non-Bargained Faculty. (2.B.6)

ER 11. Educational Program

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

EOU offers 24 baccalaureate degree programs and 3 masters degree programs through the College of Business and Education (COBE), College of STM and Health Sciences and College of Arts Humanities and Social Sciences (AHSS). Additionally, EOU maintains cooperative

programs with Oregon State University's Agricultural Sciences programs and Oregon Health Sciences University's Nursing program. All degree programs include rigor, standards, and expectations appropriate to recognized disciplinary and professional courses of study. All degree programs have curricular coherence and integrity in recognized fields of study, are vetted through EOU's academic curriculum process and are approved by the Board. All baccalaureate degrees lead to the achievement of degree program learning outcomes, as published in the Academic Catalog. Four broad, overarching, and widely publicized University Learning Outcomes (2.C.1) define how the educational experience at EOU develops informed, educated citizens who have the potential for successful careers and rich lives by:

- Gaining breadth of knowledge.
- Strengthening their ability to inquire, create, and communicate.
- Being engaged in the community and exercising personal and social responsibility.
- Integrating, applying, and reflecting on their skills and knowledge.

ER 12. General Education and Related Instruction

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of general education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

EOU requires that students complete a 60-credit General Education Curriculum (GEC) as an institutional requirement for a baccalaureate degree. The GEC is designed to help students attain competencies in broad knowledge categories and defined intellectual learning outcome areas. Broad knowledge categories include: Science Mathematical and Computer Information Science (SMI), Aesthetics and Humanities (AEH), Artistic Process and Creation (APC), and Social Sciences (SSC). Gateway courses provide students with beginning theory and academic content, as well as the opportunity to enhance their academic skills. In addition to broad knowledge, each General Education course must identify at least one of the following intellectual and practical skills as a learning outcome: inquiry, communication, critical thinking, and further learning and civic engagement. EOU applies the GEC requirement to all undergraduate students and accepts the Associate of Arts Oregon Transfer degree (90 credits) as complete fulfillment of the institution's GEC graduation requirement, and the Oregon Transfer Module (45 credits) as partial fulfillment of the institution's GEC graduation requirement.

Associate degree programs in Education and Business are fully encapsulated by their host bachelor degree programs. The university offers no stand-alone applied, specialized, or technical certificates. Bachelor degree program requirements are published in the Academic Catalog and include clear communication about program quantitative literacy and university writing requirements, program learning outcomes, and 4-year curriculum plans that reference general education

requirements and guide student planning in the selection of coursework that supports both general education and degree program learning outcomes. Master degree programs publish planned courses of study in the academic catalog, marketing materials and websites, and graduate admissions processes. (2.C.2-2.C.4, 2.C.12)

ER 13. Library and Information Resources

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

The Pierce Library mission is to support the EOU mission by providing access to quality and current research materials and services for students and faculty of EOU, and persons in eastern Oregon, in a thorough and timely manner. Consistent with EOU's core themes, Pierce library collections and services reflect the complete array of EOU liberal arts programs and professional programs, leverage technology to serve students regardless of location, and sustain partnerships which address regional needs. As a founding member of the Sage Library System of Eastern Oregon and a continuing member of the Orbis Cascade Alliance, Pierce Library maintains collections at an appropriate level of currency, depth, and breadth to serve as the students and faculty of EOU, as well as serving as an information hub for eastern Oregon. Pierce Library realizes significant efficiencies and economies of scale from sharing a library catalog and working closely with members of the Orbis Cascade Alliance. With seven librarians and five support staff, Pierce Library enhances its collections by offering tailored instructional services online and in person, information literacy sessions at point of need as well as credit bearing courses, and a variety of support services. (2.E.1 - 2.E.4)

ER 14. Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

EOU recently completed a five-year review of its 2012 ten-year campus master plan, creating the 2017 Master Plan Amendment. The purpose of the 2012 EOU Campus Master Plan is to provide a strategic planning and design framework through which EOU can meet our Core Themes of Quality, Access, and Community Engagement via a contextual, sustainable physical design that celebrates the university's strengths and its important role in higher education for the state of Oregon.

The EOU Building & Site Utilities Assessment Report, 2016 EOU Building Inventory, and 2017 Capital Renewal Report demonstrate that EOU's physical facilities are sufficient in quantity and recent renovations to a number of buildings ensure a healthful working and learning environment. As a result of deliberate and prioritized capital planning, EOU is making headway to reverse the trends of deferred maintenance. (2.G.1, 2.G.3)

To meet EOU's mission and core theme objectives, EOU's Information Technology (IT) unit provides functional oversight of the institution's technological infrastructure, support for

instructional technology, and technology services for faculty, staff, and students. Eastern Oregon University computing equipment meets or exceeds all existing institutional needs concerning technological solutions for students, faculty, and staff. With rapid advancements in technology and customer expectations, EOU's Information Technology Department is critical to keeping IT resources closely aligned with current, emerging, and future needs that ensure mission fulfillment. In 2015, a large investment was made to expand all campus wireless networking to ensure that this mission is continued along with annual updates in equipment and innovation in EOU's classrooms. Because EOU recognizes the accelerated pace of technology upgrades designed to meet infrastructure and student needs more efficiently and effectively, investments and deployments of long term strategic solutions are ongoing. In addition to technology upgrades, significant training investments are being made to improve operational and instructional efficiencies campus wide. (2.G.5)

ER 15. Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

EOU's academic freedom policy was established as Oregon Administrative Rule 580-022-0005 in 1978, and amended in 1993 and 1996. On July 1, 2015, OAR 580-022-0005 ceased to be an Oregon Administrative Rule and became a policy of Eastern Oregon University, by action of Section 3(8) of Senate Bill 80 (2015). The text of EOU's Academic Freedom policy is identical to the text of the Academic Freedom policies and statements of Oregon's six other public universities. The academic freedom policy reads as follows:

1. All teachers in department institutions are entitled to freedom in the classroom in discussing subjects, but they should be careful not to introduce into their teaching controversial matter that has no relation to the subject.
2. As a matter of policy the Board neither attempts to control, sway nor limit the personal opinion or expression of that opinion of any person on the faculty or otherwise on the department's payroll. In the exercise of this freedom of expression, faculty members should manifest appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they do not speak on behalf of the department or institution.

In adhering to this policy, EOU upholds the requirement of maintaining an atmosphere conducive to academic freedom by fostering and protecting intellectual freedom and independence practiced by all members of the university community. Faculty and students are free to examine and test all knowledge appropriate to disciplinary areas of study. Such university policies as Policy 6.15.15, the Public Demonstrations Policy, Policy 1.05.05, the Classroom Decorum Policy, and Policy 1.05.10, the Academic Honesty Code Policy set reasonable outer limits on student liberty, but leave an expansive arena for free exercise of student academic freedom. (2.A.27-28)

ER 16. Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

The EOU Board of Trustees sets EOU's admission and placement policies that require the evaluation of prerequisite knowledge, skills, and abilities in Math and Writing to assure reasonable probability of student success at appropriate levels of institutional expectation. Admission requirements are published on the website, categorized according to the specific type of student seeking admission. These tailored admissions requirements have been established for incoming freshmen, transfer students, international students, and graduate & post-baccalaureate degree seekers.

EOU "expects students to maintain satisfactory academic progress toward degree completion" as outlined in the Academic Standing Policy in the Academic Catalog (p. 20-22). The Academic Standing Policy is widely published and administered in a fair and timely manner. Good standing is clearly defined as maintaining a grade point average of 2.0 or higher and is contingent upon continuous enrollment (a student may stop out for one year and be considered continuously enrolled). The Academic Standing Policy also defines Academic Probation and Academic Suspension, and details the criteria and procedures governing each, including during Summer Session. (2.A.16)

ER 17. Public Information

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct ; rights and responsibilities of student; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The institution publishes a printed and online academic catalog annually. The printed catalog is distributed to faculty and advisors, and the online catalog is linked from multiple locations, including the main student resources page. The mission of the university is published on the first page of the catalog, and is also featured prominently along with Core Themes on the strategic planning and accreditation websites, and the website for the Office of the President.

Admission requirements are presented to students in the application process and on the freshman admissions, international admissions, and transfer admissions websites. Graduate admissions requirements for the Master of Science in Education, the Master of Arts in Teaching, and the Master of Business Administration are available on the graduate admission website.   The institution's standard grading policy is available in the academic policies and procedures section (p. 19 - 34) of the academic catalog, which describes degree program and associated minors as well as certificate programs. Each degree program provides clearly delineated learning outcome expectations, institutional requirements, degree requirements, and sample curriculum plans involving course sequencing and scaffolding for advising purposes. Links to degree programs are also provided on the Academics website. Names, titles and corresponding information on administrators and full-time faculty are published at the end of the Academic Catalog (p. 229-241).

The main EOU website prominently displays a Current Students header, giving public access to current and accurate information for students including the student code of conduct found in

the online Student Handbook, which articulates student rights and responsibilities. EOU's mission places the university in the position of working with a great many first-generation college students who are sensitive to the costs of higher education. For this reason, Financial Aid information is a primary link on the main website homepage. Tuition, fees, program costs and opportunities, and the requirements for financial aid are made available to prospective students and their families through the Financial Aid website. Fees related to supplies or travel associated with specific program costs are connected to specific courses, are noted in the registration process, and are identified in the syllabi and/or course description. Refund policies and procedures are documented within the academic policies and procedures section of the academic catalog (p. 30) and are accessible online through Student Accounts and the Registrar's websites. An academic calendar is published on page 5 of the academic catalog and several academic calendars with varying degrees of detail can be seen on the website, with links from multiple locations. (2.D.5)

ER 18. Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

A review of EOU's audited Financial Reports for the past five years 2013-2017 shows some stabilization in state funding allocations, combined with appropriate tuition and fee increases, ensuring sufficiency of cash flow and reserves. Some changes in the financial position are directly related to the disbanding of OUS and the new funding model.

During the sustainability planning period, EOU's E&G fund balance dropped to ($177,000) in 2014. However, since that time, EOU has demonstrated sufficient cash flow and reserves to meet fluctuations in operating revenue, expenses, and debt service to support its programs and services, maintaining a cash-positive fund balance, within the EOU Board of Trustee's specified policy level of between 5% and 15%. EOU also uses financial ratios as a tool to evaluate financial performance and long term viability, as evidenced in Core Theme 3.

EOU's financial planning reflects available funding and includes consideration of the adequacy of state funding in the context of realistic tuition and fee increases. Since the dissolution of OUS in 2015-16, EOU has now completed its second year of independent audited financial statements. Each financial decision made at EOU is done after careful analysis to ensure it aligns with the strategic plan and the mission of EOU. EOU's Financial Reports are available as evidence of the institution's long-term financial stability.

ER 19. Financial Accountability

For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and governing board.

All EOU accounting records and reports conform with generally accepted accounting principles. EOU follows EOU accounting policies and undergoes an annual independent audit of its financial statements. The audit includes financial statements, internal controls, and policy/regulation compliance. The audited financial statements, as well as management letters from the auditor are then published as part of the audit process. As referenced in 2.A.30, Financial Statements FY 2002 - FY 2017 are available as evidence of longstanding external financial audit processes, including annual financial reports and management letters (combined within the Financial Reports).

ER 20. Disclosure
The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

EOU accurately discloses all information necessary for Commission evaluators to carry out evaluation responsibilities and accreditation functions. (2.A.25)

ER 21. Relationship with the Accreditation Commission
The institution accepts the standards and related policies of the Commission and agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

EOU accepts and agrees to comply with standards and policies as currently stated or as modified in accordance with Commission policy. The institution agrees that the Commission may make known the nature of any action regarding the institution's accreditation status with NWCCU to any agency or members of the public requesting such information. (2.A.3)

Standard 2.A Governance

2.A Evidence

2.A.1 *The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.*

Eastern Oregon University (EOU) is a public university established by the State of Oregon (ORS 352.002(7)). It is a "comprehensive university" authorized to "offer a full range of baccalaureate programs and graduate programs through the master's degree" (ORS 352.011). As a public university, EOU is "a governmental entity performing governmental functions and exercising governmental powers" (ORS 352.033) and "an independent public body with statewide purposes and missions and without territorial boundaries" (ORS 352.039). EOU is neither a state agency nor a local government (ORS 352.033).

Eastern Oregon University's governing board is the Board of Trustees of Eastern Oregon University (ORS 352.054(1)(d) and (2)(d)). EOU's governing board "manages the affairs of the university by exercising and carrying out all of the powers, rights and duties that are expressly conferred upon the governing board by law, or that are implied by law or are incident to such powers, rights and duties." ORS 352.029(1). Specific powers of the board of trustees include (but are not limited to):

- Hiring the university president, determining what authority to delegate to the president, and reviewing the president's performance (ORS 352.096).
- Determining the mission, vision, core themes, and strategic plan of the university (e.g., ORS 352.089)(1)).
- Establishing the structure and organization of the university (ORS 352.087(1)(q));
- Establishing university policies and procedures (ORS 352.087(l)(m).
- Managing university assets, including entering into agreements affecting university investments, real property, infrastructure, capital construction, and personnel (ORS 352.087).
- Determining the university budget (ORS 352.087(2)), (ORS 352.102).
- Setting tuition and fees (ORS 352.102).
- Determining whether to grant university-level approval to proposed changes to the university's academic programs (ORS 352.089(2)).
- Determining what funding amounts to request from the legislature (ORS 352.089(3) and (4)).
- Issuing bonds (ORS 352.089(5)).
- Determining whether to approve results of collective bargaining (see ORS 352.124).
- Litigating on behalf of the university (ORS 352.087(1)(n)).

Further details of the Board's governance are defined in the Bylaws of Eastern Oregon University (adopted by the Board of Trustees of Eastern Oregon University on June 4, 2015), and the various statements and resolutions of the Board of Trustees of Eastern Oregon University. The Board of Trustees provides updates and information on meetings, policies, bylaws and resolutions to the public through its website.

The Board has delegated executive administration of the university to the university president, principally through Board Statement No. 2, Delegation of Authority. Subject to the authority of the Board, the president is "the executive and governing officer of the university," "the president of the faculty," and "directs the affairs of the university" (ORS 352.096(2)).

The president exercises executive and administrative authority through direct supervision of his executive staff (who collectively comprise the Cabinet) and indirectly through the various administrative professional staff who report to the cabinet members. The Cabinet consists of the Provost and Senior Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President of Finance and Administration, the Vice President for University Advancement, the Athletic Director, the University General Counsel and Board Secretary, the Organizational Transformation and Capital Projects Manager, and the Executive Assistant to the President. The president meets with the Cabinet weekly to discuss issues of broad impact across the university.

EOU's participatory shared governance structure is described by the University Constitution, which was adopted in 2007 and has had only relatively minor amendments since then.

- Article I of the Constitution acknowledges the role of the president as the university's chief executive officer, with general administrative authority over all university affairs, and further identifies the president as the communication link between the Board of Trustees and the campus community, Faculty Senate, and the University Council.
- Article II describes the role of the deans of the colleges and describes communication structures within colleges among faculty and the dean.
- Article III describes the search committee to be used when selecting a new dean, and requires that the search committee include faculty from multiple colleges, a member of the administrative professional staff, and a student.
- Article IV describes the role and membership of the two shared governance bodies, the Faculty Senate and the University Council. Membership of the Faculty Senate consists of 15 faculty (apportioned between the various colleges and the library), one administrative professional, one student, and one non-voting member of the University Council. Membership of the University Council consists of four students, four administrative professionals, four classified staff, one "member of the administration," four faculty (one from each college) and one non-voting representative of the Faculty Senate.
- Article V describes the role and membership of ten standing committees organized around specific topics. These committees develop policy and perform other tasks associated with their subject areas. Three of these committees (the Faculty Personnel Committee, the Educational Policy and Curriculum Committee, and the Academic Standards Committee) report to the Faculty Senate. Five standing committees (the Diversity Committee, the Budget and Planning Committee, the Student Affairs Committee, the Athletics Committee, and the Financial Aid Committee) report to the University Council. Two others (the Administrative Professionals Executive Committee and the Grievance Committee) interact directly with the Provost and/or the President. For eight of these committees the committee membership is apportioned between faculty, administrative professionals, classified staff, and students in varying proportions according to the subject of the committee. The Faculty Personnel Committee consists only of tenured faculty; the Administrative Professionals Executive Committee consists only of administrative professionals. Figure 2.A.1 shows in a schematic way the relationship between the standing committees, the shared governance bodies and the university administration.
- Article IX describes the procedure for making substantive amendments to the Constitution. Substantive changes to the EOU Constitution may be initiated in either the University Council or the Faculty Senate, but must be approved by a majority vote of both bodies and by a plurality of university employees.
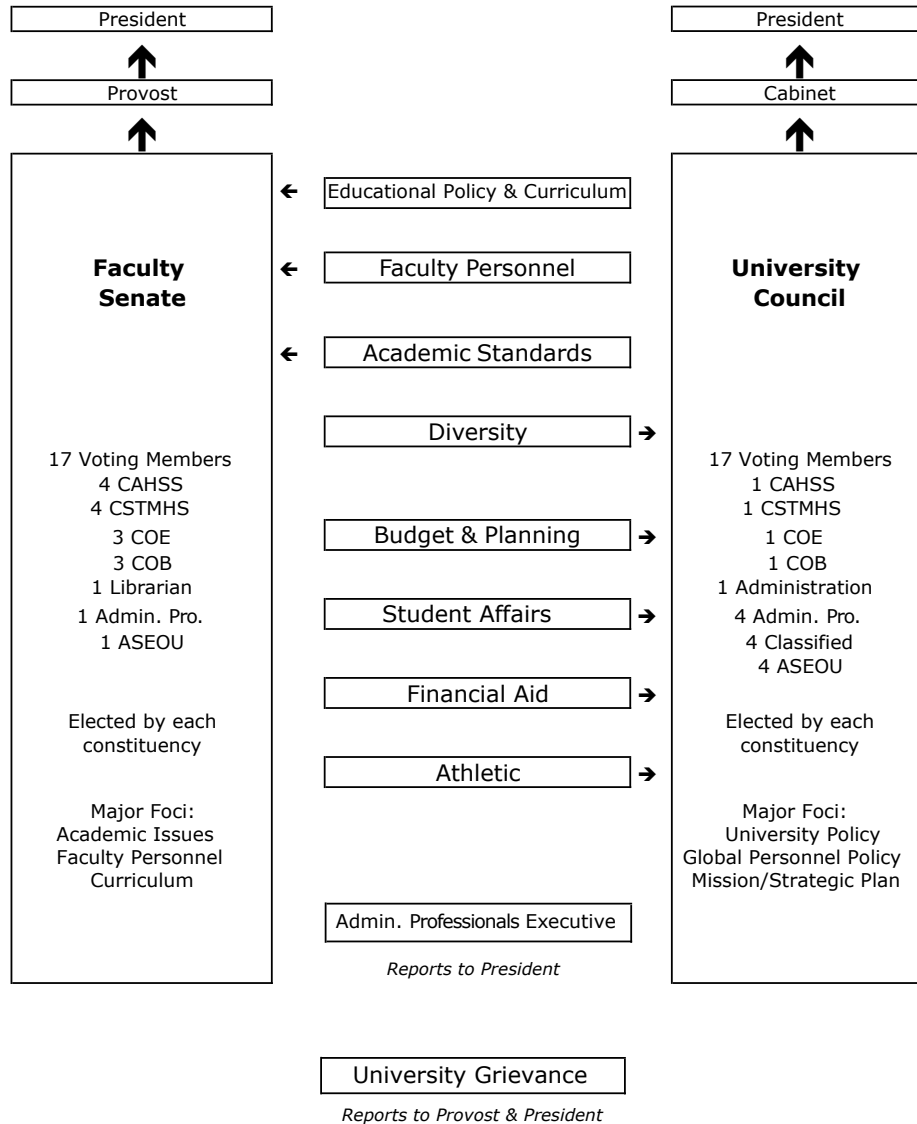
Shared Governance Model

President		President	
↑		↑	
Provost		Cabinet	
↑		↑	

Faculty Senate

← Educational Policy & Curriculum

← Faculty Personnel

← Academic Standards

Diversity →

Budget & Planning →

Student Affairs →

Financial Aid →

Athletic →

Admin. Professionals Executive

Reports to President

17 Voting Members
4 CAHSS
4 CSTMHS
3 COE
3 COB
1 Librarian
1 Admin. Pro.
1 ASEOU

Elected by each
constituency

Major Foci:
Academic Issues
Faculty Personnel
Curriculum

University Council

17 Voting Members
1 CAHSS
1 CSTMHS
1 COE
1 COB
1 Administration
4 Admin. Pro.
4 Classified
4 ASEOU

Elected by each
constituency

Major Foci:
University Policy
Global Personnel Policy
Mission/Strategic Plan

University Grievance

Reports to Provost & President

*Action items are shared as an information item to the other body.

Figure 2.A.1.1: EOU Shared Governance Chart

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Since July 1, 2015, EOU has no longer been part of a multi-unit governance system.

From 1929 until July 1, 2015, the Oregon State Board of Higher Education governed the "Oregon University System," which in recent years consisted of the following seven public

universities: Eastern Oregon University, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, and Western Oregon University.

Senate Bill 270 (2013) ("SB 270") authorized the governor to appoint independent governing boards for three of those universities: Oregon State University, Portland State University, and the University of Oregon. These governing boards assumed authority for these institutions on July 1, 2014, at which point each of these institutions became independent of the Oregon State Board of Higher Education.

In 2014 the governor (pursuant to SB 270 and a subsequent Oregon law, House Bill 4018 (2014) ("HB 4018")) appointed independent governing boards for each of the four remaining Oregon public universities, including Eastern Oregon University. Those governing boards assumed authority for their institutions on July 1, 2015, at which time the Oregon University System and the Oregon State Board of Higher Education were abolished, under the authority of another law, Senate Bill 80 (2015) ("SB 80").

SB 80, which abolished the Oregon State Board of Higher Education and the Oregon University System, transferred the powers of those institutions to the new university governing boards. Thus, under section 3(2) of SB 80, "All of the duties, functions, powers and lawfully incurred rights and obligations of the State Board of Higher Education that pertain to a university with a governing board are transferred to and vested in the governing board." Likewise, "For the purpose of succession to these rights and obligations, the governing board is considered to be a continuation of the State Board of Higher Education and not a new authority, and the governing board must exercise such rights and fulfill such obligations as if they had not been assigned or transferred, except as otherwise provided by law." Employees of the State Board became employees of each university, with no change to their seniority, contractual rights, or any applicable collective bargaining agreements. SB 80, section 3(1). Moneys and other assets of the state board were appropriated and transferred to each university. SB 80, section 3(3). Policies and regulations of the state board became policies of the individual universities, which the university boards had the power to amend or repeal. (SB 80, section 3(8))

2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

It is the role of the Accreditation Liaison Officer (ALO) of the institution to monitor the institution's compliance with Standards for Accreditation. This includes, but is not limited to, adhering to an annual process of strategic planning and core theme evaluation, implementing mechanisms for tracking institutional effectiveness through the assessment of performance indicators and, together with the Provost and Office of Institutional Research and Planning, following the guidance of the Commission in accreditation policy matters.

The President, General Counsel, and Vice President for Finance and Administration ensure that board and institutional policies are being observed through evidence-based budget allocation hearings tied to mission and core themes. The Vice President for University Advancement oversees timely and accurate updates to institutional information to maintain institutional integrity in the way the institution represents itself through publications and on websites.

Through the functioning of the president's executive staff and the Executive Cabinet, as well as the shared governance processes and bodies that underlie those areas, strategic and budgetary processes are continuously monitored for compliance with Commission standards as they interact with collective bargaining, legislative actions, and external mandates. The General Counsel, HR Director and the ALO are aware of faculty and staff negotiations and positions relative to collective bargaining agreements for faculty and staff, and the HR Director oversees complaint, grievance, and sanction processes, resolving them in a timely way in keeping with accreditation standards. The Office of Financial Aid under the leadership of the Director of Financial Aid ensures the institution is in compliance with U.S. Department of Education requirements on Federal Student Aid and Gainful Employment. The President, the Provost, and the Vice President for University Advancement monitor legislative actions and external mandates very carefully in order to ensure the institution has appropriate processes and policies in place to operationalize actions that impact the university.

A valuable additional venue that keeps campus leaders abreast of developments in their areas and cognizant of relevant external mandates is formal coordination with their peers. The Oregon Council of University Presidents (OCOP) and Legislative Advisory Council (LAC) are formal bodies with founding documents, which bring together representatives from each of the Oregon public universities. Other less formal bodies include the Provosts' Council, the Vice Presidents for Finance and Administration, General Counsel group, and Board Secretaries group.

Governing Board

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board-as they relate to the institution-are clearly defined, widely communicated, and broadly understood.

The university is governed by the Board of Trustees of Eastern Oregon University. The Board is made up of 15 trustees who are appointed by the Governor and confirmed by the State Senate. Eleven of the trustees are drawn from the general public. They are volunteers who have no contractual, employment, or financial interest in the institution. In addition, one trustee each is drawn from the students, staff, and faculty of the university. The fifteenth trustee is the university president, who serves ex-officio without the power to vote. The trustees drawn from the general public serve four-year terms. Trustees selected from the students, faculty, and staff serve two-year terms. See ORS 352.076.

The Board has adopted bylaws and governing statements that describe how it does its work, including statements that set ethical standards for trustees. See, e.g., Board Statement No. 6 on Ethics and Conflict of Interest. The Board has also adopted Board Resolution No. 16-02 (on the responsibilities of individual trustees), in which each of the board members commits to adhering to high ethical standards.

The Board has established three committees that advise the Board on specific areas of the Board's work: the Academic and Student Affairs Committee, the Finance and Administration Committee, and the Governance Committee. These committees do not have independent authority other than to advise the Board. See Board Statement No. 3, Committees.

The board meets four times a year, in addition to conducting an annual retreat. See ORS 352.076(7) and Board Statement No. 1, Conduct of Public Meetings.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

"Notwithstanding the appointment of a Chair, Vice Chair, and other officers, authority is vested in the Board collectively and not in any individual Trustee. Individual Trustees do not speak on behalf of the Board or university unless authorized to do so by the Board or Chair. The Chair may speak on behalf of the Board and university, unless otherwise determined by the Board." Bylaws of Eastern Oregon University, Article III, Section 5(c).

"The Chair and Vice Chair shall not . . . as Chair and Vice Chair, be authorized to bind the University." Bylaws of Eastern Oregon University, Article III, Section 5(a).

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The board conducts day-long meetings four times a year, in addition to conducting an annual retreat. The board's agendas and other public meeting documents amply demonstrate the board's high level of activity in developing institutional policies and exercising other key board responsibilities.

In addition, as described in Board Statement No. 3, Committees, the board has established three committees which, within their respective areas of expertise, advise the board and provide broad monitoring of institutional activities and policy development. These committees meet at least five times per year.

The Academic and Student Affairs Committee is charged with considering matters pertaining to the teaching, research, and public service programs of the university and to its faculty, staff, and students. Matters that may be brought before the Committee include but are not limited to faculty and staff affairs, educational policy, and student welfare.

The Finance and Administration Committee is charged with considering matters pertaining to the financial, capital, and other assets of the university. Matters that may be brought before the Committee include, but are not limited to budget, investments and finances, tuition and fees, real property, personal property, audits and internal controls, compliance, and risk management.

The Governance Committee is concerned with advising the board regarding the effective performance of higher-level governance and external affairs functions of the university. Specifically, the governance committee advises the board on matters pertaining to: 1) the hiring, employment, evaluation, and removal of the university president; 2) maintaining effective trusteeship, including (without limitation), board composition and diversity; succession planning; board member recruitment; making recommendations for appointment, reappointment and removal of board members; orientation of new board members; board training; the development of board

culture, rituals and traditions; researching and recommending board best practices; ethics compliance; board performance; board self-evaluations; the agenda for the board retreat; amendments to the board's bylaws and statements; and adoption of new board statements; 3) litigation, legal services and compliance; and 4) university advocacy and advancement with external audiences.

Specific policy enactments of the Board include the Bylaws of Eastern Oregon University, Board Statements No. 1 through No. 11 (and their various amendments), and Board Resolutions 16-01 through 18-04, all of which can be viewed on the Board's "Bylaws and Statements" webpage.

Board Statement Number 5, Categories of Authoritative Statements, describes the various types of authoritative statements (i.e. "policies") that govern the university, who promulgates each, and their hierarchy of supremacy. At the top are authoritative statements that are promulgated exclusively by the Board of Trustees. These begin with the Bylaws of Eastern Oregon University, followed by Board Statements, Committee Charters, and Board Resolutions (Board Statement No. 5, section 2.1.). These are followed by lesser authoritative statements which the Board has authorized the university president to promulgate, which are ranked as: 1) a "statement on internal governance" (i.e., the Constitution of Eastern Oregon University), 2) University Policies, 3) University Procedures, and 4) Handbooks and Manuals (Board Statement No. 5, section 2.2.).

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The Board's duties include hiring the university president, determining what authority to delegate to the president, and reviewing the president's performance (ORS 352.096). The current university President, Thomas A. Insko, was hired by the State Board of Higher Education on May 12, 2015. This was one of the final actions of the state board, prior to the Board of Trustees assuming responsibility for the university on July 1, 2015. Nevertheless, the Board of Trustees, which had formed and met for the first time on February 12, 2015, was a full participant with the state board in the reviewing of candidates for the position, and advised the state board on the selection of the president. The state board hired the candidate recommended by the Board of Trustees. Thus, the Board of Trustees was actively involved in performing its duties regarding the presidency even before the Board's mandate took effect.

Likewise, on June 4, 2015, prior to assuming authority for the university, the Board of Trustees adopted Board Statement No. 2, Delegation of Authority. This lengthy statement details which powers the Board has delegated to the president and which ones the Board has reserved to itself. The Board adopted an amendment to this statement on November 16, 2017, on the recommendation of the Governance Committee.

In addition, following numerous development meetings in the Governance Committee, the Board adopted Board Statement No. 7, Evaluation of Presidential Performance on April 21, 2016. This statement describes the process by which the board conducts annual evaluations of the president's performance. The board adopted amendments to Statement No. 7 on May 24, 2017 and on May 24, 2018.

Following the adoption of Board Statement No. 7, the board has completed two annual evaluations of President Insko. As of the date of submission of this report, the Board of Trustees is engaged in conducting President Insko's third annual performance evaluation.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Following a year of work in the Governance Committee, the board adopted Board Statement No. 8, Evaluation of Board Performance, on November 10, 2016. The board has amended the statement twice, on November 16, 2017 and on May 24, 2018. As required by section 3.2.1 of Board Statement No. 8, the board has annually adopted a questionnaire to be completed by all board members as part of the board evaluation process. The board conducts its self-evaluation process annually, having now completed this process three times (for academic years 2016, 2017, and 2018).

Leadership and Management

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

EOU has effective executive leadership with appropriate levels of responsibility and accountability in the major divisions of the university. The president exercises his executive and administrative authority through direct supervision of his executive staff (who collectively comprise the Cabinet) and indirectly through the various administrative professional staff who report to the cabinet members. The Executive Cabinet consists of the Provost and Senior Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President of Finance and Administration, the Vice President for University Advancement, the Athletic Director, the university General Counsel and Board Secretary, the Organizational Transformation and Capital Projects Manager, and the Executive Assistant to the President.

The president meets with the Cabinet weekly to discuss issues of broad impact across the university and meets with individual executive staff members on a weekly or biweekly basis, with other meetings scheduled with various combinations of them to discuss particular topics. The president evaluates the performance of his executive staff on an annual basis.

The executive leadership is charged with planning, organizing, and managing the institution. In 2016, university leadership began introducing Key Performance Indicators (KPIs) to employees. The Manager of Organizational Transformation met with director-level and dean-level personnel, and the Director of Institutional Research met with academic program leaders. The intention of these meetings was to introduce KPIs and the use of KPIs in planning, organizing, and managing the institution, as well as using KPI's to assess achievements and effectiveness. As an example directors were asked to prepare for the meeting by describing the purpose of their group, in seven words of less. They were also asked to list the five most important things their group does, each in seven words or less. After an introduction to KPIs there were work sessions that involved listing metrics that would allow one to measure progress as it relates to the five

most important things. This activity resulted in an extensive list of well over 600 metrics just for staff, not including academic-program related metrics. The list was presented to the Cabinet more than once and a decision was made to prioritize, populate, and personalize the metrics. The intention is to have the KPI's be a routine topic of discussion including during annual reviews. More detail on this annual planning process can be seen in Standard 3A.

Administrators are qualified in terms of appropriate academic background and experience, and their credentials are published at the end of the Academic Catalog. Most have been hired as a result of national searches, have moved up through the ranks of the university, or have applied and competed for their current positions. Detailed organization charts delineate division organizational structures and areas of responsibility, and the top level organization chart is shown in Chart 2.A.9.1 below. College Deans provide executive leadership and management of operational units in the Colleges of Business and Education; Arts, Humanities, and Social Sciences; and Science, Technology, Mathematics and Health Sciences.
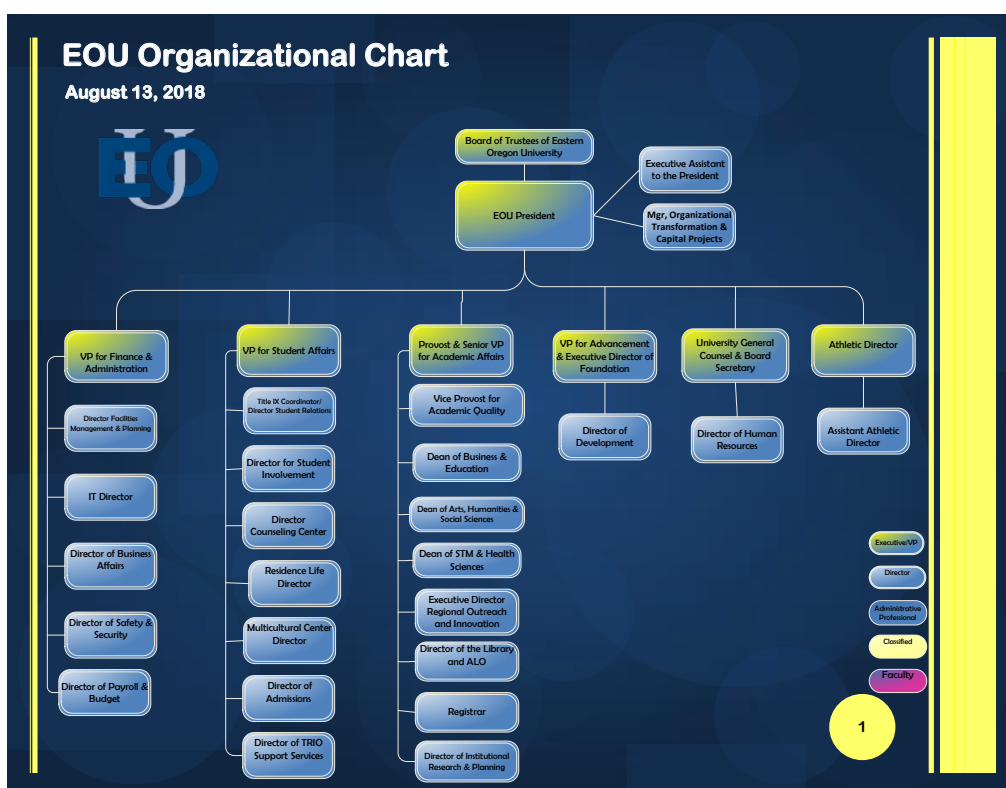

Chart 2.A.9.1: EOU Organizational Chart

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

In 2014 and 2015, the State Board of Higher Education engaged in a national search for a president for EOU. The search used the services of a nationally recognized consulting firm, and resulted in four highly qualified candidates interviewing on campus in the spring of 2015. The

Board of Trustees of Eastern Oregon University, which had formed and met for the first time on February 12, 2015, was a full participant with the State Board of Higher Education in the reviewing of candidates for the position, and advised the state board on the selection of the president. The state board hired the candidate recommended by the Board of Trustees, Thomas A. Insko, on May 12, 2015. This was one of the final actions of the state board, prior to the Board of Trustees assuming responsibility for the university on July 1, 2015. Thus, the Board of Trustees was actively involved in performing its duties regarding the presidency even before the Board's mandate took effect.

President Insko's original contract was for the period of July 1, 2015 through June 30, 2017. Anticipating the expiration of the President Insko's original contract, the Board of Trustees adopted Board Resolution No. 17-01 (May 24, 2017), which approved a new five-year contract for the president. Section 3 of both of the university's contracts with President Insko has required that: "[The] president agrees to faithfully, industriously, and with maximum application of experience, ability and talent, devote his full business-time, attention, and energies to the duties as president of the university."

The university president is a non-voting, ex officio member of the Board of Trustees. ORS 352.076(3) and Bylaws of Eastern Oregon University, Article III, section 2. The position of Chair of the Board of Trustees is held by a full member of the board, Trustee David Nelson.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

The institution provides a sufficient number of qualified administrators, headed by the EOU president, who provide effective leadership and management of the institution's major divisions of the university: Academic Affairs, Finance and Administration, Student Affairs, University Advancement, Athletics, and General Counsel. See Chart 2.A.9.1.

The Provost and Deans provide leadership and management of operational units in the College of Business and Education, the College of Arts, Humanities, and Social Sciences, and the College of STM and Health Sciences. All divisions and units work collaboratively across institutional functions to foster achievement of core theme goals and mission fulfillment, as outlined on EOU's Strategic Planning webpage.

In addition to ensuring timely institutional decision-making processes, the units and divisions encourage and support open communication and ensure project accomplishment. They also set the tone for cooperative working relationships that provide coordination within and among the university's various organizational units to ensure the mission and core themes of the university are met.

The EOU Board of Trustees and EOU Foundation consist of experienced professionals and leading members of the community working to enhance the development of the institution. These

groups are very important in advancing Eastern Oregon University's core themes to the community and to the alumni of the institution. These boards are instrumental in obtaining external support in fostering the institution's mission and core themes and advocating for Eastern Oregon University's strategic initiatives.

Policies and Procedures

On July 1, 2015, the Oregon State Board of Higher Education (SBHE) and the Office of the Chancellor of Higher Education ceased operation, their functions having been replaced by the recently-appointed boards of trustees of each of Oregon's seven public universities. At the time of the closure of the SBHE and the Chancellor's Office, those entities had been administering approximately 275 of their own policies, Internal Management Directives, and Oregon Administrative Rules (OARs), many of which had governed the operations of public universities such as Eastern Oregon University. By law, those "Legacy Policies" became policies of each of the universities, which could be amended or repealed by each university on its own (see section 3(8) of Senate Bill 80 (2015)).

At the same time, Eastern Oregon University ceased to be an agency of the State of Oregon, becoming instead a different form of public body, defined as a "special government body" of the state (see ORS 352.002(7), 174.117(1)(i), and 174.109). This change in status meant that the university could no longer promulgate OARs as it had in the past. Accordingly, the OARs that Eastern Oregon University had published in Chapter 579 of the Oregon Administrative Rules were repealed and re-adopted as university policies. In addition, at the time of the closure of the SBHE Eastern Oregon University had numerous policies of its own that it had adopted internally and had published on EOU's University Policies webpage.

Throughout the 2017-18 Academic Year, Eastern Oregon University engaged in a process of creating a single catalog of university policies from these five distinct sets of source materials. Those source materials are listed the Legacy Policy page. The process of melding them together was called the Policy Transition Project. The result of that project is the Policies of Eastern Oregon University.

The Policies of Eastern Oregon University is a catalog of all of the university's current policies. Regardless of whether the policies originated with the former State Board of Higher Education, Chancellor's Office, or EOU itself (and regardless of whether they were originally Oregon Administrative Rules, Internal Management Directives, or something else), these policies now use consistent, current terminology, appear in a uniform format, and are organized by subject.

The policies are organized into separate volumes organized by subject, as follows:

- Volume 1, Academic Policies.
- Volume 2, Student Policies.
- Volume 3, Financial Policies.
- Volume 4, Infrastructure Policies.
- Volume 5, Employment Policies.
- Volume 6, General Policies.

The Policies of Eastern Oregon University only contains university policies. Other authoritative statements of the university (as defined in Board Statement No. 5, Categories of Authoritative Statements), appear in other places. These include the Statements and Resolutions of the Board of Trustees of Eastern Oregon University, and various university procedures, handbooks and manuals.

In the text that follows, the term "policies" is used with less precision than it is used in Board Statement No. 5 or in the Policies of Eastern Oregon University. As often as not, the term encompasses authoritative statements that Board Statement No. 5 would define as university procedures or handbooks and manuals. This reflects the university's understanding that NWCCU uses the term "policies" in a less specific and more general sense than is used in Board Statement No. 5.

Consequently, the text that follows often refers to web pages and documents that contain documents which do not appear in the Policies of Eastern Oregon University. In many cases these answers can be supplemented by reference to the appropriate volume of the Policies of Eastern Oregon University.

Academics

2.A.12 Academic policies-including those related to teaching, service, scholarship, research, and artistic creation-are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

University academic policies have for many years been published in the university's annual academic catalog. In the 2017-18 Academic Catalog, they appear on pages 19-35. New faculty orientation, conducted each fall, includes an overview of college operations, administrative processes, and academic policies. Academic policies are also regularly reviewed by the Academic Standards Committee, University Council, and Faculty Senate. These committees ensure that faculty members are involved in the formation of academic policy.

University procedures related to review of tenure-track and non-tenure-track faculty are published in the Faculty Personnel Process and Procedure Handbook, which is available on a webpage containing resources for academic personnel. Academic policies related to curricular matters are regularly taken into account by the Educational Policy and Curriculum Committee (EPCC) as they review and approve curriculum changes. To help ensure continued awareness of and compliance with academic policies, the Registrar serves as an ongoing member of the EPCC.

2.A.13 Policies regarding access to and use of library and information resources-regardless of format, location, and delivery method-are documented, published, and enforced.

Pierce Library policies are published on the library homepage, which is easily accessed via quick links from the EOU main homepage headers for "Students" and "Faculty/Staff" and is also one of the list of useful links appearing at the footer of every EOU webpage. Library policies align with broader university policies on behavior and access. The policies are regularly reviewed and updated by the library director and appropriate library staff. The library policies

cover access to library resources and services, collection development, expectations for behavior, intellectual freedom, and patron privacy. Policies are developed in accordance with American Library Association guidelines.

As policies are revised and/or developed, EOU staff and students are notified of any changes or additions through the EOU infoline and student listserv. Library and security staff work together to ensure a shared understanding and consistent and appropriate enforcement of library policies. Information on library policies, including more detailed protocols, is incorporated into library student worker training sessions. To aid with awareness and enforcement, the Pierce Library Internet Use Policy is posted at the Library Information Commons. Students are additionally informed of library policies and services through the Student Handbook and course Canvas shells.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer of credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

EOU's transfer of credit policies are published in the academic policies and procedures section of the academic catalog (p. 19-34) and can also be found on the Transfer Articulation Information page on the Registrar's Office. There is also available a Transfer Equivalency page which lists the classes by institution. Policies include General Education Transfer Policy, policies on Inter-institutional credit, Transfer Equivalency, Oregon Transfer Module credits, CLEP Equivalency, Advanced Placement Credit for Oregon Community Colleges and Universities, Reverse Transfer Degree information, Military Evaluation for Credit, and credit for prior learning (APEL). EOU has a long-standing faculty portfolio review process in place, ensuring that credit is awarded only for high quality course-level competencies through direct program-level faculty engagement and control of the curricular criteria and award processes. EOU also has a long-standing relationship in place with ACE for the Military Evaluation for Credit.

Given EOU's large transfer enrollments, clarification and communication of transfer categories and policies is particularly crucial to EOU's mission. On- and off-campus advisors pay great attention to operationalizing these policies with transfer students in concert with the Registrar's Office. Admissions maintains a transfer student web page dedicated to transfer student pathways, and also a pathways page that highlights seamless degree pathways from community colleges. Some partnerships, most recently the EOU/BMCC partnership, allow for concurrent enrollment.

Students

2.A.15 Policies and procedures regarding students' rights and responsibilities -including academic honesty, appeals, grievances, and accommodations for persons with disabilities-are clearly stated, readily available, and administered in a fair and consistent manner.

Policies and procedures regarding students' rights and responsibilities are set forth in the Student Handbook which is linked from multiple locations, including the Student Info & Links button on the Student Affairs website. These policies and procedures include, but are not limited to, the Student Code of Conduct and Grievance Procedures as well as the students' Room

and Dining Contract. The Student Code of Conduct and the Room and Dining Contract expect the highest standards of the individual, interpersonal and academic, that encourage students to refrain from and that discourage behaviors which threaten the freedom and respect of every individual. These policies also have provisions that uphold students' rights and responsibilities and due process through student conduct hearings and grievance procedures. The Grievance Procedures set forth guidelines for the remedy of grievances through an informal means as well as a formal means, ensuring student due process rights.

EOU's Disability Services Program provides students with disabilities equal access to successfully meeting their academic needs and higher education goals. Guidelines established by the Americans with Disabilities Act (ADA) are followed to offer equal access to students with physical, psychological, visual, hearing, learning problems, and/or medical issues.

Policies regarding students' rights and responsibilities are administered fairly and consistently by following the guidelines and procedures established by policy.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs-including its appeals process and readmission policy-are clearly defined, widely published, and administered in a fair and timely manner.

EOU adheres to institution-specific admission and placement policies that require the evaluation of prerequisite knowledge, skills, and abilities in Math and Writing to assure reasonable probability of student success at appropriate levels of institutional expectation. EOU "expects students to maintain satisfactory academic progress toward degree completion" as outlined in the Academic Standing Policy in the Academic Catalog (p. 20-22). The Academic Standing Policy is widely published and administered in a fair and timely manner. Good standing is clearly defined as maintaining a grade point average of 2.0 or higher and is contingent upon continuous enrollment (a student may stop out for one year and be considered continuously enrolled). The Academic Standing Policy also defines Academic Probation and Academic Suspension, as well as procedures and critical dates for each, including during Summer Session.

A returning student is one who has been admitted and has attended classes at EOU, has been absent for more than three academic terms, and has not received a degree. Such students may apply for readmission by following the Re-Admit checklist and using the Returning Student Application form.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

Policies that clearly state the institution's relationship to co-curricular activities are available through Advisory Boards, through the Center for Student Involvement, and through the Student Council for Multicultural Affairs (SCMA) Constitution.

Student Advisory Boards include Student Government (ASEOU), who shares in the responsibility of shared governance by recommending students who sit on standing committees of the university's governance structure (Figure 2.A.17). Student involvement is working with the current student newspaper advisor and with student staff to put together a media group advisory board for the student newspaper, The Voice. In addition, the Outdoor Adventure Program has an advisory board which meets when circumstances warrant.

The Hoke Advisory Board, which maintains oversight of the Facilities Use Policy, ensures "all campus facilities are available to student organizations, faculty and staff when properly scheduled." In addition, the university, in carrying out its regional responsibilities, will make its facilities available on a rental basis to off-campus groups and organizations, when there are no other adequate facilities available in the La Grande area.
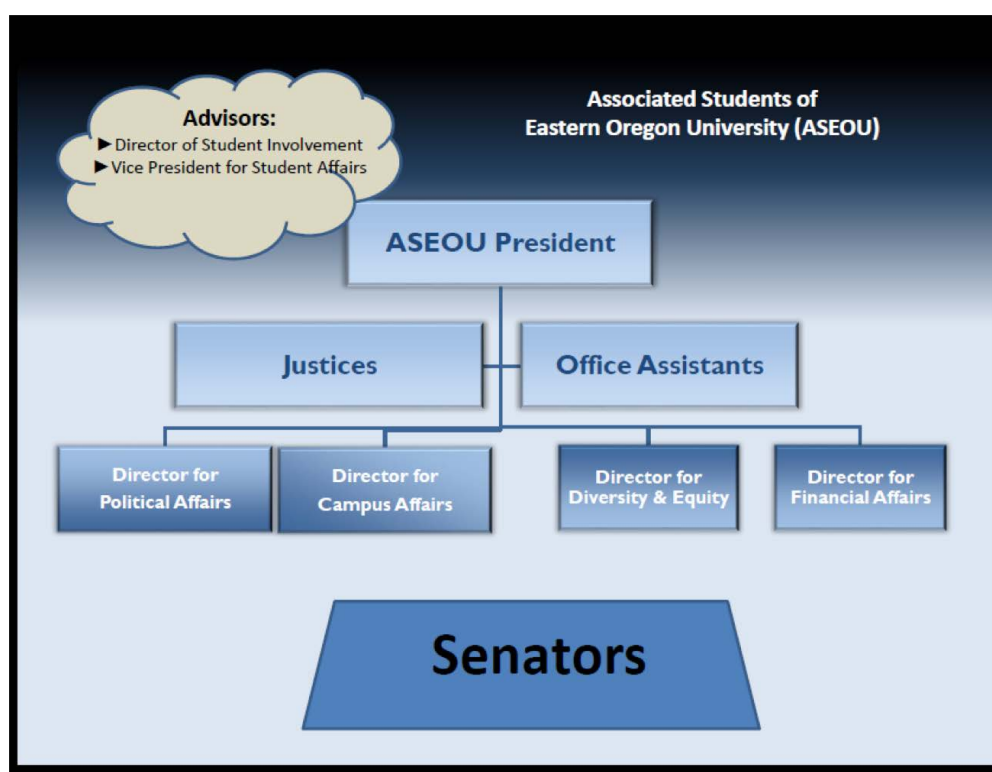

Figure 2.A.17.1: EOU Student Government Model

The Center for Student Involvement develops and manages a comprehensive campus involvement program. The Center is dedicated to providing and promoting social, cultural, intellectual, recreational, entertaining, and co-curricular programs/activities that encourage learning through involvement. Policies and procedures for the Center for Student Involvement are published online, detailed in the Student Club and Organization Handbook, and clearly articulate the roles and responsibilities of students and the institution. The Center for Student Involvement and Accounts Payable work collaboratively to educate students regarding fiscal policies.

The Student Club Manual defines Advisor and Leader Roles, delineates organization policies, provides guidelines and protocols for meetings and events, details policies and procedures for

the financial management of accounts, funds, and deposits, and provides operational information on travel, hiring, risk assessment, and the use of Hoke Union Building office space. An Advisor Handbook details the role and responsibilities of club and organization advisors, including roles and expectations, troubleshooting, and styles and skills. Clubs and organizations within EOU are required to maintain an up-to-date Constitution and Bylaws that identify the nature of the club/organization its goals and objectives, and its governance procedures. The Center for Student Involvement maintains a Directory with current Clubs/Organizations' Constitutions and contact information (each club listed in the Directory contains links to the relevant information).

The Student Council for Multicultural Affairs (SCMA) publishes a Constitution whose mission is to contribute to Multicultural awareness and competence across the EOU campus. SCMA advocates for social justice based on socioeconomic status, ethnicity, sex, culture, religion, age, gender, sexual orientation and disability, which supports the university's Diversity Strategic Plan in the co-curriculum.

Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Human Resources Policies and Procedures are published and housed for access at the EOU Policies webpage. In compliance with the university's revised policy management requirements:

a) Human resources policies and procedures are subject to regularly scheduled reviews by designated qualified personnel who notify the Director of Human Resources when a policy review is upcoming.
b) As specified, the Human Resources Department manages proposed policy revisions, which may include evaluation by certain Shared Governance groups, with the expectation that policy reviews, draft revisions, and final approved changes are completed by the end of the academic year in which the review was initiated.
c) Policies being updated due to changes in law or regulation are updated and reposted in compliance with the requirements of each respective law.

Human Resources policies and procedures are consistently, fairly, and equitably applied to employees and students. Employment and personnel practices include:

- Equal opportunity in employment.
- Prohibition of illegal discrimination in any employment action on the grounds of race, color, religion, national origin, age, sexual orientation, or sex in any area, activity, or operation of the university.
- Affirmative action in employment.

The term "employment action" encompasses actions involving employment including, but not limited to, employment, compensation, transfer, training, or promotion. Decisions involving these actions are based solely on qualifications to the essential functions of positions.

The university, through its Human Resources and Affirmative Action Office (HR/AAO), continually examines its employment policies to ensure its employment practices are properly supported and properly prevent discriminatory actions that are illegally based on the grounds of race, color, religion, national origin, sex, sexual orientation, age, disability or status as a protected veteran. Consistent with statutory requirements and case precedents, affirmative action is an effective tool for the university to affirmatively recruit, employ and promote qualified members of protected classes. Affirmative Action is the practice of improving the educational and job opportunities of members of groups that have not been treated fairly in the past in that, unless positive action is undertaken to overcome the effects of unintended forms of exclusion and discrimination, benign neutrality in employment practices will tend to perpetuate old, established patterns. Personnel with advisory and decision-making authority are informed and guided to remain continually alert to affirmative action and non-discrimination policies of the university when involved in academic and employment matters. The Human Resources Department provides regular advice and resources as a matter of course and upon request.

EOU has appointed a Title Nine Coordinator and two Deputy Title Nine Coordinators; an Affirmative Action Officer, and an individual to deal with Title Seven requests. These employees work collaboratively to review cases related to any of these areas, and assign them for further action based on the initial review findings. The Director of Student Relations oversees the regular review of Student Handbook policies and procedures and ensures that the Student Code of Conduct is consistently, fairly, and equitably applied and that students' rights and responsibilities are upheld.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

The terms and conditions of employment for classified staff, teaching and library faculty, and administrative professional personnel are managed distinctly. Classified staff employment terms and conditions of work are dictated in the OPU/SEIU Collective Bargaining Agreement 2015 - 19. Represented teaching and library faculty employment terms and conditions of work are specified in the AAP–EOU Collective Bargaining Agreement 2016 - 19 with further details concerning tenure and promotion specified in the faculty Personnel Process and Procedure Handbook. The terms and conditions of employment of administrative professionals are contained in the EOU Administrative Professional Employment Handbook.

Additionally, as a result of Year Three Self-Study efforts, tri-annual position description updates have been incorporated into the annual employee review processes for executive, administrative, and classified employee categories. Supervisors and employees, through a structured discussion process, collaborate to ensure the position description and expectations are clear, and employees are given the opportunity to sign off on the evaluation process.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

The Human Resources Office at EOU ensures the security and appropriate confidentiality of personnel records as required by university policies and applicable laws. All active person-

nel records are kept in a secure space and lockable file cabinets to which access is controlled by authorized HR Department personnel. Use of personnel records is directly supervised or documented through sign-out and sign-in procedures. The HR Department maintains digital backups of most files in case of natural disaster damage to files. All records of former employees are kept in a separate double-locked Archive Room. All Personnel Records for academic, classified and unclassified employees are kept for seven or more years in compliance with applicable laws and university policies.

Institutional Integrity

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

EOU adheres to strict standards in its representation to constituencies and to the public, including students, faculty and staff, community stakeholders, system partners, representatives of government, and regulatory agencies and commissions. Announcements about institutional updates and curricular changes are made through the University Advancement office and its EOU Infoline electronic communication system which includes all employees, trustees and partner programs, and reinforced by division heads through division email groups—the student email group, the advising email group and the teaching faculty email group are examples where communications about curricular changes, especially, are reinforced.

All publications bearing the name "Eastern Oregon University," its seal or logo (Figure 2.A.21), and/or communications representing the university that are intended for external audiences must conform to the standards of excellence as established by EOU and must be in compliance with the EOU Publications Policy (approved March 1, 2013), the EOU Styleguide and all other EOU Policies.

The University Advancement and Marketing Department serves as the contact and coordinating office for all communications intended to be used off-campus or for external audiences, including brochures, flyers, posters, advertisements, news and information releases, public service announcements, social media campaigns, slide presentations, films, videos, and displays. The policy includes presentations and related publication material for all institutional publications initiated by faculty, staff, students, or service clubs. By using University Advancement as the central hub for institutional media, the university is able to unify messages around key mission,

Core Theme, and objectives in order to maintain high standards of excellence and accuracy and to increase EOU's external visibility in the region and in the state. *The Voice,* the student newspaper, *Oregon East,* the student creative journal, and other student-developed materials are managed separately. The EOU Publication Policy does not apply to student publications, but rather to institutional publications.

Curricular changes are communicated to the public through the Registrar's online catalog and through teaching faculty, advising, and student email lists. EOU communicates its academic intentions, programs, and services to students and to the public through the main EOU website and the EOU News websites and demonstrates that its academic programs can be completed in a timely fashion through degree programs' 4-year curriculum plans published in the biennial academic catalog.

EOU regularly reviews its publications to assure integrity and accuracy in all representations about its mission, programs, and services, and continually conducts evaluations of its policies, procedures, and publications to ensure appropriate accuracy.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

EOU values the public trust in all of its operations and relationships and adheres to the ethical standards of the Oregon Government Ethics Commission. These include but are not limited to ethical standards in managing and operating the institution, in dealings with the public, the Commission, and all external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies subject to the standards and practices of Oregon Government Ethics Laws and the EOU Board Statement Number 6 on Ethics and Conflict of Interest.

Ethical standards are embedded in policies that govern the ethical conduct and fair treatment of faculty, administrators, staff and students. University Policy 2.10.05, the Student Code of Conduct, affirms that EOU is dedicated to a campus culture that upholds the highest standards of individual, interpersonal and academic excellence. Other student handbooks, like the Student Club and Organization Handbook, the Advisor Handbook, uphold the ethical behaviors of respect, integrity, openness to diversity, and a concern for others and discourage behaviors which threaten the freedom and respect every individual deserves.

University adherence to anti-discrimination laws is reflected throughout university policy directives, including the policies listed in Volume 6, Chapter 5, and in Volume 2, Chapter 10 of the Policies of Eastern Oregon University; the Administrative Professional Employment Handbook, and the collective bargaining agreements of classified staff and faculty. Employee complaints are addressed through the grievance procedures of those documents. Student complaints are addressed through University Policy 2.10.20, the Student Complaint and Grievance Policy, as well as through the policies in Volume 5 of the Policies of Eastern Oregon University, listed above. In addition, the university Grievance Committee "serve[s] as a grievance and appeals committee

for any member of the university community who petitions the university Grievance Commit-tee. Petitioners must have already made a good-faith effort to resolve their grievance at a lower level." Article V, Section 9(C)(1) of the Constitution of Eastern Oregon University.

In its dealings with the public and external organizations, the institution and university Advancement follow the Media Relations Policy. All news releases intended for off-campus or external audiences are channeled through the Office of University Advancement. News releas-es may include but are not limited to announcements, accomplishments, general information, events, feature stories, crisis communication or publicity regarding EOU, its colleges, programs, disciplines, or individual employees. The determination of what is newsworthy and/or represen-tative material rests with University Advancement acting in the best interest of Eastern Oregon University.

In its dealings with the Commission, EOU publishes accurate information about its current accreditation status and discloses accurate information in support of accreditation standards so that evaluators can conduct evaluation responsibilities on behalf of the Commission.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when sup-ported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

EOU adheres to prohibitions of conflict of interest through both the Oregon Ethics Commis-sion and the EOU Board Statement Number 6 on Ethics and Conflict of Interest which addresses concerns relative to a definition of conflict of interest (and potential); guidance on raising and evaluating concerns; and a clear prohibition on expectations of employment and personal gain.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

EOU's policies with respect to ownership, copyright, control, compensation and revenue de-rived from the creation and production of intellectual property were first promulgated as Oregon Administrative Rules by the Oregon University System in 1978 and have been in force (through several rounds of amendments) since then. They became EOU policies on July 1, 2015 by action of Senate Bill 80 (2015). They can be viewed on EOU's Legacy Policies website as former Ore-gon Administrative Rules 580-043-0006 through 580-046-0026.

2.A.25 The institution accurately represents its current accreditation status and avoids specu-lation on future accreditation actions or status. It uses the terms "Accreditation" and "Candida-cy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

EOU accurately represents its accreditation status on its accreditation website, avoiding speculation on future actions or status. The Academic Catalog simply publishes on page 1 that

"Eastern Oregon University is accredited by the Northwest Commission on Colleges and Universities."

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

Commercial activities at EOU are governed by state law and managed by the Office of Finance & Administration. When EOU enters into contractual agreements with external entities for products or services performed on the institution's behalf, the scope of the work for those products or services is stipulated in a written and approved contract that is consistent with state law and maintains the integrity of EOU. Any agreement into which EOU enters is consistent with the mission and goals of EOU as discussed and approved at president's Staff meetings.

In compliance with the Commission's standard for accreditation, EOU adheres to prohibitions of conflict of interest as defined by both the Oregon Ethics Commission and the EOU Board Statement Number 6 on Ethics and Conflict of Interest which addresses concerns relative to a definition of conflict of interest (and potential); guidance on raising and evaluating concerns; and a clear prohibition on expectations of employment and personal gain.

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

EOU's academic freedom policy was first promulgated as an Oregon Administrative Rule by the Oregon University System in 1978 and has been in force (through several rounds of amendments) since then. It became an EOU policy on July 1, 2015 by action of Senate Bill 80 (2015). It can be viewed on EOU's Legacy Policies website as former Oregon Administrative Rule 580-022-0005.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Faculty and students are free to examine and test all knowledge appropriate to disciplinary areas of study. Article 6.A (page 22) of the AAP-EOU Collective Bargaining Agreement protects faculty in their practice of academic freedom, and all faculty are "entitled to freedom in the classroom in discussing their subject" as relevant to the material studied and with respect to other views.

Such university policies as Policy 6.15.15, the Public Demonstrations Policy, Policy 1.05.05, the Classroom Decorum Policy, and Policy 1.05.10, the Academic Honesty Code Policy set reasonable outer limits on student liberty, but leave an expansive arena for free exercise of student academic freedom.

The freedom to hold to a particular personal, social, or religious philosophy and the freedom to examine thought, reason, and perspectives of truth are reinforced by the Diversity Committee mission, reproduced here:

> **DIVERSITY COMMITTEE MISSION**
> To promote mutual respect, participation, and inclusiveness in all aspects of the university community, both on and off-campus. This charter directly supports the overall mission of the University to encourage responsible and reflective action in a diverse and interconnected world, and the University's values, principles, and strategic goals.

EOU's Diversity Strategic Plan and Affirmative Action statement provide further clear support for intellectual freedom and independent thought in the pursuit and dissemination of knowledge.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

EOU ensures that teaching faculty present scholarship fairly, accurately, and objectively, acknowledging both sources of intellectual property for derivative scholarship, as well as distinguishing scholarship from personal views, beliefs and opinions. The EOU faculty Personnel Process and Procedure Handbook articulates both the standards and processes related to scholarship. The institution recognizes that the specific expectations underlying the commitment to subject discipline varies widely by academic discipline. However, the same process for evaluating the commitment to subject discipline applies to all academic disciplines at EOU, with discipline-specific criteria for evaluating Commitment to Discipline included as Appendix A. Each academic program, subject to the recommendation of the College Personnel Committee and the Faculty Personnel Committee, ensures that the characteristics and the same standards of quality in research, creative endeavors, and scholarship should apply to all academic disciplines. Evidence of a productive and creative mind should be sought in the person's published research, original writings, recognized artistic productions, or their equivalent. There should be evidence that the person is continuously and effectively engaged in scholarly or creative activity of high quality and significance. Work in progress should be assessed whenever possible. Account should be taken of the type and quality of scholarly or creative activity normally expected in the faculty member's discipline.

Finance

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

> Finance & Administration provides services that support and enhance the University's ability to achieve its mission. This is accomplished by providing fiscal leadership, safeguarding university assets (both financial and physical) and offering a safe, attractive and comfortable physical environment.

EOU operates under clearly defined policies regarding oversight and management of financial resources:

Tuition and Budget Development

- EOU's tuition and budget development is a process where tuition and budget are developed simultaneously through each year. In any given year, tuition revenues comprise approximately half of EOU's revenue for Education & General, which means we must develop our budget and our tuition levels in a joint manner.
- EOU's tuition strategy is to offer a base level of tuition that provides access and affordability for our students. We also know, based on past experience, that our students are price sensitive, so we endeavor to hold a highly competitive pricing structure in terms of market. Striving to be among the lowest tier of Oregon public institutions in tuition and fees is a strategic effort for EOU. We further this strategy by constantly analyzing our regional competition to ensure that we are priced in the lower quartile in terms of tuition and fees.
- EOU's budget and tuition development is a highly iterative process that involves our students, our Budget & Planning Committee, our Executive Cabinet and our Board of Trustees. In FY18, the Budget Process was established. To illustrate the number of interactions and touch points throughout our development process, this calendar provides an outline of our process for FY19, as seen in Table 2.A.30.1: EOU Budget Calendar.
- Ultimately, the EOU Board of Trustees must approve all rates and the operating budget, as highlighted in Board Statement No. 2, Delegation of Authority, sections 1.4 and 1.5 the Board of Trustees Finance & Administration Committee Charter and in the Bylaws of Eastern Oregon University.

FEBRUARY	• Departments submit operating budgets to President or Vice President for review and prioritization. • EOU Cabinet, review and prioritize budget allocations and new requests for funding. • Draft budget prepared by President, VPFA, and Budget Director • Draft budget presented to Budget and Planning
MARCH	• Draft operating budget presented to Finance & Administration Committee, Budget & Planning Committee, and Executive Cabinet. • New requests reviewed by Budget and Planning for recommendation.
APRIL	• 2nd Read EOU operating budget presented to Finance & Administration Committee. • Final operating budget presented to EOU Cabinet and Budget and Planning Committee
MAY	• Final operating budget presented to Finance & Administration Committee for recommendation to Board of Trustees. • Budget approved by EOU Board of Trustees.
JULY	• Preliminary budget entered into the Banner Finance System for reporting purposes. • Departments notified.

Table 2.A.30.1: EOU Budget Calendar

State Appropriation

- In addition to tuition and fees, EOU receives revenue via a state appropriation that is outlined in the Budget Report Summary. This document outlines state allocations to each campus in the system, and defines various categories of funding. The report referenced above is the 2016-17 BRS.

Capital Budgeting

- Each biennium, EOU develops a capital project proposal, based on the EOU Campus Master Plan and, in light of current institutional financial position, debt ratio, space and deferred maintenance needs. EOU's capital proposals are reviewed by campus leadership, the EOU Budget & Planning Committee, and the EOU Board of Trustees for prioritization prior to submission to the HECC.
- Each public institution in Oregon submits a project list, and the VPFAs for each campus meet to combine the projects and present them to the HECC in an agreed upon and tiered fashion.
- HECC then uses their evaluation rubric to score each project and create a prioritized list that they submit to the Legislature.
- From there, the list is reviewed and potentially reprioritized by the Governor in the Governor's Recommended Budget, again by the Co-Chairs in the Co-Chairs' Budget, and lastly the projects are confirmed in the Legislatively Adopted Budget.
- The bond proceeds for projects authorized do not sell and become available until usually the fourth quarter of the biennium.

- In addition, the capital expenditures and accounting processes adhere to the Accounting for Capital Projects policy. This policy provides the expectations for real property purchases and leases.

Debt Management

- EOU only enters into debt associated with capital outlay. EOU does not enter into debt nor borrow funds to support ongoing operations.
- Capital funding sources govern debt related to capital outlay, which only applies to auxiliary units where the funding must be repaid by the auxiliary/self-supporting unit.
- The Board established a Financial Ratios Overview in FY17, which defines the debt burden ratio benchmark to which EOU should adhere, and this ratio is considered and reviewed prior to committing the institution to any further debt. The Board benchmark dictates that the debt ratio for EOU should not exceed 5%.

Budgeting, Financial Planning and Reporting

- From a budget monitoring perspective, EOU's Director of Budget & Payroll performs regular budget monitoring and communicates with departments via a budget-to-actual report on a monthly basis. The report shows managers what has been budgeted, what has been spent, and what percentage of budget remains for each index under the manager's purview. The Director of Budget and Payroll also regularly communicates that information to the VPFA and the EOU President on a monthly basis. A sample of the budget-to-actual report and period overview report is provided.
- Financial reports are also presented to the Board's Finance &Administration Committee and the Board of Trustees itself on a quarterly basis, for example the Third Quarter Financial Management Report—FY2017.
- EOU utilizes the QRM to demonstrate financial condition in terms of a fund balance metric. The Board's Fund Balance Policy requires EOU to maintain an E&G fund balance of between 5% and 15%, with 10% as the goal fund balance level. The policy also requires the president and VPFA to present plans and request authorization from the Board should the fund balance dip below 5% or exceed 15%.
- The Finance & Administration Office, in coordination with the Financial Accounting & Reporting unit of the university Shared Services Enterprise, prepare the annual financial statements. The agreement between USSE and EOU for this service is here.
- The annual Financial Reports follow the fiscal year July 1- June 30, and are issued within six months of the end of each fiscal year. The financial statements are audited and presented to the Board for review and acceptance.

Cash/Investment Management

- Finance and Administration carefully monitors cash balances/position on a daily basis. Finance & Administration is very clearly aware of cash needs and recognizes the ebb and flow of cash throughout different points in the academic and fiscal year. The Director of Business Affairs at EOU runs a cash report daily, reviews bank funds for decreasing cash, and then processes cash adjustments as necessary.

- Based on the USSE & EOU agreement, the USSE is responsibilities for reconciliation of EOU bank accounts, as well as disbursing state allocations and completing wire transfers for the university are covered in the Roles and Responsibilities—Treasury Management policy.
- Currently, EOU and six other Oregon public universities are part of the Public University Fund, a cash and investment fund administered by the Treasury Services of USSE. The agreement between EOU and USSE for this service, as well as the operating and investment policies are covered in the Roles and Responsibilities—Treasury Management policy.

Interfund Transfers

- Interfund and Inter-Institutional Transfers are governed by a set of policies, under the heading of Inter-institutional and Inter-fund Loans. Finance & Administration, vice president, and dean approvals and approval queues control any journal entries processed to transfer assets among the major funds of the university.

Fundraising

- University Advancement is directly focused on development and fundraising efforts in partnership with the Eastern Oregon University Foundation. The Advancement division has raised over $11M in Phase I of the "Campaign for Eastern," launched in 2008-9 and is currently conducting feasibility studies on Phase II of the campaign. Efforts are seeking a $27M objective in five to seven years and are testing a long-term goal of raising of $100M by EOU's centennial in 2029 to support the university's strategic objectives. Development efforts resulted in a record-setting year in 2016 for private funds raised through the EOU Foundation in support resources and private scholarship funds disbursed to students.
- Government Relations efforts during the past several Oregon legislative sessions have resulted in increased base funding for EOU and other state public universities by an additional $78M in the 2015-17 biennium and $70M in the 2017-19 biennium. Additional support funding for intercollegiate athletic scholarships and graduate assistantships, through the Oregon Lottery, of which EOU receives approximately $450,000 per year, was also maintained in both legislative sessions. Major capital projects were also approved through government relations advocacy, including $2.985M in 2015 for the removal and site restoration of Hunt Hall and $5.5M for Loso Hall renovations, $1.2M for IT infrastructure and $750,000 (in repayable bonds) for resurfacing the EOU track.

Standard 2.B Human Resources

2.B.1 The institution employs an adequate qualified personnel to ensure functional operations and support, and to drive the institution's planning and operating activities.

EOU employs sufficient numbers of qualified employees to support operations. Criteria, qualifications and procedures for selection of personnel are clearly and publicly stated. Position descriptions accurately reflect duties, responsibilities and authority of the position.

In FY 2017/18, EOU employed 60 tenured faculty, 20 tenure-track faculty, 30 fixed-term faculty; 105 classified employees; 107 Administrative Faculty and Executive on a full-time basis; and 127 part-time employees (part-time employees include adjunct instructors) (Figure 2.B.1.1).
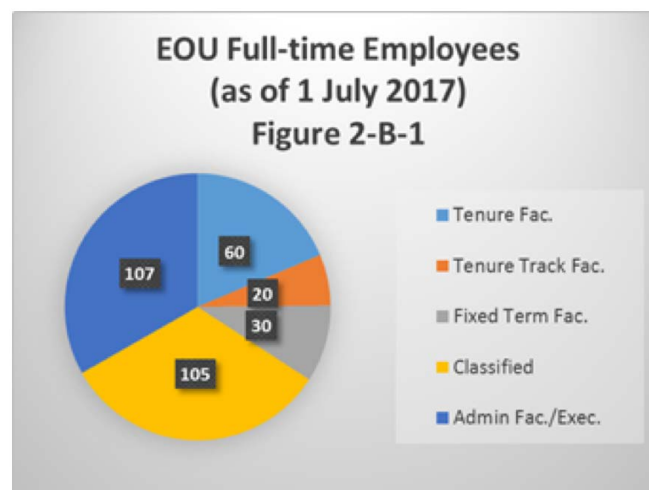

Figure 2.B.1.1: EOU Full-time Employees

The Department of Human Resources (HR) is responsible for ensuring that all positions are accurately and appropriately classified, with criteria, qualifications, required submissions and key dates detailed on all job announcements. Procedures guiding candidate selection for each employee group are clearly defined and publicly stated. The institution's recruiting and candidate evaluation processes were thoroughly examined and revised in 2017 to integrate more collaborative practices and higher-quality selection results. Clear information and multiple resources on the HR website guide the recruitment process.

To achieve the mission of the university, activities affecting employment including instruction, operations, research, strategic planning, capital projects, advancement, and fiscal planning and budgeting processes are coordinated and subjected to rigorous review and approvals. The policies that regulate recruiting and selection of qualified personnel are established in the EOU Recruitment Policy and made publicly accessible on the university's website. Selection criteria and candidate qualifications of vacant positions are initially identified by the hiring manager of the vacancy and HR Department personnel. Position descriptions are reviewed by HR Department personnel and measured against applicable source documents—such as the Federal Labor Standards Act (FLSA)—to determine if the position meets exempt or non-exempt status.

- For non-exempt classified positions, the Classified Collective Bargaining Agreement and the Oregon Public Universities (OPU) and SEIU Classification & Compensation Study are used to match duties and qualifications to an established matrix of position descriptions.
- For teaching positions, each discipline faculty, college deans, the provost, and HR Department work together to identify requisites and credentials. Types of appointments comply with provisions in the AAP–EOU Collective Bargaining Agreement, as applicable.
- For administrative staff and executive positions, designated hiring managers work closely with the HR Department to establish each position's required and preferred skills, knowledge, and qualifications and also to design the most effective recruiting advertising plan possible.
- A fundamental component of the recruitment process is accomplished using PeopleAdmin software application. PeopleAdmin assists in driving and protecting the workflow process for hiring new employees. After the position and qualifications have been approved and loaded into PeopleAdmin, budget and finance review the funding sources, and the university president evaluates for final approval. Once approved, the position vacancy is advertised and filled with a qualified candidate to meet the mission and goals of the organization.

All employee personnel files contain a paper copy of each respective employee's current position description. Position descriptions are reviewed by supervisors on an annual basis either during the evaluation process, as duties are added or changed, during a reclassification, or because of the restructuring of a department.

During 2017 and 2018, EOU saw some major realignments of duties and responsibilities across several colleges and divisions. Among the most significant of these was the splitting of the College of Arts and Sciences into two colleges—the College of Science, Technology, Math, & Health Sciences and the College of Arts, Humanities and Social Sciences. To expedite this change, HR facilitated in-depth reviews of position descriptions for the college administrators and managers, in order to fully align duties and responsibilities across all of EOU's Colleges. This is an example of how EOU, by adhering to its internal policies and procedures, is developing an organization structure to allow the institution to achieve its mission and goals.

The HR Department continues to track and report employment retention rates by employee category along with reasons for ending employment. This data assists the university in identifying strengths and weaknesses associated with Core Theme 3 objectives and strategic planning in the area of employee success and retention.

2.B.2 Executives, administrators, and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Employee performance reviews and assessments are conscientiously managed in direct support of the university mission. The university president undergoes a annual review process conducted by the university Board of Trustees. EOU's executive and administrative professionals and classified staff have their performances reviewed and evaluated at least annually. The

review process (depicted visually in Figure 2.B.2.1 below) and related forms are intended to recognize and promote the inherent dignity of each employee and their contributions to the university. The processes that ensure high-quality employee evaluations start early with mandatory supervisor training, review of position descriptions, and review of the position within divisional organizational structure. Performance management is a year-round endeavor by supervisors and employees and the resulting regular dialogues help ensure the productivity needed to meet goal indicators for Core Theme 3, and serve to formally assess how employee contributions link to departmental functions and divisional and organizational mission, employee career development, and employee satisfaction as denoted in Figure 2.B.2.1.
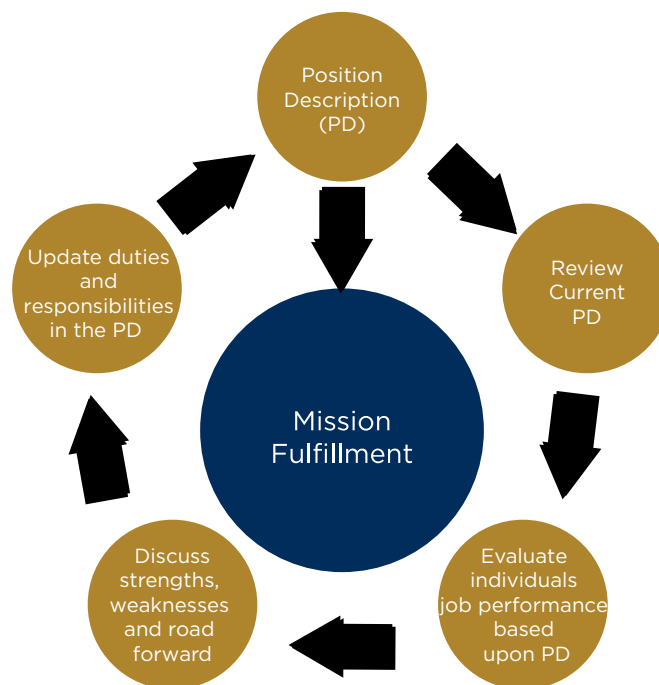
Figure 2.B.2.1: EOU Performance Management Process

The annual review for administrative professionals is comprised of responses to five areas of competency requisites. The areas include:

1. Accomplishments—the extent to which the employee meets expectations in performing the job functions of his/her position as defined in documentation such as the current PD, annual work plan, etc.
2. Service and Relationships—the extent to which the employee's behaviors are directed toward fostering positive working relationships in a diverse workplace, respect for one's fellow workers, and cooperation with students, customers, and visitors.
3. Accountability and Dependability—the extent to which the employee contributes to the effectiveness of the department and the overall mission of the university.
4. Adaptability and Flexibility—the extent to which the employee exhibits openness to new ideas, programs, systems, and/or structures.

5. **Decision Making and Problem Solving**—the extent to which the employee makes sound and logical job-related decisions that are in the best interest of the university.

Additionally, specific goals and objectives are identified with corresponding measures of achievement.

- Goals and Objectives must reflect both position responsibilities and personal/professional development goals.
- The Time Frame indicates when the goal should be accomplished.
- Measures of Evaluation indicates how goal accomplishment is measured.
- Outcome indicates how well the goal was achieved by the end of review period.

Performance evaluations of classified staff are conducted annually at the beginning of the month of when each respective employee's pay step increase becomes effective, as defined under Article 54 of the SEIU Collective Bargaining Agreement. The classified evaluation form is designed to elicit performance highlights and improvement areas.

Overall, the process of evaluation is conducted at regular intervals to ensure supervisors are meeting with employees to discuss performance strengths and weaknesses. EOU conducts annual training for supervisors on appropriate evaluation methods and processes designed to reduce the inflation of evaluation scoring, minimize inconsistent ratings and confirmatory bias, and promote high-quality performance discussions. EOU uses the performance evaluation process to provide a foundation for training and educational seminars for supervisors and to track professional development need areas noted by both supervisors and employees.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

EOU provides faculty, staff, administrators, and other employees with opportunities for growth and development intended to enhance employment effectiveness and employee career satisfaction.

EOU employees have access to and widely use the university-shared staff fee waiver benefit which provides significant cost discounts to pursue higher education courses in support of their personal and professional growth and/or their pursuit of a certificate or a higher educational degree. During AY17, 52 to 55 individuals took advantage of this staff fee benefit each term. Professional employee growth and development at EOU includes periodic attendance at professional conferences and seminars. Attendance is coordinated with each employee's goals and objectives identified in the annual performance process and additional development opportunity coaching efforts.

EOU conducts annual training sessions on a variety of work productivity and effectiveness topics. Depending on the topic and the responsibilities of a respective employee, these trainings are either mandatory or optional. All training is conducted by qualified presenters both from within the EOU community and from external professional presenters and vendor organizations. Training topics have included:

- Sexual harassment, gender preference sensitivity, and other Title IX/Title VII related topics.
- Mandatory child abuse and harassment reporting.
- Diversity, tolerance and cultural competency.
- Conducting effective performance evaluations.
- Working relationships.
- Supervision effectiveness.
- Meeting facilitation.

A wide variety of presentations, training and educational sessions are regularly conducted for multiple audiences across campus to further promote understanding of the roles and collective accountabilities of individuals, departments, students, shared governance groups, colleges and leaders at all levels in accomplishing the university's mission, strategic planning and goal-setting. To promote high-quality instruction, trainings are offered by the Center for Culturally Responsive Practices (CCRP), the Writing Across the Curriculum Work Group (WAC), the Center for Teaching Learning and Assessment (CTLA). Data showing participation in these trainings and in the Human Resources trainings during the 2016/17 academic year is summarized in Table 2.B.3.1: Professional Development at EOU below.
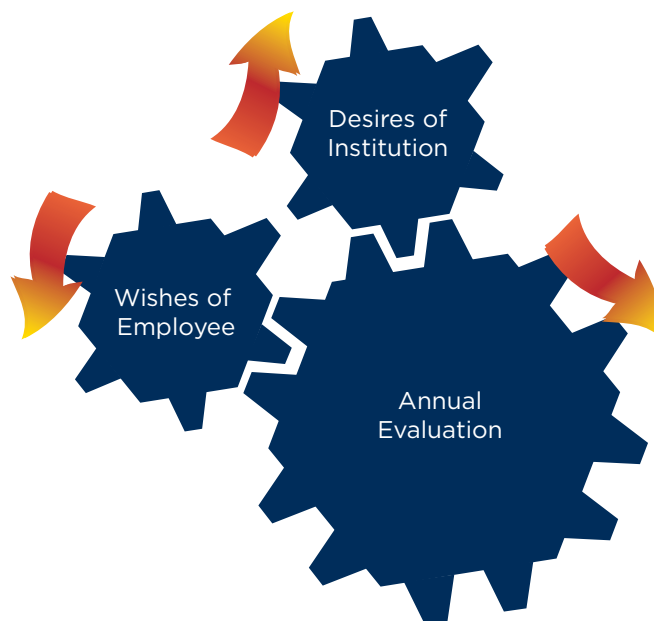

Figure 2.B.2.2: Professional Development Drivers

Sponsoring Group	Professional Development Opportunity	Number of Participants
CTLA	Week-Long Summer Institute for Instructional Technology	13
CTLA	SIIT Follow-Up Workshops	7
CTLA	Teaching & Learning Brown Bag Lunches	27
CCRP	Dr. Ernst Slavit (keynote)	108
CCRP	Dr. Ernst Slavit (professional development session)	93
CCRP	Dr. Ernst Slavit (K-12 workshop)	12
CCRP/CEAD	Co-Sponsored Session	87
CCRP	Drs. Ríos & French (keynote)	98
CCRP	Drs. Ríos & French (professional development session)	46
CCRP	Drs. Ríos & French (K-12 workshop)	9
WAC	Syllabus Transparency Design Workshop	15
WAC	Designing Writing Assignments for Transparency Workshop	13
WAC	Writing in the Disciplines Workshop	13
HR	Supervisor Trainings	160
HR	Cabinet Training	12
HR	Sexual Harassment Training	280
HR	Ethics Training—Search Committees	52
Totals	**17**	**1,045**

Table 2.B.3.1: Professional Development at EOU

Training, however, does not stand alone; EOU blends its training with relevant improvements in policies and procedures to keep employees current with statutory and regulatory changes and current fiscal realities. EOU routinely reviews and updates policies by posting them to the EOU policy website – the designated policy vault.

Informational Technology (IT) provides faculty, staff, administrators, and other employees with trainings for upgrades in or migrations to new technology systems in order to enhance

effective performance of roles, duties, and responsibilities in the use of Google applications or instructional technology.

In Fall 2012, EOU reactivated the Center for Teaching, Learning, and Assessment to create faculty development programming in consultation with an Advisory Group using a Role and Responsibility matrix to define the scope and nature of programming needed to support faculty instructional effectiveness. The Center hosts development opportunities beginning with the Summer Institute for Instructional Technology (SIIT), development opportunities and webinars throughout the academic year based on a faculty needs survey, informational resources, as well as a TechTalks listserv for members who have matriculated through the annual SIIT and wish to engage in further dialogue about emergent instructional technologies. SIIT focuses on the effective use of instructional technology to enhance teaching and learning in the online environment and enhancement for face-to-face instruction. SIIT and most of CTLA's faculty professional development offerings provide best practice training for faculty teaching in the online environment. New online adjuncts participate in an onboarding protocol and additional one-on-one training with the Teaching and Learning Technology Coordinator (T&LTC) housed in the Office of the Vice Provost for Academic Quality, which also oversees CTLA.

Sabbaticals are another professional development opportunity provided to teaching and library faculty. Details are outlined within the AAP collective bargaining agreement. The purpose of sabbatical leave is "research, writing, advanced study, travel undertaken for observation and study of conditions in our own or in other countries affecting the applicant's field or related scholarly or professional activities." For AY17, EOU had 5 faculty members participating in sabbatical leave opportunities.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

One of the intentions of EOU's 2013 updated sustainability plan was to address problems with faculty staffing levels and reconcile academic program staffing levels with need. Two of the three major program management initiatives identified within the plan were:

- Programs structured to reflect sustainable faculty staffing levels, both regular and fixed term, relative to benchmarked faculty FTE data from comparable programs.
- Programs structured to reflect sustainable faculty workload assignment, avoiding reliance on regular and fixed term overload.

Since the sustainability plan was implemented, most academic programs at EOU have been overhauled and streamlined. This restructuring, combined with close oversight of faculty load scheduling, has allowed EOU to more efficiently and effectively achieve our educational objectives.

As EOU recovers financial stability, academic program staffing decisions are based on program and enrollment data, rather than historical need. Deans are able to access program data reports, which help them understand and react to current staffing needs for EOU's educational programs.
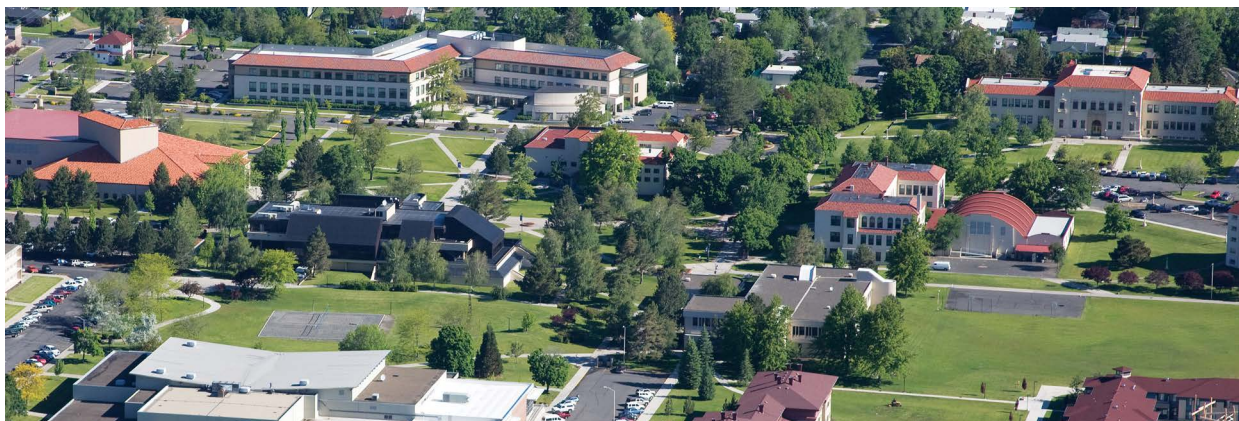
Due to EOU's rural location, it is occasionally necessary for a discipline chair to recommend that a dean make an emergency hire of a highly motivated but less qualified individual to meet short-term and temporary educational needs. EOU has a well-defined process to document Exceptions to Teach while maintaining standards of quality. The process originates with a Discipline Chair at the program-level, is approved by the hiring College Dean, and is finalized by the Provost.

To serve the mission, core themes, programs, services, and characteristics of the institution EOU employs 110 full-time faculty and 77 part-time faculty, as of July 1, 2017. Tables 2.B.3.2 and 2.B.3.3 display information on faculty characteristics including experience and highest degree earned. EOU has an experienced and highly qualified faculty; 56% have been at EOU for more than 10 years, 64 percent have a doctorate, and 96% have a master's degree or higher.

EOU Full-time Faculty Demographics

Gender:

Female	53
Male	57

Highest Degree:

Doctorate	70
Master's	34
Bachelor's	5
No Degree	1

Years Experience at EOU:

Less than 5	31
5 to 10	23
11 to 15	21
16 to 20	12

Contract Length:

9/10 months	105
12 months	4
3 months	1

Table 2.B.3.2: EOU Faculty Demographics

EOU Institutional Faculty Profile											
	Number		Highest Degree Earned					Yrs. of Experience at Institution			Salary Matrix, 9 mos.	
Rank or Class	Full-time	Part-time	Dr	M	B	Less than a Bacc	No Degree	Min	Med	Max	Min	Max
Professor	29		26	3				4.83	22.92	34.83	$ 64,985	$ 81,697
Associate Professor	36		28	8				0.83	8.46	24.17	$ 54,757	$ 73,804
Assistant Professor	27		10	16	1			0.83	4.83	35.92	$ 47,247	$ 59,991
Instructor	17		6	7	4			0.83	5.83	17.83	$ 36,725	$ 44,811
Adjunct	1	77	27	33	11	2	5	0.83	3.08	25.83	$ 31,680	$ 31,680
Source: Human Resources Banner data full as of July 1, 2017 and AAP CBA Salary Matrix												

Table 2.B.3.3: EOU Faculty Profile

The duties and responsibilities of full-time bargaining unit faculty members are outlined in Article 6 of the AAP-EOU Collective Bargaining Agreement (CBA), and qualifications and conditions of employment are outlined in Article 4. This foundational document, along with College Deans managing faculty instructional load according to university needs, drives the assignment of non-instructional faculty load to committee service to the institution where faculty members establish and oversee academic policies that ensure the integrity and continuity of academic programs, wherever offered and however delivered.

Faculty participate in several standing committees of the EOU shared governance structure that support Standard 2.B.4, namely, the Educational Policy and Curriculum Committee, which oversees curricular matters and ensures student access to on-campus and online programs; the Academic Standards Committee, which develops and implements academic policies published in the Academic Catalog; and the Faculty Senate, which approves and recommends academic curriculum and academic policy to the Provost, the Chief Academic Officer of the institution.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

The university employs two broad categories of instructional faculty members, bargained and non-bargained. The AAP–EOU Collective Bargaining Agreement Articles 1, 2, and 3 recognize on-campus tenured, Tenure-Track, and fixed-term teaching and library faculty as members of the bargaining unit. Tenured and Tenure-Track faculty enjoy a long-term commitment to the university and its students and have primary teaching responsibilities (36 load credits) and secondary non-teaching responsibilities (9 load credits) to engage in scholarship/research/or artistic creation, to serve the campus community, and to offer outreach to the community beyond the campus. Fixed-term faculty members have a primary responsibility to teach (45 load credits is equivalent to full time). Depending on the needs of the university, however, Deans may manage fixed-term faculty load to support non-instructional university needs on a prorated basis, for example, 40 load credits for teaching and 5 load credits for advising.

EOU's non-bargained online adjuncts are not recognized in Article 1 of the AAP-EOU Col-

lective Bargaining Agreement. Online adjuncts are contracted to teach exclusively in the online environment under a Provisional Agreement for Instruction contract issued annually (or term-by-term based on program needs) by the deans' offices. The Provisional Agreement identifies the teaching load for each of four terms of academic year. The provision also sets forth EOU's standards and expectations for technology-leveraged instruction, the teaching review process, and the compensation matrix for EOU's non-bargained faculty members.

EOU has clearly spelled out institutional operational expectations regarding using the Canvas learning management system for instruction in a memo to take effect summer 2018. Previous memos have covered instructors workload more broadly.

During sustainability planning, EOU identified operational weaknesses in the way deans assigned and managed teaching loads. Since then, EOU has taken a number of steps to rectify those weaknesses. Disciplines have streamlined their curricula to minimize the number of potentially low-enrolled courses offered. The low-enrolled courses that remain are (where practicable) offered less frequently, on a rotating schedule so as to still allow students opportunity for timely completion. The college deans are responsible for the management of low enrolled courses, which is done annually as they plan out schedules in two-year rotations and send them to the registrar. Deans are aided in this task by two software products that EOU has purchased—Degree Works and College Scheduler.

For courses with high enrollments, the registrar has operationalized a waitlisting function in Webster, which is used to trigger the opening of additional course sections when necessary. Faculty overload is assigned and managed by the college deans, who employ a consistent approach and ensure quality by capping total workload at 1.5 FTE. Consistency of practice is also ensured via the AAP collective bargaining agreement, which specifies faculty load practices and definitions in Article 12: Teaching Assignment/Faculty Load.

Tenured and tenure-track faculty are assigned 9 load hours of non-instructional workload (further detailed in the AAP–EOU collective bargaining agreement Article 3: Types of Faculty Appointments). The work undertaken for these 9 hours is now tracked by the college deans and recorded in Banner. The tracking occurs annually and includes an outline of the prospective work that faculty expect to accomplish, as well as a follow-up at year end to track accomplishments and close the loop.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

All EOU faculty are evaluated regularly, systematically, substantively, and in a collegial manner at least once within every five-year period of service.

The [Faculty Personnel Process and Procedure Handbook](#) (approved by Faculty Senate in June 2013) specifies the evaluation criteria, processes, and timelines not only for tenure-track faculty members, but also consolidates parallel evaluation criteria, processes, and timelines for library faculty members, fixed-term faculty members, and adjunct faculty members. Evaluation criteria utilize multiple indices of effectiveness, including student course evaluations, student achievement of stated learning outcomes, peer-evaluation of teaching effectiveness on a systematic basis, as well as commitment to subject discipline, institutional service, and outreach to the community as it relates to a faculty member's role and responsibility.

During AY17 the Faculty Personnel Committee charged faculty with identifying discipline specific criteria in the Commitment to Discipline evaluation category. The Faculty Personnel Process and Procedure Handbook, which outlines evaluation criteria for all faculty based on institutional policy, provides general evaluation criteria in the area of Commitment to Discipline. However, the Handbook, approved in June 2013, mandated that academic disciplines "generate a list of scholarly and artistic activities that are demonstrative of the commitment to subject discipline expected" within each particular discipline. Faculty groups met to identify the discipline specific evidence that should be included in a candidate's portfolio to demonstrate Commitment to Discipline. These criteria, compiled into an appendix to the Handbook and approved by Faculty Senate in June 2017, will assist College and Faculty Personnel Committees in the task of evaluating colleagues fairly and consistently in the area of Commitment to Discipline.

Types of faculty appointments at EOU and necessary criteria for promotion and tenure are also addressed in Article 3 and Article 4 of the [AAP-EOU Collective Bargaining Agreement](#) (pages 3-13).

Faculty who have indefinite tenure undergo a post-tenure review with the dean on a biennial basis during which each area of the workload assignment is evaluated; tenure-track teaching and library faculty undergo informal review in the first two years of employment, and formal portfolio review in the third and fifth years leading to the achievement of indefinite tenure. On-campus fixed-term faculty members and online adjuncts undergo annual teaching evaluations for the first three years of employment and, based on a record of positive evaluations, every third year thereafter.

Standard 2.C Education Resources

[2.C Evidence](#)

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

EOU has aligned student learning outcomes at different levels. Four broad, overarching [university Learning Outcomes](#) define how the educational experience at EOU develops informed, educated citizens who will have successful careers and rich lives by:

- Gaining breadth of knowledge.
- Strengthening their ability to inquire, create, and communicate.
- Being engaged in the community and exercising personal and social responsibility.
- Integrating, applying, and reflecting on their skills and knowledge.

In order to ensure sufficient breadth of educational experience, thereby meeting the university Learning Outcomes, EOU has General Education Core requirements for all students, with identified General Education Learning Outcomes (GLOs), approved through shared governance and managed by the Educational Policy and Curriculum Committee (EPCC). Each General Education course, other than Gateway, must address the Content Knowledge learning outcome and satisfy the general criteria for one of the four breadth areas: Science Mathematical and Computer Information Science (SMI), Aesthetics and Humanities (AEH), Artistic Process and Creation (APC), and Social Sciences. Gateway courses provide students with beginning theory and academic content, as well as the opportunity to enhance their academic skills. A Gateway course must be a 100-level course and no general education course can be above the 300-level. Each General Education course must identify at least one of the following intellectual skills as a learning outcome: inquiry, communication, critical thinking, and further learning and civic engagement. Faculty assess student proficiency annually for each GLO on a rotating basis. The assessment is managed by the Vice Provost for Academic Quality and the results posted on the General Education Assessment page. In the Fall, EPCC reviews the composite results to determine if revision of outcomes and criteria are warranted or to recommend that the Center for Teaching, Learning, and Assessment (CTLA) provide faculty professional development workshops to address weaknesses highlighted in the data.

At an academic program level, aligned with university Learning Outcomes and General Education Outcomes, are the Academic Program Learning Outcomes (PLOs). Program outcomes describe a coherent set of educational objectives, learning outcomes that form the basis for a degree, in addition to curriculum requirements (courses, labs, practica, and capstones). Program outcomes are developed and implemented by discipline faculty and are approved at the program level. Each major and minor program of study at EOU is listed in the EOU Academic Catalog. With each listing is a section that details program objectives and learning outcomes. In an effort to determine if program learning outcomes are being met, each program has also mapped their learning objectives to specific courses. All program outcomes and learning objectives are independent of the modality of the course offering. Program faculty assess student proficiency annually for each PLO on a rotating basis. The assessment is managed by the Vice Provost for Academic Quality and the results posted on the Academic Program Assessment page. In the Fall, CTLA reviews the composite results to determine if revision of outcomes and criteria are warranted or to provide faculty professional development workshops to address weaknesses highlighted in the data.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

As noted in the response to 2.C.1, the EOU Academic Catalog publishes degree and program learning outcomes for every disciple. Course specific learning outcomes are required to be included in all course syllabi. A syllabus template and the EOU course approval process requires

an approved syllabus to ensure that the course learning objectives and outcomes are clearly communicated to students for every course taught at EOU. Faculty members in the academic programs manage, maintain, and collect assessment data for published learning outcomes, including data for online courses. The data is collected in a centralized database identified above for GLOs and PLOs, and is interpreted and analyzed by program faculty in order to determine if learning outcome benchmarks set by the program are being met and to close the loop with programmatic recommendations. EOU official course syllabi can be accessed online at the Colleges Master Syllabus page. Course instructors provide a more detailed course syllabus to enrolled students at the beginning of each term.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Credit for courses is awarded when students earn a passing grade. All course grades, regardless of modality (on-campus or online) and location are reported by the instructor of record for the course. EOU employs a standard grading system described on p. 28 of the Academic Policies and Procedures section of the EOU Academic Catalog.

Faculty ensure that programs reflect the best standards and practices of design, structure, and instructional practice. A robust course approval process allows teaching and library faculty, administrative faculty, administration, and the Registrar to monitor, modify, and respond to program design developed by program faculty. The course and program approval process requires that learning outcomes, norms, and equivalencies are addressed and aligned.

EOU accepts course credit from accredited educational institutions. Upon admission to EOU, a student's transferred credit converts into EOU's quarter-term equivalent and is granted by the Registrar's academic officer through an articulation matrix. EOU has created transfer pathway agreements with numerous regional community colleges, which allow students graduating from these colleges to easily ascertain what courses will be needed to complete a degree at EOU.

Transfer credits for which there is no articulation agreement are reviewed by program faculty, who evaluate the syllabi and catalogue descriptions submitted by the student from the sending institution. Faculty judgments are communicated to the Registrar's office. The Associate of Arts Oregon Transfer degree granted by Oregon colleges and universities (AAOT—90 credit hours) and some institutions in Washington automatically fulfill EOU's 60-credit hour general education requirement, while the Oregon Transfer Module (OTM—45 credit hours) only partially fulfills it.

EOU students may earn credit for prior experiential learning. APEL 390, EOU's "Assessment of Prior Experiential Learning" course, is a four-credit course offered face-to-face in various Oregon locations and online. Students may document college-level mastery of curriculum areas at EOU by creating learning essays, which are merged into a final portfolio. Portfolio essays are evaluated by EOU faculty to determine whether credit can be granted, how much credit, and at what course equivalency and level (credit is awarded as APEL 299 or 499).

Students may earn course credit for a number of courses through the Educational Testing Service College Level Examination Program (CLEP). EOU also accepts Advanced Placement credits.

Students enrolled in high school can earn EOU course credits by participation the Eastern Promise program. Eastern Promise allows high school students to have the opportunity to participate in college-level courses and earn credits or certificates while still in high school. Eastern Promise is a collaboration between Blue Mountain Community College, Eastern Oregon University, Treasure Valley Community College, the Inter-Mountain Education Service District, and school districts in Eastern Oregon.

Students may also earn credit for training obtained during military service. Credit is awarded based on evaluations and recommendations by the American Council of Education (ACE).

The Oregon Teacher Pathway provides opportunity for high school students to earn college credit through EOU at their high schools. They work one-on-one with elementary students in their community to gain early exposure to teaching. Partnerships have been established with regional high schools in conjunction with the Eastern Promise program.

As part of continuing education, EOU has a Credit Overlay program. Credit Overlay is designed to meet students' specific needs and/or distribute credit for work done through seminars, workshops, special individual studies, professional development activities and/or traditional courses offered in non-traditional modes. Credit Overlay can be for students at all levels—undergraduate and/or graduate.

The office of the Registrar is responsible for maintaining all official documentation and student records related to the awarding of degrees. The Registrar's office ensures that:

1. College credit is awarded only for college-level learning.
2. Credit is awarded only for learning, and not for experience.
3. Credit is awarded only for learning that has a balance, appropriate to the subject, between theory and practical application.
4. Appropriate subject matter and academic experts must make the determination of competence levels and of credit awards.

The policies for awarding credit described in this section are listed on the EOU Registrar's website and in the Academic Policies section (pp. 19-34) of the EOU Academic Catalog.

NWCCU has requested inclusion of institutional policy on credit hour expectations, as well as evidence of implementation of institutional review processes to assure the consistency and accuracy of credit hour assignments based on degree level, academic discipline, delivery modes, and types of academic activities.

Credit Hour Policy

EOU is in compliance with USDOE regulations 600.2 and 600.24 that went into effect July 1, 2011 regarding the definition and assignment of credit hours. EOU's definition of Term or Quarter Hour first appears in the 1992-1994 Academic Catalog, and in every subsequent printing of the catalog, under the "Definitions and Abbreviations" policy.

Institutional Review Process for Credit Hour Policy

Responsibility for the institution's credit hour review processes are vested with the university's [Educational Policy and Curriculum Committee](#) (EPCC). EPCC is a standing committee of the EOU governance structure and has university-wide representation of faculty, staff, students, and administrators (7). EPCC's scope of duties and responsibilities under the Constitution are:

1. To review educational programs and course offerings, develop and review curricular policy, and to recommend the implementation of these programs and policies to the Faculty Senate.
2. To initiate study proposals in order to improve the educational development and programs at Eastern Oregon University.

The curricular review process originates with program faculty, who routinely review the credit hours for courses and degree programs majors, concentrations, certificates, and minors. EPCC regularly exercises review of the credit hour policy during curricular reviews that result in changes in credit hour assignments at the course and program levels. When program review results in a change of credits, compliance with the policy is discussed at EPCC. During AY16, for example, the College of Business reviewed the credit assignment for the BAS degree (Bachelor of Science in Business Administration) and implemented programmatic changes in order to reduce the time it takes to complete the degree, and substitute upper division courses with irrelevant pre-requisites with more appropriate upper division courses. The change was documented through the curricular review process from the program level through to EPCC. The College of Business faculty consulted with colleagues within the program as well as within the College of Arts and Sciences before advancing the proposal through EPCC and the Faculty Senate. The Registrar codifies the change to credit hours in the course scheduling system (Webster) and it is subsequently published through the updated Catalog.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

All EOU degree programs, whether on main campus, online, or onsite, have the same program requirements regardless of modality. Admission, program, and graduation requirements are published in EOU's online catalog, on program webpages, and on program graduation checksheets. Graduation checksheets are updated regularly by the Registrar as new program requirements and other changes are approved through shared governance. While the institution completely updates the online catalog every year, the catalog is also updated continuously as requirements and academic programs change.

Admission requirements are presented to students in the application process and on the freshman admissions, international admissions, and transfer admissions websites; graduate admissions requirements for the Master of Science in Education, the Master of Arts in Teaching, and the Master of Business are available on the [Graduate Admissions](#) website. The institution's standard Grading Policy is available in the [Academic Policies](#) section of the academic catalog, and individual faculty members set and communicate thresholds and expectations for achieving grade

levels through course syllabi available to students in seated and online courses. The academic catalog describes degree program and associated minors, as well as certificate programs. Each degree program provides clearly delineated learning outcomes, institutional requirements, degree requirements, and, for advising purposes, sample curriculum plans involving course sequencing and scaffolding. Links to partner programs are provided on the Academics website. Names, titles and corresponding information on administrators and full-time faculty are published at the end of the online catalog.

The EOU website prominently displays a "Current Students" header, giving public access to current and accurate student information found in the online Student Handbook regarding the student Code of Conduct, which articulates student rights and responsibilities. Links for Student Resources, Student Life, online education, services and programs, and course offerings may all be accessed from this single page. EOU's mission places the university in the position of working with a great many first-generation college students who are sensitive to the costs of higher education. For this reason, Financial Aid information is a primary link on the main website homepage. Tuition, fees, program costs and opportunities, and the requirements for financial aid are made available to prospective students and their families through the Financial Aid website. Fees related to supplies or travel associated with specific program costs are connected to specific EOU courses, are noted in the registration process, and are identified in the syllabi and/or course description. Refund policies and procedures are documented within the Academic Policies section of the Academic Catalog and are accessible online through Student Accounts and the Registrar's websites. A two-year Academic Calendar is also published online.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

EOU faculty members are responsible for the curriculum in their respective disciplines. All course and curricular development originates with discipline faculty. For example, if the English department wants to make changes to course requirements for the degree or to develop new courses in support of the degree changes, the English faculty have the authority to initiate a formal approval process. The formal approval process for course and curricular approval engages all stakeholders at the university (faculty, library, Registrar, Dean, Provost, etc.). A standing committee of the governance structure, the Educational Policy and Curriculum Committee (EPCC), is charged with facilitating the curricular revision process:

1. To develop education programs, curricular policy, and course offerings and to recommend the implementation of these programs and policies to Faculty Senate.
2. To initiate study proposals in order to improve the educational development and programs at Eastern Oregon University.

Details of the curricular approval/change process are provided on the EPCC website.

Program faculty members make requests and provide justification for faculty hiring. Search

committees for faculty positions are comprised of faculty, and the position descriptions and selection criteria originate with faculty. The Human Resources Office provides institutional oversight and management of faculty hiring in order to ensure that the faculty hiring process follows acceptable hiring practices. The college deans consult with faculty search committees on position descriptions, selection criteria, and hiring recommendations in the selection of new faculty.

All teaching and library faculty with teaching responsibilities are responsible for fostering and assessing student achievement of learning outcomes at the course and program levels. At the course level, each faculty member is responsible for clearly identifying and assessing students' achievement of learning outcomes published in course syllabi. Faculty members with teaching responsibilities take collective responsibility for documenting annual assessment results through the Academic Program Review, where discipline chairs manage faculty contributions to the assessment portfolio. Five-year degree program assessment cycles are published at the end of each program portfolio. Beginning in AY19, academic programs will also participate in Five-Year Comprehensive Reviews as part of the assessment cycles, replacing the program portfolio review, which proved unwieldy.

The general education assessment program is managed by the Vice Provost for Academic Quality with the assistance of the Teaching and Learning Technology Coordinator. General education learning outcomes are on a four-year assessment cycle (Table 2.C.5.1), and each year a sampling team of faculty from across the curriculum is assembled for norming, data collection, data analysis, and closing the loop on student achievement of learning outcomes for General Education.

FOUR-YEAR GEC Assessment Cycle	GEC Outcome(s)
F15-S16	Inquiry
F16-S17	Communication
F17-S18	Critical Thinking
F18-S19	Civic Engagement
Summer 2019	Four-Year GEC Assessment Report (2016-2019) – Provost Office

Table 2.C.5.1: EOU GEC Outcomes

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Teaching and library faculty have primary responsibility for instruction-based learning processes. They ensure that student use of library and information resources is integrated into the syllabi and is an expected learning trait of criteria-based learning outcomes assessment. Students' ability to demonstrate proficiency in the use of library and information resources is an embedded criteria in various learning outcomes assessments throughout the curriculum. The critical thinking learning outcome, for example, includes the use and evaluation of evidence from multiple information resources as an important criterion in the assessment of critical thinking. The inquiry learning outcome also emphasizes the criterion of relevant research and background information in the assessment of inquiry. The communication learning outcome—oral and written—evaluates the use of evidence as a criterion in the assessment of communication. Use of library and information resources is therefore key to successful student performance in assignments for criteria-based learning outcomes requiring research, writing, and the capacity to use, explain, and synthesize information distilled from multiple sources.

Curriculum maps of General Education show the value faculty place in the several learning outcomes (critical thinking, inquiry, communication) that require use of library and information resources. General Education, in particular, utilizes shared GEC rubrics. A critical thinking rubric developed by faculty for General Education includes an information literacy component that can be harvested from critical thinking assessment data for analysis and further improvement in integrating information literacy into the learning process for critical thinking. The same is true for General Education rubrics in inquiry and communication.

The Library maintains a comprehensive Instruction Plan to ensure that library and information resources are integrated into the learning process. The plan incorporates instruction of multiple types, in order to have an impact across the spectrum and reach students in as many different situations as possible. The type of instructional offerings include:

- Credit courses, several of which are designated as contributing to General Education credits.
- Integration of information literacy into the First Year Experience Courses, including in-depth integration into the UNI 101 course which is strongly recommended for all incoming freshmen.
- Library workshops provided upon request to classes, focusing in particular on writing-intensive and research-intensive classes.
- Weekly evening drop-in workshops.
- Collaboration with the EOU Writing Center to offer instruction for writing tutors on how to steer students towards effective use of library materials.
- Creation and maintenance of online learning objects, ranging from text-based guides, to videos, to demonstration software (such as Guide-on-the-side) integrated with library databases.

By focusing on offering library workshops in writing-intensive and research-intensive courses, the Library aims to maximize impact by interacting with students at their point of need, thus ensuring that students have opportunities to practice and perform the synthesis and integration of information derived from diverse source materials. Advisors encourage academic success by advising students into the general education Gateway courses—LIB 127 and LIB 307—that pro-

vide students with foundational skills in information literacy. In addition, the LIB 307 course is one of several alternative classes required for the Business Administration degree and the Integrative Studies program.

To ensure ready access for students, library resources are linked from Canvas, the LMS currently used at EOU, and through the Pierce Library website. The website includes access to additional help in navigating library resources through research help, which contains links to many subject-specific and course-specific guides, and in particular a guide to citing sources and plagiarism for students and a guide to copyright and fair use for faculty.

While EOU faculty are able to demonstrate integration of library and information resources into the learning process through the learning outcomes assessment process, embedded courses in General Education and degree program curricula, the ease of linking to library resources from a course Canvas shell, and the myriad help features provided through the Pierce Library website, the self-study process has heightened awareness that the partnership between library faculty and teaching faculty could be more integrated. Starting in fall 2017, the Library Director will solicit regular faculty feedback on library initiatives through increased formal communication with the CTLA Advisory Board. In this manner, teaching faculty will have more opportunity to provide formal feedback on library programs and services, which will ultimately strengthen the integration of library and information resources into the learning process.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

The processes for securing credit for prior learning at EOU are delineated on the Registrar's Transfer Information webpage and for APEL on the Academic Advising webpage. There are three ways for EOU students to be awarded credit for prior learning:

APEL

EOU has a clearly articulated process for Assessment of Prior Experiential Learning (APEL). Students begin with APEL 390, an upper division course that helps students articulate what they know and can do—the outcomes—as well as integrate this learning with the principles that would have been learned in university coursework in the specific area for which the student is applying for credit. The course provides the structure that a student uses to support claims for creditable achievements in an APEL Learning Essay. The APEL 390 course appears as an elective in the student's degree plan.

The APEL Learning Essay (or portfolio), the final project for APEL 390, after review by the APEL instructor and the Executive Director for Regional Outreach and Innovation (EDROI), is then forwarded to academic faculty in the specific discipline of the Learning Essay topic. Aca-

demic faculty evaluate the experiential learning and assign the number of credits awarded, with review by the appropriate college dean. This credit may be used for general education, within a minor or major requirements, or as electives in a major or minor, depending on the faculty evaluation. Once the student receives a satisfactory grade from APEL 390, additional APEL Essays focused on other EOU content areas may be written and submitted to faculty for evaluation during one additional academic year.

ASL (Agency Sponsored Learning)

Through Agency Sponsored Learning, admitted students may receive credit for courses and training taken from non-degree granting organizations such as the military, corporations, labor unions, professional and voluntary associations, and government agencies. The subject area must be within a discipline offered at EOU, and the course/training must have taken place within required clock hours. Students must provide documentation that learning took place. Students pay $50 per credit hour for Agency Sponsored Learning (ASL) other than military.   A maximum of 45 ASL credits can be used toward a degree at EOU. Requirements are spelled out on the advising webpage.

Transfer Articulation and Credit by Exam Processes

Transfer Articulation, Transfer Parameters, and Credit by Exam Processes are spelled out on the Registrar's webpage dedicated to Transfer Articulation Information:

Whether with newly admitted first-year students or transfers matriculating to EOU with prior college coursework, the Admissions and Registrar's Offices are committed to making every reasonable effort to ensure maximum credit is awarded toward degree completion based on transcripts. It is important to realize that multiple factors can influence how transcripts are evaluated, which include but may not be limited to the accreditation status of the institution issuing the transcripts, university policy regarding limits on transfer credits applied toward degree, and faculty evaluation of transfer work. All transcript evaluation decisions are final and are not grievable. Students are encouraged to work with their academic advisors if they have any questions regarding their transcript evaluation and exploring other options. These options may include proficiency testing, Agency Sponsored Learning (ASL), and Assessment of Prior Experiential Learning (APEL), ACE (American Council of Education), IB (International Baccalaureate), CLEP and AP Exams.

2.C.8   The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Final judgment in accepting transfer credit rests with faculty, who analyze specific courses in terms of alignment with EOU courses and program outcomes and ensure academic quality,

relevance to students' programs, and academic level. The Registrar's [Transfer Articulation Information](#) page provides a Transfer Course Equivalencies search engine which displays how Eastern Oregon University accepts the courses students are interested in transferring. The Registrar also provides a General Education Transfer Guide; this search engine displays the courses at specific colleges and universities that satisfy the General Education Requirements at Eastern Oregon University. Faculty working with EOU's Division of Regional Outreach and Innovation are creating and maintaining [pathways](#) with community college partners to allow seamless transfer from two-year institutions into EOU's programs, while ensuring academic quality.

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

General Education Curriculum (GEC)

Eastern Oregon University is a community of scholars who understand that learning is a life-long process. The GEC provides opportunities for students to become reflective, responsible citizens of strong mind and ordered intellect who see multiple points of view. The university expects graduates to use their knowledge of the human condition and the physical world to adapt to, solve the problems of, and thrive in an ever-changing world.

The 60-credit General Education Curriculum serves the diverse student body of Eastern Oregon University by helping students to integrate into university life and challenging them to become critical, creative thinkers and engaged, knowledgeable citizens, open to new ways of looking at the world.

The GEC Content Knowledge requirement requires a minimum of 6 crs. in the Natural, Mathematical, and Computer Information Sciences; Aesthetics and Humanities; Artistic Processes and Creation;   Discipline faculty assess student work in the content areas. In addition, the GEC requires each GEC course address at least one of the following program learning outcomes: Inquiry, Communication, Critical Thinking, and Civic Engagement. These outcomes are assessed annually at both the program and General Education levels.

GEC Program Objectives, the General education Core Assessment Plan, Cycle, Methods, and Tools are available on the [General Education Assessment](#) webpage. General Education assessment is described in detail in the Core Theme Planning, Assessment, and Improvement section under Core Theme One, as general education outcomes and academic program learning outcomes are the first two measures for *High-Quality Programs*.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

EOU's General Education components for baccalaureate degree programs have identifiable and assessable learning outcomes integral to mission fulfillment under Core Theme 1, Objective 1—to foster and assess student learning through learning outcomes assessment in general education and degree programs, as aligned with university Learning Outcomes (see Table 2.C.10.1 below).

Degree Profile	BA or BS in Anthropology / Sociology		
University Learning Outcomes	*Breadth of Knowledge*	*Inquiry Creative/Critical Thinking Communication*	*Community Engagement Personal and Social Responsibility*	*Integrated Learning Applied Learning Reflective Learning*

Associate Level				Bachelor Level			
100 – 200 / 300				**300 - 400**			
Broad/Integrative Knowledge (GEC)				**Specialized Knowledge (Program)**			
Content	*Critical Thinking*	*Inquiry*	*Communication*	*Content*	*Critical Thinking*	*Inquiry*	*Communication*
Learn and use the vocabulary, content, and conceptual knowledge in a variety of disciplines	Think clearly, critically, and effectively, taking into consideration purpose, audience, and occasion	Employ approaches to inquiry from a variety of disciplines		Content Knowledge	Demonstrate effective skills in critical thinking, analytical and reflective writing, and appropriate discourse within the core disciplines	Demonstrate and apply cross-cultural perspectives, rooted in inquiry-based knowledge in the analysis of social, economic, and political issues	Demonstrate a solid understanding of core concepts in anthropology and sociology through effective communication, including scholarly writing and public presentations
All Anth/Soc courses designated SSC	ANTH 320 SOC 204 ANTH 340 SOC 205 ANTH 344 SOC 344 ANTH 345 SOC 345 ANTH 350 SOC 350 ANTH 360 SOC 360	ANTH 101 ANTH 220 ANTH 330 ANTH 370 SOC 370		All upper-division courses in the major or minor	ANTH 356	ANTH 320 SOC 327 ANTH 454 SOC 455 SOC 456	SOC 420

Civic Learning				Civic Learning			
Engage in further learning and be of service to society				Identify, analyze, and address real world problems through scholarly and structured civic engagements			
SOC 350				SOC 454			

Integrated and/or Applied Learning				Integrated and/or Applied Learning			
				Integrated Learning			
				ANTH 401, 405, 499 SOC 401, 405, 409, 499			

Institutional Intellectual Skills				Institutional Intellectual Skills			
Quantitative Literacy (BS)	Diversity (DPD)	Writing (UWR)	Language (BA)	Quantitative Literacy (BS)	Diversity (DPD)	Writing (UWR)	Language (BA)
MATH 111		WR 121 SOC 204	SPAN or GERM 100-200 sequences	STAT course	ANTH 445	ANTH 310, 375, 380 SOC 306, 327, 338, 350, 360, 454	SPAN or GERM 100-200 sequences

Table 2.C.10.1: Academic Program Outcomes Mapping Sample

The GEC learning outcomes serve as a foundation for academic success in the areas of inquiry, communication, critical thinking, and civic engagement, scaffolding student learning through degree program learning outcomes that also align with university Learning Outcomes. These aligned learning outcomes are key indicators of mission fulfillment, signifying what a graduate with a baccalaureate degree should know and be able to do.

The EOU Mission and the GEC Mission are operationalized through the learning outcome components of the GEC program. The General Education components (in dark and light green) of the Anthropology/Sociology degree program are available in separate documents for all programs through GEC curriculum mapping, program curriculum mapping, and institutional requirements available through the academic catalog. As mentioned previously, General Education Learning Outcomes (GLOs) and Academic Program Learning Outcomes (PLOs) are aligned with EOU's university Learning Outcomes. Annual assessments of GLOs and PLOs, conducted by faculty with the support of the Office of the Vice Provost for Academic Quality, are available on the Assessment webpage. These assessments are used as part of annual Academic Program Reviews, with an eye toward needed outcome refinements and approaches to improve teaching and learning.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

EOU offers no applied degrees or applied certificates. EOU non-applied certificate programs are fully encapsulated within related Associate, Bachelor, or Master programs and, as such, conform to the learning outcomes and expectations assessed by academic programs.

Graduate Programs

2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

The graduate programs at EOU are aligned to and fulfill the EOU Mission by providing students with high quality graduate level studies in professional programs. Through various delivery modalities, graduate students connect from rural or distant locations with the wider world. Graduate programs in Education and Business stimulate students' intellectual and creative capacities by requiring engagement in research, scholarship and practical applications appropriate to their discipline or subdiscipline of study.

EOU offers three graduate programs: the Master of Arts in Teaching program is an initial licensure program for elementary and secondary teaching. The Master of Science program is intended for those already licensed as teachers, or others interested in advanced study in educational related fields, to advance their career through graduate study. The Master of Business Administration program offers advanced study in the field of business. (The Master of Fine Arts in Creative Writing is currently suspended.)

The graduate programs in Education and Business at EOU meet the expectations of their respective disciplines and professions through rigorous independent accreditation by external agencies. The College of Education MAT licensure programs adhere to Oregon Teacher Standards and Practices Commission (TSPC) standards, and are continuously reviewed to meet CAEP requirements. The MBA program follows standards of the International Assembly for Collegiate Business Education (IACBE).

The scholarship/research/practical applications components of the graduate programs at EOU are met in different ways. In the MAT, students begin in their first summer to formulate a research idea and carry this throughout their years-long studies. They conduct a classroom based research project, synthesize information, collect data and present an organized presentation of the materials, written and/or oral.

In the MS program students complete a Master's Thesis Research Project. The guidelines for the thesis are documented in the Master's Research Project Handbook. Successfully conducting a school- or classroom-based research project enhances the individual's ability to identify important issues, formulate questions to be investigated, and make data-driven decisions based on thoughtful analysis.

The MBA program places a particular emphasis on the application of inter-disciplinary learning with case and project intensive methods. Students undertake case analyses, hands-on projects, and simulation exercises. Students in the program also have the opportunity to conduct real business consultation, project design, and strategy development. Students in the MBA program complete a Master's project. The MBA project involves appropriate scholarship and is oriented towards an end product being "a temporary endeavor undertaken to create a unique product or service."

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

Admission requirements for the graduate programs at EOU are compatible with the university's mission. Graduate admissions criteria reflect high expectations for advanced study in the fields of business and education. Admission to graduate programs at EOU requires that students demonstrate that they are responsible and reflective students appropriately prepared to succeed at the graduate level. Admission application policies for the MAT Elementary and Secondary, MBA, and MS detail the individual requirements that students must achieve to be admitted.

Students may transfer up to 15 credits of approved graduate level work that applies to the course of study in the MS program. Transfer requests are reviewed by the graduate program faculty to determine if they appropriately fit into the course of study. Since both the MAT and MBA programs are prescriptive and sequential, transfer of credits is not generally approved.

Students admitted into the graduate programs must maintain a 3.0 GPA throughout the program. In cases where a student receives a "D" or lower, they must retake the class. A "C" grade is acceptable as long as the overall GPA remains 3.0. If not, then the course receiving a "C" must be repeated.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

The MAT program is an initial teacher licensure program where students are engaged in clinical practices throughout the entire course of study, and EOU grants graduate credit for clinical practices that are an integral part of the MAT program. The full-time intensive teacher-preparation program blends professional knowledge gained through experience in classroom settings with continuing academic preparation. In order to acquire a variety of experiences and to increase future job opportunities, students normally participate in placements at two levels of authorization in public school classrooms. Students begin their placements at the beginning of the school year at assigned school sites generally located in central and eastern Oregon and progress through a full-time apprenticeship.

The MBA program does not grant credit for internships, field experiences, or clinical practices that occurred prior to enrollment in the program, though some of these experiences may figure into the students' Masters projects. The MS allows internships, field experiences, or clinical practices, but they are designed as specific credited activities that are monitored and assessed by program faculty.

Credit for prior experiential learning is not accepted into EOU graduate programs.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

One of the core outcomes of the MS program at Eastern Oregon University is the develop-

ment of thoughtful and knowledgeable teacher researchers. Successfully conducting a school-or classroom-based research project enhances the individual's ability in identifying important issues, formulating questions to be investigated, and making data-driven decisions based on thoughtful analysis. It is the desire of the College of Education faculty that the MS graduates not only demonstrate the above abilities, but do so by selecting research questions that are both meaningful to the individual and that have relevance and application in the individual's professional context.

Within the MAT program, MAT students complete a classroom-based research project during their "A" and "B" placements as part of course requirements. During the "A" placement, students learn how to gather data, synthesize information, and use the APA format for writing a research document. During the "B" placement, students put their learning into practice by completing a classroom-based research project.

Students in the MBA prepare a masters project. The objectives of the MBA project are to communicate clearly the interrelationships between the core concepts learned in the MBA curriculum; demonstrate application of the core concepts learned in the MBA curriculum by developing and completing a meaningful project related to a specific area of management; demonstrate essential managerial and organizational skills and techniques combined with the capacity to develop, plan, organize, successfully complete, and document results of a major task.

Graduate research conducted in the EOU graduate programs is intended to prepare students for careers in which they will be consumers of research as well as researchers themselves. They should have the skills to understand and conduct research within the practical sphere in which they work, but only some will pursue further graduate work and higher degree expectations.

2.C.16 *through* 2.C.19

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals

Continuing education at EOU is restricted to GED: The General Education Development (GED) exam is for adults who have not completed their high school diploma. Students 16 and 17 years of age may also take the exam but require special documentation and must contact the Continuing Education Coordinator about this. The certification that the student receives upon completion of the Oregon GED examination is accepted as an equivalent credential to a high school diploma by employers, the military, and colleges throughout the United States. The processes, procedures, and resources for completing the GED are provided on EOU's Continuing Education webpage.

The Continuing Education Coordinator's position is funded through a grant from the Union County Commissioners. EOU provides office space in the Advising Center, furniture, equipment and supplies, technology support, and budgeting support for the coordinator.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

EOU does not offer its undergraduates continuing education credit or special learning programs.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

The GED exam tests basic skills that students are taught in high school. Topics covered in GED classes and preparation materials include Reasoning Through Language Arts (reading and writing), Social Studies, Mathematical Reasoning, and Science. These are the subject areas that make up the GED exam. The GED® has a passing score of 145 for each subject. Therefore, students need to reach a score of at least 145 on each subject and a total score of 580 or higher across the four-subject tests in order to receive the GED® test credential. The GED tests are nationally normed, complete with practice tests. However, the participating students are not EOU students, but Union County residents. No EOU students, faculty, or staff are involved.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

EOU does not offer non-credit instruction.

Standard 2.D Student Support Resources

2.D Evidence

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

The institution creates effective learning environments to support student learning needs through a wide variety of venues. The Learning Center, located on the second floor of Loso Hall, houses programs designed to support learning needs through tutoring options available at no cost to students both on campus and off campus (online). Individualized and small group tutorials are available for a broad range of disciplines including biology, chemistry, math, psychology, Spanish and statistics. Help for all levels of math is available approximately 50 hours per week

on a drop-in basis in the Math Lab. The Writing Center offers students in every discipline the opportunity to have their written work read and responded to by peer writing tutors. Tutorials in all disciplines are available for online students and are accessible through the Western eTutoring Consortium.

The Disability Services Office provides accommodations for students with documented disabilities as defined by the Americans with Disabilities Act (ADA). In keeping with the EOU mission to provide personal attention to students, support and access for underserved students, Disability Services provides tutoring and other academic support services to qualified students, both on campus and online. The Disability Services Office upholds federal law by ensuring that students with disabilities are given equal access to educational opportunities available to all students attending EOU.

The university takes a multi-faceted approach to supporting the transition of first year students from high school or the workplace into the university learning environment. The First Year Experience (FYE) program provides students the options of enrolling in either 3-credit UNI 101 or the Integrated Studies Program (ISP). The ISP is designed to support students in developmental writing classes by linking WR 115 with a CORE 101 seminar that helps students enhance their skills in reading and analyzing college-level texts, conducting basic research, and utilizing campus resources. The second course in the sequence, CORE 102, is designed to help students discover and research their aptitudes and strengths in the context of exploring academic disciplines and majors.

UNI 101 is a three-credit course which was created to assist students in the development of intellectual, personal and social skills, time management, study strategies, financial literacy and information literacy. In response to classroom observations, instructor assessments, and classroom survey results, the UNI course has evolved to focus in areas found underdeveloped in the first-year student population, namely understanding critical thinking, academic and financial responsibility and their role in their community and in society in general. The library portion of the course addresses the big questions in society and how to research these at an institution of higher education. To more fully incorporate critical thinking skills, the AY18 UNI 101 course introduces the idea of a growth mindset and habits of mind, which will complement the already successful strengths exploration and major/minor exploration.

UNI 105 is the online platform for FYE that focuses on topics and issues central to success at EOU. These topics are addressed through learning activities centered on academic success, exploration of EOU resources, problem solving, relationship development, building EOU identity and identifying student strengths that will benefit them in their college career and beyond. Online discussions and learning activities serve as an introduction to and preparation for further intellectual life and university-level study.

The federally funded Student Support Services (TRIO) program, located in Loso Hall on the second floor, is available to qualifying students from traditionally underrepresented populations. Services covered include, but are not limited to:

- One-on-one tutoring and group instruction provided by qualified peer tutors familiar with requirements and expectations of professors.

- Academic, career, personal, financial and graduate school advising to help students navigate the university system, decide on majors and careers, improve study skills and remove barriers to success.
- Equipment checkout, including laptop computers, iPads, digital recorders and calculators are available for checkout to decrease the financial burden of participants.
- Informational workshops (such as this example) for participants to meet other students and learn to navigate the scholarship process, financial aid, time management, study skills, resource awareness, and socialization.
- Access to networked computers with free printing during daytime school hours in the Student Support Services Help Center.

General purpose student computer labs are available across campus. Students have access to networked computers during the day, evening, and weekend hours. The labs are staffed by trained assistants who help students access EOU's student portal to their EOU email account, Webster, and Canvas (EOU's Learning Management System via https://my.eou.edu/. By licensing and supporting Canvas, the institution is able to meet the needs of students enrolled in online and/or hybrid classrooms. When used in conjunction with the suite of Google services provided by the institution, students are able to access instructor-generated course content, take assessments, collaborate, and participate in either synchronous or asynchronous interactions at any time from any computer connected to the Internet, including hand-held devices and tablets.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

EOU treats violation of law on its premises as a serious matter. University officials report violations of the law to local and state law enforcement agencies and maintain a close working relationship with the La Grande Police Department, the Union County Sheriff's Office, and the Oregon State Police. When a life threatening incident or medical emergency occurs, all students, faculty and staff are instructed to call 911 before notifying Campus Security if possible. Campus Security Officers do not have peace officer status; however, they do work to insure a safe and secure campus environment for students, faculty, staff and visitors by patrolling campus grounds, buildings, and other EOU properties; providing safe escort during the evening hours upon request; providing emergency access to campus buildings; responding to reports of crimes occurring on campus property; enforcing campus policies and regulations; responding to life threatening incidents and cooperating in criminal investigations with local and state authorities.

There are six blue security phones located across the campus; with the push of a button, callers dial directly into Campus Security. Regular surveys are completed in order to assess campus security in terms of lighting. As a result of these surveys, 35 new lights have been installed across campus, with 22 additional lights currently scheduled to be installed, including 3 LED lights selected for testing. Security also regularly assesses pavement quality and safety around campus, resulting in 900 square feet of sidewalk repairs in 12 different locations. Campus security is also strongly represented on the EOU safety committee. This group conducts regular surveys to assess all the buildings on campus in terms of safety, and follows up with detailed reports to the building managers specifying necessary improvements.

Students, faculty, and staff who are victims of a crime, or are aware of a crime that has occurred, are encouraged to report to Campus Security or a member of the Student Relations staff who will then assist with the process of reporting the crime to an appropriate agency. In most instances, crime reports are made to the La Grande Police Department. In the event of a crime or emergency occurring at one of the EOU's Regional Centers, local law enforcement agencies are contacted.

The Director of Student Relations is responsible for the collection, reporting, and dissemination of all crime statistics and other disclosures, which can be found in the annual Campus Security and Fire Safety Reports, Student Services and Student Conduct Program Reports, and Drug and Alcohol Repots, which are submitted in fulfillment of the Jeanne Clery Reporting requirements. The director is also responsible for the administration and management of the Student Conduct Program and the reporting of Code of Conduct violations and associated sanctions, ensuring procedural fairness for all complaining and responding students.

Crisis communication is coordinated through the University Advancement Office. The University Advancement Office maintains an Emergency Information web page, which includes information on emergency preparation, active shooter response, sexual assault prevention and response, and the EOU emergency notification system. University Advancement is also responsible for the Crisis and Issues Management Policy and maintains the Crisis Communication Plan, which are reviewed annually by the members of President's Cabinet.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Connecting Oregon's rural regions with the wider world and providing an accessible and affordable education to students from those regions are central to EOU's Mission, values, and Core Themes. EOU is a regional, public liberal arts university with a strong history of serving students where they are. EOU's special mission responsibility is to provide distance learning and outreach opportunities to rurally situated students who might not otherwise be able to access and benefit from higher education. A majority of EOU students come from small rural communities and are more price sensitive as they seek an accessible educational institution that fits their learning styles and backgrounds. The university's Admissions Team strives to recruit and admit those students who identify best with EOU and its characteristics. To heavily recruit students with a preference for the amenities of a large urban area or the offerings of a metropolitan or research-oriented institution runs counter to the persistence and success of students who enjoy the "size and shape" of Eastern.

As can be seen in the Admissions End of Year Report, EOU manages a wide variety of outreach efforts to enable the recruitment and admission of students who wish to earn degrees available on campus, online, and/or onsite. These include local, regional, and statewide advertising, several high school visits, one-on-one meetings, campus visits, online orientations, college fairs, presence on community college campuses, name purchases, alumni connections, and hosted

campus events. From initial inquiry through matriculation, information in print and in electronic/ interpersonal formats are carefully timed to coincide with students' enrollment progress. Communications to prospective students incorporate information on the university's programmatic offerings and available modalities (on campus, online, onsite) as well as pointing to requirements and procedures for admission, enrollment, advising, graduation, and transfer. The admission viewbook, EOU online center and listing of online programs and degrees, and EOU catalog are all provided to meet practical information needs and orient students early-on to the requirements of their programs.

Both general and specific programmatic requirements are published in catalog and made available to students through each of the college websites: Business, Education, STM and Health Science, and Arts, Humanities and Social Sciences. Directing students to these resources is reinforced through the admissions and registration communication plan. Each of the communication components is sent to the student directly and additional pieces are also sent to the family and/or parents to ensure every effort is made to provide clear and accurate information on programs and requirements. For example, after students have applied, they are sent an admission checklist via email and ground mail from information obtained through the application. The admission checklist serves as a key reference point in tele-counseling sessions and also as a tool to engage students in conversations or answer questions. The checklist includes timely reminders to students to make an enrollment deposit, to contact an advisor, or to apply for housing and financial aid. Supporting these communication components to prospective and admitted students are emails, print pieces and in-person conversations.

For traditional, on-campus students, Mountaineer Registration Days serves as a key orientation activity tailored to student programmatic interests. Staff work with students in groups or one-on-one during the campus visit to ensure they have the necessary information resources to understand program, graduation, and transfer requirements. Online and onsite students also have access to information specific to the guidelines, requirements, and process for taking classes at a distance through EOU, including a checklist specific to online/onsite students and a fully developed online orientation. Eleven Regional Center Offices throughout Oregon enable advisors at each location to work directly with local students, as well as online students outside Oregon. Regional Operations Advisors ensure online students have access to as many student support and educational opportunities as possible in the online environment. These advisors also work with online students who access EOU's online degree programs from other states and even other countries.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

EOU's Provost's Office initiates and the deans and associate deans manage communication with students in the event of degree program elimination or a significant change in program requirements that impact students currently enrolled in the affected program. The communication includes working with the Associate Vice President for Academic Affairs, Institutional Research, the Registrar's Office, and program faculty to identify declared students eligible to complete the degree and a reasonable timeframe during which to complete outstanding degree requirements.

Once the Provost's Office has communicated with the Registrar and informed campus and online advisors of the need to develop student plans for timely completion of degree requirements, the Higher Education Coordinating Commission is informed of the elimination, and the Northwest Commission on Colleges and Universities is notified and provided with teach-out plans.

EOU's teach-out practices are codified in procedural language published in the Education Policy and Curriculum Committee Handbook under Section III. Current Procedural Overview. This procedural language was approved by the Provost in 2013, after changes were recommended by Faculty Senate to revise the language to include explicit opportunity for faculty input on administrator-initiated program elimination.

In reference to program deletion, the Current Procedural Overview from the EPCC Handbook states:

> The degree program or related deletion paperwork, documented on the appropriate EPCC form, is processed by EPCC and forwarded with recommendations and rationale to the Faculty Senate, the Provost, and the appropriate state governance body that oversees the institution. In the case of degree program deletions, notification is further made to the Northwest Commission on Colleges and Universities. All teach-out arrangements for deletions of stand-alone minors and degree programs are initiated by the Provost and managed by the Dean or the Dean's designee, through appropriate communications with and accommodations for declared students.

2.D.5 The Institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes

> a) *Institutional mission and core themes.*
> b) *Entrance requirements and procedures.*
> c) *Grading policy.*
> d) *Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings.*
> e) *Names, titles, degrees held, and conferring institutions for administrators and full-time faculty.*
> f) *Rules, regulations for conduct, rights, and responsibilities.*
> g) *Tuition, fees, and other program costs.*
> h) *Refund policies and procedures for students who withdraw from enrollment.*
> i) *Opportunities and requirements for financial aid.*
> j) *Academic calendar.*

The institution publishes a printed and online academic catalog every year. The mission of the university is published on the first page of the catalog, and is featured prominently along with Core Themes on the strategic planning website.

Admission requirements are presented to students in the application process and on the freshman admissions, international admissions, and transfer admissions websites; graduate admissions requirements for the Master of Science in Education, the Master of Arts in Teaching, and the Master of Business are available on the graduate admission website. The institution's standard Grading policy is available in the academic policies section of the academic catalog. Faculty members set and communicate thresholds and expectations for achieving grade levels through the course syllabi, which can be perused online. The academic catalog also describes degree program and associated minors as well as certificate programs. Each degree program provides clearly delineated learning outcome expectations, institutional requirements, degree requirements, and sample curriculum plans involving course sequencing and scaffolding for advising purposes. Links to partner programs are provided on the Academics website. Names, titles and corresponding information on administrators and full-time faculty are published at the end of the online and print catalog.

The EOU website prominently displays a "Current Students" header, giving public access to current and accurate student information found in the online Student Handbook regarding the Student Code of Conduct, which articulates student rights and responsibilities. Links for student resources, student life, online education, services and programs, and course offerings may all be accessed from this single page. EOU's mission places the university in the position of working with a great many first-generation college students who are sensitive to the costs of higher education. For this reason, Financial Aid information is a primary link on the main website homepage. Tuition, fees, program costs and opportunities, and the requirements for financial aid are made available to prospective students and their families through the Financial Aid website. Fees related to supplies or travel associated with specific program costs are connected to specific courses, are noted in the registration process, and are identified in the syllabi and/or course description. Refund policies and procedures are documented within the Academic Policies section of the Academic Catalog and are accessible online through Student Accounts and the Registrar's websites. An academic calendar is also published on page 5 of the Academic Catalog.

> *2.D.6 Publications describing educational programs include accurate information on:*
>
> > a) *National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered.*
> > b) *Descriptions of unique requirements for employment and advancement in the occupation or profession.*

The university's Academic Catalog is EOU's major publication, supported by program websites that describes accurate information about programs. Programs in the College of Science, Technology, Mathematics and Health Sciences and the College of Arts, Humanities and Social Sciences have no requirements for licensure or professional education and training beyond satisfaction of program and degree requirements. Descriptions for unique requirements and advancement in occupations or profession are shared by specific programs on departmental websites.

All licensure programs within The College of Education are obligated to align programs to external accreditation requirements. Teacher Standards & Practices Commission (TSPC) is Oregon's teacher licensing agency that reviews and approves each college's programs for eligibility

to recommend candidates for teacher licensing. By July 1st of 2022, per state legislation ([584-010-0004](#)), all teacher education programs in Oregon must be nationally accredited through the [Council for the Accreditation of Educator Preparation](#) (CAEP).

   Prospective candidates and candidates in the programs are notified that program requirements are responsive to these external accreditation bodies, such as CAEP or TSPC. Members of the College of Education are actively engaged in the process of reviewing and providing feedback about current and proposed legislation that impacts our programs. Once legislation is passed, the College of Education ensures that new requirements are implemented within programs, information is disseminated to current and prospective candidates, and candidates are not recommended for licensure without meeting the current requirement at the time of the recommendation request. In the catalog rather than explaining all external requirements (such as CAEP or TSPC), students are notified of the importance to obtaining the most current advising information because of unpredictability of rule changes while in program. Notifications of external requirements are also communicated on program [websites](#), checksheets, fliers, and handbooks. The College of Education's Teacher Licensing Officer notifies initial teacher preparation program candidates of current legislation requirements and how to apply for their initial license.

The College of Business
   The [Fire Services Administration](#) (FSA) program follows the Fire and Emergency Services Higher Education (FESHE) model curriculum program for a bachelor's degree in Fire Services Administration and was recognized as a FESHE-compliant program by the National Fire Academy in spring 2017. The degree is based upon the [FESHE model associate and bachelor's curriculum](#) and follows the [professional development model](#). The program observes requirements for certifying firefighters in Oregon. The [Oregon Department of Public Safety Standards and Training](#) (DPSST) is responsible for certifying firefighters and notifying them of requirements pursuant to Oregon Administrative Rules (OARs) relating to [Fire Service Professionals (Section 9)](#). The National Fire Protection Association (NFPA) Standard 1021 (2014 revision) is the standard for fire officer certification nationwide. Although some states only officially recognize Firefighter I & II, Oregon also recognizes NFPA 1012 Fire Officer III (FO III) and Fire Officer IV (FO IV) as college-based certification for administrative- and executive-level officers. EOU's Fire Services Administration Program Chair monitors the [EOU Fire Services website](#) to ensure it is linked to the DPSST website so students have access to the most current information at all times. This administrator also ensures that EOU retains a strong partnership with DPSST and provides them with our current Fire Services courses that they accept for each level of certification. The program chair also represents EOU at the Oregon Fire and Emergency Services Higher Education group and ensures EOU's Fire Services courses are updated according to the needs expressed. Information on program requirements and descriptions of advancement and occupation in the profession is shared in the department's [Facebook page](#), [FESHE Facebook page](#), on the website, and through direct communication and presentations.

   The [Emergency Medical Services Administration](#) (EMSA) program is based in the Fire and Emergency Services Higher Education (FESHE) [model curriculum](#) program for a bachelor's degree in Emergency Medical Services management and has a degree requirement of licensure as an EMT or higher as a graduation requirement. The overall degree is based upon the FESHE [EMS Professional Development Model](#). Oregon Emergency Medical Responders (EMR), Emer-

gency Medical Technicians (EMT), Advanced EMT (AEMT). EMT-Intermediate (EMT-I), and Paramedics are required to be licensed by the State of Oregon and similar requirements exist in all U.S. jurisdictions. Oregon provides the Oregon Revised Statutes (ORSs) and Oregon Administrative Rules (OARs) for EMS licensure. The EMSA degree provides for acquisition of administrative- and executive-level knowledge and skills unique to Emergency Medical Services and is complementary to the FSA degree. EOU's Emergency Medical Services Administration Program Chair monitors the EOU EMSA website to ensure students have access to the most current information at all times. The program chair also represents EOU at the Oregon Fire and Emergency Services Higher Education group and ensures EOU's Emergency Medical Services courses are updated according to the FESHE higher education EMSA committee requirements. Information on program requirements, course descriptions, and descriptions of advancement and occupation in the profession is shared in the department's Facebook page, FESHE Facebook page, on the website, and through direct communication and presentations.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

The security of student records follows procedures governed by policy through OAR 166-475-0010. The retention periods for student records follows the policy OAR 166-030-0026. Permanent records are stored indefinitely and include student grades and transcripts. All student records (current and old) are either archived using the Laserfiche scanning and storage software, or housed as paper records and stored in the Registrar's office in fire safe file cabinets. All old microfiche files previously housed in cabinets in the Registrar's office have been digitized and are now stored in Laserfiche.

Confidentiality and release of student records follow the Family Educational Rights and Privacy Act (FERPA). This is documented on the university website and managed by the Office of the Registrar. Requests made outside federally mandated release of records to military or others, by media outlets, organizations, or individuals are received by University Advancement (EOU's public information office). Requests are reviewed as to purpose and types of data requested and then screened by legal counsel or fulfilled. General directory information is provided as public record following FERPA guidelines.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

EOU's location, mission, and values place the university in the position of serving traditional and non-traditional students from rural areas where many are first-generation, high need, and low income. With nearly 80 percent of students receiving financial assistance, it is essential that the university manages an effective and accountable program of financial aid. A report of the large fee remission categories is reviewed annually by a selected team to ensure they are meeting the mission of the university. Beginning in the fall of each year, information is published through

Admissions and Financial Aid in print and online formats to inform students of the various types of financial assistance. Each fall, both current and prospective students are encouraged to prepare or update their Free Application for Federal Student Aid as soon as possible after the new FAF-SA open date of October 1st. Students are also encouraged to apply for institutional and private funds through the EOU Foundation and other resources. Institutional funds, primarily in the form of fee remissions, are used to work with federal and state financial aid and grants, scholarships, work-study as well as loans are all taken into consideration with the students' financial need as estimated by the FAFSA and other resources. Throughout the recruitment process for prospective students, information is shared on a regular basis through email, telecounseling, campus visit programs and printed materials to ensure students and their families receive accurate and timely information about the costs of attendance. The Financial Aid Office website is heavily promoted and has been simplified and reorganized to improve student access and provide information to all students—on campus or off-campus—on items such as types of aid, reviewing your award, scholarship information, and managing loans. The Financial Aid staff also have a goal of re-sponding to phone calls and messages with 24 hours.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

To ensure that students receiving financial assistance are informed of any repayment obliga-tions, the EOU Financial Aid Office takes a proactive role in communicating with students. For example, Financial Aid staff give a financial aid presentations at every Preview Day, and at every Mountaineer Day. Financial aid also provides counseling sessions to any students that request them during their campus visits. Loan counseling is required of every student taking out federal loans and is offered via a federal government loan counseling webpage and an EOU Loan Pro-gram webpage.

Admission recruitment materials, promotional emails, campus visit meetings and event pre-sentations, and one-on-one meetings help to share important financial information with students and families. Staff members in admissions, academic advising, registrar, and student accounts are also cross-trained to assist as needed and help student understand pertinent information. Easily accessible and linked off the main EOU homepage, the Financial Aid Office website presents key resources for students, including repayment obligations, loan information for new and current students, consortium agreements, and other resources.

EOU has adopted the Federal Financial Aid Shopping Sheet to promote clearer communi-cations with students regarding financial aid and borrowing. The shopping sheet provides stu-dents a consistent presentation of estimated costs for tuition and fees, housing, meals, books and supplies, transportation and the funds to pay for college such as grants and scholarships, work, loans and other resources. Students at EOU receive loans based on credit hours taken (1/2 time is 6-8 credits, 3/4 time is 9-11 credits, full time is 12+ credits) and have access to resources to help manage any loans received, including mandatory entrance and exit loan counseling, a net price calculator, and various financial literacy initiatives, described below.

EOU closely monitors the institution's loan default rate, which is tracked on three-year cycles in compliance with the U.S. Department of Education. Climbing default rates are a growing problem with many universities, and EOU is actively engaged in tracking the student default rate, which currently stands at 10.0 for the FY14 Official 3 Year cohort, as of September 2017. To help reduce default rates, EOU proactively promotes healthy borrowing through the Financial Aid resources available to students, a reflection of the university's core themes and values which encompass a focus on providing an accessible and affordable education. Financial Aid has created a Financial Aid Counselor position that is also responsible for coordinating initiatives to promote and increase financial literacy. Initiatives undertaken have included working with the library to create a financial literacy book collection, offering brown bag lunches for students, and proactively incorporating information on financial literacy into existing events including student orientation, student government meetings, student club meetings, high school nights, and preview days.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

Eastern Oregon University recognizes academic advising to be a critical component of the educational experience of its undergraduate students. Students usually work individually (sometimes there are group advising sessions) with academic advisors in a collaborative spirit in order to define and implement sound educational plans that are consistent with their personal values, academic interests, and career goals. While academic advising occurs most visibly in these individual relationships, a broad network of professional advisors, faculty, and staff exists to support EOU's advising mission.

Professional advisors work at each of the four colleges on the EOU campus and eleven off-campus regional centers. Professional advisors in the colleges report to the college dean, and professional advisors at the regional centers report to the Executive Director of Regional Outreach and Innovation (EDROI). They are members of Advising Council, a body that promotes and supports effective and consistent academic advisement in all modalities. The Council, meeting twice a month, brings together the on-campus and regional advisors, organizes training, ensures academic quality by clarifying and ensuring the consistency of relevant policies and procedures. The Advising Council identifies and resolves obstacles to student success in registration, retention, completion, course scheduling, transcript evaluation, graduation checks, Degree Works, and EOU's Customer Relationship Management (CRM). It establishes a professional atmosphere focused on working together to achieve student recruitment, retention, and completion goals arising from EOU's Mission and Core Themes. The Council contributes to mission fulfillment and in particular to Core Theme 2 objectives by ensuring consistently excellent advising to promote and encourage student success.

Figure 2.D.10.1: Advisor Responsibilities

College Advisors

College Advisors focus on specific areas, for example business, pre-professional health, or education, whole the regional advisors work with transfer students across the disciplines, especially but not exclusively Integrative Studies. For caseload reasons, advisors may work across disciplinary divisions, for example, one college advisor works with students in the Arts and Humanities, as well as Mathematics and Computer Science. To ensure that advisors are knowledgeable in the areas in which they advise, the Advising Council maintains a strong focus on professional development, pursued through NACADA, a professional association for advisors, counselors, faculty and administrators. NACADA includes interest groups for members who focus on advising for a particular student group or discipline, and advisors enhance the professional knowledge gained at conferences via strong relationships with discipline faculty. Frequent faculty interaction is encouraged through proximity of faculty and advisor offices, and participation on the same committees.

College Advisors are essential to retention efforts as students move through their first year of college-level academics. They are proactive and participate in Just-in-Time initiatives, like the Credit Recovery Program and Early Alert reach-outs. College Advisors help students formulate a four-year plan and explore Parallel Paths; they are responsible for reaching out to unregistered students. Most students move on to faculty advisors after they are registered for Fall term of the sophomore year. The College Advisors are responsible for training new Faculty Advisors and for communicating new requirements and other updates to continuing Faculty Advisors.

Regional Advisors

Regional advisors serve EOU's online students and usually also serve as Directors of EOU's Regional Centers. EOU has eleven centers across Oregon, most located on community college campuses: EOU Bend, EOU Burns, EOU Enterprise, EOU Gresham, EOU Hermiston, EOU John Day, EOU Ontario, EOU Pendleton, EOU Portland, EOU Roseburg, and EOU Salem. Located at these centers, the Center Directors enable Oregon online students to meet face-to-face with advisors, an arrangement unique to EOU. The regional advisors, along with the faculty and curriculum, ensure that the effectiveness of advising for online students matches the advising support that students on the main campus (La Grande) receive. This consistent quality is ensured by regular interaction of all advisors via the Advising Council, as well as participation in the

same NACADA and university-sponsored professional development opportunities. Regional advisors have developed opportunities for online students designed to give them the same service afforded to on campus students. For example, an online degree planning workshop offers online advising services similar to those provided on campus via EOU's Mountaineer Days.

Online Students and Advising Effectiveness

An important component of advising at EOU, and a central tenet of Core Theme 2, is ensuring that academic quality and academic advising are equitable for all of EOU's students, whether online, onsite, or on the main campus. According to multiple reports in 2017, EOU online programs are recognized as among the best in Oregon and nationwide. Affordable Colleges Online, a resource for online learning and college affordability information, released its 2017 rankings of the best online colleges in the state and Eastern Oregon University is one of the top five. EOU also stands nationally among the top 25 online colleges for bachelor's degrees in the 2017 guide published by SR Education Group. These rankings acknowledge not only EOU's flexibility, which our transfer students value so much, but also the academic quality, personal attention, and career guidance they receive from faculty and their regional advisors.

Proactive Advising Culture

As part of their commitment to student success, highlighted in Core Theme 2, EOU's advisors are establishing university-wide Proactive Advising with College Advisors, Regional Advisors, and Faculty Advisors. Moving to a proactive approach requires a shift in academic culture, away from a traditional, directive, hands-off approach. However, the proactive approach is recognized nationally as the most effective approach to use with first generation, underserved students, and advisors are noticing positive results in many areas as they make the shift. Some examples:

- Students are getting more of their required forms (such as the graduation applications) in on time now that advisors are using a weekly email reminder adapted from a NACADA program called "10 weeks of success for students."
- Students are booking more meetings with advisors since the implementation of user-friendly "book-me" links.
- Students are experiencing more interaction with advisors overall, because they get to know each other better in venues such as the UNI class, which is co-taught by advisors and librarians.
- Several business majors who mistakenly thought they were on track to graduate were caught by advisors and put back on track before losing a semester, due to the implementation of mandatory advising in the College of Business.

As can be seen from the table below, the shift in culture is not an easy one to make as the traditional approach is deeply engrained in academic culture and the experiences of many faculty and advisors who were high-achieving and entered the university with the cultural capital necessary to be successful—they themselves adapted readily. However, today's EOU student demographic reflects the national trend toward the increasing presence of first-generation, underserved students. These students are at high risk of leaving the university, often after a single year, and of never completing a degree and ending up with high debt. While the traditional advising approach focuses on directing students to solve problems for themselves, the proactive approach at EOU

expects the advisor to assist the student in overcoming obstacles to academic success, retention, and completion, with a concomitant focus on identifying obstacles that can be eliminated by through changes in policies and procedures. It should be acknowledged that the two approaches are not mutually exclusive; the diagram below also shows what the two approaches have in common at EOU, which provides the common ground for shifting emphasis to a the proactive approach.
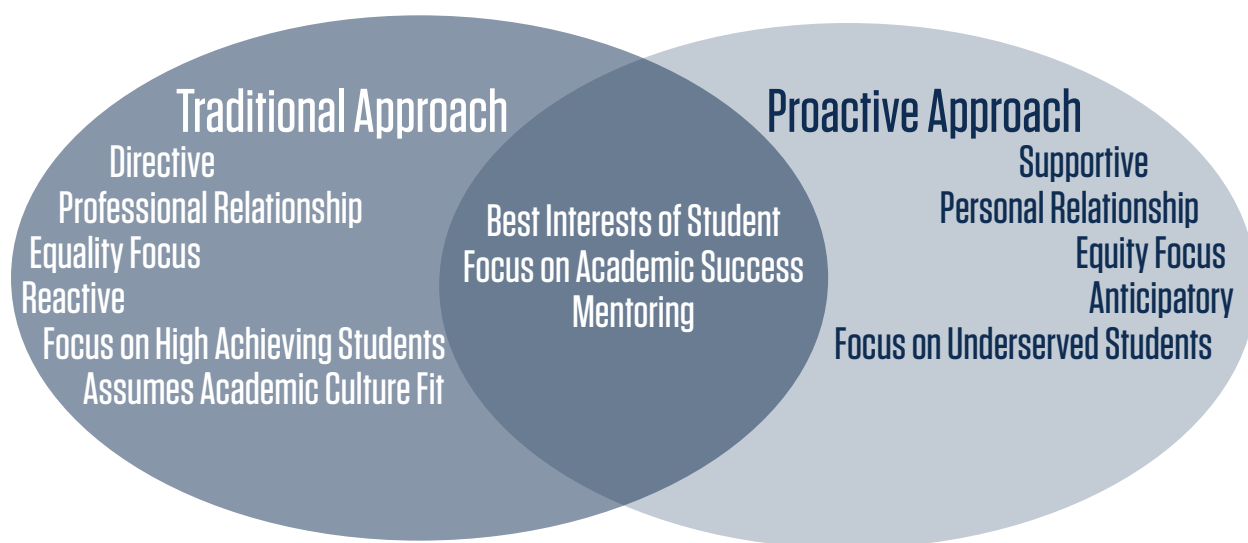
Traditional Approach
Directive
Professional Relationship
Equality Focus
Reactive
Focus on High Achieving Students
Assumes Academic Culture Fit

Best Interests of Student
Focus on Academic Success
Mentoring

Proactive Approach
Supportive
Personal Relationship
Equity Focus
Anticipatory
Focus on Underserved Students

Figure 2.D.10.2: Traditional and Proactive Approaches to Advising

Advising Council

The Advising Council brings together all professional advisors and the Registrar, and provides a continuing connection to Student Success, TRIO, Career Services, and faculty, who often update advisors on program changes and recruitment initiatives. The Advising Council establishes clear, consistent advising operational procedures and policies to ensure student success. The Council coordinates advising efforts and advisor professional development, strengthens ties between advisors and faculty, and identifies and eliminates obstacles to student registration and completion. To accomplish this they work closely with the Registrar, the Library, Athletics, Student Success, TRIO, and EOU's university partners for health sciences and agricultural programs. All these relationships are important, since informal advising occurs in many venues, and particularly in the CORE, UNI, and in WR 115 courses, where so many of EOU's main campus underserved students begin their college careers. High quality advising is key to continued improvements in campus retention, which grew from 56.74% in Fall 2015 to 72.35% in Fall 2016. Retention is a complex amalgam of initiatives and forces, often contravening, so while everything must be done to improve retention, it is often difficult to identify exactly what the key elements are. We know everything must be done and it is vital to keep as many initiatives going as possible.

Our increase in retention was the result of a sustained effort that included the following components, led in large part by the Advising Council, under the direction of the vice provost, who at the time oversaw both advising and regional operations:

Retention Initiatives 2015 – 2017

Campus Retention Initiatives 2015-16	Online Retention Initiatives 2015-16
Revamping UNI course to add information literacy	IR Tracking of Unregistered Online Students
Emphasis in UNI & CORE on Pre-Registration	Mid-Quarter & Summer Regional Advisor Outreach to Unregistered Active Online Students
Campus Credit Recovery Program	Reach the Peak Initiative for Online Students near Completion
Campus Advisor Hold in Spring 16 for BUS Students for F16	Regional Advisor Hold in Spring 16 for Online BUS Students for F16
Early Alert Focus on Provisional/Academic Probation Students	Proactive Advising Training for Regional Advisors
Campus Retention Initiatives 2016-17	**Online Retention Initiatives 2016-17**
Automated CRM Registration Reminders to all Students	Automated CRM Registration Reminders to all Students
Advisor Alerts for Poor Attendance/Participation, Linked to CRM From Canvas Gradebooks	Advisor Alerts for Poor Attendance/Participation, Linked to CRM from Canvas Gradebooks
140 Credit Graduation Check for All advisees	140 Credit Graduation Check for All advisees
Advising Tips for Faculty for Common Student Obstacles	Mandatory New Online Student Participation in Online Degree Planning Workshop with Increased Regional Advisor Participation
Faculty Advisor Training Program for Proactive Advising and Nuts & Bolts Logistics	Establish Transfer Pathways with Community Colleges for All Programs
FYE Re-Visioning for Co-Requisite Remediation	Re-Invigoration of Gresham & Hermiston Sites

Figure 2.D.10.1: EOU Retention Efforts 2015-2017

Advisor Professional Development

College and Regional Advisors take advantage of regular professional development opportunities including membership for each advisor in the National Academic Advising Association (NACADA) and rotating cohort attendance at the annual northwest NACADA Conference. In turn, those who attend the NACADA Conference train those who were not able to attend in the latest research and strategies for effective advising. The Advising Council also hosts a convening for College and Regional Advisors each Fall, during Opening Session, and each Spring, during graduation week. These meetings focus on key issues important to the efficacy of academic advising, such as team building, training in new procedures and technical support, culturally responsive advising practices, and peer-led professional development for recruitment and retention.

CRM/Target X/Salesforce

In AY16 EOU's Customer Relationship Management (CRM) Target X software was implemented. This software improves advising effectiveness and efficiency by bringing together disparate information such as advising case notes, student schedules, student grades, student attendance, and financial aid status. Target X automatically sends notices for advisor assignment, weekly alerts for underperforming students to aid just-in-time intervention, advisor reassignment, and 140 credit notification to ensure students are on track for completion. Target X integrates both Banner, EOU's record-keeping assignment, and Canvas, EOU's Learning Management System (LMS), which identifies advisors about underperforming advisees, based on faculty recordkeeping for attendance and performance. As a result of using CRM, student data is easier to find, advisors can quickly get a "big picture" overview of how students are doing, which makes it easier to ascertain effective next steps for students seeking a path forward. Advisors can also more easily locate their advisees and associate them with any notes about advising sessions, or notes from other campus departments such as TRIO, Athletics, or the Multicultural Center. This is especially important when advisors back up one another or students change programs and advisors.

Faculty Advising

Information flow between advisors and faculty on campus has traditionally been clear and unfettered, with regular reports by advisors at college meetings. In addition, Advising Council uniformly invites faculty to present revised and new programming so advisors remain current with curricula. An advantage on-campus advisors enjoy is proximity to the faculty in the disciplines, units, and colleges they serve. In those cases, coordination has been consistent and communication strong. Program faculty also consult Regional Advisors to assist in recruitment and creating seamless pathways for students from community colleges to obtain EOU bachelor's degrees. The two-year community college campuses working closely with EOU regional advisors are Chemeketa Community College (Salem), Mt. Hood Community College (Gresham), Central Oregon Community College (Bend), and Clackamas Community College (Portland), in addition to EOU's regional partners Blue Mountain Community College (Pendleton and Hermiston) and Treasure Valley Community College (Ontario).

The current decentralized advising model was implemented in conjunction with the restructuring of the colleges in Academic Affairs; at that time the provost launched an initiative to ensure that operational procedures and policies would remain clear and consistent, and to increase the avenues for communication between College Advisors, Regional Advisors, Advising Council, Deans, and Provost. These efforts not only help advisors maintain consistent processes with students, but also help faculty better understand the exigencies of advising. This has proven valuable in discussions with the faculty about the development of the Integrative Studies major (EOI's second largest), and in the discussion of curricular issues at EPCC.

There remains important work to be done in terms of faculty advising. Faculty advising can be inconsistent, with some faculty opting out or simply unable to negotiate the intricacies of advising in Degree Works. Faculty remain essential advisors for coaching and mentoring of majors, critical for the success of EOU's students. Because of these factors, a Dual Advising model is employed across the colleges, where disciplinary majors have faculty serve as primary advisors in the role of mentors, and professional advisors serve in a secondary role for efficient

and correct processing of forms and review of requirements for student progress and graduation. (The relationship is reversed for online students, where regional advisors, who have more consistent personal contact with EOU online students, serve as primary advisors, while faculty serve as secondary.) One central goal of the provost's decentralized advising model is to make that system uniformly effective, while allowing interested faculty to assume a greater role in advising.

The diagram below highlights essential differences between College Advisors and Faculty Advisors, while delineating important procedures required for effective advising in general.

College Advisors
Registration Guide
Degree Works Orientation
Degree & Career Planning
Parallel Path Planning

Supportive & Proactive Advising
Transfer Checks
Consistent Office Hours
Regular Advisee Appts.
Veteran Processes
Just-in-Time Intervention
Advisee Communication Plan
Petitions, Holds
Academic Probation, Suspension
Student Affairs Referrals
Walk Policy

Faculty Advisors
Career & Grad School Planning
Parallel Path Planning
Initial Degree Works Check-in for On-Track Completion
Mandatory 140-Credit Check-in for on-Track Completion
Accurate Graduation Application at 140 Credits

Figure 2.D.10.3: College and Faculty Advising

To help EOU achieve consistent high quality advising, the Advising Council has created extensive training materials, including an Advising Manual and Advising Timeline. Training specifically for faculty advising is included, and the Center for Teaching, Learning, and Assessment (CTLA) helps deliver this faculty training. College advisors also provide hands-on training for their program's faculty advisors, for example with Degree Works and the CRM, and refresher training to address recent advising changes. Additional specialty trainings are also encouraged for continuing faculty. This specialty training focusses on establishing supportive and proactive advising relationships with students, implementing effective just-in-time interventions for student retention, and learning the nuts and bolts of technical processes involving transfer, completion, and graduation checks. To help ensure continuous improvement in advising, the Advising Council is embarking on an in-depth assessment in spring 2018.

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

EOU provides a variety of co-curricular activities through the Center for Student Involvement (CSI). The Center works closely with the Division of Student Affairs to ensure its mission, goals, and programs are aligned with the institutional mission, core themes, and programs. The Center is overseen by the Director of Student Involvement who works closely with student clubs, organizations, and advisors. The policies that govern the functioning of the Center and the student clubs/organizations are reviewed on an annual basis and those reviews include individuals from Student Affairs as well as relevant expertise from Risk Management and Business Affairs. Additionally, CSI offers support for student club advisors, the faculty and staff who serve as mentors for student clubs and organizations, and assists them with EOU policies and procedures. Training for student club advisors incorporated into the annual student club trainings, and supplemental support is offered via brown bag discussions. CSI also provides assistance in a variety of ways that serve students online and on campus, including consulting on event management, personnel issues, budget development and management, billing, purchasing, fundraising and contracting.

There are ample opportunities for student and faculty engagement in community development and service through activities such as the Annual Leadership Week, Campus Beautification Day, and the City Wide Clean-up. Details for the City Wide Clean-up, a collaboration between the city of La Grande and the Associated Students of Eastern Oregon University, can be seen on the linked announcement and overview. Alternative Spring Break (hosted student travel out of country) may occur every other year dependent upon funding. Faculty and business leaders also provide leadership opportunities for individuals to serve on campus steering committees or participate in internships and a wide variety of campus and community events.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

The Housing and Residence Life mission explicitly supports the mission of the Division of Student Success and Engagement as well as the institutional mission. This is accomplished through a variety of initiatives including living learning communities (LLCs), in-hall tutoring, and a variety of programming efforts that promote both educational outcomes and student engagement with faculty outside of the classroom. Additionally, students are encouraged to foster partnerships in the campus and surrounding communities by participating in civic engagement events. For example, students host a community Halloween trick or treat that attracts 700-800 community members as well as a dance at the Senior Center; they organize dog walking for the local animal shelter; and they participate in annual campus food drives, and the Oxfam Hunger Banquet. Other events and initiatives are undertaken in partnership with local groups such as Haven from Hunger, K House, and Shelter from the Storm.

EOU Trick or Treat EOU

When: October 31st, 2017 from 6-8pm

Where: Eastern Oregon University
Alikut, Daugherty and North Halls
La Grande, Oregon 97850
Directions located on the back

Fun for all ages! Come join us for a spooktastic night full of tricks and treats for the whole family. Bring your spooky trick or treat bag and your best costume! Events to look forward include: Monster Mash Cake Walk, Mummy Wraps, Pin the Bone on the Skeleton and Spooky Scavenger Hunt, just to name a few. Hope to see you there... *IF YOU DARE!*

In supporting the holistic growth of residents, Housing and Residence Life is committed to, and holds as a primary purpose, the academic success and growth of residents. In connection with these purposes, Housing and Residence Life works closely with a contracted food service provider to provide a quality dining experience for the campus community. EOU Dining Services has also worked with our First-Year Experience program, for example, to enhance the learning in academic courses with a cultural exploration through food. The Director of Residence Life is a member of the Student Affairs Committee, which reports to University Council and is comprised of students, faculty, administrators, and classified staff. The Student Affairs Committee provides input and guidance to Housing and Residence Life on a wide variety of topics including rates, policies, and strategic direction. The department utilizes EBI/ACUHO-I Assessment as a tool to measure progress towards meeting goals and to make improvements to existing programs. The EBI/ACUHO-I Assessment Notebooks are available in the Housing and Residence Life Office.

The Eastern Oregon University Bookstore contributes to the intellectual climate and the quality of the learning environment of the university in a variety of ways. Since May 2015, the university has contracted with Barnes & Noble College to manage and operate the campus bookstore. This partnership has enhanced the campus's ability to offer affordable options to all students, as well as faculty, staff and the community. The options available to students include; new textbooks, used textbooks, rentals (both digital and hardcopy), etc. In addition to the multiple coursework options available to students, the university also provides the benefits of a book buyback program and availability of book voucher services for students receiving financial aid.

In addition, the bookstore offers a bookseller program to EOU students who are interested in pursuing a career with Barnes & Noble College.

The bookstore has also increased the amount of education resources available to faculty members in order to enhance the teaching experience, both online and in the classroom. These options for faculty members include an easy online textbook adoption tool (Faculty Enlight), selling faculty publications, integration with the university's Learning Management System, as well as opportunities to utilize various online education resources (Loud Cloud) for coursework.

The bookstore contributes to the campus culture by providing an array of merchandise that promotes EOU. The Barnes & Noble partnership has introduced new opportunities for the uni-

versity and community members to become more involved with the campus by offering programs for fundraising and institutional promotion, such as; True Fan, Promoversity, and Ignite. These initiatives are geared towards athletics organizations and other large groups who have a need for clothing. Through these initiatives, EOU is offered a discount on EOU logo materials and can customize items and amounts depending on the sport or specific need. True Fan also allows the institution to sell to outside customers and community members.

The bookstore continues to engage all facets of the university audience by advertising on social media, offering promotional coupons, and holding community events.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

The Department of Intercollegiate Athletics supports a variety of intercollegiate athletic programs and co-curricular opportunities for Eastern Oregon University students. The athletic department follows all guidelines and is an affiliate of the National Association of Intercollegiate Athletics (NAIA), the Cascade Collegiate Conference (CCC), the Frontier Conference, and the Women's Collegiate Wrestling Association (WCWA). Eastern Oregon University Athletics is committed to ensuring its mission and guiding principles align with the institutional mission and core themes. Athletics promotes core values that inspire academic excellence, athletic greatness, and community engagement through meaningful relationships and opportunities. This is accomplished through a variety of platforms and initiatives including the Champions of Character program and a commitment to servant leadership in the community and on campus; engaging students in programs such as Kickin' It Into Gear, Activities through Sport with Adults with Disabilities Program, Reading Buddies, and Campus Community Cleanup.

The Department of Athletics supports the university's objective to foster and assess student learning, by its guiding principle to Reflect High Standards of Academic Excellence. This is accomplished by evaluating academic performance each term and annually. Additionally, Athletics monitors the benchmarks set for GPA, dean's list, academic peril, graduation and retention rates. This is also fulfilled by the work of the Student Success Team and through implementing academic game plans for all students of promise to support academic success and retention. This policies can be found in the division's Policies and Procedures Manual.

The Department of Athletics is committed to recruiting academically prepared student athletes that meet or exceed EOU admission standards. All admission standards and NAIA academic requirements (Article V, Section C (pp.46-54) are satisfied by our student athletes, to ensure integrity in the classroom as well as in competition. Our emphasis on academic and integrity are meant to impress on our scholar-athletes

Eastern Oregon University Athletics strictly adheres to the highest level of fiscal control and full compliance with all governing associations with transparency and integrity, contributing to a sustainable environment, which is of course aligned with Core Theme Three, Objective 3: Sys-

tems and processes ensure a sustainable university environment. Athletics ensures full alignment with the institutional budget process and guidelines. The department complies to NAIA guidelines, Article II, Section B (p.32), as +well as to the EOU Financial Aid guidelines for awarding any financial assistance to student athletes. The expectations for maintaining aid are outlined in the university's Satisfactory Academic Progress Policy (SAP), and in EOU's Division of Athletics Policies and Procedures Manual.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Students applying to EOU must sign their application (either digitally or physically) to certify the information on the application is correct and complete. This signature signifies confirmation from the student that they are who they say they are and the information they provided on the application is correct. Upon admission to the university, each student is assigned a unique 9-digit student identification number that is directly tied to their social security number in EOU's student information system and is the student's official form of identification throughout their EOU educational career. Students in distance education courses utilize their student ID and unique login for testing and verification of achievements. Student ID numbers are used to track all electronic student records. There is no additional fee for students to receive their student ID number.

A portion of EOU online courses require students to take exams under proctored supervision. A proctor is a person who meets EOU qualifications (as outlined on the Proctor Information form) and who has been approved via the EOU Testing Center. The proctor's responsibility is to provide a public location for students to test and verify the student's identity by checking the student's picture ID prior to allowing them access to the appropriate exam. Information regarding EOU's verification processes for students at a distance is available online with the Test Center.

University IT staff, working with Canvas by Instructure and online course management platforms, are currently evaluating options for additional online identity verification that may track IP logging to verify computer location, utilize web cameras to monitor student activity, and/or lock down browsers during tests and exams.

Standard 2.E Library and Information Resources

2.E Evidence

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

Pierce Library collections and services reflect the EOU mission and core themes by support-

ing the complete array of EOU liberal arts programs and professional programs; by providing personal and student-centered services to students on campus, on site, and online; and by promoting and supporting partnerships which address regional needs.

Pierce Library's physical and online collection may be viewed from the Library homepage, through the library discovery layer, Primo from Ex Libris. The collections include journals and newspapers, federal government documents, Oregon State documents, ebooks, physical monographs and media, and approximately 170 databases. The library also maintains indexes and makes available several unique special collections, which are of importance to the region as well as the institution. These include the Curriculum Collection (K-12), the Youth Collection, the Fred Hill photograph collections, the Northeast Oregon Ecological collection, the Oral History collection, Genealogy collection and a digitized collection of regional historical photographs and EOU historical photographs.

Examples of recent collection development activities include:

- Participation in the Orbis Cascade Alliance consortium ebook project (Demand Driven and Evidence Based Acquisition programs that provide access to more than 100,000 academic ebooks).
- Acquisition of books and media in support of culturally responsive teaching practices funded by a grant secured by EOU's Center For Culturally Responsive Teaching Practices.
- Implementation of a highly successful Popular Reading collection designed to enhance student literacy and recreational reading.
- Digitization of EOU student newspapers and yearbooks.
- Reproduction of small regional newspapers on microfilm for stable long term access.
- Provision of digitized access to MAT theses through a dissertation database.

Numerous mechanisms are in place to ensure that collections are relevant to EOU programs and mission. Librarians individually and as a group analyze the collection currency and breadth in particular subject areas and welcome faculty participation in the process. It has long been evident that our print book collection is generally not current and leans heavily on materials from the 1960s and 1970s. As a result, in 2010 we instituted an ongoing focused weeding program. In order to offer a relevant collection, we consistently add print books and ebooks—both by direct purchase and by participation in Orbis Cascade initiatives. Collections in particular disciplines are assigned to specific librarians, who take responsibility for ensuring that materials in that discipline are of appropriate currency and depth. Collections of materials in particular formats (e.g., maps, government documents, etc.) are also curated by a librarian. In most cases the discipline liaisons have an educational background appropriate to their assigned subject areas, allowing them to communicate effectively with faculty on collection decisions. These efforts make for a substantial core undergraduate collection, and Summit borrowing and Interlibrary loan are then available for specialized topics or more advanced students (Inter-Library Loan is covered in section 2.E.4 below).

Collection depth is enhanced for key disciplines as warranted by EOU programs, and the Library provides assessments of library holdings for programs with separate professional accreditation requirements (Business and Education) who need to demonstrate detailed assessments of library resources specific to those programs.

As part of the Educational Policy and Curriculum Committee new course review process, course proposals are reviewed by the appropriate discipline librarian. The librarian analyzes the collection to ensure that the library can adequately support the proposed course, identifies materials that should be purchased to bring library collections support to a sufficient level, and submits this information on a form which is archived and used for subsequent collection development actions. The librarian member of the EPCC uses these analyses to inform the committee discussion and decision regarding new courses.

To ensure appropriate collection breadth, the collections budget is allocated across all the disciplines taught at EOU according to a formula that includes several factors. The criteria that affect the budget distribution are: the number of declared majors and minors in each discipline; the faculty FTE in each discipline; the usage statistics of the materials in each discipline; the number of upper and lower division courses taught in each discipline; the average cost of materials in different disciplines. The allocation budget spreadsheet for AY18 shows the most recent example of how the budget was divided among disciplines.

Statistics on various aspects of library use and circulation are collected and used to make decisions about library materials and services. The most significant trend of the last decade is the ability to provide e-content. Databases, ebooks and various digital collections are used extensively by our off-campus and on-campus students. Additionally, borrow and loan activities using the integrated Summit catalog of the Orbis Cascade Alliance are heavily used by students and faculty. Off-campus students can arrange to have the library mail these items directly to their homes.

Since the mid-1980s, the library has played a crucial role in EOU's ten county service region by directly sponsoring initiatives and obtaining grants that strengthened community college, public and school libraries and library services. As a founding member of the Sage Library System of Eastern Oregon (created in 1992), Pierce Library contributes significantly to the EOU Core Theme of serving as the educational, cultural and economic engine of eastern Oregon. The Sage Library System is a consortium of approximately seventy libraries (primarily public libraries) throughout eastern Oregon. Sage members shared in the costs and management of an integrated library system (initially Innovative, then Evergreen) and courier services are hosted and managed by EOU. The efficiencies and economies of scale realized from working together and sharing a library system allowed EOU to benefit from a more sustainable system, and allowed libraries in eastern Oregon to have a system that they could not otherwise afford. In 2015 the library, in concert with all other members of the Orbis Cascade consortium, switched to using Ex Libris, and the Sage consortium became independent. However, Pierce Library continues to manage the courier service which plays a crucial role in library services in the region.

As part of our mission-driven role to contribute to the cultural and economic well-being of our region, the library is actively curating several unique historical collections of regional significance. In order to enhance this service, the library has recently completed an extensive digitization project which will provide online access to important items of local history (historical photos, oral history project, yearbook digitization, etc.). The digitization of these unique local collections will enable the library to share them with broader national or regional initiatives such as Archives West or the Digital Public Library of America.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Planning at Pierce Library is guided by extensive statistical data, which is collected monthly and compiled annually. The most relevant sources of data are holdings data, circulation data, cataloging data, access and usage data for online library collections, reference statistics, gate counts, patron counts, and interlibrary loan counts. Pierce Library staff also engage in ongoing discussions focused less on quantitative data and more on narrative information. In the autumn of 2016 a social media committee was established to create a stronger social media presence using Facebook and Twitter. This effort encourages user engagement and feedback that is used in strategic planning and assessing current services at the library. Combining these less formal narrative strategies with more formal data collection practices guides the decision making process in providing relevant library and information resources to library users.

The library's website is built on technologies that don't meet the most current HTML5 and CSS3 standards. Efforts are underway to migrate from the old site to a more modern Wordpress platform. As part of the migration process there will be formal user experience testing with students and faculty to determine where web services can be improved. Library staff will investigate a number of UX tools and approaches to determine what will work best.

Frequent changes in university administration and a focus on sustainability planning have interrupted strategic planning at the Library level in recent years. As a result the library has been in a short term reactive mode while struggling with budget cuts and large scale sustainability plans affecting our operating conditions. Fiscal Year 2017 saw the start of a new university level strategic plan, to which all departmental activities are now linked. The library makes use of available data (both quantitative and qualitative) to measure progress towards our identified goals.

The circulation and online usage data can be used to inform collections decisions or may be used as a form of direct user feedback. Below are some specific examples of how this data is used (Note that data relating to Inter-Library Loan is discussed in section E.2.4):

- Circulation data for individual items is used in combination with publication date, material condition, and other factors to make decisions on weeding materials from the collection. Gift materials are held to this same criteria.
- Circulation data as a whole is used to provide insight into the overall relevance of the collection to Library users. Consistently high circulation statistics from the past four years demonstrate that the library collection remains a cornerstone of the EOU degree process.
- Usage data for online resources is used in combination with price information to get data on price per use, which is then used to make decisions on cancelling journal subscriptions, or switching from one product to another. This process happens on a continuous basis and faculty are consulted on decisions relating to their discipline.
- Data driven migration from print serials to online full text journals and databases. This data shows that usage of electronic journals is much higher than print journals and contributes to serials collection development decisions.

- Tracking of data for electronic serials usage has also become easier through the usage statistics service Ustat. This service allows for automatic SUSHI (Standardized Usage Statistics Harvesting Initiative) report harvesting every month, which eliminates the need for staff to access individual COUNTER compliant reports and inputting them into Ustat. In spring of 2017 Ustat services will merge into Alma's Analytics reporting system, which allows for even further centralized statistics keeping.

Pierce Library gathers, organizes and maintains a substantial amount of data on occupancy levels in the Library. Security gates at both of the entrances count the number of entries and exits; and student workers take patron counts hourly at numerous locations within the library. The data is stored in an Access database. This data was recently used to determine the best placement of exercise bikes and subsequent data is used to monitor how frequently the bikes are used. A sample compares usage levels at different times of the day, and compares usage levels for different library areas. Results show that mornings are the busiest time of day, and that study rooms and computer areas are the most used library spaces.

Since September 2012, Pierce Library has been using the Gimlet tracking program (Fig. 2.E.2) which compiles and tracks reference statistics. The library also tracks online reference through recorded chats. This information has been valuable in determining information students are likely to need and used for reference training purposes. Tracking online chats has also helped identify areas of the collection that may be lacking.

Question Count

Figure 2.E.2.1: Library Question Count

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The EOU mission, core themes and objectives assign a high priority to all facets of instruction (Objective 1: *Foster and assess student learning*) and also address the importance of using appropriate technology to reach students, especially students who access Pierce Library at a distance (Objective 4: *Adopt and enhance appropriate technologies*). Specifically, the Pierce Library programs (instructional, reference, other) contribute primarily to Core Theme 1, Objective 1, *Fostering student learning*, and Core Theme 2, Objective 3, *Ensuring access and success for students, regardless of location.* Accordingly, a high proportion of library resources are channeled into the provision of instruction, and this instruction is offered in a variety of formats and modalities: individualized assistance to students online and in person (classified as reference sessions); credit bearing librarian taught courses; course specific bibliographic instruction/information literacy sessions; embedded presence of librarians in on-campus and online Canvas-based courses; web-based tutorials and guides; creation and delivery by librarians of the Information Literacy content of the University Studies 101 course; and outreach instruction and services to regional high schools.

All instructional activities of the library are informed by the work of the instruction team, which consists of all librarians involved in any facet of instruction. The instruction team created an initial instruction plan in 2014 after they had identified and analyzed models for the library's instructional program. The purpose of the plan is to ensure that all library instructional activities are part of a cohesive design, in alignment with the EOU mission and core themes. As expressed in the plan's mission statement, all instructional activities are aligned with the Framework for Information Literacy for Higher Education and Information Literacy Competency Standards set forth by the Association of College and Research Libraries. The team has completed some formal assessment of student achievement within library courses. Additionally, they have been collecting anecdotal evidence of students' information literacy performance in other instructional areas with the goal of implementing a formal assessment plan across all library instructional activities. At this time the instruction team has identified desired information literacy outcomes at college entry and exit to be incorporated into a formalized assessment plan.

The library offers four credit bearing courses in information literacy (LIB 127 Information Literacy, LIB 307 Online Research Tools, LIB 317 Business Research, and LIB 327 Research Topic Exploration). These courses, which include lower division and upper division courses, are offered on campus as well as online, and two of the four qualify for General Education credit. Librarians have worked closely with advising staff to encourage students, particularly incoming freshmen, to enroll in LIB courses, due to the positive response by students and by EOU faculty about the value of these courses' effect on students' academic success.

In recognition of the increased demand for librarian delivered instruction, a full-time instruction librarian was hired in 2013. The instruction librarian, as well as others on the instructional team, have been involved in most campus planning activities that relate to information literacy. These activities include the Writing Across the Curriculum (WAC) Group which works to implement writing and critical thinking across the academic community, the Retention Task Force of 2014, committee work of the EPCC (Education Policy and Curriculum Committee) and the CTLA (Center for Teaching and Learning Advisory Board) and the Integrative Studies faculty group. As a result of these and other librarian involvements on campus, the library now has comprehensive integration into the First Year Experience program. Since the implementation in 2015 of the 3 credit University Studies 101 (UNI) course through partnership with the Student Success Coordinator in EOU's Student Affairs department, the majority of incoming freshmen have been receiving information literacy instruction either in Core 102 or UNI. Information literacy comprises forty percent of the UNI course content and is formulated by librarians and delivered by them in the library computer classroom; two librarians teach a total of ten UNI sections during fall and winter quarters in partnership with advisors. There are indications that UNI has contributed to increased student retention and success and it appears to have increased greater student awareness of and use of library services.

Consequences of significant librarian time dedicated to UNI include reduced opportunity for them to deliver course integrated instruction (in various formats) and a reduction in demand for the online and on campus LIB 127 courses. A long-term goal of the instruction team has been to focus on course integrated instruction (i.e., delivering discipline specific information literacy instruction in non-library courses). Now that the content of LIB 127 largely has been integrated into UNI, the on-campus demand for LIB 127 has been reduced but the need for online LIB 127 instruction remains a priority for online students with diverse information skills and abilities.

Due to limited librarian FTE there is not yet sufficient opportunity to offer course-integrated instruction to the degree desired by the instruction team, so the team has had to decide on priorities. Librarians deliver course integrated discipline-specific information literacy instruction in several modalities. The instruction team has formulated outcomes and investigated models of course-integrated instruction, tracked activities and has begun to use collected data to increase content-related information literacy instruction.

Examples include:
- Education librarian has worked with EOU faculty to include information literacy as an identified learning outcome in the newly revised Education programs.
- WR 121: all on campus sections have one or two instructional information literacy sessions related to course content.
- All History thesis students are required to work individually with the reference librarian in formulating their research strategies.

- Information literacy modules prepared by the Business librarian have been embedded into all Business courses.
- Instructional objects prepared with program faculty such as the interactive Guide on the Side tutorials on historical research for History courses.

The instruction team recognizes that many matriculating students are underserved with regard to information literacy skills and we have invested instructional time to outreach activities to regional high school students. Some of this outreach instruction is part of formal programs such as Eastern Promise, dual credit courses, and the Oregon Teacher Pathway. Instruction also occurs when high school teachers request the Library provide individualized instruction to their students either at their high schools or at Pierce Library. For example, for the past several years, the La Grande High School AP history class has dedicated a week to visiting Pierce Library and learning to use more advanced library research techniques, on topics covering a range of timely current events.

Librarians also provide more general instruction on such topics as using databases, proper citation format, research strategies, etc. Delivery methods include video tutorials, research and subject guides using *Libguides* software, and interactive tutorials using *Guide on the Side* software.

The library recognizes the crucial importance of providing excellent individualized assistance to all users, both on campus and online. The "Ask A Librarian" link on the library home page gives users the opportunity to obtain help in different modalities. Live chat service (utilizing *Libraryh3lp* software) and telephone help is available during all open hours, and an email link is provided for submitting questions and requests which are answered by the reference librarians within a few hours. This service has become increasingly important as the library offers more complex digital resources such as databases and ebooks. The library uses Gimlet software to record, track and classify all patron requests for information or assistance, and these statistics are used to allocate librarian and staff time devoted to reference, to help us refine the reference service delivery model, and to inform ongoing training of student workers both in person and via the student employee training Google site. The library offers reference services on a tiered model, with student workers providing the first tier of service, passing more complex questions on to staff or Librarians. This model is effective given our reference profile, which shows large swings in volume and a relatively high proportion of directional questions. In 2015 in recognition of the need to have a library employee present during all open hours, a classified staff member was hired, and this position is responsible for more detailed and in depth reference service during the evenings when the librarians are not available.

Attracting students into the physical and virtual library, providing a positive experience and demonstrating in numerous ways that the using the library can increase their success have long been important priorities. With this in mind, the library provides and hosts numerous activities designed to increase library traffic.

Examples include:
- Evening and daytime database workshops for faculty and students.
- Purchase of two exercise bicycles and their placement in study rooms.

- Working with program faculty on student literacy initiatives which resulted in our heavily used Popular Reading collection.
- Providing space for events sponsored by other departments, such as guest speakers sponsored by the History department.
- Collaborative events with the Learning Center such as the Night Against Procrastination.
- Housing, staffing and maintaining the library's popular coffee bar.
- Hosting the evening Ars Poetica which is open to the public.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

The university has begun developing Key Performance Indicators (KPIs) to evaluate the quality, adequacy, and effectiveness of all departments. The library has identified the top five activities to be measured via these KPIs as: 1) Purchase and provide information related to EOU academic programs. 2) Provide information literacy instruction. 3) Maintain a dedicated study environment. 4) Increase student and faculty recognition of library relevance. 5) Preserve unique locally relevant materials. These activities are tracked and reported on through various means. Examples include reports run through Alma Analytics for electronic and physical materials circulation, building use statistics, library course evaluations, student surveys, reference and online chat statistics, student and faculty ILL request statistics, and faculty input to the library liaison assigned to their department.

Resource security is evaluated through an ongoing collections inventory process, as well as a targeted project to assess the status of materials currently coded as missing. Pierce Library has alarmed security gates at both exits, as well as video cameras to help discourage theft.

In order to further ensure the safety of students and staff, a new electronic door system was installed in the library that allows only current students or employees to enter after 7 pm. In addition, a new evening supervisor position was created and filled in the fall of 2016 to ensure materials, students, and the building are secure. This staff member participated in the university's new orientation training that includes such safety protocols as how to handle active shooter incidents.

In the summer of 2016 the university's IT department finished implementing an Active Directory network. This has increased student online account security on public access computers in the library. Students are able to login to these computers using their own unique account rather than a generic login. This eliminates problems caused by a universal login where users may forget to logout of sensitive web applications and search histories are kept unless actively deleted by the user before logging out.

Pierce Library resource adequacy and utilization are evaluated by looking at usage statistics, and by comparing these statistics with the Summit borrowing statistics and with inter-library loan usage. Summit borrowing is the ability for students to request circulating items from any library in the Orbis Cascade Alliance through the Summit catalog. This catalog offers access to a significant body of materials, as the Orbis Cascade Alliance consists of 39 universities, colleges,

and community colleges in Oregon, Washington and Idaho. Inter-library loan services provide students with library materials which are not found in the shared Orbis Cascade Alliance Summit catalog.

A listing of the Summit titles borrowed by EOU students in 2017 shows healthy but not overwhelming usage of Summit borrowing by EOU patrons, with the requested titles covering a balanced mix of disciplines.

The Orbis Cascade Alliance, a consortium of 39 academic libraries from Oregon, Washington, and Idaho, offers numerous programs which allow Pierce Library to provide additional resources and services to Library patrons.

- The Alliance offers a shared ILS and discovery layer (Alma/Primo), which Pierce Library participates in. This ILS catalogs holdings from all 39 libraries in the consortium. The combined collection is available through interlibrary loan. Borrowing is expedited via an efficient courier service, and a load balancing algorithm ensures that, over the long run, no library in the Alliance is either a net borrower or a net lender.
- Pierce Library participates in the consortium's acquisitions program, which allows for member libraries to better negotiate the purchasing and licensing of resources as a group. A good example of this purchasing power is the Demand Driven Acquisitions program that builds an electronic book collection. This allows library patrons to directly influence electronic book purchasing decisions. The program is evaluated continuously by the Orbis Cascade Alliance e-book working group, based on usage reports and expenditure reports.
- Cataloging standards have been established by the Alliance and followed by Pierce Library. These standardized cataloging practices allow for better resource discovery in the consortium's shared ILS.
- The Alliance has recently created a Content Creation and Dissemination team that aims to ensure the regional digital collections of member libraries are available through Archives West and eventually through the Digital Public Library of America. Pierce Library is working with this group to implement an electronic Institutional Repository that follows the required data standards for participating in Archives West and DPLA.
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Evaluations of Orbis Cascade programs show that Pierce Library derives a significant benefit from membership, with the most influential programs being the electronic resources purchasing program and Summit ILL borrowing program.

Standard 2.F Financial Resources

2.F Evidence

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

A review of EOU's audited financial statements for the past five years 2013-2017 shows some stabilization in state funding allocations, combined with appropriate tuition and fee increases, ensuring sufficiency of cash flow and reserves. Some changes in the financial position are directly related to the break apart of OUS and the new funding model.

During the sustainability planning period, EOU's E&G fund balance dropped to ($177,000) in 2014. However, since that time, EOU has demonstrated sufficient cash flow and reserves to meet fluctuations in operating revenue, expenses, and debt service to support its programs and services, maintaining a cash-positive fund balance, within the EOU Board of Trustee's specified policy level of between 5% and 15%.

EOU also uses financial ratios as a tool to evaluate financial performance and long term viability, as evidenced in Core Theme 3.

EOU's financial planning reflects available funding and includes consideration of the adequacy of state funding in the context of realistic tuition and fee increases. Since the Dissolution of OUS in 2015-16, EOU has now completed its second year of independent audited financial statements. Each financial decision made at EOU is done after careful analysis to ensure it aligns with the strategic plan and the mission of EOU. EOU's Financial Reports are available as evidence of the institution's long-term financial stability.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

EOU operates on both an annual and a biennial budget cycle. State resources are provided through a biennial legislative process, and tuition and fees are collected on an annual basis. As part of ongoing resource planning and development, EOU actively engages with ASEOU, the Budget and Planning Committee and the EOU Board of Trustees Finance and Administration Committee throughout the year. EOU determines tuition rates for resident and non-resident undergraduate and graduates. As well as online/onsite rates and Wester Undergraduate Exchange rates. Recently EOU engaged an ad-hoc tuition pricing committee to fully research and analyze tuition rates and utilization of fee remissions. State appropriations and tuition continue to comprise the largest proportion of EOU's operating budget.

EOU must analyze its fiscal position annually. This includes a review of risks, debt obligations, and funding levels. This review is completed through the development of the annual financial statements. Once the financial statements are accepted, they are then used for ratio analysis.

Enrollment projections are carefully monitored and analyzed by various EOU committees to ensure accuracy of assumptions and trends at the local, state and national level. Approved enrollment assumptions are then applied to the annual budget process to for revenue projections. Because EOU relies heavily upon state funding allocated through the legislature, EOU is also in regular communication with key university and legislative staff to develop scenarios related to state funding levels.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Financial planning and budget development at EOU is first based on two primary revenue implications – tuition and state allocation. As referenced in 2.A.30, EOU follows a complex and participatory tuition and budget development process. State allocation, as referenced in 2.A.30, is the result of a state process. EOU receives its allocation via the Budget Report Summary, and then uses that allocation to budget this portion of revenue.

Once revenues are known/forecasted, budget development at EOU also following EOU's Budget Process. Also as discussed in 2.A.30, the Budget & Planning Committee is part of the university shared governance structure. Their role and responsibility is to make budgetary recommendations to the president.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

All EOU accounting records and annual Financial Reports conform with generally accepted accounting principles. EOU undergoes an annual independent audit of its financial statements. The audit includes financial statements, an A 1-33 single audit of federal programs, internal controls, policy/regulation compliance. The audited financial statements, as well as management letters from the auditor, are then published as part of the audit process and available to the public.

In addition to an annual external audit, EOU is audited on a regular basis by USSE Internal Audit. USSE Internal Audit conducts a risk analysis with EOU administration and then reviews agreed upon business and other functions at EOU. The agreement between USSE Internal Audit and EOU can be viewed here.   EOU also publishes its Fraud, Waste, and Abuse Policy and contracts with a third party to provide a fraud, waste and abuse hotline.

Finally, and in addition to both external and internal audit, the EOU Finance & Administration Division provides internal control functions at the campus level on a variety of fronts. F&A staff complete audits of the various campus activities on a regular basis. Some of the areas audited include procurement cards, petty cash, vault cash, athletic tickets sales, outdoor program sales/rentals, theater and music ticket sales. Audits are conducted, findings are reported to the departmental manager and the Vice President for Finance & Administration, and if necessary, processes are corrected. An example of these audits/internal control functions is described in the EOU Procurement Card policy, with suggested and prohibited uses and user agreement. At the conclusion of each procurement card audit, the department and department head receive communication such as this:

The Procurement Card audit for ACA001 is done. The card is being securely stored and all documentation is being kept well organized and matches the log. Only one month end JV has been done this year and it is important that this be done each month. If you could JV the August and October charges as soon as possible, it would be much appreciated. Most charges are appropriate for the department, except for a purchase in September for printing. Printing is not an allowable purchase because it is a taxable service. We will revisit these issues in our next audit, and if you have any questions in the meantime, please let us know.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Long-range capital plans are aligned with EOU's mission and core themes and relate to EOU's 10-Year Master Plan, which includes a facilities assessment rating of all campus buildings and staffing levels.

Debt for capital outlay is periodically reviewed, and the Division of Finance and Administration monitors it to ensure it is properly controlled and justified so as not to create an unreasonable drain on resources available for education purposes. As referenced in the core themes and the strategic framework, EOU has a benchmark which limits debt to a debt-burden ratio of 5%. EOU's debt burden ratio for fiscal year end FY17 was 3.47%.

Oregon law and the Oregon Constitution authorize issuance of two types of general obligation bonds. These types of debt are limited to Article XI-G to finance designated educational buildings and facilities with debt service funded by state legislative appropriations. Bonds under Article XI-F are used to finance the construction of self-liquidating and self-supporting projects, with debt service generated within the projects.

EOU's most recent capital allocation, authorized in the 2015-17 legislative session was as follows:

1. XI-F Authorization of $750,000 for the EOU track renovation.
2. $1.2M cash allocation for the EOU data center.
3. $5.5M in XI-Q authorization for the Loso Hall renovation.

EOU debt burden ratio and debt analyses for the last four years is as follows:

| Debt Burden	2014 w/o GASB 68	2015 w/o GASB 68	2016 w/o GASB 68	2017 w/o GASB 68	2017 with GASB 68
Principal Paid	1,407	875	1,032	1,030	1,030
Interest Paid	951	918	876	881	881
Operating Expenses	56,059	52,264	53,548	54,639	57,034
Less: depreciation expense	-3,923	-3,945	-3,983	-4,026	-4,026
Add back: principal paid	1,407	875	1,032	1,030	1,030
w/o Foundation	4.40%	3.64%	3.77%	3.70%	3.54%
Long Term Debt	0	0	0	0	0
Total Expenditures	694	704	827	969	969
w/ Foundation	4.35%	3.59%	3.71%	3.63%	3.47%

Table 2.F.5.1: EOU Debt Burden
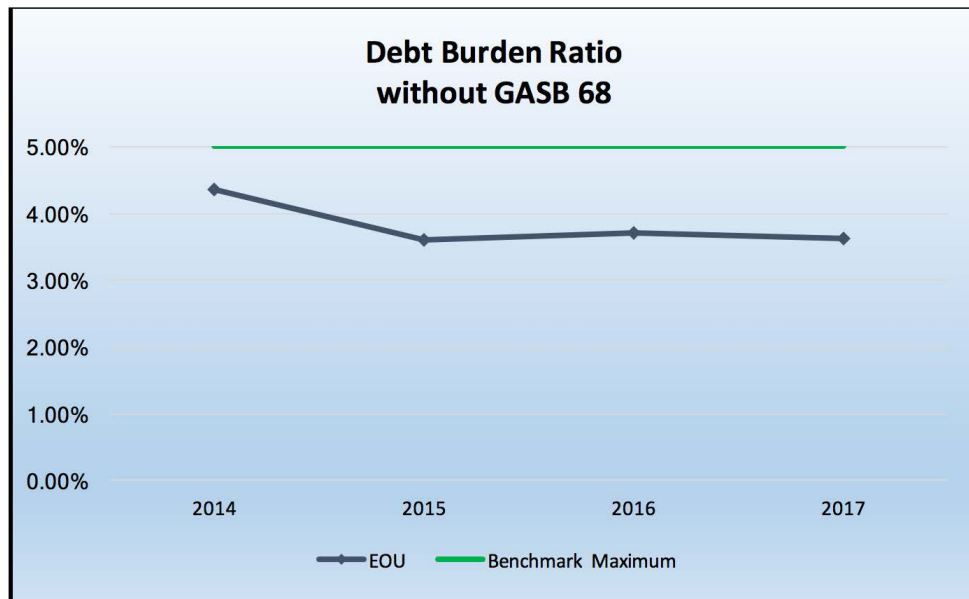
Table 2.F.5.1: EOU Debt Burden Ratio

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

EOU's educational and general (E&G) operations are neither dependent upon auxiliary enterprise income nor are auxiliary enterprises dependent upon E&G operational funding for support.

When necessary/warranted, EOU E&G may call upon auxiliaries for one-time support in the form of a fund transfer, but it is not practice for E&G to permanently transfer funds to auxiliaries. If funds are ever temporarily transferred from one auxiliary to another auxiliary, it is done in the form of an inter-fund loan and follows processes outlined in the EOU Inter-institutional and Inter-fund Loans policy.

EOU auxiliary enterprises are self-supporting and, as such, operate on zero-based budgets designed to support their operations. Auxiliary directors and managers develop expense budgets for their respective operations based on programmatic needs, historical costs, contractual obligations, market conditions, and fee restraints. Fees are developed to cover operating expenses, debt service, current and future major maintenance, and asset replacement expenditures. The Director of Budget & Payroll is responsible for assisting in and coordinating with the auxiliary budgeting process. The Director of Budget & Payroll also regularly reviews auxiliary fund balances for changes. All auxiliary operations/funds are recorded in a separate fund group in the chart of accounts.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

All EOU accounting records and reports conform with generally accepted accounting principles. EOU follows EOU accounting policies and undergoes an annual independent audit of its financial statements. The audit includes financial statements, internal controls, and policy/regulation compliance. The audited financial statements, as well as management letters from the auditor are then published as part of the audit process. As referenced in 2.A.30, Financial Statements FY 2002 - FY 2017 are available as evidence of longstanding external financial audit processes, including annual financial reports and management letters (combined with the Financial Reports).

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Eastern Oregon University has a formal, articulated relationship with the Eastern Oregon University Foundation, a separate, 501(c)(3) non-profit organization established for the express purpose of supporting EOU's mission and core theme objectives. The EOU Foundation is housed on the main campus and follows all government regulations and guidelines at the local state and federal levels, and ethical professional standards as defined by the Council for the Advancement and Support of Education standards and EOU's Board Statement Number 9 on University Foundations.

The university and Foundation work closely together through non-voting participation of senior staff on Foundation Committees, integrated staffing and resource sharing. The Foundation

serves as the umbrella organization for the EOU Alumni Association, Oregon Agriculture Foundation and Mountaineer Athletic Association. Fundraising managed through the institution is largely limited to sponsorships and student or club organizations fundraising for activities ranging from general club support to co-curricular student travel. The university follows the EOU Foundation Fundraising Policy and a formal Memorandum of Understanding clearly defines the cooperative but independent relationship between the Foundation and the institution.

2.G Physical Infrastructure and Technological Infrastructure

2.G Evidence

Physical Infrastructure

2. G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

Core Theme 3, Objective 3: *Systems and processes ensure a sustainable university environment* commits Facilities to continual improvements of EOU's physical infrastructure. This commitment is reinforced by The Ascent Goal 4, Objective 3: *Provide and maintain a campus that promotes quality of life for students, faculty, staff, and the community*, and its attendant KPIs. EOU's facilities are developed and maintained to achieve the mission and core theme objectives of the institution. EOU's facilities are designed, constructed, and maintained with a focus on accessibility for all. Physical facilities play an important role in establishing a safe, healthy, state-of-the-art learning and working environment for students and staff. Completion of EOU's Campus Accessibility Project in 2017 establishes EOU as a fully accessible campus, addressing EOU's mission and core theme value of access for all. Examples of typical accommodations are in the recent major renovations to Pierce Library, Inlow Hall, Hoke Student Union, David E. Gilbert Center, Quinn Coliseum and Zabel Hall. Those facilities now have full accessibility in all public and private spaces, along with innovative special accommodations such as wireless controlled power actuated doors at building entrances, office areas, classrooms, and restrooms.

The 2012 EOU Campus Master Plan details a vision and goals for upcoming deferred maintenance and accessibility projects consistent with the university's mission and Core Theme 3 to create a sustainable-campus learning environment. The plan calls for facilities improvements that support energy efficiency and resource conservation; open layouts with generous natural light; and sustainable, enduring and high quality design, construction, and materials that support enhanced learning, working, and living environments. The 2012 EOU Campus Outlook, and the 2012 Buildings and Site Utilities Assessment contain detailed information regarding development plans and current conditions of all existing EOU facilities.

EOU's facilities are developed and maintained to achieve the mission and core theme objectives of the institution. EOU continues to maintain and develop its facilities with the goal of enhancing the learning and working environments of students and staff and supporting the university's mission and goals to provide students with a quality 21st century education. The

development of the 2012 EOU Master Plan considered facilities conditions; annual stewardship and asset reinvestment; operational effectiveness and service; and capital renewal and return on physical assets.

A common core issue identified in the 2017 Capital Renewal Report was the age of EOU facilities and the backlog of deferred maintenance. Although EOU's physical facilities are sufficient in quantity and recent renovations to a number of buildings ensure a healthful working and learning environment, according to the 2016 EOU Building Inventory, the quality of many buildings on EOU's campus are approaching a high need category, compounded by increasing density and higher technical demands. As a result of deliberate and prioritized capital planning, EOU is making headway to reverse the trends of deferred maintenance with the recent renovations of Inlow Hall, David E. Gilbert Center, Pierce Library, Zabel Hall, Hoke Student Union, and Quinn Coliseum. The campus' changing age profile and recent investment strategies are demonstrated in the Changing Age Profile graph below.
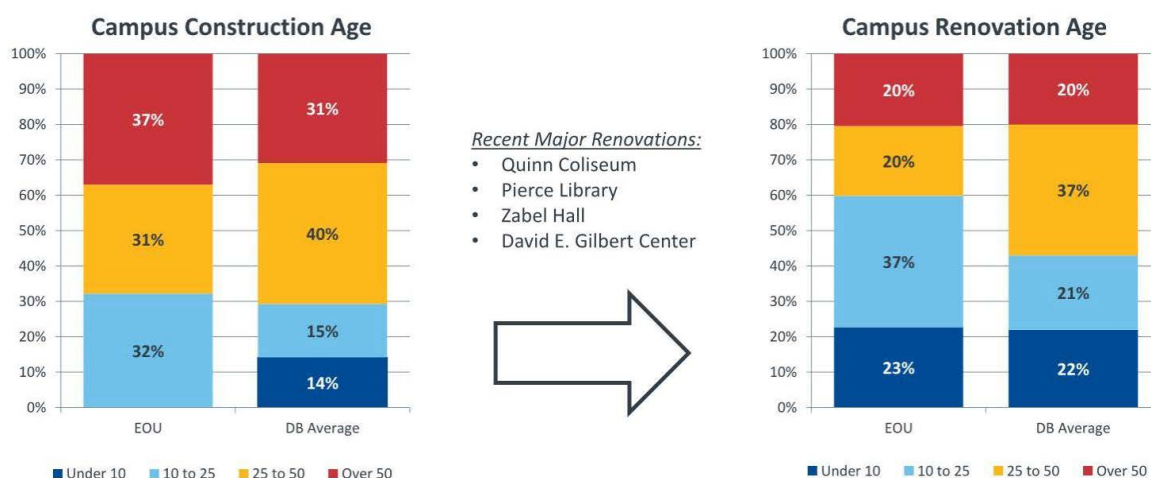

Figure 2.G.1.1: EOU Renovations

The renovation of Hoke Student Union brings new life into inside spaces, tightens the aged exterior envelope and improves connections to the campus and between the interior and exterior. Improvements included new roofs, terraces and windows, as well as significant renovations of interior spaces. The design utilized glass walls to improve visibility and remove barriers, energizing the space. Accessibility improvements and connections like the new southeast entry stair improve circulation and safety while making the building more useful and enjoyable for students. Recently completed renovations like Hoke Student Union provide an example of EOU's creativity, flexibility and innovative approach to its operations. Another example of achieving value through creative management was combining the four comprehensive renovations of the

Gilbert Center, Pierce Library, Zabel Hall and Hoke Student Union into one multi-phased project using project management criteria associated with the Construction Management General Contractor (CMGC), Guaranteed Maximum Price (GMP) standards. By also utilizing key aspects of Integrated Project Delivery (IPD), EOU created a project team consisting of EOU management, one CMGC firm and three design firms that allowed the university to realize significant improvements to the safety, health, and accessibility of the campus, incorporating quality design and construction under the constraint of limited budgets.

EOU's facilities are managed with due regard for providing a secure and safe environment for the campus community. Campus Security services are managed by the Director of Campus Safety & Security. The full time Campus Security Officers, augmented by part time student employees, are employed to patrol campus buildings and grounds, respond to emergency calls and enforce campus administrative rules and regulations. The Security Officers also receive regular training on fire safety and emergency medical response. Since 2011 EOU has provided professional continuing education opportunities to Campus Security staff in the areas of campus security and emergency incident response. Although EOU's Campus Security operates without law enforcement authority, the Administrative Rules of the OSBHE permit EOU to enter into agreements with law enforcement agencies in the La Grande area, including the City of La Grande Police Department and the Union County Sheriff's Office, in the enforcement of laws and statutes affecting the security and well-being of the campus.

To assess the general safety and security of the campus community, EOU formed the Safety and Emergency Management Team (SEMT) in February 2016, with representatives from across the campus. The SEMT final report was presented to the Board of Trustees October 11, 2016. The SEMT created three different sub-teams: one to analyze the security department, one that looked at hazard identification and emergency response, and one that performed a physical assessment of campus facilities.

The security department sub-team analyzed how the students, faculty and staff viewed safety and security on campus. To do this, they administered a campus-wide survey that received over 300 responses and proved critical to defining the priorities for the campus going forward.

The hazard assessment and emergency response sub-team focused their research on two areas: hazard assessment and an emergency response website. The sub-team determined that EOU does not have an adequate emergency response webpage and recommended that a website, detailing how to respond to any particular emergency, be developed. Work is progressing on this. The sub-team also recommended that EOU keep an updated assessment of physical hazards and an updated response plan. EOU has an Issues and Crisis Management Policy which will be revised to include the updated hazard assessment.

The third sub-team performed physical assessments of each building on the EOU campus. The initial assessment was led by La Grande Police Chief Harvey, who instructed the sub-team on particular areas of review for each building. The assessments, while general in nature, had an emphasis on active shooter and stalker/harassment situations. The sub-team then did an assessment of every building on campus and made several recommendations. Continuing discussions are being held to determine the best way to implement these improvements.

The Campus Safety Committee is under the purview of the Vice President for Finance & Administration. The Safety Committee advises the administration on safety and health issues and safe work practices, providing leadership in protecting the safety and health of EOU's employees and students. The Safety Committee assists the university and makes recommendations for change. The committee has recently revised its bylaws, installed new membership and undergone safety training. Additional reference materials regarding health and safety for the campus community include rules regarding workplace safety in Oregon OSHA OAR 437-001-0765 – Rules for Workplace Safety Committees (p. 110); the OR-OSHA Safety Committee Quick Guide; the OR-OSHA Online Training Materials; and the 2016 EOU Chemical Hygiene Plan.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

EOU strictly adheres to policies and procedures regarding the safety of hazardous and toxic materials. The Director of Campus Safety and Security holds administrative responsibility for the safe and proper use, storage, and disposal of hazardous and toxic materials, as managed and performed by EOU's Environmental Health & Safety (EH&S) Professionals. These regulations require the establishment of a Chemical Hygiene Plan and the appointment of a chemical hygiene officer and EOU has both in place.

EOU's Chemical Hygiene Plan is reviewed annually and is administered by the Chemical Hygiene Committee to provide safety procedures for all employees involved in laboratory operations, including facilities for Chemistry, Biology and Psychology. The plan details administrative policies and procedures regarding safety and health policies and also includes the Laboratory Safety Rules for Science students.

EOU's Chemical EH&S Professional II manages the disposal of all hazardous waste for the university and maintains an inventory of all RCRA waste. The EH&S staff also performs lab and shop safety inspections and provides training to faculty and staff on facilities safety inspections methods, routines, and techniques. The EH&S staff also provides guidance, consultation, and training to students, faculty, and staff associated with the Chemistry, Biology, Psychology, Art and Theater programs, and to supervisors and staff in Facilities Maintenance and Custodial Services.

Additional information regarding management and disposal of hazardous and toxic substances at EOU can be found in the 2012 Chemical Hygiene Plan, the 2013 Laboratory Chemical Inventory, the 2013 Fire Marshal Survey, the 2011 – 2013 RCRA Waste Inventory and "Hazard Communication and the Global Harmonized System".

2. G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

EOU recently completed a five-year review of its 2012 ten-year campus master plan, creating the 2017 EOU Campus Master Plan Amendment. The purpose of the Master Plan is to provide a strategic planning and design framework that identifies and prioritizes physical campus investments, including buildings, grounds, and infrastructure.

The original 1928 Eastern Oregon State Normal School 20 year Master Plan aligned the campus to its natural surrounding environment, with an outdoor amphitheater sited between a large natural area ("The Meadow") and a small lake fed by Mill Creek, which wound through the property ("The Lake").

The 2012 EOU Master Plan presented a ten-year planning framework intended to help the university achieve its educational goals through strategic capital investments. The Master Plan makes a return to the type of careful, environmentally sensitive and sustainable development called for in the original 1928 plan. The 2012 plan was developed with sensitivity to the school's unique character, history, geographic location, focus on pragmatic yet innovative development, and commitment to being a high quality, affordable, and accessible institution of higher education. The result is a comprehensive framework that uses core design principles for circulation and open space design, athletic facilities upgrades, and capital project improvements that will further EOU's mission.

As a framework, the plan is intentionally non-prescriptive with respect to the exact use, size, and shape of proposed improvements, so that the university can adapt over time to changing economic, political, and programmatic influences. The Master Plan strives to meet the university's Core Themes of Quality, Access, and Community Engagement through contextual, sustainable physical design that celebrates the university's strengths and its important role in higher education for the state of Oregon.

Some of the ways that the EOU Master Plan helps achieve these Core Theme Objectives include: focusing on capital investments that will improve student and faculty success and retention; investing in technology upgrades for flexible delivery (online and on-site); improving existing building utilization through programming, modernization, and renovations; reframing the physical campus infrastructure to be more environmentally and financially sustainable; and continuing to partner with local and regional jurisdictions on community education and economic development initiatives.

ATELIER DREISEITL + PLACE
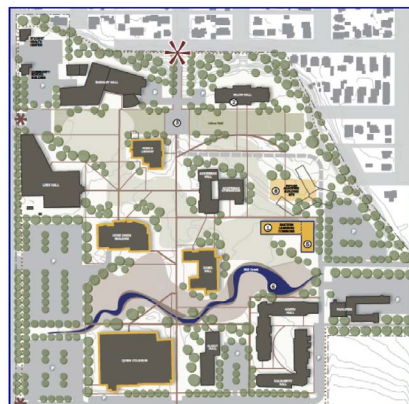
Capital investments under this master plan strengthen the learning community of the traditional residential campus as well as support online distance learning programs.

With modest on-campus growth and few additional buildings projected for the ten year planning horizon, key functional objectives of the Campus Master Plan include:

- Reestablishing historic components of the main campus.
- Developing a new state-of-the-art technology center – the Eastern Learning Commons (ELC) – that will house EOU's Information Technology Support Services, Academic Support Services and instructional space that features multi-purpose technology-rich classrooms.
- Formalizing and extending Inlow Mall along University Boulevard and reopening traditional views to the Wallowa Mountains from Inlow Mall.
- Clarifying the campus landscape with a clear, intuitive system of interconnected formal and informal open spaces that reinforce view corridors, accentuate natural landforms, include climate adaptive, sustainable landscaping, and create "outdoor rooms" to activate and energize the campus.
- Connecting open spaces and buildings with an integrated accessible pathway system.
- Returning Mill Creek to the surface, creating unique functional, educational and aesthetic landscape feature that would help restore the natural ecosystem and habitat and revive a historic component of the university's original campus plan.
- Consolidating athletics by renovating Community Stadium and installing an all-season synthetic playing field. An adjacent Field House would provide severe weather protected space for outdoor athletics and year-round space for community and university events.

2.G.4   Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

The EOU Facilities & Planning department has undergone leadership change, and has been working to better formalize our approach to equipment replacement and reserve. In the past, not enough attention had been given to creating an annual process to ensure our equipment was being replaced as needed. This year, the department inventoried and catalogued every piece of equipment and created a five-year replacement cycle. The list was generated by the staff in each section of the facilities department, who use and know the equipment best, and then a master list for the entire department was generated. The equipment list specifically focuses on the larger pieces of equipment that can't be absorbed within the operations budget, and it details equipment age and necessary replacement date.   Going forward, the Facilities Department will revisit the list each year, determine if any priorities have shifted or if there have been any equipment failures that might alter the list, and will then use our institutional budget process to request funds for equipment replacement on an annual basis.   For FY18, the department requested additional funds to begin the replacement of equipment, and they were allocated $45,000 in this first year of the new process. Next year, the facilities department will also be moving to a different computerized maintenance management system (CMMS). Part of the goal of that project is to have a greater enhanced CMMS that allows for all equipment maintenance and replacement to be inventoried within one system that automatically creates service requests for ongoing care of our equipment. This will allow for more on time and accurate maintenance schedules, and will be a much more efficient tool for recording maintenance and necessary replacement activities for all equipment.

Technological Infrastructure

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

EOU Information Technology (IT) provides the operational functions, academic programs, and support services to meet EOU's core themes and program objectives. The IT website communicates these functions to the various departments that require them. Examples include a basic introduction of technology services for staff/faculty; EOU IT Policies; all recent and upcoming IT projects; EOU software training; Canvas support and tutorials; and available equipment in various campus classrooms.

During Winter term of 2011, consistent with the functional reviews undertaken in the Division of Enrollment Services, EOU asked the Manager of the Oregon University System (OUS) Administrative Computing, located in Corvallis, Oregon, to conduct a functional and organizational review. The specific focus of the review was to assess the communication and human resource assets that serve EOU's technology needs, to identify barriers to success and, finally, to provide recommendations for improvement. While the review made it clear that EOU's needs are well-served by a highly capable and committed IT staff, the key recommendation of the review focused on the structural challenge between IT leadership and EOU's executive leadership, which has historically led to challenges in strategic planning and tactical execution. EOU took the results of this review to invest in an upgrade to EOU's network infrastructure to vastly improve upon data security and data storage for campus by enabling Active directory for the entire campus which was completed in 2016.

Another key finding focused on the lack of a unified direction and appropriate allocation of resources for IT due to the structural challenge of reporting for some operational functions to the Provost, and for others to the Vice President of Finance and Administration. Careful discussion of the challenge resulted in the re-organization of the IT department and a re-organization of their priorities to eliminate these issues.

EOU's IT infrastructure and bandwidth adequately meet academic and operational needs. Because EOU recognizes the accelerated pace of technology, upgrades designed to meet infrastructure and student needs more efficiently and effectively and investments and deployments of long term strategic solutions are ongoing. Examples include increased wireless access campus wide, increased network storage, upgrades to core network infrastructure, and business process automation that improves workflows serving students and staff. In addition to technology upgrades, significant training investments are being made to improve operational and instructional efficiencies campus wide.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

The IT department provides comprehensive support for faculty, staff, students, and administrators through a Helpdesk and an automated ticket response system. Training represents a large part of Information Technology's resources and commitment to EOU. Modern technology upgrades combined with ongoing training efforts have and continue to improve educational delivery efforts both online as well as onsite. EOU has leveraged training efforts by offering numerous training options including one-on-one, group, and recorded online sessions for all EOU employees.

The online student experience continues to evolve rapidly and EOU is meeting these needs with expanded online delivery options, by upgrading the Canvas learning management system (LMS) as well as evaluating best-in-class LMS solutions for the future. IT has invested in additional resources to provide tutorials to train and support faculty and students in the use of the LMS.

Service to students has expanded rapidly and effectively so that both educational and service needs are met in a more timely and more effective way. Examples include online payment options, electronic disbursements, online electronic forms, and the recent investment in a new customer relationship management suite that will facilitate improved customer relations and response times.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

The IT Department currently works with campus shared governance committees, including the Budget & Planning Committee and the University Council Committee, engaging with EOU students, staff and faculty on long and short-term projects. The IT Department also engages other groups including the Dean's Council for academic technology improvements and various projects related to academic technology. The IT Department also has a member of its staff work with the Center for Teaching, Learning, and Assessment (https://www.eou.edu/ctl/) regularly to assist them with their professional development with EOU Faculty.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Non-capital computing equipment inventory, maintenance, and replacement schedules are maintained by the IT department and adhere to the university's PC Inventory & Replacement Policy. Capital computing equipment, including servers, rack storage, switches, routers and other infrastructure computing devices, are subject to five-year replacement cycles. Information Technology has ownership of all purchasing related to computing, telecom, audio-visual and supporting infrastructure, therefore adherence to IT policy is strictly enforced. A new Asset management program was moved into production to help keep accurate records of these valuable assets for EOU to ensure they are regularly maintained and replaced when needed.

A comprehensive IT infrastructure upgrade has been ongoing since 2011. When recommending and replacing campus equipment based on equipment life cycles and warranties, the EOU IT department follows the current PC Inventory & Replacement Policy to ensure its technological infrastructure is adequate to support its operations, programs, and services. Following this policy ensures that operational functions, academic programs, and support services all deliver the latest applications and innovations ensuring the best quality and meeting EOU's core themes of quality, access, sustainability, and technology-leveraged instruction in the service of student-centered success. IT maintains ownership of all IT related purchasing university-wide, thus adherence to this policy is closely controlled. A list of goals and accomplishments is publicly posted on the EOU IT website.

Telephonic communication, an important aspect of EOU's daily operations, completed a massive upgrade in July-August 2013. EOU has successfully transitioned its antiquated on-campus telephone system to a robust and modern "hosted" system. The hosted telephone system allows EOU to focus on usage and training, instead of hardware and maintenance. This new platform allows EOU not only to communicate more easily and clearly but gives the campus access to new and advanced features such as virtual faxes and HD Voice.

The IT Department is also partnering with the colleges to work on improvements to the current classroom technology. A recent assessment performed by the IT Department to the Dean's Council, the EOU Information Technology Assessment, gave recommendations for improvements to the way classroom technology could be delivered to our students.

EVIDENCE **FOR STANDARD 2**

III. Institutional Planning

Standard 3.A Institutional Planning

Institution level planning prior to 2015 was focused on shorter-term tactical responses to financial issues facing the institution. The 2011 sustainability plan, Positioning EOU for Mission Fulfillment and Financial Sustainability, was intended to reduce EOU's dependency on state funding and lay a foundation for sustainable growth. Following implementation of the sustainability plan, planning documents focused on continued financial recovery. AY15, a year of interim leadership at EOU, saw the creation of the planning documents From Retrenchment to Reinvestment and A Plan for Repositioning. Subsequent to these repositioning plans, with a new president and Board of Trustees, The Ascent 2029 strategic plan was crafted intentionally as a longer term, aspirational strategy, solidly grounded in the EOU Mission and Core Themes.

Currently, planning at the department level makes use of Key Performance Indicators (KPIs), which are developed by departments using the Core Theme objectives and strategic plan goals as guides. The Annual Planning and Effectiveness Calendar delineates how departmental plans and accomplishments are reported annually and reviewed by the Budget and Planning Committee, the President's Cabinet and ultimately, the Board of Trustees. These shared governance bodies ensure plans are linked through the budgeting process to resource allocation.

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

EOU's planning processes are Purposeful—

During the AY16, the Board of Trustees in consultation with the president identified a need for the institution to embark on long-range strategic planning. The process began in AY17, after laying the groundwork via the development and adoption of shared institutional values and a comprehensive SWOT analysis. While remaining a living document to be reviewed and revised as needed, the resulting strategic plan (The Ascent) will see the institution through our centennial in 2029. As detailed below, the process was deliberative, grounded in the EOU Mission Statement (as re-affirmed by the Board of Trustees Board Resolution 16-08 on November 10, 2016) and corresponding Core Themes, and included significant feedback from across campus. The Final SWOT Analysis was shared with the Cabinet and Board of Trustees before being finalized.

The planning process began with the development of shared institutional Values and Principles. The shared values were created via a highly inclusive process outlined in the Values and Principles Project Scope and spearheaded by the University Council. The Values and Principles were approved by the Board of Trustees April 20, 2017. The shared values have been widely promulgated and, along with the Mission, provide the foundation for institutional planning efforts.

Once shared values were developed, the university president instructed EOU to use the mission, shared values, and core themes as the basis for a strategic planning process, as outlined in

the Strategic Planning Project Scope. The planning efforts started with a SWOT analysis. They were directed by University Council and managed by the Strategic Planning Organizing Committee (SPOC).

The SWOT analysis reviewed a number of different reports to create a solid analytical foundation. Reports included: Eastern Oregon University Report to the Higher Education Coordinating Commission on Conditions (December 2015); High Impact Practices and Student Success: Eastern Oregon University Action Plan (2012); and the draft strategic plan (April 2017). Using these documents as a base, EOU then sought extensive input from within campus (via survey and feedback to University Council) as well as from the local community (via six community forums—see 2017 Public Forum Comments).

The next step was creation of the strategic planning framework. The process was sponsored by the president and led by the University Council. Members of other shared governance committees, such as the Faculty Senate and Budget and Planning, were also instrumental in the facilitation of work and synthesis of campus feedback. Throughout the academic year, feedback was collected from stakeholders and used to generate plan drafts. These efforts culminated in the adoption of the strategic framework The Ascent 2029 by the Board of Trustees at the May 24, 2017 meeting.

EOU's planning process are Systematic—

The Key Performance Indicators (KPIs) reporting process systematically follows departmental reporting structure. KPIs are generated at the department level, rolled up to the vice president level, and reported on annually. The process was introduced in AY17, as many elements of the sustainability plan were either nearing completion, or had become embedded into our processes. It was the perfect time for a new planning process to help move us forward.

Each individual department is responsible for monitoring and reporting their own KPIs. Unit vice presidents and directors (Academic Affairs, Student Affairs, Finance and Administration, University Advancement, Athletics) use this data to gain an overall picture of how the unit is functioning, vis-a-vis the strategic plan and university mission. KPI data as linked to strategic planning is discussed and assessed at the President's Cabinet.

EOU's planning processes are Integrated—

Faculty and administrators at EOU have come to a shared understanding of the relationship between the Core Themes and the strategic plan for the institution. Agendas for meetings of the Board of Trustees and its component committees show that board members have discussed and clarified this relationship over a period of several meetings, including the November 10, 2016 Board Meeting, The strategic plan and the Core Themes are similar in that they are both derived from the EOU Mission; progress towards both is assessed via measurable objectives, and these assessments are used to inform budget priorities. The difference between The Ascent 2029 Goals and Core Theme Objectives resides in the fact that the strategic plan is future-oriented, and serves as a road map for long range, aspirational goals; while the Core Themes are foundational and used to ensure that the institution remains true to its mission. Measurement of achievements

relative to strategic plan objectives tells EOU whether or not it is on track for the future, while measurement of achievement relative to Core Theme Objectives confirms for the institution where it currently stands with regard to the heart of its educational mission.

The following diagram (Figure 3.A.1.1) illustrates how EOU's Mission, Core Themes, strategic plan, and departmental plans are inter-related:
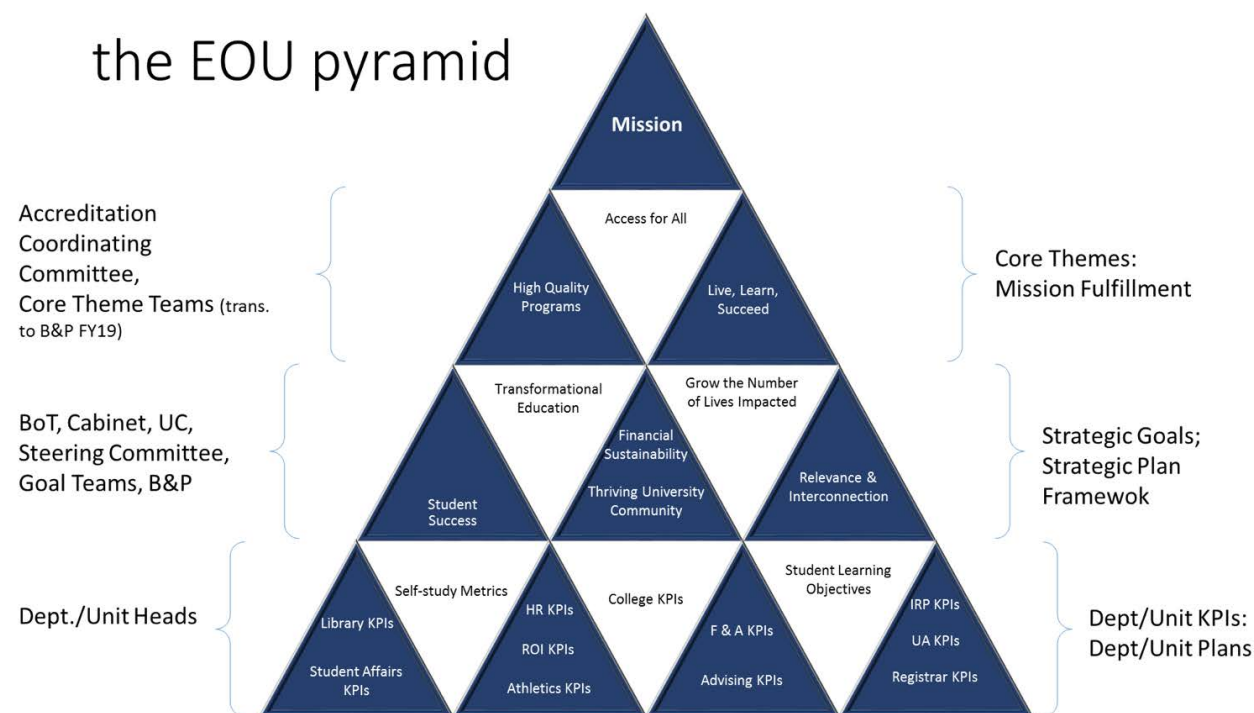

Figure 3.A.1.1: EOU Institutional Planning Pyramid

EOU has mechanisms in place to ensure continued integration between planning processes, the strategic plan, and the Core Themes. Reporting templates for departmental planning include a mandatory description of the linkage with the appropriate Strategic Plan goal and Core Theme objective. A Strategic Plan Framework Linked with Core Themes and Objectives crosswalk is provided to departments as an aid in annual reporting, to help make sure there is a direct and clear connection between departmental plans, Core Themes and the strategic plan. Budget and Planning Committee members and cabinet members are expected to analyze budget requests and departmental reports in terms of their impact on the EOU Mission, Core Themes, and strategic plan.

EOU's planning processes are Comprehensive—

The KPI development and departmental reporting process was introduced via a series of meetings with every division on campus, led by the Manager of Organizational Transformation. These meetings served to introduce and explain the nature of the KPIs, illustrate how to develop meaningful KPIs and how to tie them into the university Mission, strategic plan goals, and Core Theme objectives. Departments worked together to craft appropriate KPIs, which were submitted to Department Heads, and from there rolled up to the vice president level. This process spans the entire institution.

During development of The Ascent strategic plan, processes soliciting broad-based input—institution-wide surveys, town hall meetings, and input solicited via University Council—served to ensure that every department on campus could see their own function and purpose reflected in the plan as it was developed.

All of EOU's processes and documents relevant to strategic planning have been consolidated into a strategic planning document library. This includes sustainability plans from 2011 through 2014, reports to the OUS and to the HECC, background documents, input received at open forums, and draft plans as they went through the process.

EOU's plans are Implemented—

The sustainability plan, described in more detail in EOU's Year Three Self-Study Report, was a thoughtful and well-researched plan, based on documented program data, taking into account program relevance to the university mission, and using an established methodology with input from an outside consultant. The plan involved targeted program reduction, streamlining of curriculum across all programs, and close management of faculty load and overload. These changes were significant and challenging to implement.

As described in the Year One Self-Evaluation Report, the institution maintained a focus on implementing this plan, with the result that AY14 through AY16 have seen significant curricular changes, as well as significant changes in the management of faculty overload, but also saw significant turnover in administrative level positions.

Processes are in place to ensure continued implementation of the strategic plan. Sponsors have been identified for each of the six goals, and task forces formed to develop plans for meeting the targets outlined in the plan. The sponsors, executive leaders for the institution, form the Strategic Plan Steering Committee and ensure the core themes and strategic plan goals remain at the forefront of institutional focus. The Budget and Planning committee for the institution has amended its bylaws to include review of Core Theme and strategic plan progress as they relate to recommendations for institutional resource allocation. The connection of institutional focus and progress to resources is also evident in the current budgeting process. Further, the institution has incorporated strategic plan progress into its Annual Report.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

EOU's planning processes are broad-based but also embedded within appropriate university structures. Timelines have been deliberately challenging in order to ensure a strong and continued focus on the process, while still allowing plenty of opportunity for input from all constituents.

The KPI process was kicked off via a series of meetings with every department and unit on campus. EOU's Manager of Organizational Transformation explained the purpose of the KPIs, emphasizing the relationship of the KPIs to the work of the department, and the need to tie that work to the broader university goals and mission. (The Power Point for the Student Services KPI

<u>Introduction</u> is provided as an example.) The Director of Institutional Research worked with department heads to ensure that the measures chosen were meaningful and measurable. While KPI's at the department level are expected to be monitored frequently (most KPIs are measured quarterly or annually), they serve as measures by which higher level managers evaluate departmental performance. Selected KPIs at the department level are chosen to be rolled up to the unit level, while divisions are also evaluated based on KPI achievements. This process relies upon data- or evidence-based input at all levels and across all departments, and the fact that KPIs are self-generated but also evaluated at a higher level ensures that they are highly relevant to EOU constituents.

The strategic planning process was driven by the Board of Trustees and the president (see the <u>Strategic Planning—The Ascent Scope</u>), spearheaded by the University Council, and managed by an ad hoc Strategic Planning Organizing Committee (<u>SPOC</u>). <u>University Council</u> is an appropriate body to shepherd the development of the strategic plan, as strategic planning is in their purview, with representation from faculty, administrative professionals, staff, students and the administration. SPOC membership was comprised of individuals with a broad knowledge of EOU, and the team drew upon advice from faculty with relevant areas of expertise or concerns. Both the SWOT analysis and the strategic planning process were kicked off via input from a survey sent to all constituents and then progressed through multiple cycles of review and input by Faculty Senate and University Council. Thoughtful input was also solicited at public forums. (Documentation can be found on the strategic planning <u>document library</u>.)

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

Led by the president, EOU is developing a culture that uses data to drive decisions and incorporates data into its decision-making processes. The Office of Institutional Research serves as an accessible resource to provide data. The annual reporting process has moved away from narrative reports and now focuses on the identification and measurement of suitable departmental KPIs.

During development of the Strategic Plan, SPOC (the Strategic Planning Organizing Committee) put heavy emphasis on making sure that the objectives that were defined represented meaningful progress towards the strategic plan goals, and that the KPIs accurately reflected and measured the objectives. Both the strategic plan KPIs and the Core Theme Indicators and Measures have been developed using recognized external benchmarks wherever appropriate, and direct measures whenever possible.

For example, student retention is used as a measure in both the strategic plan (Goal 3, Objective 2) and the core themes (Core Theme 2, Objective 1). Student retention can be directly measured, and the process of identifying an appropriate external benchmark is straightforward, since retention data is readily available from IPEDS. Conversely, Ascent Goal 2 and Core Theme 1 both focus on academic quality. General Education and Academic Program student learning outcomes are measured directly through faculty-led <u>assessments</u>. For the important Core Theme 1 Indicators for student-faculty relations and effective teaching practices, the NSSE survey is used as a recognized and well-vetted indirect measure. NSSE data is collected nationally, so an external benchmark based on institutional peers is incorporated in NSSE reports.

In departmental annual planning, Key Performance Indicators (KPIs) are used to help Departments define what constitutes measurable progress towards departmental goals, and monitor and demonstrate their progress. Several university departments are now using specialized software to help organize data pertinent to their operations. For example, the Library uses Gimlet to track and analyze reference questions, Athletics uses HelperHelper to track and analyze athlete participation in community service, and Student Services uses CoCo (Conduct Coordinator) to track, monitor and archive student grievances.

Some examples of data-driven decision making processes that are embedded into EOU's operations are:

- The tuition setting process, described in more detail as part of Core Theme 3.
- The Library decision-making process for serials subscriptions and cancellations. The Library collects data on materials usage and cost, to create an aggregate measure of cost per use. This data is used in conjunction with other data—such as material format, availability of backfiles, embargoes, etc.—and faculty input to decide whether or not to sustain or cancel library subscriptions.
- IT collects usage data from student computer labs to make decisions on computer lab open hours and number of computers to maintain.
- College Deans and discipline chairs closely monitor course enrollments, and use that data to ascertain how many sections will be required, and whether adjuncts will need to be hired.
- Regional Operations used Degree Works to review completion plans in order to determine what online courses were in most demand to ensure timely graduation.
- The Center for Teaching, Learning, and Assessment (CTLA) reviews student learning outcomes data, annual surveys of faculty interest focused on instructional technology, and specific requests for training to enhance teaching and learning identified in a Google survey as part of the Summer Institute for Instructional Technology (SIIT) application, in order to plan continuing professional development offerings for the year.

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

EOU's strategic plan, along with Core Theme data, serves as the primary driver for adjustments in resource allocation and prioritization of institutional effectiveness.

Strategic plan goals and objectives are reviewed against planning and budgeting during monthly meetings of the college's senior administrators, as well as in regular meetings of the Budget and Planning Committee, to ensure that the activity is fully integrated into ongoing planning and budgeting processes. These reviews are woven into the Annual Planning and Effectiveness Calendar, beginning with an October Cabinet-level discussion of strategic funding based on the EOU strategic plan and continuing through May, when the final budget is submitted to the Board of Trustees for approval. An important part of that process is careful review of allocations by the Budget and Planning Committee, with 12 members, including four teaching faculty, three administrative professionals, two students, and 2 classified staff. The committee's bylaws explicitly require that it recommend key alignments between Core Theme and The Ascent data:

> To review and analyze Core Theme Data quarterly, annually or as needed to help ensure institutional effectiveness by ensuring that planning and allocation recommendations are aligned with EOU's Mission, Core Theme Objectives, and Strategic Plan. The committee may also recommend changes to the Core Theme Objectives, Indicators, Measures, and Targets in order to ensure data collection is meaningful and relevant.

After more than a year of collaboration across the campus, The Ascent 2029 was approved by the Board of Trustees in May 2017. In addition to outlining the plan, the Cabinet designated Sponsors and Leaders with responsibility for addressing the plan goals. All objectives have a designated department, through the strategic plan Leaders, with primary responsibility of monitoring and addressing gaps in Objectives. Departments themselves also contribute to planning and institutional effectiveness as they are assigned secondary responsibility for ensuring measurable and meaningful progress in the Annual Planning and Effectiveness Calendar. Departments have, as part of the KPI reporting process, indicated where and how they see themselves contributing to the strategic plan goals. The Cabinet and Board of Trustees monitor annual progress towards the goals, and note in particular area of high achievement and where gaps occur. Resources are allocated towards continuing initiatives supporting goals or indicators that are showing strong success, as well as towards new or developing initiatives for goals or indicators that are not achieving targets.

When department heads encounter a need for budget or capacity in order to make progress towards a particular goal, they are encouraged to submit a Scope Document to the appropriate unit vice president, detailing the need, the plans for improvement, and the expected outcomes. Scope documents are reviewed to determine alignments with strategic plan and Core Theme goals and prioritized; the topmost priorities are incorporated into the annual budget cycle.

Departments are expected to monitor progress towards their KPIs and make adjustments to their internal resource allocation and their departmental priorities based on KPI measurement data.

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

EOU has engaged in emergency preparedness and contingency planning via the Security & Emergency Management Team, which was started in early 2016, in order to create a campus plan for security and crisis management that ensures the protection of the people and assets at EOU. Security & Emergency Management Team accomplishments include an in-depth assessment, conducted in partnership with the La Grande police department, of security issues in each building on campus, along with recommended actions for improvements. The resulting report is not available online but can be seen as part of the printed evidence. The team also organized security training for the entire campus, which was rolled out during the fall 2016 convocation.

During summer 2018, EOU engaged the help of an outside contractor to compile a comprehensive disaster recovery plan. The plan spanned the entire campus, as evidenced by the contact list of participants, and the purpose and scope of the plan was clearly communicated in the kickoff meeting. The complete plan (not quite finished at time of this report publication) is based upon business impact analyses from each department, as well as specialized analyses focusing on critical equipment, physical infrastructure, and critical software applications.

In conjunction with the disaster recovery project, several new policies were created and approved. These are the Data Backup Policy and Standards; the Testing and Revision Policy and Standards; the Training and Awareness Standard, and the Contingency Planning Policy and Standards.

IV. Core Theme Planning, Assessment, Improvement

Executive Summary—Eligibility Requirements 22 & 23

ER 22. Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

EOU is committed to learning outcomes assessment as an essential feature of Academic Quality. EOU outcomes are aligned with AAC&U's Value Rubrics. In turn, the latter are based on LEAP Essential Learning Outcomes that represent the purpose and promise of a liberal arts education, as well as what employers are seeking in new hires. In this way, the university's learning outcomes assessment program supports both Core Theme and the Strategic Plan Objectives, specifically:

> **Core Theme 1:** EOU has high-quality liberal arts and professional programs that prepare students for the world beyond college
> **Objective 1:** Foster and assess student learning.
>
> **Strategic Plan, Goal 2:** Transformational Education
> **Objective 2:** Graduates possess the essential learning outcomes employers seek.

EOU's University Learning Outcomes (ULOs) and General Education Learning Outcomes (GLOs) are published online. Academic Program Learning Outcomes (PLOs) are published on the online university catalog page for each program. For example, Art lists its PLOs as follows:

ART LEARNING OUTCOMES

Students who successfully complete the requirements for a B.S. or a B.A. Degree in Art will demonstrate the following outcomes	
Critical and Creative Thinking	Apply critical and creative thinking strategies to problem solving allowing them to demonstrate their knowledge of personal aesthetic and conceptual intentions as well as their work's relationship to various cultural contexts and historical and contemporary cultural perspectives.
Inquiry	Foster intuition and imagination to develop intellectual curiosity and an ability to pursue self-directed problem-solving, using relevant research and expertise and appropriate materials and methodology. Recognize that a commitment to artistic endeavor can enrich and add meaning to an individual's life.
Applied and Integrated Learning	Demonstrate an applied working knowledge of the elements and principles of design with an understanding of the relationship between conceptual intentions and formal choices. Exhibit in-depth skills in a broad range of disciplinary activities, and function professionally within the field of art.
Communication	Evidence the ability to articulate the comprehensive role of the visual arts in society, and evidence the ability to effectively communicate in both written and verbal form.

Table ER 22.1: Art Program Learning Outcomes
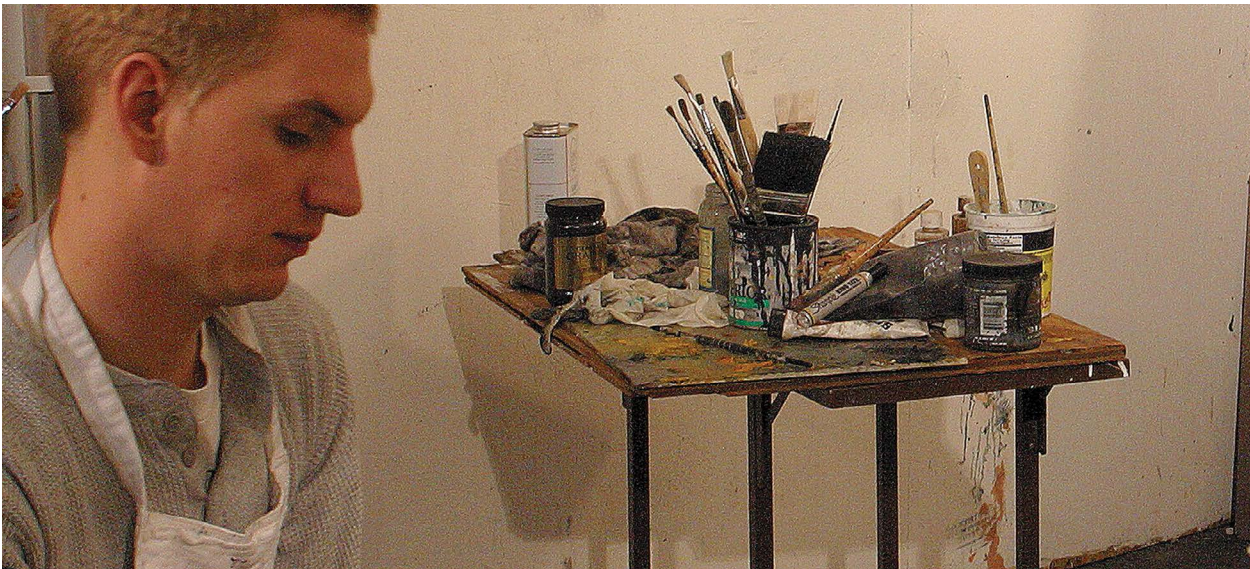
In another example, Biology/Botany PLOs are delineated in this way:

BIOLOGY/BOTANY LEARNING OUTCOMES

Students who successfully complete the requirements for a B.S. or a B.A. Degree in Biology/Botany will demonstrate the following outcomes	
Content Knowledge	Students will master the basic foundational content in the field of biology and apply it to critical analysis and creative application of that content.
Creative Inquiry	Students will demonstrate the ability to design (create) and conduct experiments to answer biological questions. This process is based upon the tenets of the scientific method.
Integrated Learning through Critical Thinking	Students will integrate their knowledge (content) of biology, chemistry, physics, and social systems through critical analysis of ecosystems, biological evolution, and the biotechnological revolution.
Community/ Civic Engagement	Students will learn to engage in and apply scientific inquiry to conservation activities that involve the wider regional community.

Table ER 22.2: Biology/Botany Program Learning Outcomes

Academic Program Learning Outcomes differ according to discipline-based criteria for what constitutes knowing and doing in allied professions, as can be seen in the differences above between PLOs for Art and Biology/Botany. In addition, PLOs are aligned with both ULOs and GLOs to substantiate assessment coherence across the university. The assessments are conducted annually.

For General Education Assessment, a sampling of General Education Core (GEC) courses are selected annually for a given outcome. Participating faculty are asked to assess student performance using the relevant GEC Rubric and Alignment Language. (GEC courses are approved though shared governance, as overseen by the Educational Policy and Curriculum Committee, to provide faculty oversight and to ensure the courses meet General Education requirements, with appropriate course-based assessments.) In AY17 the GEC Annual Assessment focused on Communication, while in AY18 the focus was on Critical Thinking. The AY17 Communication assessment had a sample size of 113 students; the sampling included GEC courses in Writing, Communication Studies, History, Math, and Psychology. In AY18, the sample size was 384; the sampling included GEC courses in Anthropology, Art, Biology, Botany, Chemistry, Communication Studies, Economics, History, Music, Sociology, Physics, and Writing.

As much as possible, GLO and PLO assessments are aligned in order to reinforce Learning Outcome continuity both vertically within a program, from lower division GEC courses to upper division courses designed for majors, and horizontally across all disciplines. For example, in AY17 GLO assessment focused on Written Communication, as mentioned above, and PLO Assessment focused on a range of capstone outcomes including Written Communication, while the Writing Across the Curriculum Workgroup also did a thorough study of Written Communication in capstones. As a result, the university has a complete picture of Written Communication student achievement from our introductory composition courses through the capstone, across the university. In AY18, GLO Assessment focused on Critical Thinking, as did PLO Assessment. For the latter, the sample size was 224, from 20 courses (one at the 300-level and one at the 400-level) with two courses from each discipline that has identified Critical Thinking as a program outcome.

The purpose of these Learning Outcomes assessments is to identify areas of strength and areas needing attention. Participating faculty are asked to analyze data produced through application of rubrics and then work in their programs and across disciplines on Action Plans to address trends represented in the data, including the refinement of the outcomes themselves. These plans for addressing GLOs and PLOs are articulated in Closing the Loop Statements. Subsequently, the Vice Provost for Academic Quality writes GLO and PLO Composite Reports to synthesize results. The GLO composite is shared with EPCC, which oversees General education and which reviews the data and recommends to Center of Teaching, Learning, and Assessment (CTLA) areas to focus on for faculty professional development. The vice provost also shares the PLO composite with CTLA to further identify areas for academic year professional development opportunities for faculty. The assessment data, Closing the Loop Statements, and Composite Reports are published on the Assessment webpage.

ER 23. Institutional Effectiveness
The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Eastern Oregon University systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and regularly publishes the results to its constituencies. Through these processes EOU regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability. Numerous examples, cited in our response to Standard 3.A.3, provide evidence that we regularly monitor our internal and external environments to determine how and to what degree changing circumstances may impact us and our ability to ensure EOU's viability and sustainability. For a full discussion of these processes ensuring institutional effectiveness, see Standards 3A above and 3B, 4A, and 4B following.

Standards 3.B, 4.A and 4.B—Core Theme Planning, Assessment, Improvement

MISSION FULFILLMENT

Mission fulfillment is demonstrated through meeting or exceeding the majority of thresholds for each core theme. We interpret mission fulfillment as engaging in a continuous cycle of planning, assessment, and improvement of the objectives, indicators, and measures associated with our core themes and guided by our institutional values and principles.

CORE THEMES

> High-Quality Programs—EOU has high-quality liberal arts and professional programs that prepare students for the world beyond college.
> Access for All—EOU is a regional university with a deep sense of commitment to students where they are.
> Live, Learn, Succeed—EOU is the educational, cultural, and economic engine of eastern Oregon.

EOU assesses the extent to which the university achieves its mission and core themes, publishes the results, and uses the results to effect continuous institutional improvement. Widely-distributed core theme assessment results inform the resource allocation work of both the Budget and Planning Committee and the Cabinet, ensuring a seamless connection between core theme planning, strategic planning, assessment, improvement, and resource allocation. Evidence-based and data-driven improvement initiatives are informed by the mission and core themes.

Mission fulfillment is demonstrated through meeting or exceeding the majority of thresholds for each core theme. Currently, EOU is demonstrating mission fulfillment.

EASTERN OREGON UNIVERSITY MISSION

EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.

As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

What follows is an introduction and summary of evidence demonstrating that our core theme planning, assessment and improvement processes meet each of the Standards in 3.B, 4.A., and 4.B. Then, one section for each core theme is provided. These core theme sections describe the

measures selected as indicators of mission fulfillment, and showcase action plans that emerge directly from those measures and their assessment. The core theme sections offer a selection of representative examples illustrating how our institutional processes are characterized by effective strategic planning, evidence-based resource allocations, effective implementation, and use of assessment results to achieve the objectives identified for each core theme.

Standards 3.B.1 to 3B.3

3.B.1 Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

Planning processes for both core themes and strategic plan goals follow an annual cycle. In the fall, the Office of Institutional Research and Planning provides the data to document EOU's progress relative to the core theme objectives. Departments and programs review this data, assess their departmental progress, and ascertain which core theme objectives require deeper examination and action plans. Deeper analysis is triggered by failure to meet core theme thresholds, by a three-year or three-cycle downward trend in meeting thresholds, or by consistently exceeding thresholds in order to make sure the measure is meaningful. In December and January, departments prepare budget requests for the next fiscal year. To ensure continuing consistency between the strategic plan and the core themes, all budget requests must be explicitly tied to both a core theme objective and the corresponding strategic plan (The Ascent 2029) goal. To aid in this exercise, a Core Theme/Strategic Plan crosswalk has been developed.   Budget proposals are reviewed by division heads, by the Budget and Planning Committee, and by the President's Cabinet to ensure alignment.

EOU has purposefully aligned core theme planning, the comprehensive strategic plan, and core theme assessment in terms of mission fulfillment and resource allocations in budget and planning.

From the outset, EOU engineered an intentional alignment between EOU's Core Themes and Objectives and our strategic plan goals and objectives. The core themes and the strategic objectives follow from the mission, are aligned and consistent, and in many cases even share the same measures of progress.

Core Theme	Related portion of the Mission
High Quality Programs—EOU has high quality liberal arts and professional programs that prepare students for the world beyond college.	... high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world
Access for All—EOU is a regional University with a deep sense of commitment to students where they are.	... enhance the personal attention our students receive ... add to the educational possibilities of our region and state.
Live, Learn, Succeed—EOU is the educational, cultural and economic engine of eastern Oregon.	... an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world

Table 3.B.1.1: Core Theme and Mission Alignment

Attainment of strategic plan goals and objectives requires making progress on core themes and vice versa—attending to one directly affects the other. Because the core themes focus in a concentrated manner upon the essential elements of our mission, they necessarily help us prioritize within our planning and budgeting processes. The relationship between strategic objectives and core themes is illustrated in Table 3.B.1.2 below. In reporting annual accomplishments, vice presidents and department heads are asked to describe these attainments in terms of their impact on both the strategic goal and also the apposite core theme or objective.
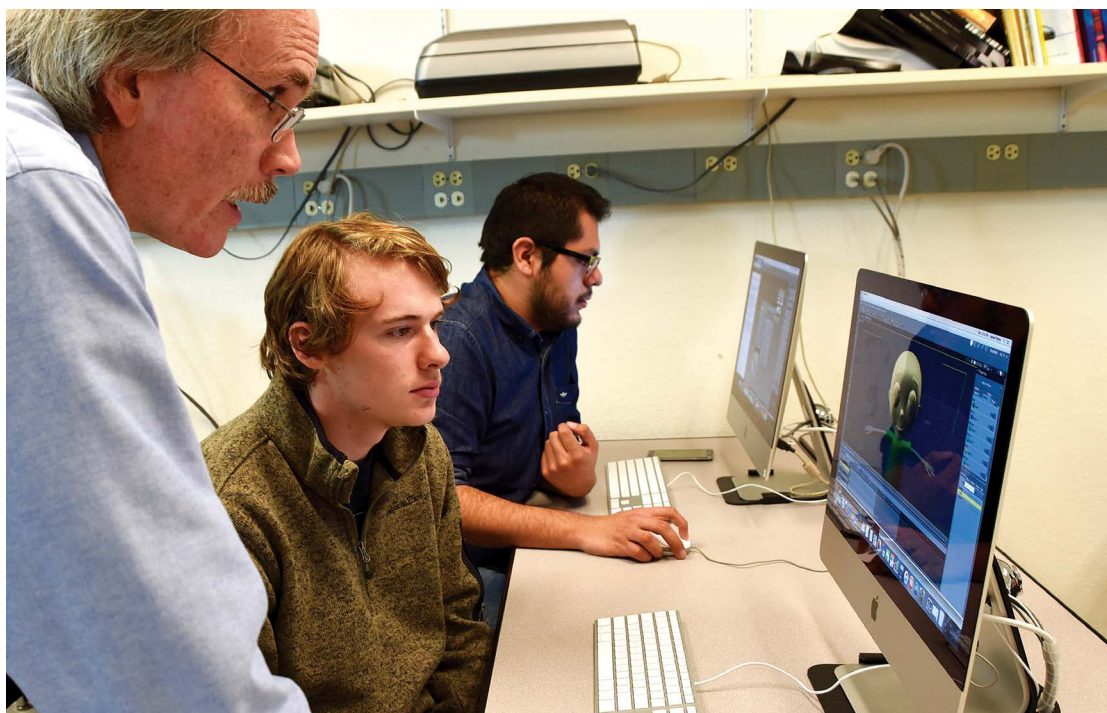
Strategic Goals (from The Ascent 2029)	Core Themes & Objectives
Goal 1: Student Success – Graduate students with the competence and confidence to succeed	Core Theme 1—High-quality programs that prepare students for the world beyond college
Goal 2: Transformational Education – Enrich academic quality and enhance intellectual vitality.	Core Theme 1 Objective 1—Academic programs ensure student learning Objective 2—Effective teaching continually enhances academic quality
Goal 3: Grow the Number of Lives Impacted – Expand student access, opportunity, and completion	Core Theme 2 Objective 2—Programs and processes promote student access
Goal 4: Thriving University Community – A Great Place to Work and Learn.	Core Theme 2—EOU is a regional university with a deep sense of commitment to students where they are
Goal 5: Relevance and Interconnection – Serve as the educational, economic, and cultural engine for rural places.	Core Theme 3—EOU is the educational, cultural, and economic engine of eastern Oregon
Goal 6: Financial Sustainability – Stewardship in financial sustainability and in growing EOU's financial and capital resources	Core Theme 3 Objective—Ensure a sustainable university environment

Table 3.B.1.2: Strategic Plan and Core Themes Alignment

The process of aligning core themes and the strategic plan was aided by the structure of the committees involved in the processes. The central role in strategic planning was played by University Council. The council's mission includes responsibilities to strengthen the university's mission and aims, as well as pay particular attention to policies and planning. The council has broad representation from across the university with members from all constituencies including faculty, administrative professionals, classified staff, students and upper-level administrators. Finally, University Council is the parent body for the Budget and Planning Committee, which ensures that resource allocation is aligned with planning processes guided by core themes and the strategic plan. The Budget and Planning Committee's bylaws explicitly delineate its role in ensuring the seamless connections among core themes, the strategic plan, and budget allocation.

In AY17, an ad hoc committee was formed to assist University Council in managing the strategic planning process and keeping it aligned with core themes, the university mission, and budgetary planning processes. The committee, the Strategic Planning Organizing Committee (SPOC), was charged with ensuring broad input to the process from all constituencies, as well as

continued alignment between the strategic plan and other university planning processes. SPOC included the Accreditation Liaison Officer, to ensure alignment of processes with NWCCU standards, Director of Institutional Research and Planning, to certify that goals and measures are properly informed by available data, the Vice Provost for Academic Quality, to assure planning and assessment processes involve student learning outcomes and a commitment to teaching and learning, and the Chair of the Budget and Planning Committee, to ensure that program and services budgetary decisions are well-aligned and integrated with the strategic plan and core themes.

Purposeful alignment of all our planning processes is aided by the fact that EOU is operating under a new governing board, established by state law in AY15. The Board of Trustees is aware of the importance to EOU of having an independent board eager to build a strong foundation for EOU's success. With many members new to academic boards, there is a pervasive recognition of the need to establish a shared understanding of EOU's goals, so that the underpinnings behind board decisions are explicit and well-understood and tied to the strategic plan, core themes, and the budget, which the board approves annually.

A demonstrable indicator of alignment between planning processes at EOU is the frequent recurrence of similar Key Performance Indicators (KPIs) in different planning forums. KPIs are used in the comprehensive strategic plan as well as institutional planning to measure progress towards the specific objectives. The process for KPI professional training for all units is described in Standard 3.A.1 above.

Examples of KPIs that EOU focuses on consistently across different planning activities include measures of enrollment, retention and completion. These KPIs are referenced in Objective 3 of Core Theme 2, which corresponds to Goal 3 of The Ascent. The strategic plan Goal 3 expounds upon EOU's highly aspirational plan to grow and expand student access, opportunity, and completion at EOU. Similarly, Measures for Core Theme 2, Objective 3 take into account and measure our mission fulfillment based upon student access and success. Both objectives, the forward looking and the retrospective, use as measurements or KPIs that speak to enrollment numbers, retention rates, and degree attainment.

Another clear example can be seen in the emphasis on financial sustainability written into both strategic planning and core theme planning. In the wake of the AY11 sustainability plan, Positioning EOU for Mission Fulfillment and Financial Sustainability, and the AY15 retrenchment plans, From Retrenchment to Reinvestment and A Plan for Repositioning, EOU maintains a focus on sustainability in Core Theme planning, specifically Core Theme 3 Objective 3.2 (ensure a sustainable university environment), aligned with The Ascent Goal 6 (stewardship in financial sustainability and in growing EOU's capital resources).

Standards 4.A.1 and 4.B.1

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

To assess core theme attainment and mission fulfillment, each core theme includes two or three objectives. Thoughtful deliberations by the Core Theme Teams focused the selection of indicators and measures that best exemplify progress towards each objective. Data for these measures is generally provided by the Office of Institutional Research and Planning. Other departments may also house relevant data covering specific areas—for example, the Human Resources Department, the Finance and Administration Business Office, College Operations Offices, the Library, the Office of the Vice Provost for Academic Quality, and the Division of Student Affairs. As mentioned in Standard 3.A.3, EOU employs a number of nationally-normed instruments for indirect data collection. This allows us to ascertain national benchmarks in some areas, and to directly juxtapose EOU accomplishments with those of our comparators. Examples include the National Survey of Student Engagement (NSSE) to assess student engagement at EOU; an established diversity survey to assess EOU's campus climate, and a survey of staff from "Great Colleges to Work For" for The Ascent Goal 4: Thriving University Community—A great place to work and learn.

There are multiple metrics contributing to an overall picture of success for Core Theme Objectives—for example, student success could be measured by graduation rates, retention rates, student grades, job attainment, etc. EOU has carefully considered how to pare down the metrics used for the most meaningful measures. This allows us to simplify the data enough to be intelligible, while still offering enough complexity for meaningful assessment, action planning, improvement, and institutional effectiveness. For example in the area of student success, EOU has chosen to focus on retention rates and completion rates. The latter is also utilized by Oregon's Higher Education Coordinating Committee (HECC) to inform state budget allocations.

Numerous examples, cited in our response to Standard 3.A.3, provide evidence that we regularly monitor our internal and external environments to determine how and to what degree changing circumstances may impact us and our ability to ensure EOU's viability and sustainability. The availability of data on our Institutional Research website provides decision makers with real-time data necessary for monitoring our internal environment with respect to course enrollment, demand and student progress.

Core theme assessment at EOU is done by Core Theme Teams, one to address each core theme. The Core Theme Teams have representation from departments with clear ties to the core theme being addressed, with representation from across the university, including faculty, classified staff, administrative professionals, and a vice president level representative. The vice president team member ensures that action plans made by the Core Theme Teams will be actualized. In AY19, the responsibility for review of core theme and strategic plan data and recommendations for improvement will migrate from the ad hoc Core Theme Teams to the Accreditation Coordinating Committee, which will assure action plan follow through in university units and will organize data for the Budget and Planning & Committee. The centrality of the Budget and Planning & Committee in the process ensures seamless connection to budgeting and to take advantage of existing shared governance processes and committees.

Currently, Core Theme Teams are responsible for assessing institutional progress towards the objectives that comprise their respective core theme. This process includes

- Examining the role of the core theme within the context of the mission statement, strategic plan, and programs and services that support fulfillment of the core theme.
- Delineating indicators, measures and targets that are most suitable for measuring progress toward the objective.
- Soliciting data from the Office of Institutional Research and Planning to measure progress.
- Assessing progress and evaluating possible approaches to improve progress, and developing action plans to set these approaches in motion. (Note that the vice president level committee member is a lynchpin in this process, as they are responsible for allocating budget when necessary to accomplish the action plans.)
- Making recommendations concerning new indicators or measures that may more appropriately show progress towards the objectives.
- Sharing results of their deliberations with the campus as a whole, as well as with shared governance committees involved with the budgeting and planning process (in AY18 this was accomplished via a broadly inclusive town hall process).
- Tying the Core Theme planning recommendations to the corresponding objectives in the institutional strategic plan.

This process ensures that EOU evaluates holistically the alignment and integration of programs and services, and that the results of our core theme and program assessments are meaningful, used to inform improvement and resource allocation and made available to appropriate audiences in a timely fashion.

Standards 4.A.2, 4.A.3 and 4.B.2

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Program-level review includes assessment of programs in all modalities and takes a compre-

hensive picture of enrollment patterns, admission requirements, graduation requirements, assessment of Student Learning Outcomes, and outcomes for graduates in employment and/or graduate programs. Programs that frequently place graduates into graduate schools review the admission patterns of their graduates to discern the relative strengths and weaknesses of their respective programs. Finally, some programs have nationally standardized tests or licensure exams that allow faculty to assess their students' learning against national or regional standards.

Academic program reviews are conducted by program chairs, who submit their Annual Academic Program Review to the dean each year for program evaluation. Each program is provided a dashboard by Institutional Research with data for KPIs related to program performance. The metrics include the percentage difference in SCH from the previous year, the percentage of tenure-track and tenured program faculty, number of faculty by appointment type, student to faculty ratio in the program, SCH generated by non-majors, new transfers declaring the major, graduate rates for majors, degrees awarded, and minors awarded. Each KPI is linked to a specific Core Theme, so that faculty can see the connections between their program work and the foundational touchstones of the university.

The Annual Academic Program Review starts with an analysis of the KPIs and then a re-examination of Core Themes, Program Learning Assessments, and General Education Learning Assessments to ensure Core Themes are related directly to academic program self-studies. (All student learning outcomes assessments are conducted by teaching faculty, with the assistance of the Vice Provost for Academic Quality.) The program then presents reflections on actions taken in support of each Core Theme, evidence-based lists of Program Strengths, Program Challenges, Program Innovations, Opportunities for Improvement, Student, Faculty, and Program Accomplishments. Programs are asked to identify Action Plans, both short- and long-term. A final coda is provided in the form of a Reflective Summary of the data, evidence, actions plans, strengths, and opportunities, all tied to Core Themes. Every five years, academic programs complete a Comprehensive Academic Program Self-Study analyzing the evidence and plans from previous annual reviews, including completion of Action Plans, and providing a state-of-the-program report focused on future initiatives and growth.

Similarly, Deans include their Annual Academic Program Review and take into account many additional College KPIs provided by Institutional Research to compose their annual and comprehensive reports, all tied to core themes. In this way, Core Theme Objectives are woven into the fabric of academic program review.

Program review and outcomes assessment data are used by faculty and administrators to guide program improvements and help the institution ascertain future programming needs. The intersection of these processes allows the university to develop support programs, identify necessary resources, and manage its operations.

Academic assessment at EOU is done via assessment of General Education Learning Outcomes, Program Learning Outcomes, aligned with our broad University Learning Outcomes. All courses at EOU list student learning outcomes (SLOs) in the course syllabus. These student learning outcomes define the course-specific skills and knowledge to be attained by a student as a result of actively participating in the learning of the course, aligned with Program Learning Outcomes (PLOs). All program syllabi are available online, organized by college, as with the College of STM and Health Sciences.

PLOs are developed and approved by faculty within their respective academic programs. As a result of the sustainability plan, most programs have revised their curriculum (see complete list in the section on institutional changes) to deliver program objectives in a more sustainable way, while still remaining in alignment with EOU's mission. In many cases this required streamlining of curriculum was required to ensure that all courses could be offered within the constraints of faculty size and workload.

Programs regularly revise PLOs in order to better reflect currency in the discipline, to more clearly communicate program expectations to students, and to assist students in connecting curriculum to intentional learning. The Center for Teaching, Learning and Assessment (CTLA) supports these efforts by offering professional development opportunities for faculty to explore pedagogical aspects of teaching with technology, mapping curriculum to university or general education learning outcomes, or assessing student achievement.

These efforts are all part of a drive, coordinated by the Vice Provost for Academic Quality, to encourage a culture of assessment to support academic quality and improved student learning.

The Educational Policy and Curriculum Committee (EPCC) has oversight of both the General Education and programs and course validation. EPCC reviews each new course to certify that course outcomes are linked to assignments. While PLOs are the purview of academic programs, EPCC certifies that courses align those outcomes with assignments, an alignment clearly identified on the syllabus. It approves courses for General Education, again with a focus on learning outcomes, and for the university graduation requirements of Difference, Power, and Discrimination and the University Writing Requirement.

Standards 4.A.4, 4.A.5 and 4.A.6

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

As described further in Standard 5B, EOU has engaged in and continues to engage in careful processes to define and evaluate appropriate and meaningful measures and expectations for its Core Themes. Until AY18, definition and evaluation of core theme objectives was the purview of Core Theme Teams. While ensuring involvement from throughout the campus, the team structure requires so much staff time and input that it is difficult to sustain. Starting in AY19, monitoring Core Theme Measures will be the responsibility of Points of Contact, either the Vice President for Academic Affairs, the Vice President for Student Affairs, the Vice President for Finance and Administration, the General Counsel, or the Vice Provost for Academic Quality, with

the assistance of the Accreditation Coordinating Committee. Theme definition of Core Theme objectives and measures and evaluating progress towards those objectives will be the responsibility of the Budget and Planning Committee. Committee bylaws have been updated to formally recognize that the committee is the appropriate place for this work, as described above in 3.B.1.

Core Theme objectives have already evolved and improved, based on thoughtful evaluations of the objectives by the Core Theme teams. For example, in 2013 Objective 2 of Core Theme 2 was to "Adopt and enhance appropriate educational technologies." Significant progress has been made since 2013 in the availability and use of educational technology at EOU, and it was felt that a broader Objective was needed in order to properly reflect the Core Theme. Objective 2 of Core Theme 2 now reads: "Programs and processes promote student access."

To assess achievement of the core theme objectives, meaningful measures have been identified. Where possible, Core Theme Teams have made use of direct measures and/or external benchmarks to help identify appropriate thresholds for the measures. Quantitative and qualitative data from a variety of sources inform our progress towards these measures, and the results are analyzed, made available to the university community, and used to inform decision making for programming planning and services.

EOU's academic assessment processes include student learning outcomes assessments and program review - both on an annual as well as a five-year basis. Results from these assessments are used to chart progress toward mission fulfillment, as well as to inform academic program planning and improvement. This approach enables the university to evaluate holistically progress in meeting the goals and outcomes of its programs.

The following sections examine the measures, indicators, assessments, action plans, and activities, that address each of EOU's Core Themes:

CORE THEMES
> High-Quality Programs—EOU has high-quality liberal arts and professional programs that prepare students for the world beyond college.
> Access for All—EOU is a regional university with a deep sense of commitment to students where they are.
> Live, Learn, Succeed—EOU is the educational, cultural, and economic engine of eastern Oregon.

Core Theme 1 – *High-Quality Programs*
EOU has high-quality liberal arts and professional programs that prepare students for the world beyond college.

EOU measures Academic Quality—what EOU graduates know and are able to do—on an annual basis through General Education and Academic Program Student Learning Outcomes assessments. However, in AY18 Academic Quality at EOU expanded to include effective teaching practices and student participation in High Impact Practices (HIPs). The addition is so

recent that the focus is currently on process and evaluation of the indicators for meaningfulness. Academic Quality is still measured through assessable student learning outcomes that support University Learning Outcomes, while including key indicators for effective teaching and applied learning, thereby linking teaching, learning, and preparation for the world beyond college. Core Theme 1 Measures and Indicators are entwined with EOU's strategic plan, The Ascent 2029, Goal 2 KPIs to define Academic Quality. The Center for Teaching, Learning, and Assessment (CTLA) employed these Indicators to draft the EOU Statement on Academic Quality in AY18. The EOU Statement on Academic Quality, approved by Faculty Senate April 17, 2018, guides the analysis and recommendations of the Core Theme 1 Teams and CTLA, which is charged with overseeing The Ascent's Goal 2: Transformational Education.

EOU Statement on Academic Quality
EOU's academic mission is to guide student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.

Academic Quality at EOU is defined by the inputs, processes, and outputs associated with Transformational Education (The Ascent Goal 2). Inputs include admission standards, appropriate facilities and resources, low student-faculty ratios, and support for faculty disciplinary research and for the scholarship of teaching and learning. Processes include the course and program structures, meaningful faculty-student interactions, and effective interactive teaching that help students gain skills and knowledge within and across disciplines, as well as the reflective practice that supports faculty and programs in ongoing improvement and ability to meet needs of diverse groups of students. Outputs linked to student success include evidence of students meeting learning outcomes and demonstrating readiness for career, graduate school, and life in the diverse and interconnected world beyond college.

Academic Quality at EOU encompasses Goal 2 of EOU's Strategic Plan "The Ascent 2029," committing EOU to Transformational Education:

Goal 2: Transformational Education – Enrich academic quality and enhance
                intellectual vitality
Objective 1: Excellence in teaching and scholarship
- KPI 1: Students experience meaningful student-faculty interactions
- KPI 2: Faculty engage in best practice interactive pedagogies
- KPI 3: Teaching and library faculty are supported in disciplinary research and/or the scholarship of teaching and learning
- Objective 2: Graduates possess the essential learning outcomes employers seek
- KPI 1: Graduates demonstrate proficiency in University Learning Outcomes
- KPI 2: Graduates demonstrate readiness for a diverse and interconnected world

Core Theme 1 represents EOU's commitment to providing a strong learner-centered infrastructure that supports excellent teaching and a learning environment that supports student achievement of program and university learning outcomes and closing the achievement gap, while preparing graduates for the world beyond college. Core Theme 1 encompasses three Objectives—the first focuses on student learning (an expected output), the second on effective interactive teaching (a crucial process input and key to student success), and the third on applied

learning experiences linked to lifelong success (a cumulative student output). Taken together, these Objectives are key to maintaining Academic Quality at EOU and central to Mission Fulfillment.

Core Theme 1 Indicators include a mixture of direct and indirect Measures and internal and external benchmarks. In order to assess institutional effectiveness as it relates to Core Theme 1, trends are analyzed over a three-year or, in the case of NSSE data, a three-cycle period. (NSSE is administered every other year. See the Core Theme 1, Objective 2 Table below.) In addition, failure to meet thresholds or consistently meeting them at or near 100% triggers an analysis—a deeper dive into the data to determine causes and create Action Plans. The same holds for downward trends, even when thresholds are met. That is, downward trends or unusual fluctuations trigger in-depth analysis of the data and the generation of action plans as needed.

What follows is a review of Core Theme 1 Indicators and data over a three-year or three-cycle period. Each Core Theme 1 Indicator is reviewed for Planning, Measurement, and Improvement. In AY17-18, improvements are the result of Action Plans generated by the Core Theme 1 Team and CTLA. In AY19, improvements will be the result of Action Plans generated by the Budget and Planning Committee and CTLA, with the Vice Provost for Academic Quality acting as lead.

Objective 1
Academic Programs ensure student learning.

Indicator 1.1.1: Students demonstrate effective learning relative to General Education Learning Outcomes (GLOs)
Measure: Median % of sampled students at "Proficient" or "Adequate" in assessed GLOs.
Threshold: 85%

Objective	Indicator	Measure	Threshold	2016	2017	2018
1.1 Academic programs ensure student learning	1.1.1 Students demonstrate effective learning relative to General Education Learning Outcomes (GLOs)	Median % of sampled students at "Proficient" or "Adequate" in assessed GLOs.	>=85%	N/A Inquiry Only 2 Samples Submitted	90%	87%
	1.1.2. Students demonstrate effective learning relative to Program Learning Outcomes (PLOs), as aligned with University Learning Outcomes (ULOs)	Median % of sampled students at "Proficient" or "Adequate" in assessed PLOs.	100%	100%	100%	100%

Table 4.A.6.1: Core Theme 1, Objective 1 Data

Student Learning (Objective 1) is measured directly via demonstrated student attainment of General Education Learning Outcomes (GLOs) and Academic Program Learning Outcomes (PLOs), which align with EOU's University Learning Outcomes (ULOs). An assessment process has been defined and rubrics established through shared governance for assessing GLOs. Successful attainment for GLOs is defined as the median percentage of sampled students meeting these outcomes at "adequate" or "proficient" levels, mostly at the lower division level. Employing a similar process, Academic Program Learning Outcomes are measured via the median percentage of students meeting Academic Program learning outcomes at the adequate or proficient levels in upper division courses, as seen in the examination of Indicator 1.1.2 below.

Planning: AY14 and AY15 GLO assessment was uneven while EOU underwent substantial curricular reductions under successive sustainability plans. In AY16, the new Vice Provost for Academic Quality was appointed. However, for the next year-and-a-half the vice provost oversaw Advising and Regional Operations in addition to Assessment. The result was improvement in Advising and Regional Operations, discussed under Indicator 2.1.1 below. However, there was another year of inadequate data collection for General Education Outcomes, specifically Inquiry—the process did not receive enough attention. AY16 included institutional planning to allow more time for the vice provost to devote to assessment by reduction of his purview, which necessitated both a reallocation and a new allocation of resources, representing the university's substantial commitment to the assessment of student learning. In AY17, Advising oversight moved to college deans and a new Executive Director of Regional Outreach and Innovation was appointed to oversee online education (regional operations). The vice provost was then able to devote time to assessment planning and follow-up. As a result, there was 100% participation in GLO assessment for AY17 and AY18.

Measurement: Beginning in AY17, the management of the GLO assessment plan became more effective, including the AY17 GLO and PLO Communication Faculty Workgroup during Fall 2016 Convocation and subsequent follow up, resulting 100% participation. The GLO assessment of Communication had an "n" of 113 students in six courses from across the curriculum (WR 115 & 121, COMM 125, MATH 213, HIST 202, and PSYCH 330). The median percentage of the work samples scoring a "2" (Adequate) or a "3" (Proficient) is used to calculate Threshold attainment. (The median percentage allows for fluctuations in student achievement due to external forces outside the purview of the university; e.g., students being underserved in K-12 in terms of college preparation, Pell-eligible, first generation, etc.) For AY17, the 1.1.1 median was 91%. For AY18, the GLO Critical Thinking Faculty Workgroup included faculty from 12 courses (an increase of 100%) and 384 student samples, an increase of 29%. Median percentage for the AY18 GLO assessment was 87%. The sample included 85 online students in three courses, where the median was 83%. While the median for the entire sampling exceeded the target, the median for the online group did not reach threshold, indicating an area for improvement. Still, the three-year median is 89%, four points above the threshold.

Improvement: Current practice focuses on processes to effectively gather data and identify action plans for improvement, a previously missing assessment piece. Even though the results of the AY17 Threshold was 91% for the GLO Communication outcome, which was well above the target of 85%, faculty noticed a dip in the outcomes of editing, presenting convincing evidence, and using source material ethically. There is a similar dip in using evidence effectively

to draw conclusions in the AY18 Critical Thinking assessment, even though the median of 87% is two points above the Threshold of 85%. Faculty highlighted this trend, as represented by the Closing the Loop statement from a History professor below. Her reflection applies to our online students as well. The sample statement demonstrates the seriousness with which faculty analyze the results of their GLO assessments. It shows faculty are not hesitant to suggest areas to improve and seek professional development opportunities for teaching and learning, even when exceeding the GLO Threshold. Initiatives to improve teaching and learning, while employing assessment data, fall under the purview of the Center for Teaching, Learning, and Assessment (CTLA), under the direction of the Vice Provost for Academic Quality. In AY17, CTLA provided 26 activities, involving 234 faculty (duplicated count) and 744 contact hours. In order to address the issues of using sources effectively and editing (among other issues), CTLA and the Writing Across the Curriculum (WAC) Workgroup hosted a four-hour workshop January 3, 2018, prior to the start of classes January 8, focused on John C. Bean's Engaging Ideas: *The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (2nd ed., Jossey-Bass 2011), a seminal work in the field. AY19 professional development opportunities will focus on strategies to help students integrate sources effectively and critically. The results of the AY18 critical thinking assessment, especially with regard to our online students, resulted in a focus for the Summer 2018 SIIT on enhancing interactivity and teacher presence in the online environment. Thus, improvement for Core Theme 1, Objective 1 rests on professional development opportunities, the results of which cannot be immediately ascertained until the next assessment cycle focuses on these particular advanced literacy skills.

CLOSING THE LOOP
GEC Sampling—Communications
Course Assessed: History 202, Fall 2016
Review of the data for this assessment suggests that students developed significant improvement in their ability to identify and write clearly and with some insight about central concepts in the text through effectively organizing written work that asked them to identify themes, locate strong supporting evidence, and provide some analysis of the concepts. Over the course of the term, student work demonstrated a general strength in distinguishing between key concepts vs. general information. Another pattern emerged that demonstrated student strength in locating appropriate evidence (supporting quotes) for their conceptual work. One pattern of weakness that emerged was students' inability to consistently and effectively edit their work for sentence-level patterns of error.

Review of the student artifacts suggests a strong correlation between students' ability to clearly organize and present written material and their ability to offer more sophisticated critical analysis of the material (both primary and secondary sources) about which they were writing.

Indicator 1.1.2: Students demonstrate effective learning relative to PLOs and ULOs
Measure: Median % of sampled students at "Proficient" or "Adequate" in assessed PLOs.
Threshold: 100%

Planning: As with the AY14 and AY15 GLO assessment, PLO assessment was uneven while EOU underwent substantial curricular reductions under successive sustainability plans, as mentioned above for Indicator 1.1.1. Once the vice provost was able to devote time to PLO assessment, he planned an AY16 Capstone Assessment in order to see if program outcomes actually aligned with capstone assignments and projects. This was done for two reasons: 1) Academic Program Assessment had been uneven the previous years so it made sense to re-focus on Academic Program outcomes to see how well they aligned with cumulative projects, creating an opportunity for programs to review their outcomes. 2) In addition, after AY17, it would allow for the alignment of GLO and PLO outcomes. As it was, the GLO and PLO had been on different cycles of assessment so that, for example, GLO assessment in a given year might be focused on Communication, while programs might be focused on Inquiry. This caused needless confusion and disjointed faculty effort. The capstone assessment continued into AY17, in order to actually assess student performance in program outcomes in capstones or senior projects, after guaranteeing program outcomes and senior project assignments actually aligned.   Then in AY18, GLO and PLO assessments were aligned on Critical Thinking, resulting in a clear view of that outcome, from 100- through 400-level curricula and a substantial increase in student samples involving 12 Gen Ed courses and 20 Academic Program courses, with a combined n of 608 student samples—an exceptionally large sampling for a university our size.

Measurement: The management of the PLO assessment plan was more effective, including the AY17 and AY18 GLO and PLO Faculty Workgroup meetings during Fall Convocation. As mentioned above, the AY16 PLO assessment focused on the alignment of program outcomes with Capstone or Senior Project assignments. One hundred percent of programs completed the assessment, demonstrating that their programs outcomes aligned well with their capstones or senior projects. Those places where revision of outcomes were called for, the Closing the Loop statement explained why and made plans to address the issue, as seen in the Economics example below. Again, the example shows how faculty use PLO assessment to reflect, analyze, and recommend changes in order to enhance teaching and learning in their programs.

AY16 ECON Capstone I: Alignment of Program Outcomes and ECON Capstone

CLOSING THE LOOP
In 2016, the Economics Program revised its capstone requirement from a single-term four-credit course to a set of two two-credit courses, ECON 401 and 402, over two terms. This change was made because the program faculty had discovered that majors simply could not successfully meet all the capstone requirements, including proficiency in program outcomes, in a single ten-week term. The change has been reasonably successful. The change was in many ways made to not only align the capstone with program outcomes but also to support student success. While some difficulties remain, such as majors delaying fulfilling the two-hundred level required Calculus course until working on the capstone, students do demonstrate proficiency in the current program outcomes—they accurately employ key economic concepts, they adequately apply those key concepts and integrate them with more specific concepts, and they successfully present their research both orally and in writing. It should be said that this review has highlighted the need to refine both the program outcomes and the capstone assignment itself to focus more explicitly on econometrics, whose principles have become central to the program since the outcomes were originally composed. The program faculty will be reviewing those outcomes in AY18 to better align them with curricular requirements and current practices in the field of Economics to better prepare students for the world beyond college. In addition, the program is considering a required research methods course in conjunction with the Anthropology/ Sociology Program, with a projected start date of AY20, on order to emphasize Integrative Learning, an important program outcome in both ANTH/SOC and ECON.

The AY17 Capstone Assessment II employed program outcomes to directly assess student proficiency in their capstones and senior projects. Eighteen programs were reviewed, with an n of 403, and a median of 100%. Programs scoring less than 100% (6 of the 18 or 33% —meaning that 12 programs scored 100%, establishing the median) used the data to analyze student performance and to make plans for the future. However, of the six programs that showed an aggregate of less than 100%, 3 were at 92% or above, usually because of a single student falling into the Developing level (scoring a "1"). Eight EOU programs graduated fewer than 8 or fewer students in AY17, so a single student can represent a large percentage of the class, another reason it makes sense to use the median. Overall, the Capstone II assessment demonstrated that almost all students are able to successfully meet Academic Program Outcomes. While that result is to be expected of graduating seniors, it is important to have evidence to substantiate that belief and to see that program faculty take great pride in continuously improving their program outcomes, even when meeting the established Threshold.

<u>Improvement</u>: As with GLOs, current practice focuses on processes to effectively gather data and identify action plans for improvement. The AY18 PLO assessment focuses on 12 Programs that selected Critical Thinking (CT) as one of their program outcomes. (Although Critical Thinking occurs in all college-level courses, not all programs are required to select it as an explicit program outcome and might choose another ULO to focus on instead.) In the AY18 cohort, both a 300- and 400-level course were assessed for this outcome, involving 22 faculty and 224 student samples, including 76 online students in six courses. Combined with the AY18 GLO CT assessment, a clear picture of strengths and weaknesses in Critical Thinking criteria emerges, providing CTLA with a clear direction for professional development related to student learning in Critical Thinking. In fact, CTLA anticipated this outcome by providing a workshop on Integrating Writing, Critical Thinking, and Active Learning on January 2018. In addition, EOU sent four faculty to Teaching Talks IV Conference in March 2018, focused on Critical and Creative Thinking, and on Teamwork. The conference is sponsored by the Learning Outcomes and Assessment Workgroup, comprised of the assessment directors from Oregon's public universities with community college representation and reporting to the Statewide Provosts Council. This conference allowed EOU faculty to work with college faculty from across Oregon on outcomes assessment, seeking common ground, while providing external validation for outcomes assessment and the use of data to enhance student learning. The actual improvements will not be apparent until another cycle of critical thinking assessment; meanwhile, in order to lay the foundation for improvement, CTLA continues to sponsor professional development opportunities to enhance teaching and learning at EOU. Effective teaching is central to our mission.

Core Theme 1, Objective 1 assessments result in specific themes and foci for faculty professional development opportunities to improve teaching and learning for all our students in all modalities—on-campus, online, and onsite.

Objective 2
Effective teaching practices continually enhance academic quality.

Objective	Indicator	Measure	Threshold	2013	2015	2017
1.2 Effective teaching practices continually enhance academic quality	1.2.1. Faculty provide meaningful student-faculty interactions.	NSSE Seniors' score for Student-Faculty Interaction.	>= 20	21	17	19
	1.2.2 Faculty engage in best practice interactive pedagogies.	NSSE Seniors' score for Effective Teaching Practices.	>= 40	41	42	39
	1.2.3 Faculty ensure graduates demonstrate readiness for a diverse and interconnected world.	NSSE Seniors' score for Engagement Indicator 2c: Included diverse perspectives (political, religious, racial -ethnic, gender, etc.) in course discussions or assignments.	>=65%	71%	69%	62%

Table 4.A.6.2: Core Theme 1, Objective 2 Data

To assess Effective Teaching (Objective 2), EOU employs three indirect student assessments (NSSE Senior Survey Items) to measure meaningful student-faculty interactions, the degree to which students perceive that faculty engage in "best interactive pedagogies," and to focus on how teaching ensures graduates demonstrate a readiness for a "diverse and interconnected world." These NSSE Items align with Core Theme 1, Objective 2, whose Indicators are concomitant with The Ascent's Goal 2: Transformational Education.

> **Indicator 1.2.1:** Faculty provide meaningful student-faculty interactions.
> **Measure:** NSSE Seniors' Score for Student-Faculty Interaction.
> **Threshold:** >=20 as aligned with NSSE comparators

Planning: Central to student academic success, and therefore to academic quality, are meaningful student-faculty interactions. This is especially important at EOU as it self-identifies as a teaching, student-centered institution. To assess effectiveness for this Indicator, EOU employs an indirect measure, the biennial NSSE student survey of Student-Faculty Interaction. NSSE surveys both first-year students and seniors. EOU uses results from seniors since the focus in Core Theme analysis is on cumulative institutional effectiveness and they are in the best position to answer NSSE questions focused on meaningful student-faculty interactions. Data is reported

to EOU by NSSE. In AY18, the data was analyzed and recommendations are made by the Core Theme 1 Team; in AY19, those responsibilities will move to the Budget and Planning Committee, a shared governance standing committee to ensure the responsibilities find a permanent home and to align budget, planning, Core Themes and The Ascent. The data is used to gauge the extent to which this Indicator supports institutional effectiveness.

Core Theme 1
Indicator 2.1
NSSE Indicator: Student-Faculty Interaction

Percentage of students who responded that they "Very often" or "Often"	
3a. **Talked about career plans with a faculty member**	**41%**
3b. **Worked w/faculty on activities other than coursework (committees, student groups, etc.)**	**20%**
3c. **Discussed course topics, ideas, or concepts with a faculty member outside of class**	**22%**
3d. **Discussed your academic performance with a faculty member**	**26%**

Table 4.A.6.3: Core Theme 1, Indicator 2.1 Data

<u>Measurement</u>: For this NSSE Item, the survey asks seniors to indicate whether or not they talked about career plans with a faculty member, worked with faculty on activities outside the classroom, discussed course topics, etc. with a faculty member outside of class, and discussed their academic performance with a faculty member. NSSE scores the responses using a 60-point scale. EOU uses a >=20 Threshold, which aligns with comparators of similar location, size, Carnegie classification, and percentage of Pell recipients. (EOU uses a three-cycle average for NSSE Scores since it is administered every other year; the three-year cycle allows for both fluctuations in data due to external forces as well as the identification of trends.) The three-cycle average score for this NSSE Item is 19, with scores of 21 in AY13, 17 in AY15, and 19 in AY17. This indicator provides a reliable and valid measure to gauge faculty-student interaction, key to student success and institutional effectiveness, according to NSSE. However, faculty are clearly interested in more direct measures, as articulated in shared governance meetings with EPCC, Faculty Senate, and University Council.

<u>Improvement</u>: While any failure to meet a threshold or a downward trend over three cycles calls for in-depth analysis, for this Item, the three-year cycle fluctuates; it therefore drew the attention of the Core Theme 1 Team. They noted the dip in AY 15 coincided with the period when EOU was in retrenchment, a cause for deep concern throughout the EOU community that affected student perception of academic quality. However, this Indicator goes to the heart of EOU's mission—effective teaching, student success, and student-faculty relations. The data also drew the attention of faculty who have a lot of questions about NSSE validity, while recognizing they have little knowledge about the survey itself. In Fall 2017, the Core Theme 1 Team charged the Vice Provost for Academic Quality with visiting each college to review the actual NSSE questions students respond to, thinking the first step toward improvement should simply be informing faculty about what NSSE considers effective Student-Faculty Interaction. The next step will be for the vice provost to work with faculty to identify more direct measurements, as mentioned above. Improvement will be identified in the future whether through the continued use of NSSE

measures or with new measures. The result is faculty interest in exploring more direct indicators for this measure, an effort to be led by CTLA in AY19. Meanwhile, as mentioned above, CTLA has anticipated this outcome by providing a workshop on Integrating Writing, Critical Thinking, and Active Learning on January 2018. The Core Theme 1 Team believes the key to improvement in Student-Faculty Interaction is faculty professional development. We will have to wait for two years until the next NSSE survey, or sooner if more direct measures are recommended by faculty. The point is, the focus is on continuous improvement and identifying processes that inform it in order to meet our mission and to enact Core Theme 1.

> **Indicator 1.2.2:** Faculty engage in best practice interactive pedagogies.
> **Measure:** NSSE Seniors' Score for Student-Faculty Interaction.
> **Threshold:** >=40 as aligned with NSSE comparators

Planning: Research indicates that particularly important for academic success, and key to closing the achievement gap, are best practice interactive pedagogies. To assess effectiveness for this Indicator, EOU employs an indirect measure, the biennial NSSE student survey of Effective Teaching Practices. NSSE surveys both first-year students and seniors. EOU uses results from seniors since the focus in Core Theme analysis is on cumulative institutional effectiveness and seniors are in the best position to answer the survey questions focused on interactive pedagogies. In Fall 2017, the data was analyzed and recommendations were made by the Core Theme 1 Team. The data is used to gauge the extent to which this Indicator supports institutional effectiveness.

Core Theme 1
Indicator 2.2
AY 17NSSE Indicator: Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have…	
5a. Clearly explained course goals and requirements	81%
5b. Taught course sessions in an organized way	81%
5c. Used examples or illustrations to explain difficult points	69%
5d. Provided feedback on a draft or work in progress	62%
5e. Provided prompt and detailed feedback on tests or completed assignments	60%

Table 4.A.6.4: Core Theme 1, Indicator 2.2 Data

Measurement: For this NSSE Item, the survey asks students to indicate if faculty clearly explain course goals and requirements, teach classes in an organized way, use examples or illustrations to explain difficult points, provide feedback on a draft or work in progress, and provide prompt and detailed feedback on tests and completed assignments. NSSE scores the responses using a 60-point scale. EOU uses a >=40 Threshold, which aligns with its IPEDS comparators. This indicator provides a reliable measure to gauge the extent to which seniors perceive that faculty employ best practice interactive pedagogies, key to student success and institutional effectiveness. The three-cycle average score for this NSSE Item is 41 with scores of 41 in AY13, 42 in AY15, and 39 in AY17.

Improvement: There is a downward trend for this Item, which drew the attention of the Core Theme 1 Team. Like Indicator 1.2.1, this Indicator (1.2.2) goes to the heart of EOU's mission—effective teaching. This Indicator also drew the attention of faculty who have a lot of questions about the validity of NSSE, while recognizing they have little knowledge about the survey itself. In Fall 2017, the Core Theme 1 Team charged the vice provost with visiting each college to review the actual NSSE questions students respond to, thinking the first step toward improvement should simply be informing faculty about what NSSE considers Effective Teaching Practices. Simultaneously, as mentioned above, CTLA has anticipated this outcome be providing a workshop on Integrating Writing, Critical Thinking, and Active Learning on January 2018, as Active Learning and best practice interactive pedagogies are synonymous. The Core Theme 1 Team believes key to improvement in Effective Teaching Practices is faculty professional development, which has been led over the years by CTLA.

Indicator 1.2.3: Faculty ensure graduates demonstrate readiness for a diverse and interconnected world
Measure: NSSE Seniors' Score for Engagement Indicator 2c: Included diverse perspectives (political, religious, racial-ethnic, gender, etc.) in course discussions or assignments.
Threshold: >=65% as aligned with NSSE comparators

Research suggests that particularly important for lifelong success is readiness for a diverse and interconnected world—so much so that it has become a hallmark of Academic Quality and preparation for the world beyond college. To assess effectiveness for this indicator, EOU again employs an indirect measure, the biennial NSSE student survey. EOU uses NSSE survey results of seniors since the focus is on cumulative effectiveness.

Planning: To assess effectiveness for this indicator, EOU again employs an indirect measure, the biennial NSSE student survey, in particular the results of the senior survey. This Indicator focuses on the NSSE Reflective and Integrative Learning section, specifically question "2c.: Included diverse perspectives (political, religious, racial-ethnic, gender, etc.) in course discussions or assignments." This Indicator provides a reliable measure to gauge the extent to which seniors perceive that faculty employ best practices for preparing students for a diverse and interconnected world. In AY18, the data was analyzed and recommendations were made by the Core Theme 1 Team. The data is used to gauge the extent to which this Indicator supports institutional effectiveness.

Measurement: This Indicator focuses on the NSSE Reflective and Integrative Learning section, specifically question "2c.: Included diverse perspectives (political, religious, racial-ethnic, gender, etc.) in course discussions or assignments." While NSSE scores aggregate responses with a complex algorithm to establish their own thresholds of 20, 40, and 60, in this case the response to a single question is represented by a percentage. EOU uses a >=65% Threshold, since EOU habitually scored above 60% on this Item, prior to AY17. The three-cycle average score for this NSSE Item is 67%, with scores of 71% in AY13, 69% in AY15, and 62% in AY17. This Indicator provides a reliable measure to gauge the extent to which seniors perceive that faculty employ best practices for preparing students for a diverse and interconnected world, key to student success and Mission Fulfillment.

Improvement: There is a demonstrable downward trend for this Item, which drew the attention of the Core Theme 1 Team. Like Indicators 2.2.1 and 2.2.2, this Indicator (2.2.3) goes to the heart of EOU's mission—inclusiveness. The indicator also drew the attention of faculty who have a lot of questions about the validity of NSSE, while recognizing they have little knowledge about the survey itself. In AY18, the Core Theme 1 Team charged the vice provost with visiting each college to review the actual questions students respond to, thinking the first step toward improvement should simply be informing faculty about what NSSE considers Reflective and Integrative Learning, specifically related to diversity. Simultaneously, CTLA has anticipated this outcome by becoming a co-sponsor of the annual CEAD (Celebrate, Educate, & Appreciate Diversity) Conference in AY18, providing registration fees for 30 faculty and staff. The Core Theme 1 Team believes key to improvement in Reflective and Integrative Learning is supporting faculty professional development, which has been organized over the years by CTLA. The focus is on processes for continuous improvement, using the data to highlight areas to focus on.

> **Objective 3**
> Students engage in applied learning experiences that align with lifelong success.

Objective	Indicator	Measure	Threshold	2015	2016	2017
1.3. Students engage in applied learning experiences that align with lifelong success	1.3.1 Graduates engage in High Impact Practices	% of undergraduate completers who participate in one or more course including a high impact practice (research, practicum, internship)	>=85%	95%	96%	99%

Table 4.A.6.5: Core Theme 1, Objective 3 Data

To assess Applied Learning that prepares students for lifelong success (Objective 3), EOU employs a direct measure of how many completers have participated in High Impact Practices, as identified by AAC&U as key to success in the world beyond college.

> **Indicator 1.3.1:** Graduates engage in High Impact Practices.
> **Measure:** % of undergraduate completers who participate in one or more course including a high impact practice (research, practicum, internship)
> **Threshold:** >=85%

Planning: Academic Quality at EOU is measured not only by direct assessment of student learning outcomes, but also by indirect assessments of student-faculty interactions and effective interactive teaching practices, which enable Academic Success, as well as graduate readiness for a diverse and interconnected world. A final specific direct Measure that indicates whether or

not EOU prepares students for the world beyond college and for-lifelong success is the percentage of students participating in one or more High Impact Practices (HIPs), which AAC&U had identified as key to success in the world of work. HIPs include First-Year Seminars and Experiences, Common Intellectual Experiences, Learning Communities, Writing Intensive Courses, Collaborative Assignments and Projects, Undergraduate Research, Diversity/Global Learning, Service Learning/Community Service, Internships, Capstone Courses and Projects. This is a new Indicator and EOU is still identifying and building Institutional Research (IR) capacity to collect the full range of EOU student participation in HIPs. In AY17, data was collected in three key areas—research, practica, and internships. In AY18, data is being collected on the other practices mentioned above, which is a challenge because they are not necessarily isolated in particular courses but cross the curriculum and co-curriculum at all levels. To address this data issue, the Strategic Enrollment Management Team is exploring the feasibility of creating a co-curricular transcript, which would provide an official record of student activities related to civic engagement.

Measurement: EOU has curricular and co-curricular pathways for all of these practices, which is why the Threshold is set at >=85%. This Indicator provides a reliable measure to gauge the extent to which EOU prepares its graduates for lifelong success, central to institutional effectiveness. The three-cycle average score for this Item is 97%, well above Threshold, with scores of 95% in AY15, 96% in AY16, and 99% in AY17. This particular pattern, with the threshold consistently exceeded by >= 95% over the three-year period, provides a good example of why EOU's mission fulfillment definition requires an in-depth examination of such measures. The Core Theme 1 team is concerned with the meaningfulness of such a measure.

Improvement: Improvement for this Indicator (3.1.1) is currently focused on reviewing the measure to determine meaningfulness. The data shows that EOU has effectively designed its curriculum to provide students with the best possible foundation for academic success and for success in the world beyond college. Having met its goal, it is time to look more closely at the measure. In addition, the Core Theme 1 Team asked that the data be disaggregated for Transfer and Online students in order to ensure transfer students have equal access to High Impact Practices, whenever feasible. (Over 95% of online students are transfer students, so First-Year Experiences would not be appropriate. However, there is a Degree Planning Workshop required of all new online students that would qualify as a HIP.) Noting that so many students participate in multiple HIPs because of EOU's long association with AAC&U due to Oregon being a LEAP state, the Core Theme 1 Team simply instructed the vice provost to work with the IR Director to disaggregate the data and to explore ways to look more closely at the HIPs to assess their actual value in student academic success and in preparation for the work of work. As can be seen, assessment is ongoing and focused on continuous improvement, even when exceeding our thresholds.

Core Theme 2 – *Access for All*
EOU has high-quality liberal arts and professional programs that prepare students for the world beyond college.

Objective 1
Student success is maximized through retention, completion and post-graduation outcomes.

Objective	Indicator	Measure	Threshold	Data (2016)	Data (2017)	Data (2018)
2.1. Student success is maximized through retention, completion and post-graduation outcomes	2.1.1 Effective academic and support programs ensure student success	Retention (fall term to fall term)	>=65%	57%	72%	68%
		6-year graduation rate (first time freshman)	>=35%	27%	31%	30%

Table 4.A.6.6: Core Theme 2, Objective 1 Data

Indicator 2.1.1: Effective academic and support programs ensure student success
Measure: Retention (Fall to Fall) for first-time freshmen (FTF)
Threshold: >=65%

Indicator 2.1.1: Effective academic and support programs ensure student success
Measure: 6-year graduation rate (first time freshman)
Threshold: >=35%

Planning and Measurement: Student retention and timely graduation, recognized as intrinsic to EOU's mission, have remained key indicators under Core Theme 2 for many annual cycles of core theme planning. The two graphs below show the trends since 2013 in the retention and graduation measures that demonstrate our progress towards Indicator 2.1.1. Retention and graduation rates have been the focus of numerous action plans, with the most successful of these are detailed in this section. Note that student retention increased dramatically between 2016 and 2017; therefore, many of the action plans described below stem from that period (and are ongoing). Student six-year graduation rates fluctuate more dramatically than the student retention rates. The direct effects of completion initiatives on 6-year graduation rates are difficult to ascertain, as this measure can be affected by so many internal and external variables.
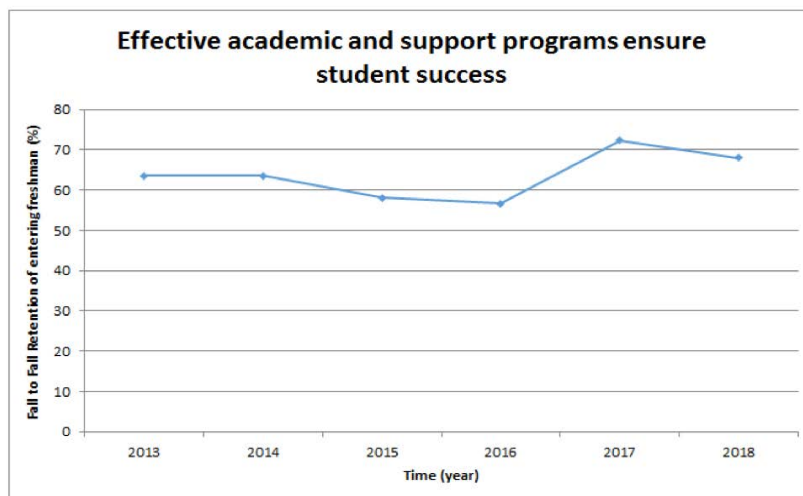
Chart 4.A.6.1: Fall to Fall Retention for Entering First-Year Students
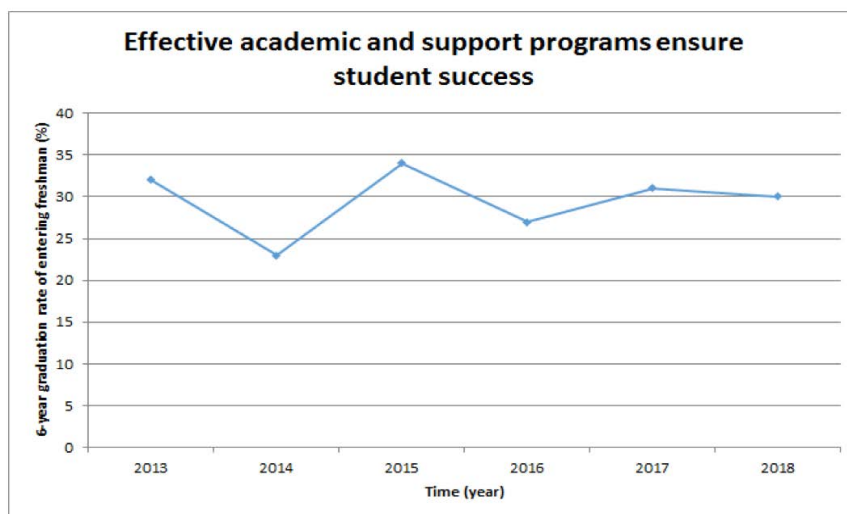

Chart 4.A.6.2: Six-Year Graduation Rate for Entering First-Year Students

The initiatives related to Indicator 2.1.1 spring from a strong foundation of campus-wide planning activities, including those undertaken by previous Core Theme Teams. For background, previous Core Theme planning documents, which include links to action plans and strategies identified in response to Core Theme 2 data, are available for 2014, 2015 and 2016. The retention strategies from these Core Theme planning efforts were used as a base, to help inform the ideas most recently generated by the Student Success TLT, a retention-focused team created in January 2016. Background documents on student success include a strategies brainstormed by Academic Affairs during fall 2014 and recommendations compiled in a February 2015 Retention Workshop led by the vice provost.

Trek to Basecamp, the parent body for the Student Success TLT, is the team charged by the president to improve EOU's systems and processes for attracting, enrolling, retaining, graduating, and supporting our students. Team members were drawn from a broad cross-section of the

university and included classified staff, administrative staff and faculty from Academic Affairs and Student Affairs, as outlined in the Trek to Basecamp Team Charter.

Figure 4.A.6.1 below diagrams the particular focus areas and activities undertaken by the team. A project schedule was developed that divided activities into three rounds, each of them producing documented results and lessons learned to help inform the next round. During each round, subteams were assembled (Round 1 subteam; Round 2 subteam; Round 3 subteam) to focus on specific areas. The subteams generated ideas (Radical Ideas document), gathered data to help refine and prioritize the ideas, carried out plans, and tracked and evaluated results of the activities (Accountability Matrix). The activities taken on by the TLT that were flagged as successful have, as much as possible, been incorporated into EOU's institutional processes.
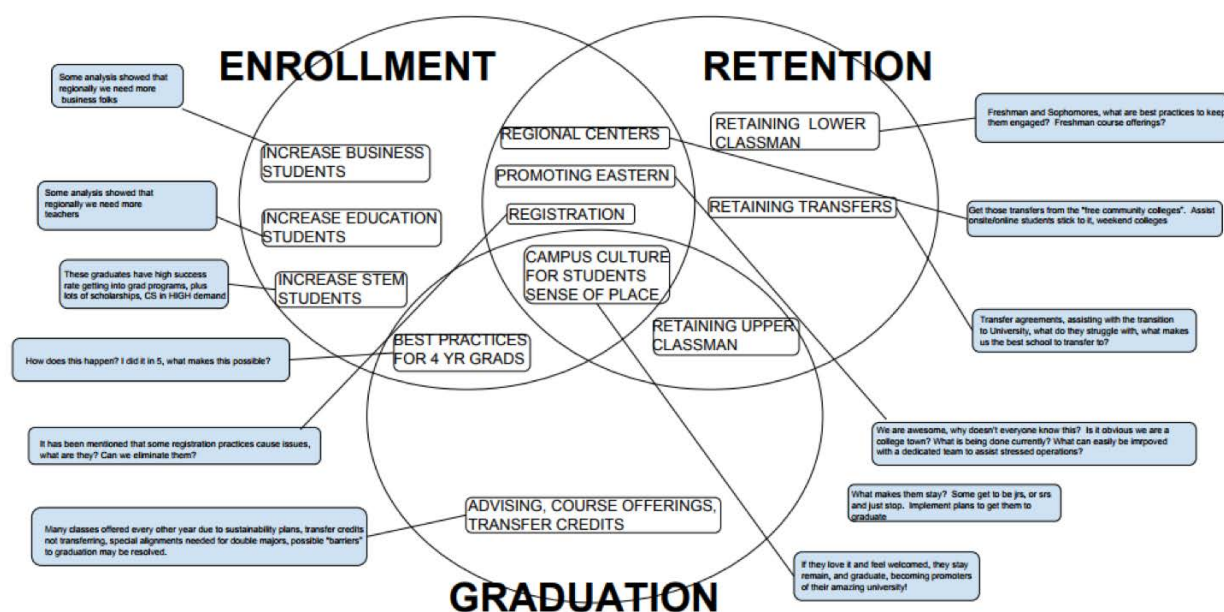

Figure 4.A.6.1: Trek to Basecamp Team Activities

The TLT Round 1 generated three subteams: the College of Education Enrollment subteam, the College of Arts and Sciences Enrollment subteam, and the College of Business Enrollment subteam.

Below are some examples of Round 1 subteam activities designed to positively impact student success and completion:

- Advisors seek major declaration earlier in their routine.
- Updated web and print materials for Physical Activity & Health program.
- Mandatory advising for the College of Business.
- Partnership forged between EOU and Klamath Community College.
- Calling campaign to potential students who had expressed interest, but had not yet registered.
- Community college site visits, including creation of pathway agreements & connecting with region advisors.

The TLT Round 2 generated three subteams: an Advising subteam, a Recruitment subteam, a Process Sustainability subteam.

Below are some examples of Round 2 subteam plans and activities designed to positively impact student success and completion:

- Email reminders for students to apply for graduation.
- Checklists and training opportunities for faculty advisors.
- Mandatory advising for all students (not just the College of Business) with a phased approach being taken towards implementation.
- Degree completion plan in place for all sophomores.
- Annual advisor summit for sharing of information and professional development.
- Programs aimed at sophomore students (For example, a series of financial literacy programs such as "Talk Finance and Chill").
- Increase usage of the Canvas gradebook.
- Instituting a 140 credit e-mail alert.
- Identification of high impact recruitment strategies – These are now being reviewed and implemented by the SEMT (Strategic Enrollment Management Team).
- Recommendations on targeted fee remissions/EOU Scholarships – These were completed and reviewed and implemented by the Tuition, Fees, and Remission Strategy Team.
- Creation of a recruitment plan for culturally diverse students – This is now being reviewed and expanded on by the SEMT team.
- Develop and implement a plan to track and act upon the current data in the CRM - This has been implemented, and is now being managed by the Executive Director for Regional Outreach and Innovation.

The TLT Round 3 generated two subteams: an EOU Transfer Day Program subteam and a Community College Outreach Team. The accomplishments of these teams are highlighted under Indicator 2.3: Credit articulation is maximized for students transferring from community colleges.

In addition to these recent coordinated activities focusing on retention and graduation rates, two additional significant initiatives are highlighted here: the UNI 101 FYE course, and the Credit Recovery program. These examples are representative of actions taken to try and "move the needle" in response to Core Theme 2, Objective 1, Indicator 1.1.

Credit Recovery - Supporting At-Risk Students
Credit Recovery courses provide students the opportunity to withdraw from a course that they are failing, exchanging it for credit recovery courses totaling the same number of credits. The credit recovery courses do not count towards a program major, but they do allow students to maintain their credit load for financial aid purposes, while offering them a new chance to succeed. A Credit Recovery initiative was developed and run as a pilot program in AY17. The initiative encompasses a series of weekend credit recovery courses offered in the last half of each term.

Initially, the English/Writing Program spearheaded and managed the credit recovery pilot program; the program us now under the purview of the Dean of the College of Humanities, Arts, and Social Sciences. Planning included the creation of a Credit Recovery Program Faculty Handbook to outline the outcomes and academic quality expected in a credit recovery course, which must be carefully designed in order to provide appropriate support for students who are on probation or who may go on probation if they fail a course. Weekend courses were developed and offered for fall, winter and spring terms, and a Student & Advisor FAQ sheet was created to explain the program to prospective students.

The following results from Winter 2016 demonstrate the effectiveness of the credit recovery pilot:

- Thirty total students took advantage of the program. For EOU this means 30 students who would have otherwise lost financial aid, and likely would have had a probation or suspension on their record, making degree completion that much more challenging. Historically, those students often dropped out.
- All winter term Credit Recovery students registered for spring term. This means that the class resulted in 100% retention, unusual for a group of students whose performance put them into the "at-risk" category.
- Because of the program, 2 students stayed on probation instead of moving to suspension, making their path to degree completion more straightforward.
- 24 students out of 30, or 80%, ended the term in good standing, an outcome that would have been difficult to achieve without the credit recovery option.

Improvement: In addition to the results outlined above, a survey was administered to students choosing to participate in the pilot Credit Recovery Program and survey results were used to gauge the success of the program. The survey included questions on student demographics, reasons for needing to take the credit recovery course, and satisfaction with the program. The graph below shows sample data from the survey. Based on the success of the pilot programs, EOU will be continuing to offer credit recovery.

Some improvements will be made to the program: EOU will make use of the Salesforce CRM software to identify potential students who could benefit from the program. Academic Affairs is working toward making this become standard practice.

Such initiatives inform Core Theme 2, Objective 1: *Student success is maximized through retention, completion, and post-graduation outcomes*. This objective aligns with Ascent Goal 3: Grow the Number of Lives Impacted—*Expand student access, opportunity, and completion,* which incorporates ambitious goals for EOU's centennial in 2029. The new state Student Success and Completion Model (SSCM) also holds EOU accountable for retention and completion. These outcomes ensure continuous data collection and a continuous focus on improvement for both current and aspirational student success goals. Core Theme 2—Access for All is central to EOU's mission fulfillment.

5 a. Why did you need to withdraw from the course(s)? (You may check more than one box.)
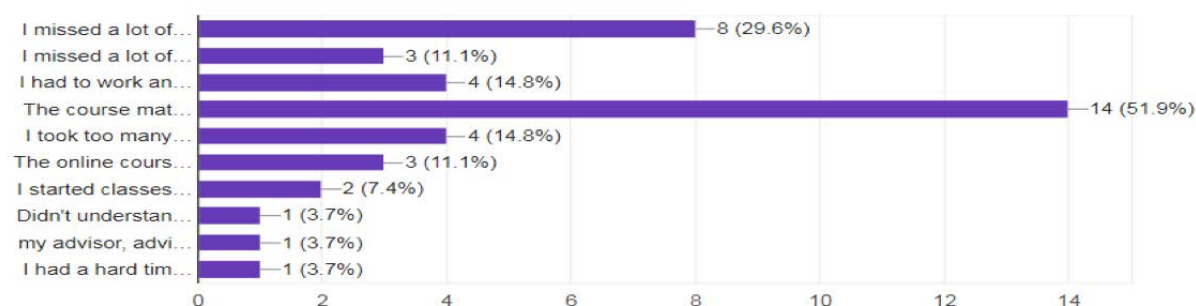
27 responses

I missed a lot of...	8 (29.6%)
I missed a lot of...	3 (11.1%)
I had to work an...	4 (14.8%)
The course mat...	14 (51.9%)
I took too many...	4 (14.8%)
The online cours...	3 (11.1%)
I started classes...	2 (7.4%)
Didn't understan...	1 (3.7%)
my advisor, advi...	1 (3.7%)
I had a hard tim...	1 (3.7%)

Figure 4.A.6.2: Sample survey data from the Credit Recovery Pilot Program.

Indicator 2.1.2: Retention and completion opportunities for online students are maximized
Measure: 4-year graduation rate (off-campus students)
Threshold: >=50%

Objective	Indicator	Measure	Threshold	Data (2016)	Data (2017)	Data (2018)
2.1 Student success is maximized through retention, completion and post-graduation outcomes	2.1.2 Retention and completion opportunities for online students are maximized	4-year graduation rate (off-campus students)	>=50%	51%	52%	51%

Table 4.A.6.7: Core Theme 2, Objecitve 2 Data

Planning: EOU focuses on support for online students as a significant component of Core Theme 2 because online students attend college despite life circumstances and challenges that prevent them from relocating. In fact, online students comprise the majority of EOU undergraduates, with transfer students comprising 42% of Fall 2017's new students.   Offering degrees for online students allows EOU to expand access to college to a much higher percentage of the population, and embodies the idea of Access for All. Previous iterations of mission fulfillment (as described in the 2013 mid-cycle report) focused on EOU's need for strong technological infrastructure in order to maximize support for online programs. The activity outlined below for Indicator 2.1.2, which describes EOU's decision to move to a new Learning Management System, is a reflection of these priorities.

More recently, EOU has focused on improvements to the system of regional advising as a means of increasing online student support, and there have been several new approaches implemented in this arena, as described below.

Migration to the Canvas LMS

In 2013, planning for Core Theme 2 was focused on getting into place appropriate technology to allow EOU to commit to serving students regardless of geographic location. EOU continues with planning to ensure that online students get the same high quality experience as on campus students, but in 2013, data indicated that inadequate technological infrastructure was the primary impediment making our commitment to quality for online students difficult to realize.

Faculty response to a survey created by the Information Technology Advisory Team (ITAT) highlighted the need for a new LMS as key to improving the online student experience. An LMS Review Committee was convened to assess the pros and cons of available Learning Management Systems, and submitted a report indicating Canvas as a strong possibility. The timeline for moving to Canvas was as follows:

- AY 2013/14 - pilot study only.
- AY 2014/15 hybrid year with Canvas and Blackboard.
- AY 2015/16 first full year of Canvas only.

Once the Canvas LMS was fully in place, activities focused on helping faculty transfer their high quality teaching skills into the online environment. Chart 4.A.6.4 below shows data for fall 2017 on the number of canvas page views and the type of canvas activity, and shows that robust and ubiquitous canvas usage prevails.
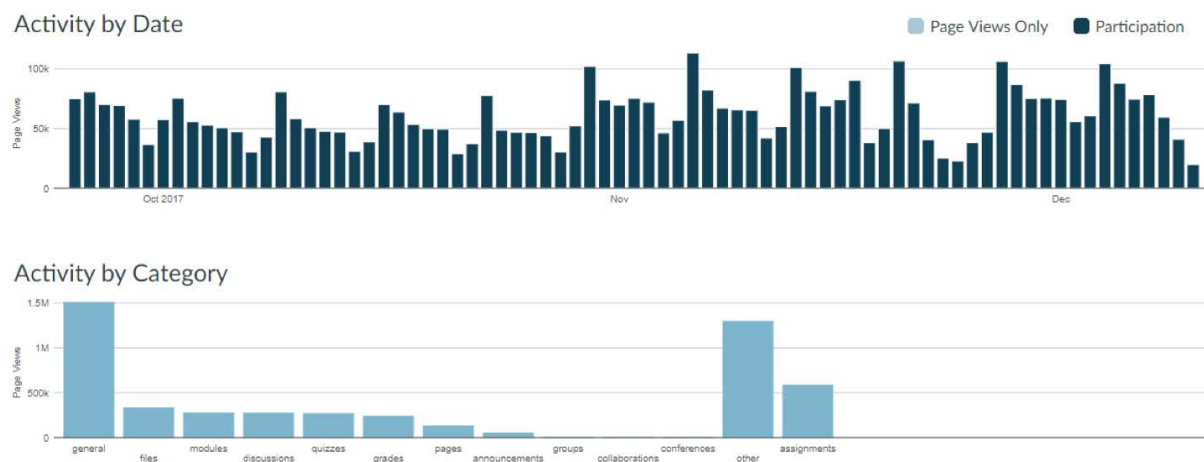

Chart 4.A.6.3: EOU LMS Activity

Ensuring effective use of Canvas now falls under the purview of the Center for Teaching Learning and Assessment, which is concerned with the Core Theme 1 mandate to ensuring academic quality. Activities associated with maximizing use of the LMS for high quality online instruction are part of Core Theme 1, and described in more detail in that section.

Online Students and Advising Effectiveness

An important component of advising at EOU, and a central tenet of Core Theme 2, is ensuring that academic quality and academic advising are equitable for all of EOU's students, whether online, onsite, or on the main campus. In AY15, the Advising Center aligned transfer procedures for online and on-campus students to ensure consistency, aligned advising approaches for online and on-campus students to provide equal service. In addition, EOU created a Military and Veteran Advisor position with a caseload of over 200 military and veteran students, most of whom are online. As a result of initiatives like the Base to Bachelor's program, EOU received the Military Friendly Award. In AY16, EOU established the Integrative Studies program, which enabled 240 Liberal Studies students to complete their degrees, who had been languishing without a clear capstone path, a NWCCU concern highlighted in a Year Three Self-Study recommendation. Integrative Studies is now EOU's second largest major with 246 students in AY16, 90% online. The demographic is largely composed of working adults, often with 100-200 transfer credits but without bachelor degrees. To further support these students, EOU established the Reach the Peak program, providing financial support for online students with 24 or fewer credits to complete.

Proactive Advising Culture

As part of their commitment to student success, emphasized in Core Theme 2, EOU's advisors are establishing university-wide Proactive Advising with College Advisors, Regional Advisors, and Faculty Advisors. Moving to a proactive approach requires a shift in academic culture, away from a traditional, directive, hands-off approach. However, the proactive approach is recognized nationally as the most effective approach to use with first generation, underserved students, and advisors are noticing positive results in many areas as they make the shift. Examples include:

- Students are getting more of their required forms (such as the graduation applications) in on time now that advisors are using a weekly email reminder adapted from a NACADA program called "10 weeks of success for students."
- Students are booking more meetings with advisors since the implementation of user-friendly "book-me" links.
- Students are experiencing more interaction with advisors overall, because they get to know each other better in venues such as the UNI class, which is co-taught by advisors and librarians.
- Several business majors who mistakenly thought they were on track to graduate were caught by advisors and put back on track before losing a term, due to the implementation of mandatory advising in the College of Business.

Advising Council

The Advising Council brings together all professional advisors and the Registrar, providing a continuing connection to Student Success, TRIO, Career Services, and faculty, who often update advisors on program changes and recruitment initiatives. The Advising Council establishes clear, consistent advising operational procedures and policies to ensure student success. The Council coordinates advising efforts and advisor professional development, strengthens ties between advisors and faculty, and identifies and eliminates obstacles to student registration and completion. To accomplish this they work closely with the Registrar, the Library, Athletics, Student Success, TRIO, and EOU's partners for health sciences and agricultural programs. All these relationships

are important, since informal advising occurs in many venues, and particularly in the CORE, UNI, and in WR 115 courses, where so many of EOU's main campus underserved students begin their college careers. High quality advising is key to continued improvements in online completion, which currently meets our threshold at 51%.

This increase in retention and completion is the result of a sustained effort that included the following components:

Campus Retention Initiatives 2015-16	Online Retention Initiatives 2015-16
Revamping UNI course to add information literacy	IR Tracking of Unregistered Online Students
Emphasis in UNI & CORE on Pre-Registration	Mid-Quarter & Summer Regional Advisor Outreach to Unregistered Active Online Students
Campus Credit Recovery Program	Reach the Peak Initiative for Online Students near Completion
Campus Advisor Hold in Spring 16 for BUS Students for F16	Regional Advisor Hold in Spring 16 for Online BUS Students for F16
Early Alert Focus on Provisional/Academic Probation Students	Proactive Advising Training for Regional Advisors
Campus Retention Initiatives 2016-17	**Online Retention Initiatives 2016-17**
Automated CRM Registration Reminders to all Students	Automated CRM Registration Reminders to all Students
Advisor Alerts for Poor Attendance/Participation, Linked to CRM From Canvas Gradebooks	Advisor Alerts for Poor Attendance/Participation, Linked to CRM from Canvas Gradebooks
140 Credit Graduation Check for All advisees	140 Credit Graduation Check for All advisees
Advising Tips for Faculty for Common Student Obstacles	Mandatory New Online Student Participation in Online Degree Planning Workshop with Increased Regional Advisor Participation
Faculty Advisor Training Program for Proactive Advising and Nuts & Bolts Logistics	Establish Transfer Pathways with Community Colleges for All Programs
FYI Re-Visioning for Co-Requisite Remediation	Re-Invigoration of Gresham & Hermiston Sites

Table 4.A.6.8: Retention Initiatives 2015-2017

CRM/Target X/Salesforce
    In AY16 EOU's Customer Relationship Management (CRM) Target X software was implemented. This software improves advising effectiveness and efficiency by bringing together disparate information such as advising case notes, student schedules, student grades, student attendance and performance in courses, and financial aid status. Target X automatically sends notices for advisor assignment, weekly alerts for underperforming students to aid just-in-time intervention, advisor reassignment, and 140 credit notification to ensure students are on track for completion. Target X integrates both Banner, EOU's record-keeping system, and Canvas, EOU's

Learning Management System (LMS); Target X identifies advisors of underperforming advisees, based on faculty recordkeeping for attendance and performance. As a result of using CRM, student data is easier to find, advisors can quickly get a "big picture" overview of how students are doing, which makes it easier to ascertain effective next steps for students seeking a path forward. Advisors can also more easily locate their advisees and associate them with any notes about advising sessions. This is especially important when advisors back up one another or students change programs and advisors.

Improvement: Retention and completion are complex outcomes with many internal and external variables. While it is difficult to identify exactly which efforts have led to improvement, we can say that the robust, combined efforts focused on online completion have resulted in exceeding the online completion threshold of >=50%, with a three-year average of 51%. The three-year cycle shows fluctuation, so trends for Core Theme 2, Objective 1, Indicator 2 need continued observation, as required by EOU's definition of mission fulfillment and our commitment to continuous improvement. This indicator does underscore EOU's commitment to online students, who receive the same level of attention as all other students, which is why they are explicitly referenced in Core Theme 2.

> **Indicator 2.1.3:** Graduates are employed or enrolled in graduate school.
> **Measure:** % of graduates employed or in grad school
> **Threshold:** >=75%

Objective	Indicator	Measure	Threshold	Data (2016)	Data (2017)	Data (2018)
2.1. Student success is maximized through retention, completion and post-graduation outcomes	2.1.3 Graduates are employed or enrolled in graduate school	% of graduates employed or in grad school	>=75%	No data available	83%	78%

Table 4.A.6.9: Core Theme 2, Indicator 2.1.3 Data

Planning: The job placement data is from an exit survey, administered by the recently re-established Career Center at EOU. The survey was given to students within a year after graduation, providing information about their post-graduation experiences. This exit survey was first given in Spring 2016, and assesses student work experiences during and immediately following graduation. The threshold for success is the NACE placement rate for the far west region (California, Nevada, Oregon and Washington), which was 75% in 2016. EOU's current average is 81%, demonstrating that EOU graduates are successfully finding placements (either in graduate school or with an employer) as compared to their peers in the western region defined by NACE. Indicator 2.1.3, therefore, is contributing to mission fulfillment. EOU is committed to preparing students for the world beyond college and raising the threshold. In order to do so, there is a continuing emphasis on connecting students with the Career Center, which also tracks student internships, a key preparation for both the workplace and graduate school.

Measurement: The success of EOU's performance on this measure can be attributed in large part to efforts undertaken by the Career Center, described below. The Career Center was re-established in the spring of 2015, in the wake of implementation of the sustainability plan. This decision was made in alignment with EOU's mission and the institutional desire to foster student success via positive post-graduation outcomes. Our active and flourishing Career Center (see Table 4.A.6.10 below) is evidence that resources have been dedicated to developing key institutional infrastructure in order to move us towards this goal, which is also reflected in The Ascent strategic plan Goal 1, Objective 2: *Graduates engage is post-graduate planning and preparation*.

Exit survey results are not only used to measure progress towards mission fulfilment, but also help inform EOU's approach to enabling post-graduation success. For example, Chart 4.A.6.5 below shows that most EOU students felt that their job was very closely related to their university major. Recognizing that this is the case more frequently than not could pave the way for faculty to assign work that more closely mirrors real world situations, fulfilling the EOU mission to encourage "responsible and reflective action in a diverse and interconnected world."
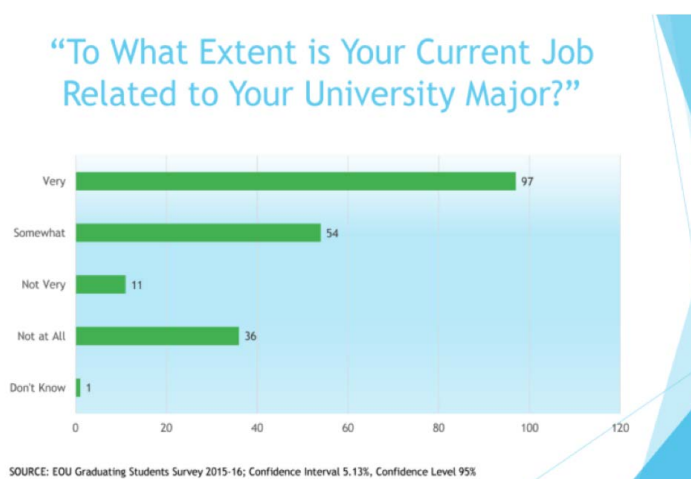

Chart 4.A.6.4: Online Completion Rate

Improvement: Action plans that have been implemented to help "move the needle" on post-graduation success focus on fostering student engagement with student career planning and the career development process. Initiatives include:

- Offering student internships, field placements, practicums, and clinical experience.
- Offering classes in resume development, interviewing, and other "soft skills."
- Encouraging student career planning and awareness via multiple paths—online career planning software, training for regional directors and on campus advisors; using social media (Facebook and Twitter); making presentations at high schools and community colleges.
- Organizing career fairs and professional speaker series.

Data on participation in these initiatives is shown in the table below, used to assess trends and determine what initiatives and activities to focus on in the future.

	2015/16	2016/17
# of internships posted	42	1,471
# unique students engaged	238	771
# of classrooms visited	21	38
# of campus events with a career planning focus	66	83
# of student resumes reviewed and posted	57	79
# of student logins to career planning tools	555	1,034
# of unique active employers engaged	519	2,219

Table 4.A.6.10. Major/Job Correlation

Financial Aid

In 2015, EOU's Financial Aid Office developed a financial aid counselor position to develop and implement programs for the improvement of students' financial literacy skills. Increasing students' financial literacy will help them to gain a better understanding of personal finance and a better understanding of the financial aid process. The intended outcome is for improved financial literacy levels to result in fewer students losing financial aid or being unable to pay off their loans, as well as improved personal finance skills. The ultimate result will be higher student retention, and higher post-graduation success.

Financial literacy initiatives developed as part of this position have included offering student workshops with incentives such as prizes to encourage attendance; working with the Library to create and promote a personal finance book collection; reaching out to online students by adding videos and online games to the financial literacy website. One of the most successful approaches in terms of number of students reached has been incorporating financial literacy into the FYE classes (both UNI and Core classes); working with ASEOU and with student clubs to incorporate financial literacy education into student meetings; and using Banner data to identify "at risk" students—those with high financial aid balances or those close to unsatisfactory academic progress—and meet with them one-on-one.

The success of this initiative can be tracked via number of students showing satisfactory academic progress. This measure is based on the number of Warnings and of Revokes received by students. Fewer Warnings or Revokes overall suggests that more students are managing their financial aid properly, and is a strong indicator of success. Data from Fall 2015 through Fall 2017, shown in the bar chart below, shows a precipitous drop since the program was first implemented in 2015. In this way, EOU is sustaining the academic success and financial responsibility of its students—they cannot be academically successful if they cannot afford to be here. This is not easy to accomplish with Pell-eligible and first generation students, but *Access for All* does not mean much if students are not retained.
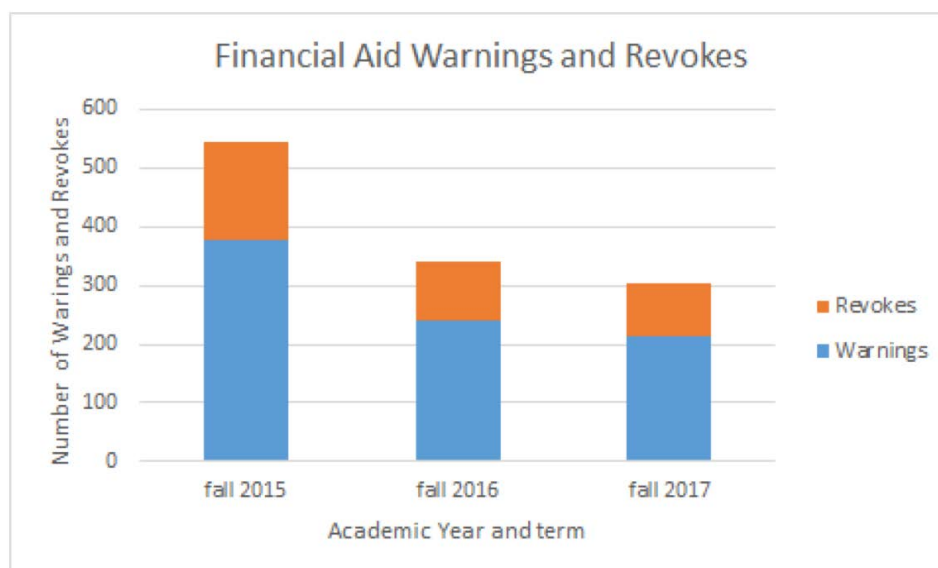
Chart 4.A.6.5: Financial Aid Warnings and Revokes

Objective 2
Programs and processes promote student access

Indicator 2.2.1: Ensure access for underserved populations
Measure: Applicant yield of Pell eligible and first gen students compared to yield for all applicants
Threshold: <=5% variation

Indicator 2.2.2: Campus community includes people from culturally and ethnically diverse backgrounds
Measure: Proportion of students from diverse backgrounds
Threshold: >=25%

Objective	Indicator	Measure	Threshold	Data (2016)	Data (2017)	Data (2018)
2.2 Programs and processes promote student access	2.2.1 Ensure access for underserved populations	Applicant yield of Pell eligible and first gen students compared to yield for all applicants	<5% variation	2%	2%	1%
	2.2.2 Campus community includes people from culturally and ethnically diverse backgrounds	Proportion of students from diverse backgrounds	>=25%	16%	20%	23%

Table 4.A.6.11: Core Theme 2, Objective 2 Data

Planning and Measurement: Plans, activities and assessments affecting Indicators 2.2.1 and 2.2.2 are outlined together in this section, as the Indicators are closely related, and in most cases the initiatives instituted in this area address both Indicators.

The measure for Indicator 2.2.1 is the applicant to enrollment yield of Pell eligible and first generation students, as compared to the enrollment yield for all applicants. For an institution such as EOU, whose mission comprises serving the underserved, the difference between these yields should be minimized, so the threshold for mission fulfilment is set at 5% or less. Our data shows the difference standing at 2% percent in AY16 and AY17, and 1% in academic AY18. By this measure, EOU is meeting the threshold for success by a wide margin, and the trend is in the direction we seek to underscore our commitment to the underserved in higher education.

The measure for indicator 2.2.2 is the proportion of students from ethnically and culturally diverse backgrounds. The threshold (25%) is set as the level of ethnic diversity in eastern Oregon as a whole, which encourages the institution to have at least as much diversity as currently exists in our primary service region. This is an aspirational target because Union County, where EOU is located, is significantly less diverse than eastern Oregon as a whole, at less than 3%.

The figure below shows the data on EOU's campus diversity from 2013 through 2018. Although diversity is increasing, EOU does not currently meet the threshold for this indicator, and as a result, in AY18 the Core Theme 2 Team sent out requests for activity plans to address this shortcoming. These requests were sent in a memo to the vice presidents most directly responsible for enrollment. Suggested action plans include:

- Conducting an investigation into the diversity of the student body at geographically nearby institutions such as Walla Walla University, and Boise State University, to see if an institution can be identified to serve as a model in this area.
- Marketing and packaging diverse academic programs or courses such as Native American Literature, African Drumming, or Ethnic Studies.
- Providing additional support for recruitment programs run by the Native American Coordinator and the Veterans Coordinator.
- Generating additional support (possibly through outside gifts) for campus athletic programs in sports that involve a high proportion of diverse students.
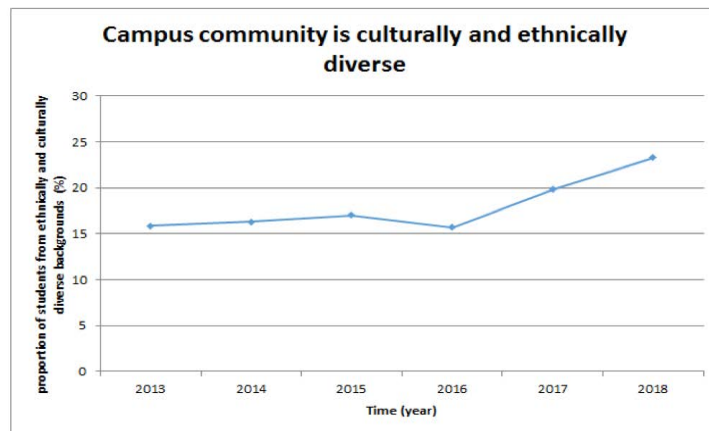
Chart 4.A.6.7: Campus Diversity

The student diversity trend data shows a steady increase for the past two years, which can be attributed to recent efforts in this area, described in more detail below. These activities, in keeping with EOU's mission, demonstrate a commitment to "serve students where they are" through programs or services aimed at particular student groups, focusing on those who are underserved or racially, ethnically, and culturally diverse.

Human Resources

Demographic data shows that some of the regions EOU serves have are experiencing a significant increase in the number of Hispanic families. In order to ensure that we can effectively serve these students who speak Spanish as a first language, and may not be as comfortable speaking English, EOU now has 3 positions that include Spanish-speaking ability as part of the position description. This is not just so that these staff can easily communicate with potential students, but also so that they can speak with their parents and families. The positions are a Financial Literacy Coordinator in Financial Aid, and two Multicultural Admissions Counselors. The preference for Spanish-speaking applicants is also an explicit part of searches for new advisors.

ASTEO: Encouraging Student Access in the Sciences

The ASTEO project is a federal grant-funded program that awards 23 scholarships to students majoring in biology, chemistry-biochemistry, computer science and mathematics, and offers these students extensive additional support designed to ensure they excel academically, including access to research and internships. The program is faculty-initiated and faculty-driven, but includes vital administrative support from Admissions (recruitment), Financial Aid (scholarship packaging and awarding), Student Services and Residence Life (cohort housing and support activities), the Career Center (internships) and the Library (first-year seminar).

ASTEO uses a number of best practices to support the ASTEO scholars and encourage their success. Key elements of the program include: faculty mentors, a year-long first-year seminar; an opportunity for residential students to live together; high quality enrichment activities; opportunities for research and internships; and academic support services such as peer mentoring and tutoring. The students receive an intellectually rigorous program and are given strong support to excel.

The ASTEO project is expected to increase retention and graduation rates, especially for low-income and first-generation students, and to have a broader impact by increasing the number of graduates prepared for jobs in scientific and technical areas. Reporting and dissemination of project results is required by the NSF as part of the ASTEO grant, and ensures that activities in this area remain data-driven. A summary of the project results with respect to student retention can be seen in the two bar charts below, which show that, independent of income status, retention is highest for STEM ASTEO program participants.
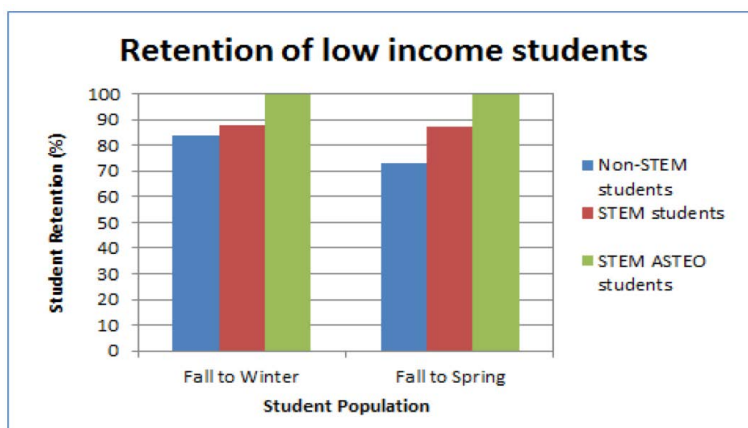
Chart 4.A.6.8: ASTEO Retention in STEM (low income)
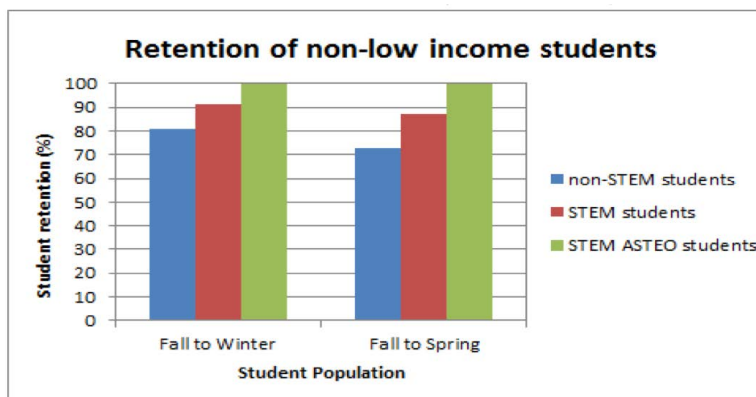
Chart 4.A.6.9: ASTEO Retention in STEM (non-low income)

The ASTEO project also has a demonstrable impact on enrollment; early project results show a significant increase in students enrolled in the sciences, above and beyond the students directly affected by the award of an ASTEO scholarship. Student enrollment in the first year sequence for majors (CHEM 204/205/206 or BIOL 211/212/213) is a good indicator of the number of students likely to major in a particular science. As shown in Table 4.A.5.89 below, student enrollment in these first year sequences has increased dramatically.

	BIOL 211 enrollment	CHEM 204 enrollment
Fall 2015	56	65
Fall 2016 (First year of ASTEO program)	86	99

Table 4.A.6.12: Enrollment in first year sequence for Science majors

Multicultural Center

EOU has enjoyed a special relationship with Micronesia for decades based on the Compact of Free Association, which allows students from the Federated States of Micronesia, the Republic of Palau, the Republic of the Marshall Islands, the Commonwealth of the Northern Mariana Islands, and Guam to matriculate to the United States without having to obtain visas. EOU has been actively recruiting students from Micronesia for many years. As a result, La Grande enjoys a significant Micronesian population, as graduates remain in the area for jobs upon completion. Micronesian recruitment was ramped up in 2015, involving a partnership between the Admissions Department and the EOU Multicultural Center, in order to facilitate the matriculation of Micronesian students. However, the Multicultural Center serves additional segments of EOU student populations from "socially and culturally diverse backgrounds." The overall focus of the program is on recruiting under-served populations and fostering their success at EOU. The institution has supported this initiative by funding annual travel to Micronesia for the purpose of renewing past relationships and recruiting freshman students, and by funding a Kickstart pre-orientation program for these students.

> **Multicultural Center Mission Statement**
> The EOU Multicultural Center develops and delivers programs and services designed to support and retain students from socially and culturally diverse backgrounds. The Center provides students a place to engage in multicultural activities and offers an inclusive educational environment that nurtures cross cultural communication and fosters the exchange of diverse perspectives and ideals.

Kickstart Program

The Kickstart Program introduces new EOU students to rural Oregon, familiarizes them with the region, allows them to form relationships with their fellow students, and gives non-native English speakers a chance to practice their English communication skills. It was developed specifically to help newly matriculated Pacific Islanders transition to the campus and to rural eastern Oregon. This program gives the students a strong foundation for academic success.

The Micronesian recruitment program is showing signs of success, as evidenced by increasing numbers of incoming first-year students from Micronesia, shown in the chart below.
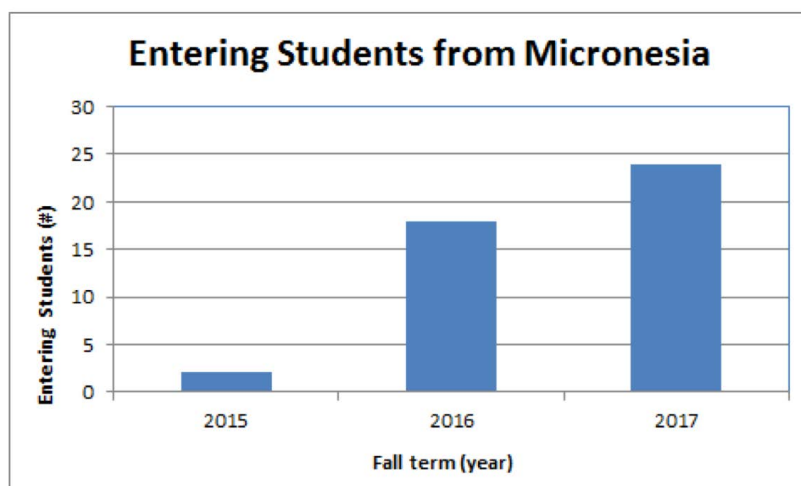
Chart 4.A.6.10: Entering Student from Miconesia

Diversity Excellence Mentoring Program

To further its institutional commitment to recruit, retain, and graduate students from ethnically diverse backgrounds, EOU started a Diversity Excellence Mentoring Program in 2013. The program provides multicultural students an opportunity to work closely with successful upper-division students who are dedicated to the task of guiding new freshmen as they learn to navigate campus. Peer mentors help their mentees attain access to academic resources and provide a range of support and referral services. The program helps new students feel connected to the campus and community, with the ultimate outcome of making their first year in college a successful and positive experience. Data on the program can be seen in Table 4.A.6.14 below.

	# student mentors	# student maentees
Year 1 (2013/14)	10	14
Year 2 (2014/15)	8	22
Year 3 (2015/16)	5	6
Year 4 (program was not active)	n/a	n/a
Year 5 (2017/18)	8	16

Table 4.A.6.13: Diversity Enrollment in First-Year Sequence for Science Majors

Plans are to expand this program by inviting the diversity mentors to contribute to first-year recruitment by working with local high schools students on their college planning and preparation. This mentoring will provide high school students from economically disadvantaged backgrounds a way to interact with college student role models, build relationships, and engage in discussions of college as a potential pathway to future success.

Improvement: For the current cycle of assessment, EOU has met its Thresholds for Core Theme 2, Objective 2, Indicators 2.2.1 and 2.2.2, keeping its yield of Pell-eligible and first generation students at less than 5% difference compared to all other applicants. From the preceding, it is clear that EOU expends great effort in ensuring a college education is accessible to all the students it serves. These are strong indicators of EOU's commitment to *Access for All*. We have not met the Threshold for the proportion of students from diverse backgrounds, another key indicator for Core Theme 2. However, the trend is upward, underscoring EOU's commitment to Objective 2: *Programs and processes promote student access*.

Indicator 2.2.3: Credit articulation is maximized for students transferring from community colleges
Measure: Average of non-articulated transfer credits from entering fall transfer students
Threshold: <5 credits

Objective	Indicator	Measure (direct or indirect)	Threshold (internal or external)	Data (2016)	Data (2017)	Data (2018)
2.2 Programs and processes promote student access	2.2.3 Credit articulation is maximized for students transferring from community colleges	Average of non-articulated transfer credits from entering fall transfer students	<5.0	4.2	5.3	4.3

Table 4.A.6.14: Indicator 2.2.3 Data

Planning and Measurement: In Fall 2017, 44% of EOU's new headcount was comprised of transfer students. Therefore, attention to processes that enable smooth transfer to EOU from other higher education institutions rises to the Core Theme level. The transfer population is greatly enhanced by students who matriculate online, many of whom have accrued 100-200 credits from other institutions without obtaining a degree. In addition, our eleven EOU Centers are affiliated with local community colleges, focused on community college recruitment and providing face-to-face advising for our rural students, critical for many adult learners and military and veteran students.

To promote student access, EOU actively pursues partnerships with community colleges and takes steps to ensure that transferring from community colleges is straightforward and efficient for students, maximizing transfer credits transfer that count toward degree completion. These activities are in keeping not only with Core Theme 2, Objective 2, but also with Goal 5, Objective 1 of The Ascent Strategic Plan— *Educational Partnerships are Cultivated*. The average number of non-articulated transfer credits per entering transfer student is shown in the table below. This data shows that in practice, credit articulation is consistently high for students transferring from community colleges. In fact, EOU is the northwest leader in minimizing non-articulated transfer credits.

YEAR	Avg # of non-articulated credits
Fall 2015	4.2
Fall 2016	5.3
Fall 2017	4.3
Three-Year Ave.	4.6

Table 4.A.6.15: Non-Articulated Transfer Credits Data

EOU's success in meeting this measure is due to multiple initiatives from the faculty level to the president, which focus on encouraging existing community college partnerships and fostering new ones. In AY17, EOU signed a new MOU with Blue Mountain Community College for concurrent enrollment. This partnership allows concurrent enrollment between the two institutions. President Insko asserted that EOU is "Reducing barriers to degree attainment by providing seamless curricular pathways and coordination of support services." Also in 2017, as part of a larger effort in Micronesian recruitment, EOU renewed transfer agreements with three Micronesian community colleges: College of the Marshall Islands, College of Micronesia, and Palau Community College, accessed through the Transfer Information button on the Registrar's Transfer Articulation page.

The Office of Regional Outreach and Innovation (ROI) has created numerous transfer pathways with Oregon's community colleges and has started working on pathways with community colleges in Washington, Idaho, California, and Texas. In addition to these efforts, the ROI is creating action plans in order to address Objective 2 of Core Theme 2. The Online Recruitment Campaign focuses on the recruitment of online students, and the Community College Transfer Development Plan narrows the efforts further to specifically address efforts pertaining to community colleges. Other significant institutional efforts aimed at "moving the needle" on Objective 2, Indicator 2.3 are detailed below.

Community College Outreach Team

Indicator 2.3 intentionally focuses on students transferring to EOU from community colleges, as these students form an important and growing component of EOU students. EOU is a good fit for community college graduates who wish to earn a baccalaureate degree, because of our mission-driven focus on providing convenient pathways for community college graduates, and the regional centers throughout the state, many of them located on or near community college campuses. Additionally, EOU's role will potentially increase due to state policies such as the Oregon Promise (free or reduced college tuition for high school graduates).

The Community College Outreach Team was launched in January of 2017 with a Charter that aligns directly with the Core Theme 2 objective of promoting increased student access. This team was put together intentionally by the Trek Leadership Team and the office of Regional Outreach and Innovation to systematically address barriers for potential transfer students to EOU. Team members, including the Registrar and Advising Staff, were identified based on their expertise in

the transfer process. The main resources allocated to this effort were time from the members and support from various offices (marketing, registrar, admissions, academic programs).

Team activities focused on aligning advisers, the registrar, and faculty across all departments and disciplines at EOU in order to more effectively reach out to and reduce the barriers for Community College students transferring to EOU.

Several efforts relating to this objective were undertaken, including:

- Updating EOU websites related to transfer students that increased the ease of use for both EOU faculty and potential transfer students.
- Updating the presentation and uses of EOU's articulation tool.
- Making faculty aware of, and training them to use, the EOU articulation tool for potential transfers.
- Asking faculty directly to double check the current list of articulated class in the articulation tool for their department and to submit updates and changes to maximize transfer articulations for community college students coming to EOU.
- Supporting the Fast Track Transfer efforts of the ROI office.
- Increasing awareness among EOU faculty of the need for, and avenues of support to, outreach to community colleges.
- Increasing Transfer Student scholarships.
- Creating a centralized process to maintain current department and program information and to provide support for faculty engaged in community college outreach.

Direct impact of these efforts on transfer student numbers are difficult to capture, as there were many efforts underway across EOU with the objective to optimize the path for community college transfers. However, the team was successful in contacting directly every program at EOU and providing them the latest information and approaches with regard to transfer students. Additionally, all of the websites related to transfer students were updated in order to optimize their effectiveness and use. Finally, the team coordinated with EOU administration to create a centralized process for keeping department material up to date and providing support for Community College visits by faculty.

Plans are underway to continue these efforts, and continue to provide resources to encourage multiple EOU departments and offices to optimize the path for potential transfer students and maximize articulated credits for those students. Teams created in Fall 2017 to continue this work include the Strategic Enrollment Management Team, as well as the work of the office of Regional Outreach and Innovation.

Improvement: EOU has met its Threshold for Core Theme 2, Objective 2, Indicator 2.2.3, keeping its average of under 5 credits of non-articulated coursework for transfers. *While there is some fluctuation in the data during the three-year cycle of assessment, the average certainly points to EOU's commitment to Objective 2: Programs and processes promote student access.* Not only is this an exceptionally strong indicator of EOU's commitment to Access for All, the success and progress we demonstrate for the Core Theme 2 indicators are solid evidence of EOU's mission fulfillment.

Core Theme 3 – *Live, Learn, Succeed*
EOU is the educational, cultural and economic engine for eastern Oregon.

Serving as the Educational, Cultural and Economic Engine for Eastern Oregon means that EOU maintains a strong focus on community engagement and its own sustainability. Community engagement is embedded into EOU's institutional expectations and processes for both faculty and students. Tenure-track and tenured faculty are expected to participate in nine load hours annually of non-instructional activity. Outreach activities are one of three types of non-instructional components required for promotion and tenure. These non-instructional activities are reported annually by faculty, and can thus be measured and assessed by the institution. For EOU students, community engagement is ensured via the Civic Engagement and Social Responsibility University Learning Outcome, via internships that serve the local community, and via numerous service-based co-curricular activities offered through clubs and team sports.

Serving as an Educational, Cultural and Economic Engine means cultivating meaningful local partnerships. Through ongoing collaboration with EOU, local groups are better able to grow and flourish. And EOU benefits from these partnerships in myriad ways—partnerships often end up getting grade school students involved and exposed to EOU in many different contexts or the partnerships provide services and experiences for EOU students that would otherwise not be possible. Numerous Core Theme 3 initiatives described below involve creating or sustaining partnerships.

Serving as the Educational, Cultural and Economic Engine for Eastern Oregon requires EOU to be a financially strong and sustainable institution. Therefore, Core Theme 3 planning focuses on ensuring continued financial stability. This means not only being responsible with our financial resources, but also successfully managing our revenue sources. A primary source of revenue for EOU is tuition, and therefore Core Theme 3 planning, includes initiatives that encourage stable or increasing enrollments.

> ## Objective 3.1
> ### Academic Programs reflect regional needs.

> **Indicator 3.1.1:** Program offerings are aligned with regional needs
> **Measure:** Enrollment in new programs (IS, FSA, EMSA, ECED, ECON)
> **Threshold:** Yes/No

Objective	Indicator	Measure	Threshold	Data (2015)	Data (2016)	Data (2017)
3.1 Academic programs reflect regional needs	3.1.1 Program offerings are aligned with regional needs	Enrollment in new programs (IS, FSA, EMSA, ECED, ECON)	Yearly Enrollment Increases	Yes	Yes	Yes

Table 4.A.6.16: Core Theme 3, Objective 1 Data

Planning and Measurement: Core theme planning has continued to include the identification and encouragement of potential degree programs that speak to the unique needs and character- istics of our students and of our region. The bulk of the planning and effort related to new or enhanced programs comes directly from the faculty, as new or altered degree programs must make their way through EOU's curricular change process. Core Theme planning activities have focused on the creation of a framework for the evaluation of potential degree programs, tools and processes that can allow faculty and administration to work together to identify and evaluate potential new programs. In AY17, to help make these efforts more data driven, the IR depart- ment created a dashboard that displays regional job outlook data from different industry catego- ries. Figure 4.A.5.2 below provides an illustrative example of the type of information that can be accessed using this tool.
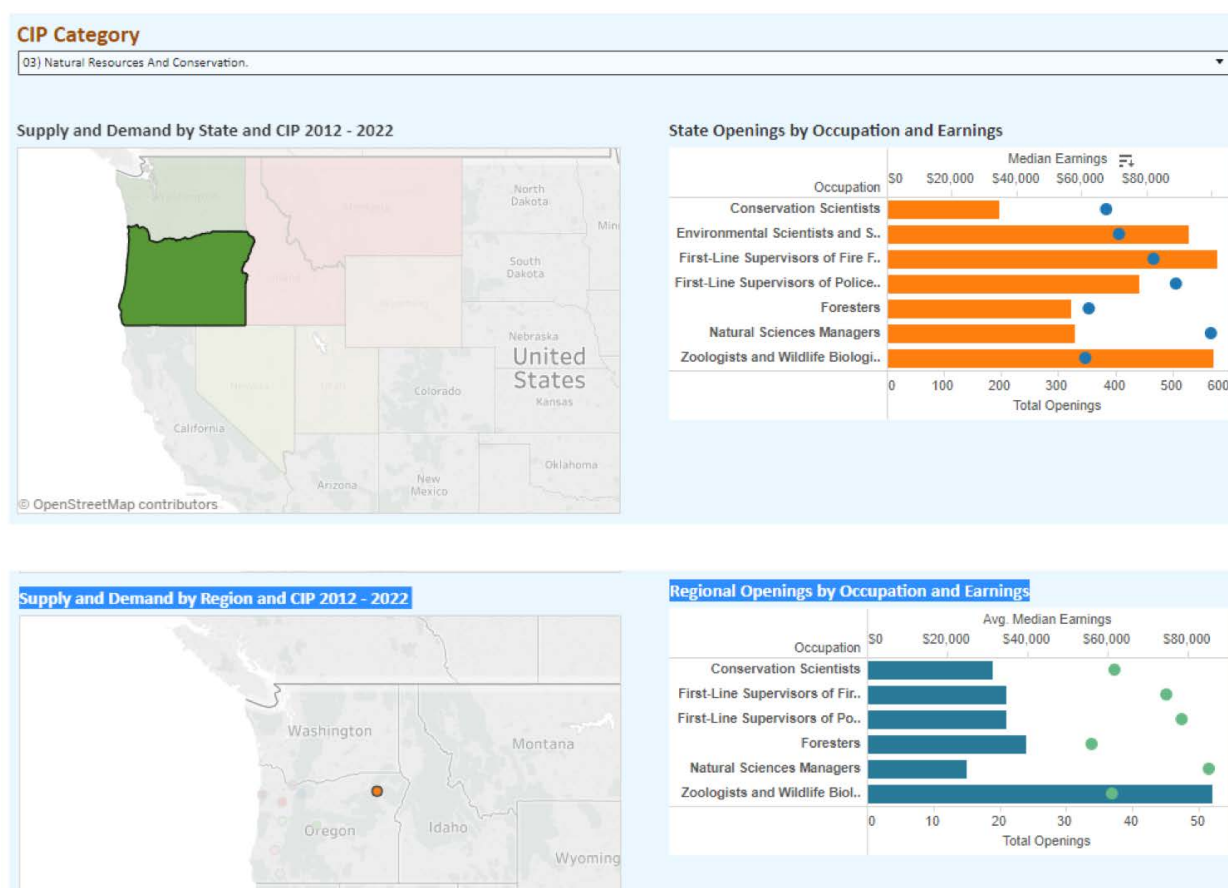
Figure 4.A.6.3: Program Niche Dashboard

EMSA Program

The Emergency Medical Services Administration program is an example of a successful new program, developed based on data and with regional needs in mind. Planning started in AY16, with paperwork approved by the EPCC on January 22, 2015, approved by Faculty Senate on February 03, 2015, and approved by the Oregon State Board of Higher Education on April 10, 2015, and approved by the Higher Education Coordinating Commission on May, 14 2015. It is a wholly online program. The decision to start a program in this area was based upon observations

and discussions of student needs, observations of relevant regional characteristics, and projections for the field of Emergency Medical Services. The early success of the program is a testament to how aptly the program addresses a heretofore unfilled need.

The National Highway Traffic Safety Administration (NHTSA) developed an [Emergency Medical Services Agenda for the Future in 1996](#), with a revision authorized in 2014. This document maps the Emergency Medical Services Area for the next 30 years, and verifies a number of emerging trends. Overall, a much broader role for providers of Emergency Medical Services is expected—a role which will encompass community health provision and monitoring. Based on this document, it is likely that more EMTs will take on larger roles, which in turn will result in more management positions in EMT administration. EOU Business faculty, and in particular the director of the FSA program, also noted that there are seven community colleges in Oregon with paramedic programs, and graduates from these programs are likely to be interested in furthering their education but continuing to work in the same field. An additional impetus for the new program was provided by the FSA students, most of whom have EMT training. These students indicated strong interest in an EMSA program that would be recognized by hiring authorities such as IFSAC—the International Fire Services Accreditation Congress.

These considerations helped drive the creation of the EMSA program, which is growing rapidly. The program served nine students in its first year of operation (FY16); sixteen students in FY17; and nineteen students in FY18.

Cash Flow Tool

In response to changes in the formula for state allocations, EOU has developed a mechanism for evaluating potential new programs in terms of their likely impact on the state allocation, described in detail below:

In July 2014, the Higher Education Coordinating Commission (HECC) convened a workgroup to develop an outcomes-based funding model to allocate the Public University Support Funds (PUSF). The process concluded in February 2015, with the development of the Student Success and Completion Model ([SSCM](#)) The SSCM was implemented in Fiscal Year 2016 as the public university funding model. The SSCM was utilized to allocate a significant re-investment in the PUSF, which resulted in increased funding. Oregon moved away from a student credit hour funding model and adopted an outcomes-based funding model for its public universities—the Student Success and Completion Model. The new model greatly changed the way state dollars were allocated to universities, and added significant complexity to the way we are able to forecast state allocated revenue.

SSCM Framework

The SSCM is comprised of three funding categories:

- Mission Differentiation (MD) Funding supports the unique regional, research and public service missions and activities of each university, as "line item" funding for services, programs or general operations.
- Activity-Based Funding distributes resources based on student credit hour (SCH) completions of Oregon resident students at undergraduate and graduate levels.

- Completion Funding rewards degree and certificate completions by Oregon resident students. Completions by underrepresented students (underrepresented minority, low-income, rural and veteran status) and those in academic disciplines in high-demand and high-reward fields (STEM, Health, Bilingual Education) are provided additional weighting in the allocation formula.
- HECC provides an SSCM Calculation Map.

| Funding Category	Data	Calculation
Mission Differentiation Funding	• Historical funding levels for MD items • Dual Credit completions	• Allocation is "off the top" • Based on historical funding levels adjusted for inflation • Includes new line item funding related to governance transition, funding model and definitional changes • Includes resources for Dual Credit completions
Activity-Based Funding (three year rolling average)	• **SCH completions by CIP code (program area) and student level**	• **A defined percentage of non-MD funding is distributed for SCH completions (40% of non-MD funding at full implementation)** • **Distributes resources based on SCH completions at each institution utilizing program- and course level specific cost weighting system**
Completion Funding (three year rolling average) For completion funding, the model gets more complex, and offers different weighting for different areas of student, types of student, and degree levels	• Degree and graduate certificate completions by level and CIP code • Completions by transfer status (BA/BS only) • Completions by underrepresented students - Low income student (Pell Grant recipient) - Underrepresented minority student - Rural student - Veteran student • Completions in priority degree areas - STEM - Healthcare - Bilingual Education	• Degrees at all levels are funded: BA/BS through PhDs2 , including graduate certificates • Cost-weighting adjustments are made to reflect program duration and type (CIP code) • Additional weighting awarded for BA/BS degrees earned by underrepresented students and degrees in high-demand and high-reward areas • Allocations for transfer students are discounted relative to non-transfer students

Table 4.A.6.17: SSCM Model
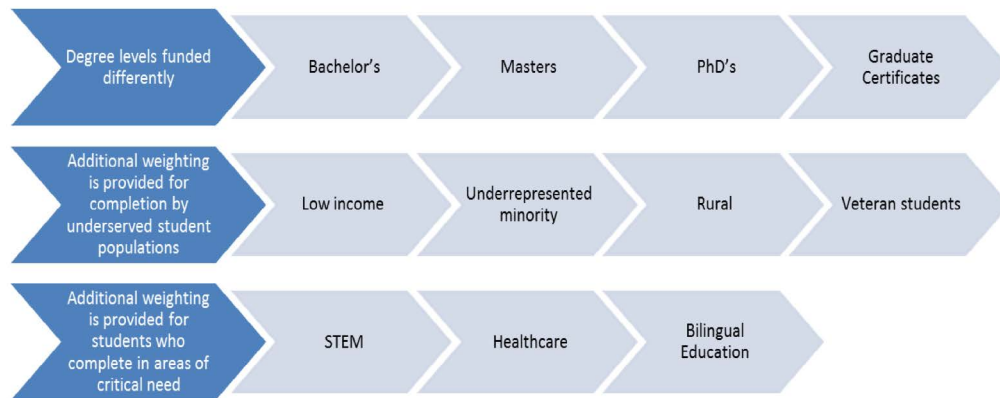
Chart 4.A.6.11: SSCM Flow Chart

PUSF Funding

The overall appropriation is a biennial amount determined during the legislative session's budget process. In 2015-17, the appropriation was $665,000,000 and EOU received $38,560,034. In 2017-19, the appropriation was $736,898,583 and EOU is scheduled to receive $40,258,628.

EOU's Approach to Implementing and Utilizing the New Model

At EOU, every decision for investment is defined by the metrics that guide the outcome. Investment decisions must consider the consequences on enrollment and the state model. Our internal model assists in ensuring the financial outcomes focus is on mission fulfillment at the institutional level.

In order to fully adapt to the new funding model, and to be able to create accurate and meaningful revenue forecasts, EOU brought on a consultant to develop a tool to assist with analyzing revenue streams based on the mechanics in the SSCM. The tool allows us to forecast the revenue impact of new programs, changes in enrollment, impacts on territory recruitment, and tuition modeling. The revenue forecast is then included in the overall cash flow analysis, which allows us to determine the level of investment needed for a breakeven.

The SSCM itself is an Excel workbook with a series of summary sheets, data input sheets and outcome sheets. The SSCM allows us to project through FY2025. Our internal tool uses the mechanics in the SSCM, but creates a much more user-friendly way of analyzing the impact initiatives have on EOU's revenue, and subsequently the expense profile, return on investment and forecasts. While our primary use of the tool has been on investment activities, we are able to change the state funding appropriation to model potential changes to EOU's allocation by forecasting the overall state appropriation increase or decrease.

The following table is an example of a final cash flow analysis of an initiative we were considering at EOU:

EOU OTP

Inputs	Ann. Esc.	Initial Period	2018	2019	2020	2021	YEAR 2022	2023
Revenue								
Tuition	0.0% $	100,074	225,093	383,995	582,079	599,541	599,541	599,541
PUSF	0.0% $	-	6,311	20,887	47,771	133,046	286,008	515,725
Sub-total		100,074	231,404	404,882	629,850	732,587	885,549	1,115,266
Less - Tuition Discounts								
Tuition Remission	0.0%	(147,083)	(214,659)	(325,395)	(465,910)	(465,910)	(465,910)	(465,910)
Total Net Revenue		(47,009)	16,745	79,487	163,940	266,677	419,639	649,356
Expenses								
Recuitment	3.0%	4,500	4,635	4,774	4,917	5,065	5,217	5,373
Professional Development/Me	3.0%	15,500	15,965	16,444	16,937	17,445	17,969	18,508
Technology	3.0%	4,500	4,635	4,774	4,917	5,065	5,217	5,373
Marketing	3.0%	4,500	4,635	4,774	4,917	5,065	5,217	5,373
Scholar Visits	3.0%	5,000	5,150	5,305	5,464	5,628	5,796	5,970
Scholars/Events	3.0%	20,000	20,600	21,218	21,855	22,510	23,185	23,881
Faculty - Assist Professor 1.0FT	3.0%	-	48,247	49,694	51,185	52,721	54,302	55,931
OPE - $1334/mo health, +25.80%	4.0%	-	30,596	31,820	33,093	34,416	35,793	37,225
ESOL Expansion	3.0%	-	-	10,000	10,300	10,609	10,927	11,255
Total Expenses		54,000	134,463	148,803	153,585	158,524	163,623	168,890

Enrollment

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
New Students	15	17	21	25				
Continuing Students	15	30	47	68				
Total Students Enrolled in OTP	30	47	68	93	93	93	93	93

Table 4.A.6.5.18: Inputs

EOU OTP
Financial Analysis

	Initial Period	2018	2019	2020	2021	YEAR 2022	2023
Revenue:							
Gross Tuition	$ 100,074	$ 225,093	$ 383,995	$ 582,079	$ 599,541	$ 599,541	$ 599,541
Less: Fee Remission	$ (147,083)	$ (214,659)	$ (325,395)	$ (465,910)	$ (465,910)	$ (465,910)	$ (465,910)
Sub-Total	$ (47,009)	$ 10,434	$ 58,600	$ 116,169	$ 133,631	$ 133,631	$ 133,631
PUSF	-	6,311	20,887	47,771	133,046	286,008	515,725
Total Revenue	$ (47,009)	$ 16,745	$ 79,487	$ 163,940	$ 266,677	$ 419,639	$ 649,356
Expenses:							
Program Expenses-NEW	$ 54,000	$ 134,463	$ 148,803	$ 153,585	$ 158,524	$ 163,623	$ 168,890
Total Costs	$ 54,000	$ 134,463	148,803	153,585	158,524	163,623	168,890
Cash Flow	$ (101,009)	(117,718)	(69,316)	10,355	108,154	256,016	480,466
Cummulative Cash Flow	(101,009)	(218,727)	(288,042)	(277,688)	(169,534)	86,482	566,948

Table 4.A.6.19: Outcomes

Improvement: Summary of Process Effectiveness

EOU's internal tool has proven invaluable to our ability to continually develop quality revenue forecasts, despite a much more complex state allocation model. In turn, it provides another tool to support strategic investments and decision making at EOU. We have used this tool to review academic programs, decision making on investments in intercollegiate teams, enhancements in fee remission strategies, and for scenario modeling.

This tool directly supports Core Theme 3, as we are able to fully vet a new or continuing initiative and evaluate whether or not it is sustainable. We continue to utilize the tool regularly, and plan to continue updating and using the tool to help advance our mission and delivering on the institutional goals.

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Objective 3.2
Ongoing engagement enriches our communities.

</div>

Indicator 3.2.1: Employees actively participate in community engagement
Measure: Percentage of faculty participation in outreach (tenured/tenure-track)
Threshold: : >=95%

Indicator 3.1.1: Program offerings are aligned with regional needs
Measure: Enrollment in new programs (IS, FSA, EMSA, ECED, ECON)
Threshold: Yes/No

Objective	Indicator	Measure	Threshold	Data (2015)	Data (2016)	Data (2017)	Data (2018)
3.2 Ongoing engagement enriches our communities	3.2.1 Employees actively participate in community engagement	Percentage of faculty participation in outreach (tenured/tenure-track)	>=95%	95%	94%	97%	Data Available F18
	3.2.2 Students actively participate in community engagement	Percentage of student participation in civic engagement / service learning (on-campus students)	>=45%	48%	46%	44%	Data Available F18

Table 4.A.6.20: Core Theme 3, Objective 2 Data

Data for faculty participation in outreach activities is shown in the figure below.
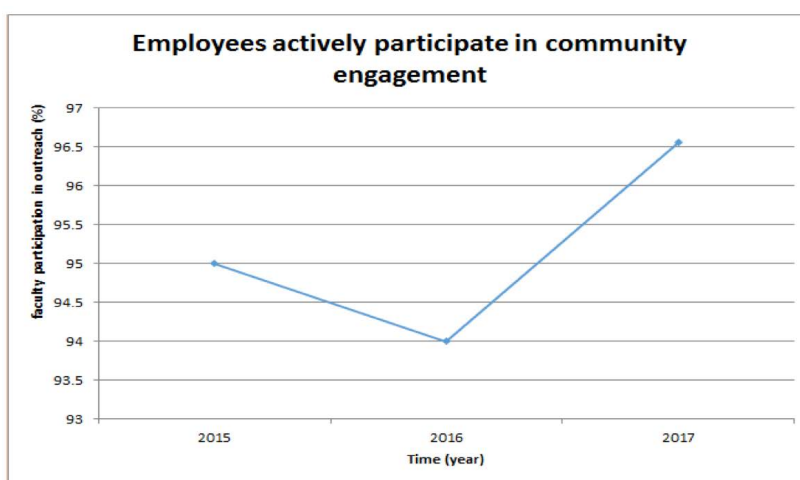

Chart 4.A.6.12: Employee Community Engagement

Planning and Measurement: In recognition of the importance of community engagement to EOU's mission, programs with a strong community focus have been actively nurtured at EOU. The partnerships developed and nurtured through these programs help local communities to flourish and provide opportunities for students to enrich their education by participating in meaningful community-based activities. Examples of programs that EOU has intentionally supported and grown in order to improve our community connections are highlighted below and include the Outdoor Program, GO-STEM, EOU's Eagle Cap Partnership, and Community Involvement through Athletics. These are all relatively new partnerships, but existing programs are also taking steps to actively incorporate and nourish their connections to the local community. The example highlighted below is the EOU Athletics program strong focus on community engagement.

Outdoor Program
The Outdoor Program has existed at EOU since the 1970s. EOU's impressive natural setting is highlighted in our mission, and the outdoor program provides the institution with an opportunity to capitalize on our location, while developing connections with the regional groups who share our love of outdoor pursuits. Recent investments and a restructuring of funding have grown this program and re-focused it to strengthen its connections to regional groups.

EOU Outdoor Program

In Fall 2016, a new Outdoor Recreation and Leadership Minor began, approved by the Educational Policy and Curriculum Committee in AY15, and class fees from these classes were used to enhance the outdoor program, including expansion of the rental gear available. Based on feedback from students, new classes were added that reflected unique regional culture and spirit of EOU, such as fly fishing, archery, and horseback riding. Classes and outings take advantage of close to campus opportunities that students can conveniently access. Local partnerships have been formed to help grow these unique opportunities.

Through the Outdoor program, EOU now has partnerships with Blue Mountain Outfitters, La Grande Parks & Recreation, Travel Oregon, Wallowa Avalanche Center, and the Union County Juvenile Department, and the program works closely with EOU's Eagle Cap Partnership. New groups have been created as part of these efforts, such as the Wallowa Mountains Hells Canyon Trails Association, and the Northeast Oregon Bicycle Tourism Partnership. These partnerships increase EOU's visibility, help boost recruitment efforts, and provide EOU students with meaningful internships and volunteer opportunities. They make EOU a central driver of outdoor endeavors in Eastern Oregon.

The Outdoor Adventure Program (OAP) provides solid evidence of EOU's strategic planning for new programs and alignment with Core Theme 3, Objective 1—*New Programs Are Aligned with Regional Needs*. In the first year, 514 students (over 60% percent of the on campus population) took OUT classes. In AY18, EOU students, staff, and community members benefited from the various activities of the OAP from Winter 2017 to Winter 2018 terms. OAP had 3359 people participate in OAP events, workshops, lectures, presentations, trips, classes, and trainings for an increase of 73% over 2016. The Rental Shop also realized significant growth, with 779 customers and 1052 equipment orders. This is a 16% and 42% increase respectively from 2016. There has been a significant increase in OAP Revenue: Total revenue for fiscal year 2017/2018 is projected at $22,109. This was an increase of 9.5% from fiscal year 2016/2017. Since 2014 OAP revenue has increased almost 1000%. The OAP continues to see solid growth in its annual OAP community membership program and overall community member equipment rental receipts.

GO-STEM

An initiative that speaks very clearly to Core Theme 3 is the GO-STEM Initiative, which was started in fall 2014. GO-STEM is a collective impact partnership, which works to connect students and schools in eastern Oregon to local industry, largely through building, marketing and advocating for programs in STEM education. EOU serves as the fiscal agent for the Eastern Oregon GO-STEM, as well as an engaged and enthusiastic partner. The GO-STEM program has

multiple partnerships, in both education and business, identified in the GO-STEM Champions and Partners list.

Core Theme 3 planning recognizes the strong link between GO-STEM programs and student recruitment, as well as the opportunity offered by GO-STEM programs to capitalize on local STEM initiatives that help catalyze the local economy. GO-STEM covers seven counties in Eastern Oregon (Baker, Grant, Harney, Morrow, Umatilla, Union and Wallowa) and the regional map shows the STEM activity across all of these regions. GO-STEM is also data driven and has compiled summary data showing 2016 employment levels (by wage and by # of jobs) in STEM sectors in Eastern Oregon counties. Because of these linkages, EOU has an ongoing strong interest in increasing their role in GO-STEM initiatives.

Two GO-STEM initiatives that EOU supports are the Cottonwood Crossing Summer Institute and the STEM Student Ambassadors program. The Cottonwood Crossing Summer Institute is a one week outdoor science camp for high school students. EOU students participate by acting as mentors while they learn about method of teaching STEM, and EOU faculty participate by leading learning activities in particular STEM areas, such as hydrology, botany, or archaeology. The STEM Ambassadors program helps high school students forge connections with local industry, and bring that knowledge back to their local high school. EOU students serve as mentors and facilitators. Both programs garner very positive assessments by students (see the video created by the 2016 participants) and serve as platforms via which EOU can increase student recruitment.

Eagle Cap Partnership

The Eagle Cap Partnership is a three way understanding between EOU, the Wallowa-Whitman National Forest and Wallowa Resources. The partnership, governed by a Charter signed June 1, 2017, aims to build strong communities and healthy environments through natural resource stewardship, to provide a framework for stewardship participation, and to create mutually beneficial opportunities. The Eagle Cap partnership is a strong regional driver—the initiative seeks to change the relationship between the Forest Service and the surrounding communities, through education (EOU's area), outdoor recreation, and management projects (Wallowa Resources area) designed to generate local economic activity. The benefits that accrue to EOU students are the internship possibilities, which allow students to get meaningful experience in the natural resources sector while bringing a variety of different backgrounds and perspectives to their work. Examples of internships available range from updating elk valuation studies to creating a portal to collect information on the importance of various wilderness sites to the community. EOU faculty in departments as diverse as Sociology, Economics, and Anthropology are all involved in the partnership, attesting to its multidisciplinary nature.

Community Involvement through Athletics

The Athletics program requires student athletes to contribute to community wellbeing through civic engagement volunteer work hours. Programs have been developed to give students ample opportunities for participation, and the impact of these programs on the local community is significant and increasing. A high impact athletics sponsored community focused program is the annual "Kicking it into Gear" activity day, now attracting 100 to 200 participants. The program uses a series of activity stations and attractive prizes to demonstrate to students that they can have fun while being active. Another example, which was initiated at the request of the local

group homes for people with disabilities, is the "Adults with Disabilities Activity Hour," held in Quinn Coliseum, which runs year-round, every week. This has grown from 4 participants when it started in AY15, to a current attendance of approximately 20 people.

Improvement: The programs highlighted above demonstrate EOU's continuous efforts to support Core Theme 3, Objective 2: *Ongoing enactment enriches our communities*. EOU meets the thresholds for active civic engagement by both faculty and students. However, we know there is a good deal of student civic engagement through co-curricular activities, which is not currently tracked. A mechanism for tracking those activities in currently being developed. Once in place, we expect to raise the threshold for student engagement. Thus, the focus continues to be on continuous improvement, even when thresholds are met.

Objective 3.3
Systems and processes ensure a sustainable university environment.

Indicator 3.3.1: Adequate financial resources for operations
Measure: Primary Reserve Ratio; Debt Burden Ratio; Fund Balance % of Annual Revenue.
Threshold: : Primary Reserve Ratio: >=30%; Debt Burden Ratio: <=5%; Fund balance % of Annual Revenue: >=10%.

Objective	Indicator	Measure	Threshold	Data (2015)	Data (2016)	Data (2017)	Data (2018)
3.3 Systems and processes ensure a sustainable university environment	3.3.1 Adequate financial resources for operations	Primary Reserve Ratio	>=30%	30%	33%	38%	Data Available F18
		Debt Burden Ratio	<=5%	4%	3%	3%	Data Available F18
		Fund balance % of annual revenue	>=10%	7%	12%	17%	Data Available F18

Table 4.A.6.21: Core Theme 3, Objective 2 Data

Planning and Measurement: EOU annually uses financial ratios to evaluate financial performance. The Finance Committee of the Board examines five financial ratios, and three of those are included as measures for Core Theme 3, as well as KPIs for the strategic planning framework. The core theme measures are: Primary Reserve Ratio, Debt Burden Ratio, and Fund Balance. All of these financial measurements are closely monitored by the EOU finance team, the president, and the Budget & Planning Committee. These ratios provide a holistic view of EOU's financial performance, and allow the institution to monitor financial trends over time, forecast results, and adjust resource allocation as necessary. An awareness of EOU's financial performance allows decisions concerning budget development, use of resources, and capital investment to be made intentionally and strategically.

The three charts below show the trend data for each of the measures for Objective 3, Indicator 3.1. The Primary Reserve Ratio has shown a consistent strong upward trend, increasing from 8% to 38% in four years. At 38% the ratio indicates a solid financial footing for the institution. Likewise, the Debt Burden Ratio has shown a gradual decrease during this time period, standing at a very healthy 3% in 2017. The institutional reserve, as a percentage of annual revenue, also shows a dramatic turnaround. The reserve dipped below zero in AY14, strong evidence that the sustainability plan was sorely needed, but it has been climbing since then, and in AY17 the reserve stood at 17%, well above the 10% threshold. All measurements indicate a financially stable institution.
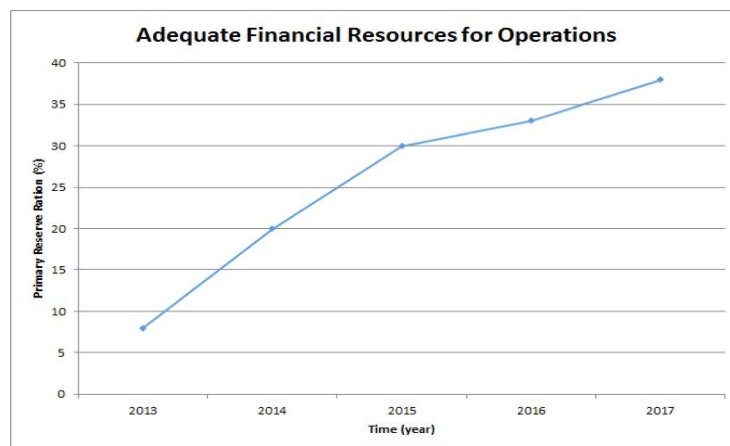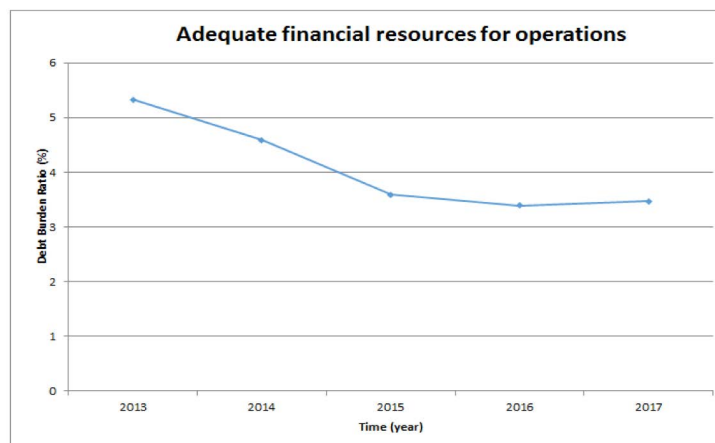

Chart 4.A.6.12: Primary Reserve Ratio

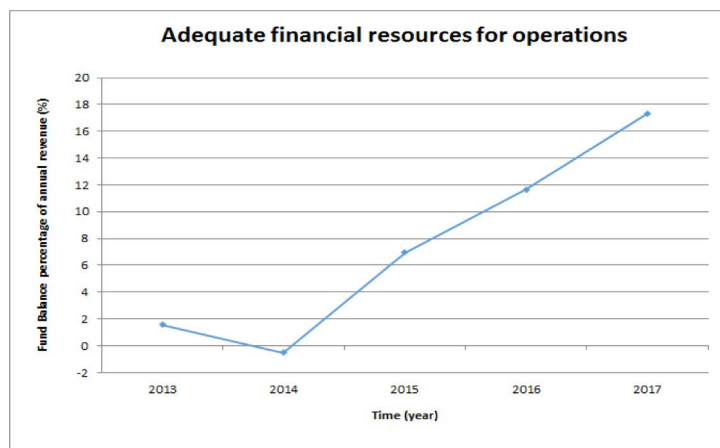**Chart 4.A.6.13: Debt Burden Ratio**

Chart 4.A.6.14: Fund Balance Percentage of Annual Revenues

The sustainability plan developed in AY13 has had a large impact on EOU's performance with regards to Indicator 3.1. Until recently, EOU's activities with respect to Indicator 3.1 have focused on following through on the sustainability plan, rather than creating new plans. Also key to the nascent financial stability that EOU is currently seeing was the development and implementation of a clear budget development process, incorporating elements of responsibility-centered budgeting.

Recently developed action plans relating to Core Theme 3 focus on recruitment efforts, attracting more students in order to help ensure stable or increasing tuition revenue. EOU's tuition setting process is a key component in this process—enabling the institution to achieve ongoing financial stability (Core Theme 3), while still maintaining tuition at affordable levels that encourage broad access (Core Theme 2).

Tuition-Setting Process
EOU's tuition development is a highly iterative process that involves our students, our Budget & Planning Committee, our Executive Cabinet and our Board of Trustees. The development of appropriate tuition rates is a critical part of EOU's budget construct, and of EOU's financial sustainability, since during any given year approximately half of EOU's revenue is generated via tuition revenue. Our iterative process provides for campus-wide feedback, and allows us to develop the most reasonable tuition proposal for the following academic year. The timeline outlined here demonstrates the number of touch points with campus constituents throughout our process.

Tuition Development Decision-Making Criteria
EOU evaluates a wide variety of criteria when developing tuition rates, and these criteria are shared with campus-wide constituents during the development process. Essentially, EOU strives to remain financially viable while maintaining competitive and affordable tuition rates, absorbing ongoing cost escalation, providing the services and programs our students need, and reinvesting into our institution with funding for additional programs and services. During our tuition development process, the following criteria are discussed at length with campus:

- Financial sustainability
  - Enrollment stabilization
  - Escalating cost considerations
    - Annual minimum wage increases
    - Health care and retirement cost increases
    - Increased funding of fee remissions
  - Future biennial forecasts
- State allocation concerns/realities
- State financial health
- Academic quality
- Student experience, support services
- Community, regional and state relations
- Maintain a competitive landscape among our Oregon peers

Tuition Setting Timeline and Campus Participation

EOU's tuition setting process allows multiple opportunities for feedback from students, leadership, our shared governance bodies, and our Board. The process is set forth here:

- November & December
  - The President, Vice President for Finance & Administration, and Budget Director begin scenario development for the following academic year. This scenario development produces a variety of tuition rate scenarios and evaluates those scenarios for their impact on institutional financial strength, reinvestment into our institution, and market comparisons.
- January
  - Tuition Scenario presentation and discussions occur with Associated Students of Eastern Oregon University (ASEOU), Budget& Planning Committee, BOT Finance & Administration Committee, and Executive Cabinet. These presentations and discussions allow for feedback, questions, and concerns regarding the scenarios and proposed rates.
- February
  - Tuition Proposal Presentation at two ASEOU meetings, two campus-wide student tuition forums, Budget & Planning Committee, and Executive Cabinet. These presentations and discussions allow for feedback, questions, and concerns regarding the scenarios and proposed rates.
- March
  - Final tuition proposal to ASEOU, BOT Finance & Administration Committee, Budget & Planning Committee, and Executive Cabinet
- April
  - The Finance & Administration Committee of the Board recommends the tuition proposal to the full Board. The EOU Board of Trustees recommends approves the tuition proposal.

Improvement: Summary of Process Effectiveness

The tuition setting process at EOU has proven highly collaborative and effective. With the analysis and projections that produce proposals, and multiple touchpoints throughout the process, the proposals are fully vetted, and clearly understood in terms of their financial impact and result on resource allocation and use. EOU plans to continue using this process going forward. Indeed, all aspects of Core Theme 3, Objective 3: *Systems and processes ensure a sustainable university environment*, Indicator 3.3.1, for *Adequate financial resources*. The financial turnaround from 2013 is remarkable. That turnaround took immense effort and was certainly painful—programs were cut and people lost their jobs. That is why the institution's financial sustainability has a prominent place in EOU's Core Themes. While meeting the thresholds is laudatory, EOU must be diligent in tracking the key financial indicators. There is no choice but to continuously improve given the competitive market in higher education.

Indicator 3.3.2: Administrative and personnel policies and practices ensure both an effective and sustainable workforce
Measure: Administrative and staff turnover; Faculty turnover.
Threshold: : Administrative and staff turnover: <12%; Faculty turnover: <12%.

Objective	Indicator	Measure	Threshold	Data (2015)	Data (2016)	Data (2017)	Data (2018)
3.3 Systems and processes ensure a sustainable university environment	3.3.2 Administrative and personnel policies and practices ensure both an effective and sustainable workforce	Administrative and staff turnover rate	<12%	12%	11%	8%	Data Available F18
		Faculty turnover rate	<12%	11%	5%	4%	Data Available F18

Table 4.A.6.22: Core Theme 3, Objective 3 Data

Planning and Measurement: Retention of faculty and staff is a key goal and indicator for helping ensure the continuity and preservation of faculty and staff competencies, skills, and knowledge, and the application of institutional values and principles, central to mission fulfillment. All of these components are vital for achieving the mission and strategic goals of the university. Given that a large proportion of the EOU budget is spent on personnel, it behooves the university to ensure that human resources practices are both sustainable and effective. Faculty and staff turnover is the measure used to ascertain whether or not the institution is engaging in sustainable practices with respect to its workforce.

The data on workforce turnover can be seen in the table below. The relatively high turnover percentages for faculty turnover in 2013 through 2015 are a reflection of sustainability planning and the uncertainty that accompanied it. Note that EOU had three different HR Directors over the 2013-2017 time period. Turnover has decreased substantially for faculty starting in 2016, and 2017 saw the lowest turnover levels for both faculty and staff since 2013.

YEAR	2013	2014	2015	2016	2017
Faculty Turnover	9%	11%	11%	5%	4%
Staff Turnover	9%	13%	12%	11%	8%

Table 4.A.6.23: Faculty and Staff Turnover Rates

The current HR director started in May 2016 and was charged with encouraging a culture to positively influence high retention and staff performance without augmenting elements that affect retention negatively. The table below outlines identified retention factors and related institutional plans, practices and processes that are improving EOU's track record in reducing turnover.

Retention Factor	Recent Activities to Improve Retention Factor Success
Consistent administration of policies and practices	• Complete review of employment guidelines, policies and procedures for administrative professionals including a new employment handbook draft for all university employees. • The entire multi-year, multi-step process guiding faculty tenure and promotion evaluation is being reviewed and improved collaboratively involving all review personnel and human resources. • A three-year comprehensive University-wide policy review and assessment project has been initiated and is well underway via direct involvement of shared governance groups and senior leadership.
Technically and inter-personally competent supervisors	• A five-part, 18 hour supervisor training series was completed by approximately 50% of supervisory personnel in the 2016-2017 academic year. Training included technical and "soft skills" content and practice exercises.
Transparency in compen-sation administration	• Represented Classified and Faculty personnel compensation structures are established via collective bargaining. Unrepresented personnel are paid using established position grades and pay ranges. All pay schedules are available upon request.
Overt solicitation of employee complaints with fair and prompt investi-gation and resolution	• Monthly meetings with University management and represented employee leadership groups designed to solicit and early-resolve issues have been restored. • Procedures for submitting complaints and grievances are consistently communicated and procedures for investigations are conscientiously followed. • Title IX budget and FTE resources have increased significantly and multiple deputy coordinator trainings have been initiated.
Professional development and mentoring	• Initiation of two-year optional professional development plans pilot program for supervisors, mid-managers and directors. • Updated performance evaluation process and supervisor training have been defined and implemented for Administrative Professional employees. • Research and implementation of an adjunct instructor employment satisfaction measures study.
Multiple avenues for sharing and building on new ideas and better methods	• Multiple, facilitated, special issue-focus groups comprised of a wide array of employees from nearly all campus departments and colleges were initiated two years ago and continue to be active. • Transactional IT processes are being streamlined in multiple departments with human resources being the first to complete its fully automated new hire orientation sequence. • College deans and their respective operations staff regularly meet to make improvements in efficiency and effectiveness, and resolve issues. • The University began using the nationally recognized higher education employee satisfaction survey tool "Great Colleges to Work for". Initial results were modest and, subsequently, improving its key indicator scores have been integrated into the University Strategic Plan. The President's Office is directly accountable for results.
Fundamental integration of diversity awareness in daily university life	• University Diversity Committee has adopted a new structured scorecard operating framework that identifies key campus diversity objectives and achieved progress. • Campus-wide, all-employee diversity awareness training conducted annually.

Table 4.A.6.24: Staff Retention Initiatives

Improvement: The data for Core Theme 3 Objective 3: *Systems and processes ensure a sustainable university environment*, Indicator 3.3.2, for *Administrative and personnel policies and practices that ensure both an effective and sustainable workforce* shows steady improvement, meeting the thresholds for both faculty and staff. As with the 3.3.1 financial indicators, there is a notable drop in AY15 as a reflection of successive sustainability plans. The improvements over the next two years align with steady improvements in financial sustainability. The connection between the two is clear and so is the lesson—EOU must pay continuous attention to both its financial sustainability and making EOU a great place to work and learn. EOU cannot survive without attention to these elements, which is why Core Theme 3, Objective 3 focuses on them. EOU must be a place to *Live, Learn and Succeed* if it is to thrive, which is the overarching goal of EOU's strategic plan framework, The Ascent 2029.
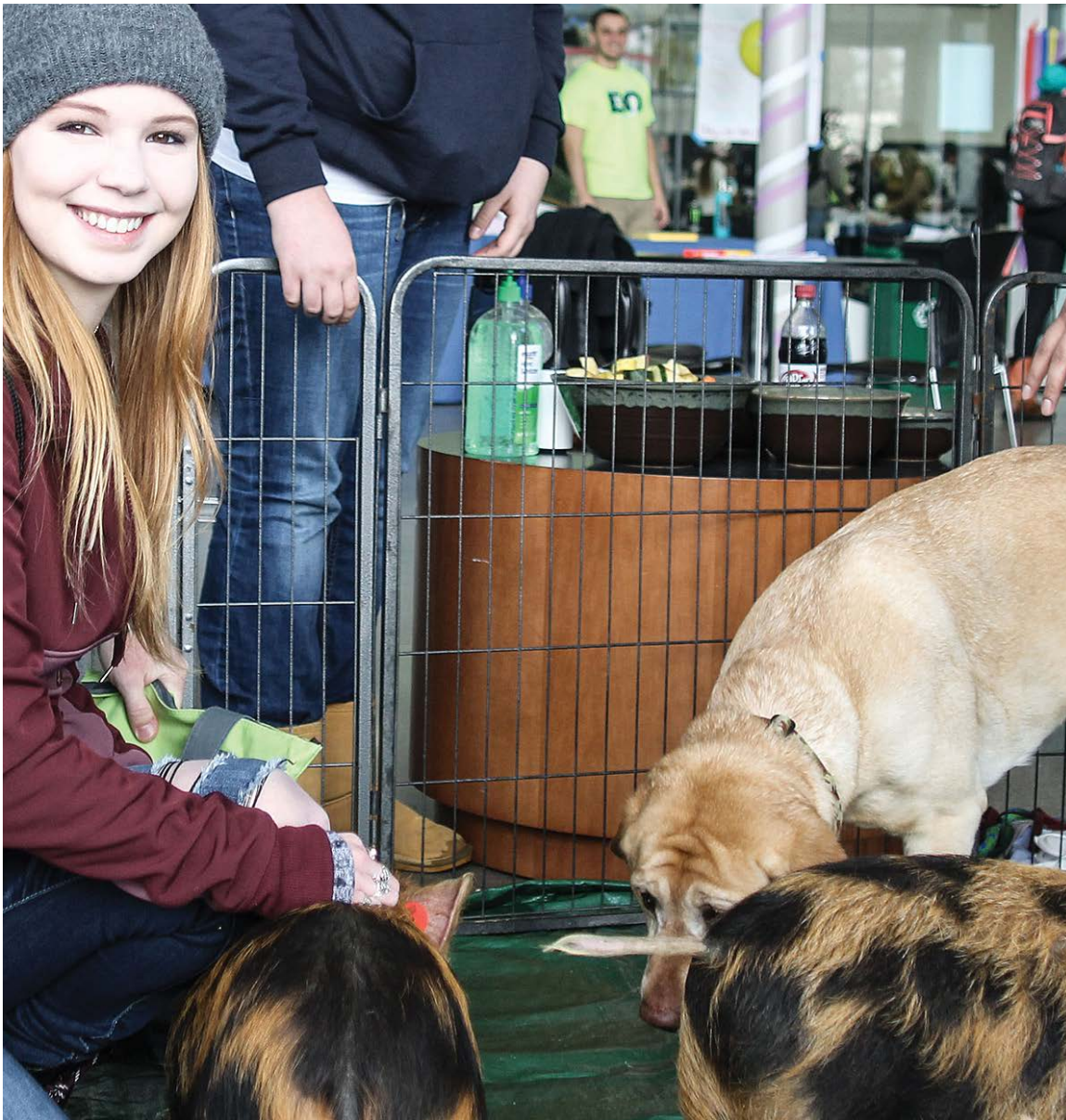
V. Mission Fulfillment, Adaptation, Sustainability

Executive Summary—ER 24 Scale and Sustainability

Through its established planning and effectiveness cycle, Eastern Oregon University demonstrates that it has sufficient resources and capacity to achieve its core themes and fulfill its mission in a manner appropriate for its size and for the mission it serves. EOU's participatory, data-driven planning processes ensure that institutional resources will continue to be allocated in direct support of core theme achievement and mission fulfillment.

EOU has an established Annual Institutional Effectiveness Cycle, as represented in Chart ER 24.1 below. The cycle includes Key Performance Indicator Reports (KPIs) at all program levels that are then moved up to the division levels. The KPIs are evidence-based and explicitly linked to both Core Theme Objectives and strategic plan goals. Program reports ensure full participation by all faculty and staff. Where KPIs do not achieve targets or show downward trends, action plans are developed. Action plans are then tied to budget requests, which are reviewed at the Budget and Planning Committee, a standing committee of shared governance that includes faculty, staff, and students. The Budget & Planning Committee reviews the proposed budget from the President's Cabinet to ensure allocations are aligned with Core Theme Objectives and strategic plan goals. The Accreditation Coordinating Committee ensures the smooth flow of information and follow up on action plans. Once the budget is aligned with Core Themes and the strategic plan, the final budget is approved by the Board of Trustees. The next year the cycle is repeated, as programs and divisions across the university evaluate the previous year's work, evaluate by identifying successes and challenges, and again set goals and determine KPIs. The Institutional Effectiveness Annual Cycle ensures EOU stays focused on its mission and Core Themes. The process is inclusive, evidence-based, and iterative.

Chart ER 24.1: Institutional Effectiveness Cycle

Standard 5.A Mission Fulfillment

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, evidence-based assessment of its accomplishments.

EOU currently demonstrates mission fulfillment by meeting the majority of Core Theme Thresholds for each Core Theme. As seen in Table 5.A.1.1 below, EOU meets 5 of 6 thresholds for Core Theme 1; 5 of 7 thresholds for Core Theme 2; and 7 of 7 thresholds for Core Theme 3.

> **MISSION FULFILLMENT**
> Mission fulfillment is demonstrated through meeting or exceeding the majority of thresholds for each core theme. We interpret mission fulfillment as engaging in a continuous cycle of planning, assessment, and improvement of the objectives, indicators, and measures associated with our core themes and guided by our institutional values and principles.

Mission fulfillment is demonstrated through meeting or exceeding the majority of Core Theme Thresholds for each Core Theme. EOU currently fulfills its mission.			
Core Theme 1—*High-Quality Programs* *EOU has high-quality liberal arts and professional programs that prepare students for the world beyond college.*			
Objectives	Measures	Thresholds	Met/Total
Objective 1 Student Learning	Student Learning Outcomes	**85% for GLOs** **100% for PLOs**	**2 of 2**
Objective 2 Academic Quality	NSSE Scores for Student-Faculty Interaction Effective Teaching Practices Diversity Engagement	**>= 20 (@19) *** **>= 40** **>= 65%**	**2 of 3**
Objective 3 Life-Long Success Preparation	% Graduates Participating in HIPs	**>=85% Participating**	**1 of 1**
Core Theme 1 Thresholds Met			**5 of 6**
Core Theme 2—*Access for All* *EOU is a regional university with a deep sense of commitment to students where they are.*			
Objective 1 Student Success	Retention Completion Employment Rates	**>=65% Retention** **FTFT** **>=35% Completion** **(@29%)*** **(on-campus)** **>=50% Completion** **(online)** **>=75% Employed or** **in Graduate** **Studies**	**3 of 4**
Objective 2 Programs & Processes for Student Success	Pell-Eligible & First Generation Applicant Yield Proportion of Students from Diverse Backgrounds Non-Articulated Transfer Credits	**<5% Variation of** **Total Applicants** **>=25% (@20%)*** **<5.0**	**2 of 3**
Core Theme 2 Thresholds Met			**5 of 7**
Core Theme 3—*Live, Learn, Succeed* *EOU is the educational, cultural and economic engine for eastern Oregon.*			
Objective 1 New Programs Aligned with Regional Needs	Yearly Enrollment Increases	**YES**	**1 of 1**
Objective 2 Civic Engagement	% of Faculty in Civic Engagement % of Students in Civic Engagement	**>=95%** **>=45%**	**2 of 2**
Objective 3 Financial Stability Sustainable workforce	Adequate Financial Resources— Primary Reserve Ratio, Debt Burden Ratio, Fund Balance % Turnover, Faculty & Staff	**>=30%, <=5%, >=10%** **<12%**	**4 of 4**
Core Theme 3 Thresholds Met			**7 of 7**

*Green = threshold met; Purple =one threshold requires action; Red = threshold not met

Table 5.A.1.1 Mission Fulfillment AY18

Looking holistically, then, EOU is fulfilling its mission. The processes in place for university-wide, overarching assessment of Core Theme Thresholds, institutional effectiveness, and continuous improvement keep our focus on our mission. EOU provides high-quality education for rural, underserved, and placebound students throughout Oregon and beyond, as measured through indicators for Core Theme 1. Academic quality at EOU is defined in terms of both teaching and learning, with students demonstrating what they know and can do through learning outcomes assessment and participation in High Impact Practices, while faculty focus on strong interactions and support for our students, effective interactive pedagogies, and attention to issues of diversity in classroom instruction across the curriculum.

> **EOU MISSION**
> EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.
>
> As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

As with the rest of Oregon's universities—and nationally—EOU cannot fulfill its mission unless students are retained, complete their degrees, and proceed to graduate studies or successfully into the workforce where their degrees are linked to their career choices. These are the foci of Core Theme 2 Measures. EOU's success in these areas is underscored by its focus on Pell-eligible, first generation students, on recruiting, retaining and completing students from diverse backgrounds. Transfer students are an important part of our student demographic, including the large proportion of adult learners populating our robust online programs. While we focus on eliminating barriers, especially in acceptance of transfer credit, we are no less diligent in ensuring academic quality in the online environment—online courses and programs must attain the same outcomes at the same levels as on-campus and go through the same approval process; online programs are taught in large part by EOU faculty; when online adjuncts are hired, they are vetted first by program faculty and are evaluated by program faculty and deans for course content, program and general education outcomes, and effective instruction in the online environment. There is no difference in academic quality among on-campus, online, and onsite programs and services.

Core Theme 3 Measures ensure new programming is tied directly to regional needs, as required both by EOU proposals for new programs and by Oregon's Higher Education Coordinating Commission. New programming simply cannot be approved without demonstrating need and potential for growth. Our mission emphasizes service to the communities we serve and EOU demonstrates an exceptionally strong commitment to civic engagement. None of this is possible without EOU's financial sustainability and a stable workforce. All the thresholds for Core Theme 3 have been met, based on three-year averages.

Overall, then, EOU is meeting its mission to serve students through sustained focus and assessment of its Core Themes objectives, measures, and indicators by providing *High-quality Programs*, *Access for All*, and the creation of a sustainable university that provides a place for students, faculty, and staff to *Live, Learn, and Succeed*.

5.A.2 Based on its definition of mission-fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

EOU's Core Theme Teams engage in Core Theme planning and assessment, and require in-depth reviews by all stakeholders for any indicator not meeting its threshold or showing a downward trend. In addition, indicators repeatedly exceeding thresholds are examined for meaningfulness. These reviews ensure that EOU continually assesses and improves its performance relative to the metrics or that we consider new more challenging or relevant metrics if we are successfully and repeatedly exceeding current metrics. Often at EOU, the focus on institutional effectiveness, based on our metrics, has been on creating action plans, identifying responsible parties, and clarifying processes. Core Theme Team reports provide a comprehensive analysis of each metric within the Core Themes, telling our story of mission fulfillment and providing a framework for further action, planning, and resource allocation.

While fulfilling its mission, EOU still looks to continuous improvement. Presently, there are three thresholds not being met—the NSSE score for student-faculty interaction, the graduation rate for on-campus students, and the proportion of EOU students from diverse backgrounds. In addition, one indicator shows a downward trend—student participation in community engagement. Finally, one indicator—HIP participation by graduates—exceeds the threshold consistently by so that its meaningfulness warrants close examination. In each case, broadly representative Core Theme Teams review the data and make recommendations to Primary Points of Contact, who report out on action plans and results to the President's Cabinet, the Budget and Planning Committee, Faculty Senate, the Educational Policy and Curriculum Committee (EPCC), the Center for Teaching, Learning, and Assessment (CTLA), and the Board of Trustees. The Accreditation Coordinating Committee (ACC) ensures follow through by requesting updates from the Primary Points of contact, the vice presidents and vice provost.

For example, Table 5.A.2.1 shows the AY18 Thresholds not being met. There are three—Indicators 1.2.1, 2.1.1, and 2.2.2.

Core Theme 1; Objective 2: Effective Teaching Practices continually enhance academic quality								
Indicator	Measure	Threshold	Data (2013)	Data (2015)	Data (2017)	Achievement of Threshold (Y/N)	Review Triggered (Y/N)	Primary POC / Reporting Method
1.2.1 Faculty provide meaningful student faculty interactions	NSSE seniors' score for student faculty interaction*	>=20	21	17	19	N 19	Yes, does not meet Threshold	● VPAQ Annual Dept. Report ● CTLA
Core Theme 2; Objective 1: Student success is maximized through retention, completion and post-graduation outcomes								
2.1.1 Effective academic and support programs ensure student success	Retention (fall term to fall term)	>=35%	Data (2016) 27%	Data (2017) 31%	Data (2018) 30%	N 29%	Yes, does not meet Threshold	● VPAA Annual Division Report ● Colleges Annual KPI Reports
Core Theme 2; Objective 2: Programs and processes promote student access								
2.2.2 Campus community includes people from culturally and ethnically diverse backgrounds	Proportion of students from diverse backgrounds	>=25%	16%	20%	23%	N 20%	Yes, does not meet Threshold	● VPSA Annual Division Report ● Multicul-tural Cen-ter Annual Dept. Report

*NSSE administered every other year.

Table 5.A.2.1: AY18 Thresholds Not Being Met

Core Theme Teams analyzed the data and sent recommendations for improvement to the Primary Points of Contact. In the case of 1.2.1, the Core Theme 1 Team noted the upward trend, but still requested that the Vice Provost for Academic Quality (VPAQ) work with faculty to enhance student-faculty interactions. The VPAQ worked directly with faculty in the colleges to review the data. Faculty were interested in disaggregating the data for on-campus and online students and exploring more direct measures of student-faculty interactions. In AY19, the VPAQ will work with CTLA to provide the disaggregated results and explore more direct measures of assessing student-faculty interactions. The results will be part of the VPAQ's annual report and the effectiveness of these efforts will be gauged by subsequent assessments.

The Core Theme 2 Team analyzed the data for Indicators 2.2.1 and 2.2.2. For the former, they noted that retention crosses divisions and recommended the Vice President for Academic Affairs (VPAA) and the Vice President for Student Affairs (VPSA) work together to improve retention through academic and student services support, especially with regard to proactive

advising. That is an important focus of the Strategic Enrollment Management Team (SEMT), which brings together key stakeholders from both divisions to work on improving the entire student lifecycle, from recruitment to retention to completion to graduate work or employment. For 2.2.2, The Core Theme 2 Team noted the upward trend and encouraged the VPSA to continue efforts in recruitment of students from diverse backgrounds, noting the increase in students and applicants from Micronesia, a direct result of a recruitment emphasis in the Pacific Islands, as well as recruitment efforts in the higher density Hispanic centers in eastern Oregon, Hermiston and Ontario. The upward trend underscores the effectiveness of these efforts and annual data collection will highlight their continued success or shine a light on areas needing more effort. As is often the case, EOU anticipates areas of concern without waiting for a three-cycle collection of data to focus on areas for improvement.

In our view, the coordination of these efforts and their insertion into every aspect of divisional processes and procedures, including shared governance, accounts for the striking success in fulfilling our mission, where 17 of our 20 Core Theme Indicators have been met. It can also be seen that EOU is well aware of its limitations and takes into account its context and identity—who we are and who we serve. EOU addresses those measures needing improvement through multi-modal, inclusive processes. Especially compared to where we were prior to AY15, these processes demonstrate a notable degree of adaptation to the exigencies EOU faces, providing a solid foundation for sustainability and promise for the future.

Standard 5.B Adaptation and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

The EOU annual effectiveness cycle, illustrated in Chart 5.B.1.1 below, requires regular evaluation of resources, capacity and operational effectiveness from all departments as they submit their annual budget requests, as well as from the Budget and Planning Committee, cabinet, and vice presidents involved in evaluating and prioritizing the budget requests. Each division sets its own processes to align with internal requirements as well as with the institutional effectiveness cycle.
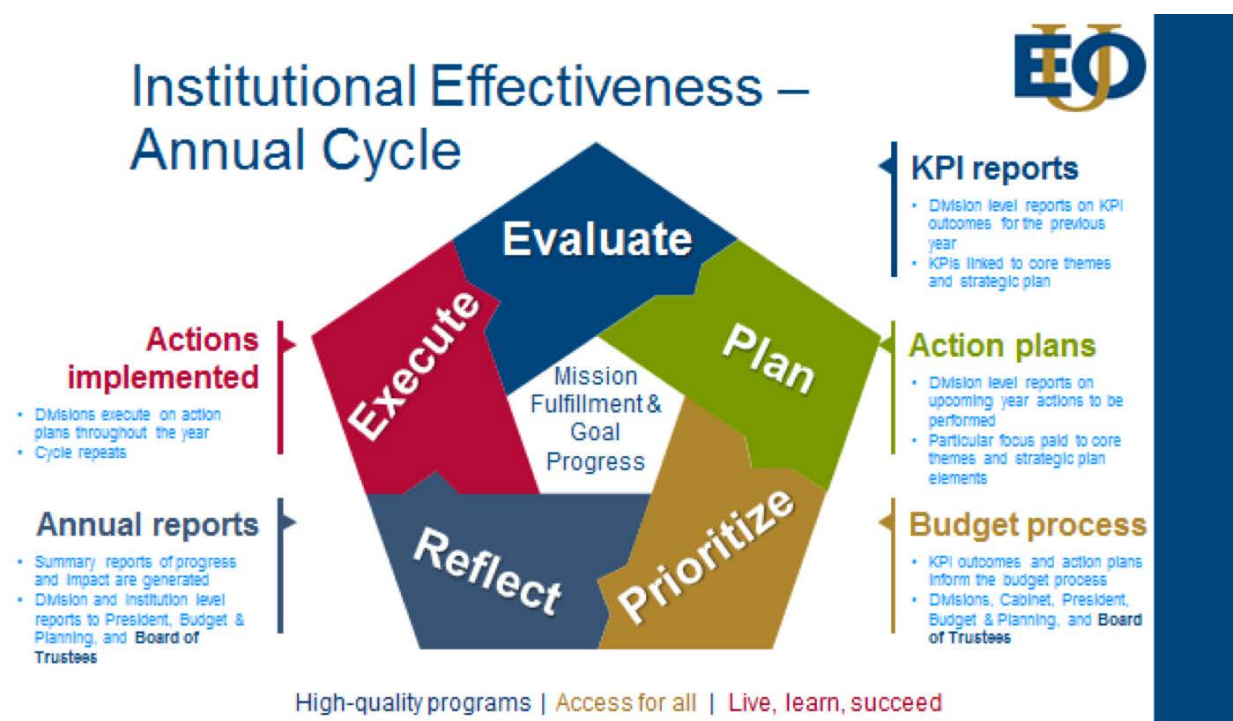
Chart 5.B.1.1: Institutional Effectiveness Cycle

The annual program and divisional reports are explicitly tied to Core Theme Objectives and strategic plan goals. In this way, the evaluation of resources is evidence-based and tied explicitly to our Core Themes, while necessitating annual review and planning at all levels.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

Processes integral to the functioning of EOU—Core Theme planning, strategic planning, and resource allocation—have all been recently evaluated and revised in order to increase our institutional effectiveness. Major milestones in these assessment processes are shown in the timeline below:

Strategic planning previously consisted of a series of short-term sustainability plans, which were necessary in order to respond to the institution's difficult financial situation. The current strategic planning framework takes EOU to 2029, positioning the institution for long-term success. The framework was developed in clear alignment with the institutional mission, based on a thorough SWOT analysis in order to ensure that both internal and external environments and trends were taken into account.

In reviewing and assessing the Core Theme planning process in AY18, ACC recommended a new approach to Core Theme planning. The new Core Theme planning process is more sustainable because firmly integrated into the EOU shared governance structure, with clearer ties to budget allocation. The new Core Theme planning process charges an existing shared governance committee (the Budget and Planning Committee) with carrying out an annual data analysis and review of action plans for all of the Core Themes. Core Themes are considered by the Budget and Planning Committee when they make their annual resource recommendations. ACC shepherds the process that culminates in an annual assessment and ultimately reviewed by the Board of Trustees.

The process is transparent, inclusive, and includes broad communication of results. As can be seen, EOU continuously improves its processes in order to ensure institutional effectiveness and continuous improvement tied to Core Theme Measures.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

Departments, programs, and committees throughout EOU are monitoring the internal and external environments and identifying emerging trends in order to define future directions based on collected data. Not only is this required by NWCCU itself, but also by internal processes guided by Core Theme 1, Objective 1—*New Programs Are Aligned with Regional Needs*, as described under Core Theme 3 section above (in Standard 3B, 4A, 4B). Internally, scopes for new pro-

grams must demonstrate an expectation of growth. The Higher Education Coordinating Commission (HECC), which oversees operational sustainability, academic quality, and efficient credit transfer in Oregon's public universities and community colleges, also requires evidence-based analysis of new programs seeking approval. Cabinet members, deans, and trustees play key roles in monitoring the external environment. They are actively engaged at the state, regional, and community levels, gathering information on programs, services, regional trends and projections in economy, demography, labor market, and revenue that might affect EOU.

There are many examples of EOU programs monitoring internal and external trends and expectations to ensure continuous improvement and anticipate needs. Indeed, EOU cannot be sustained without such analyses. EOU does not exist in a vacuum, as its mission states unequivocally. In fulfilling that mission, and with a focus on growing by meeting the needs of 21st century students, including preparing them for the world beyond college, EOU assesses both internal and external evidence to determine multi-year curriculum planning through the Inter-College Academic Futures Committee.

Carefully aligned with EOU's Core Themes, EOU's strategic plan, The Ascent 2029, sets aspirational goals for EOU's centennial, including doubling FTE both on-campus and online, increasing retention and completion, and ensuring financial sustainability. EOU has already made progress in these areas by meeting all but three of its Core Theme indicators, ensuring high quality programs for all its students in all modalities, increasing diversity and eliminating transfer obstacles, and establishing a solid foundation for financial stability. EOU has achieved a new level of independence, with its local Board of Trustees dedicated to EOU's future, while HECC has removed its conditions for improving enrollment and for financial sustainability. With sustainability and independence, EOU looks forward to a future of promise.

VI. Conclusion—Independence, Sustainability, Promise

What are we doing well and what can be improved?

We believe this mission fulfillment and sustainability report answers both questions. To an impressive degree, Eastern Oregon University fulfills its mission, based on assessable and meaningful measures. Simultaneously, EOU addresses challenges highlighted in the data collected for Core Theme Objectives.

This is not a facile claim—establishing a culture of evidenced-based assessment while guiding the institution to financial health and simultaneously recovering from a series of retrenchment plans is no small accomplishment. The undertaking was all the more challenging since EOU was undergoing significant, fundamental changes, such as integrating a new, local Board of Trustees with a new president in AY15. In addition, there was significant reorganization on the academic side, as the College of Arts and Sciences was split into the College of Humanities, Arts, and Social Sciences and the College of Science, Technology, Mathematics and Health Sciences, to ensure greater effectiveness in faculty professional development and improved access to deans for a greater degree of shared governance.

EOU is moving forward confidently: Oregon's Higher Education Coordinating Commission (HECC) recently removed its conditions for enrollment and financial stability. There is a new President, Vice President for Student Affairs, University Counsel and Board Secretary, Executive Director of Regional Outreach and Innovation, Human Resources Director, Career Center Director, and Athletic Director. The Provost and Vice President of Academic Affairs, Vice Provost for Academic Quality, Registrar, and Dean of the Colleges of Business and Education are now permanent positions, after several years of interim appointments.   There are two new deans, one for the College of Science, Technology, Mathematics and Health Sciences and one for College of Humanities, Arts, and Social Sciences, necessitated by the re-organization of the College of Arts and Sciences into two new colleges. Campus advising was de-centralized through reassignment to the colleges in order to facilitate working more closely with college faculty and with the students served.

There is a new strategic plan, The Ascent, guiding institutional development as EOU heads for its centennial in 2029, with aspirational goals that will secure its future. Aligned with Core Themes focused on high-quality programs, teaching and learning, student access and success, and service to our communities, EOU has established systematic, consistent processes focused on maintaining and promoting a culture of assessment and sustainability leading to continuous improvement.

EOU enjoys an actively involved Board of Trustees, established in AY15. The trustees have deep roots in EOU's traditions and cultures and exceptionally strong ties to the communities EOU serves. They display an abiding concern for the educational, financial, and social welfare of EOU's students. TheAcademic and Student Affairs Committee asks questions about the effectiveness of academic programs as represented in learning outcomes assessment and academic program review. The Finance and Administration Committee is concerned about the financial resources of students and how the university can help them meet their needs to support completion.

In short, EOU currently enjoys a newfound sense of independence and confidence, a deep sense of promise, born of financial sustainability and supported by robust processes focused on ensuring institutional effectiveness. That confidence is based not only on EOU's success in terms of mission fulfillment, but also by statewide and national recognitions of excellence. An important part of that conviction is the responsiveness and engagement of organizational structures that better serve EOU's specific needs, from the Board of Trustees to a dedicated, permanent leadership team, to genuine engagement in shared governance for policy-making, budget and planning, curricular review, and balancing the interests of faculty, students, and staff. Partnerships are focused on student success through agreements with community colleges, with Revature —which provides paid training in technology skills for all EOU graduates—and through the Oregon Teacher Pathway—which seeks to diversify Oregon's teacher core by working on college preparedness with high school students in eastern Oregon.

EOU has established common ground for all its stakeholders by focusing on continuous improvement. It enlists its communities, board, faculty, staff, and students in order to support, improve, and nurture *High-Quality Programs*, to affirm its dedication to *Access for All*, and to ensure EOU is a great place to *Live, Learn, Succeed*.

VII. Appendices

Appendix 1: Institutional Data Form

[NWCCU Basic Institutional Data](#) Form including EOU Financial Reports, EOU Online Programs & Degrees, EOU Capital Expenditures and Budget Allocations, EOU Non-Tuition Revenue, the EOU Operating Budget, and EOU Study Abroad Programs.

Appendix 2: List of Acronyms

AAC&U:	Association of American Colleges and Universities
AAOTM:	Associate of Arts Oregon Transfer Module
AAP:	Associated Academic Professionals (Faculty Union)
ACC:	Accreditation Coordinating Committee
ACE:	American Council of Education
ADA:	Americans with Disabilities Act
AEH:	Aesthetics and Humanities (General Education Category)
ALO:	Accreditation Liaison Officer
AP:	Advanced Placement
APC:	Artistic and Process Creation (General Education Category)
APEL:	Assessment of Prior Experiential Learning
ASEOU:	Associated Students of Eastern Oregon University
ASL:	Agency Sponsored Learning
AY:	Academic Year
BMCC:	Blue Mountain Community College
CAEP:	Council for the Accreditation of Educator Preparation
CAHSS:	College of Arts, Humanities and Social Sciences
CBA:	Collective Bargaining Agreement (Faculty)
CCC:	Cascade Collegiate Conference
CCRP:	Center for Culturally Responsive Practices
CEAD:	Celebrate, Educate and Appreciate Diversity Conference
CLEP:	College Level Examination Program
CMMS:	Computerized Maintenance Management System
COB:	College of Business
COBE:	Colleges of Business and Education

COE:	College of Education
CRM:	Customer Relationship Management
CSI:	Center for Student Involvement
CSTMHS:	College of Science, Technology, Mathematics and Health Sciences
CTLA:	Center for Teaching, Learning and Assessment
DPD:	Difference, Power and Discrimination
DPLA:	Digital Public Library of America
DPSST:	Department of Public Safety Standards and Training
EDROI	Executive Director of Regional Outreach and Innovation
E&G:	Educational and General
EH&S:	Environmental Health and Safety
EPCC:	Educational Policy and Curriculum Committee
EOU:	Eastern Oregon University
FAFSA:	Free Application for Federal Student Aid
FDE:	Federal Department of Education
FERPA:	Family Educational Rights and Privacy Act
FESHE:	Fire and Emergency Services Higher Education
FLSA:	Federal Labor Standards Act
FTE:	Full Time Equivalent
FY:	Fiscal Year
FYE:	First Year Experience
GEC:	General Education Curriculum
GED:	General Education Development
GLO:	General Education Learning Outcome
GPA:	Grade Point Average
HC:	Headcount
HECC:	Higher Education Coordinating Commission
HIP:	High Impact Practices
HR:	Human Resources
IACBE:	International Assembly for Collegiate Business Education
IB:	International Baccalaureate
ILL:	Inter-library Loan
ILS:	Integrated Library System

IPEDS:	Integrated Post-secondary Education Data System
IR:	Institutional Research Department
ISFC:	Integrative Studies Faculty Council
IS:	Integrated Studies Program
IT:	Information Technology Department
KPI:	Key Performance Indicator
LAC:	Legislative Advisory Council
LMS:	Learning Management System
LLC:	Living Learning Community
MOT:	Manager of Organizational Transformation
NACADA	National Academic Advising Association
NAIA:	National Association for Inter-Collegiate Athletics
NFPA:	National Fire Protection Association
NSSE:	National Survey of Student Engagement
NWCCU:	Northwest Commission on Colleges and Universities
OAR:	Oregon Administrative Rule
OCOP:	Oregon Council of University Presidents
ODS:	Oregon Dental School
ORS:	Oregon Revised Statutes
OSBHE:	Oregon State Board of Higher Education
OSHA:	Occupational Safety and Health Administration
OTM:	Oregon Transfer Module
OUS:	Oregon University System
PD:	Position Description
PLO:	Program Learning Outcome
PUSF:	Public University Support Funds
ROI:	Regional Outreach and Innovation
RCRA:	Resource Conservation and Recovery Act
SB:	Senate Bill
SCH:	Student Credit Hours
SCMA:	Student Council for Multicultural Affairs
SEIU:	Service Employees International Union (Classified Staff Union)