

Year One Self-Evaluation Report

Standard One: Mission, Core Themes, and Expectations

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EASTERN OREGON
UNIVERSITY

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Introduction

Eastern Oregon University 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 23 bachelor's degrees, more than 40 different minors, three master's programs and multiple partnership opportunities. Programs are delivered on campus, online and onsite in La Grande and at 16 regional centers throughout the state and include liberal arts and sciences, business, education, and partner programs in agriculture, nursing, and dental hygiene.

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. EOU's core values of access, affordability, and engagement reflect our mission and drive our four core themes, as discussed in the body of this report.

Eastern Oregon University is led by President Robert O. Davies, who is beginning his third year as EOU's chief executive. President Davies' Executive Cabinet includes the Provost and Senior Vice President for Academic Affairs, the Vice President for Finance and Administration, the Vice President for Advancement and Admissions, the Vice President for Student Affairs, the Associate Vice President for Academic Affairs, the Director of Human Resources, and the Director of Athletics. The Executive Cabinet brings 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 their direction toward fulfilling the University's mission.

EOU's Year One Report which follows contains a brief update on institutional changes since our Spring 2010 Focused Interim Evaluation, our institutional responses to the specific recommendations from our last accreditation cycle as requested by the Commission, the four core themes which direct institutional efforts and resources toward our mission fulfillment, and the goals, aims, and indicators underlying each of our core themes.

Institutional Context

Eastern Oregon University's founding mission was to serve the community and the region, and the University's current mission remains centered on providing the citizens of the region with access to a quality education, delivering affordable programs, and engaging with the rural and frontier 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 universities in the Oregon University System (OUS), comprised of 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. The Oregon State Board of Higher Education is the statutory governing board of the OUS and carries out their statewide higher education responsibilities for the benefit of all Oregonians through the OUS Chancellor's Office.

As a member of OUS, Eastern Oregon University is unique. 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 both on campus and at a distance, both through its 16 regional centers and online. Longstanding agreements with partner universities in OUS ensure that students in the eastern region of the state have access to degrees in nursing, agriculture and agribusiness, criminal justice, and dental hygiene. 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. Nine different degree programs and 19 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 a mix of flexible course accessibility.

Most importantly, EOU is known for serving its students and providing quality instructional support for their accomplishments. EOU offers 23 bachelor's degrees, as well as two bachelor's degrees in nursing and five bachelor's degrees in agriculture through our partnership programs; more than 40 different minors; multiple pre-professional programs; and three master's degrees, in business, teaching and science in education. Average class size hovers around 15-20 students, allowing for direct interaction with our superb teaching faculty. The University employs 115 full-time teaching faculty; 28 part-time teaching faculty (no teaching assistants); and 232 staff. EOU's student population for Fall 2010 was 4,137, and our total annual cost of tuition and fees is just over \$7,100. EOU's on-campus housing has the capacity for 411 students in four residence halls, and 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 students are non-traditional students 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—more than at any other university in the Oregon University System. EOU students received nearly \$31 million in financial aid, including fee remissions, scholarships, grants and loans in 2009-10. EOU's annual \$44 million budget equates to \$110 million added to promote the regional economy. An essential part of the fabric of northeast Oregon, EOU plays a unique role as an economic engine. University employees comprise 8.4 percent of La Grande's tax base and 5.6 percent of Union County's tax base (2008 tax year).

Preface

❖ Institutional Changes since EOU's Last Report (March 26, 2010)

Shortly following EOU's last report to NWCCU in March of 2010, submitted toward the end of President Davies' first year, the institution successfully concluded a number of executive and mid-level leadership searches. Leadership additions as a result of these searches include the following positions:

Stephen Adkison, Provost and Senior Vice President for Academic Affairs (began June 2010).

Carl Thomas, Associate Dean for Student Success in Enrollment Services (began July 2010).

Paige Hurley, Financial Aid Director (began July 2010).

David Lageson, Director of Facilities (began July 2010).

Over the course of the 2010-2011 academic year, both Thomas and Hurley left the institution, with Thomas' position being successfully filled by Arlyn Love (began September 2011). The Dean of Arts and Sciences left the institution in February 2011, replaced by Associate Vice President & Acting Dean Sarah Witte, pending a search for a new dean in the fall of 2011. Finally, EOU's Vice President for Finance and Administration left the institution in spring of 2011 and was replaced by Lon Whitaker (began July 2011).

Other institutional changes that bear noting are all centered around the institution's response to impending reductions in appropriated state support and include other administrative changes and reorganizations, our academic program review, and administrative unit review, all as described below and all three part of a larger long-term plan for institutional sustainability, developed during winter and spring terms of 2011 (see the full plan at <http://www.eou.edu/pres/documents/EOU_FINAL_PLAN_2011.pdf>).

Over the past decade, EOU has absorbed many cost reductions and asked our faculty and staff, on a repeated basis, to do more with less; to take on new tasks without the reduction of existing duties; and to "go without" something for now in the hopes of having it in the future. This, unfortunately, has become a normative process in many respects. A primary aim of our sustainability plan is to reverse this cycle and create not only a financially sustainable EOU, but one that is also sustainable for EOU's most critical asset: its people. In doing so, the institution must also acknowledge that it cannot be "all things to all people" and therefore there is a deliberate effort to reduce or eliminate some practices, programs and activities, though in a fundamentally proactive and strategic manner, driven by mission considerations, rather than in a broader unfocused across-the-board manner.

In making these difficult choices, the information and data gathered through the Academic Program Review Process and the Administrative Unit Review Process provided the foundation for discussion. All of this information was framed in the context of EOU's mission and four core themes. Careful consideration was given to campus community values of being a personal, close-knit and intimate, learning-centered university that cares about ALL of its people.

Administrative Reorganizations/Changes:

The goal of these efforts in the sustainability plan is focused on empowering those on the front lines to be in a position to serve and fulfill their duties. As a result of the functional analyses in the administrative unit reviews, EOU gained a more detailed and concrete understanding of the range of administrative and student services offered throughout EOU. This detailed understanding has led to insights that have offered better integration and more efficient business functions on the one hand, and leaner, flatter and more

responsive administrative functions on the other. The changes listed below have either resulted from these efforts directly or been suggested by parallel considerations in similar areas.

Division of Enrollment Services Dean — In mid-Fall term of 2010, Academic Affairs undertook a functional review of the Division of Enrollment Services, aimed at understanding how the student services and administrative services in the division functioned both in part and as an integrated whole. After careful review of functional processes in admissions and enrollment and the areas that housed them, the decision was made to shift some administrative managerial responsibilities down an administrative tier to the unit level and shift several others up a level to the Provost's office. Concurrent with these shifts came the decision to move the Office of Admissions into university relations and marketing under the vice president of university advancement. The executive position of Dean of Enrollment Services was eliminated in the process, replaced by a Director of Enrollment Management Operations at a lower salary and level of responsibility.

Financial Aid Director — Discussions of several alternatives to how effective leadership might best be approached in the Office of Financial Aid have led to the decision to build on internal technical experience and expertise within the office, as well as the management and leadership experience in offices closely allied to Financial Aid—specifically Student Accounts and the Office of Business Affairs, both in the Division of Finance and Administration, resulting in an integrated approach to Student Financial Services. The vacant Financial Aid Director's position was replaced at the day-to-day operational level by an Associate Financial Aid Director, while the policy and compliance and reporting responsibilities were bumped up a level to the extant Director of Business Affairs. Careful planning and detailed analyses of operations in all areas of all three offices have resulted in a promising and effective integration of services.

Information Technology Director — 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 centered on assessing the communication and human resource assets that serve Eastern Oregon University'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 focuses on the disconnect between IT leadership and EOU's executive leadership, which has historically led to difficulties in terms of overcoming both strategic planning and tactical execution. Another key finding focuses on the separation of the programming structure between the Provost and the Vice President of Finance and Administration, which creates a structural challenge to the creation of a unified IT direction and appropriate allocation of resources, further exacerbated by the longstanding gap between executive and operational levels of thinking relative to IT. Careful discussion of the specific issues at hand revealed that the institution's immediate needs would be best served—while still allowing for strong strategic positioning over the long term—by eliminating the IT Director position and creating a stronger connection between IT functions and the office of the Vice President for Finance and Administration. Eliminating this position allowed the same flattening of organizational structures and integration of administrative services and functions that were accomplished in Enrollment Services and in Financial Aid, with a clearer and more immediate functional connection to EOU's cabinet-level planning and decision making. Details of the shift have been finalized as EOU's new Vice President for Finance and Administration began duties in July of this year.

Career Advising — Though the Career Advising Center was combined in Academic Advising as a result of budget reductions in past years, resources available for allocation to career advising still fall far short of what the institution needs to ensure a robust and effective career advising function. Much of the effort that goes to maintain the current functions are assigned to staff who have additional responsibilities in

other areas as well, with the result that there is a constant tension in terms of balancing how the time and effort should be spent. Until a greater level of resources is available that would allow the University to develop this function more effectively, the decision was made that the academic advisor time assigned to Career Advising be reassigned completely to Academic Advising and that the classified staff position in Career Advising be eliminated. Minimal maintenance of existing materials and other resources will be reassigned within Academic Advising.

Administrative Unit Review:

Through the Administrative Unit Review process, recommendations were presented regarding both the functionality of positions in administrative units and where resources might be reallocated more effectively and efficiently. The results of the administrative review process are as follows:

Campus Security and Parking — EOU prides itself on a safe and secure environment for our students, faculty, staff and guests. Most of our protocols are based on our very positive relationship with the La Grande Police Department, located right next to campus, and other emergency response teams within the community. This relationship, and the analysis of our current practices, led to the understanding that the institution could eliminate the need for a Director of Campus Security and Parking and one security position. The current administrative duties and risk management responsibilities of the Director of Campus Security and Parking have been shifted to the assistant director for facilities. Other duties of this area are being managed within the existing facilities staff. The assistant director of facilities, along with the vice presidents of Finance & Administration and Student Affairs will be tasked with working with the Chief of Police of the La Grande Police Department, through the already existing safety committee and the Community Coalition, to enhance the protocols that are already in place to ensure continued safety of our students, faculty, staff and guests. In addition, all buildings that are regularly scheduled to open early or close late (i.e., Hoke Student Union Building and Pierce Library) have been taken into consideration for the scheduling of officers to ensure safety of the employees. Finally, over the course of this current year the President's Cabinet, led by the new Vice President for Finance and Administration, will complete a comprehensive survey of campus environmental safety functions, aimed at identifying further efficiencies and possible additional savings.

Budget Analyst — Currently, there are two Budget Analysts within the division of Finance and Administration who monitor and report on various aspects of the financial well being of EOU with primary focus on the Education and General and Capital budgets. However, the institution has not truly focused its efforts on another important financial arm of EOU, its auxiliary services—dining, residence halls, bookstore, etc. One of the budget analysts has been moved to this function and will be paid strictly out of the auxiliary services revenues.

Human Resources — The position of Assistant Director of Human Resources has been reduced to a 9-month .5 FTE position.

Energy Savings — As part of EOU's commitment to energy conservation, the La Grande Campus will be closed for one entire week in December. In the past, this time frame for the campus closure was typically between December 26th and January 1st. However, due to the need for many staff members to be present and at the campus in preparation for the beginning of the Winter Term, the time frame for this closure will be moved up one week. Therefore, this year the campus will be closed from December 19-23, 2011. This practice will continue for at least the next four years. The primary goal of this is for energy conservation. University offices only will be open based on approval of the respective vice president and the President. If successful, the university may also institute an energy savings closing during the summer months. In addition to this practice of energy conservation, the facilities staff will be implementing the recommendations of a recently conducted energy audit.

Academic Program Review:

EOU's academic program review and the larger discussions that the review efforts feed into are intended to help focus increasingly precious institutional resources on mission fulfillment through the University's primary purpose: the academic enterprise. The program review itself has been aimed at understanding how our overall set of academic program offerings relate to the institution's current mission and strategic plan for mission fulfillment. For instance, the Mission Criticality data for a given program show how the program curricula, resources, and activities connect to EOU's current mission, as articulated through our Core Themes. Similarly, the Program Strength data for a given program show how program and institutional resources are allocated to fulfilling this mission, again through Core Themes. The results of these efforts offer a clear understanding of how each of the current academic programs relates to EOU's mission and those core themes and related goals and aims which help ensure that institutional resources are focused effectively on mission fulfillment.

A second and related aim of our program review and larger discussions have been focused on gaining an understanding of under-enrolled course and curricular areas across the colleges that represent opportunity for reducing the scheduling and instructional commitments for existing program faculty, ensuring that current program faculty are focused as efficiently and effectively as possible on those program offerings core to EOU's current set of academic programs. Beyond these concerns regarding how best to connect precious faculty expertise with instructional capacity, these ongoing discussions also will provide concrete guidance for faculty hiring in strategic program areas over the coming decade, as a large segment of current senior faculty moves into retirement.

A full description of the criteria, process, and results of the Academic Program Review can be viewed at <<http://www.eou.edu/pres/budget/index.html>>, and the recommendations resulting from the review are in the sustainability plan (<http://www.eou.edu/pres/documents/EOU_FINAL_PLAN_2011.pdf>).

❖ **Additional Response/Addenda, as Requested by the Commission**

As noted by the Commission in their letter dated 8/5/10, the Commission requested that the institution submit “ *an addendum to the institution's Fall 2011 Year One Report to again address Recommendations 5 and 6 (program portfolios and GEC assessment) of the Fall 2008 Comprehensive Evaluation Report and to address Recommendation 1 of the Spring 2010 Focused Interim Evaluation Report (The University should ensure that student records are secured in fire-proof storage (Standard 3.C.5))*”.

As requested, EOU's progress updates for Recommendations 5 and 6 of the 2008 Comprehensive Self-Study and Recommendation 1 of the Spring 2010 Focused Interim Report follow below.

RECOMMENDATION FIVE—Update on 2008 Comprehensive Evaluation Report

The Committee recommends that the University continue its academic portfolio assessment and ensure uniform application across all academic programs. The Committee further recommends that student learning outcomes be an integral component of portfolio assessment. (Std. 2.B.1 – Educational Program Planning and Assessment, Policy 2.2 – Educational Assessment)

NWCCU's 2008 recommendation, combined with an AAC&U Compass Initiative grant, has enabled EOU to develop a solid framework of assessment that aligns general education and degree program

assessment processes with EOU's University Learning Outcomes (<http://www.eou.edu/assess/universitylearningoutcomes.html>). The University's success in integrating high impact learning practices through these efforts has been recognized nationally as part of the AAC&U LEAP project (see <http://www.aacu.org/aacu_news/AACUNews11/February11/feature.cfm>. Student learning outcomes assessment data is an integral component of EOU's academic portfolio process and is uniformly applied across all degree programs. The annual academic portfolio assessment systematizes the collection and analysis of assessment data, providing vital information to programs regarding student success relative to degree completion and intellectual/practical skills required in the world of work. Over the past three years, the University has developed curricular goals and outcomes through articulation of University Learning Outcomes, mapped degree program and General Education Core learning outcomes to it, and begun systematic collection of evidence around these outcomes. The University has clear expectations that program faculty play a central role in planning and directly assessing their curricula as keyed both to program learning outcomes and to University Learning Outcomes. Several assessment features have been added to program portfolios since 2008, including a sharpening of learning outcomes language to align from a disciplinary perspective with the 2009 development of University Learning Outcomes, development of degree program assessment cycles and plans (typically 4-year cycles), use of an outcomes data template for recording and tracking course- and program-level assessment data and analysis, and, in most cases, completion of a curriculum mapping project begun in 2010 as a prelude to configuring the institution's TracDat software system, which is the University's centralized tool for tracking and reporting on assessment efforts at all levels throughout the institution, as described below. (See <http://www.eou.edu/assess/ProgramAssessment.html> for sections of the program portfolios that address learning outcomes assessment.)

Curriculum mapping and data collection. In 2010 the University purchased a software system for managing institutional planning, tracking and analyzing data, and assessing effectiveness. Institutional planning and effectiveness was implemented first, and configuration of learning outcomes assessment began in summer 2011. The institution's investment in TracDat software was not only to manage comprehensive planning and assessment of Core Themes and Goals more efficiently and effectively, but also to give units and programs timely access to their assessment information through a data input portal with reporting capability.

Curriculum mapping, an important feature of TracDat, provides an institutional view of program learning outcomes through the lens of University Learning Outcomes. This is of vital interest to the University since 2011 begins the inaugural year for data collection that demonstrates student proficiency in each of the four University Learning Outcome areas—a key indicator of mission fulfillment for Core Theme 1. (See <http://www.eou.edu/assess/ProgramOutcomesrelatedtoUniversityOutcomes9.6.11.pdf> for current status of the curriculum mapping project for University Learning Outcomes). The concept of curriculum mapping was introduced to the faculty during fall 2010 Orientation activities in preparation for configuring the system for learning outcomes assessment, with follow-up visits from the Provost and the AVP to degree programs in the College of Arts and Sciences. In fall 2011, the curriculum mapping project will continue with the Colleges of Education and Business preparatory to their self-studies for professional accreditation. In configuring the learning outcomes assessment part of the TracDat system, EOU utilized the curriculum mapping feature by flagging those milestone courses where faculty had indicated program learning outcomes are assessed. (See <http://www.eou.edu/assess/PLOMap9.6.11.pdf> for program-by-program curriculum map report for the College of Arts and Sciences; the Colleges of Education and Business curriculum maps will be input into the system during fall 2011). Curriculum mapping thus remains in process as the institution fully transitions to the TracDat software system in 2011-12.

Academic Program Review. Though described earlier in this report under the institutional changes section, EOU's need to more clearly integrate the academic program portfolios into the planning

processes of the University, led to the development and implementation of a program review process during winter 2011, which mapped degree programs and stand-alone minors to EOU's four Core Themes and Goals and assessed them for mission criticality and strength. The mission criticality data for a given program show how the program curricula, resources, and activities connect to EOU's current mission, as articulated through our Core Themes. The program strength data for a given program show how program and institutional resources are allocated to fulfilling this mission, again through the relevant Core Themes. The program SWOT analyses/responses provide an extremely useful set of data for monitoring program needs against both regional needs and financial resources, and these baseline data promise to be exceedingly useful in the Budget and Planning process as the institution moves forward. (See <http://www.eou.edu/pres/budget/index.html> for the degree program review templates and scoring rubrics, as well as the results of the review process.) Additionally, the Academic Program Review provided the basis for the instruction-related recommendations articulated in EOU's sustainability plan, as noted earlier in this report.

Professional development. EOU recognizes that faculty development and support are necessary for the informed and sustained work with direct assessment of student learning. Several development opportunities throughout the year encouraged faculty to dialogue about frameworks for assessing student learning and to share what faculty themselves are discovering about student learning through assessment results. For a roster of professional development activities for 2010-11, see <http://www.eou.edu/ctl/forms.html>.

A significant faculty-driven activity that culminated EOU's participation as a beta campus in AAC&U's Compass Initiative was an OUS and AAC&U sponsored summit that convened faculty and Student Affairs professionals from system campuses to share best practices in teaching and learning. The October 2010 TALKS conference (Teaching TALKS: *Today's Academics Linking Knowledge and Skills*) had several goals, including to

- Provide a venue for Oregon academics to share current practices, access new information, and collaborate inter-institutionally.
- Provide innovative academics opportunities to publically share inquiries, methodologies and findings (concurrent sessions).
- Network with like-minded professionals from California, Wisconsin, Utah, North Dakota and AAC&U.
- Communicate on-going national, state and institutional work on general education renewal: articulation of outcomes, reorganization of program curricula, design of assessment tools, and communication of student proficiencies (LEAP; LO&A; institutional teams).

Additionally, in February 2011, Dr. Ed Nuhfer, the Director of Faculty Development at California State University—Channel Islands, and a nationally-recognized scholar of teaching and learning, was invited to the EOU campus to workshop with faculty on curriculum alignment and its importance in scaffolding the student learning process, which added dimension and value to the curriculum mapping activities faculty were engaged in.

In addition to providing faculty a program-level opportunity to work on mapping the Civic Engagement learning outcome, fall 2010 Orientation involved a Diversity Workshop—a university graduation requirement that requires a common understanding of the objectives and expected outcomes. This workshop culminated in the development and approval of clear objectives and outcomes for courses identified and approved as satisfying the Diversity requirement (Difference, Power, and Discrimination). (See DPD form and requirement at http://www.eou.edu/epcc/epcc_forms.html).

Other faculty development opportunities since 2010 involve faculty dialogue opportunities as participants in General Education Sampling Teams, where small groups of faculty are normed annually and meet in small groups to share their assessment of key general education learning outcomes. Their individual data analyses and closing-the-loop recommendations are designed to improve student performance in designated outcomes and to strengthen the integrity of the general education program.

Most recently, EOU has committed Lumina Compass funds and Center for Teaching and Learning funds to development of a Summer Institute for Instructional Technology, which runs from late August to mid-September 2011. The overall purpose of the Institute is for faculty participants to explore various forms of technology that will directly inform and enhance teaching practice in the seated and online classrooms to fulfill learning outcomes and incorporate active learning practices. The Institute adapts the structure of the National Writing Project to include a two-day retreat, a two-week intensive seminar, periodic cohort meetings during the year following the institute, and presentations and workshops to the broader community hosted by institute participants (who will be technology consultants). An additional component in subsequent years is the advanced institute for technology consultants who would like to further enhance their use of technology.

RECOMMENDATION SIX—Update on 2008 Comprehensive Evaluation Report

The Committee recommends that the University fully implement the General Education Curriculum (GEC) revision undertaken in 2006-07, including the finalizing of the GEC Breadth Outcomes. The Committee further recommends that the GEC be systematically and regularly assessed. (Policy 2.1 – General Education/Related Instruction Requirements, Policy 2.2 – Educational Assessment)

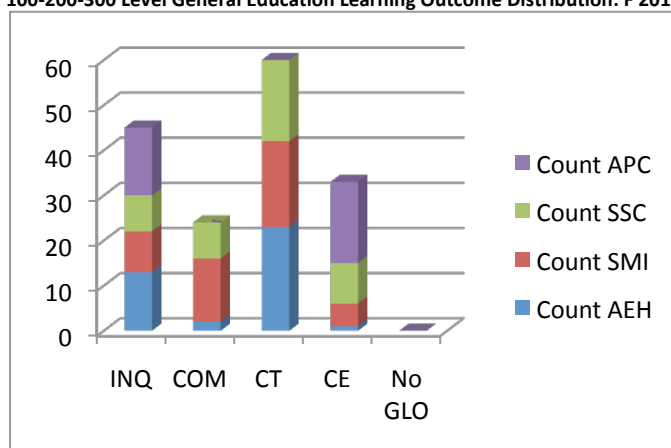
The expectation of EOU’s General Education Curriculum (GEC) is to provide students with a breadth of knowledge infused with practical and intellectual skills in civic engagement, communication, critical thinking, and inquiry that will enable students to succeed in the 21st century. The mission of the GEC is articulated as follows:

“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.”

GEC Curriculum Mapping. EOU finalized the operational language for the general education review criteria and five General Education Curriculum (GEC) learning outcomes (GLO) through Faculty Senate on November 24, 2009 (<http://www.eou.edu/senate/agendas.html>). In fall 2010 the Educational Policy and Curriculum Committee (EPCC) began a two-phased process to review General Education courses. The first phase, which will be completed during faculty Orientation this fall, involves curriculum mapping that is interactive with degree program curriculum mapping. In a process involving conversation with the Provost, programs were asked to map their contributions to the GEC concurrent with mapping program and university learning outcomes.

100-200-300 Level General Education Learning Outcome Distribution: F 2011



LO	Count AEH	Count SMI	Count SSC	Count APC
INQ	13	9	8	15
COM	2	14	8	0
CT	23	19	18	0
CE	1	5	9	18
No GLO	0	0	0	0

As the curriculum mapping project comes to conclusion this fall, more courses will be entered into the curriculum mapping feature of TracDat so as to complete the Breadth Outcomes / Learning Outcomes matrix above, which at this point in time is incomplete but informative in terms of distribution and balance of learning outcomes across the GEC breadth areas. The curriculum mapping information available from programs in June 2011 was input into TracDat during summer 2011 and is available at <http://www.eou.edu/assess/ProgramOutcomesrelatedtoGECOutcomes9.6.11.pdf>.

GEC Review Process. The second phase of the GEC review process will begin in fall 2011 with EPCC's systematic review and confirmation of all GLO curriculum maps against stated review criteria below:

General Education Course Evaluation Review Criteria

1. **Each General Education Course must fulfill the following requirements:**
 - A. The course teaches underlying principles, basic methodology, and fundamental concepts.
 - B. The course provides a broad overview and is accessible to all interested students.
 - C. The course must be 300-level or lower and generally require no 'same discipline' prerequisites, except for sequences and basic, college-level writing and math skills (defined at EOU as 100 level courses). The first 2 years of a modern language count as a sequence.
2. **Content Knowledge**
 - a. Science, Mathematics, and Computer Information Sciences
 - b. Aesthetics and Humanities
 - c. Artistic Process and Creation
 - d. Social Sciences
3. **Inquiry**
4. **Communication**
5. **Critical Thinking**
6. **Further Learning and Civic Engagement**

GEC Assessment. GEC program assessment as it relates to mission fulfillment is determined through the cyclic collection, study, and analysis of data that indexes identified GEC outcomes with selected assignments in individual courses across or within breadth categories. The General Education Assessment Plan sets forth the four-year cycle and timetable for assessing each learning outcome (<http://www.eou.edu/epcc/>): Civic Engagement, Communication, Critical Thinking, and Inquiry. Common rubrics for GEC learning outcomes are available under "GEC Alignment Language" at <http://www.eou.edu/assess/GEC.html>. Content Knowledge for GEC courses will be assessed by

Academic Degree Programs using discipline-based tools and rubrics. The meanings of “levels of student performance” are broadly defined in the GEC Assessment Plan, with specific definitions given in each rubric that apply the traits of each outcome to the level of performance. Broadly defined for purposes of the GEC,

Proficient means:

- Demonstrable, competent and expected evidence at the college level

Adequate means:

- Acceptable performance at the college level

Developing means:

- Unacceptable performance at the college level

To date, one full assessment cycle (2008-2010) of the five GEC learning outcomes has been completed and a second full-cycle review begun in 2010-11 (Critical Thinking). Individual and composite reports for each learning outcome are available at <http://www.eou.edu/assess/GEC.html>. 2010 marks the baseline year for data collection using the TracDat portal, and 2010 GEC Critical Thinking data and analysis have been input to test the new system. Faculty training on the TracDat system is scheduled to begin with the 2011 GEC Inquiry Sampling Team during the fall data collection period.

Overall, the GEC assessment framework and mapping activities are fully integrated into the regular and systematic review of the General Education program, and program improvement is evident in the observations and recommendations faculty are making to support student learning through the GEC.

RECOMMENDATION ONE—Update on 2010 Focused Interim Report

The University should ensure that student records are secured in fire-proof storage. (Std. 3.C.5 – Academic Credit and Records)

EOU appreciates an opportunity to provide an update on the purchase and use of fire-proof cabinets related to the safety and security of student records. The institution has taken steps to ensure that hard copy records are secured in fire-proof cabinets. While the Commission, in their letter to the University dated 8/5/2011, extended the deadline for full compliance with this recommendation to January 2012, the University is happy to report that it has taken full actions to comply as of late-August 2010.

At the time of the Focused Interim visit, Inlow Hall was undergoing a seismic remodel, and the digitization process for past and current student records was on track. As of August 2010, the Inlow Hall remodel was completed. Two five-drawer fire-proof cabinets were installed in the Registrar’s Office in Inlow Hall to house current student record as well as any old records (any student who is not a current student) not yet scanned or microfilmed. The fire-proof cabinets provide the institution with ample space for records storage.

❖ Review of Mission and Core Themes

The most recent review of EOU’s Mission and Core Themes occurred on 8/8/11 during the President’s Cabinet Retreat.

During the retreat, Cabinet members reaffirmed Mission, Core Themes, and Goals of the University (<http://www.eou.edu/strategy/>) and reviewed the aims and indicators for the EOU Strategic Achievement Report Card (see Appendix B). During August 2011, reporting units identified 2010 baselines and

established 2015 targets, and these were discussed and confirmed at the September 12, 2011 Cabinet meeting.

The aims and indicators for institutional effectiveness will be input into TracDat as EOU commences its first year of data collection using the TracDat software portal.

STANDARD ONE:

Mission, Core Themes, and Expectations

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

SECTION I. MISSION

❖ Eligibility Requirements

2. Authority. The passage of Oregon Senate Bill 242, effective July 20, 2011, “Establishes the Oregon University System (OUS) as a **public university system** [rather than a state agency], consisting of the office of the Chancellor, the OUS public institutions and related offices and activities. The State Board of Higher Education will carry out its duties, rights, powers, etc. as defined by law. The OUS will remain an instrumentality of the state and a governmental body.”

(<http://ous.edu/sites/default/files/dept/govrel/files/2011IBSB242.pdf>) As a public university system, OUS and its institutions will have greater flexibility in managing operations according to mission direction.

3. Mission and Core Themes. The Mission of the University was approved by the Oregon State Board of Higher Education in October 2008. Core Themes were developed from the Mission statement and promulgated to the University Council on February 9, 2010 and the Faculty Senate on March 2, 2010.

(<http://www.eou.edu/strategy/>, <http://www.eou.edu/senate/minutes.html>, <http://www.eou.edu/council/minutes.html>)

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.

❖ Mission and Strategic Directions

Mission

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.

<http://www.eou.edu/strategy/>.

EOU's Mission is situated among the missions of seven public universities that comprise the Oregon University System, each with distinct missions and expectations. In summer 2009, the Board's Academic Strategies Committee commissioned the OUS Provosts' Council to identify the differential features of each university's mission statement in an OUS Mission Alignment/Metrics plan for OUS institutions. The Mission Alignment/Metrics plan was adopted by the Board's Academic Strategies Committee in June 2011 and ultimately by the entire Board on July 8, 2011 (<http://www.ous.edu/news/070811>). (See Appendix A)

Eastern Oregon University serves as a regional hub for education, culture, and scholarship throughout eastern Oregon and other rural areas of the state. EOU plays a unique role within the Oregon University System (OUS) as the educational, cultural, and economic engine of the region through the La Grande campus and its sixteen regional centers. EOU's Mission guides the University. Understanding and interpretation of this mission and how it relates to the current and evolving needs of EOU students and the surrounding communities have led to three shared values that bound the University's current strategic direction. As EOU positions itself for the future, these values underscore the institution's long-term sustainability, as follows:

Access — *EOU provides students from eastern Oregon and beyond the best access to a quality education through onsite, online and on-campus programs. Our priority is to remove barriers for students who may be place bound, financially restricted, or culturally/socially disadvantaged.*

Affordability — *EOU offers students a quality education at an affordable price. Our priority is to keep the total cost of college favorably competitive with universities in the region and across the State.*

Engagement — *EOU is responsive to the community and region by engaging in partnerships that support student learning and that enhance the economic, cultural and social life of the region.*

These shared values set EOU's current strategic direction and help the University understand how to fulfill its mission. These values provide the context for understanding that the four Core Themes both guide how mission-driven efforts are operationalized and how resources are allocated to those efforts. The current and evolving needs of students and the surrounding communities have led to Core Themes, Goals, Aims, and Indicators that demonstrate EOU's commitment to providing citizens in the rural regions of Oregon with continued opportunities for higher education. (1.A.1)

❖ Interpretation of Mission Fulfillment

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.

<p>Mission Fulfillment</p>	<p>Mission fulfillment at EOU is characterized by serving the rural regions of Oregon and beyond as demonstrated through</p> <ul style="list-style-type: none"> ❖ 85% of all graduates achieving proficiency in university learning outcomes , ❖ 75% of certificates/degrees accessible throughout EOU's primary and secondary service areas, ❖ Increases over seven years both in the number of students served and in degree attainment within EOU's primary and secondary service areas across Oregon, and ❖ 85% of all students participating in high impact practices embedded in the curriculum and/or co-curriculum.
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The core principle that drives ongoing review of institutional effectiveness is a commitment to examine the mission of the University through the careful articulation of Core Themes and Goals. As such, the characteristics and benchmark expectations that define Mission Fulfillment at EOU are keyed to the most important indicators of EOU's success in Core Theme and Goal areas as defined in the above Mission Fulfillment statement (1.A.2).

❖ **Acceptable Threshold or Extent of Mission Fulfillment**

EOU has made a strong commitment to assess its effectiveness by utilizing existing indirect and direct measures at the institutional level and installing new ones at the unit and program level. NSSE, FSSE, OUS Institution- and Mission-specific Performance Indicators, course evaluations, faculty and staff evaluations, as well as more recent enrollment and retention dashboards, general education assessment, and programmatic assessment enable the institution, units, and programs to monitor achievement of annual, biennial, or triennial benchmarks. (See Appendix B EOU EOU 2010-2015 Strategic Achievement Report Card and EOU 2010-2011 Institutional Assessment Report)

SECTION II. CORE THEMES

❖ Core Themes, Goals, and Expectations

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

EOU's Mission drives all aspects of University activity. The institutional Mission, Core Themes, and Goals have been aligned to unify the University's assessment practices. EOU's recent purchase of TracDat software will enable systematic and annual review of institutional effectiveness in all sectors of the University for the Core Theme areas listed below.

Essential elements of EOU's mission are articulated by four Core Themes and associated Goals:

Core Theme 1: EOU has high quality liberal arts and professional programs that prepare students for the world beyond college.

Goal 1: Foster and assess student learning.

Goal 2: Ensure faculty and staff success.

Core Theme 2: EOU is a regional University with a deep sense of commitment to students where they are.

Goal 3: Serve students where they are.

Goal 4: Make excellence inclusive.

Goal 5: Adopt and enhance appropriate educational technologies.

Core Theme 3: EOU is the educational, cultural and economic engine of eastern Oregon.

Goal 6: Foster Partnerships

Goal 7: Ensure a fiscally and environmentally sustainable university environment.

Goal 8: Provide programs and resources to respond to high demand regional needs.

Core Theme 4: EOU provides personal, student-centered experience in both the curricular and co-curricular programs.

Goal 9: Ensure access and success for all students

Goal 10: Provide opportunities for students and faculty to engage with their community

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

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

Description

EOU is committed to assessing its effectiveness by systematizing the University's assessment practices around institutional Mission, Core Themes, and Goals. Under Core Theme 1, EOU is committed to the goals of student, faculty, and staff success. EOU provides a strong learner-centered infrastructure that supports excellent teaching and a teaching environment that supports student achievement of program and university learning outcomes. The first goal aligns General Education and degree program learning outcomes through curriculum mapping in order to understand the effectiveness of student learning relative to achievement of University Learning Outcomes (<http://www.eou.edu/assess/universitylearningoutcomes.html>). The second goal focuses on indicators that support faculty and staff in providing a quality learning environment for students. (1.B.2)

- ❖ A key indicator of mission fulfillment in this Core Theme area will be evidenced by 85% of all graduates achieving adequacy/proficiency benchmarks in University Learning Outcomes.

Goal 1: Foster and assess student learning		
Aims	Indicators	Target
A. Use GEC and Program Assessments to understand effectiveness of student learning programs	% of students meeting program and GEC assessment	85%
B. Use curricular maps and assessments to understand effectiveness of student learning relative to ULOs	% of students meeting ULO outcomes	85%
Goal 2: Ensure faculty and staff success		
A. Hire and retain quality faculty/staff.	<ul style="list-style-type: none"> • >85% of uncanceled searches completed and finalist hired • >90% offer acceptance rate by first choice candidates • 100% retention of indefinite tenured faculty • >90% retention of annual tenure track faculty who are making satisfactory progress toward tenure 	<ul style="list-style-type: none"> • >90% • >95% • 100% • >90%
B. Actual salaries for faculty/staff equal to or greater than 80% of median for . . .	<ul style="list-style-type: none"> • peer universities • other OUS regional institutions (OIT, WO, 	<ul style="list-style-type: none"> • 90% • 90%

	SOU) • overall academic market for comparably-sized masters-level public institutions	• 90%
C. Professional development and scholarship opportunities for faculty & staff.	• >50% percent of faculty engaged in institutional PD • >75% percent of faculty engaged in discipline level PD • 100% percent of staff have at least one development goal defined and achieved annually	• 50% • 75% • 100%
D. Regular and timely evaluations for all faculty and staff.	• >90% completed annually and on time for annual tenure track faculty • >90% completed bi-annually and on time for indefinite tenured faculty • >90% completed annually and on time for staff	• 90% • 90% • 90%

Rationale

Goal 1. In 2007, Eastern Oregon University audited assessment practices occurring in courses, programs, co-curriculum, and the institution overall, and in 2008, with beta-campus funding from AAC&U’s Compass initiative, EOU articulated a conceptual framework for integrating all of these assessment features into a coherent framework that aligned General Education and degree program learning outcomes with University Learning Outcomes.

As part of its Compass work, in 2010 EOU re-mapped the University curriculum and co-curriculum against University Learning Outcomes derived from essential learning outcomes in AAC&U’s Liberal Education and America’s Promise (LEAP) initiative. Curriculum mapping strategies included:

- alignment of existing program outcomes with LEAP outcomes. (EOU-specific names and operational definitions for its articulated goals in general education, degree programs, and co-curricular assessments are slightly different than their LEAP counterparts. Specifics are collected and generalized under each major university learning outcome category);
- infusion of high impact practices and pedagogies in each sector of the University curriculum (with special emphasis on First Year Experience, Service Learning/Civic Engagement, and Undergraduate Research) and establishment of direct and assessable learning outcomes for these practices;
- adoption of assessment tools (including rubrics) for directly measuring learning outcomes in multiple learning environments (on campus, on site, and online; co-curriculum);
- identification of capstones as a site where achievement of University Learning Outcomes occurs. (Here, curriculum mapping enables the University to determine the thoroughness of coverage of

University Learning Outcome opportunities available to students throughout the curriculum and co-curriculum); and

- implementation of TracDat software for managing and documenting assessment data collection in the academic curricular and co-curricular learning environments. TracDat makes explicit a means of providing analysis, facilitating a method for overall evaluation of findings, and communicating a feedback loop to programs and the institution leading to improvement of the learning environment for students and the achievement of targets.

Direct assessment of student learning in General Education and degree programs helps EOU summarize the achievements of graduates and determine the effectiveness of curriculum design that fosters student learning. EOU faculty can effectively demonstrate how this learning occurs, define what it consists in, provide and interpret systematic evidence that closes the loop, and indicate the extent to which the institution is satisfied with the results. This is done by setting **Goals, Indicators, and Targets** for Goal 1 in this Core Theme area.

Goal 2. The indicators and targets for Goal 2 are important to the University for reasons that contribute to the stability and quality of the institution. Continuous improvement of faculty and staff quality through recruitment and retention contributes to the theme of providing high quality education. Success at attracting and retaining high caliber faculty and staff will depend upon the ability to offer market-competitive compensation. Continuous improvement of faculty and staff quality requires a commitment to regular investment in professional development through faculty-led teaching and learning enrichment opportunities and staff-related development pathways. Continuous improvement of faculty and staff quality requires frequent, timely, and meaningful performance feedback through EOU's evaluation processes for classified, administrative, executive, and faculty personnel.

Core Theme 2

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

Description

EOU is a regional university that prides itself on personalized attention to students, serving the region, excelling in undergraduate teaching and learning through interactive and technology-leveraged instruction, and reaching out to students across geographic boundaries. A history of entrepreneurship in discovering new ways to deliver instruction at a distance and serving students where they are commits EOU to this Core Theme area and drives the importance of its associated goals, aims, and indicators.

- ❖ *A key indicator of mission fulfillment* in this Core Theme area will be that 75% of EOU’s total number of certificates/degrees are accessible throughout EOU’s primary and secondary service areas.

Goal 3: Serve students where they are		
Aims	Indicators	Target
A. Degree programs that serve students on-campus and off-campus.	<ul style="list-style-type: none"> • % of baccalaureate degree programs that are available on campus • % of baccalaureate degree programs available off campus 	<ul style="list-style-type: none"> • 85% • 75%
B. Transfer and completion pathways for potential EOU students.	<ul style="list-style-type: none"> • Enrollment of new transfer students by level--meet projections over time <ul style="list-style-type: none"> ○ Freshmen ○ Sophomore ○ Junior ○ Senior • Graduation rates of transfer students <ul style="list-style-type: none"> ○ Freshmen ○ Sophomore ○ Junior ○ Senior • Enrollment in partner programs <ul style="list-style-type: none"> ○ OIT/ODS ○ OHSU ○ OSU-Ag 	<ul style="list-style-type: none"> • EOU Target 2015: <ul style="list-style-type: none"> ○ >75 ○ >166 ○ >245 ○ >96 • 2007 Transfer Cohort <ul style="list-style-type: none"> ○ >29.8% ○ >27.6% ○ >55.2% ○ >61.2% • Enrollment in partner programs <ul style="list-style-type: none"> ○ >46 ○ >89 ○ >163
Goal 4: Make excellence inclusive		
A. Recruit and retain students throughout Eastern Oregon with special attention to under-served groups.	<ul style="list-style-type: none"> • Matriculation and retention data--All • Matriculation and retention data for minority • Matriculation and retention data low-income • Graduation rates--All • Graduation rates for minority • Graduation rates for low income 	<p>%improvement every year with progress towards demographic make-up of region, matching or surpassing OUS stated goals</p>

Goal 5: Adopt and enhance appropriate educational technologies		
A. Up-to-date and current technology, resources, and infrastructure.	<ul style="list-style-type: none"> • Annual review of all IT infrastructure for functionality • Analysis of software/hardware for efficiency, effectiveness, and comprehensive access • Maintain and update Disaster Recovery Plan 	<ul style="list-style-type: none"> • Comprehensive Review • IT Life-Cycle • Revised Disaster Recovery Plan
B. High quality instruction through a variety of technology leveraged means.	<ul style="list-style-type: none"> • Student satisfaction surveys--% wanting <i>more</i> interaction • Students meeting PLO,GLO, ULO through online and/or hybrid courses 	<ul style="list-style-type: none"> • <20% (avg) • 85%

Rationale

Goal 3. EOU’s 2011 “Mission Fulfillment and Financial Sustainability” plan underscores the importance of EOU’s commitment to serve students where they are with academic programs that meet their needs and the needs of the communities they live in. In order to ascertain the institution’s ability to serve students where they are, Academic Affairs conducted an academic program review process in winter and spring 2011. One of the main purposes of the review was to map programs to the four Core Themes and to prioritize programs in the context of goals and aims leading to mission fulfillment. Establishing and maintaining online, onsite, and on-campus programs and delivery systems responsive to students’ needs are critical aims/strategies EOU employs to demonstrate program strength relative to fulfillment of Core Theme 2. Monitoring access to degree programs for traditional, place-bound, and/or transfer students is important to EOU’s sustainability agenda. The percentage of degree programs available online or onsite are directly related to transfer enrollments, and the interactive nature of both indicators will enable the institution to better manage enrollment growth at all levels and modulate enrollments due to increased graduation rates in any given year. A 2015 target of 2-7% enrollment growth by FTE has been set.

Goal 4. EOU’s “Make excellence inclusive” goal specifically addresses EOU’s underserved student populations –minority and low-income. In 2008, EOU began a longitudinal study funded by the Lumina Foundation (through AAC&U’s Compass Initiative) to assess the achievement gap of underserved students who had access to high impact practices at milestone moments in their progress to degree compared to those who did not. While EOU has long embedded the high impact practices of practica, research, capstones, and collaborative learning in the upper-division curriculum, only recently has the institution installed a First Year Experience (FYE) on campus and online with funding from Oregon’s Rural Access Initiative. In its first year, this gateway high impact practice raised retention rates by nearly 18 percentage points from the previous year (2009), and in the past three years, retention rates have hovered near 70% overall. See Appendix C Compass Report: 2011 for data indicators that demonstrate retention and support of underserved students through implementation of the FYE as an effective gateway high impact practice.

Goal 5. Indicators that EOU is fulfilling its mission to deliver high quality education to on-campus and distance students through up-to-date and current technology, resources, and infrastructure involve annual functional reviews of Information Technology infrastructure; establishment of an IT life-cycle for best use of hardware and software systems that maximize effective and efficient comprehensive access for students, faculty, staff, and administrators; and periodic review of the Disaster Recovery Plan to protect the safety and security of the institution's information systems.

An important source of pride for EOU is its reputation for high-quality and learner-centered instruction. Over half of the student population EOU serves are at a distance and depend upon technology-mediated

instruction. An Online Satisfaction Survey administered in fall 2010 corroborates what research studies show: students want technology-leveraged instruction rooted in design principles that scaffold learning combined with a high degree of interactivity with instructors and peers. For these reasons, EOU has adopted the strategy to enhance appropriate educational technologies by setting baseline indicators for Online Student Satisfaction (see Appendix D Online Satisfaction Survey) that correlate with student achievement of adequacy/proficiency benchmarks for general education, degree program, and university learning outcomes.

Summer 2011 marks EOU's first Summer Institute for Instructional Technology (SIIT). Institutional support for SIIT activities creates a positive climate amenable to increases in overall student satisfaction, with special attention to online satisfaction. The faculty-driven institute is designed to cultivate best practices in technology-leveraged instruction and to support accomplishment of the goal to adopt and enhance appropriate educational technology in support of student learning. Approximately 15% of the on-campus faculty are current participants in the inaugural institute, which is founded on three vital components. First, sustained contact between participants in the institute is vital to continued implementation of the instructional technology faculty are exploring. Second, data-driven instruction combined with continued data collection and reflection on that data is effective in improving teaching and learning. Third, ownership of the data and activities that build learning communities is vital to implementing these changes. Technology consultants who have participated in the SIIT will be those that not only implement instructional technology to reach learning outcomes, but also determine the direction for future professional development and summer institutes. The Institute fulfills this Core Theme area and associated Goals by providing:

- time and support for faculty to experiment with various forms of technology, including social networking tools, Web 2.0 applications, open-source software, and both asynchronous and synchronous features in Blackboard and Google.
- a discussion of technology in the 21st century classroom with regard to a broad spectrum of student needs, abilities, and technology access.
- resources that identify how technology can be used to promote active and engaged learning across the curriculum.
- tools to assess how technology can be used to reach ULOs, GLOs, and PLOs.
- an opportunity to design new or redesign old courses using technology to enhance active learning.
- a collegial, safe environment to explore and discuss the difficulties and perceptions of learning and implementing technology in seated and online modalities.
- practice integrating technology for assessment of learning outcomes.
- opportunities for institute participants to do research in the scholarship of teaching and learning.
- support for continuing assessment, research and implementation of strategies to improve teaching and learning based on academy participant research.
- forums to share research with colleagues at EOU and in the surrounding community.

Core Theme 3

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

Description

EOU’s mission to serve as the educational, cultural, and economic engine for eastern and other rural regions of Oregon is supported by three goals that ensure mission fulfillment of Core Theme 3. EOU already leverages shared resources with education and agency partners to provide degree completion pathways and experiential learning opportunities for EOU students. EOU’s 2011 “Mission Fulfillment and Financial Sustainability” plan provides a sound financial foundation that shares personnel costs and enrollment growth cultivated through these partnerships. (See http://www.eou.edu/pres/documents/EOU_FINAL_PLAN_2011.pdf)

- ❖ *A key indicator of mission fulfillment* in this Core Theme area will be increases over seven years both in the number of students served and in degree attainment within EOU’s primary and secondary service areas across Oregon.

Goal 6: Foster Partnerships		
Aims	Indicators	Target
A. Work with community colleges to forge effective completion pathways.	<ul style="list-style-type: none"> • Transfer enrollments from CCs overall • Transfer enrollment from CC co-enrollment partners <ul style="list-style-type: none"> ○ BMCC ○ TVCC ○ Graduation rates for CC transfers 	At or greater than: <ul style="list-style-type: none"> • 500 ○ 50 ○ 34 ○ 50%
B. Community, regional, state, and national opportunities for students to engage in practica, internships, service learning, research.	<ul style="list-style-type: none"> • SCH from 209/409 • % of students meeting Civic Engagement GLO • SCH of Seniors participating in Capstone/Research 401/403 	<ul style="list-style-type: none"> • % change tied to enrollment • 85% • % change tied to enrollment
Goal 7: Ensure a fiscally and environmentally sustainable university environment		
A. Solid financial support for operations.	<ul style="list-style-type: none"> • Sustainability Ratios <ul style="list-style-type: none"> ○ Revenue Ratios ○ Cost Ratios ○ Flexibility Ratios • Operations Matrix <ul style="list-style-type: none"> ○ Audited Financials ○ Net Assets ○ Reserves • Collaborative Budgeting process 	See http://www.eou.edu/pres/documents/EOU_FINAL_PLAN_2011.pdf (p.28) Will be broken out in Standard Two Process completed, approved, and

		utilized
B. Enrollment targets, policies, and strategies that grow EOU to a best fit model for size and infrastructure	<ul style="list-style-type: none"> • % growth in student FTE • Student/Faculty Ratio 	<ul style="list-style-type: none"> • 2-7% • 25:1
C. Policies and procedure to ensure a sustainable and effective work force.	<ul style="list-style-type: none"> • Internal/external audit findings addressed in a timely manner • Periodic workforce climate surveys identify issues that are then resolved in a timely manner • Staff turnover rates, voluntary and involuntary, compare favorably with <ul style="list-style-type: none"> ○ peer universities ○ other OUS regional institutions ○ overall academic market for comparably-sized masters-level public institutions • Human Resource planning and strategies ensure a balance of experience across the workforce and provide for continuity in staffing 	<ul style="list-style-type: none"> • Periodic internal audit • Bi-annual climate surveys • <10% voluntary turnover; <2% involuntary turnover • Annual workforce analysis, related strategy development, and problems resolved
D. Compliant with OUS environmental goals and objectives	<p>List of recent or current energy reduction projects (SELP funded):</p> <ul style="list-style-type: none"> • Occupancy/daylight sensors and timed-lighting controls • Refurbished steam and chilled water system lines • Upgraded HVAC design to LEED Silver equivalent • Seismic work on Inlow Hall • Window replacement for energy efficiency • Solar acreage 	Updated list of projects
Goal 8: Provide programs and resources to respond to high demand regional and cultural needs		
A. Curricula and curriculum capacity reflects 12-county mission demographic profile and potential community needs. <ol style="list-style-type: none"> 1. ENI data 2. OUS Mission-Specific Performance Indicators 	<ol style="list-style-type: none"> 1. Based on ENI baseline rates of educational attainment: <ul style="list-style-type: none"> • percent of 25 - 64 year olds w/ Bachelor's Degree or higher--Coos Bay County • percent of 25 - 64 year olds w/ Bachelor's Degree or higher--Multnomah County • percent of 25 - 64 year olds w/ Bachelor's Degree or higher--Umatilla, Wallowa, Union, Baker Counties • percent of 25 - 64 year olds w/ Bachelor's Degree or higher--Wasco, Sherman, Gilliam, Morrow, Wheeler, Grant, Harney, Malheur Counties 2. OUS Mission-Specific Performance Indicators 	<ol style="list-style-type: none"> 1. Based on most current ENI data updates <ul style="list-style-type: none"> • 18% • 22% • 20% • 18% 2. OUS 2013 Targets

	<ul style="list-style-type: none"> • Transfer Students Attending EOU • High School Graduate Yield 	<ul style="list-style-type: none"> • 12% • 8%
B. Appropriate partnerships to develop and deliver certificate/degree programs in mission-critical areas. (List educational partners in counties designated "most critical" by Educational Needs Index [ENI]).	<ul style="list-style-type: none"> • Southwest Oregon University Center (Coos Bay County) • Mount Hood Community College (Multnomah County) • Hermiston Center (Umatilla County) • Blue Mountain Community College (Umatilla County) • Treasure Valley Community College (Malheur County) • Columbia Gorge Community College (Wasco County) 	Update any changes in partnerships

Rationale

Goal 6. EOU has a demonstrated history of serving as a center for delivery of undergraduate and graduate degree programs for eastern and other rural regions of Oregon through its on-campus and distance programming. EOU provides degree completion opportunities in partnership with community colleges and through regional centers throughout the state of Oregon. Enrollment growth through community college transfers is thus a key indicator of EOU’s mission fulfillment in this Core Theme area, and tracking community college transfer enrollments over time helps EOU better understand enrollment patterns and trends as they impact related revenue ratios. A high percentage of EOU’s community college transfers persist to graduation (47.8% for 2010 baseline). Both on campus and at a distance, these transfer students participate in high impact practices (practica, internships, community-based learning, and research) which are effective markers for retention and success in EOU’s educational environment, which in turn cultivate attributes of citizenship that encourage student engagement in the cultural and economic health of their rural Oregon communities. (See Appendix E Enrollment, Retention, Transfer, and Graduation Data)

Goal 7. In addition to standard monitoring of operational financials, assets, and reserves, EOU’s fiscal and environmental sustainability will be assessed against performance ratios set forth in the President’s plan for “Positioning Eastern Oregon University for Mission Fulfillment and Financial Sustainability.” Key indicators of EOU’s viability as the educational engine for eastern Oregon depend upon development of a “Composite Financial Index” (CFI) for the institution, with ranges and a weighted scale that allow for flexibility over time to optimize effective and efficient use of resources in the budget planning process.

The CFI incorporates multiple ratios that are singular, interactive, and may ultimately be combined to provide a composite picture—over time—of EOU’s financial condition relative to a sustainability scale. The ratios and target ranges which EOU will be assessing over the next four to five years are excerpted from the President’s 2011 “Mission Fulfillment and Financial Sustainability” plan for EOU:

<u>Indicators</u>	<u>Target Range</u>
Revenue Ratios:	
Percent of State Funding to Total	30-35%
State Funding Per Student FTE	\$3-4K
Non-Regional FTE to Total FTE	5-15%
Percent Growth in Student FTE	2-7%
Percent Growth in Non Res. Tuition	TBD

Cost Ratios:

Percent of Personnel Cost to Total Revenue	75-78%
Personnel Cost to Student FTE	\$9-10K
Increase in Fund Balance	0-5%
Net Operating Income	0-5%
Cost Per FTE	<\$11,200

Flexibility Ratios:

Total Fund Balance/Total Expenditures	0-5%
Net Income to Revenue	0-5%

A collaborative budget process has also been proposed to the President’s Cabinet and will commence in fall 2011. Budgets will be set with a zero base expectation and will lead to improved efficiency, effectiveness, and accountability across all units of the University. A standing committee of EOU’s governance structure—the Budget and Planning Committee—will play a key role in the budgeting realities of the University that lead to sustainability. (See Appendix F Proposed Collaborative Budgeting Process for EOU)

Indicators for enrollment targets, policies, and strategies that grow EOU to a best fit model for size and infrastructure involve strategies for cultivating recruitment markets and projecting enrollments to meet the enrollment target of 2-7% increases for the next five years. Enrollment growth will be strategically managed with respect to decreasing the current 2010 baseline Student/Faculty Ratio from 27.3:1 to 25:1 as an indicator of serving students with high quality and high impact instruction.

In addition to developing strategies and indicators of financial sustainability around sustainability ratios, sound organizational/ human resource planning and practices are important to building, motivating, and retaining a qualified, engaged, and committed workforce in order to sustain the institution’s academic mission. Indicators involve monitoring internal audit findings, assessing the work environment through climate surveys, tracking voluntary and involuntary turn-over rates, and annually assessing the balance of experience across the workforce to enable continuity in staffing.

In compliance with OUS environmental goals and objectives that ensure a safe and energy-efficient work environment, the University will track upgrades and installations that result in energy efficiencies in the institution’s physical structures and that utilize external spaces appropriately.

Goal 8. EOU will use data from the 2005 Educational Needs Index (ENI) to establish an historical baseline percentage for a sector of the population holding the Bachelor’s degree or higher (ages 25-64) in critical needs counties. EOU’s ability to increase the percentage will be measured against this baseline and will be instrumental in helping the institution assess the efficacy of its partnerships in the identified counties. (See Appendix B 2010-15 Strategic Achievement Report Card for the Goal 8 baseline percentages that inform the 2015 targets and the EOU 2010-2011 Institutional Assessment Report that tracks this mission-specific target)

Core Theme 4

EOU provides personal, student-centered experience in both the curricular and co-curricular programs.

Description

EOU provides students several opportunities to engage in or apply learning experiences that extend beyond the classroom. High Impact Practices (HIPs) are those defined by, but not limited to, AAC&Us list of best practices for enhancing the applied and interactive learning environment for all students served by the institution, regardless of modality of instruction.

- ❖ *A key indicator of mission fulfillment* in this Core Theme area will be evidence that 85% of all students participate in high impact practices embedded in the curriculum and/or co-curriculum, including first year experience, internships, and community-based learning opportunities.

Goal 9: Ensure access and success for all students		
Aims	Indicators	Target
A. Academic, financial, and co-curricular resources and support for all students.	<ul style="list-style-type: none"> • % of students in FYE program (Core / HUM) • % of students with tuition support <ul style="list-style-type: none"> ○ First Time Freshmen ○ Transfers • % of students who met with and advisor 	<ul style="list-style-type: none"> • >90% • Indexed to tuition increases, EOU's target will provide 12% of average individual student annual unmet need • 90% Seniors (2015 NSSE)
Goal 10: Provide opportunities for students and faculty to engage with their community.		
A. Use curricular maps and assessments to understand effectiveness of student and faculty engagement with ULO of civic engagement and social responsibility.	<ul style="list-style-type: none"> • Curriculum maps –85% students meet proficiency with ULO • NSSE/FSSE data--percentage of students and faculty participating in high impact practices that denote community-based or service learning 	<ul style="list-style-type: none"> • 85% • 85%
B. Partnerships with local, regional, and broader partners to facilitate enhanced opportunities for engagement of students and faculty members. (Selected list of current efforts)	<ul style="list-style-type: none"> • EOU Foundation • Industry Advisory Board • Oregon Department of Fish and Wildlife • Grande Ronde Model Watershed 	Updated selected list

	<ul style="list-style-type: none"> • US Forest Service • Rebarrow Forest Advisory Board • Engineering, Technology, and Industry Commission • Cayuse Technologies • Eastern Oregon Arts Commission • American Chemical Society--regional section 	
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Rationale

Goal 9. In 2008, with funding from AAC&Us Compass initiative, EOU began tracking low-income and minority students’ success through a high impact practice required of all students—a First Year Experience (FYE) seminar implemented in Fall 2008 that serves as an access point to academic culture. In Year One of the three-year study, EOU established the seminar and the historical baseline for *low-income* and *minority* students to ensure the FYE was accomplishing its intended goals against mean GPA and retention rates from 2006 forward. The success of this project over time is evident in increased retention rates from 54% in 2008 to near 70% 2011. The FYE is clearly a meaningful and assessable indicator of student access to and success at EOU, and EOU has taken care to ensure that the FYE is available to *all* first time freshmen on campus and online. (See Appendix C Compass Report: 2011)

Since over half of EOU’s first time freshman population and over a quarter of its transfer population have both first generation and low income status, it is meaningful for EOU to track the percentage of these students who participate in the FYE and receive some form of tuition support (tuition scholarships, grants, or remissions, excluding federal, state and EOU Foundation aid). EOU also uses NSSE data as an indirect assessment of student engagement with student support services that enable access to and success in an academic environment. Seniors who meet regularly with an advisor tend to stay on track to graduate, and so EOU will be monitoring NSSE data for a percentage increase over time in Seniors who report meeting regularly with an advisor.

Goal 10. In three connected statements, EOU’s Mission asserts the relevance and vitality of the University to its mission region:

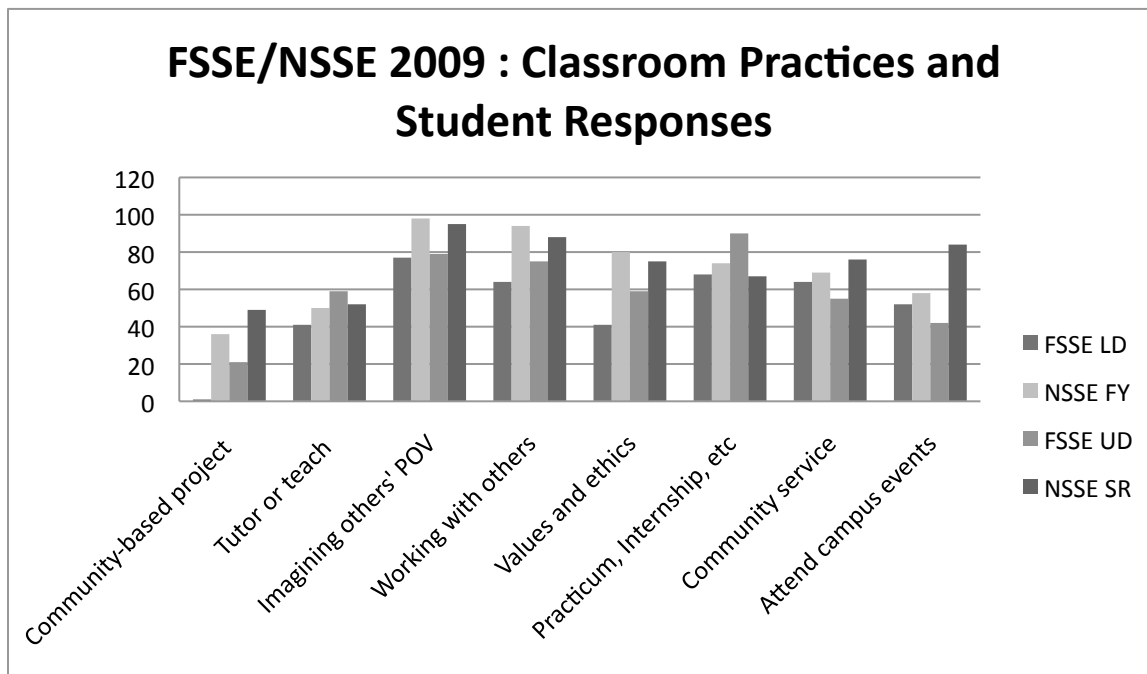
- “. . . **integrated, high-quality liberal arts and professional programs [lead students] to responsible and reflective action in a diverse and interconnected world**”
- “. . . **EOU connects the rural regions of Oregon to a wider world**”
- **“partnerships with . . . communities add to the educational possibilities of our state.”**

One way EOU will demonstrate mission fulfillment through these related statements is to use learning outcomes assessment for the ULO on Civic Engagement as a key indicator of success in this area. One of the four University Learning Outcomes related to Goal 10 states that “Eastern Oregon University students prepare for their careers and lives as citizens by being engaged in the community and exercising personal and social responsibility.”

Another indicator of Mission Fulfillment for Goal 10 is that “85% of all students participat[e] in high impact practices embedded in the curriculum and/or co-curriculum” through opportunities that engage students, faculty, and staff in outreach activities with non-academic community and regional partners. The hallmarks of good citizenship are realized in these conduits to the world outside the classroom where

a truly integrated education is founded on partnership. Through NSSE and FSSE data, EOU will track over time an increased percentage of freshmen and seniors that report having participated in the high impact practice of community-based or service learning, for which 2009 NSSE/FSSE data provides a baseline.

When EOU created the baseline for this indicator, the combined FSSE/NSSE responses from faculty and students on those items related to Civic Engagement indicated that the behaviors of good citizens were neither fully nor explicitly integrated into the academic curriculum, especially with regard to community-based projects and community service at the lower-division and/or General Education level. *All* faculty responding to the item “Participate in a community-based project (e.g., service learning) as part of your course” (42% of the faculty participated in the survey, mostly full time tenure track) indicated that they did not include community-based projects as part of lower-division course work, and only 21% included it as part of upper-division course work. 64% of faculty respondents included Community service or volunteer work as part of lower-division course work, and only 55% included it as part of upper-division course work.



In 2010, the Provost’s Office made a concerted effort to visit with each degree program to encourage program faculty to map program outcomes to University Learning Outcomes. EOU’s curriculum mapping project in 2010-11 addressed the gap between student-faculty perception of the Civic Engagement opportunities available to students by asking programs to explicitly address this learning outcome either in their program curriculum or with reference to the co-curriculum. These maps ideally provide students with explicit access to curricular and co-curricular opportunities for civic engagement and community-based learning. This is necessary in order for the institution to demonstrate mission fulfillment (85% of students adequate/proficient) in the University Learning Outcome for Community Engagement and Personal and Social Responsibility as well as to invite students to integrate communities of discourse in the classroom with communities of action in the wider world. (See Program Portfolio Curriculum Mapping available at <http://www.eou.edu/assess/ProgramAssessment.html>)

Conclusion

At its core, EOU is an extraordinary undergraduate university, with outstanding graduate professional programs, that focuses on teaching and learning. EOU is founded on and known for its excellence in teaching and the support of student learning on campus and at a distance. Since EOU's foundation for excellence resides in its seated and online classroom, EOU values scholarship and scholarly activities that inform best practices throughout the interactive teaching and learning environment that comprise the curriculum and co-curriculum.

The mission, core themes, and associated goals and aims of the institution focus EOU's resources on a continued commitment to excellence in teaching and learning. The four core themes, distilled from the mission statement, reflect the core values of the institution. They were formed deliberately and were promulgated broadly to the University community and through the University's governance processes. The four core themes not only inform the collective aims of the University to support students with affordable access to a 21st century education, but also commit to giving them ample opportunity to demonstrate the hallmarks of an educated and engaged citizenry as defined by EOU's University Learning Outcomes.

EOU's core themes have enabled the institution to set clearly articulated goals and aims that result in meaningful and assessable indicators of mission fulfillment.

Core Theme 1	EOU has high quality liberal arts and professional programs that prepare students for the world beyond college.
Core Theme 2	EOU is a regional University with a deep sense of commitment to students where they are.
Core Theme 3	EOU is the educational, cultural and economic engine of eastern Oregon.
Core Theme 4	EOU provides personal, student-centered experience in both the curricular and co-curricular programs.

Learning and education is the fundamental purpose of EOU's mission and core themes. The goals and aims that flow from them provide the institution with a shared and systematic framework for analyzing and assessing its progress towards 2015 targets.

EOU fulfills its mission best by serving the eastern and rural regions of Oregon, building bridges of understanding within and among rural communities, and infusing students and those served through EOU's partnerships with a sense of confidence in themselves and an attitude of lifelong exploration and learning. EOU has, for 82 years, been a beacon in eastern Oregon shining forth a sense of pride, of enlightenment, and of hope as the University extends its history and traditions to the future of the region it serves.

**Standard One Appendices:
A – F
for
Mission, Core Themes, and Expectations**

Appendices

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**Eastern Oregon University
September 15, 2011**

The following was approved by the Oregon State Board of Higher Education on 7/8/11.

The OUS Provosts' Council has developed this document to accompany the March 31, 2011 Mission Alignment document in order to its uses and implementation. The Mission Alignment document (attached) includes:

- Background
- Overall approach for defining metrics
- Institutional mission intensities and defining metrics
- A table on the alignment of student access mission intensity along with system wide metrics and institutional specific metrics
- A table on academic program mission intensity along with system wide metrics and institutional specific metrics
- A table on innovation/research mission intensity along with system wide metrics and institutional specific metrics
- Institutional mission statements

The Mission Alignment document supports the Oregon University System Board's four goals to produce the highest level of educational outcomes for Oregonians:

1. *Create in Oregon an educated citizenry to support responsible roles in a democratic society and provide a globally competitive workforce to drive the State's economy, while ensuring access for all qualified Oregonians to quality postsecondary education;*
2. *Ensure high quality student learning leading to subsequent student success;*
3. *Create original knowledge and advance innovation, and*
4. *Contribute positively to the economic, civic, and cultural life of communities in all regions of Oregon.*

In the Mission Alignment document institutional missions and profiles are defined by three alignment matrices that correspond to Board goals:

- **Student Access** (addressing goal #1 above). Referencing both physical presence as well as areas of the State from which an institution draws a significant number of students.
- **Academic Programs** (addressing goal #2 above). Undergraduate programs only.
- **Innovation/Research** (addressing goal #3 above). Reflective of strengths in graduate education and research.

Contributions to the economic, civic, and cultural life in communities (Goal #4) are reflected in all the matrices in that student access, academic programs and innovation/research are all components that contribute to economic and social vibrancy.

The data in each of the matrices, along with the distinct mission of each institution, provides a picture of the contributions each institution makes to OUS and will be used as planning tool.

Each matrix is followed by lists of System-Wide and of Institution-Specific metrics, from which each institution has selected the most valid indicators of fulfilling the mission aspects for which the institution declares primary mission intensity. Note: OHSU is listed the matrices to demonstrate their contributions to the network of public higher education in the State, however, no metrics are listed for OHSU given their autonomy from OUS.

USE OF MISSION ALIGNMENT:

The Mission Alignment document is a snapshot; it shows the contributions of OUS institutions at a given point in time. It is intended to be updated on an annual basis and submitted to the Academic Strategies Committee of the Board for discussion, modification if needed, and approval. It is reflective of how OUS institutions are fulfilling their mission commitments and was designed as a tool to be used by institutions, OUS, and the Board to determine how OUS is meeting the Board's goals. It provides a bridge to align institutional missions with OUS. It will be used to determine needs for new academic programs and to assess new program proposals. It will provide a framework for measures and metrics to be used to benchmark institutional progress, program viability, and presidential evaluation.

How institutions will use the Mission Alignment matrices and metrics:

- **Development of new academic programs:** The Mission Alignment document will be used internally by an institution to determine program needs. This includes determining the need for new programs (both in terms of meeting market and access), whether or not a proposed new program is duplicative of current offerings in OUS, and if a program needs to be discontinued.
- **Benchmarking:** Institutions will use the system wide and campus specific metrics to benchmark and measure progress. These metrics will be integrated into institutional planning and budget process and could result in program changes, additions, or discontinuations.
- **Mission alignment:** Institutions will use the Mission Alignment document to assess the integrity of their mission via their program array and metrics.
- **Accreditation:** Institutions will use the Mission Alignment document for Northwest Commission on Colleges and Universities accreditation; with a specific emphasis on the required criteria of developing core themes and demonstrating that new academic program development is based on a process that meets the Board's goals and is informed by assessment and analysis.

How the Provosts' Council will use the Mission Alignment matrices and metrics:

- **Determining regional and statewide needs:** By routinely examining the rows in the matrices in the Mission Alignment document, the Provosts' Council will be able

to identify where there might be gaps in OUS offerings by region, meeting market needs, or access and to develop proposals to fill those gaps.

- **Program approval:** The Provosts' Council will use the matrices in the Mission Alignment document as a means to determine how newly proposed programs fit within an institution's mission, geographic need, or if it is duplicative of existing offerings.
- **Monitoring:** The Provosts' Council will annually update the matrices and metrics in the Mission Alignment document to reflect the responsiveness of OUS institutions in ensuring that the program array provided meets the needs of the state.

How Chancellor's Office will use the Mission Alignment matrices and metrics:

- **Program approval:** OUS will use the matrices in the Mission alignment document as a means to determine how a newly proposed program fits within an institution's mission, if it serves a geographic need, or is duplicative of existing offerings.
- **Development of initiatives:** OUS will develop and provide leadership on initiatives, when applicable, to support progress on the system wide and institutional specific metrics.
- **Presidential evaluation:** For Board action OUS will incorporate the system wide and institutional specific metrics of the Mission Alignment document in presidential evaluations.
- **Compact with the campuses:** For Board action OUS will use the system wide and institutional specific metrics in the Mission Alignment document as part of the development of the compact with the campuses.

How the Board will use the Mission Alignment matrices and metrics:

- **Fulfilling Board goals:** The Board will continually assess if the matrices and metrics of the Mission Alignment document advance the goals of the Board, and as needed, develop actions.
- **Meeting the needs of the State:** The Board will review the rows and columns of the Mission Alignment matrices to determine if there are gaps in program offerings or student access
- **Institutional mission integrity:** The Board will use the Mission Alignment document to determine if institutions are meeting their mission and if changes in institutional mission are warranted.
- **Communication document:** The Board will use the Mission Alignment document to communicate with external stakeholders as to how OUS is meeting the needs of the State, as well as evidence of OUS's progress on advancement of the Board's goals.

Core Theme 2: EOU is a regional University with a deep sense of commitment to students where they are.		
Goal 3: Serve students where they are		
<p>A. Degree programs that serve students on-campus and off-campus.</p> <ul style="list-style-type: none"> • % of baccalaureate degree programs that are available on campus • % of baccalaureate degree programs available off campus 	<ul style="list-style-type: none"> • 95% (19/20) • 45% (9/20) 	<ul style="list-style-type: none"> • 85% • 75%
<p>B. Transfer and completion pathways for potential EOU students.</p> <ul style="list-style-type: none"> • Enrollment of transfer students by level--hit projections over time <ul style="list-style-type: none"> ○ Freshmen ○ Sophomore ○ Junior ○ Senior • Graduation rates of transfer students <ul style="list-style-type: none"> ○ Freshmen ○ Sophomore ○ Junior ○ Senior • Enrollment in partner programs <ul style="list-style-type: none"> ○ OIT/ODS ○ OHSU ○ OSU-Ag 	<ul style="list-style-type: none"> • EOU Baseline 2010: <ul style="list-style-type: none"> ○ 75 ○ 166 ○ 245 ○ 96 • 2007 Transfer Cohort <ul style="list-style-type: none"> ○ 29.8% ○ 27.6% ○ 55.2% ○ 61.2% • Enrollment in partner programs <ul style="list-style-type: none"> ○ 46 ○ 89 ○ 163 	<ul style="list-style-type: none"> • EOU Target 2015: <ul style="list-style-type: none"> ○ >75 ○ >166 ○ >245 ○ >96 • 2010 Transfer Cohort <ul style="list-style-type: none"> ○ >29.8% ○ >27.6% ○ >55.2% ○ >61.2% • Enrollment in partner programs <ul style="list-style-type: none"> ○ >46 ○ >89 ○ >163
Goal 4: Make excellence inclusive		
<p>A. Recruit and retain students throughout Eastern Oregon with special attention to under-served groups.</p> <ul style="list-style-type: none"> • Matriculation and retention data--All • Matriculation and retention data for minority • Matriculation and retention data low-income • Graduation rates--All • Graduation rates for minority • Graduation rates for low income 	<p>2010 baseline:</p> <ul style="list-style-type: none"> • All new enrolled/retained: 1477 / 35.7% • Minority enrolled/retained: 193 / 13 % • Low-income enrolled/retained: 580 / 39.2 % • Graduation Rate—All—30.4% • Graduation Rate—Minority—18.9% • Graduation Rate—Low Income—24.6% 	<p>% improvement every year with progress towards demographic make-up of region, matching or surpassing Oregon University System stated goals</p>
Goal 5: Adopt an enhance appropriate educational technologies		
<p>A. Up-to-date and current technology, resources, and infrastructure.</p> <ul style="list-style-type: none"> • Annual review of all IT infrastructure for functionality • Analysis of software/hardware for efficiency, effectiveness, and comprehensive access • Maintain and update Disaster Recovery Plan 	<ul style="list-style-type: none"> • Initiated Comprehensive Review in 2010-11 • Initiated Comprehensive IT Life-Cycle in 2010-11 • Current Disaster Recovery Plan 	<ul style="list-style-type: none"> • Comprehensive Review • IT Life-Cycle • Revised Disaster Recovery Plan

<p>B. High quality instruction through a variety of technology leveraged means.</p> <ul style="list-style-type: none"> • Online student satisfaction survey: <ul style="list-style-type: none"> ○ Want more interaction w/ Instructor ○ Want more interaction w/ fellow students ○ Want more contact w/ advisor ○ Want more contact w/ student services ○ Want more online tutoring options ○ Want more access to Admissions representatives ○ Want more registration information and resources • % of students meet PLO, GLO, ULO through online and/or hybrid courses 	<ul style="list-style-type: none"> ○ 44% ○ 21.7% ○ 19.5% ○ 19.4% ○ 38.3% ○ 12.7% ○ 16.4% <ul style="list-style-type: none"> • Will be established 2011-12 by AVPAA 	<ul style="list-style-type: none"> ○ <20% ○ <20% ○ <20% ○ <20% ○ <20% ○ <20% ○ <20% ○ <20% <ul style="list-style-type: none"> • 85%
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Core Theme 3: EOU is the educational, cultural and economic engine of eastern Oregon.

Goal 6: Foster Partnerships

<p>A. Work with community colleges to forge effective completion pathways.</p> <ul style="list-style-type: none"> • Transfer enrollments from CCs overall • Transfer enrollment from CC co-enrollment partners <ul style="list-style-type: none"> ○ BMCC ○ TVCC • Graduation rates for CC transfers 	<ul style="list-style-type: none"> • 467 ○ 34 ○ 17 • 47.8% 	<p>At or greater than:</p> <ul style="list-style-type: none"> • 500 ○ 50 ○ 34 <p>50%</p>
<p>B. Community, regional, state, and national opportunities for students to engage in practica, internships, service learning, research.</p> <ul style="list-style-type: none"> • SCH from 209/409 • % of students meeting Civic Engagement GLO • SCH of Seniors participating in Capstone/Research 401/403 	<ul style="list-style-type: none"> • 209/610 • 93.4% (2009) • 509/255 	<ul style="list-style-type: none"> • % change tied to enrollment • 85% • % change tied to enrollment

Goal 7: Ensure a fiscally and environmentally sustainable university environment

<p>A. Solid financial support for operations.</p> <ul style="list-style-type: none"> • Sustainability Ratios <ul style="list-style-type: none"> ○ Revenue Ratios ○ Cost Ratios ○ Flexibility Ratios • Operations Matrix <ul style="list-style-type: none"> ○ Audited Financials ○ Net Assets ○ Reserves • Collaborative Budgeting process 	<p>See http://www.eou.edu/pres/documents/EOU_FINAL_PLAN_2011.pdf (pp.22-23)</p>	<p>See http://www.eou.edu/pres/documents/EOU_FINAL_PLAN_2011.pdf (p.28)</p>
<p>B. Enrollment planning and operations that grow EOU to a best fit model for size and infrastructure.</p> <ul style="list-style-type: none"> • % growth in student FTE • Student/Faculty Ratio (OUS 23:1 Target) 	<p>2010:</p> <ul style="list-style-type: none"> • +7.2% • 27.3:1 (EOU) 	<p>2015:</p> <ul style="list-style-type: none"> • 2-7% • 25:1 (EOU)
<p>C. Organizational and Human Resources practices ensure both an effective and sustainable workforce</p> <ul style="list-style-type: none"> • Internal/external audit findings addressed in a timely 	<ul style="list-style-type: none"> • Periodic internal audit 	<ul style="list-style-type: none"> • None

<p>manner</p> <ul style="list-style-type: none"> • Periodic workforce climate surveys identify issues that are then resolved in a timely manner • Staff turnover rates, voluntary and involuntary, compare favorably with <ul style="list-style-type: none"> • peer universities • other OUS regional institutions • overall academic market for comparably-sized masters-level public institutions • Human Resource planning and strategies ensure a balance of experience across the workforce and provide for continuity in staffing 	<ul style="list-style-type: none"> • Bi-annual climate surveys • <10% voluntary turnover; <2% involuntary turnover • Annual workforce analysis, related strategy development, and problems resolved 	<ul style="list-style-type: none"> • None • Unknown • None
<p>D. Compliant with OUS environmental goals and objectives. (List of recent or current energy reduction projects)</p>	<p>(SELP funded projects)</p> <ul style="list-style-type: none"> • Occupancy/daylight sensors and timed-lighting controls • Refurbished steam and chilled water system lines • Upgraded HVAC design to LEED Silver equivalent • Seismic work on Inlow Hall • Window replacement for energy efficiency • Solar acreage 	<p>Updated list of projects completed</p>
<p>Goal 8: Provide programs and resources to respond to high demand regional and cultural needs</p>		
<p>A. 1 Curricula and curriculum capacity reflects 12-county mission demographic profile and potential community needs</p> <ul style="list-style-type: none"> • percent of 25 - 64 year olds w/ Bachelor's Degree or higher--Coos Bay County • percent of 25 - 64 year olds w/ Bachelor's Degree or higher--Multnomah County • percent of 25 - 64 year olds w/ Bachelor's Degree or higher--Umatilla, Wallowa, Union, Baker Counties • percent of 25 - 64 year olds w/ Bachelor's Degree or higher--Wasco, Sherman, Gilliam, Morrow, Wheeler, Grant, Harney, Malheur Counties <p>A.2 Oregon University System mission-specific performance indicators</p>	<p>(Based on 2005 ENI baseline rates of educational attainment):</p> <ul style="list-style-type: none"> • 15.8% • 20.7% • 18.7% • 15.4 – 17.6% <p>Market share of rural counties, according to OUS mission-specific performance indicators (2009-10):</p> <ul style="list-style-type: none"> • 25.1% Transfer students attending EOU • 5.9% High School Graduate Yield 	<p>Based on most current ENI data updates:</p> <ul style="list-style-type: none"> • 18% • 22% • 20% • 18% <p>OUS Targets (set to 2013)</p> <ul style="list-style-type: none"> • 12% • 8%
<p>A. Appropriate partnerships to develop and deliver certificate/degree programs in mission-critical areas. (List educational partners in counties designated "most critical" by Educational Needs Index [ENI])</p>	<ul style="list-style-type: none"> • Southwest Oregon University Center (Coos Bay County) • Mount Hood Community College (Multnomah County) • Hermiston Center (Umatilla County) • Blue Mountain Community College (Umatilla County) 	<p>Update any changes in partnerships</p>

	<ul style="list-style-type: none"> • Treasure Valley Community College (Malheur County) • Columbia Gorge Community College (Wasco County) 	
Core Theme 4: EOU provides personal student-centered experience in both the curricular and co-curricular programs.		
Goal 9: Ensure access and success for all students		
A. Academic, financial, and co-curricular resources and support for all students. <ul style="list-style-type: none"> • % of students in FYE program (Core / HUM) • % of students with tuition support <ul style="list-style-type: none"> ○ First Time Freshmen ○ Transfers • % of students who met with an advisor 	<ul style="list-style-type: none"> • 88.8% • 41.3% (avg.) <ul style="list-style-type: none"> ○ 57.3% ○ 28.7% • 84% Seniors (2009 NSSE) 	<ul style="list-style-type: none"> • >90% • Indexed to tuition increases, EOU's target will provide 12% of average individual student annual unmet need • 90% Seniors (2015 NSSE)
Goal 10: Provide opportunities for students and faculty to engage with their community.		
A. Use curricular maps and assessments to understand effectiveness of student and faculty engagement with ULO of civic engagement and social responsibility. <ul style="list-style-type: none"> • Curriculum maps – 85% students meet proficiency with ULO • NSSE/FSSE data -- percentage of students / faculty participating in high impact practices that denote community-based or service learning 	<ul style="list-style-type: none"> • AVPAA will begin collecting proficiency data in 2011-12. • 64% of faculty include community-based or service learning at lower-division and 55% include it at upper-division 	<ul style="list-style-type: none"> • 85% • 85%
B. Partnerships with local, regional, and broader partners to facilitate enhanced opportunities for engagement of students and faculty members (List current efforts)	<ul style="list-style-type: none"> • Boise Cascade • EOU Foundation • Industry Advisory Board • Oregon Department of Fish and Wildlife • Grande Ronde Model Watershed • US Forest Service • Rebarrow Forest Advisory Board • Engineering, Technology, and Industry Commission • Cayuse Technologies • Eastern Oregon Arts Commission • American Chemical Society-- regional section 	Updated selected list

EOU

2010-11 Institutional Assessment Report

ACCESS AND PARTICIPATION

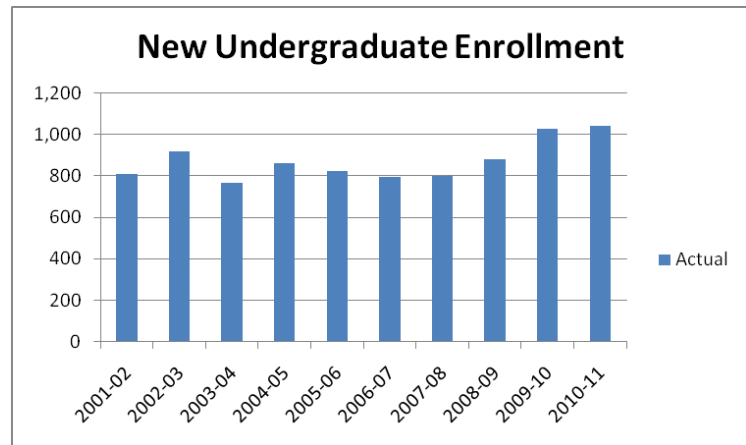
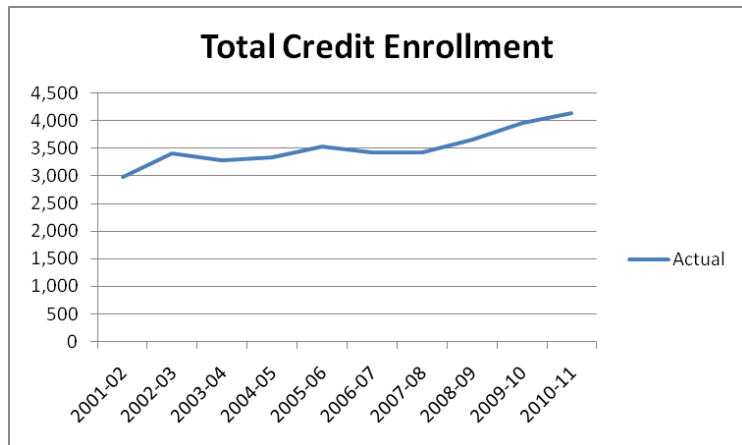
EOU had a total of 4.5% increase in unduplicated headcount from fall 2009 to fall 2010, with a 7.1% increase on campus, a 9.4% increase online, and a 5.2% decrease on-site. The ongoing effects of retention resulted in an overall enrollment increase of 180 students, with the number of continuing freshmen increasing by 32% and continuing sophomores increasing by 26%. The online enrollment increase is attributed to economic conditions and the

availability of academic and training-related programs for unemployed workers in the rural regions of Oregon. On-site enrollments continue to decrease due to job losses in the education sector, affecting headcounts in EOU's on-site MAT programs. EOU leadership on the Board's Rural Access and Affordability Committee, as well as the Board's support of low tuition at EOU, continues to enable access and enrollment growth in the rural regions of the state, accounting for a 1.6% increase in access for newly admitted undergraduates.

Campus Initiatives and Significant Accomplishments

EOU's relationship with the Training and Employment Consortium remains active and implementation of appropriate associate degree and certificate programs in 2009 is meeting the needs and expectations of students they were designed to serve. Recruitment

initiatives begun in 2008 continue, including financial aid restructuring to help mid-range GPA applicants, a more systematic admissions communication process, revisits to high schools in the region, and a restructured website with a student-friendly portal -- all supported by high impact advising for all delivery modalities: on campus, online, and on-site. EOU has been able to meet increased demand for lower-division service courses through effective management of faculty staffing, adviser coordination, and scheduling.

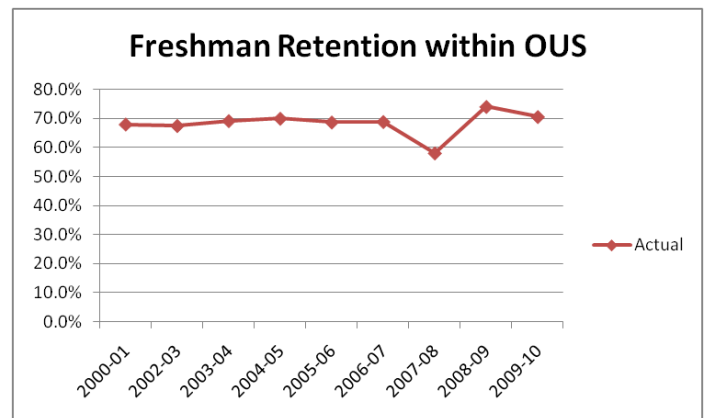
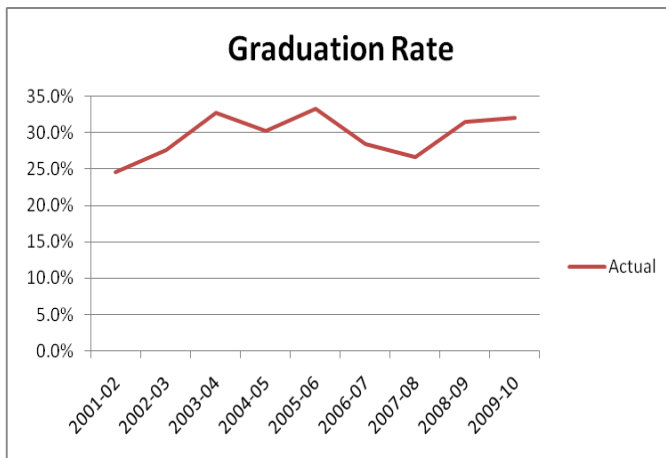


Preliminary data shows retention of students from fall 2010 to winter 2011 at 95.4%, a 1.4 percentage point increase over the fall 2009 cohort. Preliminary fall to spring retention is 88.2%, a 2.6 percentage point increase over the previous year. A 5.5 percentage point decline in retention between fall 2009 and fall 2010 cohorts was due to a combination of external economic factors such as exhaustion of unemployment benefits and internal challenges in terms of cross-unit functional coordination which have subsequently been addressed effectively through campus efforts focused on institutionalizing high impact educational practices. Current retention rates are within more normative parameters set by the institution.

Campus Initiatives and Significant Accomplishments

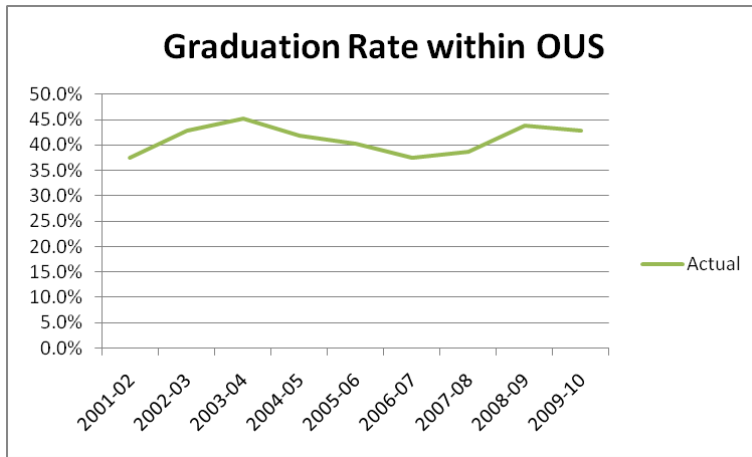
EOU has implemented two cycles of improvement in the one-credit, two-term First Year Experience (FYE) seminar for college-ready students as well as added more sections of core general education classes to meet developmental needs in the Math and Writing areas. The FYE seminar appears to be working very well in orienting students to campus resources and assisting them in guided research on majors and careers. The online offering of the seminar was retooled in summer 2010 and aligns with the goals and outcomes of the on-campus offering. The seminar continues to be supported by a rigorous first-year rolling advising program, enforcement of placement into appropriate Math and Writing courses to optimize student success, and an early intervention policy that enables faculty to notify students of problematic performance.

EOU's 5.5 percentage point decline in the retention of full-time first-year freshmen contributed to the 4.7% decline in retention for the same population at any OUS institution.



Percent average of first-time, full-time freshmen who return to any OUS institution for a second year

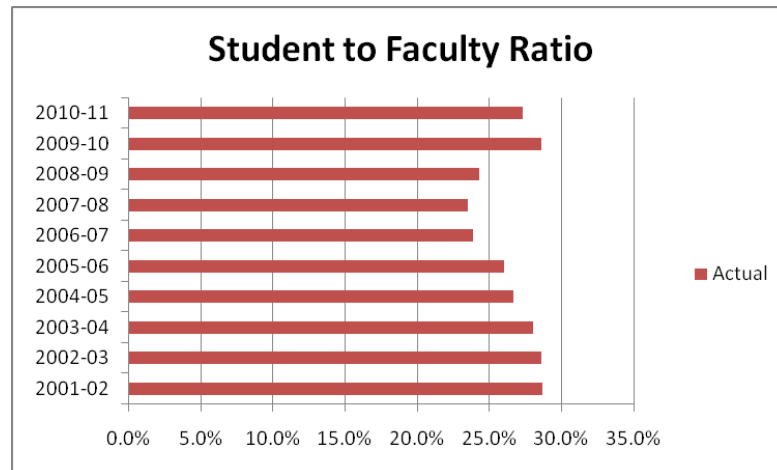
EOU's and the Board's attention to lower tuition for a price-sensitive rural population, increased support for student success, and financial aid packages for completers have contributed to EOU's 0.6 percentage point increase in graduation rates for 2009-10.



Students who started at EOU and graduated from any OUS institution declined by 1.1 percentage points. EOU's associate degrees, implemented in summer 2008, along with continued financial aid support for completers are expected to contribute to ongoing increases in graduation rates at EOU and within OUS over the next two years. As noted, institutional efforts focused on engaging high-impact practices

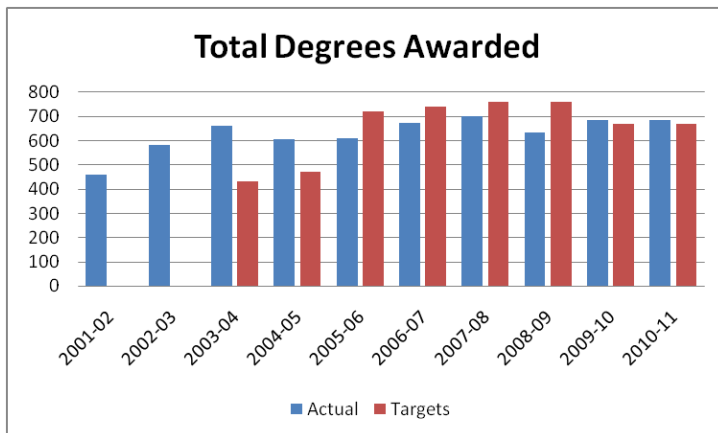
throughout academic programs and co-curricular areas have been key piece of EOU's effectiveness in this regard.

EOU faculty have mapped and aligned their curricula to university learning outcomes and have identified high impact practices in program-level curricula that close the achievement gap for underserved students and enhance their opportunities for success. This has been a unified effort across the curriculum and has resulted in greater attention to ladders of learning that enable student success into the sophomore year, where curriculum revision is yielding interesting cohort models as students prepare to move into their majors.



Student-to-faculty ratios have returned to previous highs (2002-03) due to enrollment increases in lower-division and online courses.

EDUCATED CITIZENRY AND WORKFORCE DEVELOPMENT



EOU has experienced steady growth in full-time first year enrollments since 2008 and is beginning to see increased degrees awarded as a result. Transfer student enrollments from seven designated community colleges have also continued to increase and are beginning to impact the number of degrees awarded. Economic conditions and steady tuition increases continue to impact students stopping out or slowing down their academic pursuits.

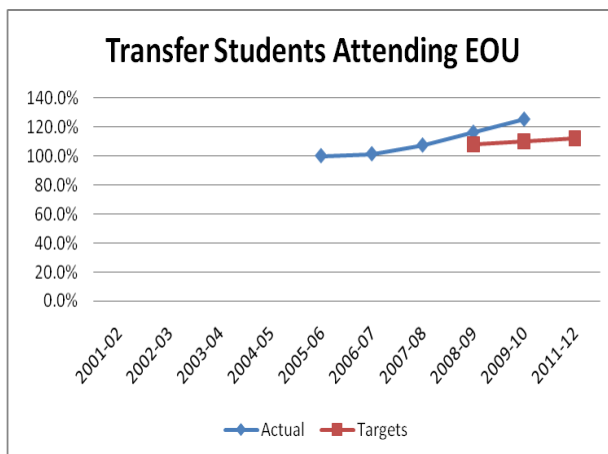
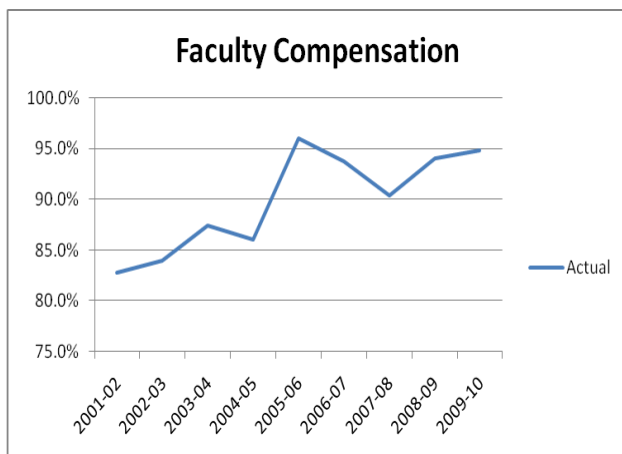
Campus Initiatives and Significant Accomplishments

With the 2009 implementation of targeted associate degree programs in Business and Education, total degrees awarded are expected to increase beginning in 2011. In 2008-09, EOU completed reconfiguration of its Math Studies degree to meet regional needs for the teaching endorsements in Mathematics. Given the program admission structures and the cohort-based nature of the educational programming, EOU expects to begin increasing endorsements in the Mathematics area over the next several years.

FACULTY COMPENSATION

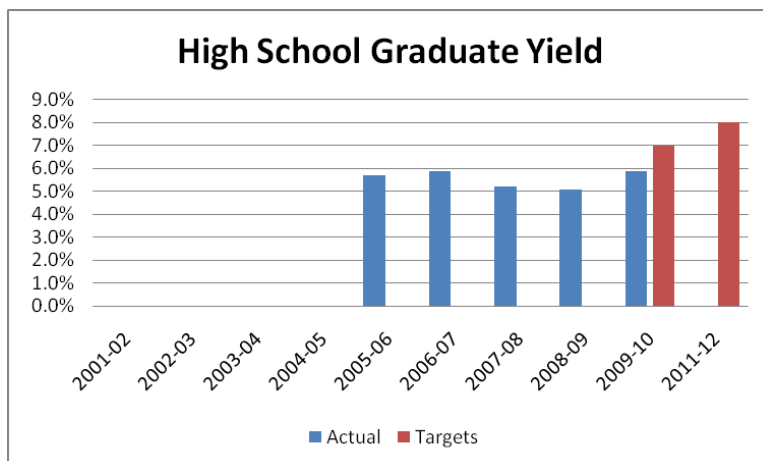
In 2009-10, EOU moved into the planning and development phase of a multi-million dollar fundraising campaign. Following President Davies' hire and subsequent first year, EOU began a public relations campaign throughout the region. A massive legislative/government relations campaign resulted in alumni donors advocating on behalf of EOU to the Oregon Legislature. EOU also launched a brand promise program culminating in new messaging for the University: "The University that works with you."

The average faculty compensation (salary plus benefits) as a percentage of the average compensation among peer institutions.



MISSION-SPECIFIC INDICATORS

In 2009-10, EOU experienced an 8.9% increase in transfer students from the seven designated partner Oregon community colleges. Of the 523 transfer students, 28% are from Blue Mountain Community College, 20% are from Mount Hood Community College, and 18% are from Chemeketa Community College. EOU has robust Education and Business cohort-based pathway programs at Blue Mountain and Mount Hood, but recently discontinued its on-site Business program at Chemeketa. In addition to on-site cohort-based pathways, EOU's La Grande campus began forging pathways between all Oregon community colleges and EOU degree programs. These pathways were completed as of the beginning of the 2009-10 academic year, and they are supported by strong advising on site and at regional centers but now require course-by-course articulation agreements. EOU also offered full-time and part-time Transfer Scholarships and Transfer Need Scholarships for the first time in 2008-09 which contributes to the continued increase in transfers.



Of the High School completers in the twelve eastern Oregon rural counties recorded by the Oregon Department of Education for 2008-09, 5.9% matriculated at EOU in fall 2010. A large proportion of those students are from Union County, indicating that EOU continues to meet the needs of students in the region.

Campus Initiatives and Significant Accomplishments

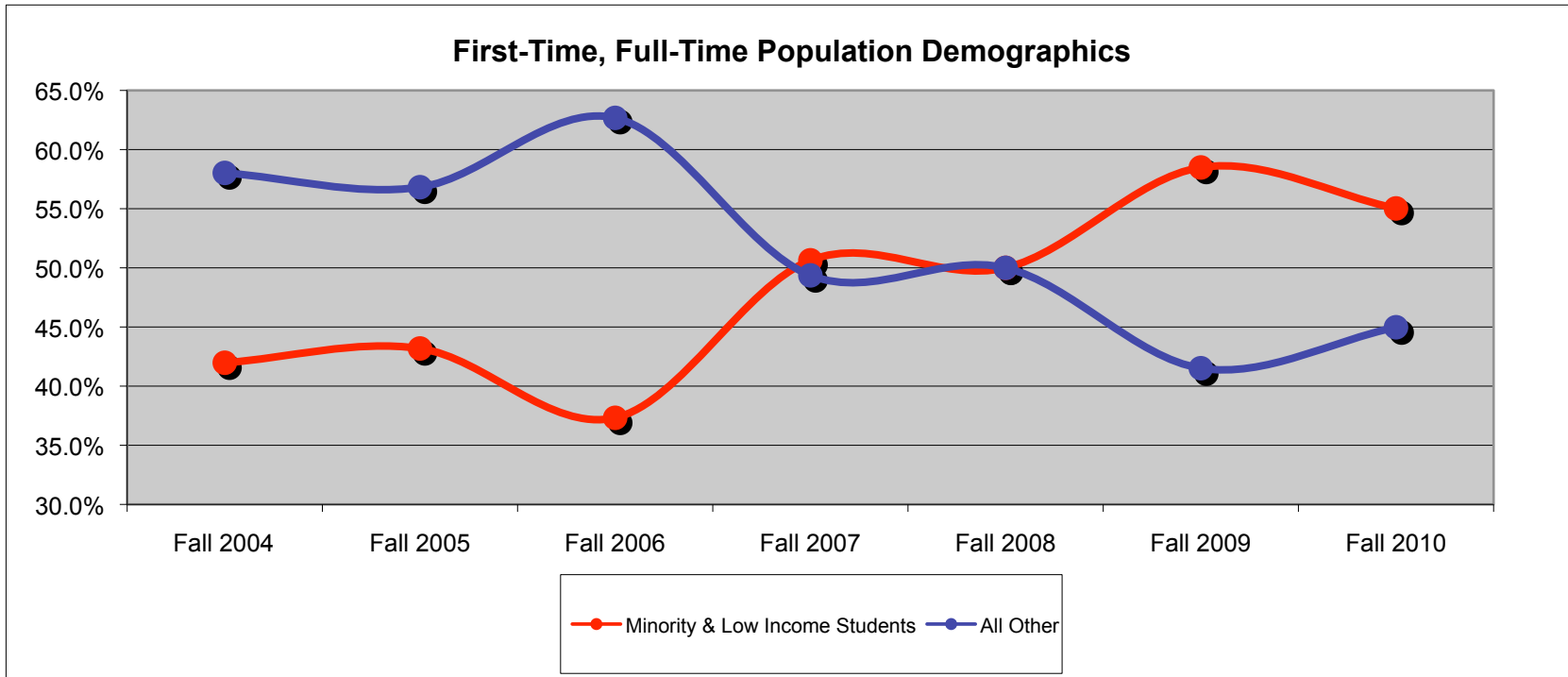
Transfer: Pride grants as well as academic and need-based Transfer Scholarships have resulted in increased interaction between regional advisors and financial aid personnel, indicating increased accessibility to a four-year degree for rural students eligible for Transfer Scholarships. Regional and on-site advisors, who have a good reputation for high impact advising, have also been instrumental in assisting students with the transition from community colleges to EOU through pathways that make a four-year degree accessible, affordable, and attainable.

High School Graduate Yield: Rural Access funds were utilized to support recruitment efforts in EOU's twelve-county region beginning in January 2008. In 2008-09, EOU initiated return visits in Union County. Rural Access funds supported recruitment of Hispanic and Native American high school students in Umatilla and Malheur counties. A HeadStart Triennium Proposal as well as a letter of intent for a Lumina Foundation grant were submitted this past year to address growing needs for high impact pedagogies and intervention practices for students in the region.

Compass Report: 2011

Eastern Oregon University
 First-Time, Full-Time Population Ratio

The following data represents First-Time, Full-Time student enrollment for fall term
 The Student population is divided into two groups.
 1) Minority and low income includes students that either their race other than white or were eligible to receive PELL grant, or both.
 2) "All other" includes those who did not apply for Pell grant or were ineligible and identified one of the following race types : Declined, White, Unknown or Unidentified.



Student Type	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Minority & Low Income	136	152	131	159	156	255	241
All Other	188	200	220	155	156	181	197
Total	324	352	351	314	312	436	438

Population Ratio

Student Type	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Minority & Low Income Students	42.0%	43.2%	37.3%	50.6%	50.0%	58.5%	55.0%
All Other	58.0%	56.8%	62.7%	49.4%	50.0%	41.5%	45.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

* Data source EOU Data Warehouse

** Due to Changes in PELL (mid year, multi year awards),all data has been recompiled using only first-term of PELL.

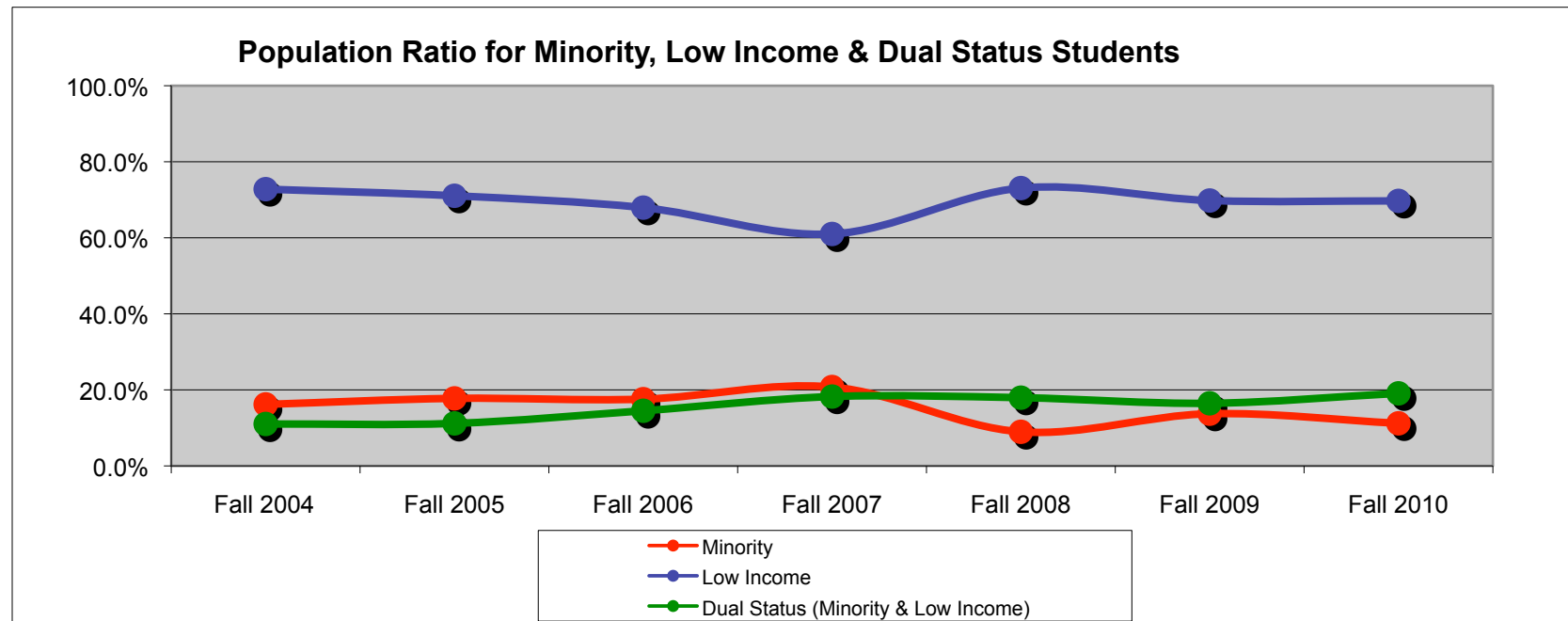
Eastern Oregon University

Population Ratio for Minority, Low Income & Dual Status Students

The following data represents First-Time, Full-Time student enrollment for fall term (as defined by OUS).

The Student population is divided into three specific groups.

- 1) Minority students that identified their race other than white.
- 2) Low Income students who were eligible for Pell grant.
- 3) Students that met both 1 and 2 above (Dual Status).



Experimental Group

Student Type	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Minority	22	27	23	33	14	35	27
Low Income	99	108	89	97	114	178	168
Dual Status (Minority & Low Income)	15	17	19	29	28	42	46
Total	136	152	131	159	156	255	241

Population Ratio

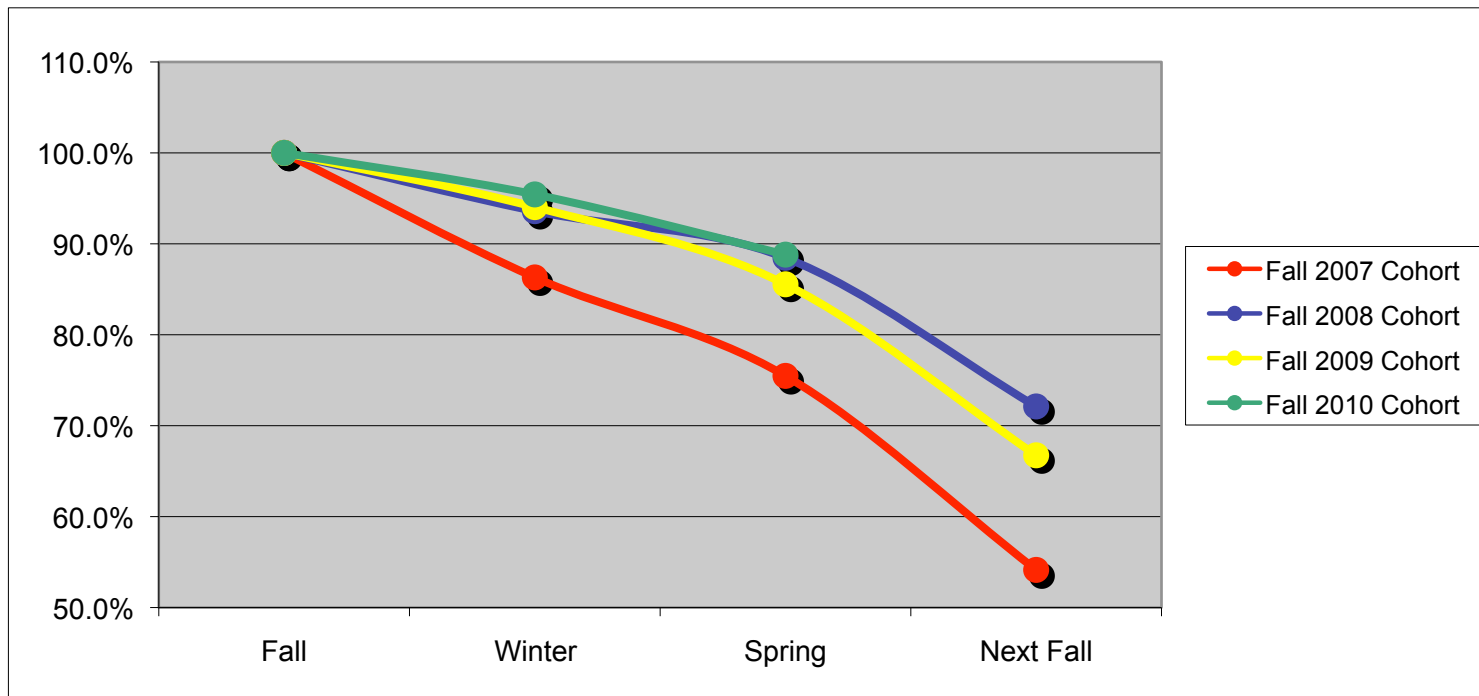
Student Type	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
Minority	16.2%	17.8%	17.6%	20.8%	9.0%	13.7%	11.2%
Low Income	72.8%	71.1%	67.9%	61.0%	73.1%	69.8%	69.7%
Dual Status (Minority & Low Income)	11.0%	11.2%	14.5%	18.2%	17.9%	16.5%	19.1%
Total Minority & Low Income	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

* Data source EOU Data Warehouse

** Due to Changes in PELL (mid year, multi year awards),all data has been recompiled using only first-term of PELL.

Eastern Oregon University
Four Term Retention for New Freshmen (Fall to Fall)
As of August 15, 2011

The following data represents First-Time, Full-Time student enrollment over 4 Terms (Fall to Fall)



	Fall	Winter	Spring	Next Fall
Fall 2007 Cohort	314	271	237	170
Fall 2008 Cohort	312	292	276	225
Fall 2009 Cohort	436	410	373	291
Fall 2010 Cohort	438	418	389	

	Fall	Winter	Spring	Next Fall
Fall 2007 Cohort	100.0%	86.3%	75.5%	54.1%
Fall 2008 Cohort	100.0%	93.6%	88.5%	72.1%
Fall 2009 Cohort	100.0%	94.0%	85.6%	66.7%
Fall 2010 Cohort	100.0%	95.4%	88.8%	

** Data source EOU Data Warehouse

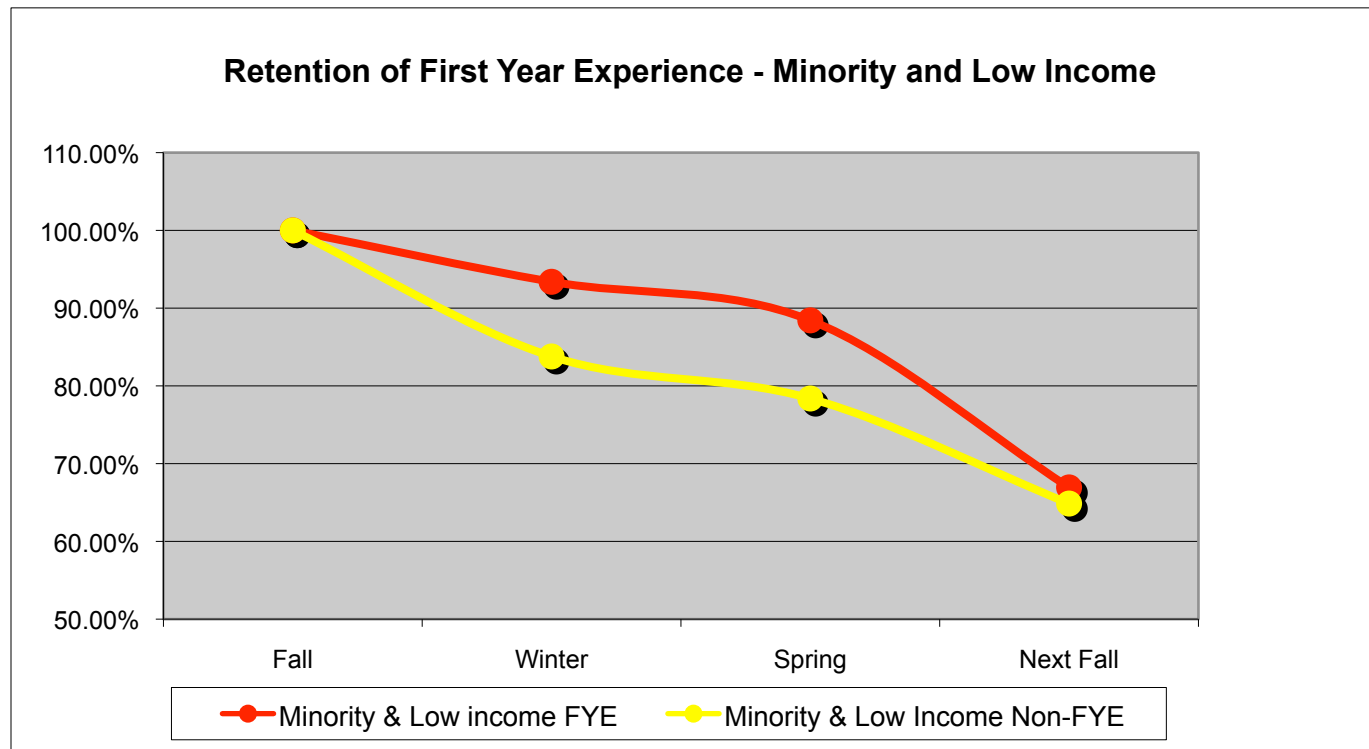
Eastern Oregon University

Retention of First Year Experience (FYE), Minority and Low Income Students

The following data represents retention of Minority and/or Low income students for Fall 2008 Cohort.

Data is divided into the following two categories

- 1) Those who participated in First Year Experience
- 2) Those who did not participate in First Year Experience



	Fall	Winter	Spring	Next Fall
Minority & Low income FYE	121	113	107	81
Minority & Low Income Non-FYE	37	31	29	24
Total	158	144	136	105

	Fall	Winter	Spring	Next Fall
Minority & Low income FYE	100.00%	93.39%	88.43%	66.94%
Minority & Low Income Non-FYE	100.00%	83.78%	78.38%	64.86%

** Data source EOU Data Warehouse

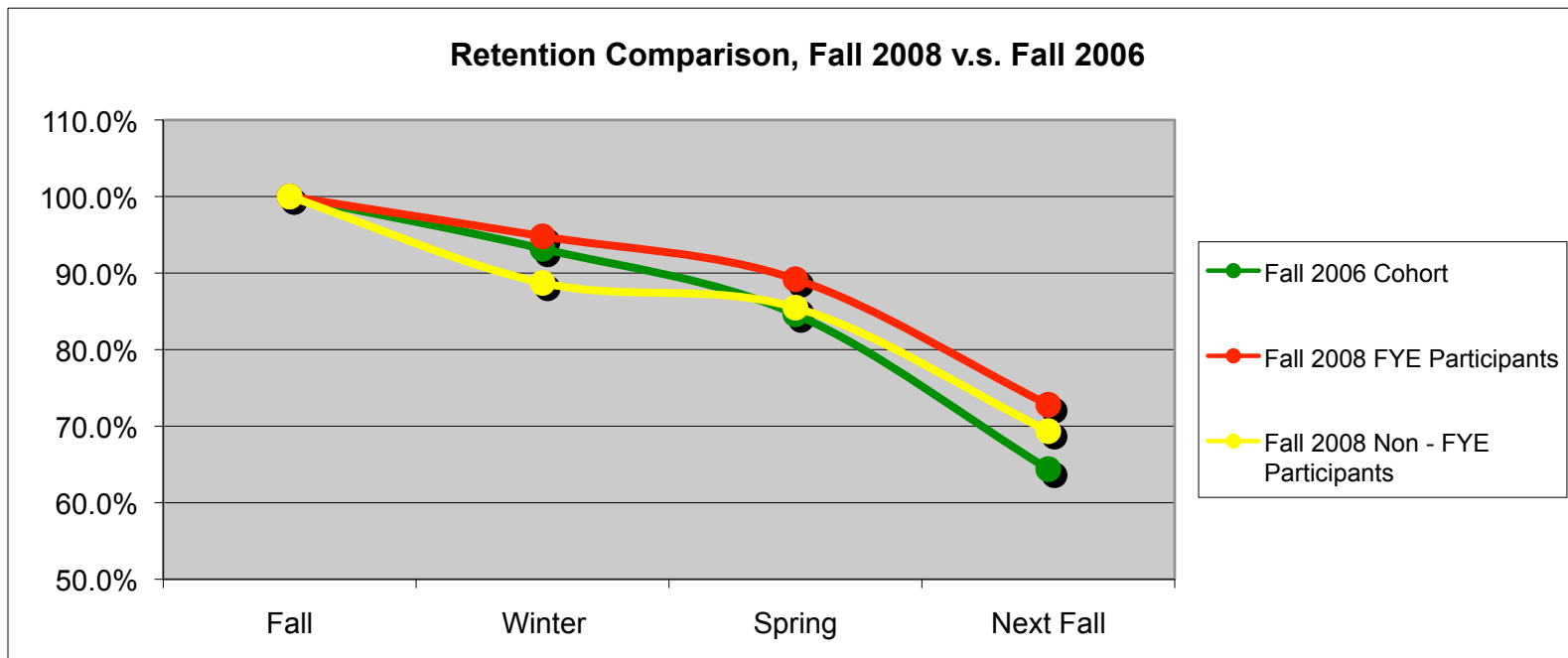
Eastern Oregon University

Retention Comparison. Fall 2008 Cohort v.s. Fall 2006 Cohort

The following data is a retention comparison between Fall 2008 cohort and Fall 2006 cohort

The Fall 2008 Cohort includes two groups, the 2008 First Year Experience participants and the 2008 non-participants.

Fall 2006 cohort is used as a base year as FYE was not established at the time.



	Fall	Winter	Spring	Next Fall
Fall 2006 Cohort	351	327	297	226
Fall 2008 FYE Participants	250	237	223	182
Fall 2008 Non - FYE Participants	62	55	53	43

Retention

	Fall	Winter	Spring	Next Fall
Fall 2006 Cohort	100.0%	93.2%	84.6%	64.4%
Fall 2008 FYE Participants	100.0%	94.8%	89.2%	72.8%
Fall 2008 Non - FYE Participants	100.0%	88.7%	85.5%	69.4%

* Data source EOU Data Warehouse

15. I wish that I had: Create Chart Download					
	More	The Same	Less	No Opinion	Response Count
Interaction with my instructors in online classes.	44.0% (195)	49.7% (220)	0.2% (1)	6.1% (27)	443
Interaction with fellow students in online classes.	21.7% (96)	61.9% (274)	9.5% (42)	7.0% (31)	443
Contact with my advisor regarding scheduling and program options.	19.5% (86)	67.9% (300)	0.2% (1)	12.4% (55)	442
Contact with financial aid and other on campus student services.	19.4% (85)	62.9% (276)	0.9% (4)	16.9% (74)	439
Tutoring options that I could use online (i.e., access to online writing center, online math tutoring, etc.).	38.3% (169)	41.0% (181)	1.1% (5)	19.5% (86)	441
Access to admissions materials and representatives.	12.7% (56)	65.5% (289)	0.0% (0)	21.8% (96)	441
Registration information and resources.	16.4% (72)	68.2% (300)	0.2% (1)	15.2% (67)	440

Appendix E

Student Enrollment, Retention, Transfer, and Graduation Data

GOAL 3

C. Transfer and completion pathways for potential EOU students.

- Enrollment of transfer students--hit projections over time
Target for Fall 2010 Undergraduate transfers by level, along with actual numbers attained.

	OUS Target Fall 2010	EOU Actual Fall 2010
Freshmen	75	75
Sophomores	148	166
Juniors	286	245
Seniors	106	96
Total	615	582

- Graduation rates of transfer students
Data represents Fall 2007 transfer Cohort and Graduation of that cohort over 4 years

	Fall 2007	Graduated			
		2007- 08	2008- 09	2009- 10	2010- 11
Freshmen	45			3	10
Sophomores	134		9	18	10
Juniors	210	2	62	41	11
Seniors	67	3	30	6	2
Total	456	5	101	68	33

Total	% Graduated
13	28.9%
37	27.6%
116	55.2%
41	61.2%
207	45.4%

- Enrollments in partner programs
Fall 2010 All Students that were enrolled in Partner Programs

NURS	89
AG	163
ODS	46
Total	298

GOAL 4

B. Recruit and retain students throughout Eastern Oregon with special attention to under-served groups.

- Matriculation and retention data for minority and low-income
This data represents Fall 2010 New Students

	Fall 2010 All	Fall 2010 Minority	Fall 2010 Low Income
Freshmen	461	73	256
Other Freshmen	75	10	39
Sophomores	166	22	96
Juniors	245	28	141
Seniors	96	11	48
Postbaccs	1	1	0
Masters	109	9	0
Other Grads	29	5	0
Nonadmitted UGs	229	29	0
Nonadmitted GRs	66	5	0
Total	1477	193	580

*Retention data is not available until Fall 2011 4th week

- Graduation rates for minority and low income
Data represents Fall 2005 First-time, full-time Freshmen and graduation of that cohort over 6 years

	Fall 2005 Cohort	Graduated						Total	% Graduated
		2005- 06	2006- 07	2007- 08	2008- 09	2009- 10	2010- 11		
All Freshmen	355	0	0	2	63	26	17	108	30.4%
Minority Freshmen	37	0	0	0	5	1	1	7	18.9%
Low Income Freshmen	126	0	0	0	19	8	4	31	24.6%

GOAL 6

C. Work with community colleges to forge effective completion pathways.

- Transfer enrollments from CCs overall

This data represents new transfer students for Fall 2010 from one of 13 Oregon community colleges

	Fall 2010
Blue Mountain Comm College	87
Central Oregon Comm College	26
Chemeketa Community College	55
Clackamas Community College	24
Clatsop Community College	8
Lane Community College	21
Linn-Benton Community College	14
Mount Hood Community College	76
Portland Community College	56
Rogue Community College	12
Southwestern Oregon Community	25
Treasure Valley Community Coll	41
Umpqua Community College	22
Total	467

- Transfer enrollment from CC co-enrollment partners
This data represents new transfer students for Fall 2010 transferring from BMCC or TVCC including co-enrolled

	Total Enrolled	Co-Enrolled
Blue Mountain Comm College	87	34
Treasure Valley Community Coll	41	17

- Graduation rates from CC transfers
This data represents 4 year graduation rate of new transfer students for Fall 2007 from one of 13 Oregon community colleges

	Fall 2007 Cohort	2007-08	2008-09	2009-10	2010-11
Blue Mountain Comm College	77		19	13	8
Central Oregon Comm College	23		7	3	
Chemeketa Community College	38	1	5	4	3
Clackamas Community College	21		5	3	1
Clatsop Community College	9			2	1
Lane Community College	13		2	3	1

Total Graduated	% Graduated
40	51.9%
10	43.5%
13	34.2%
9	42.9%
3	33.3%
6	46.2%

Linn-Benton Community College	18		2	1	3	6	33.3%
Mount Hood Community College	73	1	34	9	6	50	68.5%
Portland Community College	47		11	5	5	21	44.7%
Rogue Community College	4		1			1	25.0%
Southwestern Oregon Community	18		1	4	4	9	50.0%
Treasure Valley Community Coll	52		6	8	2	16	30.8%
Umpqua Community College	9		4	3	1	8	88.9%
Total	402	2	97	58	35	192	47.8%

C. Community, regional, state, and national opportunities for students to engage in practical, internships, service learning, research.

- SCH from 209/409
This data represents SCH in Courses 209 and 409 for 2010-11 Academic Year

Number	SCH
209	209
409	610
Total	819

- SCH in Capstone/Research 401/403
This data represents SCH in Courses 401 and 403 for 2010-11 Academic Year

Number	SCH
401	509
403	255
Total	764

GOAL 9

B. Academic, financial, and co-curricular resources and support for all students.

- % of students in FYE program
Data represents Fall 2010 First-time Freshmen in FYE Courses offered in (2010-11)

	Total Cohort	CORE 101	HUM 101
First Time Freshmen	461	86	323
% of First Time Freshmen		18.7%	70.1%

*Students that dropped or Withdrew from these courses are also included in counts CORE=5, HUM=13

- % of students in tuition remission

Data represents Fall 2010 new freshman and transfers receiving scholarships, grants, remissions or other awards from institution. Excludes all Federal, state and Foundation aid.

	Fall 2010 Total	Receiving Aid in Fall 2010	Percent
First Time Freshman	461	264	57.3%
Transfers	582	167	28.7%
Total	1043	431	41.3%

Description	Count
Dance Tuition Remission	10
Diversity Achievement Award	4
Drumline Tuition Remission	3
E Oregon 12 County Award	99
Eastern Pride Grant	74
EOU Opportunity Replacement	30
Football Tuition Remission	4
GOLD Housing Remission	3
International Fee	1
Lego Robotics Scholarship	1
Men's Basketball	1
Men's T/F Tuition Remission	1
Misc Fee Remission	2
Service to Country Scholarship	2
Transfer Need Based Schlshp	56
University Arts Scholarship	8
University Music Scholarship	6
University Scholar	168
University Theatre Scholarship	1
University Transfer	96
Valedictorian Achievement Awrd	19
Vet's Dep Tuition Waiver Schol	3
Women's Basketball	1
Total	593

Appendix F Proposed Collaborative Budgeting Process for EOU

EOU has entered a period of change and re-evaluation. With this change come new mandates and requirements to better measure results both academic and administrative. The past budgeting process at EOU is uneven at best and requires new direction and dynamics to provide efficiency and effectiveness across all programs and departments. This process will also provide the data needed to utilize metrics embedded in the sustainability plan.

The idea of a collaborative budgeting process revolves around the idea of starting the budget from scratch. Zero-based budgeting is required for the first budgeting cycle that will allow programs and departments to analyze their operations with an eye to improving efficiency, effectiveness and accountability. This initial process will undoubtedly result in budget requests growing. All programs will see this as a good chance to ask for budget wish list items. This is fine. The process will require a discussion on the proper allocation of a finite sum of revenues. Individuals will have to make the case for their programs based on the strategic plan, mission, vision, goals and the sustainability plan. The expectation is that this information will be distributed by the “budget officers” to all department members. The departments will then discuss their programs and help develop the budget for their areas.

- The development of the collaborative budgeting process will take some time. The process will be designed, tested, and ready for full implementation during the next budgeting period. Steps in development include:
- Development of budget responsibility. At this point the budget committee is identified and given its directives as far as its responsibility in the budgeting process. The duties of the committee will be limited to advisory only, however the discussions of the committee are an integral part of the process. The cabinet will have to determine their level of participation in the committee meetings.
- Identifying individuals in each department and program with budget authority, either by job description or proxy. This step will set accountability for the budgeting process.
- Distribution of prior budget data. This will include a minimum of three years of historical budget data for each program. At this time, an initial revenue level will be identified.
- Development of individual budgets including new requests will take place with individuals in finance and administration available to help with the process.
- Individual budgets will be collected by finance and administration. They will be checked for accuracy and completeness and distributed to the budget and planning committee.
- The budget and planning committee will hold meetings to discuss the budgets individually and as a whole. The structure of these discussions will be set up by agreement of the cabinet. Finance and administration will develop a template that will be discussed and modified by the cabinet. The template will include all programmatic assessment data collected, the sustainability plan, OUS requirements, etc. This step will require the most planning and must provide strong direction to the process.
- The budget and planning committee will deliver proposals to the President for review and comment.
- Budgets will be set with a zero sum expectation.
- While this is just a rough framework of the process, the process itself will have the effect of educating individuals to the budgeting realities of their peers in the process.