

Year Three Self-Study Report

Standard One: Mission, Core Themes,
and Expectations

Standard Two: Resources and Capacity



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Introduction

Eastern Oregon University (EOU) has a proud history of serving citizens and rural communities throughout the state of Oregon and in the surrounding region. Founded in 1929, today EOU serves our communities through a special focus on rural, regional, and distance learning. Long an essential part of the fabric of northeast Oregon, EOU plays a unique role as the educational, cultural, and economic engine throughout eastern Oregon and other rural areas of the state, offering 22 bachelor's degrees, more than 30 different minors, four 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 three core themes, as discussed in the body of this report.

Eastern Oregon University is led by President Robert O. Davies, who is beginning his fifth year as EOU's chief executive. President Davies' Staff 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 Dean of Student Success and Engagement, the Dean of the College of Arts and Sciences, the Dean of the Colleges of Education and Business, the Associate Vice President for Academic Affairs, the Director of Human Resources, the Director of Athletics, and the President's Executive Assistant. The President's Staff bring a shared, collaborative vision to the key planning and operational functions of the University, promoting the integration of institutional efforts and resources across administrative and functional units and their direction toward fulfilling the University's mission.

EOU's Year Three Self-Evaluation Report which follows contains

- EOU's institutional context,
- a brief update on institutional changes since our Fall 2011 Year One Self-Evaluation Report,
- institutional responses to Recommendations Five and Six from the 2008 Comprehensive Evaluation Report based on the Commission's 2003 Standards, and Recommendations One and Two from the Fall 2011 Year One Peer-Evaluation Report based on the Commission's new Standards,
- an executive summary of Eligibility Requirements 2-21,
- a revision of Standard One based on Recommendations One and Two, and
- Standard Two, which examines the institution's resources and capacities for mission fulfillment.

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 (hereafter referred to as OSBHE or Board) 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.

EOU plays a critical role in the OUS by providing regional access and service to eastern Oregon and the coast, a statewide presence through distance education, and liberal arts and professional programs available on campus, online, and on site through partnerships with community colleges across the state. As a member of OUS, EOU 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 onsite 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 16 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 22 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 30 different minors; multiple pre-professional programs; and four master's degrees, in business, teaching, science in education, and fine arts in writing. The ratio of fall 2011-12 FTE enrollment (calculated as full-time plus one-third part-time headcount) to full-time faculty headcount was 26.3:1, allowing for direct interaction with our superb teaching faculty according to the [2012 OUS Performance Report to the Board](#). The University employs 112 full-time teaching faculty, 13 part-time teaching faculty (no teaching assistants), and 252 staff. EOU's student population for Fall 2012 was 4,208, and the total annual cost of tuition and fees for 2012-13 was \$7,238, slightly above the national average (USDOE College Navigator and College Affordability and Transparency List). EOU's on-campus housing has the programmatic capacity for 508 students in four residence halls, with maximum capacity for 528, 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 \$37 million in financial aid, including fee remissions, scholarships, grants and loans in 2011-12. EOU's annual \$55 million budget promotes the regional economy. An essential part of the fabric of northeast Oregon, EOU plays a unique role as an economic engine.

Preface

> **Institutional Changes since EOU's 2011 Year One Self-Study Report**

Since the Year One Self-Study Report, the institution successfully concluded key executive and mid-level leadership searches in Human Resources, Finance Administration, the College of Arts and Sciences, and the College of Education. The Division of Student Affairs has been restructured as the Division of Student Success and Engagement, and a search for a permanent Dean will begin in Fall 2013.

Other noteworthy institutional updates center on the University's continuation of its [Sustainability Plan](#) (2013), with a particular focus on academic program review. Sustainability planning has provided a foundation for the Accreditation Steering Committee to reflect on streamlining core theme areas and evaluating the resources and capacities necessary for moving the institution forward through successive phases of planning, implementation, and assessment of the University's primary purpose: the academic enterprise. The Sustainability Plan describes a direct pathway towards financial sustainability that helps the institution focus increasingly precious institutional resources on an overall set of academic program offerings related to the institution's current mission and core theme planning for mission fulfillment.

The 2013 Sustainability Plan contextualizes discussions 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.

A full description of the data sources, criteria, and methodology used as a basis for the recommendations resulting from academic program review are available in the [data definitions for program review](#).

Other institutional changes that emerged from strategic and sustainability planning during 2012-13 were a reduction in the number of Core Themes, Objectives, and Indicators the institution was tracking and measuring for mission fulfillment. Recommendation One from Commission evaluators prompted the IR and Planning and Assessment team to refine and solidify EOU's approach to institutional effectiveness measures, creating a firmer foundation for successful planning and assessment of core theme areas and the establishment of clear target thresholds for mission fulfillment in years to come.

> **Review of Mission and Core Themes since 2011 Year One Self-Study Report**

The most recent review of EOU's Mission and Core Themes began with the President's Staff Retreat on September 5, 2012, which initiated the annual strategic planning, assessment, and budgeting cycle for 2012-13. Refinement and revision of Standard One Core Themes, Objectives, and Indicators—per Recommendation One—continued throughout 2012-13 in the context of sustainability planning and was approved by President's Cabinet in July 2013. Approval of a reduced slate of Core Themes—from 4 to 3—will proceed from internal governing councils in October 2013 at the beginning of Fall quarter and then to the governing Board in December 2013.

On September 4, core theme [Strategic Planning](#) will commence for FY 2013-14 using planning protocols for the budget allocation cycle.

Recommendations

> Additional Responses, as Requested by the Commission

In reaffirming EOU's accreditation on the basis of the Fall 2011 Year One Evaluation, the Commission, in their letter dated 2/13/12, requested that Recommendations One and Two of the Fall 2011 Year One Peer-Evaluation Report be folded into EOU's updated response to Standard One in the Fall 2013 Year Three Self-Evaluation Report. These recommendations are briefly addressed below and are fully incorporated into the Standard One revision as part of the Year Three Self-Study Report.

In addition, the Commission requested in their letter that the Year Three Self-Evaluation Report be expanded to again address Recommendations Five and Six of the Fall 2008 Comprehensive Evaluation Report, which are based on 2003 Commission Standards.

EOU's responses to Commission Recommendations are organized chronologically.

RECOMMENDATION FIVE — Year Three 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)

EOU's academic portfolio system presents and documents degree program missions, objectives, learning outcomes, and assessment practices. Student learning outcomes have been an integral component of the academic portfolio assessment process since 2010, when EOU first responded to Recommendation 5 in a [Focused Interim Report](#). Since that time, the EOU faculty's assessment of student learning has matured and normalized within a supportive framework provided by the Vice Provost's Office and the Center for Teaching, Learning, and Assessment. The academic portfolio assessment is uniformly applied across all degree programs. Administrative support for portfolio assessment is provided to all degree program chairs through the [Vice Provost's office](#). [Portfolios](#) for all degree programs are available for viewing at the program assessment website.

The assessment components of the portfolio have become more uniformly articulated and documented since 2008. The portfolio contents feature 1) a discipline-based definition of program learning outcomes published in the [academic program portfolios](#) (which are the same as those published in the [academic catalog](#)), 2) a [curriculum map](#) for each program, so that programs are able to maintain a record of where the learning outcomes occur in their program curriculum, 3) portfolio reports for each program that include annual data collection, analysis, and closing the loop summaries, and 4) a five-year assessment cycle published at the back of each program portfolio. The [History](#) program portfolio illustrates how the portfolio system works. Each year, one (or all) program faculty members conduct a sampling of the program learning outcome scheduled for assessment that year. Data is collected, analyzed, and results are reported back to the program and to the institution through the TracDat software system. In the History program, for example, the assessment process has resulted in curriculum redesign to include sophomore- and junior-level coursework that better scaffolds demonstrated learning expected in the 400-level History capstone. All programs utilize the [TracDat software portal](#) and [user guide](#) for maintaining the currency of portfolio contents, including annual data collection, data analysis, and

closing the loop statements aimed at improved teaching and learning. The portfolios generated through TracDat provide faculty with continuous access to vital information regarding whether student learning benchmarks are being met. The portfolio also gives program faculty an opportunity to reflect on necessary improvements in the technology-leveraged teaching and learning environments for EOU students.

RECOMMENDATION SIX — Year Three 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)

EOU's 60-credit General Education Curriculum (GEC) requirement is designed to help students integrate into university life, challenging them to become critical, creative thinkers and engaged, knowledgeable citizens. The GEC curriculum has five core learning outcomes:

1. Content Knowledge
2. Inquiry
3. Communication
4. Critical Thinking
5. Civic Engagement and Further Learning

These core learning outcomes have been in place since 2008. In May 2009, Faculty Senate approved the Educational Policy and Curriculum Committee's (EPCC) criteria for evaluating the GEC.

EOU's revision of GEC, undertaken in 2006-07, was fully implemented in 2010-11 when old and new GEC courses were vetted against [GEC Course Evaluation Review Criteria](#). The criteria approved by Faculty Senate include

- threshold requirements;
- fully defined breadth outcomes for five categories of knowledge—Aesthetics and Humanities, Social Science, Science-Mathematics-Information Technology, Artistic Processes of Creation, and Gateway; and
- four intellectual and practical learning outcome areas—Inquiry, Communication, Critical Thinking, and Civic Engagement.

In order to ensure that all grandfathered GEC courses met the new requirements, EPCC undertook a systematic review of the GEC curriculum in 2010-11 using the evaluation criteria described below. Discipline faculty were asked to submit a roster of existing GEC courses meeting the threshold requirements (#1.A-C). For each course, faculty identified both a breadth category (#2) and an additional learning outcome expectation (#3-6) to ensure the GEC curriculum map was current and that learning outcomes had been reaffirmed by disciplines contributing courses to the GEC curriculum. The grandfathered GEC curriculum meeting the new evaluative criteria were approved and documented through the EPCC in this way. Grandfathered GEC courses that did not meet the criteria had GEC designation removed by the Registrar's office. Requests that new courses be given GEC designation followed the normal curricular review protocol and required a completed [GEC form](#) with syllabus attached.

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.

Select one Breadth of Knowledge Category

2. Content Knowledge

- a. Science, Mathematics, and Computer Information Sciences (SMI)
- b. Aesthetics and Humanities (AEH)
- c. Artistic Process and Creation (APC)
- d. Social Sciences (SSC)

Select one Learning Outcome appropriate to emphasize and assess in the course.

- 3. Inquiry**
- 4. Communication**
- 5. Critical Thinking**
- 6. Further Learning and Civic Engagement**

The [General Education Assessment Plan](#) includes an [assessment cycle](#) with GEC regularly and systematically assessed at the conclusion of every assessment cycle (every fourth year), a detailed [protocol and methods](#) for assessment, tools for assessment ([shared rubrics](#) developed by the faculty), and a definition of [levels of performance](#). In Fall 2012, the GEC assessment coordinator piloted a new methodology to better engage faculty in a discipline-based understanding of shared rubrics used in GEC learning outcomes and assessment. The methodology was extremely successful and facilitated a productive norming process with the GEC sampling team. An example of the norming process, which includes criteria mapping, assignment sharing, and data collection, is described and detailed in the “Protocol and Methods” section of the General Education Assessment Plan provided above.

The GEC program learning outcomes #2-6 are regularly and systematically assessed (#2 Content knowledge is assessed regularly at the program level and assessment results are documented through the [academic program portfolios](#)). Overall, the GEC assessment framework and mapping activities are fully integrated into the annual assessment of student learning in the GEC. 2013-14 will mark the conclusion of a second full cycle of assessment of GEC learning outcomes, and in Spring 2014 the Vice Provost and GEC Assessment Coordinator will conduct a program review. Individual course samples and composite sampling reports for each learning outcome are available at the assessment website:

- [Inquiry](#)
- [Critical Thinking](#)
- [Communication](#)
- [Civic Engagement](#)

RECOMMENDATION ONE — Year Three Update on 2011 Year One Self-Study

The University identified 22 aims with 60 indicators to track, manage, and assess. Even with the purchase of a software system, managing and sustaining the assessment system is an enormous task for an institution that has had a 40% reduction in budget. The evaluation panel recommends that Eastern Oregon University review indicators to assure alignment with the core themes, goals, aims, and targets and the efficacy and sustainability of the plan (Standard 1.B.2).

Upon the recommendation of the Commission and in the context of institutional planning for sustainability, EOU's strategic planning team has streamlined institutional core themes, objectives, indicators, and measures, condensing related areas monitored for mission fulfillment to a reduced slate of indicators fully incorporated into the revision of Standard One overall and specifically elaborated in Standard 1.B.1 and 1.B.2. Noteworthy is a change in EOU's hierarchy of headings to align with the Commission's nomenclature. Core Themes remain Core Themes, but Goals become Objectives; Aims become Indicators; and Indicators become Measures.

2011 Year One Self Study	2013 Year Three Self-Study
4 Core Theme areas	3 Core Theme areas
10 Goals	7 Objectives
22 Aims	16 Indicators
60 Indicators	34 Measures

The reduced slate of Core Themes and Objectives will move to internal governance bodies for approval in early October 2013, at the beginning of Fall quarter—University Council and Faculty Senate—and a revision of Core Themes and Objectives will move to the governing Board for approval in December 2013. The streamlining of core themes, objectives, indicators, and measures does not alter the substance of EOU's mission, but rather more clearly articulates the core theme elements essential to mission fulfillment and more concisely sets target thresholds that express the achievement of mission in a way that is meaningful for the institution.

RECOMMENDATION TWO — Year Three Update on 2011 Year One Self-Study Report

The rationale for an acceptable threshold or extent of mission fulfillment was not developed consistently for all targets, and it is not always apparent why a specific target has been set for some indicators (e.g., 75% of EOU's certificates and degrees to be accessible for students, 90% of the evaluations for faculty and staff to be completed on time). The evaluation panel recommends that the rationale for mission fulfillment and indicators of achievement be fully developed (Standard 1.A.2 and 1.B.2).

Upon the recommendation of the Commission, EOU has set clearer target thresholds and has enhanced the clarity and rationale for target thresholds that were vague, uneven, or too cumbersome to track with limited IR resources. As the revision of 1.A.2 and 1.B.2 make clear, all indicators have clear targets established and rationales for acceptable thresholds consistently developed and adequately explained.

Executive Summary of Eligibility Requirements (2-21)

ER 2. AUTHORITY

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

Eastern Oregon University (EOU) is a public regional university within the Oregon University System. 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.” As a public university system, the OUS and its institutions have flexibility in managing operations according to mission direction. The OUS does not take an operational role in EOU. The President of EOU is the CEO of the institution and has clearly delegated executive authority and responsibility to operate EOU and award degrees, as approved by the Board and as codified in the [Board’s Bylaws](#) and EOU’s [Constitution](#). (1.A.1, 2.A.2)

ER 3. MISSION AND CORE THEMES

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

The [Mission](#) of EOU was revised in 2004 to add a liberal arts dimension to EOU’s role as a public regional university. The revision process was inclusive and was a prelude to university-wide strategic planning that culminated in mission and goals approved by EOU in June 2007 and by the Oregon State Board of Higher Education (OSBHE) in October 2008. The mission statement accurately reflects EOU’s purpose to provide regional access to liberal arts and professional programs and to promote the economic, social, and cultural development of eastern and rural Oregon. The mission remains unchanged since 2008. Core Themes subsequently developed from the mission statement were widely promulgated to the [University Council](#) on February 9, 2010 and the [Faculty Senate](#) on March 2, 2010. System-wide [Mission Alignment Metrics](#) for approval of institutional missions and core themes were adopted by the Board on July 8, 2011. [EOU’s mission and core themes](#) were approved by the governing Board on October 4, 2012 and reaffirm EOU’s regional role within the OUS. All resources EOU receives from the state of Oregon are used to support EOU’s educational mission and core theme elements, which provide underserved and socio-economically challenged rural Oregonians with affordable and inclusive access to recognized professional and liberal arts degrees. (1.A.1, 1.B.1)

ER 4. OPERATIONAL FOCUS AND INDEPENDENCE

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

EOU is a comprehensive institution of higher education and is one of seven public universities that comprise the OUS. As part of a multi-university system, EOU has a distinct mission focus to serve rural Oregonians in the eastern region of the state and through sixteen centers throughout Oregon. EOU effectively provides students with on-campus and off-campus access to higher education services, programs, and the opportunities they bring.

EOU's [Constitution](#) vests responsibility for the organizational and operational fulfillment of the institution's mission in the governance of the institution. The President has delegated authority to "develop an administrative organization to assist him/her in carrying out the policies as established by the Oregon State Board of Higher Education." Through the OSBHE and EOU's [Constitution](#), EOU maintains operational independence in meeting its mission values, core themes, and objectives and has the independence and responsibility to administer instructional and support operations through participation in shared governance at EOU. The Preamble to EOU's Constitution provides that the "educational concerns and responsibilities of the campus are herein provided to the President, the Faculty Senate and the University Council." As such, the institution is responsible and accountable for upholding the Commission's standards and eligibility requirements through its institutional governance structure. (2.A.1, 2.A.2)

ER 5. NON-DISCRIMINATION

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

EOU is committed to creating a university learning environment [free of discrimination](#) in any of its forms. The University is governed and administered to fulfill its mission and core themes in a non-discriminatory manner. As an Affirmative Action/Equal Opportunity educator and employer, EOU is committed to building a diverse and inclusive community and learning environment. The University's non-discrimination policies, procedures, and practices apply to enrollment opportunities, services, employment, and participation in University activities. [Affirmative Action Plan 2013-15 Biennium](#) references the University's policies, procedures, and practices pertaining to disability, pay, civil rights, national origin, pregnancy, race/color, religion, retaliation, gender, and sexual harassment. The University's commitment to affirmative action is best evidenced by the encouragement of diverse thought arising from differences of culture and circumstance, and a respect for diversity as a strength, as a competitive advantage, and as a moral imperative. A diversity of thought and background shape the culture and the workforce of the University to be more reflective of the diverse world EOU students encounter. The EOU [Diversity Strategic Plan](#) captures these goals very well. In adhering to its mission and core themes to guide student inquiry with quality, access, inclusivity and attention to excellence, and engagement in diverse communities, EOU complies with affirmative action and non-discrimination practices as set forth in Executive Order 11246, Office for Civil Rights, Department of Health, Education, and Welfare. (2.A.18)

ER 6. INSTITUTIONAL INTEGRITY

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

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

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

ER 7. GOVERNING BOARD

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

The Oregon State Board of Higher Education (OSBHE) serves as EOU’s statutory governing board and is responsible for the quality and integrity of the seven institutions that comprise the OUS. The OSBHE approves institutional mission and core themes and oversees mission-aligned board performance measures through [EOU’s Campus Compact](#). The governing board has fifteen voting members appointed by the Governor and approved by the Oregon State Senate, including two faculty members and two students. The [members of the governing board](#) hold no contractual, employment relationship, or financial interest with EOU. Board membership adheres to the [OUS Policy Statement on Conflict of Interest](#). (2.A.4, 2.A.23)

ER 8. CHIEF EXECUTIVE OFFICER

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

The OSBHE appoints the chief executive officer to each of the seven universities in the OUS. The chief executive officer has full-time responsibility to the institution, as outlined by [Board Policy](#) (p. 107) and in [EOU’s Constitution](#). As Chief Executive Officer, the President of EOU has general administrative authority and is “responsible for introducing and testing the improvement of educational ideas and proposals for formulating policy; stimulating and conducting discussion leading to the improvement of educational programs; and reviewing policies, procedures, and programs of the individual units on the campus and the campus as a whole. The President shall develop an administrative organization to assist him/her in carrying out the policies as established by the Oregon State Board of Higher Education.” Neither the chief executive officer nor an executive officer of the institution serves as chair of the OSBHE. (2.A.10)

ER 9. ADMINISTRATION

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

The institution provides a sufficient number of qualified administrators who provide effective leadership and management of the institution’s major divisions of the University: Finance and Administration, Student Success and Engagement, Academic Affairs, University Advancement, Athletics, and Human Resources. These division administrators provide executive leadership and management of operational units in the Colleges of Arts and Sciences-Business-and-Education, Enrollment Services, Facilities, co-curricular and auxiliary support services, and marketing and development, which are led by Deans and Directors. All divisions and units work collaboratively across institutional functions to foster achievement of core themes, objectives, and mission fulfillment, as outlined in the [Strategic Action Plan](#) for EOU. (2.A.11, 2.B.4)

ER 10. FACULTY

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

EOU employs and regularly evaluates a sufficient number of teaching faculty to achieve its educational objectives, participate in the shared governance of the institution, and ensure the integrity and continuity of its on-campus and off-campus programs. To meet the educational objectives of on- and off-campus programming, EOU employs 112 full-time faculty and 13 part-time faculty, all of whom have primary teaching responsibilities and some of whom (tenured

and tenure track) have secondary non-instructional responsibilities to serve the institution through shared governance, advising, and participation on ad hoc committees and task groups. Through service to the institution, faculty members establish and oversee academic policies that assure the integrity and continuity of academic programs, wherever offered and however delivered, through several standing committees of the EOU shared governance structure (2.A.1)

All EOU faculty are evaluated regularly, systematically, substantively, and in a collegial manner at least once within every five-year period of service. The 2012-13 [Tenure and Promotion Handbook](#) details the evaluation criteria, processes, and timelines for full time, part time, and adjunct faculty (2.B.6). Evaluation criteria utilize multiple indices of effectiveness, including student course evaluations, student achievement of stated learning outcomes, peer-evaluation of teaching effectiveness on a systematic basis, as well as commitment to subject discipline, institutional service, and outreach to the community as it relates to a faculty member's role and responsibility. The duties and responsibilities of full-time bargaining unit faculty members are outlined in Article 6 of the [AAP-EOU Collective Bargaining Agreement](#) (CBA). Fixed-term online adjuncts are contracted to teach exclusively in the online environment under a [Provisional Agreement for Instruction](#) contract issued annually (or term-by-term based on program need) by the Deans' offices. The Provisional Agreement also sets forth EOU's standards and expectations for technology-leveraged instruction and the teaching evaluation process. (2.B.6)

ER 11. EDUCATIONAL PROGRAM

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

EOU offers 22 baccalaureate degree programs and 4 master's degree programs through the Colleges of Education, Business, and Arts and Sciences. Additionally, EOU maintains cooperative programs with Oregon State University's Agricultural Sciences programs and Oregon Health Sciences University's Nursing program. All degree programs include rigor, standards, and expectations appropriate to recognized disciplinary and professional courses of study. All degree programs have curricular coherence and integrity in recognized fields of study, are vetted through EOU's academic curriculum process and are approved by the Board. All baccalaureate degrees lead to the achievement of degree program learning outcomes, as published in the [academic catalog](#). Four broad, overarching, and widely publicized [University Learning Outcomes](#) (2.C.1) define how the educational experience at EOU develops informed, educated citizens who have the potential for successful careers and rich lives by:

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

ER 12. GENERAL EDUCATION AND RELATED INSTRUCTION

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

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

Associate degree programs in Education and Business are fully encapsulated by their host bachelor degree programs. The University offers no stand-alone applied, specialized, or technical certificates. *Bachelor degree program* requirements are published in the [academic catalog](#) and include clear communication about program quantitative literacy and university writing requirements, program learning outcomes, and 4-year curriculum plans that reference general education requirements and guide student planning in the selection of coursework that supports both general education and degree program learning outcomes. Master degree programs publish planned courses of study in the academic catalog, marketing materials and websites, and graduate admissions processes. (2.C.2-2.C.4, 2.C.12)

ER 13. LIBRARY AND INFORMATION RESOURCES

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

Pierce Library information resources reflect EOU's mission and core themes by supporting the complete array of EOU liberal arts programs and professional program, by providing personal and student-centered services to students on campus, on site, and online, and by promoting and supporting partnerships which address regional needs. As a founding member of the Sage Library System of Eastern Oregon and a continuing member of the Orbis Cascade Alliance, Pierce Library provides access and contributes significantly to the EOU's Mission and Core Themes by providing an appropriate level of currency, depth, and breadth to serve as an information hub for eastern Oregon. The Sage Library System is a consortium of approximately 70 libraries (primarily public libraries) throughout eastern Oregon. Sage members share in the costs and management of an integrated library system (Evergreen) and courier services. The Orbis Cascade Alliance offers numerous programs which allow Pierce Library to provide additional resources and services to Library patrons. The efficiencies and economies of scale realized from working together and sharing a library system allow EOU to benefit from a more sustainable system, and allow many libraries in eastern Oregon to have a system that they could not otherwise afford. (2.E.1)

ER 14. PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

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

EOU recently completed development of a new ten-year campus master plan. The purpose of the [2012 Eastern Oregon University Master Plan](#) is to provide a strategic planning and design framework that identifies and prioritizes physical campus investments, including buildings, grounds, and infrastructure. The plan details the physical infrastructure necessary to achieving the mission and core themes of the institution. The Master Plan is informed by a comprehensive

building and site utilities assessment and provides strategic direction for the maintenance and development of facilities with the goal of enhancing the learning and working environments of students and staff and supporting the university's mission and core theme objectives to provide students with a quality 21st century education. (2.G.1)

To meet EOU's mission and core theme objectives, EOU's Information Technology (IT) unit provides functional oversight of the institution's technological infrastructure, support for instructional technology, and technology services for faculty, staff, and students. During Winter term of 2011, consistent with the functional reviews undertaken in the Division of Enrollment Services, EOU asked the Manager of the OUS Administrative Computing to conduct an on-site functional and organizational review. The specific focus of the review centered on assessing the communication and human resource assets that serve EOU's technology needs, to identify barriers to success and, finally, to provide recommendations for improvement. EOU's current IT infrastructure and bandwidth adequately meet academic and business operational needs. Because EOU recognizes the accelerated pace of technology upgrades designed to meet infrastructure and student needs more efficiently and effectively, investments and deployments of long term strategic solutions are ongoing. In addition to technology upgrades, significant training investments are being made to improve operational and instructional efficiencies campus wide. (2.G.5)

ER 15. ACADEMIC FREEDOM

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

EOU adheres to system policies regarding [academic freedom](#) and upholds the requirement of maintaining an atmosphere conducive to academic freedom by fostering and protecting intellectual freedom and independence practiced by all members of the university community. Faculty and students are free to examine and test all knowledge appropriate to disciplinary areas of study. Article 2.B of the faculty [AAP-EOU Collective Bargaining Agreement](#) protects the practice of academic freedom, and all faculty are "entitled to freedom in the classroom in discussing their subject" as relevant to the material studied and with respect to other views. Students are accorded the same intellectual freedom in the Students' Rights and Responsibilities section of the [Student Handbook](#). (2.A.27-28)

ER 16. ADMISSIONS

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

The OSBHE sets institutional admission policies and enrollment limits. Such policies are subject to change and approval by the Board. EOU adheres to [institution-specific admission](#) and [placement](#) policies that require the evaluation of prerequisite knowledge, skills, and abilities in Math and Writing to assure reasonable probability of student success at appropriate levels of institutional expectation. EOU "expects students to maintain satisfactory academic progress toward degree completion" as outlined in the [Academic Standing Policy](#) in the Academic Catalog (p. 2). The Academic Standing Policy is widely published and administered in a fair and timely manner. Good standing is clearly defined as maintaining a grade point average of 2.0 or higher and is contingent upon continuous enrollment (a student may stop out for one year and be considered continuously enrolled). The Academic Standing Policy also defines Academic Probation and Academic Suspension, as well as Procedures Timing for each, including Summer Session. (2.A.16)

ER 17. PUBLIC INFORMATION

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses;

names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct ; rights and responsibilities of student; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The institution publishes a printed and online [academic catalog](#) every two years (even year). The mission of the University is published in the catalog (p. 6), and is featured prominently along with Core Themes on the [strategic planning](#) website.

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

The [EOU website](#) prominently displays a "Students" header, giving public access to current and accurate information for students regarding the [student code of conduct](#) found in the online [Student Handbook](#), which articulates student rights and responsibilities. EOU's mission places the university in the position of working with a great many first-generation college students who are sensitive to the costs of higher education. For this reason, [Financial Aid](#) information is a primary link on the main website homepage. Tuition, fees, program costs and opportunities, and the requirements for financial aid are made available to prospective students and their families through the Financial Aid website. Fees related to supplies or travel associated with specific program costs are connected to specific courses, are noted in the registration process, and are identified in the syllabi and/or course description. Refund policies and procedures are documented within the [academic policies](#) section of the [academic catalog](#) and are accessible online through [Student Accounts](#) and the [Registrar's](#) websites. A two-year academic calendar is also published on page 2 of the [academic catalog](#). (2.D.5)

ER 18. FINANCIAL RESOURCES

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

A review of EOU's audited financial statements for the past five years (2008-2013) shows stable state funding allocations and appropriate tuition and fee increases to ensure sufficiency of cash flow and reserves. EOU has sufficient cash flow and reserves to meet fluctuations in operating revenue, expenses, and debt service to support its programs and services, maintaining cash-positive funding at 5% fund balance, which is within the OUS specified level of between 5% and 15% fund balance. EOU's financial planning reflects available funding and includes consideration of the adequacy of state funding in the context of realistic tuition and fee increases. As referenced in 2.A.30 and in 2.F.2, the 2013 [Sustainability Plan](#) continues EOU's path toward realistic financial planning that reflects the need for EOU to reduce cost and grow revenue.

Prior to the close of FY13, the OUS Controller issued a new financial reporting policy that changed the manner in which each OUS university calculated its estimate of uncollectible accounts receivable. Prior to the issuance of the new

policy, each university developed their own methodology for estimating the amounts of student accounts receivable that would not ultimately be collected. Accounting rules require that the estimate be based on actual collections history, and the new policy sets forth a consistent methodology for all OUS universities to follow. The policy and methodology for making this estimate had not been reviewed for a number of years which, coupled with annual fee increases, a significant economic recession, and the fact that EOU is serving more Oregonians from lower income families, means that the impact of implementing the change was significant. The policy change required a write-down of the net accounts receivable balance and resulted in a concomitant reduction in fund balances, including the education and general fund balance that has been a focus of OUS board policy for a number of years. For EOU, the one-time write down was \$1.1M and resulted in the FY13 ending fund balance being reduced from 4.7% to 1.6%. The write-down does not impact university cash flow or the institution's ability or plan to continue collecting on the accounts within the write-down. (2.A.30, 2.F.2)

ER 19. FINANCIAL ACCOUNTABILITY

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

All EOU accounting records and [annual financial reports](#) (including findings and management letter recommendations) conform to generally accepted accounting principles and specifically conform to [OUS accounting policies](#). EOU undergoes an annual independent audit of its financial statements as part of the OUS system. The audit includes financial statements, internal controls, and policy/regulation compliance. The audited financial statements, as well as management letters from the auditor, are then published as part of the audit process. (2.F.4)

ER 20. DISCLOSURE

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

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

ER 21. RELATIONSHIP WITH THE ACCREDITATION COMMISSION

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

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

STANDARD 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

> Mission, Core Themes, and Expectations

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 Values

MISSION

The students, faculty, staff, and administrators are deeply committed to the mission purpose of EOU to serve all rural Oregonians wherever they are. The [Mission](#) of EOU was revised in 2004 to add a liberal arts dimension to EOU's role as a public regional university. The revision process was inclusive and served as a prelude to university-wide strategic planning that culminated in mission and goals approved by EOU in June 2007 and by the Oregon State Board of Higher Education (OSBHE) in October 2008. The mission statement accurately reflects EOU's purpose to provide regional access to liberal arts and professional programs and to promote the economic, social, and cultural development of eastern and rural Oregon. The mission remains unchanged since 2008.

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.

—as approved by the Oregon State Board of Higher Education, 2008/2012

During 2009-10, institutional planning around mission and core themes was necessitated by the new Northwest Commission on Colleges and Universities (NWCCU) accreditation standards. [Core themes derived from the mission](#) statement were developed and widely promulgated to the [University Council](#) on February 9, 2010 and the [Faculty Senate](#) on March 2, 2010. System-wide [Mission Alignment Metrics](#) setting forth the approval process for institutional missions and core themes were adopted by the Board on July 8, 2011. [EOU's mission and core themes](#) were subsequently approved by the governing Board on October 4, 2012, reaffirming EOU's regional role within the OUS.

EOU's mission manifests as a regional hub for education, culture, and scholarship throughout eastern Oregon and oth-

er rural areas of the state. EOU plays a unique role within the OUS as the educational, cultural, and economic engine of the region through the La Grande campus and its sixteen regional centers (Fig. 1.A.1). As such, EOU provides access to public higher education for rural Oregonians who have the desire, the ability, the dedication, and the fortitude to pursue higher education on campus and / or at a distance.

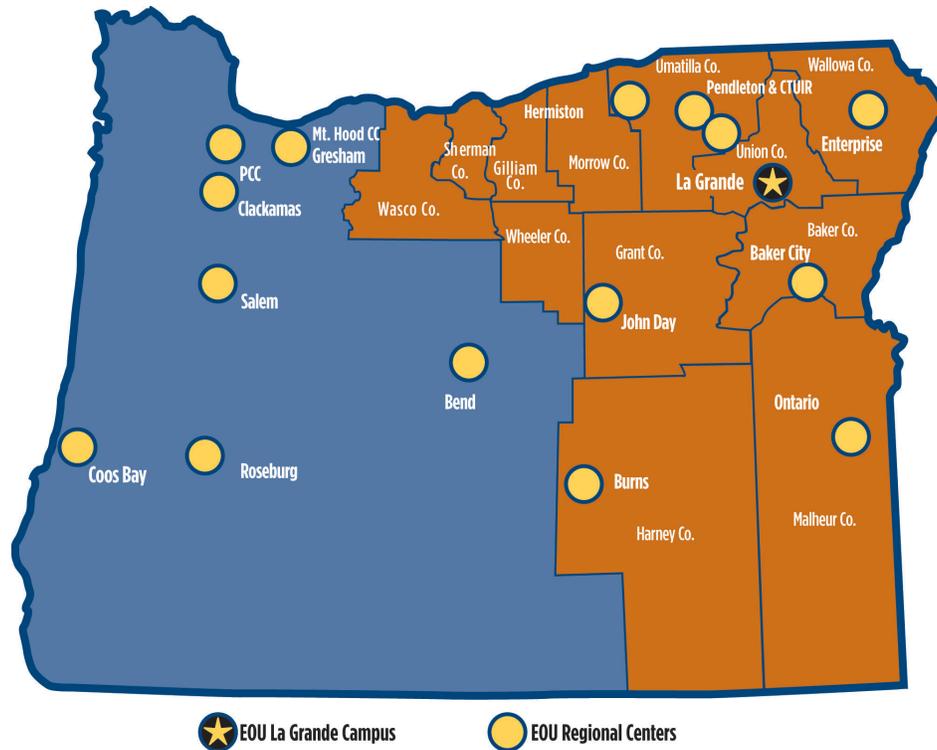


Figure 1.A.1

EOU’s mission guides the University. Understanding and interpretation of this mission and how it relates to the present 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:

VALUES

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 strategic direction and help the University understand how to fulfill its mission. These values provide the context for understanding that the three Core Themes both guide how mission-driven efforts are operationalized and how resources are allocated to those efforts.

> **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.

EOU defines mission fulfillment in the context of its primary purpose to serve the rural regions of Oregon and beyond with quality degree programs that are accessible to students and community partners on the La Grande campus, at onsite locations throughout the state, and online. Three core theme areas—abbreviated as Quality Education, Access for All, and Live-Learn-Succeed—comprise the essential elements of EOU’s mission purpose. Core theme review inaugurates EOU’s annual [planning protocol](#) for [focal priority areas](#) (Figure 1.A.2).

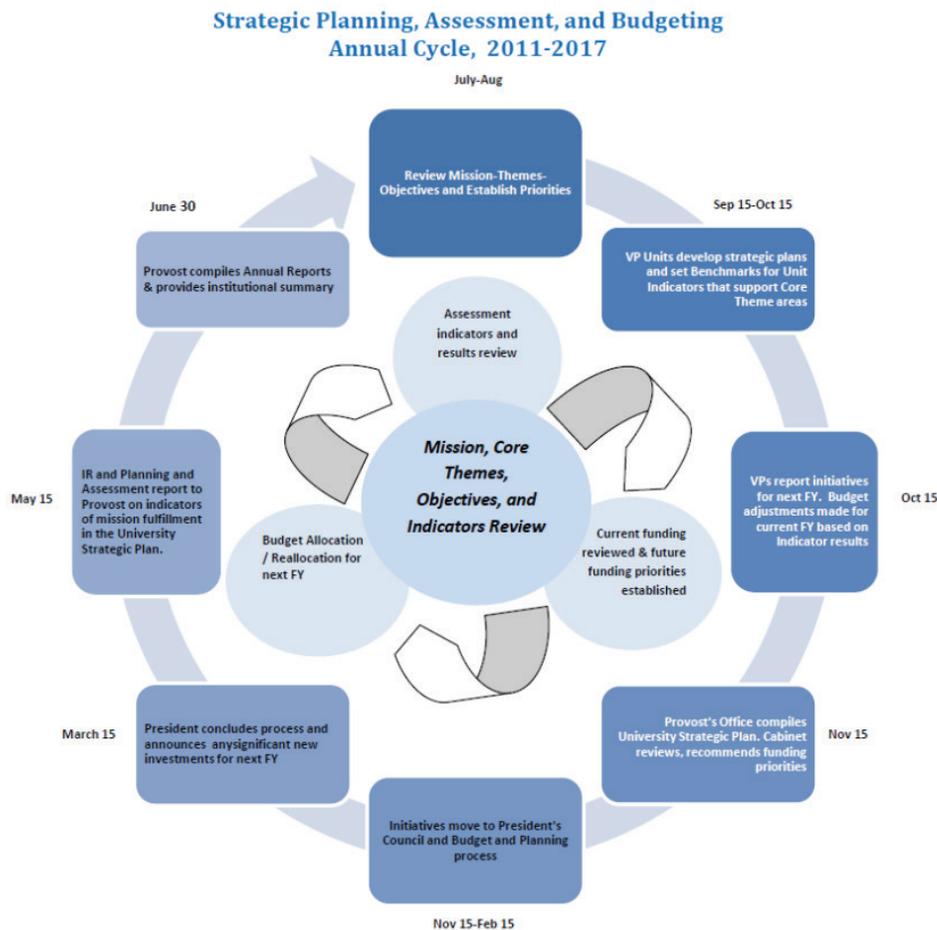


Figure 1.A.2

Annual planning begins with the review of core theme objectives and indicators, which enables the university to set core theme expectations and chart a course for achieving mission fulfillment through budget allocation to priority areas. Multiple institutional objectives and indicators underlie and inform core theme areas (Table 1.A.2 (a)). Each indicator is tied to measures and target thresholds defined in 1.B.2 that help the institution stay on course towards mission fulfillment.

TABLE 1.A.2 (a) : EOU Core Themes, Objectives, and Indicators	
<i>Core Theme 1: EOU has high quality liberal arts and professional programs that prepare students for the world beyond college.</i>	
Objective 1.1: Foster and assess student learning	
Indicators	1.1.1. Students demonstrate effective learning relative to General Education Learning Outcomes (GLOs)
	1.1.2. Students demonstrate effective learning relative to Program Learning Outcomes (PLOs), as aligned with University Learning Outcomes (ULOs)
Objective 1.2: Ensure faculty and staff success	
Indicators	1.2.1. Hire quality faculty and staff
	1.2.2. Retain quality faculty and staff
<i>Core Theme 2: EOU is a regional University with a deep sense of commitment to students where they are.</i>	
Objective 2.3: Ensure access and success for all students, regardless of location	
Indicators	2.3.1. Degree programs accessible to students at both on-campus and off-campus locations
	2.3.2. Effective academic and support programs and services to ensure the success of first time freshmen in their first year
	2.3.3. Effective transfer and completion pathways for students
	2.3.4. Work with community colleges to forge effective completion pathways
Objective 2.4: Adopt and enhance appropriate educational technologies	
Indicators	2.4.1. Up-to-date institutional technology infrastructure and related resources
	2.4.2. Technology leveraged effectively for multiple instructional modalities
<i>Core Theme 3: EOU is the educational, cultural and economic engine of eastern Oregon.</i>	
Objective 3.5: Foster Partnerships and provide opportunities for student and faculty community engagement	
Indicators	3.5.1. Community, regional, state, and national opportunities for students to engage in practica, internships, service learning, research
	3.5.2. EOU students and faculty engage with the Civic Engagement and Social Responsibility University Learning Outcome
Objective 3.6: Ensure a sustainable university environment	
Indicators	3.6.1. Adequate financial resources for operations
	3.6.2. University Planning and Budgeting reflects stable enrollment revenues
	3.6.3. Administrative and personnel policies and practices ensure both an effective and sustainable workforce
Objective 3.7: Provide programs and resources in response to regional needs	
Indicators	3.7.1. Academic program mix reflects regional role and mission, educationally, culturally, and economically

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

EOU’s three core theme areas serve as an organizer for mission objectives-indicators-measures-and-target thresholds. Objectives and indicators for core theme areas are established through a strategic planning process that correlates with EOU’s 2013 Sustainability Plan. Acceptable target thresholds for measuring mission fulfillment are determined through a collaborative process between the Provost and the Institutional Research and Planning and Assessment team and are based on historical analysis of trends and future projections.

As the 2013-14 strategic planning, assessment, and budgeting cycle begins, the IR and Planning and Assessment team has been charged to establish a dashboard for regularly monitoring indicator measures for the achievement of target thresholds in each core theme area, and for evaluating institutional effectiveness overall. The dashboard approach has the potential to give the IR and Planning and Assessment team real-time SWOT information about core theme *Strengths* and *Weaknesses*, as well as sufficient time to make recommendations that respond to *Opportunities* and *Threats* by analyzing and adjusting operational strategies or tactical processes accordingly.

Sustainability Threshold* Performance Levels

Analyze internal strategies employed to understand achievement of target thresholds and establish new target thresholds
Analyze internal strategies employed to identify and address any weaknesses in order to reach target thresholds
Analyze internal strategies employed and act on several weaknesses in order to reach target thresholds; conduct an environmental scan to understand and respond to any external pressures
Analyze and assess all strategies employed to reach target thresholds; conduct an environmental scan to determine external factors that may threaten mission fulfillment in the core theme area and develop a plan and strategies for immediate implementation

Figure 2.A.2 (b) *Sustainability thresholds for core theme indicators and measures are established by EOU through the Institutional Research Office and the Planning and Assessment team based on historical analysis of patterns and future projections.

A combination of expectations, historical trends, and sustainability factors determine how target thresholds are established and what the core theme objectives and indicators measure. The color-coded levels of expectation (Fig. 2.A.2 (b)) for each indicator will be functional as a dashboard at the IR website in 2013-14 and is previewed here as part of the institutional Report Card in anticipation of Standard Five—Mission Fulfillment, Adaptation, and Sustainability.

SECTION II. CORE THEMES

> Core Themes, Objectives, and Expectations

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

Essential elements of EOU's mission are articulated by three Core Themes, which drive all aspects of the University's activity. Together, all Core Themes encompass the mission; individually, each Core Theme focuses on an aspect of mission that can be measured, assessed, and improved upon through the annual review of Core Themes-Objectives-Indicators that both informs institutional effectiveness and drives the annual strategic planning, assessment, and resource allocation process.

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

EOU monitors the quality of what EOU graduates know and are able to do on an annual basis through degree program and General Education learning outcomes assessments. Quality is measured through assessable degree program learning outcomes that support University Learning Outcomes. The Capstone experience is a signature high-impact practice embedded in all baccalaureate degree programs where students demonstrate their preparation for the world beyond college. At point of graduation, it is expected that 100% of students earning a degree from EOU will have satisfied University Learning Outcomes that define how the educational experience at EOU develops informed, educated citizens who have the potential for successful careers and rich lives by:

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

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

EOU's mission is to provide access to higher education in regions of the state where education and opportunity intersect with a rurally-situated college-going public. EOU provides flexible, personalized education on campus and online, and offers onsite courses at 16 regional centers throughout Oregon. Through effective transfer and completion pathways with Oregon community colleges, EOU contributes an array of on-campus, online, and onsite programs that support timely academic progress for eastern Oregon's regional and distance students.

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

EOU has a regional role in providing a liberally educated citizenry. A liberal education is the historical and cultural standard for a university education. It provides the foundation for professional programs, for a wide array of occupations, and for advanced studies leading to the practice and/or development of knowledge capital. As an educational, cultural, and economic engine of eastern Oregon, EOU is dedicated to serving rural Oregonians and providing intellectually challenging and flexible programs of instruction in education, in the liberal arts and sciences, and in business in order to meet the various human and knowledge resource needs of the eastern-most counties and rural regions of the state.

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 systematizes the University’s assessment practices around institutional Mission, Core Themes, Objectives, and Indicators of achievement. Under Core Theme 1, EOU provides a strong learner-centered infrastructure that supports excellent teaching and a learning environment that supports student achievement of program and university learning outcomes. The first objective measures the percentage of students meeting general education learning outcomes at “adequate” or “proficient” levels and the percentage of students meeting degree program learning outcomes that align to University Learning Outcomes. Through [curriculum mapping](#), the institution is better able to understand the programmatic roadmaps by which students achieve [University Learning Outcomes](#) so that faculty members can respond with actions that improve student learning. The second objective focuses on indicators that demonstrate how hiring practices ensure a successful match between qualified candidates and positions and how regular evaluation measures support the retention of qualified faculty and staff.

Objective 1.1: Foster and assess student learning			
	Indicators	Measures	Target Threshold
1.1.1	Students demonstrate effective learning relative to GLOs competencies	% of sampled students meeting GEC Assessment at “Adequate” or “Proficient”	85%
1.1.2	Students demonstrate effective learning relative to PLOs and ULOs	% of sampled students achieving program learning outcomes, as aligned with ULO outcomes	100%
Objective 1.2: Ensure faculty and staff success			
1.2.1	Hire quality faculty and staff	<ul style="list-style-type: none"> • successful searches completed and finalist hired • offer acceptance rate by first choice candidates 	100%
1.2.2	Retain quality faculty and staff	<ul style="list-style-type: none"> • staff have satisfactory or better annual evaluations • retention of indefinite tenured faculty • retention of annual tenure track faculty who are making satisfactory progress toward tenure 	100%

Rationale

Objective 1.1 Foster and assess student learning

Indicator 1.1.1 Students demonstrate effective learning relative to GLOs

Measure: % of sampled students meeting GEC assessment at “Adequate” or “Proficient” competencies

Target: 85%

Rationale: EOU’s General Education Learning Outcomes (GLOs) are divided into five learning categories: Content Knowledge, Inquiry, Communication (written and oral), Critical Thinking, and Civic Engagement and Further Learning. These categories of learning are aligned with program-level and university-level learning outcomes. All General Education learning categories, except for Content Knowledge, share common [criteria-based rubrics](#) developed and approved by the faculty. Students demonstrate levels of learning using a [three-point competency scale](#) of Developing, Adequate, and Proficient. Content Knowledge is assessed at the program level using discipline-specific measures appropriate to the course level (100-level through 300-level for program curricula that contributes to General Education). The alignment, coherence, and common rubrics used in General Education program assessment allow the institution to monitor competencies in [Inquiry](#), [Communication](#), [Critical Thinking](#), and [Civic Engagement](#) when faculty teams conduct annual sampling and reporting through TracDat software. Targets for the direct assessment of student learning in GLOs are set at 85% Adequate or Proficient because much of the lower-division coursework for General Education is introductory in nature, and a small percentage of EOU’s under-prepared students begin higher education unable to achieve beyond a “Developing” level of proficiency in a 100- or 200-level general education course.

Indicator 1.1.2 Students demonstrate effective learning relative to PLOs and ULOs

Measure: % of sampled students achieving program learning outcomes aligned with ULO outcomes

Target: 100

Rationale: EOU uses [curricular maps](#) and assessments of program-level learning outcomes (PLOs) to understand the effectiveness of discipline-based learning. Degree Programs define and publish learning outcomes in the academic catalog, in the [academic assessment portfolio](#), and in course syllabi. Program learning outcomes align both with General Education and University Learning Outcomes (ULO) (see example in Table 1.B.2). Program learning outcomes are assessed using discipline-specific rubrics aligned to the Developing, Adequate, and Proficient competency levels set by General Education rubrics (although levels may be worded differently at the program level). It is expected that students taking 300- and 400-level course work in the major will have moved beyond a Beginning or Developing level of proficiency in a given program learning outcome. It follows that 100% of students graduating with a degree from EOU will have satisfied the university’s learning outcomes at point of graduation.

Objective 1.2 Ensure faculty and staff success

Indicator 1.2.1 Hire quality faculty and staff

Measures:

- successful searches completed and finalist hired
- offer acceptance rate by first choice candidates

Target: 100%

Rationale: It is important to EOU, given its geographic remoteness, that the right person for a position is hired. A 100% target threshold for successful recruitment of qualified faculty and staff finalists contributes to quality instruction

and support services for the students served on campus and at a distance. EOU's success in attracting and hiring qualified candidates supports the quality indicators that mark student success in Objective 1 indicators.

<p>Indicator 1.2.2 <i>Retain quality faculty and staff</i></p> <p>Measures:</p> <ul style="list-style-type: none"> • Staff have satisfactory or better annual evaluations • Retention of indefinitely tenured faculty • Retention of annual tenure-track faculty who are making satisfactory progress toward tenure <p>Target: 100%</p>

Rationale: 100% targets for successful retention of faculty and staff contribute to the quality of the teaching and learning environment provided by teaching faculty, the effectiveness of student engagement and success services provided by staff, and the oversight provided by administrators. Commitment to regular evaluation processes ensures a meaningful feedback loop with faculty and staff so that development programs remain rooted in the values of continuous improvement of the learning experience for students.

Table 1.B.2

Degree Profile		BA or BS in Anthropology / Sociology					
University Learning Outcomes		<i>Breadth of Knowledge</i>		<ul style="list-style-type: none"> • <i>Inquiry</i> • <i>Creative/Critical Thinking</i> • <i>Communication</i> 	<ul style="list-style-type: none"> • <i>Community Engagement</i> • <i>Personal and Social Responsibility</i> 	<ul style="list-style-type: none"> • <i>Integrated Learning</i> • <i>Applied Learning</i> • <i>Reflective Learning</i> 	
Associate Level				Bachelor Level			
100 – 200 / 300				300 - 400			
Broad/Integrative Knowledge (GEC)				Specialized Knowledge (Program)			
<i>Content</i>	<i>Critical Thinking</i>	<i>Inquiry</i>	<i>Communication</i>	<i>Content</i>	<i>Critical Thinking</i>	<i>Inquiry</i>	<i>Communication</i>
Learn and use the vocabulary, content, and conceptual knowledge in a variety of disciplines	Think clearly, critically, and effectively, taking into consideration purpose, audience, and occasion	Employ approaches to inquiry from a variety of disciplines	Read, write, and communicate, taking into consideration purpose, audience, and occasion	Content Knowledge	Demonstrate effective skills in critical thinking, analytical and reflective writing, and appropriate discourse within the core disciplines	Demonstrate and apply cross-cultural perspectives, rooted in inquiry-based knowledge in the analysis of social, economic, and political issues	Demonstrate a solid understanding of core concepts in anthropology and sociology through effective communication, including scholarly writing and public presentations
Civic Learning				Civic Learning			
Engage in further learning and be of service to society				Identify, analyze, and address real world problems through scholarly and structured civic engagements			
Integrated and/or Applied Learning				Integrated and/or Applied Learning			
				Integrated Learning			
Institutional Intellectual Skills				Institutional Intellectual Skills			
Quantitative Literacy (BS)	Diversity (DPD)	Writing (UWR)	Language (BA)	Quantitative Literacy (BS)	Diversity (DPD)	Writing (UWR)	Language (BA)

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 objectives, indicators, and measures.

Objective 2.3: Ensure access and success for students, regardless of location		
Indicators	Measures	Target Threshold
2.3.1 Degree programs accessible to students at both on-campus and off-campus locations.	<ul style="list-style-type: none"> • % of student enrollment by modality (on campus and off campus) • % of baccalaureate degrees awarded by location (on campus and off campus) • % difference in graduates to enrollment comparison on campus (current) 	<ul style="list-style-type: none"> • 40% student enrollment on campus (current) • 60% student enrollment off campus (current) • 35% on-campus baccalaureate degrees (current) • 65% off-campus baccalaureate degrees (current) • 0-6% variation in graduates to enrollment comparison
2.3.2 Effective academic and support programs and services to ensure the success of first time freshmen in their first year	<ul style="list-style-type: none"> • % Fall to Winter retention • % Winter to Spring retention • % Fall to Fall retention 	<ul style="list-style-type: none"> • 96% • 90% • 75%
2.3.3 Effective completion pathways for new Freshmen and Transfer students	<ul style="list-style-type: none"> • 6-year graduation rate of new Freshmen • 4-year graduation rates of new Transfers 	Graduation rates for new freshmen and transfers => graduation rates students overall <ul style="list-style-type: none"> • 31.9% (13-14) • 44.6% (13-14)
2.3.4 Work with community colleges to forge effective completion pathways.	# of bachelor's degrees awarded to transfer students from BMCC, TVCC, MHCC, CCC, COCC, UCC, UGCC, SWOCC	<ul style="list-style-type: none"> • 264, which represents a 28% increase by 2017*

Objective 2.4: Adopt and enhance appropriate educational technologies			
2.4.1	Up-to-date institutional technology infrastructure and related resources.	<ul style="list-style-type: none"> • University-wide advisory group for technological infrastructure and support • Provide consistent feedback for faculty and staff concerning satisfaction with technological infrastructure and support 	<ul style="list-style-type: none"> • 85% faculty/staff satisfaction w/ technology infrastructure (survey)
2.4.2	Technology leveraged effectively for multiple instructional modalities.	<ul style="list-style-type: none"> • A faculty-driven advisory group for innovative instruction and faculty support and development • Provide consistent feedback for faculty concerning satisfaction with educational technology and other instructional needs 	<ul style="list-style-type: none"> • 85% faculty satisfaction w/ educational technology and other instructional and faculty development needs (survey)

*Based on EOU Achievement Compact projection of 7% increases per year over next four years (2013-17)

Rationale

Objective 2.3 Ensure access and success for students, regardless of location
<p>Indicator 2.3.1 Degree programs accessible to students at both on-campus and off-campus locations.</p> <p>Measures:</p> <ul style="list-style-type: none"> • % of student enrollment by location (on campus and off campus) • % of baccalaureate degrees awarded by location (on campus and off campus) • % variation in graduates- to enrollment-modality comparison <p>Target(s):</p> <p>Enrollment by location</p> <ul style="list-style-type: none"> • 40% on campus (current) • 60% off campus (current) <p>Baccalaureate degrees awarded by location</p> <ul style="list-style-type: none"> • 35% on campus (current) • 65% off campus (current) <p>Graduates to Enrollment Comparison</p> <ul style="list-style-type: none"> • 0-6% variation (current is 4.1%)

Rationale: EOU’s Objective 2.3.1 is to serve students where they are, ensuring accessible programs and necessary support services for successful degree completion. Target thresholds established for enrollment and baccalaureate degrees awarded by location should reflect the actual student need for access with the current student body. As the distribution of the location of our students, both on and off campus, shifts, then the target thresholds should shift accordingly. Expressed as a comparison of Graduates to Enrollment, an acceptable threshold for Objective 2.3.1 is to remain within a 0-6% variation in the percentage of baccalaureate degrees awarded by location compared with the percentage of unduplicated enrollment by location. It is important that EOU remain within this band of variation in order to serve a student body distributed both on campus and off campus, where on-campus students can enroll in online and onsite courses, but off-campus students cannot enroll in on-campus courses. Data specifications for determining target thresholds are as follows:

Enrollment by Location

EOU presently serves approximately 40% of our students on campus who take a combination of on-campus and off-campus courses, resulting in a target threshold of 40% for on-campus students. EOU also serves 60% of our students at a distance who take a combination of online and onsite coursework to complete their degrees, resulting in a target threshold of 60% for our off-campus students. Student location is determined by distributing the student's SCH into the modalities in which they enroll (on campus or off campus). The modality with the highest SCH is determined to be the student's primary modality of enrollment, and the enrollment modality represents unduplicated students. SCH generated prior to AY 2001-2002 is excluded from computation. Data excludes SCH from EOU partner programs (OHSU/NURS, OSU/AG, and ODS).

Baccalaureate Degrees Awarded by Location

The target threshold for baccalaureate degrees award by location is presently approximately 35% on campus and approximately 65% off campus. Students earning multiple degrees within the same term are counted only once. Students graduating with pre-Banner records (typically pre-1996 records) are considered as primarily on-campus graduates. Data excludes graduates from EOU's partner programs (OHSU/NURS, OSU/AG, and ODS).

Graduates to Enrollment Comparison

The target threshold range of 0-6% expresses the variation in the percentage of baccalaureate degrees awarded by location compared with the percentage of enrollment by location.

Indicator 2.3.2 *Effective academic and support programs and services to ensure the success of first time freshmen in their first year*

Measures:

- % Fall to Winter retention
- % Winter to Spring retention
- % Fall to Fall retention

Targets:

- 96% Fall to Winter retention
- 90% Winter to Spring retention
- 75% Fall to Fall retention

Rationale: EOU's attention to strong academic and support programs and services contributes to increased student success. An institutional target threshold of 75% for First Time Freshman retention is aspirational and was determined based on historical trends in Fall-to-Winter and Winter-to-Spring retention rates, which are also represented here as aspirational. The institution will monitor retention measures throughout the year and will examine academic and support program services and practices –like the CORE program for underprepared students, FYE seminars, intrusive advising, financial aid packaging keyed to low-income and mid-range GPA students, and reasonable tuition increases—in order to understand institutional strategies for increasing the retention of first time freshmen students so as to ultimately contribute to increased graduation rates, regardless of location.

Indicator 2.3.3 *Effective transfer and completion pathways for students.*

Measures:

- 6-year graduation rates of new freshmen students
- 4-year graduation rates of new transfer students

Target(s): Graduation rates of new enrolled freshmen and transfer students => a target threshold of 31.9% for new freshmen and 44.6% for new transfer students (current)

Rationale: Monitoring effective transfer and completion pathways through target thresholds for new freshmen and transfer graduation rates helps the institution understand and respond to why rates may be increasing or decreasing in any given year. Increasing 6-year graduation rates for new freshmen and 4-year graduation rates for transfer students is a focal priority for EOU's sustainability plan. EOU will know it has effective completion pathways when 6-year graduation rates of new freshmen and 4-year graduation rates of new transfer students *equal or exceed 6-year graduation rates of students overall*. The target threshold for 6-year graduation rates of new freshmen is to equal or exceed 31.9%; the target threshold for 4-year graduation rates of new transfer students is to equal or exceed 44.6%. Data specifications for determining graduation rates for new freshmen and new transfers are as follows:

Enrollment of new freshmen and transfers for fall term 2012=1088

The fall fourth-week enrollment data represents the number of new freshmen and new transfer students entering each fall term. New freshmen are defined as those that enter with a high school diploma or GED and have no more than 29 transfer hours. New transfers are defined as those that enter with at least 30 credits of transfer hours. Students in the above two categories are always undergraduates and exclude post-baccalaureates.

6 Year Graduation Rate, First-Time, Full-Time Freshmen=31.9% AY13-14

The data represents the number and percent of first-time, full-time freshmen graduating over 6 years. Full time students are defined as those taking 12 credits or more in their first term at EOU. Data excludes graduates in partner programs (OHSU/NURS, OSU/AG and ODS).

4 Year Graduation Rate of Transfer Students=44.6% AY13-14

The data represents the number and percent of full-time and part-time transfers graduating over 4 years. Data excludes graduates in partner programs (OHSU/NURS, OSU/AG and ODS).

Indicator 2.3.4 *Work with community colleges to forge effective completion pathways.*

Measures: # of bachelor's degrees awarded to transfer students from BMCC, TVCC, MHCC, CCC, COCC, UCC, UGCC, SWOCC

Target: 264, which represents a 28% increase in degrees awarded to community college transfers by 2017

Rationale: EOU has a demonstrated history of serving as a center for delivery of undergraduate and graduate degree programs through its on-campus and distance programming. EOU provides degree completion opportunities in partnership with community colleges and through sixteen regional centers throughout the state of Oregon. Enrollment growth through community college transfers is an important indicator of 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% is a 2010 baseline average). The EOU Achievement Compact with OUS indicates a projected 7% increase per year from a baseline of 206 bachelor's degrees awarded to Oregon community college transfers in 2012-13. A target threshold of 264 bachelor's degrees awarded to Oregon community college transfers in 2016-17 represents a 28% projected increase by 2017. Achieving the target threshold demonstrates the effectiveness of the completion pathways from Oregon community colleges to EOU.

Objective 2.4 Adopt and enhance appropriate educational technologies

Indicator 2.4.1 *Up-to-date institutional technology infrastructure and related resources.*

Measures:

- University-wide advisory group for technological infrastructure and support
- Provide consistent feedback for faculty and staff concerning satisfaction with technological infrastructure

Target(s): Establish Information Technology Advisory Team (ITAT) and achieve 85% satisfaction with technology infrastructure from faculty and staff (indirect assessment through annual technology satisfaction survey).

Rationale: EOU's mission is to deliver high quality education to on-campus and distance students through up-to-date and current technology, resources, and infrastructure. The Information Technology Advisory Team (ITAT) was established in 2011-12 and has articulated the recommendation to update the phone system, which was fully implemented in July 2013. It is timely for EOU to conduct a review of its Learning Management System and other technology infrastructure. The review will begin with a technology needs survey administered in Fall 2013 to guide technology infrastructure planning, and a satisfaction survey administered in late Spring 2014 to provide satisfaction feedback with any upgrades in the technology infrastructure. A target threshold of 85% satisfaction with technology infrastructure upgrades has been established based on the number of faculty and staff responding to the satisfaction survey, as well as the specific nature of their responses, and how those expressed needs interact with the institution's envelope of available resources.

Indicator 2.4.2 *Technology leveraged effectively for multiple instructional modalities.*

Measures:

- A faculty-driven advisory group for innovative instruction and faculty support and development
- Provide consistent feedback for faculty concerning satisfaction with educational technology and other instructional needs

Target(s): Establish Center for Teaching, Learning, and Assessment Advisory Group (CTLA-AG) and achieve 85% faculty satisfaction with educational technology and other instructional needs (indirect assessment through annual survey).

Rationale: An important source of pride for EOU is its reputation for high-quality and learner-centered instruction where 53% of the student population EOU serves at a distance depends upon technology-mediated instruction and an additional 24% of the on-campus student population also engage technology through online and onsite coursework.

To more fully engage teaching faculty in the scholarship of teaching and learning, EOU has established a faculty-driven advisory group within the [Center for Teaching, Learning, and Assessment](#). In Fall 2012, EOU acted on recommendations from the Innovative Instructional Initiatives Committee (I3) to reactivate the Center for Teaching, Learning, and Assessment and to create faculty development programming in consultation with an Advisory Group. As part of its charge, the Advisory Group drafted a functional [CTLA Role and Responsibility](#) matrix to define the scope and nature of programming needed to support faculty instructional effectiveness. The Center presently hosts development opportunities including the annual [Summer Institute for Instructional Technology](#) (SIIT), [development opportunities and webinars](#) advertised throughout the academic year, [informational resources](#) updated monthly, a [Teaching TALKS electronic newsletter](#) sent to the faculty listserv monthly, as well as a TechTalks listserv for members who have matriculated through the annual SIIT and who wish to engage in further dialogue about emergent instructional technologies. By the conclusion of the 2013 Annual SIIT, approximately 40% of the on-campus faculty (50 of 124) will have cycled through the Summer Institute.

Beginning in Fall 2013, the CTLA Advisory Group will administer a faculty needs survey to ensure that faculty development programming scheduled during 2013-14 targets need areas as identified by the faculty themselves. At the end of the academic year, the CTLA will administer a satisfaction survey to determine whether professional development opportunities were effective. The target threshold for the annual satisfaction survey is 85% overall satisfaction based on a proportion of those responding to the satisfaction survey who indicated they had also participated in and were satisfied with professional development opportunities, as identified on the survey.

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 objectives that ensure 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.

Objective 3.5: Foster partnerships and provide opportunities for student and faculty community engagement		
Indicators	Measures	Target Threshold
3.5.1 Community, regional, state, and national opportunities for students to engage in practica, internships, service learning, research.	<ul style="list-style-type: none"> # of students who enroll in 401/405/407/409 internships/service learning or are engaged in some form of capstone research SCH generation per year in 401/405/407/409 practicum/internship, service learning, or capstone research courses 	<ul style="list-style-type: none"> 20% increase in HCT by 2017 20% increase in SCH by 2017
3.5.2 EOU students and faculty engage with the Civic Engagement and Social Responsibility University Learning Outcome.	NSSE/FSSE percentage of students and faculty participating in high impact practices that denote community-based or service learning	<ul style="list-style-type: none"> 80% by 2017
Objective 3.6: Ensure a sustainable university environment		
3.6.1 Adequate financial resources for operations.	Sustainability Ratios > Revenue Ratios <ul style="list-style-type: none"> % of state funding to total State funding per student FTE Non-regional FTE to total FTE % growth in student FTE % growth in non-resident tuition > Cost Ratios <ul style="list-style-type: none"> % of personnel cost to total revenue Personnel cost to student FTE Increase in fund balance Net operating income Cost per FTE > Flexibility Ratios <ul style="list-style-type: none"> Total fund balance/total revenues Net income to revenue 	2017 Target Range <ul style="list-style-type: none"> 30-35% \$3-4K 5-15% 2-7% 15-20% 75-78% \$9-10K 0-5% 0-5% <\$11,200 5-10% 0-5%

3.6.2	University Planning and Budgeting reflects stable enrollment revenue.	• Total revenue growth per student FTE	HEPI + 2%
3.6.3	Administrative and personnel policies and practices ensure both an effective and sustainable workforce.	• Administrative and Staff turnover • Faculty turnover	<12% <12%
Objective 3.7: Provide programs in response to regional needs			
3.7.1	Academic program mix reflects regional role and mission, educationally, culturally, and economically	• Top three degrees awarded over last ten years in Business, Education, and Liberal Studies	Maintain a combined 62-65% proportion of all degrees awarded each year as indicator of appropriate program mix for the region.

*Thresholds are consistent with OUS performance expectations

Rationale

Objective 3.5 Foster partnerships and provide opportunities for student and faculty community engagement	
Indicator 3.5.1 Community, regional, state, and national opportunities for students to engage in practica, internships, service learning, research.	
Measures:	
<ul style="list-style-type: none"> • # of students who enroll in 401/405/407/409 practicum/internships/service learning or are engaged in some form of capstone research • SCH generation per year in 401/405/407/409 practicum/internship/service learning or capstone research courses 	
Target: 20% increase student enrollment in 401/405/407/409 courses by 2017 20% increase in SCH in 401/405/407/409 courses by 2017	

Rationale: EOU has long supported the value of experiential learning as a high impact practice that deepens student learning, allowing students to apply theoretical concepts in real-world contexts. EOU faculty recognize the value of applied experiences as markers of retention and success in the world beyond college. Most degree program faculty have embedded practica, internships, service learning, and capstone research opportunities in the curriculum. Although these are sometimes optional, students usually take at least one research-based, service-learning-based, or internship-based course while achieving their degree. Most of these experiences are tied to tuition-bearing coursework that students can only afford to take once. In 2011, the Provost installed tuition remission for seniors wishing to engage in sustained capstone research, practica, internships, or service learning opportunities over multiple terms. The student headcount in 401/405/407/409 courses have dramatically increased by 20% since 2011 when compared with a 5% increase in the previous two years. Similarly, with the barrier of tuition removed, SCH in the same course numbers increased nearly 20% since 2011 when compared with a 5% increase in the previous two years. Target thresholds are therefore set at 20% increases by 2017 in both headcount and SCH for students participating in 401/405/207/409 numbered courses. Data specifications for headcount and SCH in specified course numbers are as follows:

Number of students who enroll in 401/405/409 internships/service learning or are engaged in some form of research:

The data represents the number of students that enroll in the following types of courses (Research, Seminar, Capstone, Practicum, Thesis, Reading and Conference, Field Placement in addition to 401, 405, 407 & 409 course numbers). Students that drop from courses are excluded from counts; however, those that withdraw or fail the course are included. Graduate level courses or those offered by partner programs (OHSU/NURS, OSU/AG and ODS) are excluded. Students that enroll in multiple courses that fit the criteria above will be counted multiple times.

SCH generation per year in 401/405/409 practicum/internship or research courses:

The data represents the student credit hours generated using the criteria used above.

In the Year Five Self-Study, EOU may wish to compare the institution's direct measure of a 20% increase in both headcount and SCH with NSSE's indirect measures based on senior responses to survey questions about participation in internships/practicum, capstone research, and community service to see if there is any correlation between direct institutional and indirect NSSE data over the same period of time.

Indicator 3.5.2 *EOU students and faculty engage with the Civic Engagement and Social Responsibility University Learning Outcome.*

Measures: NSSE/FSSE percentage of students and faculty participating in high impact practices that denote community-based or service learning

Target: 80% by 2017

Rationale: Civic Engagement and the social responsibilities that come with being an informed citizen and an engaged member of the community are deeply rooted in EOU's mission statement and public ethos as a liberal arts university. As one of the four university learning outcomes expected of all graduates from EOU, civic engagement and social responsibility have pride of place in EOU's general education learning outcomes, degree program learning outcomes, and learning outcomes in the co-curriculum.

EOU has set a 2017 target threshold of 80% of students and faculty participating in high impact practices that denote community-based or service learning. In creating the target threshold for this core theme indicator, the university will use the indirect measure of biennial NSSE data to track student responses that they have participated in community service, service learning, and/or volunteer work by the time they were seniors. Similarly, the university will use the indirect measure of biennial FSSE data to track faculty responses that they consider service learning and volunteer work important or very important in upper-division coursework.

Faculty and student engagement in outreach through community service, service learning, and volunteer work is a focal priority for Core Theme 3. The most recent NSSE data indicates that only 56% of seniors responding to the 2011 NSSE survey reported that they had participated in service learning or volunteer work by the time they were seniors. Similarly, only 55% of faculty responding to the 2011 FSSE survey reported that they regarded service learning or volunteer work as important or very important in upper-division courses. The target threshold is set for 80% in this area for the sampling of senior students and faculty teaching upper-division courses who responded/will respond to the biennial NSSE and FSSE surveys in 2011, 2013, 2015, and 2017.

Objective 3.6 Ensure a sustainable university environment

Indicator 3.6.1 Adequate financial resources for operations.

Measures: Sustainability Ratios

- Revenue Ratios
- Cost Ratios
- Flexibility Ratios

Target: 2017 target ranges for financial sustainability provided in Rationale below.

Rationale: 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 three to four years are excerpted from the President’s 2011 “Mission Fulfillment and Financial Sustainability” plan for EOU:

Indicator 3.6.1 Measures	2017 Target Range
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	15-20%
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 Revenues	5-10%
Net Income to Revenue	0-5%

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.

Indicator 3.6.2 *University Planning and Budgeting reflects stable enrollment revenue.*

Measures:

- Total revenue growth per student FTE

Target: Higher Education Price Index (HEPI) +2%

Rationale: EOU's budget and planning model requires stable enrollment revenue in order to support operations at current levels of service and programming. The Higher Education Price Index (HEPI) helps the institution understand projected costs and expenditures that inform annual increases in tuition and fees per student FTE. The HEPI index also helps the institution keep pace with inflationary pressures on the operating costs for educating each student. The target threshold set for revenue growth per student FTE in a given year is the HEPI inflation index for that year, plus 2%. The target threshold serves as a guideline for meeting increased operational costs while remaining within an affordable price point for EOU students. In 2012-13, for example, the inflation index for public Masters higher education institutions like EOU was .8%. This means that tuition and fees for 2012-13 needed to increase by at least 2.8% from the previous year in order to cover the inflationary costs of maintaining current levels of service and programming on fixed educational and general expenditure funding. While EOU's priority is to maintain moderate tuition increases of 5% or less in any given year, the HEPI + 2% target threshold ensures a minimum target that allows for institutional flexibility, accessibility, and affordability.

Indicator 3.6.3 *Administrative and personnel policies and practices ensure both an effective and sustainable workforce.*

Measures:

- Administrative and Staff turnover rates remain below 12% target threshold
- Faculty turnover rates remain below 12% target threshold

Target: <12% Administrative and staff turnover
< 12% faculty turnover

Rationale: Sound organizational and 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 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. A turn-over rate of less than 12% annually has been established as a target threshold, as aligned with national human resource norms.

Objective 3.7 *Provide programs in response to regional needs.*

Indicator 3.7.1 *Academic program mix reflects regional role and mission, educationally, culturally, and economically*

Measures: Top three degrees awarded over last ten years in Education, Liberal Studies, and Business

Target: Business, Education, and Liberal Studies degrees remain the top three degrees awarded annually over the past ten years. The target threshold is maintaining a combined percentage of 60% of all degrees awarded each year to demonstrate EOU is meeting regional and rural needs through education, business, and liberal studies degree completion pathways.

Rationale: EOU's top three degrees awarded over the past ten years have consistently been in teacher education, liberal studies, and business administration, for a combined proportion of between 62% and 65% of all degrees awarded

each year. The consistency with which these majors have remained in the top three indicates that EOU's program mix continues to meet regional and rural needs.

Teacher education has been and continues to be an important area of regional service for EOU. Teacher education degrees awarded over the past decade have declined from approximately 15% in 2003-2004 to 11% in 2012-13, when students could either be awarded a Multidisciplinary & Elementary Education degree or a Multidisciplinary Education degree, but not both. It is expected that teacher education undergraduate degree awards will fluctuate between 11% and 15% in the next five years based on K-12 education needs in the region.

Through the Liberal Studies degree, EOU shares in the statewide responsibility to constitute an educated regional and rural citizenry informed by broad humanist perspectives in every aspect of work, culture, and life. The Liberal Studies degree enables degree completion through a flexible interdisciplinary array of 30 minors in art, business, music, language, culture, theatre, sociology, political science, psychology, and science, any two of which may be combined; or an EOU minor may be combined with a minor transferred from another institution; or an EOU minor may be combined with two subject areas towards achievement of a Liberal Studies degree. For many non-traditional transfer students who access higher education online and onsite, as well as part time, the accessibility and flexibility of the Liberal Studies program represents a pathway for students to achieve a higher education degree and becomes an opportunity to contribute their knowledge and experience to the communities in which they live and work. Liberal Studies degrees awarded over the past decade have declined from approximately 32% in 2003-2004 to 20% in 2012-13 due to several EOU degree programs that have come online during that time. Nonetheless, it is expected that Liberal Studies degrees will retain a 20-25% proportion of all degrees awarded each year, as non-traditional students continue to seek completion pathways in flexible formats.

EOU's role in providing Oregon's rural communities with graduates in business is vital to a region dependent upon the success of industry, agribusiness, service organizations, and smaller entrepreneurial enterprises. EOU provides a significant number of students the opportunity to build the skills and knowledge necessary to fill the regional demand for a work force especially tuned to the needs of business. As an economic driver for eastern Oregon, the proportional percentage of Business Administration degrees awarded has increased dramatically over the past decade from 18.4% in 2003-2004 to nearly 33% in 2012-13. It is expected that the Business Administration undergraduate degree will begin to stabilize at between 30-35% of all degrees awarded in any given year.

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 classrooms, EOU values scholarship and scholarly activities that inform best practices in the instructional modalities and learning environments that comprise the curriculum and co-curriculum.

The mission, core themes, and associated objectives and indicators for the institution focus EOU's resources on a continued commitment to excellence in teaching and learning. The three 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 three core themes not only inform the collective objectives of the University to support students with affordable access to a 21st century education, but also provide 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 help guide the implementation of clearly articulated objectives and indicators that result in meaningful and assessable measures 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.

Learning and education is the primary purpose of EOU's mission and core themes. The objectives and indicators that flow from them provide the institution with a shared and systematic framework for analyzing and assessing its progress towards 2017 mission fulfillment 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 84 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 TWO: Resources and Capacity

By documenting the adequacy of its resources and capacity, the institution demonstrates the potential to fulfill its mission, accomplish its core theme objectives, and achieve the intended outcomes of its programs and services, wherever offered and however delivered. Through its governance and decision-making structures, the institution establishes, reviews regularly, and revises, as necessary, policies and procedures that promote effective management and operation of the institution.

SECTION 2.A GOVERNANCE

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

EOU has an effective and widely understood descriptive system of governance that has been in place since 2007. EOU's Constitution defines the responsibility for governance as being vested in the President and the University Council, and in the Provost and the Faculty Senate, with shared participation and responsibility for decision-making provided through structures and processes in the colleges and on shared governance standing committees, which initiate and process the development or revision of policies and procedures that promote the effective management and operation of EOU in matters regarding curriculum, diversity, academic standards, grievances, athletics, financial aid, student affairs, and personnel. The University Council serves to guide institutional level governance, policy, and processes. The [Faculty Senate](#) serves to guide faculty-driven academic standards, faculty personnel, and curricular and other university-level faculty-driven policies and processes pertaining to governance. The [University Council](#) functions through the Office of the President while the Faculty Senate functions through the Office of the Provost. Both governing bodies ensure the integrity and continuity of educational objectives in on-campus and online programs and consider the views of faculty, staff, students, and administrators through shared governance committees. Changes to the EOU Constitution can be initiated in either the University Council or the Faculty Senate, but must be approved by a plurality of campus-voting constituencies as described in the [Constitution](#) and the Shared Governance schematic (Figure 2.A.1).

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

The Oregon State Board of Higher Education (OSBHE or the Board) sets policy for a multi-university governance system of Oregon's seven public universities which constitute the Oregon University System (OUS). Oversight of each University's President is vested in the OUS Chancellor's Office, which also coordinates academic and fiscal and administrative matters across campuses. The Chancellor's Office does not take an operational role in any of the OUS campuses. The Board's relationship with the universities is published in the [Board's Bylaws](#). The President of EOU is the CEO of the institution and has clearly delegated executive authority and responsibility, as codified in the [Board's Bylaws](#) and EOU's [Constitution](#):

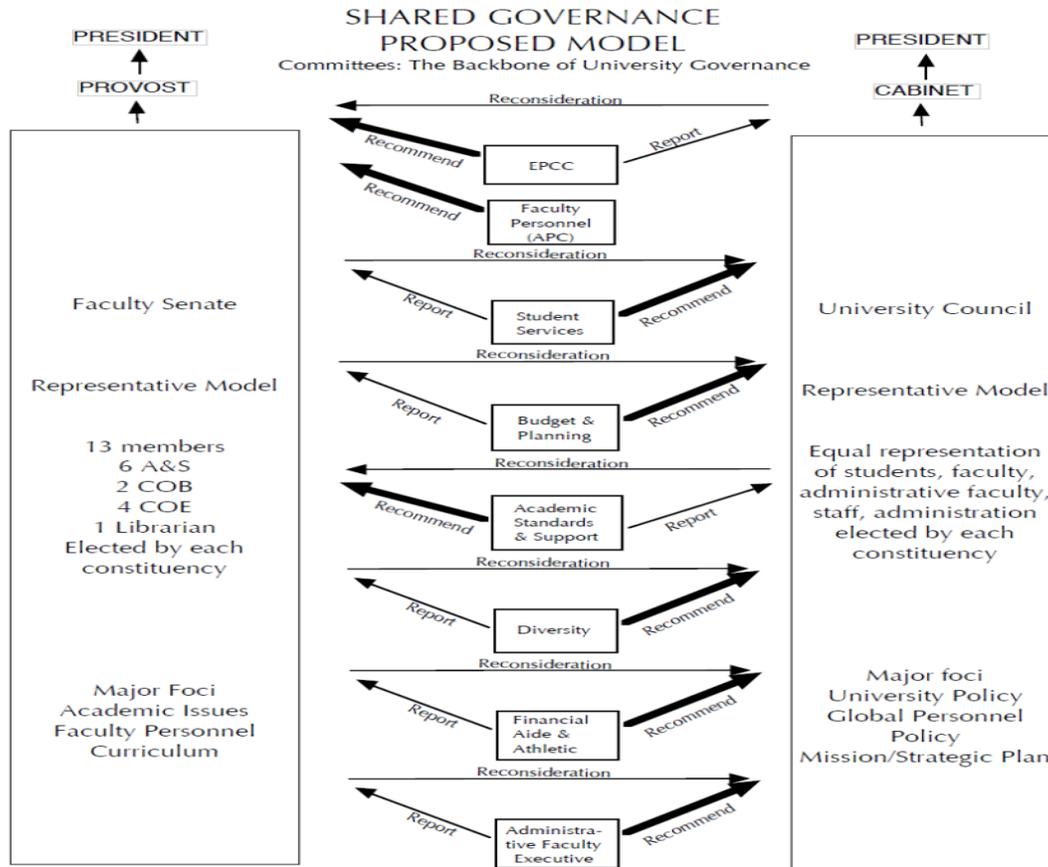


Figure 2.A.1

Board Bylaws

The Board has the power to make rules pursuant to the laws of the State of Oregon for the guidance of the officers and employees of the Department known as the Oregon University System (OUS) and for the governance of the educational institutions in OUS and the students thereof.

EOU Constitution

The President is the chief executive officer and has general administrative authority over all University affairs as outlined in the standing Administrative Rules and the Internal Management Directives of the Oregon State Board of Higher Education.

System policies, regulations, and procedures concerning the institution are clearly defined in an environment of increasing accountability. Through a [single board](#), Board and OUS rules and policies are equitably administered and applied to all institutions that comprise the Oregon University System.

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

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

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

Through the functioning of the President's executive staff and the President's Cabinet, as well as the shared governance processes and bodies that underlie those areas, strategic and budgetary processes are continuously monitored for compliance with Commission standards as they interact with collective bargaining, legislative actions, and external mandates. The HR Director and the ALO are aware of faculty and staff negotiations and positions relative to collective bargaining agreements for faculty and staff, and the HR Director oversees complaint, grievance, and sanction processes and resolves them in a timely way in keeping with accreditation standards. The President, the Provost, and the Vice President for University Advancement and Government Relations monitor legislative actions and external mandates very carefully in order to ensure the institution has appropriate processes and policies in place to operationalize actions that impact the University.

Governing Board

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

The Oregon State Board of Higher Education (OSBHE) currently functions as EOU's governing board. OSBHE sets policy for a multi-unit governance system consisting of seven public universities, including EOU, with oversight and coordination vested in the OUS Chancellor's Office and as delegated to the institution's CEO. OSBHE consists of eleven [\(11\) voting members](#) appointed to four-year terms and four more voting members—two faculty and two students selected from among the various OUS institutions on a rotating basis—who are appointed to two-year terms. The [Board's Bylaws](#) clearly define the broadly understood and widely communicated roles, responsibilities, and authority of the Board.

Oregon does not currently have a system of multiple boards.

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

The Board acts only as a body of the whole and responds to recommendations coming forward from three standing committees that meet regularly to strategize solutions to current political, social, and economic challenges affecting public higher education in Oregon. The Board acts only as a committee-of-the-whole on recommendations coming forward through the three standing committees: [the Academic Strategies Committee, the Finance and Administration Committee, and the Governance Committee](#). These committees of the Board have been formally delegated by the Board and report to the Board on formal actions undertaken by the Board-of-the-whole. The full Board meets monthly, with Presidents, Standing Committees, and Task Groups reporting on policy development and other Board initiatives on a monthly basis, as well.

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

The Board establishes system-wide policies, reviews and approves university mission statements, sets institutional operations parameters, approves degree programs, approves budgets, investments and other financial commitments,

reviews audits, provides for the management of real property within the OUS and exercises broad-based oversight to ensure compliance with institutional policies. The Board's Bylaws delineate the responsibilities, organizational structure, and operating procedures of the Board, while board policies, administrative rules, and internal management directives define the policies and procedures of the OUS.

The Chancellor's Office implements policies developed by the board, governor, and legislature. This includes development and implementation of policies governing institutional missions, academic programs, enrollment management and admission requirements, tuition, transfer policies, accounting, budgets, and other fiscal policies. The Chancellor's Office is also responsible for leading the biennial operating and capital budget process, creating partnerships among the OUS campuses, community colleges, and K-12 institutions, and working closely with the governor, legislature, and other constituencies for support and investment in higher education.

The three standing committees of the OSBHE exercise broad oversight of both system and institutional policies. These policies are articulated as both [system policies](#) as well as [Oregon Administrative Rules](#). Similarly, the Board, acting through its standing committees, has broad oversight and regularly reviews and revises those policies regarding its own operation and organization. Beginning in 2010, the OUS engaged in a comprehensive review and revision of its policy statements pursuant to ongoing strategic planning and governance deliberations. The Board's policy on policies is available at [Internal Management Directives](#) and states that "From time to time, but no less than every three years, the Board, its standing committees, or the Office of the Chancellor, as appropriate, will review Board rules, policies, and internal management directives to determine if amendment or repeal is advisable or necessary."

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

OSBHE selects and evaluates EOU's President/CEO annually. In September 2011, the State Board of Higher Education adopted a two part [performance evaluation process for OUS presidents](#) consisting of a "state of the university" discussion with the full Board in Executive Session and a more traditional "performance evaluation" conducted one-on-one with the Chancellor. OUS Presidents are required to submit to the Chancellor a written self-assessment no later than June 1 of each year to assist the Chancellor in completing a written performance evaluation. The self-assessment was submitted to the Board in advance of an Executive Session discussion scheduled on July 12 or August 2, 2013. Presidents discuss their self-assessment and state of the university with the Board, which also assists the Chancellor in completing a written performance evaluation. Finally, following the Board discussion and the completion of the written evaluation, the Chancellor meets with each OUS president to discuss the final performance evaluation and opportunities to improve the evaluation process in future years.

The President has delegated responsibility and authority to implement, administer, and manage board-approved mission and policies referenced by [Oregon statutes and rules](#) and the EOU [Constitution](#):

The President is the chief executive officer and has general administrative authority over all University affairs as outlined in the standing Administrative Rules and the Internal Management Directives of the Oregon State Board of Higher Education. The President shall be responsible for introducing and testing the improvement of educational ideas and proposals for formulating policy; stimulating and conducting discussion leading to the improvement of educational programs; and reviewing policies, procedures, and programs of the individual units on the campus and the campus as a whole. The President shall develop an administrative organization to assist him/her in carrying out the policies as established by the Oregon State Board of Higher Education.

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

The OSBHE annually evaluates its performances to ensure its duties and responsibilities are fulfilled in an effective and efficient manner according to the [Board Strategic Plan](#). The Board’s strategic plan articulates [performance](#) measures “to inform and guide the system’s work. The first Achievement Compacts were approved by the State Board of Higher Education, and approved by the OEIB in April, 2012: [Achievement Compacts, 2012, System and Institution](#).”

In addition, the Board evaluates OUS performance—and institutional performance—through State-level and Board-level measures:

State-Level Measures

State-level Measures assigned to OUS are made up of legislatively-approved indicators linked to statewide “Oregon Benchmarks.” These measures are monitored and reported to the Department of Administrative Services (DAS) and the legislature through an Annual Performance Progress Report.

Board-Level Measures

Board-level Measures consist of 15 OUS performance indicators, including three institution-specific indicators, tracked and reported by each OUS campus annually to the State Board of Higher Education. Campuses set targets for five common indicators as well as two mission-specific indicators.

Institution-specific measures are selected by the institutions to highlight strategic initiatives, critical features, and distinct missions of each campus.

Leadership and Management

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

EOU has an effective system of leadership that has effective executive leadership with appropriate levels of responsibility and accountability in the major divisions of the University: Finance and Administration, Student Success and Engagement, Academic Affairs, University Advancement, Athletics, and Human Resources. Executive leadership is charged with planning, organizing, and managing the institution. Each vice presidential area manages and assesses division goals through executive summaries to the President (example from [Student Affairs](#)). Beginning in 2013, and in the context of planning, divisions will contribute objectives for monitoring and managing institutional effectiveness through the [TracDat software system](#). The Library and the Student Success and Engagement strategic plans in TracDat are examples of how TracDat will be leveraged to report on streamlined core themes and objectives in the Year Five Self-Study.

Administrators are qualified in terms of appropriate academic background and experience, and their credentials are published in the [academic catalog](#). Most have been hired as a result of national searches, have moved up through the ranks of the University, or have applied and competed for their current positions. Detailed [organization charts](#) delineate division organizational structures and areas of responsibility. Division administrators provide executive leadership and management of operational units in the Colleges of Arts and Sciences, Business, and Education, Enrollment Services, Facilities, Co-curricular and Auxiliary Support Services, and Marketing and Development, which are led by Deans and Directors. (Figure 2.A.9)



Figure 2.A.9

Further information concerning executive and administrative leadership responsibility and accountability expectations are demonstrated in the President’s [“University Planning Focus and Priorities”](#) areas and are used as a basis for the annual review of executive leadership. The University’s executive leadership also undergoes a [Triennial Review Process](#) underpinned by annual evaluations relative to specific responsibilities and goals underlying those responsibilities. Administrative staff are evaluated annually with respect to their specific responsibilities and connected goals through [appraisal forms](#) and related processes.

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

The OSBHE appoints the chief executive officer to each of the seven universities in the OUS. The chief executive officer has full-time responsibility to the institution, as outlined in [Board Policy](#) (p. 107) and in [EOU’s Constitution](#). As Chief Executive Officer, the President of EOU has general administrative authority and is “responsible for introducing and testing the improvement of educational ideas and proposals for formulating policy; stimulating and conducting discussion leading to the improvement of educational programs; and reviewing policies, procedures, and programs of the individual units on the campus and the campus as a whole. The President shall develop an administrative organization to assist him/her in carrying out the policies as established by the Oregon State Board of Higher Education.” Neither the chief executive officer nor an executive officer of the institution serves as chair of the OSBHE.

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

The institution provides a sufficient number of qualified administrators, headed by the EOU President, who provide effective leadership and management of the institution's major divisions of the University: Academic Affairs, Finance and Administration, Student Success and Engagement, University Advancement, Athletics, and Human Resources. See Figure 2.A.9. Leaders of divisions provide leadership and management of operational units in the College of Arts and Sciences and the Colleges of Business and Education, Enrollment Services, Facilities, Co-curricular and Auxiliary Support Services, and Marketing and Development. All divisions and units work collaboratively across institutional functions to foster achievement of core theme goals and mission fulfillment, as outlined in EOU's [Strategic Action Plan](#).

The [2013 Update and Continuation Plan for Sustainability](#) (p. 7) acknowledges that the overall administrator/staff mix remains quite lean and requires maintenance for continued operations. EOU's administrative structure reflects the relatively small size and scale of EOU's operations. While the administrative structure remains lean, EOU has been able to maintain complete leadership and administrative functionality. The flat nature of leadership structures allow for faster, more efficient communication across divisions and functional areas.

Policies and Procedures

Academics

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

Academic policies are posted to the [Academic Affairs policy website](#) and utilize a defined process for [creation and revision](#). Oversight of policy management is coordinated by the President's Office, and notices of updates, revision, and new policy proposals are communicated regularly to the university campus through e-mail and posting to an online campus news site, infoline, and through the teaching-faculty listserv.

University academic policies also appear in the University's academic [catalog](#), where they are indexed for reference. New faculty orientation, conducted each fall, includes an overview of college operations, administrative processes, and academic policies. Academic policies are also regularly reviewed by the Academic Standards Committee, University Council, and Faculty Senate. These committees ensure that faculty members are involved in the formation of academic policy.

Policies for faculty and staff with responsibilities related to teaching, service, scholarship, research, and artistic creation are clearly communicated to faculty and to administrators in the [Tenure and Promotion](#) portion of the Faculty/Staff Handbook.

The academic [catalog](#), printed biennially, clearly communicates to students, faculty, administrators, and staff a comprehensive range of academic policies EOU maintains for student progress and success at the university.

Students are also informed of academic policies through the [Student Handbook](#) and through various EOU web pages. Additionally, off-campus students are introduced to academic policies by individual faculty members or regional directors/advisors on an ongoing basis. More formal, direct reference to academic policies are made during EOU Preview Days, Mountaineer Days, the Mountie Week of Welcome, and in First Year Experience and Integrated Studies Program courses (HUM 101 and Core 101), where new students are introduced to academic policies and procedures in an applied setting—for example, new students are made aware of add/drop dates, grading policies, and final exam calendars during first-term orientation classes at the University. In addition, as policies are revised and/or developed, students are notified

of any changes or additions to academic policies through student representation on committees of the governance structure, the Associated Students of EOU (ASEOU), and the EOU student infoline.

In the Year Three Self-Evaluation Report for all institutions, NWCCU has requested inclusion of institutional policy on credit hour expectations under 2.A.12, as well as evidence of implementation of institutional review processes to assure the consistency and accuracy of credit hour assignments based on degree level, academic discipline, delivery modes, and types of academic activities.

Credit Hour Policy

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

Term or Quarter Hour – Normally, a student can expect to spend at least 30 clock hours of time (e.g. in class, in lab, reading, research, studying or in other activities related to coursework) for every term hour of credit earned. (p. 15)

Institutional Review Process for Credit Hour Policy

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

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

The curricular review process originates with program faculty, who routinely review the credit hours for courses and degree programs majors, concentrations, certificates, and minors. EPCC regularly exercises review of the credit hour policy during curricular reviews that result in changes in credit hour assignments at the course and program levels. When program review results in a change of credits, compliance with the policy is discussed at EPCC. During 2012-13, for example, the College of Business reviewed its credit assignment and implemented programmatic changes documented through the curricular review process at the program level. The College of Business faculty consulted with students who would be affected by the change. EPCC and the Faculty Senate discussed and approved the comprehensive credit hour changes in the Business program, which resulted in the reduction of all 5 credit courses to 4 credits. Students were communicated with through the student listserv, advisors, and the College of Business website. The Registrar codifies the change to credit hours in the course scheduling system (Webster) and it is subsequently published through the updated Catalog.

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

[Pierce Library policies](#) are published broadly across the university in a comprehensive range of places. In addition to the library homepage, Pierce Library may be accessed through the EOU homepage headers for "Students" and "Faculty/Staff." Library policies align with broader University and OUS policies on behavior and access. The policies are regularly reviewed and updated by the library director and appropriate library staff. The library policies encompass a range

of access points and categories of information access and use policies. Additional policies cover collection development, provide collection overviews, and govern internal library administration.

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

During EOU Preview Days, Mountaineer Days, and the Mountie Week of Welcome, new students are introduced to the library and the library's policies and procedures. Students are additionally informed of library policies and services through the [Student Handbook](#), course Blackboard shells, and the Writing Center website.

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

EOU's transfer of credit policies are published on a [Transfer Equivalency](#) page through the Registrar's homepage and in the [Academic Policies](#) section of the academic catalog. Policies include [General Education Transfer Policy](#), policies on Inter-institutional credit, Transfer Equivalency, Oregon Transfer Module credits, [CLEP Equivalency](#), [Advanced Placement Credit for Oregon Community Colleges and Universities](#), [Reverse Transfer Degree](#) information, Military Evaluation for Credit, and credit for prior learning ([APEL](#)). EOU has a long-standing faculty portfolio review process in place, ensuring that credit is awarded only for high quality course-level competencies through direct program-level faculty engagement and control of the curricular criteria and award processes. EOU also has a long-standing relationship in place with ACE for the Military Evaluation for Credit.

Given EOU's large transfer enrollments, clarification and communication of transfer categories and policies is particularly crucial to EOU's mission. On- and off-campus advisors pay great attention to operationalizing these policies with transfer students in concert with the Registrar's Office.

Students

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

Policies and procedures regarding students' rights and responsibilities are set forth in [the Student Handbook](#) at the [Student Affairs policy website](#). These policies and procedures include, but are not limited to, the [Student Code of Conduct](#) and [Grievance Procedures](#) as well as the students' [Residence Hall Contract](#). The Student Code of Conduct and Residence Hall Contract expect the highest standards of the individual, interpersonal and academic, that encourage students to refrain from and that discourage behaviors which threaten the freedom and respect of every individual. These policies also have provisions that uphold students' rights and responsibilities and due process through student conduct hearings and grievance procedures. The Grievance Procedures set forth guidelines for the remedy of grievances through an informal means as well as a formal means, ensuring student due process rights.

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

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

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

The OSBHE sets institutional admission policies and enrollment limits. Such policies are subject to change and approval by the Board. EOU adheres to [institution-specific admission](#) and [placement](#) policies that require the evaluation of prerequisite knowledge, skills, and abilities in Math and Writing to assure reasonable probability of student success at appropriate levels of institutional expectation. EOU “expects students to maintain satisfactory academic progress toward degree completion” as outlined in the [Academic Standing Policy](#) in the Academic Catalog (p. 2). The Academic Standing Policy is widely published and administered in a fair and timely manner. Good standing is clearly defined as maintaining a grade point average of 2.0 or higher and is contingent upon continuous enrollment (a student may stop out for one year and be considered continuously enrolled). The Academic Standing Policy also defines [Academic Probation and Academic Suspension](#), as well as Procedures Timing for each, including Summer Session (pp. 2-3). As a result of the self-study, the Academic Standards Committee chair has recommended a revision to the academic hearings schedule so that students already at risk have a chance to have their appeal heard and a decision rendered prior to the start of classes in any given term. This change enables students to register and attend the first days of classes, when the pace and trajectory of a course are explained by the instructor, thus increasing students' chances of academic success.

A [returning student](#) is one who has been admitted and has attended classes at EOU, has been absent for more than three academic terms, and has not received a degree. Such students may apply for readmission using the [Returning Student Application](#) form.

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

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

Student Advisory Boards include [Student Government](#) (ASEOU), who shares in the responsibility of shared governance by recommending students who sit on standing committees of the university's governance structure (Figure 2.A.17). The [Hoke Advisory Board](#), who maintains oversight of the Facilities Use Policy, ensures “all campus facilities are available to student organizations, faculty and staff when properly scheduled. In addition, the University, in carrying out its regional responsibilities, will make its facilities available on a rental basis to off-campus groups and organizations, when there are no other adequate facilities available in the La Grande area.” Other Advisory groups for the student newspaper, The Voice, Student Leadership, and the Outdoor Program are currently under development as a response to the Year Three Self-Study.

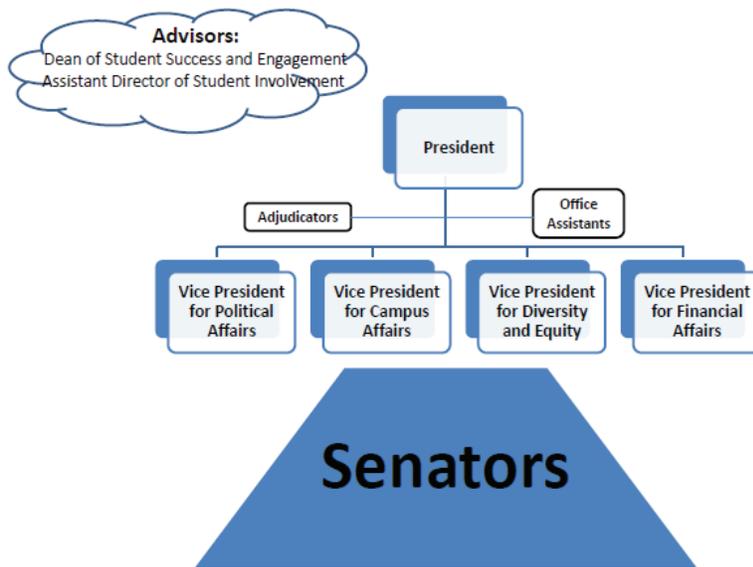
Policies and procedures for the Center for Student involvement are published online and clearly articulate the roles and responsibilities of students and the institution. The Center develops and manages a comprehensive campus involvement program. The Center is dedicated to providing and promoting social, cultural, intellectual, recreational, entertaining, and co-curricular programs/activities that encourage learning through involvement. The [Student Club and Organization Handbook](#) defines Advisor and Leader Roles, delineates organization policies, provides guidelines and protocols

for meetings and events, details policies and procedures for the financial management of accounts, funds, and deposits, and provides operational information on travel, hiring, risk assessment, and the use of Hoke Union Building office space. An [Advisor Handbook](#) (2012-13) details the role and responsibilities of club and organization advisors, including roles and expectations, troubleshooting, and styles and skills. The Center maintains currency of its [Clubs/Organizations Constitutions](#) (click on desired club and then the Constitution link).

The Student Council for Multicultural Affairs ([SCMA](#)) publishes a Constitution whose mission is to contribute to Multicultural awareness and competence across the EOU campus. SCMA advocates for social justice based on socio-economic status, ethnicity, sex,

culture, religion, age, gender, sexual orientation and disability, which supports the University’s Diversity Strategic Plan in the co-curriculum.

Associated Students of Eastern Oregon University



The Center for Student Involvement and Accounts Payable work collaboratively to educate students regarding fiscal policies which follow OUS accounting guidelines. In addition, all clubs and organizations within EOU are required to maintain an up-to-date Constitution and Bylaws that identify the nature of the club/organization, its goals and objectives, and its governance procedures.

Figure 2.A.17

Human Resources

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

Human Resources Policies and Procedures are published and housed at the the [Human Resources policy website](#). Beginning in the Fall of 2013, the Shared Governance Coordinator will put the policies and procedures on a scheduled maintenance calendar and will notify the Director of Human Resources when a policy or procedure is due for review. Review of policies will proceed through the process of Shared Governance with the expectation that a given year’s scheduled policy reviews are completed by the end of the academic year in which the review was conducted. Policies being updated due to changes in law will be updated and reposted as soon as the law, OAR, or ORS has been adopted.

Human Resources policies and procedures are consistently, fairly, and equitably applied to employees and students. For employees, the [Affirmative Action Plan, 2013-15](#) addresses employment and personnel practices including:

- Equal opportunity in employment,
- Discrimination on the grounds of race, color religion, national origin, age (except as provided by Oregon law),

or sex (except where sex is a bonafide occupational qualification) will not exist in any area, activity, or operation of the University.

- Actions including, but not limited to, employment, compensation, transfer, training, or promotion will be based solely on merit and fitness.

The University, through its Human Resources and Affirmative Action Office (HR/AAO), carefully and systematically examines all of its employment policies to be sure that they do not, if implemented as stated, operate to the detriment of any persons on the grounds of race, color, religion, national origin, sex, sexual orientation, age, disability or status as a protected veteran. Consistent with constitutional and statutory limitations, affirmative action permits the University to make efforts to recruit, employ and promote qualified members of groups formerly excluded, even if that exclusion cannot be traced to particular discriminatory actions on the part of the employer. The premise of the affirmative action concept is that unless positive action is undertaken to overcome the effects of unintended forms of exclusion and discrimination, benign neutrality in employment practices will tend to perpetuate old, established patterns. Recruiters and interviewers—including students that participate in the hiring process—are reminded to remain continually alert to the concept behind the affirmative action and non-discrimination policies of the University when interviewing academic applicants. To facilitate heightened awareness, a formal presentation and handout is delivered to each search committee member by the HR/AAO prior to reviewing applications.

The Director of Student Relations oversees the regular review of [Student Handbook](#) policies and procedures and ensures that the [Student Code of Conduct](#) is consistently, fairly, and equitably applied and that students' rights and responsibilities are upheld. The recent revision of the [student grievance procedure](#), for example, more carefully delineates the categories of grievance and the appeals process so that all students have clarity when accessing due process.

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

The terms and conditions of employment for classified staff, teaching and library faculty, and Administrative Faculty are delineated separately. Classified staff are apprised of their employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination through the [SEIU/OUS Collective Bargaining Agreement](#). Teaching and library faculty are apprised of their conditions of employment, work assignments, rights and responsibilities, and termination for cause through the [EOU-AAP Collective Bargaining Agreement](#); criteria and procedures for evaluation, retention, promotion, and termination for performance are available through the [Retention, Tenure, and Promotion Handbook](#). The Administrative Faculty [Compensation](#) Policy and Procedures describes work assignments, rights and responsibilities with regard to positions, procedures for annual evaluation, retention and promotion, and the procedures for grievances, disciplinary actions and terminations.

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

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

The Human Resources Office at EOU ensures the security and appropriate confidentiality of personnel records as required by [OAR 166-475-0005](#) Oregon University System Records and OAR 166-475-0095 Personnel Records. All active personnel records are kept in a secure space and lockable file cabinets to which access is controlled by HR personnel. Access to personnel records is documented through sign-out and sign-in procedures. HR maintains digital backups of most files in case of natural disaster damage to files. All terminated personnel records are kept in a separate

double-locked Archive Room. All Personnel Records for academic, classified and unclassified employees are kept for 75 years in compliance with Oregon Administrative Rule [166-475-0095](#).

Institutional Integrity

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

EOU adheres to strict standards in its representation to constituencies and to the public, including students, faculty and staff, community stakeholders, system partners, representatives of government, and regulatory agencies and commissions. Announcements about institutional updates and curricular changes are made through the University Advancement office and its EOU infoline electronic communication system, and reinforced by division heads through division listservs—the student listserv, the advising listserv and the teaching faculty listserv are examples where communications about curricular changes, especially, are reinforced.

All publications bearing the name “Eastern Oregon University,” its seal or logo (Figure 2.A.21), and/or communications representing the University that are intended for external audiences must conform to the standards of excellence as established by EOU and must be in compliance with the [EOU Publications Policy](#) (approved March 1, 2013), the policies of the [Oregon State Board of Higher Education](#), and Oregon Law ORS 351.00.



Figure 2.A.21

The Office of University Advancement serves as the contact and coordinating office for all publications intended to be used off-campus or for external audiences, including brochures, flyers, posters, athletic programs, advertisements, news and information releases, public service announcements, slide presentations, films, videos, and displays. The policy includes presentations and related publication material for all institutional publications initiated by faculty, staff, students, or service clubs. By using the Office of University Advancement as the central hub for institutional media, the University is able to unify messages around key mission, core theme areas, and objectives in order to maintain high standards of excellence and accuracy and to increase EOU’s external visibility in the region and in the state. The Voice student newspaper, Oregon East creative journal, and other student-developed materials are under the jurisdiction of EOU’s Media Board. The EOU Publication Policy does not apply to student publications, but rather to institutional publications.

Curricular changes are communicated to the public through the Registrar’s continuously updated [online catalog](#) and through teaching faculty, advising, and student listservs. EOU communicates its academic intentions, programs, and services to students and to the public through the [EOU website](#) and demonstrates that its academic programs can be completed in a timely fashion through degree programs’ 4-year curriculum plans published in the biennial [academic catalog](#).

EOU regularly reviews its publications to assure integrity and accuracy in all representations about its mission,

programs, and services, and continually conducts evaluations of its policies, procedures, and publications to ensure appropriate accuracy.

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

EOU values the public trust in all of its operations and relationships and adheres to the ethical standards of the [Oregon Government Ethics Commission](#). These include but are not limited to ethical standards in managing and operating the institution, in dealings with the public, the Commission, and all external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies subject to the standards and practices of Oregon Government Ethics Laws, Oregon Revised Statutes 244 which govern the use of public office, gifts, conflicts of interest, and related ethical contexts.

Ethical standards are embedded in policies that govern the ethical conduct and fair treatment of [faculty](#), [administrators](#), [staff](#) and [students](#). Ethical standards inform the Student Code of Conduct through OAR 579-040-0005, which affirms that EOU is dedicated to a campus culture that upholds the highest standards of individual, interpersonal and academic excellence. Other student handbooks, like the [Student Club and Organization Handbook](#), the [Advisor Handbook](#), uphold the ethical behaviors of respect, integrity, openness to diversity, and a concern for others and discourage behaviors which threaten the freedom and respect every individual deserves.

Everyone in the campus community adheres to the non-discrimination laws, policies, and ethics standards at the [Affirmative Action website](#), also published in the [Faculty/Staff Handbook](#), and the [Student Code of Conduct](#). When complaints and grievances are levied, they are addressed in a fair and timely manner by utilizing [complaint and grievance procedures](#) available to students, procedures available to faculty in [Article 18 Grievance Procedures](#) of the AAP-EOU Collective Bargaining Agreement, and grievance and appeals procedures recommended to the Provost and President by the [University Grievance Committee](#), a standing Committee of the EOU shared governance structure. The Committee serves any member of the campus community who petitions them and who has already made a good-faith effort to resolve the grievance at a lower level in accordance with their duties and responsibilities outlined in the EOU [Constitution](#), Chapter V. Section 10, p.10.

In its dealings with the public and external organizations, the institution uses a [Media Guide](#), published through University Advancement, and is guided by the [Media Relations Policy](#). All news releases intended for off-campus or external audiences are channeled through the Office of University Advancement. News releases may include but are not limited to announcements, accomplishments, general information, events, feature stories, crisis communication or publicity regarding EOU, its colleges, programs, disciplines, or individual employees. The determination of what is newsworthy and/or representative material rests with the Office of University Advancement acting in the best interest of Eastern Oregon University.

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

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

EOU adheres to prohibitions of conflict of interest through both the [Oregon Administrative Code of Ethics](#) and the Ethics and Conflict of Interest Policies in the Oregon Revised Statutes (ORS) Chapter 244, which codifies [ethics and conflict of interest policies](#) that university officials are required to follow as they conduct business.

The [OUS Policy on Conflict of Interest](#) addresses concerns relative to a definition of conflict of interest (and potential); guidance on raising and evaluating concerns; and a clear prohibition on expectations of employment and personal gain.

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

EOU follows [Oregon Revised Statutes](#) with regard to the creation and production of intellectual property and the institution maintains clearly defined policies with respect to ownership, [copyright](#), control, compensation, and revenue derived from the creation and production of intellectual property.

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

EOU accurately represents its [accreditation status](#) on its accreditation website, avoiding speculation on future actions or status. The [Academic Catalog](#) p.3 simply publishes that “Eastern Oregon University is accredited by the Northwest Commission on Colleges and Universities.”

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

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

In compliance with the Commission’s standard for accreditation, EOU adheres to prohibitions of conflict of interest as defined by both the [Oregon Administrative Code of Ethics](#) and the [Ethics and Conflict of Interest Policies in the Oregon Revised Statutes \(ORS\)](#) Chapter 244, which codifies ethics and conflict of interest policies that university officials are required to follow as they conduct business.

Academic Freedom

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

EOU adheres to system policies regarding [academic freedom](#). The Oregon Administrative Rule OAR 580-022-0005 on Academic Freedom ensures and limits the freedom, and is reinforced by inclusion in the AAP-EOU Collective Bargaining Agreement, [Article 2.B.1-2](#):

Section B. Academic Freedom

- 1) All faculty are entitled to freedom in the classroom in discussing their subject. Faculty should avoid introducing material into the curriculum and classroom that has no relationship to the subjects they teach.
- 2) As a matter of policy the Board neither attempts to control, sway, nor limit the personal opinion or expression of that opinion of any person on the faculty. In the exercise of this freedom of expression, faculty members should manifest appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they do not speak on behalf of the University.

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

Faculty and students are free to examine and test all knowledge appropriate to disciplinary areas of study. [Article 2.B.1-2 of the AAP-EOU Collective Bargaining Agreement](#) protects faculty in their practice of academic freedom, and all faculty are “entitled to freedom in the classroom in discussing their subject” as relevant to the material studied and with respect to other views. The Students’ Rights and Responsibilities section of the [Student Handbook](#) supports OAR 579-040-0010 in that

A. Eastern Oregon University students retain and enjoy all rights guaranteed to citizens by the Constitution and laws of both the United States and the state of Oregon. Examples of such rights include but are not limited to the following:

1. The right of reasonable access to University facilities and programs, and the right to learn free from unlawful discrimination or other arbitrary and impulsive treatment.
2. The right of free inquiry, expression, and assembly subject to constitutional limitations regarding time, place, and manner.

The freedom to hold to a particular personal, social, or religious philosophy and the freedom to examine thought, reason, and perspectives of truth are reinforced by the [Diversity Committee](#) mission “To promote mutual respect, participation, and inclusiveness in all aspects of the university community, both on and off-campus.” EOU’s [Diversity Strategic Plan](#) and [Affirmative Action Plan](#) directly support the overall mission of the university to encourage “responsible and reflective action in a diverse and interconnected world.”

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

EOU ensures that teaching faculty present scholarship fairly, accurately, and objectively, acknowledging both sources of intellectual property for derivative scholarship, as well as distinguishing scholarship from personal views, beliefs and opinions. The EOU faculty [Tenure and Promotion handbook](#) articulates both the standards and processes related to scholarship. The institution recognizes that the specific expectations underlying the commitment to subject discipline varies widely by academic discipline. However the same process for evaluating the commitment to subject discipline applies to all academic disciplines at EOU. Each academic program, subject to the recommendation of the College Personnel Committee and the Faculty Personnel Committee, ensures that the characteristics and the same standards of quality

in research, creative endeavors, and scholarship should apply to all academic disciplines. Evidence of a productive and creative mind should be sought in the person's published research, original writings, recognized artistic productions, or their equivalent. There should be evidence that the person is continuously and effectively engaged in scholarly or creative activity of high quality and significance. Work in progress should be assessed whenever possible. Account should be taken of the type and quality of scholarly or creative activity normally expected in the faculty member's discipline.

Finance

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

The mission of Finance & Administration is to provide services that support and enhance the University's ability to achieve its mission. This is accomplished by providing fiscal leadership, safeguarding university assets (both financial and physical) and providing a safe, attractive, and comfortable physical environment. These services are delivered in a timely and efficient fashion to both internal and external customers.

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

Tuition Setting:

- EOU's tuition strategy is to offer a base level of tuition that provides access and affordability for our students. We also know, based on past experience, that our students are extremely price sensitive. Our strategy is to be extremely price competitive. Striving to be among the lowest tier of OUS institutions when ranking tuition and fees is a critical strategic effort for EOU. We further this strategy by constantly analyzing our regional competition to ensure that we are priced in the lower quartile in terms of tuition and fees.
- EOU's tuition-setting process follows the requirements put forth in [OAR 580-010-0089](#).
- Annual tuition rates are the results of recommendations that are made to the President by the [Tuition Advisory Committee](#). This committee is made up of six individuals; three students who are selected by ASEOU; one staff member and two faculty members—these three individuals are approved by the Budget & Planning Committee for the university. The committee, which is appointed during fall term, meets frequently—especially in the months of January and February—with the President and members of finance and administration, admissions, and others to discuss tuition and fee strategies and issues as well as the “total cost of attendance” which includes room, board, books, etc. The College Board Report, Trends in College Pricing, along with the Delta Cost Study are utilized to gain a national perspective and regional comparisons. Specific peer universities within the region, as well as the six other OUS institutions, are referenced in the deliberations of the committee. The committee also relies on the recommendation of the prior year's committee. University-wide student forums are held as well as direct meetings with the ASEOU senate—the elected body representing the students. The recommendations are also presented to the Budget & Planning Committee, which has student representation. The President's Cabinet, (in which the President of ASEOU is a member), receives regular updates and presentations regarding the progress and discussions of the tuition committee and then weighs-in on its final recommendations. The Academic Deans of the Colleges also engage in discussions with students about the proposed changes and provide feedback to the committee and the President. Finally, the President discusses the changes with several of EOU's academic advisors, both on campus and at EOU sites and centers around the state, to engage them in the process. They, in turn, discuss the ideas with their students and provide feedback to the President.

- Based on this engagement, the President recommends a tuition rate that must go before the Board for consideration, public hearings, and adoption. Tuition recommendations to the Board typically occur in March, hearings often occur in April and/or May, and final adoption occurs by the Board in June of any given year.

State Appropriation:

- In addition to tuition and fees, EOU receives revenue via a state appropriation that is outlined in the [OUS Budget Report Summary](#) (BRS). This document outlines state allocations to each campus in the system, and defines various categories of funding. The report referenced above is the 2012-13 BRS, as the 2013-14 BRS will not be available until December 2013.

Capital Budgeting:

- Each biennium, OUS prepares a capital construction program that outlines a list of priority capital construction projects for each campus requesting State of Oregon bonds as a funding course. The Board evaluates and prioritizes each project based on established criteria. These priority projects are then submitted as part of the Agency Requested budget to the Department of Administrative Services (DAS) for consideration in the Governor's Balanced Budget (GBB) presented to the Legislature. The [OUS Capital Budget Approval Process](#) is guided by close evaluation of each proposed project.
- In addition, the capital expenditures and accounting processes adhere to the [OARs in Division 060](#). These rules provide the expectations for real property purchases and leases.
- From the campus level, EOU's proposed capital projects are reviewed in light of the [EOU Campus Master Plan](#), and in light of current institutional financial position, debt ratio, space and deferred maintenance needs. EOU's capital proposals are reviewed by campus leadership, as well as the EOU Budget & Planning Committee for prioritization prior to submission to OUS.
- Due to aggressive capital projects on the EOU campus in the last two biennia, with significant remodels in five buildings on campus, EOU is only requesting \$2 million for 2013-15 to begin the planning phases of a new building – [The Eastern Learning Commons](#) (p. 15).

Debt Management

- EOU only enters into debt associated with capital outlay. EOU does not enter into debt or borrow funds to [OUS capital funding sources](#) govern debt related to capital outlay, which only applies to auxiliary units where the funding must be repaid by the auxiliary/self-supporting unit.
- The Board has established a debt burden ratio to which institutions must adhere, and this ratio is considered and reviewed prior to committing the institution to any further debt. The Board policy dictates that the [debt burden ratio](#) for any campus cannot exceed 7%. Currently, EOU's debt burden ratio is 4%.

Budgeting, Financial Planning and Reporting:

- The budgeting of EOU's state allocation and tuition dollars is an annual process as outlined in the [OUS policy on the budgeting process](#). Department heads review current budget needs and propose a normalization of their budgets based on those needs. EOU must also submit an annual budget to OUS and the Board for approval.
- The normalization process and recommendations occur with the EOU Executive Team, as well as the [EOU Budget & Planning Committee](#), a standing committee and is part of EOU's governance structure. This committee reviews normalized and proposed budget requests and provides [feedback](#) and final recommendations to the President for consideration.

- From a budget monitoring perspective, EOU's E&G budget analyst performs regular budget monitoring and communicates with departments via a budget-to-actual report on a monthly basis. The report shows managers what has been budgeted, what has been spent, and what percentage of budget remains for each index under the manager's purview. The budget analyst also regularly communicates that information to the VP for Finance & Administration. A sample of the budget-to-actual report can be seen [here](#).
- Financial reports are also presented to the Board on a quarterly basis. Referred to as Quarterly Management Reports (QRM), each institution's President is responsible for reporting financial condition on a quarterly basis via this report. A sample of the report can be seen [here](#).
- Campuses utilize the QRM to demonstrate financial condition in terms of a fund balance metric. The [Board's fund balance policy](#) requires institutions to maintain a fund balance of 5% to 15%.
- EOU must follow [OUS Fiscal Policy Manual](#) in regards to all financial reporting, where the roles and responsibilities for campus financial reporting on a quarterly and annual basis are delineated.
- The Chancellor's Office Controller's Division prepares the annual financial statements for the Oregon University System. The annual financial statements follow the fiscal year July 1- June 30, and are issued within six months of the end of each fiscal year. The financial statements are audited and presented to the State Board of Higher Education for their review and acceptance. The OUS annual financial statements are prepared on a consolidated basis and include all funds and accounts of Eastern Oregon University, Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon University, the University of Oregon, Western Oregon University, and the Chancellor's Office. Annual audits of the financial statements occur by an independent certified public accountant. The most recent audit is the [2012 OUS Audited Financial Report](#).

Cash/Investment Management:

- Finance and Administration carefully monitors cash balances/position on a daily basis. Finance & Administration is very clearly aware of cash needs and recognizes the ebb and flow of cash throughout different points in the academic and fiscal year. The Accounting Manager at EOU runs a cash report daily, reviews bank funds for decreasing cash, and then processes cash adjustments as necessary.
- Based on OUS policy, the [Treasury Management Department of the OUS Controller's Division](#) is responsible for reconciliation of EOU bank accounts, as well as disbursing state allocations and completing wire transfers for the university.
- In recent years, the OUS Controller's Division and the Board created an internal bank to more effectively manage treasury operations for the system. As such, the [OUS Internal Bank](#) (p.151ff.) has full responsibility and accountability for investment management for all seven campuses in the OUS system. The cash balances from each institution are pooled and invested, and the Internal Bank is charged with facilitating cash sustainability via both short- and long-term investment management.

Interfund Transfers:

- EOU is subject to all accounting and budgeting policies contained in the OUS Fiscal Policy Manual. This document clearly states the policy and procedure required for transfers to occur between budget accounts and [intra and interfund loans](#). Finance & Administration, dean-director-or-chair approval, and approval queues control any journal entries processed to transfer funds among the major funds. OUS approval is also required for interfund loans, and all transfers are reviewed and monitored by OUS on a quarterly basis, as part of EOU's Quarterly Management Report.

Fundraising:

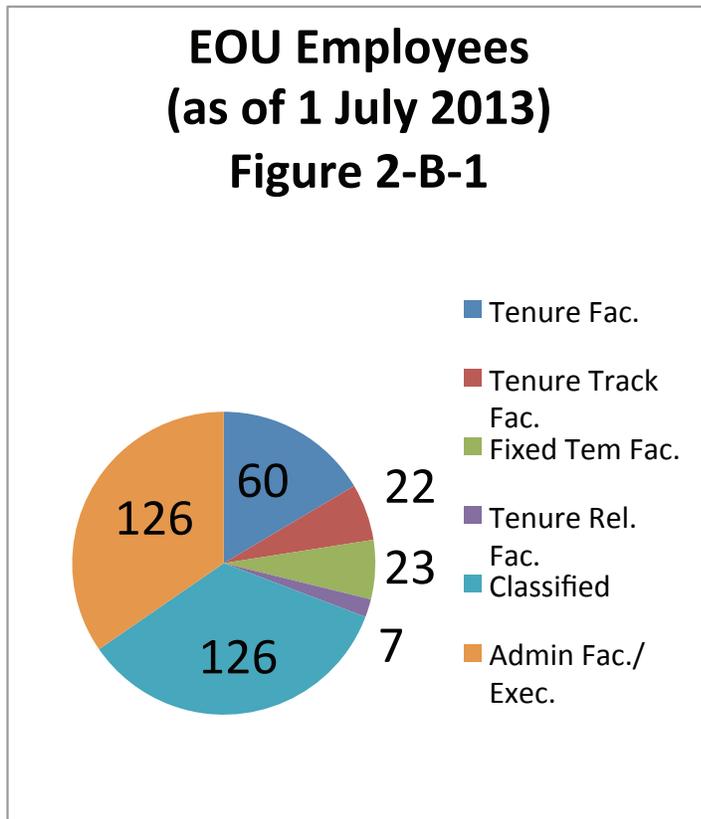
- University Advancement is directly focused on development and fundraising efforts. The office is currently involved in an \$11.5M fundraising campaign with the [EOU Foundation](#) and has successfully secured nearly \$6M in funds to support the University’s strategic objectives. Development efforts have resulted in increases in private funds raised through the EOU Foundation over the past three years.
- Government Relations efforts have resulted in the passing of legislative policy option packages at the state level for 2013-15 EOU projects, including Rural Access at approximately \$2 million and Eastern Promise at approximately \$4 million.

2.B Human Resources

2. B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

EOU employs a sufficient number of qualified employees to maintain its support and operations functions. As of 1 July 2013, EOU employs 60 tenured faculty, 22 tenure-track faculty, 23 fixed-term faculty, and 7 tenure relinquishment faculty; 126 classified employees; 126 Administrative Faculty and Executive; and 26 part-time employees (retrieved from the Banner HRIS) (Figure 2.B.1, Table 2.B.1 (b) and Table 2.B.4).

To meet the mission of the university, EOU balances support and operations functions on a tight budget. The self-study has allowed EOU to refocus efforts to meet functional challenges systematically and with respect to policies. The selection of qualified personnel is clearly and publically stated in the [EOU recruitment policy](#), which details the institution’s hiring process. The criteria and qualifications of open positions are initially identified by the hiring manager of the position. The position descriptions are reviewed by HR and measured against applicable source documents—such as the [Federal Labor Standards Act](#) (FLSA)—to determine if the position meets exempt or non-exempt status.



- For non-exempt classified positions, the [Classified Collective Bargained Agreement](#) and the [OUS and SEIU Classification & Compensation Study](#) are used to match duties and qualifications to an established matrix of position descriptions.
- For faculty positions, the discipline faculty, the College Deans, and the Provost are the initial drivers in proposing and prioritizing mission critical faculty positions. Types of appointments follow descriptions in the [EOU-AAP Collective Bargaining Agreement](#), Article 6.
- For Administrative staff and executive positions, the hiring manager indicates the desired skills, knowledge, and qualifications which



of current official position descriptions. Position descriptions are reviewed by supervisors on an annual basis either during the evaluation process, or as additional duties are added, or during a reclassification, and/or because of the restructuring of a Department.

During the last nine months EOU has seen a dramatic realignment of duties and responsibilities across several departments. The process of reviewing position descriptions to align duties and responsibilities with a revised organizational structure demonstrates how EOU uses its internal processes and procedures to accomplish goals within its mission.

It is important to note that not only is “employing qualified employees to maintain its support and operations functions” important, but retaining them is also a high priority. As of 1 January 2013, HR began tracking turnover rates by employee classifications along with reasons for leaving EOU. This data will assist the University in identifying strengths and weaknesses associated with Core Theme 1.2.1 objectives and strategic planning in the area of employee success and retention.

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

EOU’s administrative staff is evaluated annually on their performance of work duties and responsibilities. Annual Administrative Faculty evaluations are completed by the end of May each year. The [Administrative Faculty Compensation Policies and Procedures](#) define the process and provide the necessary forms for evaluation. The process for the completion of these evaluations starts well before with supervisor training on the evaluation process, the review of position descriptions, and a discussion of the position within the organizational structure. EOU has found that many times supervisors and their employees do not regularly meet to discuss performance issues other than during the evaluation process. EOU is exploring options to increase this “discussion time” so as to increase productivity within departments in order to meet indicators for Core Theme 1.2.1. The discussion process is instrumental in assisting both the supervisor

are then sent to Human Resources (HR) for review and scoring using the EOU Job Evaluation Plan”. The “plan” uses a score card that includes factors from formal education/training to Adverse working conditions to assess each position.

- The next step in the recruitment process is to input the necessary information into the PeopleAdmin software system to assist in driving the workflow process for hiring new employees. Once the position and qualifications have been established and loaded into PeopleAdmin, budget and finance review the funding source. The information is then forwarded to the Position Review Committee (PRC) for discussion and recommendations, which are forwarded to the President for approval. Once the President approves a position request, it is advertised and filled with a qualified candidate to meet the mission and goals of the organization

(Figure 2-B-1(a)). All personnel files contain a hard copy

ADMINISTRATIVE AND EXECUTIVE STAFF PROFILES	
Female	68
Male	33
Degrees: PhD, Ed.D, PsyD.	10
MD, JD, MSW	
MA, MBA, MFA, MS, MTE	22
BA, BS	52
AA, AAS, Certificate, etc.	
No Degree	17
Years Experience at EOU:	
None	
Less than 5	39
5 – 10	19
11 – 15	20
16 – 20	13
More than 20	10
Full-time: 9/10 months	4
12 months	87
Part-time: 9/10 months	5
12 months	5

Table 2.B.1 (b)



and their employees realize how departmental functions relate to divisional and organizational mission and how their position contributes mission fulfillment as denoted in **Figure 2.B.2** to the left.

Executive administrators at EOU are subject to a [triennial review process](#) for the evaluation of senior leadership performance; the policy outlines and details the working process of this evaluation. EOU has noted, as a result of the self-study, that a triennial review may not capture performance due the length of time between evaluations. Beginning in summer 2013, EOU has instituted a supplemental review process for executive staff that will be conducted annually and the data gained over the course of three years will be compiled and used as source documentation for the triennial review. The annual review for Execu-

tive administration is comprised of responses to five areas of emphasis self-reported to the President. The areas include:

1. a progress report on the overall goals and objectives within your division--highlight the progress towards those goals and note if they have been achieved--please also include in this section a discussion of any significant challenges/obstacles faced along with any outstanding successes;
2. contributions and leadership to the overall university beyond your division;
3. goals and objectives for the next year, along with longer term goals;
4. update of current (or create one if need be) position description; and,
5. what can I do to assist you in achievement of your goals?

These areas are evaluated and discussed with the President annually to ensure the individual is made aware of their strengths and weaknesses and receives guidance from the chief executive on organizational mission accomplishment.

The evaluations of classified staff are due annually on the first day of their merit month, as defined under Article 54 of the [SEIU Collective Bargaining Agreement](#). The evaluation forms are housed at the HR website under "[Appraisal Forms](#)". The classified evaluation is effective in noting strong performance points, but because it is tied to compensation increases, supervisors sometimes soften critical feedback on a classified worker's performance. This has led to some inflation of evaluation scoring. EOU is in the process of training and educating supervisors on appropriate evaluation methods and processes designed to reduce the inflation of evaluation scoring.

Overall, the process of evaluation is conducted at regular intervals to ensure supervisors are meeting with their employees to discuss their strengths and weaknesses. EOU uses the evaluation process to provide a foundation for training and educational seminars for supervisors and to track professional development need areas noted by both supervisors and employees.

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

EOU provides faculty, staff, administrators, and other employees with opportunities for growth and development aimed at enhancing effectiveness in the work environment. EOU employees have access to the OUS [staff fee waiver benefit program](#) to increase their personal proficiency and to support their pursuit of a certificate or a higher educational degree. In any given term, EOU typically has 20-30 employees who participate in the staff fee waiver program for personal enrichment. EOU has also partnered with the Oregon Employment council to provide relevant training to EOU faculty and staff by qualified presenters on pertinent subjects. The most recent presentation was on "Social Media" presented by Todd Lyon of Barran & Liebman.

EOU is in the process of developing a robust training calendar that will schedule key topics of interest to the members of the organization. Topics such as performance evaluation, sexual harassment, mandatory reporting, and diversity are on the near-term professional development schedule to be presented. Understanding the role of any position in accomplishing the University mission, strategic planning and goal-setting, and mentoring/coaching are development presentations to be scheduled in winter 2014. These presentations, along with their supporting documents, are tracked and managed within HR. The current workflow is maintained using hard copy or paper documents to capture presentation documentation, attendance rosters and post-assessment reports on the training conducted. EOU hopes to have an electronic version in place by winter 2014. Other topics of interest may be identified using input from the evaluation process or through direction by legislative or regulatory agencies.

Professional Development Drivers

Drivers

Figure 2-B-3



Training, however, does not stand alone; EOU combines training with relevant policies and procedures to keep employees current with statutory and regulatory changes as well as court findings. EOU makes policies known internally by posting them to the [EOU policy website](#) as well as within the [Faculty/Staff Handbook](#).

Informational Technology (IT) provides faculty, staff, administrators, and other employees with trainings for upgrades in or migrations to new technology systems in order to enhance effective performance of roles, duties, and responsibilities in the use of Google applications or instructional technology.

In Fall 2012, EOU acted on recommendations from the [Innovative Instructional Initiatives Committee \(I3\)](#) to reactivate the [Center for Teaching, Learning, and Assessment](#) and to create faculty development programming in consultation with an Advisory Group. As part of its charge, the Advisory Group drafted a functional [CTLA Role and Responsibility](#) matrix to define the scope and nature of programming needed to support faculty instructional effectiveness. The Center hosts development opportunities beginning with the [Summer Institute for Instructional Technology \(SIIT\)](#), [development opportunities and webinars](#) throughout the academic year based on a faculty needs survey, [informational resources](#), a monthly [Teaching TALKS electronic newsletter](#), as well as a TechTalks listserv for members who have matriculated through the annual SIIT and wish to engage in further dialogue about emergent instructional technologies.

Sabbaticals are another professional development opportunity provided to teaching and library faculty. Details are outlined within the [AAP collective bargained agreement. OAR 580-21-200](#) defines the purpose of sabbatical leave as “research, writing, advanced study, travel undertaken for observation and study of conditions in our own or in other countries affecting the applicants field or related scholarly or professional activities.” For academic year 2013-14, EOU has 5 faculty members participating in sabbatical leave opportunities.

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

In June 2013, EOU introduced an updated version of its [sustainability plan](#). Two of the three instructional and program management initiatives identified within the sustainability plan are:

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

These two management initiatives will allow EOU to better understand the staffing needs for EOU’s educational programs as informed by data reports being created over the summer months of 2013. The data reports will be used to make future data-informed decisions about the allocation of resources to program areas with the greatest need. In addition, the data reports will help Deans implement program productivity measures as defined in the [Sustainability Plan](#).

Due to EOU’s rural location, it is occasionally necessary for a Discipline Chair to recommend that a Dean make an emergency hire of a highly motivated but less qualified individual to meet short-term and temporary educational needs. EOU has a well defined process to document [Exceptions to Teach](#) while maintaining standards of quality. The process originates with a Discipline Chair at the program-level, is approved by the hiring College Dean, and is finalized by the Provost.

To serve the mission, core themes, programs, services, and characteristics of the institution EOU employs 112 full-time faculty and 13 part-time faculty (see Table 2.B.4 for more recent distribution). The duties and responsibilities of full-time bargaining unit faculty members is outlined in Article 6 of the [AAP-EOU Collective Bargaining Agreement](#) (CBA). This foundational document, along with College Deans managing faculty instructional load according to university needs, drive the assignment of non-instructional faculty load to committee service to the institution where faculty members establish and oversee academic policies that assure the integrity and continuity of academic programs, wherever offered and however delivered.

Rank or Class	Number		Full-Time Faculty										
			Number of Terminal Degrees					Salary, 9 Months			Years of Experience at Institution		
	Full Time	Part Time	Dr	M	B	Prof License	Less than Bacc	Min	Med	Max	Min	Med	Max
Professor	33	11	37	7	0	0	0	41820	67859	88819	91	19.84	39.98
Associate Professor	33	3	26	10	0	0	0	41820	55252	82051	91	10.34	21.93
Assistant Professor	28	16	18	25	1	0	1	41820	48572	83600	91	9.64	32
Adjunct	0	34	6	23		0	0	41820	41820	41820	37	9.67	52.99

Source: Human Resources Banner data pull 8/13/13

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

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

The University employs two broad categories of instructional faculty members, bargained and non-bargained. The [EOU-AAP Collective Bargaining Agreement](#) Articles 1, 6, and 7 recognize on-campus tenured, tenure track, and fixed-term teaching and library faculty as members of the bargaining unit. Tenured and tenure track faculty enjoy a long-term commitment to the University and its students and have primary teaching responsibilities (36 load credits) and secondary non-teaching responsibilities (9 load credits) to engage in scholarship/research/or artistic creation, to serve the campus community, and to offer outreach to the community beyond the campus. Fixed-term faculty members have a primary responsibility to teach (45 load credits is equivalent to full time). Depending on the needs of the University, however, Deans may manage fixed-term faculty load to support non-instructional university needs on a prorated basis, for example, 40 load credits for teaching and 5 load credits for advising. The current [EOU-AAP Collective Bargaining](#)

[Agreement](#) Article 6—Types of Faculty and Appointment—delineates the faculty responsibilities and workloads associated with fixed-term and tenure-track appointments.

EOU's non-bargained online adjuncts are not recognized in Article 1 of the AAP-EOU Collective Bargaining Agreement. Fixed-term online adjuncts are contracted to teach exclusively in the online environment under a [Provisional Agreement for Instruction](#) contract issued annually (or term-by-term based on program needs) by the Deans' offices. The Provisional Agreement identifies the teaching load for each of four terms of academic year. The Provision also sets forth EOU's standards and expectations for technology-leveraged instruction, the teaching review process, and the compensation matrix for EOU's non-bargained faculty members.

During sustainability planning, EOU identified an operational weakness in the way Deans assign and manage teaching loads. Data has shown that current faculty are in some cases underloaded according to our faculty collective bargaining agreement, while in other cases some faculty are consistently assigned overload in addition to their standing inload responsibilities. Though this overload is undertaken at the discretion of individual faculty members, in accordance with Federal and state statute, how such load and overload is managed across programs and colleges requires more consistency. As indicated in 2.B.4, EOU is in the process of creating data reports over the summer months of 2013. These data reports will help deans facilitate workload/overload management so that the University can better manage faculty workloads within the current envelope of resources. Implementation procedures include course cancellation, management of low-enrolled courses, management of instructional load when low-enrolled class is cancelled, and adjusting course assignments (on-campus or online) through faculty workload adjustment, as described in the implementation memo dated [August 22, 2013](#). Operational definitions are provided for Inload, Overload, Workload Adjustment, and Approved Low-Enrolled Class.

The [Tenure and Promotion Handbook](#) defines service, scholarship, research and/or artistic creation, and how related discussions between College Deans and faculty members are tracked over time. EOU is exploring ways to create and better track ways to recognize non-instructional workload based upon a perception of weakness in the current processes.

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

All EOU faculty are evaluated regularly, systematically, substantively, and in a collegial manner at least once within every five-year period of service. During the 2012-13 academic year, the Faculty Personnel Committee undertook a necessary and substantial revision of the 2008 Review, Tenure, and Promotion Handbook, specifying in greater detail the evaluation criteria, processes, and timelines not only for tenure-track faculty members, but also consolidating parallel evaluation criteria, processes, and timelines for library faculty members, fixed-term faculty members, and online adjunct faculty members into a single document.

Evaluation criteria utilize multiple indices of effectiveness, including student course evaluations, student achievement of stated learning outcomes, peer-evaluation of teaching effectiveness on a systematic basis, as well as commitment to subject discipline, institutional service, and outreach to the community as it relates to a faculty member's role and responsibility as defined by the revised [Tenure and Promotion Handbook](#) and the AAP-EOU Collective Bargaining Agreement, Article 6. The revised Handbook features more prominently the provisions and processes by which concerns are identified and Action Plans are developed to address areas of concern in a faculty member's performance profile, as detailed by the Faculty Personnel Committee in its [Preamble and Summary of Handbook Changes](#). The 2013 Tenure

and Promotion Handbook was approved by Faculty Senate in June 2013.

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

2.C Education Resources

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

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

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

At an academic program level that scaffolds up to University Learning Outcomes are the Program Objectives. Program Objectives describe a coherent set of educational objectives, learning outcomes, and curriculum requirements (courses, labs, practica, and capstones) that form the basis for a degree. Program outcomes are developed and implemented by discipline faculty and are approved through the curricular review process. Each major and minor program of study at EOU is listed in the [EOU Academic Catalog](#). With each listing is a section that details Program Objectives and Learning Outcomes. In an effort to determine if program learning outcomes are being met, each program has also [mapped their learning objectives to specific courses](#). All program outcomes and learning objectives are independent of the modality of the course offering.

In order to ensure sufficient breadth of educational experience, thereby meeting the University Learning Outcomes, EOU has [General Education Core](#) requirements for all students. Each General Education course, other than Gateway, must address the Content Knowledge learning outcome and satisfy the general criteria for one of the four breadth areas: Science Mathematical and Computer Information Science (SMI), Aesthetics and Humanities (AEH), Artistic Process and Creation (APC), and Social Sciences. Gateway courses provide students with beginning theory and academic content, as well as the opportunity to enhance their academic skills. A Gateway course must be a 100-level course and no general education course can be above the 300-level. Each General Education course must identify at least one of the following intellectual skills as a learning outcome: inquiry, communication, critical thinking, and further learning and civic engagement.

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

As noted in the response to 2.C.1, the [EOU Academic Catalog](#) publishes degree and program learning outcomes for every discipline. Course specific learning outcomes are required to be included in all course syllabi. A [syllabus template](#) and the [EOU course approval process](#) requires an approved syllabus to ensure that the course learning objectives and

outcomes are clearly communicated to students for every course taught at EOU. Faculty members in the academic programs manage, maintain, and collect assessment data for published learning outcomes in an academic assessment portfolio. The data is collected in a centralized database (TracDat) and is interpreted and analyzed by program faculty in order to determine if learning outcome benchmarks set by the program are being met and to close the loop with programmatic recommendations. Academic assessment portfolios are published at an [assessment portfolio site](#). All EOU course syllabi are provided in written form to enrolled students and can be accessed through the Internet: [College of Business](#), [College of Education](#), and College of Arts and Sciences [on campus](#) and [online](#).

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

Credit for courses is awarded when students earn a passing grade. All course grades, regardless of modality (on-campus or online) and location (on-campus or onsite) are reported by the instructor of record for the course. EOU employs a standard grading system described on p. 15 of the [EOU Academic Catalog](#).

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

EOU accepts course credit from most accredited educational institutions. Upon admission to EOU, a student's transferred credit converts into EOU's quarter-term equivalent and is granted by the Registrar's academic officer through an articulation matrix. Transfer credits for which there is no articulation agreement are reviewed by program faculty, who evaluate the syllabi and catalogue descriptions submitted by the student from the sending institution. Faculty judgments are communicated to the Registrar's office. The Associate of Arts Oregon Transfer degree granted by Oregon colleges and universities (AAOT—90 credit hours) and some institutions in Washington automatically fulfill EOU's 60-credit hour general education requirement, while the Oregon Transfer Module (OTM—45 credit hours) only partially fulfills it.

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

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

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

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

As part of continuing education, EOU has a [Credit Overlay](#) program. Credit Overlay is designed to meet students' specific needs and/or distribute credit for work done through seminars, workshops, special individual studies, profes-

sional development activities and/or traditional courses offered in non-traditional modes. Credit Overlay can be for students at all levels—undergraduate and/or graduate.

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

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

The policies for awarding credit described in this section are listed on the EOU [Registrar's website](#) and in the Academic Policies section (pp. 10-19) of the EOU Academic Catalog.

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

In 2010, faculty in all EOU degree programs engaged in curriculum mapping to discipline-based learning outcomes with a view to visualizing learning sequences and scaffolds. The result of this work is that each program is coherently designed and attends to student learning. In the [EOU Academic Catalog](#), each discipline includes the following elements:

- Required courses for the degree(s)
- A template (model) for the students that specifies a “typical” four-year curriculum to complete the EOU degree. Notably, this template includes all courses needed to complete the degree, not just those to complete the major.

Each discipline has a carefully designed sequence of courses that culminate in a capstone experience (“synthesis of learning”). The capstone experience is discipline specific. For example, a BA in history requires that students complete a major research paper that demonstrates mastery of historical methodologies (HIST 403). When preparing the paper, students must synthesize the use of primary and secondary sources. The BA in art requires that students complete studio study courses with a culminating senior exhibition (ART 411) and a reflective learning essay that synthesizes and differentiates the personal aesthetic with/from historical influences. The chemistry degree requires that students thoroughly research a chemistry topic (perform research) and present their findings in published and an oral forms (CHEM 407), observing the methodologies of the field. The [EOU Academic Catalog](#) contains the capstone course listings and descriptions for all programs.

Freshman, Transfer, International, and Graduate Admissions requirements are clearly defined and published at the official admissions website for the university and are available at the following links:

- [Freshman Admissions](#)
- [International Student Admissions](#)
- [Transfer Admissions](#)
- [College of education Admissions](#)
- [MBA Admissions](#)

Graduation requirements are clearly set forth in the [EOU Academic Catalog](#). EOU implements [Degree Works](#) software that provides individualized degree planning and student record auditing capabilities for students, faculty, professional advisors, and staff. The Registrar's office maintains the database of student records associated with Degree Works.

Each degree program working with the Registrar maintains the currency and accuracy of catalog degree requirements for the BA/BS or Masters, as well as program degree planning documents (checksheets) [available on the web](#) for student advising in the college degree programs.

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

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

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

Details of the curricular approval/change process are provided in the [EPCC handbook](#).

Program faculty members make requests and provide justification for faculty hiring. Search committees for faculty positions are comprised of faculty, and the position descriptions and selection criteria originate with faculty. The Human Resources Office provides institutional oversight and management of faculty hiring in order to ensure that the faculty hiring process follows acceptable hiring practices. The College Deans consult with faculty search committees on position descriptions, selection criteria, and hiring recommendations in the selection of new faculty.

All teaching and library faculty with teaching responsibilities are responsible for fostering and assessing student achievement of learning outcomes at the course and program levels. At the course level, each faculty member is responsible for clearly identifying and assessing students' achievement of learning outcomes published in course syllabi. Faculty members with teaching responsibilities take collective responsibility for documenting annual assessment results through the academic program portfolio system, where discipline chairs manage faculty contributions to the assessment portfolio. Five-year degree program assessment cycles are published at the end of each [program portfolio](#).

The general education assessment program is managed by the AVP for Academic Affairs and is coordinated by the Writing Center Director. General education learning outcomes are on a [four-year assessment cycle](#) (Table 2.C.5), and each year a sampling team of faculty from across the curriculum is assembled for norming, data collection, data analysis, and closing the loop on student achievement of learning outcomes for General Education.

Four-year GEC Assessment Cycle	GEC Outcome(s)
F10-S11	Critical Thinking
F11-S12	Inquiry
F12-S13	Communication
F13-S14	Civic Engagement
F10-F14	Content Knowledge (various departments)
Summer 2014	Four-Year GEC Assessment Report (2010-2014)—Provost’s Office

Table 2.C.5

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

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

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

Learning outcomes ensure library and information resources are integrated into the learning process. Library workshops are provided upon request for general education Gateway courses like WR 121, and advisors encourage academic success by advising students into other general education Gateway courses—LIB 127 and LIB 307—that provide students with foundational skills in information literacy. In addition, several cross-curricular high-impact practices further leverage the integration of library and information resources into the learning process—the [First Year Experience](#) (FYE), the [Undergraduate Writing Requirement](#) (UWR), and undergraduate research and capstone experiences embedded in all degree programs ensure that students have opportunities to practice and perform the synthesis and integration of information derived from diverse source materials.

EOU utilizes the BlackBoard 9.1 learning management system, which allows faculty to link to library resources, journals and newspapers, and databases to be utilized as required or supporting material for course discussion and assignment research. As with Gateway courses, on campus and online students have access to additional help in navigating library resources through [research help](#) and [Citing Sources and Avoiding Plagiarism Course Resource Guide](#) features of the [Pierce Library](#) website.

While EOU faculty are able to demonstrate integration of library and information resources into the learning process through the learning outcomes assessment process, embedded courses in General Education and degree program curricula, the ease of linking to library resources from a course BlackBoard shell, and the electronic help features provided through the Pierce Library website, the self-study process has heightened awareness that the partnership between library faculty and teaching faculty could be more integrated. In August 2013, library faculty will continue discussion with the Writing Center Director, who is currently engaged in a pilot with faculty to develop measurable discipline-based UWR criteria that can be assessed. The discussion about a productive partnership between the Writing Center Director and Library Director is underway to ensure that information literacy criteria are considered and embedded in the discipline-based development of UWR criteria. This partnership will enable the library faculty and teaching faculty to close the loop on and strengthen the integration of information resources into the learning process.

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

Credit for prior experiential learning is available to admitted undergraduate students who can demonstrate college-level mastery of curriculum areas. EOU's [Assessment of Prior Experiential Learning for Credit \(APEL\) policy](#) is published in the 2012-14 academic catalog. The assessment of prior learning is based on a portfolio review process described in the policy, and students are required by policy to take an undergraduate Portfolio Development course, [APEL 390](#), to prepare for the review of their prior experiential learning. Faculty evaluators in the [discipline areas](#) define program-based expectations for learning as demonstrated through the Portfolio. Faculty members document their review on a [credit awarded](#) form and determine the amount of undergraduate credit based on equivalency w/ an EOU course. Credit granted is identified on a student's transcript as APEL 299 or 499, depending upon the faculty member's judgment of prior learning as consistent with learning expectations in an equivalent lower- or upper-division program course offering. Credits awarded do not duplicate other credits meeting specified degree requirements. EOU's 45-credit limit on credit for prior learning is published in the academic catalog and complies with the Commission standard for such credit (25% towards 180 credits for an undergraduate degree).

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

EOU's academic catalog details the [Transfer Equivalency policy](#) (p. 18) associated with the transfer and awarding of credits by the receiving institution. Students are responsible for submitting transcripts from accredited institutions. The EOU Registrar's Office provides an initial transcript evaluation and awards transfer credit for courses where articulation agreements exist between institutions. The institution maintains the currency of specific articulation agreements with Oregon Community Colleges and Oregon Four-Year institutions, as well as institutions in Idaho and Washington, as generally described in the Transfer Equivalency policy. Other institutions with whom EOU maintains articulation agreements are the College of Micronesia, several international universities through the Study Abroad program, and several domestic universities participating in the National Student Exchange. OUS's recent participation in the competency-based Western Interstate Commission on Higher Education (WICHE) Passport Initiative Pilot Project has resulted in a Memorandum of Agreement between participating OUS institutions (EOU and UO) and multi-state community col-

leges and universities in Nevada, North Dakota, Utah, Oregon, and Hawaii. The MOA has been signed by EOU's Chief Academic Officer to articulate faculty-developed competencies and associated courses in Writing, Communication, and Quantitative Literacy.

Requests or appeals for the award of transfer credit that fall outside articulation agreements must be approved by program faculty, who evaluate transfer courses on a case-by-case basis as meeting college-level expectations or program and institution-level requirements towards the degree. Program faculty members review catalog descriptions and associated syllabi from transcribed coursework to ensure learning outcomes equivalency and relevance to EOU's program curricula. A Transcript Request Form and Challenge Form are available under [“Forms”](#) at the Registrar's website.

Undergraduate Programs

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

EOU requires that students complete a 60-credit General Education Curriculum (GEC). The GEC is designed to help students attain competencies in broad knowledge categories and defined intellectual learning outcome areas. The GEC, as it aligns with EOU's University Learning Outcome framework, is built upon a flexible distribution model that introduces students to broad knowledge categories in the following areas while allowing them to weight GEC credits towards their interests:

- Aesthetics and Humanities (AEH—6-20 credits in at least two disciplines),
- Natural/Mathematical/and Informational Sciences (SMI—6-20 credits in at least two disciplines, including at least one physical or biological science),
- Social Sciences (SSC—6-20 credits in at least two disciplines), and
- Artistic Process and Creation (APC—6-20 credits in at least two disciplines).
- Gateway (GTW—students may earn up to 15 credits in designated courses towards the 60 GEC credits required for graduation)

The entire GEC curriculum is coded to one of these five breadth of knowledge categories, and students are expected to complete their distribution-based GEC requirement prior to receiving a baccalaureate degree. Through satisfaction of the GEC requirement, students gain a breadth of knowledge in a variety of disciplines.

The Educational Policy and Curriculum Committee oversee the GEC curricular review process to ensure breadth and depth of learning are addressed through the GEC program. Faculty requesting GEC designation for a course are first asked to identify which category of content knowledge the course falls within (from the five noted above) – [GEC Criteria](#) fully defines each content knowledge category. Second, because application of knowledge adds depth to learning, faculty have developed four intellectual and practical learning outcomes, aligned with University Learning Outcomes, from which to select an additional outcome critical to the pedagogy, methodology, and assignments for the course. When justification for GEC designation is approved through the curricular process, the GEC learning outcomes are explicitly included in the course syllabus.

The intellectual learning outcomes defined below (as well as in GEC Criteria) help students deepen and leverage

broad knowledge acquired through the GEC program and serve as a platform for scaffolding the learning through the disciplines. Each General Education course must address at least one of the following program objective learning outcomes.

- A. Employ approaches to inquiry from a variety of disciplines. (INQUIRY) A general education course introduces students to the heuristic of the discipline, its ways of knowing and processing the world, its forms of inquiry and ways of solving problems.
- B. Read, write, and communicate taking into consideration purpose, audience, and occasion. (COMMUNICATION)
A general education course assists students in learning the reading, writing, and general communicative skills required by the discipline, often guiding students through the processes of reflection, response, and revision to enhance effectiveness.
- C. Think clearly, critically, and effectively, taking into consideration purpose, audience, and occasion. (CRITICAL THINKING)
A general education course requires students to develop the habits of mind within a discipline, considering the different purposes and audience for the work within the course, and reveals to students the connections the discipline has with other disciplines.
- D. Engage in further learning and be of service to society. (FURTHER LEARNING AND CIVIC ENGAGEMENT)
A general education course encourages students to see opportunities for further reflection, lifelong learning, and service to society in ways that allow them to apply the skills and knowledge of the course in settings outside the university classroom.

In 2010-11, the EPCC undertook a systematic review of the GEC curriculum using the evaluation criteria below. For new GEC courses, these criteria are documented by a faculty member on a [GEC form](#) and reviewed and approved by EPCC in the curricular review process:

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.

Select one Breadth of Knowledge Category

2. Content Knowledge
 - a. Science, Mathematics, and Computer Information Sciences (SMI)
 - b. Aesthetics and Humanities (AEH)
 - c. Artistic Process and Creation (APC)
 - d. Social Sciences (SSC)

Select one Learning Outcome appropriate to emphasize and assess in the course.

3. Inquiry
4. Communication
5. Critical Thinking
6. Further Learning and Civic Engagement

The program review resulted in a [GEC curricular map](#) with a learning outcome distribution indicating that faculty value Critical Thinking most. EOU's Center for Teaching and Learning will continue faculty development efforts aimed at increasing faculty confidence in designing assignments that help students develop GEC competencies in Inquiry, Oral

and Written Communication, and Civic Engagement. (Table 2.C.9)

Eastern Oregon University GEC Outcomes Matrix

60 credits are required, with a grade of C- or better in each graded course. The S/U option may be chosen within credit limitations (see S/U policy in EOU Academic Catalog)

Breadth Outcomes	Gateway (GTW)	Aesthetics & Humanities (AEH)				Artistic and Creative Processes (APC)		Social Sciences (SSC)		Science, Math, Info Tech (SMT)			TOTAL	
GEC Learning Outcomes	Content	All	All				All		All		All			272
	Inquiry	CORE 102 LIB 127 PHIL 103	ENGL 201 MUS 111 MUS 113 MUS115 PHIL 101 POLS 250				ART 120 ART 321 ART 130 MUS 101 ART 220 MUS 140 ART230 ART 240 ART 243 ART 260 ART 261 ART 270 ART 280		ANTH 203 ANTH 330 ANTH 370 ECON 201 ECON 202 POLS 221 PSY 201 PSY 202 SOC 370		BIOL 104 PSY 357 BOT 201 SCI 101 CHEM 101 SCI 102 CHEM 102 SCI 103 MATH 239 SCI 221 MATH 240 LIB 307 MATH 241 STAT 241 MATH 251 STAT 242 MATH 252 STAT 243 PHYS 231 STAT 327			51
	Communication	WR 121 WR 122 WR 123	ART 204 COM 347 MODL 103 SPAN 209 ART 205 GERM 101 MODL 201 SPAN 320 ART 206 GERM 102 MODL 202 SPAN 335 COM 215 GERM 103 MODL 203 SPAN 344 COM 320 GERM 201 MUS 201 SPAN 345 COM325 GERM 202 SPAN 107 WR 222 COM 329 GERM 203 SPAN 108 COM330 HIST 203 SPAN 109 COM 335 MODL 101 SPAN 207 COM 340 MODL 102 SPAN 208				ART 227 WR 248 ART 335 COM 214 THEA 112 THEA 214 THEA 249 THEA 250 WR 241 WR 242 WR 243		ECON 115 HIST 101 HIST 102 HIST 201 POLS 221 POLS 240 PSY 330 SPAN 338 SPAN 339 SPAN 350		MATH 211 MATH 212 MATH 213 PSY 335			64
	Critical Thinking	COM 111 COM 112 CORE 101 HUM 112 HUM 113 HUM 114	ART 101 ENGL 206 PHIL 102 ART 390 ENGL 239 PHIL 301 COM 325 ENGL 254 PHIL 320 COM 347 ENGL 315 PHIL 341 ENGL 104 ENGL 316 THEA 213 ENGL 107 MUS 107 THEA 261 ENGL 108 MUS 202 THEA 262 ENGL 109 MUS 203 THEA 263 ENGL 195 MUS 204 THEA 269 ENGL 199 MUS 204 ENGL 205 PHIL 101				ART 290 THEA 266 ART 291 THEA 267 THEA 225 THEA 344 THEA 235 THEA 345 THEA 256 THEA 360 THEA 264 WR 131 THEA 265		ANTH 320 HIST 230 ANTH 340 MA 260 ANTH 344 POLS 101 ANTH 345 POLS 150 ANTH 350 POLS 350 ECON 150 PSY 251 ECON 201 PSY 242 ECON 202 PSY 311 ECON 370 SOC 204 HIST 111 SOC 205 HIST 112 SOC 344 HIST 202 SOC 345 SOC 360		BIOL 101 GEOL 102 MATH 253 BIOL 102 GEOL 103 MATH 254 BIOL 103 GEOL 104 PHIL 231 BIOL 211 GEOL 105 PHIL 340 BIOL 212 GEOL 106 PHYS 201 BIOL 343 GEOL 121 PHYS 202 BOT 202 GEOL 122 PHYS 203 BOT 203 GEOL 123 PHYS 222 CHEM 101 GEOL 124 PHYS 223 CHEM 102 GEOL 201 PHYS 231 CHEM 103 GEOL 202 PSY 321 CHEM 204 GEOL 203 SCI 221 CHEM 205 GEOL 315 SCI 239 CHEM 206 LIB 327 STAT 327 GEOL 101 MATH 105			119
	Civic Engagement		ENGL 220 WR 281 WR 393				MUP 171-175 MUP 291 MUP 180-181 MUP 371-375 MUP 186 MUP 381 MUP 191 MUP 386 MUP 271-275 MUP 391 MUP 280-281 MUS 192-196 MUP 286 MUS 396 THEA 360		ANTH 201 POLS 101 POLS 350		BIOL 213 CHEM 206			38

Table 2.C.9

The GEC program learning outcomes are regularly and systematically assessed. The General Education Assessment Plan establishes a four-year assessment cycle to assess each of four learning outcomes: [Inquiry](#), [Communication](#), [Critical Thinking](#), and [Further Learning and Civic Engagement](#) (Discipline-based Content Knowledge is assessed through the academic program portfolio assessment cycles). Beginning in Fall 2012, a new methodology was implemented to engage faculty in a discipline-based understanding of GEC learning outcomes and assessment. The methodology involves norming with the GEC sampling team using a [common rubric](#), criteria mapping, assignment sharing, and data collection as detailed in the [General Education Assessment Plan](#). Definitions for levels of performance (Proficient, Adequate, and Developing) are also defined in the Plan and are part of the annual norming of GEC Sampling Team Members. Shared rubrics were adopted by Faculty Senate in 2008 and have been in use since then with periodic revisions recommended by GEC Sampling Team Members using the rubrics. 2013-14 will mark the conclusion of a second full cycle of assessment of General Education learning outcomes (begun in Spring 2008).

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. Distribution of learning outcomes throughout the GEC curriculum remains uneven, however, and EPCC will be consulted about flexibility in allowing program faculty to select more than one GEC learning outcome for assessment through the TracDat system.

EOU offers no applied certificate, associate, or baccalaureate degree programs.

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

EOU’s General Education components for baccalaureate degree programs have identifiable and assessable learning outcomes integral to mission fulfillment under Core Theme 1, Objective 1—to foster and assess student learning through learning outcomes assessment in general education and degree programs, as aligned with [University Learning Outcomes](#) (Table 2.C.10). The GEC learning outcomes serve as a foundation for academic success in the areas of inquiry, communication, critical thinking, and civic engagement, scaffolding student learning through degree program learning outcomes that also align with University Learning Outcomes. These aligned learning outcomes are key indicators of mission fulfillment, signifying what a graduate with a baccalaureate degree should know and be able to do.

DEGREE PROFILE				BA OR BS IN ANTHROPOLOGY/SOCIOLOGY				
University Learning Outcomes		<i>Breadth of Knowledge</i>		<ul style="list-style-type: none"> <i>Inquiry</i> <i>Creative/Critical Thinking</i> <i>Communication</i> 	<ul style="list-style-type: none"> <i>Community Engagement</i> <i>Personal and Social Responsibility</i> 	<ul style="list-style-type: none"> <i>Integrated Learning</i> <i>Applied Learning</i> <i>Reflective Learning</i> 		
Associate Level				Bachelor Level				
100 – 200 / 300				300 - 400				
Broad/Integrative Knowledge (GEC)				Specialized Knowledge (Program)				
<i>Content</i>	<i>Critical Thinking</i>		<i>Inquiry</i>	<i>Communication</i>	<i>Content</i>	<i>Critical Thinking</i>	<i>Inquiry</i>	<i>Communication</i>
Learn and use the vocabulary, content, and conceptual knowledge in a variety of disciplines	Think clearly, critically, and effectively, taking into consideration purpose, audience, and occasion		Employ approaches to inquiry from a variety of disciplines		Content Knowledge	Demonstrate effective skills in critical thinking, analytical and reflective writing, and appropriate discourse within the core disciplines	Demonstrate and apply cross-cultural perspectives, rooted in inquiry-based knowledge in the analysis of social, economic, and political issues	Demonstrate a solid understanding of core concepts in anthropology and sociology through effective communication, including scholarly writing and public presentations
All Anth/Soc courses designated SSC	ANTH 320 ANTH 340 ANTH 344 ANTH 345 ANTH 350 ANTH 360	SOC 204 SOC 205 SOC 344 SOC 345 SOC 350 SOC 360	ANTH 101 ANTH 220 ANTH 330 ANTH 370 SOC 370		All upper-division courses in the major or minor	ANTH 356	ANTH 320 SOC 327 ANTH 454 SOC 455 SOC 456	SOC 420
Civic Learning				Civic Learning				
Engage in further learning and be of service to society				Identify, analyze, and address real world problems through scholarly and structured civic engagements				
SOC 350				SOC 454				
Integrated and/or Applied Learning				Integrated and/or Applied Learning				
				Integrated Learning				
				ANTH 401, 405, 499 SOC 401, 405, 409, 499				
Institutional Intellectual Skills				Institutional Intellectual Skills				
Quantitative Literacy (BS)	Diversity (DPD)	Writing (UWR)		Language (BA)	Quantitative Literacy (BS)	Diversity (DPD)	Writing (UWR)	Language (BA)
MATH 111		WR 121 SOC 204		SPAN or GERM 100-200 sequences	STAT course	ANTH 445	ANTH 310, 375, 380 SOC 306, 327, 338, 350, 360, 454	SPAN or GERM 100-200 sequences

Table 2.C.10

The [Mission of the university](#) and the [GEC Mission](#) are operationalized through the learning outcome components of the GEC program. EOU's continuing participation in the Oregon Degree Qualifications Profile (DQP), along with extensive curriculum mapping of GEC and degree program learning outcomes within a University Learning Outcomes framework, enables the university to demonstrate what EOU degree program profiles look like, and how general education components and learning outcomes render the mission of the University visible in a concrete way (Table 2.C.10). The General Education components (in dark and light green) of the Anthropology/Sociology degree program are available in separate documents for all programs through [GEC curriculum mapping](#), [program curriculum mapping](#), and [institutional requirements](#) available through the academic catalog. This sample schematic pulls these data together in a potentially useful way for students and will be piloted with programs in Fall 2013.

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

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

Graduate Programs

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

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

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

The graduate programs in Education and Business at EOU meet the expectations of their respective disciplines and professions through rigorous independent accreditation by external agencies. The College of Education MAT licensure programs adhere to Oregon Teacher Standards and Practices Commission (TSPC) standards, and the MBA program follows standards of the International Assembly for Collegiate Business Education (IACBE). The Master of Fine Arts in Creative Writing was approved through the campus and OUS processes in 2012 and has no external agency accreditation specific to creative writing, but is a member of the Association of Writers and Writing Programs.

The scholarship/research/creative expression components of the graduate programs at EOU are met in different ways. In the MAT, students begin in their first summer to formulate a research idea and carry this throughout their years-long

studies. They conduct a classroom based research project, synthesize information, collect data and present an organized presentation of the materials, written and/or oral.

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

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

In keeping with EOU's determination to offer high quality professional programs that serve students where they are, assure rural access in eastern Oregon, and make excellence inclusive, the EOU online/onsite MFA in Creative Writing provides students with a rigorous academic and creative student-centered curriculum. The online/ onsite program allows them to work one-on-one and in small groups with mentors using EOU's proven mixture of online coursework and onsite residencies. Students work closely with mentors to develop and implement demanding individualized study plans while also pursuing arts-related opportunities in their communities. In the MFA, the creative thesis is prepared under the supervision of faculty mentors. The thesis is a book-length original work in the student's major genre and is based on creative work undertaken during the previous residencies and mentorship periods.

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

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

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

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

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

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

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

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

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

The MFA requires a creative thesis prepared under the supervision of faculty mentors. The thesis is a book-length original work in the student's major genre and is based on creative work undertaken during the previous residencies and mentorship periods.

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

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

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

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

Continuing Education and Non-Credit Programs

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

An important component of the EOU Mission and core values is to provide educational opportunities to students wherever they are. The changing job and career landscape requires many non-tradition students to re-engage with higher education in order to maintain or enhance their level of performance or increase their skill set; others are entering higher education for the first time, seeking pathways and opportunities to contribute to society. To serve these individuals, EOU offers opportunities that generally match the defined characteristics of continuing education and professional development.

From a graduate level perspective, EOU offers numerous courses that typically fulfill professional development for educators and is primarily offered through the College of Education.

Credit granted for special credit-bearing courses is consistent with credit granted for more traditional offerings in accord with the [Term or Quarter Hour policy](#). [Credit Overlay](#) course syllabi align to institutional mission and outcomes and adhere to published university procedures.

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

Many of the activities related to the global concepts of continuing education at EOU occur as credit overlay or as professional development courses. [Credit Overlay](#) for ongoing educational development is critical to the health and productivity of the learning community at EOU. EOU is committed to maximizing the opportunities for students and professionals to acquire the content specialty skills and knowledge needed as they work toward individual professional goals. Credit Overlay is designed to meet students' specific needs and/or distribute credit for work done through seminars, workshops, special individual studies, professional development activities and/or traditional courses offered in non-traditional modes. These credits are generally offered at a 700 level number to distinguish them from degree-bearing courses at the 500- or 600-level.

An example of a program that provides professional development is Eastern Promise. [Eastern Promise](#) has two overall objectives:

1. To increase the college-going culture of rural Oregon through the development of the 10-year-plan for 5th grade and the formal initiation of the Career Choices curriculum in the 9th grade, and
2. To increase access to early college credit experiences in high schools with the Eastern Promise initiative and to develop our credit by proficiency program. Credit By Proficiency is intended to be the Eastern Promise version of Advanced Placement. The process establishes a system to select, train, and evaluate both teacher and student performance. Teachers who participate in specialized Eastern Promise Learning Communities receive graduate level professional development credits (ED 708).



Photo/Laura Hancock
Teun Fetz, assistant professor of music at EOU, leads a percussion for band directors class during the music teacher inservice day sponsored by ArtsEast and the EOU music department.

A final example of continuing education opportunities is through the partnership of EOU and ArtsEast. The mission of [ArtsEast](#) is to serve, facilitate, and support the arts, artists, and arts education in Eastern Oregon. Since its founding in 1977, ArtsEast has developed and coordinated arts learning programs in rural schools and communities. Past projects have included professional development workshops for artists and teachers and a performing arts series. Graduate credits awarded follow policies and procedures outlined for Credit Overlay.

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

Generally, the university does not award Continuing Education Units (CEUs). However, numerous courses are offered through professional development as 700-level credits. These opportunities, referred to as [Credit Overlay](#), follow established guidelines that require prospective instructors to submit a vita and a course syllabus including measurable outcomes with correlated assessments. These are reviewed by appropriate content faculty and forwarded to the

Dean for approval. Once approved, the courses are made available through the EOU Registrar's office. As with any regular EOU course, it is expected that these courses have identified outcomes consistent with the objectives and outcomes of the program and university and that they provide needed educational service to the region.

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

EOU does not offer courses or provide learning through non-credit instruction.

2.D Student Support Resources

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

The institution creates effective learning environments to support student learning needs through a wide variety of venues. [The Learning Center](#), located on the second floor of Loso Hall, houses programs designed to support learning needs through tutoring options available at no cost to students both on campus and off campus (online). [Individualized](#) and small [group tutorials](#) are available for a broad range of disciplines including biology, chemistry, math, psychology, Spanish and statistics. Help for all levels of math is available approximately 50 hours per week on a drop-in basis in the [Math Lab](#). The [Writing Center](#) offers students in every discipline the opportunity to have their written work read and responded to by peer writing tutors. Tutorials in all disciplines are available for online students and are accessible through the [Western eTutoring Consortium](#).

[The Disability Services Office](#) provides accommodations for students with documented disabilities as defined by the Americans with Disabilities Act (ADA). Through providing tutoring and other academic support services to qualified

students on campus and online, the Disability Services Office upholds federal law by ensuring that students with disabilities are given equal access to educational opportunities available to all students attending EOU.

The University has a multi-faceted approach to supporting the transition of first year students from high school or the work place into the university learning environment. The [First Year Experience](#) (FYE) program provides students the options of enrolling in either 1-credit [HUM 101/102](#) courses or the Integrated Studies Program (ISP). The ISP is designed to support students in developmental writing classes by linking WR 115 with a CORE 101 seminar that helps students enhance their skills in reading and analyzing college-level texts, conducting basic research, and utilizing campus resources. The second course in the sequence, CORE 102, is designed to help students discover and research their aptitudes and strengths in the context of exploring academic disciplines and majors. A variable topic-based [Living-Learning Community](#) (LLC) is offered each year for entering first year students interested in participating in a social and intellectual community of learners interested in a specific topic area.

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

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

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

Students, faculty, and staff who are victims of a crime, or are aware of a crime that has occurred, are encouraged to report to Campus Security or a member of the [Student Success and Engagement](#) staff who will then assist with the process of reporting the crime to an appropriate agency. In most instances, crime reports are made to the La Grande Police Department. In the event of a crime or emergency occurring at one of the EOU onsite locations such as Treasure Valley Community College, Blue Mountain Community College, or Mount Hood Community College, local law enforcement agencies are contacted.

The [Director of Student Relations](#) is responsible for the collection, reporting, and dissemination of all crime statistics and other disclosures, including the [Annual Campus Security and Fire Safety Report](#) in conjunction with the annual Jeanne Clery Reporting requirements. The Director is also responsible for the administration and management of the Student Conduct Program and the reporting of Code of Conduct violations and associated sanctions, ensuring procedural fairness for all complaining and responding students.

Crisis communication is coordinated through the University Advancement Office. The [Crisis and Issues Management Plan](#) is reviewed by the members of President's Cabinet each year. An ad hoc campus committee, known as the Emergency Planning Group, is currently drafting an Active Shooter Response Plan/Policy with input and ongoing communication with first responders, particularly the La Grande Police Department. The committee has been charged with developing a policy and identifying a training program for faculty, staff, and students. The [draft plan](#) provides clear and succinct actions for individuals to take in the event of such an emergency. The target date for policy approval and subsequent training is Fall 2013.

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

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

Recruiting and admitting students who wish to earn degrees available on campus, online, and/or onsite requires a wide variety of outreach efforts. These include local, regional, and statewide advertising, several high school visits, one-on-one meetings, campus visits, online orientations, college fairs, presence on community college campuses, name purchases, alumni connections, and hosted campus events. From initial inquiry through matriculation, information in print and in electronic / interpersonal formats are carefully timed to coincide with students' enrollment progress. Communications are designed to orient students to the university's programmatic offerings and available modalities (on campus, online, onsite) as well as point to requirements and procedures for [admission](#), [enrollment](#), [advising](#), [graduation](#), and [transfer](#). The admission [viewbook](#) (sample, Figure 2.D.3), [online/onsite course guide](#), and [EOU catalog](#) are all provided to meet practical information needs and orient students early-on to the requirements of their programs.

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

For traditional, on-campus students, [Mountaineer Registration Days](#) serves as a key orientation activity tailored to student programmatic interests. Staff work with students in groups or one-on-one during the campus visit to ensure they have the necessary information resources to understand program, graduation, and transfer requirements. [Online and onsite](#) students also have access to information specific to the guidelines, requirements, and process for taking classes

at a distance through EOU, including a [checklist](#) specific to online/onsite students and a fully developed [online orientation](#). Over 16 [Regional Center offices](#) throughout Oregon enable advisors at each location to work directly with local students. These advisors also work with online students who access EOU’s online degree programs from other states and even other countries.

When **“The Phantom of the Opera”** opened here in 2010, EOU became the first university in the U.S. to produce an amateur version of Andrew Lloyd Webber’s iconic musical!

Visual & Performing ARTS



Whether taking the stage as a performer, showcasing your talents in a gallery exhibition or joining the audience for a great show, **EOU will fuel your creativity!**

Students in our music, art and theatre programs are accomplishing phenomenal work and being guided by skilled faculty that support, challenge and prepare them for many professional ventures, including graduate school.



Each year, EOU presents several major theatre and musical productions.

www.eou.edu/art

Figure 2.D.3

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

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

the degree and a reasonable timeframe during which to complete outstanding degree requirements. Once the Provost's Office has communicated with the Registrar and informed campus and online advisors of the need to develop student plans for timely completion of degree requirements, the Oregon University System is informed of the elimination, and the Northwest Commission on Colleges and Universities is notified and provided teach-out plans.

Through the reflective practice of the self-study, the institution is codifying teach-out practices in procedural language published in the Education Policy and Curriculum Committee Handbook under [Section IV. Current Procedural Overview](#). The procedural language was forwarded to the Faculty Senate for discussion in June 2013. Faculty Senate recommended that EPCC revise the language to include explicit opportunity for faculty input on administrator-initiated program elimination through the governance process (it already occurs through Article 2 of the EOU-AAP Collective Bargaining Agreement). Revised procedural language will come before EPCC for approval on 24 September 2013 and will be forwarded to Faculty Senate for action in early October 2013 in compliance with the Commission's Teach-Out Policy.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) institutional mission and core themes, b) entrance requirements and procedures, c) grading policy, d) information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings, e) names, titles, degrees held, and conferring institutions for administrators and full-time faculty, f) rules, regulations for conduct, rights, and responsibilities; g) tuition, fees, and other program costs, h) refund policies and procedures for students who withdraw from enrollment. i) opportunities and requirements for financial aid and j) academic calendar.

The institution publishes a printed and online [academic catalog](#) every two years (even year). The mission of the University is published in the catalog (p. 6), and is featured prominently along with Core Themes on the [strategic planning](#) website. In addition, a project is underway to create and display Core Themes on banners throughout classroom buildings on campus, in template-based communications including press releases, presentation templates, and other support materials.

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

The [EOU website](#) prominently displays a "Students" header, giving public access to current and accurate student information found in the online [Student Handbook](#) regarding the [student code of conduct](#), which articulates student rights and responsibilities. Links for student resources, student life, online education, services and programs, and course offerings may all be accessed from this single page. EOU's mission places the university in the position of working with a great many first-generation college students who are sensitive to the costs of higher education. For this reason, [Financial Aid](#) information is a primary link on the main website homepage. Tuition, fees, program costs and opportunities, and the requirements for financial aid are made available to prospective students and their families through the Financial Aid website. Fees related to supplies or travel associated with specific program costs are connected to specific

courses, are noted in the registration process, and are identified in the syllabi and/or course description. Refund policies and procedures are documented within the [academic policies](#) section of the [academic catalog](#) and are accessible online through [Student Accounts](#) and the [Registrar's](#) websites. A two-year academic calendar is also published on page 2 of the [academic catalog](#).

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

The University's [Academic Catalog](#) is EOU's major publication, supported by program websites that describes accurate information about programs. Programs in the College of Arts and Sciences have no requirements for licensure or professional education and training beyond satisfaction of program and degree requirements. Descriptions for unique requirements and advancement in occupations or profession are shared by specific programs on departmental websites.

The College of Education ensures that legal "eligibility" rules related to education are communicated through the [Teacher Standards & Practices Commission \(TSPC\)](#), Oregon's teacher licensing agency that also reviews and approves each college's programs for eligibility to recommend candidates for teacher licensing. Because of EOU's required alignment with TSPC, interested students are made aware of these state eligibility requirements early in their admission process if they have indicated their intent to major in teacher education. Personal communication is made during Preview Days sessions with education faculty and/or advisors, Mountaineer Orientation Days pre-registration programs, direct telecounseling and advising calls and campus visits and tours where the program requirements and licensure are reviewed and explained. The [catalog](#) and [check sheets](#) also support these information sessions as do publications including the [CUESTE \(Curriculum for Undergraduate Elementary School Teacher Education\) handbook](#), and [English Speakers of Other Languages \(ESOL\)](#) brochure, serving as additional communication tools.

As a state agency, TSPC makes rules (Oregon Administrative Rules--OARs) based upon legislative statutes (Oregon Revised Statutes--ORSs), and any changes to those rules must proceed through a regular public hearing process. OARs are first proposed at a commission meeting, and then go to public hearing before adoption. The University not only has an opportunity to observe the process but also participate in it. When a new rule is adopted, TSPC sends out a listserve announcement, which several College of Education personnel subscribe to. The College of Education filters the necessary information down to responsible parties for inclusion in web and print-based documents through regular meetings within the College of Education. These documents are also reviewed for accuracy prior to each year's admission opening. The College of Education's academic advisor also makes a presentation about the process and next steps after licensure to all students in the education program.

The College of Business [Fire Services Administration](#) observes requirements for certifying firefighters. The [Oregon Department of Public Safety Standards and Training \(DPSST\)](#) is responsible for certifying firefighters and notifying them of requirements. The National Fire Protection Association (NFPA) Standard 1021 is what every state uses for certification standards. Although some states only officially recognize Firefighter I & II, Oregon also recognizes Firefighter III and Firefighter IV as required for upper level officers. EOU's Fire Services Administration Program Coordinator monitors the [EOU Fire Services website](#) to ensure it is linked to the DPSST website so students have access to the most current information at all times. This administrator also ensures that EOU retains a strong partnership with DPSST and provides them with our current Fire Services courses that they accept for each level of certification. The program administrator also represents EOU at the Oregon Fire and Emergency Services Higher Education group and ensures EOU's Fire Services courses are updated according to the needs expressed. Information on program requirements and descriptions of advancement and occupation in the profession is shared in the department's [newsletter](#), on the website, and through direct communication and presentations.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records,

including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

The security of student records follows procedures governed by policy established by the OUS through [OAR 166-475-0005](#). The [General Schedule](#) prescribes the retention periods for public records created and maintained by the institutions of the OUS. Retention periods apply to the record copy of all public records, regardless of medium or physical format, created or stored by the specific agencies. Permanent records must be stored indefinitely and include student grades, transcripts, and registration records. Older paper records are microfilmed and stored in fire safe file cabinets. More recent records are being digitized and stored online. Current files are stored in paper format in fire-proof cabinets within the Registrar's Office.

After review of the limitations on campus-based servers and storage, the University is working with the OUS and in the early stages of implementing an enterprise-wide scanning and digitizing system where student records may be archived digitally and securely off-site while still remaining accessible. This multiple-redundancy of storage and backup will greatly improve single-level backup systems and is expected to be operational in late 2013.

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

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

EOU's location, mission, and values place the university in the position of serving many traditional and non-traditional students from rural areas where many are first-generation, high need, and low income. With upwards of 80 percent of students receiving financial assistance, the university must manage an effective and accountable program of financial aid. To conduct a formal assessment and review of student aid resources, the university convened a Student Aid Task Force led by the Vice President for Finance and Administration and made up of staff from admissions, financial aid, institutional research, budget, athletics, and the Vice President for Admissions and Advancement. The group worked to realign the awarding of fee remissions for specific groups such as university scholars, by widening the requisite grade point averages, to address need versus merit awards to support enrollment goals and needs, to build student persistence and provide better funds to continuing students, and to better track and allocate remissions used for specific programs.

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

ing to phone calls and messages with 24 hours.

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

To ensure students receiving financial assistance are informed of any repayment obligations, the EOU [Financial Aid Office](#) takes a proactive role in communicating with students. Admission recruitment materials, promotional emails, campus visit meetings and event presentations, and one-on-one meetings help to share important financial information with students and families. Staff members in admissions, academic advising, registrar, and student accounts are also cross-trained to assist as needed and help student understand pertinent information. Easily accessible and linked off the main EOU homepage, the Financial Aid Office website presents key resources for students, including [repayment obligations](#), [loan information](#) for new and current students, [consortium agreements](#), and other [resources](#).

EOU is currently working on adopting the [Federal Financial Aid Shopping Sheet](#) to promote more clear communications with students regarding financial aid and borrowing (beginning Fall 2013). The shopping sheet provides students a consistent presentation of estimated costs for tuition and fees, housing, meals, books and supplies, transportation and the funds to pay for college such as grants and scholarships, work, loans and other resources. Students at EOU receive loans based on credit hours taken (1/2 time is 6 credits, 3/4 time is 9 credits, full time is 12 credits) along with [mandatory entrance and exit loan counseling](#), a [net price calculator](#), and financial literacy incorporated into new student orientation, high school nights, and preview days. In 2013-14, EOU will be identifying academic programs most closely associated with student loan debt difficulty and develop a targeted strategy to educate those students on loan repayment.

EOU is also part of an OUS-wide team that is addressing responsible borrowing and student debt. The OUS Inter-institutional Council of Enrollment Managers (ICEM) will initiate – and each campus will develop – a pilot early warning system to identify and intervene with students at financial risk. The strategy complements OUS initiatives already in progress to reduce student costs and thus the need for loans for which EOU already has dual credit programs, credit for AP coursework, and credit for prior learning (APEL) policies in place in the [academic catalog](#). A statewide symposium on the topics of affordability and managing/addressing student debt is scheduled for fall 2013 and includes community colleges, K-12, ASPIRE, and other key stakeholders.

EOU and the OUS closely monitor the institution's loan default rate, which is now being tracked on three-year cycles in compliance with the U.S. Department of Education. Climbing default rates are a growing problem with many universities, and EOU is actively engaged in tracking the student default rate, which currently stands at 7.8%, and is proactively promoting healthy borrowing through Financial Aid resources available to students; in addition, the Student Aid Task Force is working to understand the correlation between financial aid categories of award and persistence. EOU's core themes and values as a public university focus on providing an accessible and affordable education. With statewide mandates such as [Oregon's 40-40-20](#), where the goal is for 40% of adult Oregonians to hold a bachelor's or advanced degree, 40% to have an associate's degree or a meaningful postsecondary certificate, and all adult Oregonians to hold a high school diploma or equivalent by the year 2025, there are an increasing number of high-need students to educate, requiring the university to manage institutional risk against student financial need.

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

EOU recognizes that academic advising is a critical component of the undergraduate educational experience. EOU's advising systems allow students to work collaboratively with academic advisors in order to define and implement sound educational plans consistent with a student's personal values, goals, and career plans. While academic advising occurs

most visibly in these individual relationships, a broad network of professional advisors, faculty, and staff supports EOU's advising mission. This network of support recognizes that advising takes place not only during formal meetings with a faculty member or professional advisor, but also occurs with coaches, residence hall assistants, online with a frontline staff person or in the student accounts or the admissions office. Cross-training with these members of the university community helps build awareness and better support for students.

Advising at EOU takes place in two ways to accommodate students' modality as on campus or online/onsite. On campus central advising works with freshmen/exploratory students while college advisors work with student who have declared majors. Online/onsite students work with regional advisors in person if they are located near one of EOU's 16 Regional Centers, or they receive online advising by regional advising staff located at the Centers.

Upon admission to EOU, each student is categorized as declared or undeclared in terms of major area of interest. Each declared student is assigned a personal academic advisor who works directly with the student to create a college plan in the intended major area of study. On-campus students who declare a major are assigned an advisor in the appropriate college or program area (e.g., Arts & Sciences, Education, Business, or Liberal Studies). Online/onsite declared students work directly with their regional advisor in person and with a faculty advisor online throughout their academic career at EOU to help retention and reinforce a connection to the university from a distance.

Undeclared students have not yet selected a major. On-campus undeclared students are assigned to the freshman/exploratory advisor to pursue a broad-based course of study. Once students reach sophomore status and declare majors, they are typically assigned specific faculty advisors in their major areas. Online/onsite undeclared students work directly with their regional advisor in person or online throughout their academic career at EOU; at the point where an undeclared online/onsite student is prepared to declare, faculty advisors in program areas help reinforce students' connection to the university from a distance.

This system of advising was implemented in conjunction with Admissions, Academic Affairs, Student Success and Engagement, and the Student Learning Center to meet the needs of those students who need more time to develop or explore their interests (undeclared) and those students who are prepared to engage with advisors in their program majors (declared).

Faculty and professional advisors meet regularly with students as they progress through their academic career, assisting with course selections, credit evaluation, transfer credentials, and graduation requirements. Contact with students for information, to set reminders, and to make advising appointments occurs through the classroom or during office hours—in person and online—and through email campaigns. Students can also log on to the [Webster](#) portal to connect with their academic advisor, as well as their department and college offices.

Professional advisors are housed within the colleges and report directly to the deans to strengthen the relationship between the university's academic programs and student advising. The college advisors attend departmental and college-wide meetings and are involved in day-to-day interactions with faculty to maintain a high level of currency with academic curriculum and graduation requirements and to be aware of proposed changes in an academic area that may impact student advisement.

The central intake advising office, which coordinates university-wide advising efforts, interfaces with college advisors and the Director of Regional Operations and meets biweekly with all professional advisors, both on campus and off, as the Provost's Advising Council, to share information about enrollment, administrative updates, and student information system updates. All professional advising staff have the opportunity to participate in professional development by attending conferences and webinars. The Director of Enrollment Operations, who oversees intake advising and the Registrar, also attends Dean's Council with the Provost and members of the academic affairs division to ensure advising staff is prepared and informed of activities that may impact advising. On a larger scale, the Vice President for Admissions and

Advancement convenes a quarterly “Enrollment Summit” to provide information updates and to facilitate discussions with all enrollment services staff, including academic advising as a key element in the continuity of student enrollments and retention. Staff and advising systems are evaluated annually through performance evaluations, weekly dialog with the Provost and other senior staff managing admissions, the Learning Center, Student Success and Engagement, and faculty. Retention reports generated by Institutional Research with comments added by each advisor are utilized to adjust advising loads and track when and how students are being advised and enrolled.

Early contact with students is made in the recruitment and enrollment process during [preview days](#), [campus visits](#), and [online orientation](#) and through email and print communication to all students. Once admitted, students are assigned an advisor who contacts the student to establish a relationship and begin the advising process. EOU’s central advising office is developing a new publication for print and web distribution to introduce the advising staff, present EOU’s advising model, and share requirements and student responsibilities. A second piece in this series is planned to be a “user’s manual” for students, with additional information on career advising, financial aid, graduation requirements, and best practices.

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

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

There are ample opportunities for student and faculty engagement in community development and service through activities such as the Annual Leadership Week Beautification Day, [Alternative Spring Break](#), and the City Wide Clean-up, which is a collaboration between the city of La Grande and the [Associated Students of Eastern Oregon University](#). Faculty and business leaders also provide leadership opportunities for individuals to serve on campus steering committees or participate in internships and a wide variety of campus and community events.

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

The Housing and Residence Life [mission](#) explicitly supports the mission of the Division of Student Success and Engagement as well as the institutional mission. This is accomplished through a variety of initiatives including living learning communities (LLCs), in-hall tutoring, and a variety of programming efforts that promote both educational outcomes and student engagement with faculty outside of the classroom. Additionally, students are encouraged to foster partnerships in the campus and surrounding communities by participating in civic engagement events. In supporting the holistic growth of residents, [Housing and Residence Life](#) is committed to, and holds as a primary purpose, the academic success and growth of residents.

In connection with these purposes, Housing and Residence Life works closely with a contracted food service provider

to provide a quality dining experience for the campus community. EOU Dining Services has also worked with our First-Year Experience program, for example, to enhance the learning in academic courses with a cultural exploration through food. The Interim Director of Housing and Residence Life is a member of the [University Council Student Affairs Committee](#) (UCSAC), which is comprised of students, faculty, administrators, and classified staff. The UCSAC provides input and guidance to Housing and Residence Life on a wide variety of topics including rates, policies, and strategic direction. The department utilizes EBI/ACUHO-I Assessment as a tool to measure progress towards meeting goals and to make improvements to existing programs. The EBI/ACUHO-I Assessment Notebooks are available in the Housing and Residence Life Office.

The [Eastern Oregon University Bookstore](#) contributes to the intellectual climate and the quality of the learning environment of the University in a variety of ways. Since Winter 2011, the bookstore has been offering a student rental program to on-campus students. Exploring opportunities for textbook rental to online students is in the planning stages. Provision of eBooks or digital books is also being researched. The bookstore's copy service continues to provide faculty publications and DVDs for resale to students both on campus and online. Within the next two years, all DVDs will be streamlined onto Blackboard for easier access.

Additional benefits to students include a book buyback program, the availability of [book voucher](#) services for students receiving financial aid, and the donation of two \$200 book voucher scholarships per term. The bookstore contributes to the campus culture by providing an array of merchandise that promotes EOU. The Mountaineer Market, a storefront in downtown La Grande, heightens community awareness of the University.

The bookstore management is currently partnering with the College of Business on developing an internship for a marketing student. This intern will assist the manager with a marketing plan and development of an advertising plan utilizing social media.

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

Eastern Oregon University Athletics is committed to overseeing that Intercollegiate Athletics is an integral part of the overall educational experience at the institution. The athletic program strives to connect the University's student athletes with the region. Student athletes are expected to maintain a high standard of scholarship, sportsmanship, fair play, and involvement in the community. Athletics is dedicated to a philosophy of firm institutional control within athletics as well as unquestioned integrity of academics and financial accountability.

The athletic department recruits student athletes using the guidelines set forth by the University and the Director of Admissions in conjunction with input from the Director of Athletics. All [admission standards](#) are strictly adhered to for student athletes, just as they are for the entire student body. In addition to admission standards, all student athletes are held to [NAIA academic requirements](#) to ensure the integrity of the student athletes in the classroom as well as in play.

Eastern Oregon University Athletics follows the [NAIA guidelines](#), Article II, Section B (p.33) in awarding any financial assistance to student athletes. These guidelines are then used in tandem with the guidelines for the institution, which explain eligibility for types of financial aid at the [Financial Aid Office's website](#). Student athletes who hold academic scholarships or other forms of financial assistance are required to meet the same quantitative and qualitative standards of academic performance as required of all other recipients. The expectations for maintaining aid are outlined in the University's [Satisfactory Academic Progress](#) (SAP) policy, and in EOU's [Division of Athletics and Recreation Policy and Procedure Manual](#) (pp.118-119).

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

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

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

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

2.E Library and Information Resources

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

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

Pierce Library's physical and online collection may be viewed at the [Library OPAC](#). The collections include [databases](#), [journals](#), [federal government documents](#) and [Oregon State documents](#). Pierce Library also maintains and indexes several unique [special collections](#).

Numerous mechanisms are in place to ensure that collections are relevant to EOU programs and mission. Collection currency and breadth are analyzed via the [OCLC collections analysis tools](#), which are used to develop summary reports describing the collection. These reports show that our book collection is generally not current, and is heavily biased toward materials from the 1960s and 1970s, particularly in the call number range for American Literature. As a result of this evaluation, we started a focused weeding project on our American Literature collection, which we expect to complete by the end of 2013.

Collections in particular disciplines are assigned to specific librarians, who take responsibility for ensuring that materials in that discipline are of appropriate currency and depth. Collections of specific material types (for example, maps, or government documents) are also curated by a librarian. In most cases the discipline liaisons have an educational background appropriate to their assigned subject areas, allowing them to communicate effectively with faculty on

collections decisions. Many disciplines ensure a strong undergraduate focus by prioritizing the purchase of the relevant Choice OAT - Outstanding Academic Titles. These make for a substantial core undergraduate collection, and Summit borrowing and Inter-library loan are then available for specialized topics or more advanced students (more on Inter-Library Loan in section 2.E.4).

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

As part of the Educational Policy and Curriculum Committee new course review process, course proposals are reviewed by the appropriate discipline librarian. The librarian analyzes the collection to ensure that the library can adequately support the proposed course, and identifies materials that should be purchased to bring library collections support to a sufficient level. In addition to this process, there is also a librarian designated to serve on the EPCC.

To ensure appropriate collection breadth, the collections budget is allocated across all the disciplines taught at EOU. The criteria that affect the budget distribution are the number of declared majors and minors in each discipline, the number of faculty in each discipline, the usage of the materials in each discipline, and the average cost of materials in different disciplines. The [budget spreadsheet for 2012/13](#) shows the most recent example of how the budget was divided amongst disciplines.

Statistics describing library holdings are collected annually. The most significant collections trends shown by these statistics are a shift away from print materials and towards online materials and a dramatic decrease in serials holdings (44% decrease over 5 years). The shift towards online holdings is in keeping with the EOU mission, as online materials can be accessed around the clock, and access is just as straightforward for students at a distance as for those on campus. The decrease in serials holdings is driven by rising costs and static budgets, and is adversely affecting the library's capacity to support the EOU mission, despite considerable efforts to manage serials collections efficiently.

As a founding member of the Sage Library System of Eastern Oregon, Pierce Library contributes significantly to the EOU Core Theme of acting as the educational, cultural and economic engine of eastern Oregon. The Sage Library System is a consortium of approximately 70 libraries (primarily public libraries) throughout eastern Oregon. Sage members share in the costs and management of an integrated library system (Evergreen) and courier services. The efficiencies and economies of scale realized from working together and sharing a library system allow EOU to benefit from a more sustainable system, and allow many libraries in eastern Oregon to have a system that they could not otherwise afford. EOU serves as the fiscal agent for Sage and dictates the human resources infrastructure for Sage staff. Pierce Library houses the technical infrastructure for the Sage ILS, serves as a courier hub for library materials, and manages the system.

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

Planning at Pierce Library is guided by extensive statistical data, which is collected monthly and compiled annually. The most relevant sources of data are holdings data, circulation data, cataloging data, access and usage data for online library collections, reference statistics, gate counts, patron counts, and interlibrary loan counts. Pierce Library also has communication mechanisms in place to encourage staff to regularly share and discuss less quantitative and more narrative information. Much of this information is in the form of user feedback, which is encouraged via comment cards, rather than through formal surveys, and generally received on an ad-hoc and unpredictable basis. Comments received on comment cards are transcribed and saved ([example](#)). Both quantitative data and narrative user feedback are used to inform long term planning and nearer term operating decisions.

The Library engages twice a year in an inclusive, library-wide strategic planning process designed to encourage and incorporate staff and faculty input and feedback. The [strategic plan goals and aims](#) include measurable indicators of progress, so that accomplishments can be documented. Available data (both quantitative and qualitative) is used to evaluate progress on the current strategic plan and, when warranted, incorporate new or altered strategic directions and initiatives into the plan.

The circulation and online usage data used to inform collections decisions is quantitative data, but it also constitutes a form of direct user feedback. Below are some specific examples of how this data is used (Note that data relating to Inter-Library Loan is discussed in section E.2.4):

- Circulation data for individual items is used in combination with publication date, material condition, and other factors to make decisions on weeding materials from the collection. Two recent examples from 2013 are our [review of books in the P through PN call number range](#) and our review of the [videocassette collection](#).
- Circulation data as a whole (Password protected: most recent FY at P:\Statistics\2012 Statistics\CircAnnCum 11-12.xlsx) is used to provide insight into the overall relevance of the collection to Library users. Consistently high circulation statistics from the past four years demonstrate that the library collection remains a cornerstone of the EOU degree process.
- Usage data for online resources is used in combination with price information to get data on price per use, which is then used to make decisions on cancelling journal subscriptions, or switching from one product to another. Annual price increases necessitate large scale serials reviews across the whole collection every 3 or 4 years. Librarians work closely with faculty on these assessments and faculty feedback plays an important role in the final decision made. The most recent large scale [serials review](#) was in 2010.

Pierce Library gathers, organizes and maintains a substantial amount of data on occupancy levels in the Library. Security gates at both of the entrances count the number of entries and exits; and student workers take patron counts hourly at numerous locations within the library. The data is stored in an Access database. Occupancy counts taken prior to the Library renovation were very useful in designing the renovated Library – the data helped the architects evaluate which areas of the library were the most popular and appreciated by patrons, and which areas with low usage gave evidence for particular problems (such as climate control). A sample compares usage levels at different times of the day, and compares [usage levels](#) for different library areas. Results show that mornings are the busiest time of day, and that study rooms and computers are the most used library areas.

Since September 2012, Pierce Library has been using a tracking program called Gimlet (Fig. 2.E.2) where reference statistics are compiled and tracked. The reference statistics are used to allocate librarian and staff time devoted to reference and to help us refine the reference service delivery model. The Library offers reference services on a tiered model, with student workers providing the first tier of service, passing more complex questions on to staff or Librarians. This model is effective given our reference profile, which shows large swings in volume and a relatively high proportion of directional questions.

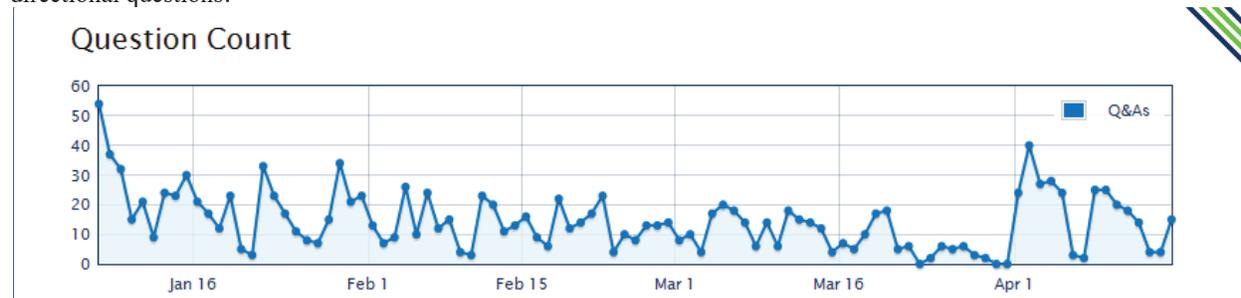


Figure 2.E.2

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

The EOU mission, core themes, and objectives assign a high priority to instruction (Objective 1. Foster and assess student learning) and also address the importance of using appropriate technology to reach students, especially students who access Pierce Library at a distance (Objective 4. Adopt and enhance appropriate educational technologies). Accordingly, a high proportion of Library resources are channeled into the provision of instruction, and this instruction is offered in a variety of formats in addition to face-to-face classroom-based instruction, allowing library faculty to address the needs of faculty and online, on site and on campus students.

Pierce Library offers instruction in the form of web-based tutorials and guides, credit-bearing courses, and bibliographic instruction sessions, all of which are intended to be part of a consistent larger pedagogical plan. Pierce Library has created and maintains a detailed [instruction plan](#) in order to ensure that all library instruction forms part of this cohesive design, in alignment with the EOU mission and core themes.

The following [web based instruction](#) is available on the library website:

- Guides following a standardized template developed with LibGuides software. This includes both general subject guides and more narrowly focused course-specific guides.
- Tutorials covering general skills including the proper ways to cite sources, avoid plagiarism, and use Zotero to organize references. Also a series of selected CLIP tutorials, designed to help students develop particular information literacy skills.
- An overview pathfinder designed to introduce students to the library research process.

Pierce Library also offers three credit bearing courses in information literacy (LIB 127, LIB 307, and LIB 327). These courses include lower division and upper division courses, are offered on campus as well as online, and two of the three qualify for General Education credit. Librarians work closely with advising staff to encourage students, particularly incoming freshmen, to enroll in LIB courses, as the library has, over the years, received numerous comments from students indicating how useful they find the courses and how helpful they are for success in their other courses.

Enrollment statistics for credit-bearing courses offered by the Library are gathered annually, the most recent being [2012](#). Table 2.E.3 shows enrollment in library courses (on campus and online) for the most recent three years, compared to the number of new freshmen (on campus and online) for those same three years. The numbers indicate that almost every enrolled student is taking a library course in achieving their degree.

	Library Course Enrollment	# New Freshmen
Academic Year 2012	362	426
Academic Year 2011	463	385
Academic Year 2010	307	461

Table 2.E.3

Pierce Library additionally offers bibliographic instruction sessions specific to the discipline of the course and tailored to the needs of the requesting faculty. Such sessions allow library faculty to put the information literacy skills into a

context and give them greater relevance for the students. The library also delivers information literacy instruction to particular groups—for example, student athletes, students taking HUM 101, and student tutors from the Writing Center.

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

Pierce Library has a number of mechanisms in place to regularly and systematically evaluate resources and services.

Resource quality is evaluated through processes such as [systematic evaluation of links](#) to online resources (link-checking) to make sure that links are live and current. Instructional quality is evaluated by the EOU student surveys that are given at the end of every course, and the quality of other library services is inferred from patron comments.

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

Pierce Library resource adequacy and utilization are evaluated by looking at usage statistics, and by comparing these statistics with the Summit borrowing statistics and with inter-library loan usage. Summit borrowing is the ability for students to request circulating items from any library in the Orbis Cascade Alliance through the [Summit](#) catalog. This catalog offers access to a significant body of materials, as the Orbis Cascade Alliance consists of 37 universities, colleges, and community colleges in Oregon, Washington and Idaho. Inter-library loan services provide students with library materials which are not found in the shared Orbis Cascade Alliance Summit catalog.

A listing of the [Summit titles borrowed by EOU students in 2012](#), ordered by call number, shows healthy but not overwhelming usage of Summit borrowing by EOU patrons, with requests for titles covering a balanced mix of disciplines.

The [Orbis Cascade Alliance](#) offers numerous programs which allow Pierce Library to provide additional resources and services to Library patrons.

- Summit borrowing is expedited via an efficient [courier service](#), and a load balancing algorithm ensures that, over the long run, no library in the Alliance is either a net borrower or a net lender.
- The Alliance [electronic resources](#) program offers participants the option of purchasing online library resources at group discounts. This program allows Pierce Library to realize significant cost savings - savings totaling \$81,673 in FY 2011/12. Data showing institutional cost savings for electronic resources can be seen in the Orbis Cascade Electronic Resources Program Annual Report.
- The recently implemented Demand Driven Acquisitions program is aimed at creating a shared electronic book collection. The project, which is gaining significant attention in the academic library arena, allows library patrons to directly influence electronic book purchasing decisions. The program is evaluated continuously by the Orbis Cascade Alliance e-book working group, [Orbis Cascade Electronic Resources Program Annual Report](#).

Evaluations of Orbis Cascade programs show that Pierce Library derives a significant benefit from membership, with the most influential programs being the electronic resources purchasing program and Summit borrowing program.

2.F Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and

services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

A review of EOU's audited financial statements for the past five years (2008-2013) shows stable state funding allocations and appropriate tuition and fee increases to ensure sufficiency of cash flow and reserves. EOU has sufficient cash flow and reserves to meet fluctuations in operating revenue, expenses, and debt service to support its programs and services, maintaining positive cash-positive funding at 5% fund balance, which is within the OUS specified level of between 5% and 15% fund balance.

EOU's financial planning reflects available funding and includes consideration of the adequacy of state funding in the context of realistic tuition and fee increases. As referenced in 2.A.30, and below in 2.F.2, the 2013 [Sustainability Plan](#) continues EOU's path toward realistic financial planning, planning that reflects the need for EOU to reduce cost and grow revenue. (Table 2.F.1)

As noted earlier in this report under the eligibility requirements section, prior to the close of FY13, the Oregon University System Controller issued a new financial reporting policy that changed the manner in which each OUS university calculated its estimate of uncollectible accounts receivable. Prior to the issuance of the new policy, each university developed their own methodology for estimating the amounts of student accounts receivable that would not ultimately be collected. Accounting rules require that the estimate be based on actual collections history and the new policy sets forth a consistent methodology for all OUS universities to follow. The policy and methodology for making this estimate had not been reviewed for a number of years which, coupled with annual fee increases, a significant economic recession, and the fact that we are serving more Oregonians from lower income families, means that the impact of implementing the change was significant. The policy change required a write-down of the net accounts receivable balance and resulted in a concomitant reduction in fund balances, including the education and general fund balance that has been a focus of OUS board policy for a number of years. For EOU, the one-time write down was \$1.1M, and resulted in the FY13 ending fund balance being reduced from 4.7% to 1.6%. The write-down does not impact university cash, or our ability or plan to continue collecting on the accounts within the write-down.

As referenced in 2.A.30, [Financial Statements FY 2002 - FY 2011](#) are available as evidence of the institution's long-term financial stability.

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

As part of OUS, and as reference in 2.A.30, EOU operates on both an annual and a biennial budget cycle. State resources are provided through a biennial legislative process, and tuition and fees are collected on an annual basis. In 2011, Senate Bill 242 freed OUS of its status as a state agency and simultaneously limited the Legislature's and the Board's authority to impose institutional caps on tuition and fees. As part of ongoing resource planning and development, EOU utilizes a Tuition Committee, differentiated tuition rates for residents and non-residents, and moved to increase its tuition rates overall. State appropriations funds and tuition continue to comprise the largest proportion of EOU's operating budget.

The university demonstrates through its Sustainability Plan—launched in 2011 and recently updated in 2013—that financial planning for the future is a strategically guided process that requires periodic review and adjustments. The objective of the Sustainability Plan is to provide both the financial framework and operational structures necessary for EOU to fulfill its mission, to hew to the three Core Themes that manifest the mission, and to achieve its ten strategic goals by creating a strong fiscal foundation. The 2013 update to the Sustainability Plan enables EOU to remain financially viable so as to serve students and the region through a liberal arts-based educational experience; provide necessary and exceptional professional programs; be an economic, cultural, and social catalyst for the area; and foster creative,

critical, and independent thinking among all University and community members. In doing so, EOU acknowledges that it is a regional university focused primarily on the undergraduate experience.

FINANCE TABLE 2.F CURRENT FUNDS REVENUES - PUBLIC INSTITUTIONS ONLY												
Source (IPEDS Report)	ACTUAL						PROJECTED					
	Year 1 (2010)		Year 2 (2011)		Year 3** (2012)		Year 4*** (2013)		Year 5 (2014)		Year 6 (2015)	
	Amount	%*	Amount	%								
Tuition and Fees	\$ 13,406,720	33.5	\$14,505,266	37.0	\$15,420,764	39.3	\$16,325,818	39.8	\$17,087,000	40.2	\$17,979,000	40.7
Government Appropriations												
Federal												
State	\$16,104,690	40.3	\$15,609,083	39.8	\$13,505,432	34.5	\$13,849,664	33.7	\$14,404,000	33.9	\$15,051,000	34.0
Local												
Government Grants & Contracts												
Federal												
Unrestricted												
Restricted	\$1,951,272	4.9			\$1,896,602	4.8	\$1,900,000	4.6	\$1,900,000	4.5	\$1,900,000	4.3
State												
Unrestricted												
Restricted	\$505,329	1.3	\$550,098	1.4	\$594,471	1.5	\$595,000	1.4	\$595,000	1.4	\$595,000	1.3
Local												
Unrestricted												
Restricted					\$25,000	.1						
Private Gifts, Grants, Contracts												
Unrestricted												
Restricted	\$33,790		\$60,410	.2	\$82,416	.2	\$2,650		\$5,000		\$5,000	
Endowment Income												
Unrestricted												
Restricted												
Sales and Services of Educational Activities	\$159,710	.4	\$243,565	.6	\$202,624	.5	\$205,000	.5	\$205,000	.5	\$205,000	.5
Auxiliary Enterprises	\$6,201,114	15.5	\$7,019,663	17.9	\$6,596,099	16.8	\$7,258,000	17.7	\$7,403,160	17.4	\$7,551,223	17.1
Hospitals												
Other Sources	\$1,628,473	4.1	\$1,242,628	3.1	\$875,153	2.3	\$900,000	2.3	\$918,000	2.1	\$918,000	2.1
Independent Operations												
Total Current Funds Revenues	\$39,991,098		\$39,230,713		\$39,198,561		\$41,036,132		\$42,517,160		\$44,204,223	

*Percentage of Total Current Fund Revenues **Most recent fiscal year for which audited financial statements are available ***Budget for Current Year

Table 2.F.1

As the 2013 update to the Sustainability Plan resets EOU’s business model and as revenues and costs shift accordingly, EOU is shifting to a financial model that is nimble and flexible enough to meet the challenges in the current fiscal environment. The long-term aim of the Plan is to develop a pool of funds available to invest in necessary projects and programs. The Plan’s immediate focus on systemic expense issues serves to create and provide a financial buffer to meet short-term demands. In the updated plan, the primary cost savings will be recognized by a reduction in faculty overload, a reduction in under enrolled courses, and a streamlining of academic offerings.

The 2013 update to the [Sustainability Plan](#) recognizes the importance of steady, planned enrollment growth to maximize the efficiencies of a decentralized funding model whereby the University collects and retains tuition and OUS allocates state funds largely on a weighted-enrollment basis. For the two previous biennia (2007-2011), EOU posted steady enrollment growth, which generated additional tuition and fee revenue as well as per student state funding. Enrollments leveled in the past biennium (2011-13) and nominal enrollment growth is projected for on campus, online, and at sites around the state over the next decade. Resource planning has consequently included a triple imperative to reduce EOU’s reliance on state funding; to increase self-generated revenue streams (enrollment driven); and to reduce costs (in total and on a “per student” basis). While continuing to diversify revenue sources through grants and donations to offset reductions in state funding, EOU has been able to increase tuition revenue by 12 percent through modest tuition increases since 2009, and in 2011 EOU implemented out-of-state (excluding Idaho and Washington) and international tuition rates for non-resident students. Current planned and approved tuition rates for next academic year will result in a 5% increase for residents and online students, and a 6.5% increase for nonresidents. EOU revenue forecasting for the 2013-15 biennium reflects realistic enrollments of -.2% to 0%.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and bud-

get development that include appropriate opportunities for participation by its constituencies.

Financial planning and budget development at EOU is first based on two primary revenue implications – tuition and state allocation. As referenced in 2.A.30, EOU follows a complex and participatory tuition-setting process, based on Oregon Administrative Rules. Once rates are approved, and enrollment projections are decided upon by EOU and OUS Institutional Research personnel, EOU builds its tuition revenue projections. State allocation, as referenced in 2.A.30, is the result of a state process. EOU receives its allocation via the Budget Report Summary, and then uses that allocation to budget this portion of revenue.

Once revenues are known/forecasted, budget development at EOU also follows a participatory process. As referenced in 2.A.30, on an annual basis, department heads normalize their budgets, and this normalization goes before EOU’s Executive Staff, as well as the Budget & Planning Committee. Also as referenced in 2.A.30, the Budget & Planning Committee then makes recommendations based on the normalized and proposed budget requests and makes final recommendations to the President. The President and Executive staff then consider the normalizations, requests, and recommendations, and create the annual expenditure budget.

As discussed in 2.A.30, the [Budget & Planning Committee](#) is part of the university shared governance structure. Their role and responsibility is to make budgetary recommendations to the President.

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

All EOU accounting records and [annual financial reports](#) conform with generally accepted accounting principles and specifically with [OUS accounting policies](#). EOU undergoes an annual independent audit of its financial statements as part of the OUS system. The audit includes financial statements, internal controls, and policy/regulation compliance. The audited financial statements, as well as management letters from the auditor, are then published as part of the audit process.

In addition to an annual external audit, EOU is audited on a regular basis by OUS Internal Audit. OUS Internal Audit reviews numerous business and other functions at EOU throughout the course of each year, and EOU is held accountable to the [OUS Fraud, Waste, and Abuse Policy](#). The [OUS Internal Audit](#) division’s roles and responsibilities the [audit process](#) used by Internal Audit when visiting all campuses in the system.

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

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

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

Long-range capital plans are aligned with EOU's mission and core themes and relate to [EOU's 10-Year Master Plan](#), which includes a facilities assessment rating of all campus buildings and staffing levels. The [Sightlines](#) report supports the institution's mission and core themes in delineating the kinds of buildings needed for distance learning.

Debt for capital outlay is periodically reviewed, and the Division of Finance and Administration monitors it to ensure it is properly controlled and justified so as not to create an unreasonable drain on resources available for education purposes (Table 2.F.5). The institution has a [governing board policy](#) which limits debt to debt-burden ratio of 7%. EOU's debt burden ratio for fiscal year end 2013 is 4%.

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

Due to aggressive capital projects on the EOU campus in the last two biennia, with significant remodels in five buildings on campus, EOU is only requesting \$2M in the 2013-15 OUS requested capital budget to begin the planning phases of a new building – [The Eastern Learning Commons](#).

EOU debt burden ratio and debt analyses can be seen [here](#).

CAPITAL INVESTMENTS-ALL INSTITUTIONS						
DO NOT INCLUDE DEPRECIATION EXPENSE	ACTUAL			PROJECTED		
	Year 1 (10)	Year 2 (11)	Year 3* (12)	Year 4** (13)	Year 5 (14)	Year 6 (15)
	Amount	Amount	Amount	Amount	Amount	Amount
Land						
Beginning Cost	710,247	765,946	765,946	765,946	765,946	765,946
Additions	55,519	0	0	0	0	0
Deductions	0	0	0	0	0	0
Ending Cost	765,946	765,946	765,946	765,946	765,946	765,946
Buildings						
Beginning Cost	72,041,585	73,549,856	79,550,965	79,550,965	79,550,965	91,332,085
Additions	2,792,254	6,001,109	0	0	11,781,120	11,838,297
Deductions	(1,283,983)	0	0	0	0	0
Ending Cost	73,549,856	79,550,965	79,550,965	79,550,965	91,332,085	103,170,382
Furniture and Equipment						
Beginning Cost	7,899,892	8,278,571	8,324,305	8,591,513	9,108,180	9,297,248
Additions	417,009	99,447	275,403	526,440	205,000	100,000
Deductions	(38,330)	(53,714)	(8,195)	(9,773)	(15,932)	(17,294)
Ending Cost	8,278,571	8,324,305	8,591,513	9,108,180	9,297,248	9,379,954
Construction in Progress [√]						
Beginning Cost	2,616,169	4,111,566	751,919	10,535,841	21,039,875	12,750,919
Additions	4,287,651	2,641,462	9,783,922	10,504,035	3,492,164	0
Deductions	(2,792,253)	(6,001,109)	0	0	(11,781,120)	(3,492,164)
Ending Cost	4,111,566	751,919	10,535,841	21,039,875	12,750,919	9,258,755
Debt Service						
Principle	2,511,830	2,632,187	3,132,438	2,485,991	3,261,837	3,566,269
Interest	2,453,798	2,507,060	2,942,263	2,797,661	2,280,399	2,973,667
Depreciation (Private Institutions Only)						

*Most recent fiscal year for which audited financial statements are available ***Budget for Current Year

[√] Briefly describe the nature of the projects under way and/or anticipated (e.g., dormitories, classroom facilities, auditorium). Also, indicate sources of funds for the project (i.e., fund raising, debt.)

Table 2.F.5

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

EOU's educational and general (E&G) operations are neither dependent upon auxiliary enterprise income nor are auxiliary enterprises dependent upon E&G operational funding for support. When necessary/warranted, EOU E&G may call upon auxiliaries for one-time support in the form of a fund transfer, but it is not practice for E&G to permanently transfer funds to auxiliaries. If funds are ever temporarily transferred from one auxiliary to another auxiliary, it is done in the form of an inter-fund loan and follows processes outlined in the OUS [Inter-Institutional and Inter-fund Loans policy](#).

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

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by

professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

All EOU accounting records and reports conform with generally accepted accounting principles. EOU follows [OUS accounting policies](#) and undergoes an annual independent audit of its financial statements as part of the OUS system. The audit includes financial statements, internal controls, and policy/regulation compliance. The audited financial statements, as well as management letters from the auditor are then published as part of the audit process. As referenced in 2.A.30, [Financial Statements FY 2002 - FY 2011](#) are available as evidence of longstanding external financial audit processes, including annual financial reports and management letters (combined with the financial reports).

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

Eastern Oregon University has a formal, articulated relationship with the Eastern Oregon University Foundation, a separate, 501(c)(3) non-profit organization established for the express purpose of supporting EOU's mission and core theme objectives. The EOU Foundation is housed on the main campus and follows all government regulations and guidelines at the local state and federal levels, and ethical professional standards as defined by the [Council for the Advancement and Support of Education and Division 46 of the Oregon Administrative Rules](#).

The University and Foundation work closely together through non-voting participation of senior staff on Foundation Committees, integrated staffing and resource sharing. The Foundation serves as the umbrella organization for the EOU Alumni Association, Oregon Agriculture Foundation and Mountaineer Athletic Association. Fundraising managed through the institution is largely limited to sponsorships and student or club organizations fundraising for activities ranging from general club support to co-curricular student travel. The University follows the EOU [Foundation Fund-raising Policy](#) and a formal [Memorandum of Understanding](#) clearly defines the cooperative but independent relationship between the Foundation and the institution.

2.G Physical and Technological Structure

Physical Infrastructure

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

EOU's facilities are designed, constructed, and maintained with a focus on accessibility for all. Physical facilities play an important role in establishing a safe, healthy, state-of-the-art learning and working environment for students and staff. EOU's Campus Accessibility Project will establish EOU as a fully accessible campus, which is important for EOU's mission and core theme value of access for all. Examples of typical accommodations can be found in the 2011 renovation of the Zabel Hall classroom and office building, which has full accessibility in all public and private spaces, along with innovative special accommodations such as wireless controlled power actuated doors at building entrances, office areas, classrooms, and restrooms. Another large-scale improvement was realized with the renovation of Inlow Hall in 2010. Listed in the Oregon and U.S. historic building registries, designed and constructed in the late 1920's, today Inlow Hall is home to administrative and student services. Inlow Hall's newly created Welcome Center has been called the "campus living room" and is the first place prospective students and families visit on campus. The renovation respected and restored the historic fabric of the building while providing energy performance and seismic upgrades and

creating an open, welcoming, and accessible environment.

Other recent renovation projects include the David E. Gilbert Center, Pierce Library, and Hoke Student Union. The 2012 [Eastern Oregon University Master Plan](#) details a vision and goals for upcoming deferred maintenance and accessibility projects that are in the planning stages and are consistent with the university's mission and core theme values to create a sustainable campus learning environment that supports energy efficiency and resource conservation; open layouts with generous natural light; and sustainable, enduring and high quality design, construction, and materials that support enhanced learning, working, and living environments. The 2012 [EOU Campus Outlook](#), the 2012 [Capital Project Proposals](#), and the 2012 [Buildings and Site Utilities Assessment](#) contain detailed information regarding current conditions of all existing EOU facilities.

EOU's facilities are designed, constructed and maintained with due regard for the health and safety of the campus community. EOU's Facilities & Planning Department (F&P) trades staff attends mandatory monthly safety training classes and through sponsored continuing education maintains a variety of licenses and certifications to assure a safe campus and safe operations including safety procedures, job training, and hazard elimination practices. The Campus Safety Committee is under the purview of the Vice President for Finance & Administration (VP for F&A). The Safety Committee advises the administration on safety and health issues and safe work practices, providing leadership in protecting the safety and health of EOU's employees and students. The Safety Committee assists the university and makes recommendations for change. Additional reference materials regarding health and safety for the campus community includes: [OR-OSHA Safety Committees Fact Sheet](#), the 2013 revised [Campus Standards](#), rules regarding workplace safety in [Oregon OSHA OAR 437-001-0765 – Rules for Workplace Safety Committees](#) (p. 110), [OR-OSHA Safety Committee Quick Guide](#) and [OR-OSHA Online Training Materials](#).

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



EOU's facilities are developed and maintained to achieve the mission and core theme objectives of the institution. EOU continues to maintain and develop its facilities with the goal of enhancing the learning and working environments of students and staff and supporting the university's mission and goals to provide students with a quality 21st century education. The development of the 2012 EOU Master Plan considers the 2007 [EOU Sightlines Report](#) on facilities

conditions; annual stewardship and asset reinvestment; operational effectiveness and service; and capital renewal and return on physical assets.

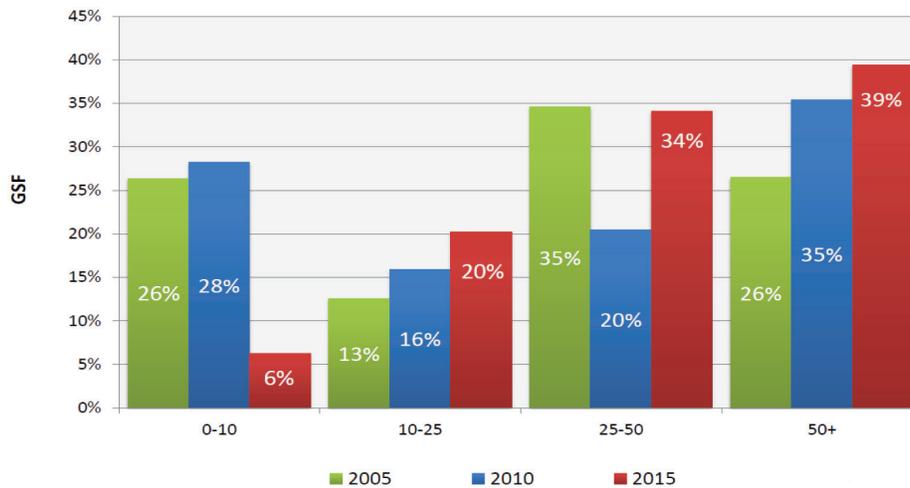
A common core issue identified in the EOU Sightlines Report was the age of EOU facilities and the backlog of deferred maintenance. Although EOU’s physical facilities are sufficient in quantity and recent renovations to a number of buildings ensure a healthful working and learning environment, according to the 2010 [EOU Building Inventory](#), the quality of many buildings on EOU’s campus are approaching a high need category, compounded by increasing density and higher technical demands. As a result of deliberate and prioritized capital planning, EOU is making headway to reverse the trends of deferred maintenance with recent renovations of Inlow Hall, David E. Gilbert Center, Pierce Library, Zabel Hall and Hoke Student Union, and the current renovation of Quinn Coliseum. The campus’ changing age profile and recent investment strategies are demonstrated in the Changing Age Profile graph below.

Changing age profile

73% of space will be older than 25 in 5 years

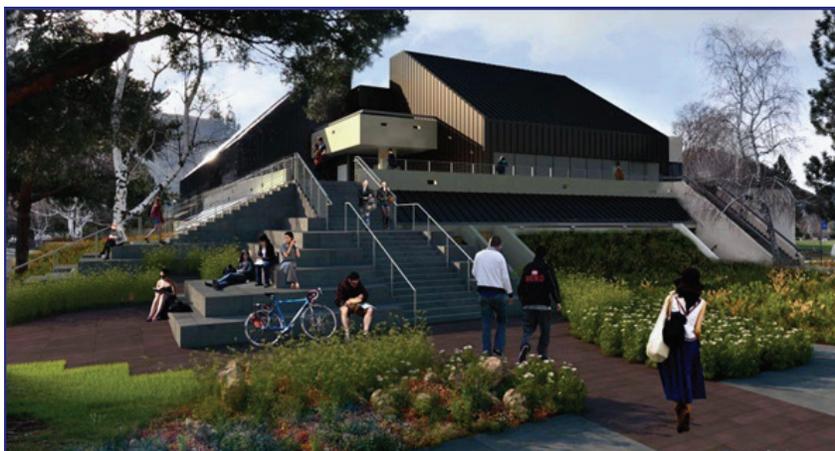


GSF by Age Category



*2015 projection not including any new space or renovations on existing buildings

The renovation of Hoke Student Union breathes new life into inside spaces, tightens the aged exterior envelope and improves connections to the campus and between the interior and exterior. Improvements include new roofs, terraces, and windows as well as significant renovations of interior spaces. The design utilizes glass walls to improve visibility and remove barriers, energizing the space. Accessibility improvements and connections like the new southeast entry



stair improve circulation and safety while making the building more useful and enjoyable for students. Recently completed renovations like Hoke Student Union provide an example of EOU’s creativity, flexibility and innovative approach to its operations. The university achieved significant efficiencies by combining the four comprehensive renovations of the Gilbert Center, Pierce Library, Zabel Hall

and Hoke Student Union into one multi-phased Construction Management General Contractor (CMGC), Guaranteed Maximum Price (GMP) construction project. By utilizing key aspects of Integrated Project Delivery (IPD), EOU created a project team consisting of EOU management, one CMGC firm (Fortis Construction) and three design firms (Hennebery Eddy Architects, SERA Architects and Allied Works Architecture) that allowed the university to realize significant improvements to the safety, health, and accessibility of the campus, incorporating quality design and construction under the constraint of limited budgets.

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

EOU strictly adheres to policies and procedures regarding the safety of hazardous and toxic materials. The Director of Facilities & Planning (F&P) holds administrative responsibility for the safe and proper use, storage, and disposal of hazardous and toxic materials, as managed and performed by EOU's Environmental Health & Safety (EH&S) Professionals. The use and storage of hazardous materials is regulated by OSHA federal standard, Title 29, Code of Federal Regulations, 1910.1450 and by Oregon Occupation Health and Safety Code, OAR 437, Division 2. These regulations require the establishment of a Chemical Hygiene Plan and the appointment of a chemical hygiene officer. EOU has a Chemical Hygiene Officer and a Radiation Safety Officer, a Chemical Hygiene Plan, and a Chemical Hygiene Committee in place.

EOU's Chemical Hygiene Plan, reviewed and revised annually by the Chemical Hygiene Committee, is developed and administered to provide safety and health procedures for all employees involved in laboratory operations, including laboratory facilities for Chemistry, Biology and Psychology. The plan details administrative policies and procedures regarding safety and health policies and also includes the Laboratory Safety Rules for Science students. While Oregon OSHA does not have authority over students, it is EOU's position that general safety rules are equally important for the safety of its students.

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

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

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

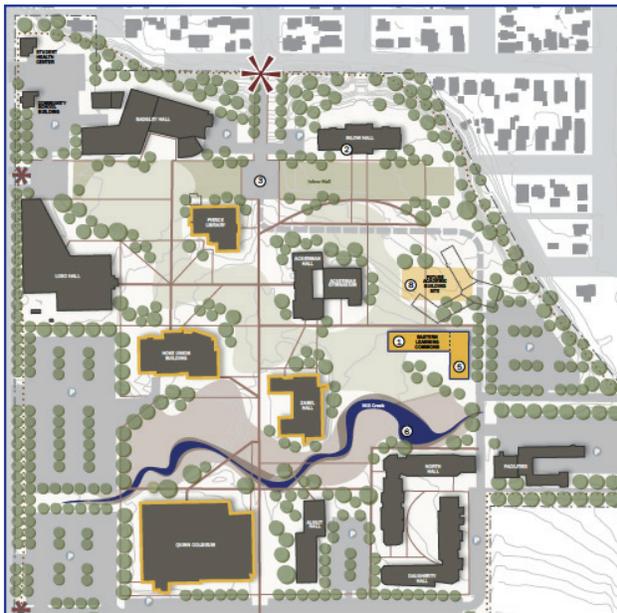
EOU recently completed development of a new ten year campus master plan. The purpose of the 2012 EOU Master Plan is to provide a strategic planning and design framework that identifies and prioritizes physical campus investments, including buildings, grounds, and infrastructure.

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

The 2012 EOU Master Plan presents a ten year planning framework intended to help the university achieve its educational goals through strategic capital investments. The new Master Plan makes a return to the type of careful, environ-

mentally sensitive and sustainable development called for in the original 1928 plan. The 2012 plan was developed with sensitivity to the school’s unique character, history, geographic location, focus on pragmatic yet innovative development, and commitment to being a high quality, affordable, and accessible institution of higher education. The result is a comprehensive framework that uses core design principles for circulation and open space design, athletic facilities upgrades, and capital project improvements that will further EOU’s mission.

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



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

Capital investments under this master plan support distance learning programs, where EOU has had its greatest successes in recent years, but also strengthen the learning community of the traditional residential campus.

With modest on-campus growth and few additional buildings projected for the ten year planning horizon, key functional objectives of the 2012 Master Plan include:

- Reestablishing 8th Street as the ceremonial and primary entry to campus,
- Developing a new state-of-the-art technology center – the Eastern Learning Commons (ELC) – that would house EOU’s data center, Information Technology and Information Services, data equipment and instructional space to support growth in the distance learning programs, and multi-purpose technology-rich classrooms.
- Formalizing and extending Inlow Mall along University Boulevard and reopening traditional views to the Wallowa Mountains from Inlow Mall.



- Clarifying the campus landscape with a clear, intuitive system of interconnected formal and informal open spaces that reinforce view corridors, accentuate natural landforms, include climate adaptive, sustainable landscaping, and create “outdoor rooms” to activate and energize the campus. Connect open spaces and buildings with an integrated accessible pathway system.
- Returning Mill Creek to the surface, creating unique functional, educational and aesthetic landscape feature that

would help restore the natural ecosystem and habitat and revive a historic component of the University's original campus plan.

- Consolidating athletics by renovating Community Stadium and installing an all-season synthetic playing field. An adjacent Field House would provide severe weather protected space for outdoor athletics and year-round space for community and University events.

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

Eastern Oregon University computing equipment meets or exceeds all existing institutional needs concerning technological solutions for students, faculty, and staff. With rapid advancements in technology and customer expectations, EOU's Information Technology Advisory Team (ITAT) is critical to keeping IT resources closely aligned with current, emerging, and future needs that ensure mission fulfillment. In addition, technology specialists within IT meet monthly to discuss emerging needs, address current service levels, and formulate [goals](#) and timelines to meet those needs. For example, in 2012 EOU invested over \$350,000 into new [smart classrooms](#) with rack storage, servers, and supporting in-frastructure hardware. EOU's smart classrooms are equipped with the latest [hardware and software solutions](#) to support instructional needs. Additional investments in IT infrastructure were made in 2012, including new fiber lines, dual data center upgrades, and additional wireless access points. In 2013, these investments continued with additional rack space storage, upgrades to the library data center, firewall upgrades, and a new voice-over IP phone system that will allow EOU to reallocate realized savings of nearly \$60,000 per year to other educational efforts. An [online photo](#) of our most recent core switches, rack, firewalls and Aruba wireless controller documents the investment.

Technological Infrastructure

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

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

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

Another key finding focused on the lack of a unified direction and appropriate allocation of resources for IT due to the structural challenge of reporting for some operational functions to the Provost, and for others to the Vice President of Finance and Administration. Careful discussion of the challenge resulted in the elimination of IT Director position, thereby 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 administra-

tive 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.

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

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

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

The online student experience continues to evolve rapidly and EOU is meeting these needs with expanded online delivery options, upgrades to the [BlackBoard 9.1](#) learning management system (LMS) as well as evaluating best-in-class LMS solutions for the future. IT has invested in additional resources to provide [tutorials](#) to train and support faculty and students in the use of the LMS.

Service to students has expanded rapidly and effectively so that both educational and service needs are met in a more timely and more effective way. Examples include online payment options, electronic disbursements, online electronic forms, and the recent investment in a new customer relationship management suite that will facilitate improved customer relations and response times. Furthermore, EOU is testing mobile solutions that allow students and faculty to access the Enterprise Resource Planning (ERP) system via cross-platform, web-based means, allowing access from anywhere students (and staff) are located..

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

[The Information Technology Advisory Team](#) (ITAT) is an integral part of IT planning and resource allocation. ITAT is composed of a broad spectrum of senior IT staff, administrators, and academic leaders, who help to ensure an alignment of IT resources with the university mission. ITAT functions as a resource for research, consulting, and advising, whereby both long and short term benefits to the university are evaluated, prioritized, and subsequently deployed.

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

Non-capital computing equipment inventory, maintenance, and replacement schedules are maintained by the IT department and adhere to the university's [Computing Equipment Replacement Policy](#). Capital computing equipment, including servers, rack storage, switches, routers and other infrastructure computing devices, are subject to five-year replacement cycles. Information Technology has ownership of all purchasing related to computing, telecom, audio-visual and supporting infrastructure, therefore adherence to IT policy is strictly enforced.

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

IT, in cooperation with the [Information Technology Advisory Team](#) (ITAT), meets quarterly to review current and emerging technology needs of the university as well as to assess IT infrastructure health. ITAT functions as an advising group, both financially and technologically, and is composed of a diverse set of representatives from all across campus, ensuring fair and equal representation. The advisory group reports directly to the President, ensuring efficient and effective decision making and resource allocation supportive of the university mission.

Telephonic communication, an important aspect of EOU's daily operations, completed a massive upgrade in July-August 2013. EOU has successfully transitioned its current antiquated on-campus telephone system to a robust and modern 'hosted' system. A hosted telephone system will allow EOU to focus on usage and training, instead of hardware and maintenance. This new platform will allow EOU not only to communicate more easily and clearly, but gives the campus access to new and advanced features such as virtual faxes and HD Voice. The new campus telephone system will result in significant short- and long-term savings while providing enhanced functionality to users.

CONCLUSION

As articulated throughout our Year Three Self-Study Report, Eastern Oregon University is well-positioned to continue managing our resources and capacity effectively to fulfill our mission, as expressed through our three Core Themes. Despite the decreases in state appropriations over the past several legislative cycles, EOU remains focused on the mission-driven focus that guides our planning and resource allocation processes. At all levels, the institution is proactively addressing our current challenges, as we consolidate functions and further implement efficiency measures aimed at helping us to succeed in the new landscape facing regional public education. As a result of our mission-driven focus, our staff and faculty continue to become more innovative and efficient, continuing to support the high quality education that is EOU's hallmark.

In the upcoming years of our current accreditation cycle under the Commission's new standards, EOU will continue to build and refine our capacity to meet our mission and related objectives. As described in the June 2013 update to our Sustainability Plan, we continue to make progress in transforming the University culture through more concrete and focused stewardship of our institutional resources, both fiscal and human. As is true of most public regional universities, EOU continues to operate in an environment of great change, in which the results of our planned actions may not always be immediately clear to all University constituencies, both internal and external. The ongoing commitment of EOU's leadership across the institution to clear and transparent communication strategies help ensure that EOU is well-situated to maintain our focus on implementing our plans and to respond flexibly and effectively to evolving needs.

Our strategic plan, in concert with our sustainability plan will continue to drive the University forward, to mission fulfillment, in accordance with our available resources. As we move forward to years five and seven of our current accreditation cycle, EOU's leadership and constituencies will continue to review our successes and challenges, based on the indicators that we have outlined here in this self-study, as we constantly measure the University's effectiveness in fulfilling our mission as Oregon's most focused rural-serving institution.

