

REVIEW OF BIOCHEMISTRY

The Chemistry Program at Eastern Oregon University has offered a Bachelor of Science in Biochemistry since Fall 2002.¹ In correspondence dated June 17, 2002, the Commission specified that the new program constituted a "*minor change* under Policy A-2, *Substantive Change*." Upon approval at OSBHE, the Commission requested that the 2003 Interim Report include a "thorough review of the program." Key focus areas for that review are to include:

1. *Enrollment projections;*
2. *Student satisfaction with the program;*
3. *Student outcomes assessment; and*
4. *Availability and adequacy of library and information resources.*

Program Overview

The University's first goal in its strategic plan is to "provide high quality undergraduate learning experiences that are responsive to needs on- and off-campus." The Chemistry faculty serve student needs with small class sizes and research programs tailored specifically toward undergraduates. The Biochemistry program, which is administered by the chemistry faculty, follows the same model.

The Biochemistry degree program draws from existing biology and chemistry courses to give interested students an interdisciplinary degree in a popular and competitive field of study. With this addition, more students will be drawn to both biology and chemistry, since both of these fields of study – or a combination of the two – are popular nationwide and in high demand in both industry and graduate programs.

The proposed new Biochemistry degree meets all primary goals of the School of Arts and Sciences Strategic Plan, including maintaining and enhancing academic program quality, fostering and supporting interdisciplinary programs, and exploring program development with limited resource options. In April 2004, the University expects to complete a biotechnology center operated by Oregon Health Sciences University (OHSU). We expect that this biotechnology center will help to invigorate the local and regional economy by creating employment opportunities in the fast-growing and popular biotechnology sector. Biochemistry is a natural fit with this vision, as it will provide graduates with the appropriate skills, knowledge, and background required to meet the employment demands of the anticipated regional biotechnology industry.

Biochemistry plays an essential role in seeking solutions to many of Oregon's economic, social, and environmental challenges. For instance, Oregon's economy is currently in transition from one that is natural resource-based (e.g., wood products) to one that is focused on technology. Biochemistry is a core foundation for much of the upcoming advances in technology, especially those involving biotechnology and medicine. Environmental problems also can be addressed using biochemistry. For instance, synthesizing industrially produced chemicals can take place through natural processes such as fermentation. These processes generate less pollution and are environmentally responsible. Qualified biochemists must help to drive implementation of these advanced industrial processes, since they rely so much on chemical interactions in biological systems. In order to respond to the demand for biochemistry training and education, educational institutions throughout Oregon must be able to offer degree programs in this area.

¹ See Exhibit 112, OUS Proposal for degree program in Biochemistry.

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Course of Study

- CHEM 204/205 General Chemistry (10 credits)
- CHEM 206 Qualitative Analysis (5 credits)
- CHEM 280 Chemical Literature (1 credit)
- CHEM 320 Analytical Chemistry (3 credits)
- CHEM 321 Analytical Chemistry Lab (2 credits)
- CHEM 334 Organic Chemistry I (3 credits)
- CHEM 335 Organic Chemistry II (3 credits)
- CHEM 336 Organic Chemistry III (3 credits)
- CHEM 337 Organic Chemistry I Lab (1 credit)
- CHEM 338 Organic Chemistry II Lab (1 credit)
- CHEM 339 Organic Chemistry III Lab (1 credit)
- CHEM 401 Research (1 credit minimum)
- CHEM 407 Seminar (1 credit)
- CHEM 440 Thermodynamics (4 credits)
- CHEM 450 Structural Biochemistry (4 credits)
- CHEM 451 Metabolic Biochemistry (4 credits)
- CHEM 454 Biochemistry Lab (2 credits)
- BIOL 211/212/213 Principles of Biology (15 credits)
- BIOL 323 General Microbiology (5 credits)
- BIOL 341/342 Genetics (8 credits)
- BIOL 431 Cell Structure and Function (5 credits)
- PHYS 201/202/203 General Physics (12 credits) or PHYS 221/222/223 General Physics with Calculus (15 credits)
- MATH 251/252/253 Calculus (12 credits)

No new courses are required or proposed.

This new program uses only existing courses. In these courses, the faculty have already adopted several non-traditional learning modes, including the use of technology and experiential learning activities such as internships, practica, and independent research projects.

Outcomes Assessment

The University routinely reviews and assesses each program. Each program is required to submit an assessment plan containing the specific learning outcomes and the means of program assessment for each degree offered by the program.

Each year, the program's participating faculty members meet to review adherence to the learning outcomes as stated in the program's assessment plan. The information collected is then used to revise curricula and pedagogical approaches.

Biochemistry Program

After successful completion of the biochemistry degree program, students will be able to:

- Have a foundational knowledge of chemistry comparable to a Chemistry degree recipient;
- Be familiar with common industrial biotechnology techniques and processes;
- Appreciate and understand the structure of the major classes of biochemical compounds;
- Relate the structural attributes of biochemical compounds to their function within a cell or organism;
- Perform pertinent biochemical calculations involving enzyme kinetics and bioenergetics;
- Appreciate and understand the metabolism of the major classes of biochemical compounds;
- Facilitate comparisons of similar and dissimilar features of metabolism for opposing anabolic and catabolic pathways, and provide a discussion of their regulation;
- Promote an understanding of the integrated nature of all biochemical processes;
- Perform biochemistry laboratory techniques and procedures independently;
- Create complete laboratory reports detailing the experimental purpose, procedure, observations, data collection and handling, instrumental analysis, and discussion of applicable techniques;
- Have the ability to apply pertinent biochemical knowledge to the solution of diverse scientific, environmental, and social problems; and
- Think scientifically and independently.

To assess student learning, the faculty employs traditional evaluation techniques such as homework assignments, quizzes, examinations, and laboratory experiences. The American Chemical Society (ACS) offers standardized exams in every field of chemistry, including biochemistry. The faculty administers these exams to students upon completion of coursework for the purpose of comparing results to national averages. The chemistry faculty also incorporates the Service Learning University Cornerstone into select chemistry courses. The service learning experience broadens the horizons of graduates and gives them a sense of how they may employ their knowledge and skills in their wider environment. Finally, the proposed biochemistry degree requires a capstone project, which is based on independent undergraduate research supervised by a chemistry faculty member. The capstone concludes with the student's oral and written presentation to faculty and peers. Biochemistry students are expected to present their research at national meetings of scientific societies such as ACS.

The University's chemistry program has a strong tradition of maintaining ties to its graduates. Faculty track the graduates of the Biochemistry program to determine where they end up, whether at graduate school, professional school, or at an industry career. These data are used to measure the quality of the program as reflected in the quality of graduate programs to which University students are accepted.

Enrollment

Some students in eastern Oregon are drawn to the University's Biochemistry program instead of attending another school in eastern Oregon. Students taking advantage of the Biochemistry degree's availability include those seeking employment in biotechnology and related industries, and professional or graduate education. Based on current graduation rates in chemistry and biology and surveyed interest in the proposed biochemistry degree, the program projects 10–15 graduates per academic year. As of June 2003, one student has graduated from the program and 17 students surveyed have declared a Biochemistry degree.

Library and Information Resources

Pierce Library currently provides adequate print and online academic resources for the Biochemistry program's students. The library maintains hardcopy subscriptions for standard-defining American Chemical Society publications such as *Journal of the American Chemical Society*, *Journal of Organic Chemistry*, and *Journal of Physical Chemistry (A and B)*. In addition, students have access to an extensive online backfile collection maintained by the ACS for most of its journals. The library also subscribes to the *Chemical Abstracts* index, and an online searching capability for the Chemical Abstract is available. Various government documents such as the *U.S. Patent Gazette* are included in the library's holdings.

Student Satisfaction

Major Assessment Questions for the Bachelor of Science in Biochemistry (June 2003)²

What improvements do you feel should occur in the degree curriculum?

What do you feel are the strengths of the degree curriculum?

How has the degree curriculum helped you achieve your professional goals?

Exhibits (available on campus)

- 112 OUS Proposal for Degree Program in Biochemistry**
- 113 Biochemistry Student Satisfaction Survey and Major/Minor Roster**

² See Exhibit 113, Biochemistry Student Satisfaction Survey and current Major/Minor roster.

BUSINESS ADMINISTRATION REVIEW

The Business Administration program has been available in traditional and distance modes since Fall 2000. In correspondence from the Commission in September 25, 2000, this program was judged as constituting *no change* under Commission Policy A-2 — *Substantive Change*. In a 2001 progress report, the Commission requested "a comprehensive review of the baccalaureate Business Administration degree, including a thorough review of the International Business option." The Commission expressed satisfaction with the progress. The following report provides a review and update to the 2001 progress report.

Mission

The University's School of Education and Business is comprised of exemplary student-centered staff and faculty dedicated to serving Oregon and beyond through professional business programs of excellent instruction, research, and service. The University has a special commitment to business educational needs in eastern Oregon through:

- Demonstrating and encouraging innovative programs and instruction in business education;
- Contributing, through research and practice, to the growing core of knowledge in the field of business; and
- Valuing each learner as a unique human being.

Objectives

- Prepare students to perform effectively and efficiently in business managerial positions in order to accomplish their personal goals and objectives.
- Produce graduates possessing an integrated knowledge of the functions and systems of business.
- Produce students who have developed the strong personal and communication skills necessary to succeed in the business environment.
- Develop students with a refined curiosity about life and learning.

The Business Division currently offers a Bachelor of Science in Business Administration, a Bachelor of Science in Business/Economics, and a minor in Business.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The Bachelor of Science in Business Administration prepares students for graduate school or entry-level positions in management, marketing, accounting, and finance. The first three years of the program address these fundamental needs. The senior year provides business students the opportunity to gain specialized knowledge in one of four professional concentration areas: Marketing; Leadership, Organization and Management; International Business; and Accounting. The program consistently emphasizes practical applications of business concepts and technology.

The Business Administration baccalaureate program is offered on the University campus via the Division of Distance Education and through the Portland Metro Center. Students must have a grade of C- or better in all required business and economics courses in order to earn the degree.

Program Requirements

Lower Division Core

BA 101 Introduction to Business and the Global Environment (3 credits)
BA 211 Financial Accounting (4 credits)
BA 213 Managerial Accounting (4 credits)
BA 225 Report Writing (4 credits)
BA 254 Business Law (4 credits)
ECON 201 Principles of Microeconomics (5 credits)
ECON 202 Principles of Macroeconomics (5 credits)

Required skill courses — Statistics

One statistics course is required. Students may meet the requirement through STAT 315 and STAT 316 Principles of Statistics (5 credits total) or PSY 327 Statistics and Experimental Design (5 credits.) The statistics requirement may also be completed at the 200 level, but the course must be a Principles of Statistics course.

Required Skill Courses — Mathematics

The program requires a minimum of one college level math course. One math course from the list below may be selected according to student interests and goals:

MATH 241 Survey of Calculus (5 credits)
MATH 157 Linear Mathematics (5 credits)
MATH 111 College Algebra (4 credits)
MATH 251 Calculus (5 credits)

Upper Division Core Courses

All Business Administration students will complete all upper division core courses or their equivalents. Equivalent courses must be at the 300 or 400 level.

BA 312 Principles of Marketing (5 credits)
BA 321 Principles of Management (5 credits)
BA 313 Principles of Finance (5 credits)
BA 325 Information Management, providing prerequisite computer skills at the level of an Introduction to Business Data Processing course (3 credits)
BA 411 Business Ethics & Regulation (3 credits)

Business Administration Concentrations

Upon completion of the upper division core, students choose from four concentrations within the Business Administration degree program: Marketing; Leadership, Organization, and Management; International Business; and Accounting. Concentrations are normally completed in the senior year of a student's program. Credit within the concentration may, with advisor approval, be met via APEL 390 Assessment of Prior Experiential Learning. BA 490 Senior Project serves as the Concentration capstone.

Business Program

The program recommends that students complement their chosen concentrations by taking courses from the following disciplines: Communications; Computer Science; Foreign Language; Gender Studies; Geographic Information Systems (GIS); Multimedia; International Studies; Philosophy, Politics, and Economics (PPE); Psychology; and Sociology/Anthropology.

Marketing

The Marketing concentration's aim is to prepare students for careers in marketing and public relations. Possible career areas include Advertising, Public Relations, Retailing, E-commerce, Market Research, and Product Management.

BA 312 is a prerequisite for all courses in this concentration.

BA 498 Business Policy and Strategy (5 credits)

BA 450 Retailing (5 credits)

BA 464 Promotional Strategy (5 credits)

BA 465 Consumer Behavior (5 credits)

BA 490 Senior Project Capstone (5 credits)

Leadership, Organization, and Management

The Leadership, Organization, and Management concentration's aim is to prepare students for entry-level supervisory positions in both for-profit and not-for-profit organizations, and to prepare them for starting and running their own businesses. Possible career areas include Human Resource Management, Recreational Management, Hospital Administration, Operations Management, Non-Profit Administration, and Small Business Management.

BA 321 is a prerequisite for all courses in this concentration.

BA 498 Business Policy and Strategy (5 credits)

BA 460 Entrepreneurship (5 credits)

BA 461 Organizational Behavior (5 credits)

BA 482 Project Management, Planning & Control (5 credits)

BA 490 Senior Project Capstone (5 credits)

International Business

The International Business concentration's aim is to prepare students for careers involving international activities. Possible career areas include International Trade, International Business Management, Foreign Exchange, and International Marketing.

BA 498 Business Policy and Strategy (5 credits)

BA 485 International Marketing (5 credits)

BA 486 International Finance (5 credits)

BA 487 International Management (5 credits)

BA 490 Senior Project Capstone (5 credits)

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Accounting

The Accounting concentration's aim is to prepare students for careers in public accounting, corporate accounting, or not-for-profit organizations.

BA 211 and BA 213 are prerequisites for this concentration.

BA 333 Individual Income Tax (5 credits)
BA 383 Intermediate Accounting I (5 credits)
BA 384 Intermediate Accounting II (5 credits)
BA 385 Intermediate Accounting III (5 credits)
BA 428 Auditing (5 credits)
BA 419 Advanced Accounting Capstone (5 credits)
BA 421 Cost Accounting (5 credits)

Accounting CPA Track: Add to the above accounting courses

BA 334 Corporate Tax (3 credits)
BA 420 Non-Profit Accounting (3 credits)

Upon advisor approval, upper division courses in the concentrations may be replaced by equivalent courses from other colleges. Upper division requirements may not be met at the 100 or 200 level.

Enrollment

(See student credit hours in Tables 2.8 and 2.9 in Standard Two).

Graduation Rates

(See institutional graduation rates in Tables 2.7 and 2.10 in Standard Two).

Program Outcome Assessment

Current system for assessing the outcomes of student learning

- Homework and reading assignments;
- Comprehensive projects and final papers (comparing students' knowledge, concepts, skills, and capabilities at the beginning of the term and toward the end);
- In-class project and case presentations (demonstrating communication skills, concept understanding, and knowledge/skill application);
- Standardized and/or disciplinary exams, tests, and papers;
- National and regional professional/academic competitions.

Current system for assessing the outcomes of faculty teaching

- Student course evaluations;
- Peer evaluations for the purposes of annual, third-year, and tenure evaluations, as well as evaluations for possible promotion;
- The annual Green Sheet report.

Business Program

The New Outcome Assessment Plan

The outcomes assessment process occurs in three phases:

1. Preparation of the Outcomes Assessment Plan document;
2. Implementation of the plan through assessment analysis and action planning;
3. Monitoring changes and improvements made resulting from action planning.

The first phase is complete. The finalized document includes a needs statement, an explanation of how the process will be administered, and an explanation of the plan's linkage with the University's strategic planning process. This document also addresses environmental assessment and describes the set of techniques used for implementing outcomes assessment. These techniques include a SWOT analysis, a faculty and staff satisfaction inventory, course evaluations, alumni surveys, employer surveys, and a variety of student learning outcomes assessments.

During the second phase in October 2003, the Business Division will implement the plan and administer various surveys and assessments. When collected data has been analyzed, the Business Division will use the results to develop a strategy for improving the effectiveness and quality of the Business Division and its programs.

During the ongoing third phase, the Business Division will monitor the progress of implementing outcomes assessment.¹ An annual report will be generated each August and forwarded to IACBE and the University's Strategic Planning Committee. This report will detail changes and improvements made to date, along with specific plans for future improvements.

Library holdings

Readings

The Business Division currently has 53 academic and professional journals, magazines, newspapers, and other readings available to students studying business and economics. Of the 53 titles, 11 are provided cost-free by the federal government and 42 are subscribed.

Databases

The Pierce Library provides academic databases designed specifically for business students. These databases may be used for coursework, research, senior projects, and other required activities. The following table presents the available databases.

Business recently upgraded from Business Source Elite to Business Source Premier. Students now have online access to 3,851 abstracted and indexed journals; 3,048 of the indexed journals are available in full text. In addition, 1,015 of the indexed journals are peer-reviewed, with full text. So are the 42 on-site hard copy journals, which are supported with many online full-text journals.

¹ See Exhibit 114, Advising and Assessment Instruments.

Subscription Databases
* indicates databases available on campus network only
Academic Search Elite (Academic)
Business Source Elite (Academic)
EBSCOhost Academic Resources
Electronic Collections Online
* STAT USA
WorldCat
Restricted Databases (Password required)
EconLit

Exhibit (available on campus)

114 Business Administration Advising and Assessment Instruments

REVIEW OF MEDIA ARTS

The Bachelor of Science and the Bachelor of Arts degrees in Media Arts have been available since February 2003, when the Oregon State Board of Higher Education approved the degrees. On March 17, 2003, the Northwest Commission on Colleges and Universities deemed that the Media Arts degree programs constituted *no change* under the Commission Policy A-2 — *Substantive Change* (revised 2002), "establishing new degree programs closely related to well-established fields of study previously reported and evaluated." In June 2003 the program's first graduate received a B.S. degree in Media Arts from the University.

In the present report, the Media Arts program pays particular attention to the following issues foregrounded by the Commission:

- 1. Enrollment patterns;*
- 2. Adequacy of library and other information resources to support the program;*
- 3. Adequacy of the instructional technology to support the programs including a review of the "smart classroom";*
- 4. An assessment of student learning outcomes; and*
- 5. Student satisfaction with the quality of the program.*

History

The Media Arts program offers its students a four-year interdisciplinary curriculum leading to a Bachelor of Science or a Bachelor of Arts degree. This interdisciplinary program reconfigures established courses from existing programs in Art, Computer Science and Multimedia, English/Writing, Music, Theater, and Business into a new program with three concentration areas: Digital Media, Journalism, and Film Studies.

Each concentration area inflects the study and practice of Media Arts differently, but all areas are anchored in aural, textual, visual, and digital literacies.

Rationale

Media Arts prepares students to enter the media industry by providing a strong background in the history of media arts and introducing them to the aesthetics and production modes engaged in various media professions. Three media courses (MA 260 Foundations of Mass Media; MA 360 Media Theory; and WR 460 Public Broadcast Writing) enable understanding of mass communication systems. Senior-level practicum and capstone courses (MA 409 and MA 403) enable students to participate in internships and build portfolios demonstrating desired proficiencies in their chosen concentration areas. These five courses materialized through the restructuring of existing Writing program courses during AY 2001–2002.

The media industry includes a wide range of professional activities. Multimedia products include corporate training, interactive film and video, interactive marketing and communications, graphics/animation, Worldwide Web/Internet development, and CD-ROM development.

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Art Institutes around the globe reported in May 2001 that demand for qualified employees in the fields of Media Arts, Multimedia, and Web Design far exceeds supply, and that “Internet-related jobs increased from 1.6 million during the first quarter of 1998 to 2.3 million in the first quarter of 1999. Last year the internet economy approached \$750 million in the U.S., and by 2003, that figure will jump to \$3 trillion worldwide” (statistics from University of Texas study). Clearly, multimedia fields grounded in art and graphic design, journalism and broadcast, and video production comprise a large, growing industry offering opportunities in multimedia and web design, web site administration, entertainment, broadcast journalism, and advertising and marketing within and outside Oregon.

Strategic Plan and Mission

The Media Arts major supports the institutional mission and strategic plan of the School of Arts and Sciences:

- Media Arts maintains and enhances program quality by linking the disciplines of Art, English, Film, Theater, Writing, and Business with the digital capabilities of multimedia.
- Media Arts fosters and supports the interdisciplinary nature of multimedia by grounding student learning in the aesthetics and production of images, text, and sound.
- Media Arts effectively reconfigures existing courses into three concentration areas—digital media, journalism, and film studies—with resource implications limited to restructuring some Writing courses into mass media courses and integrating them into the program with a Media Arts prefix.

Media Arts will bolster recruitment efforts, enhance enrollments in existing courses, and aid in the retention of students seeking software applications and design expertise integral to their Media Arts concentration areas.

Program Description

The Media Arts program expects to draw new students to the University and provide this long-desired new major with three concentrations available to students. The following curriculum reflects changes made to the curriculum in AY 2002–2003, and so may vary in some details from the original OUS Proposal.¹ The curriculum aligns with its current, official online catalog description (http://www.eou.edu/catalog/media_arts_03.html).

MEDIA ARTS MAJOR

Core Requirements

MUS 204	Popular Music in America	(2 credits)	
MA 260	Foundations of Mass Media	(4 credits)	New prefix/course
MM 225	Introduction to Multimedia Development	(3 credits)	
ART 261	Beginning Photography	(3 credits)	
WR 330	Electronic Word	(3 credits)	

¹ See Exhibit 115, OUS proposal for degree programs in Media Arts; catalogue copy of curriculum; Advising Checksheets; EPCC Action Request for MM 362 Digital Audio Production.

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MA 409	Practicum	(4 credits) New prefix/course
MA 403	Capstone	(3 credits) New prefix/course

Total: 22 credits

Concentration Areas

Digital Media

Required:

MM 315	Multimedia Design	(3 credits)
CS 161	Foundations of Computer Science I	(4 credits)
MUS 340	Electronic Music II	(2 credits)

(Choose a minimum of 31 credits from the following, with at least 12 credits from Art and 19 credits from CS/MM. With MM or Art faculty advisor consent, students may substitute 310 and 410 courses that have significant art and multimedia content. A minimum of 15 credits must be upper-division).

CS 162	Foundations of Computer Science II	(4 credits)
ART 207, 307	Seminar	(1-4 credits)
ART 227	Graphics	(3 credits)
ART 220	Design II	(3 credits)
WR 243	Screenwriting Fundamentals	(3 credits)
MM 252	Introduction to Web Authoring	(3 credits)
MM 310	Digital Audio Production	(3 credits)
ART 317	Life Drawing	(3 credits)
MM 319	Multimedia Programming	(3 credits)
MM 327	Introduction to Computer Graphics Applications	(3 credits)
ART 342	Lithography	(3 credits)
MM 350	Multimedia Theory	(3 credits)
MM 360	3-D Graphics and Animation	(3 credits)
ART 361	Advanced Photography	(3 credits)
MM 364	Digital Video Production	(3 credits)
MM 366	Video Post-Production	(3 credits)
ART 365	Ceramic Sculpture	(3 credits)
CS 370	User Interface Design	(3 credits)
MM 407	Seminar	(1-4 credits)
MM 420	Multimedia Simulation	(3 credits)
MM 426	Individual Projects	(1-4 credits)
ART 426	Individual Studies in Art	(1-4 credits)
MM 452	Advanced Web Authoring	(3 credits)

40 credits (minimum)

Journalism

Required:

MA 360	Media Theory	(4 credits) New prefix/course
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(Choose a minimum of 36 credits from the following, with at least 15 credits from upper division; with WR faculty advisor consent, students may substitute 310 and 410 credits that carry significant media and MM content; students are encouraged to take the intact course in FM Broadcasting, SCI 2001)

WR 225	Argumentation	(3 credits)
WR 230	Newswriting and Reporting	(4 credits)
MM 315	Multimedia Design	(4 credits)
WR 331	Advanced Newswriting	(4 credits)
WR 351	Professional Editing and Publishing	(3 credits)
ART 361	Advanced Photography	(3 credits)
MM 364	Digital Video Production	(3 credits)
MM 366	Video Post-Production	(3 credits)
BA 312	Principles of Marketing	(5 credits)
WR 460	Public Broadcast Writing	(4 credits) New course
BA 464	Promotional Strategy	(5 credits)

40 credits (minimum)

Film Studies

Required:

ENGL 207	Applied Film Criticism	(3 credits)
ART 206	Art History III	(3 credits)

(Choose a minimum of 16-21 credits from the following Film Studies offerings; with consent of an ENGL faculty advisor, students may substitute 310 and 410 credits from prefixes across the Arts and Sciences curriculum in which a significant engagement with film texts exists; at least 15 credits must be from upper division)

WR 243	Screenwriting Fundamentals	(4 credits)
ENGL 395	Gender in Literature/Film	(4 credits)
ENGL 322	Historical Literature/Film	(4 credits)
ENGL 339	Literary/Cinematic Genres	(3 credits)
ENGL 390	Multicultural Literature/Film	(4 credits)
ENGL 422	Contemporary Literature/Film	(4 credits)
ENGL 436	Literary/Cinematic Themes	(3 credits)
ENGL 446	Critical Theory	(4 credits)
ENGL 448	Major Authors/Auteurs	(3 credits)

(Choose a minimum of 9-12 credits from theater and 9-12 credits from MM, for a total of 18-21 credits)

THEA 250	Acting I	(3 credits)
THEA 325	Advanced Scene Design	(3 credits)
THEA 334	Light Design	(3 credits)
THEA 344	Costume Design	(3 credits)
THEA 352	Acting 6	(3 credits)
MM 315	Multimedia Design	(3 credits)
MM 327	Introduction to Computer Graphics Applications	(3 credits)

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MM 366	Video Post-Production	(3 credits)
MM 364	Digital Video Production	(3 credits)
MM 420	3-D Graphics and Animation	(4 credits)

40 credits (minimum)

MEDIA ARTS MINOR

Core Requirements

(Select 3 of 4 based on concentration area)

MUS 204	Popular Music in America	(2 credits)
MA 260	Foundations of Mass Media	(4 credits)
MM 225	Intro. to Multimedia Development	(3 credits)
ART 261	Beginning Photography	(3 credits)

8 credits (minimum)

Concentration Areas

A. Digital Media

Required:

ART 227	Graphics	(3 credits)
MM 315	Multimedia Design	(3 credits)
CS 161	Foundations of Computer Science I	(4 credits)
MM 327	Introduction to Computer Graphics Applications	(3 credits)

(Choose an additional 9 credits from the ART and MM electives in the Integrated Media Arts Concentration for the Major, all of which must be from upper division)

22 credits (minimum)

B. Journalism

Required:

WR 230	Newswriting and Reporting	(4 credits)
WR 330	Electronic Word	(3 credits)

(Choose an additional 15 credits from the Journalism Concentration for the Major, 11 of which must be from upper division)

22 credits (minimum)

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C. Film Studies

Required:

ENGL 207	Applied Film Criticism	(3 credits)
ART 206	Art History III	(3 credits)

(Choose an additional 16 credits from the Film Studies Concentration for the Major, all of which must be from upper division)

22 credits (minimum)

The Digital Media Concentration qualifies University students for employment in a burgeoning digital and graphic arts field. Jobs for Digital Media graduates include:

- Videographers
- Photographers
- Digital media professionals
- 3-D Artists
- Creators of animation
- Electronic production artists
- Multimedia professionals
- Webmasters
- Website designers
- Interactive designers
- Graphic designers — print/web/multimedia
- Project managers

The Journalism Concentration allows the University to expand its offerings in writing disciplines and provide trained professionals with regional knowledge and experience to media companies in Eastern Oregon and bordering states. The Bureau of Labor Statistics predicts 73% growth in desktop publishing jobs in 1998–2008. There will be jobs for Media Arts students in:

- Publishing
- Copywriting
- Editing
- Copyediting
- Media research
- Media management
- News production
- Broadcast writing
- Technical writing
- Streaming (video-on-demand)

Media Arts Program

The Film Studies Concentration offers the University's students the academic credentials to enter this evolving intermedia arts discipline, and Film Studies course offerings enhance the depth and breadth of existing English and Theater programs. Jobs for Film Studies graduates include:

- Videography
- Documentary, instructional, and narrative filmmaking
- Entertainment
- Screenwriting
- Writing and storyboarding
- Digital set and costume design

Program Review

Enrollment Patterns

Student enrollment in the Media Arts degree program has been strong. Enrollments in multimedia courses continue to grow, with a nearly 60% increase over the past two years.

As of June 2003, 22 students have declared the Media Arts minor or major, including one graduate.

Media Arts may add new sections for its prerequisite and core courses, depending upon increased enrollments. This change would occur at least partially to the fact that some of the courses fulfill the University's General Education requirements. Courses that may eventually require additional sections include: ENGL 195 Introduction to Film, ART 101 Foundations of Visual Literacy, MA 260 Foundations of Mass Media, MM 225 Introduction to Multimedia Development, ART 261 Beginning Photography, and WR 330 Electronic Word. Reimbursement for adjunct personnel hired to instruct these courses is \$494 per credit hour. Requests for additional full-time or tenure-track lines related to increased Media Arts course enrollment would be subject to review by the University's Budget and Planning Committee.

Considering the power and persuasiveness of the visual media in American life, the University properly places itself in a position to 1) provide its present students with access to that industry, 2) attract new students who wish to acquire professional training in this critical and growing field of employment, and 3) meet the growing need for intermedia professionals in eastern Oregon and adjacent states.

The Media Arts program's interdisciplinary nature advances institutional goals and complements national trends in higher education. The University's Distance of Distance Education may one day offer the full suite of Media Arts course offerings.

Library and Information Resources

The Media Arts program benefits from existing collections in Multimedia and Journalism. The faculty in Media Arts have focused their normal library allocations on building this collection, and the library has made minor purchases from the existing budget in this area (totaling approximately \$2,200). This collection's video and monograph holdings are adequate, but additional funding is necessary in order to bring it to its full potential.

In an effort to supplement the scholarly research needs of Media Arts students and faculty, the library faculty decided to reallocate existing funds in order to cover expanded access to additional online

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electronic databases. This action has benefited on-campus as well as off-campus students by providing access to additional research tools.

Instructional Technology and Review of "Smart Classroom"

Imaging Lab (Loso 208)

Media Arts students currently have access to one shared computer lab housed in the Art Department, Loso 208. Classes scheduled in this facility include Art, Multimedia, and Media Arts-related production classes. Workstations are limited and space is restricted.

The Imaging Lab Supervisory Committee recently shelved a plan to upgrade the configuration of this room in Summer 2003. A working diagram proposed by a faculty member on his own initiative depicted all of the computers' system units moved to the floor. This design was problematical because the machines would be exposed to high levels of dust and accidental kicks. The diagram also did not address the fact that available tables are not uniform in size, and it did not make any allowance for scanners. Finally, the diagram included no measurements, and thus no assurance that the arrangement would work in the available space.²

Although everyone on the committee would like to see a more workable arrangement, this rearrangement was not approved until enough information to revise it is available. The committee believes that new tables of uniform size with underslung racks for the system units would be of particular importance in the proposed furniture arrangement.

The Imaging Lab Supervisory Committee plans to submit a Tech Fee proposal for uniform furniture in Fall 2003 before changing spatial arrangements. No changes to hardware or software have been funded.

Smart Classroom

In Winter 2002, faculty in Art, English/Writing, Theater, and Multimedia submitted a proposal to the Technology Fee Committee for a Smart Classroom. The proposal was approved, and in Summer 2002 EOU restructured an existing classroom in Loso Hall into a Smart Classroom to be used by faculty and students participating (primarily) in courses contributing to the Media Arts program. State-of-the-art sound, film, internet, and projection systems now enhance classroom instruction and learning.

The Smart Classroom serves as a high-tech lecture and presentation room. Multimedia and Art courses are taught in this room, along with selected Film Studies and writing classes. During AY 2002–2003 there was high demand for this facility from multiple departments, and scheduling conflicts each term limited the number of Media Arts classes that could use this room. The room's two computers are not using current operating systems and have received only limited software upgrades during AY 2002–2003. This classroom is adequate for lecture and presentation room only, not for lab work or production. Enhanced learning environment upgrades to other classrooms through a university-wide Tech Fee proposal funded in Spring 2003 will help alleviate scheduling problems with the Smart Classroom beginning AY 2003–04. (See Standard Five, Exhibit 56).

Reported Problems

- Space. Current student tensions associated with cramped lab spaces will not diminish as student demand for Multimedia, Art, and Media Arts programs grows. Such problems must continue to be

² See Exhibit 116, Loso 208 Computer Lab (diagram).

Media Arts Program

- addressed in the context of current planning for a Center for Teaching and Learning in Pierce Library. Creation of the Center for Teaching and Learning might open up space for a large multimedia lab in Loso Hall.
- Lab Etiquette. Art students working on large digital images presently cannot save their work due to an excessive number of files left on the computer's desktop by multimedia classes. This excess of files results from a widespread, unintentional breach in student etiquette. In Summer 2003, the Imaging Lab Supervisory Committee determined that this problem can be solved if instructors incorporate lab usage policies into course syllabi and turn lab etiquette into a learning outcome. Implementation of the new policies and learning outcome will begin in Fall 2003.
- Security and Access. Security and access issues remain a problem. The Imaging Lab Supervisory Committee has devised a contract that students must sign before gaining access to the lab and which restricts lab use to students currently enrolled in courses entailing use of the lab.³

The Committee also plans to take the following actions:

- Meet again in Fall 2003 to establish a regular operating and off-hours schedule for student access (there will be no more 24-hour access);
- Work with Plant Services to coordinate a calendar for routine changes in the codes for access to the Loso 208 Imaging Lab and the Smart Classroom;
- Develop a protocol and job description for the Tech student worker who maintains equipment in both labs;
- Investigate the use of web cameras (currently being employed in enhanced classrooms across the University's campus) to monitor the room; and
- Develop Instructor and Student Lab-Use Policies consistent with institutional policies.

Assessment of Learning Outcomes

All concentrations in the Media Arts degree provide students with technical and artistic skills necessary for aesthetic appreciation and digital tool expertise essential to the production of graphical, audio, and video media. Students may employ this knowledge in the publishing or entertainment industries or in support of interactive multimedia development.

Digital Media Outcomes.

Upon completion of the concentration, students should be able to:

- Understand how various media (graphics, audio, video) are represented for digital storage, and comprehend various methods by which analog media may be digitized;
- Understand how digitally-modified images facilitate communication;
- Understand aesthetics in the composition of images, video, and audio;
- Demonstrate proficiency in the use of software tools to capture and modify images, video, and audio for various applications; and
- Demonstrate mastery in developing one or more kinds of digital media.

³ See Exhibit 117, LH 208 Lab Access Contract and 208 Lab Policies.

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Students must acquire a strong conceptual understanding of multimedia's wider contexts and deep familiarity with general principles of digital media production. However, since no one can be a master of all digital media fields, students are required to demonstrate competence in no more than two fields of digital media.

Journalism Outcomes.

Upon completion of the concentration, students should be able to:

- Understand the history of communication;
- Analyze and create arguments in media and advertising;
- Develop interviewing and reporting skills and styles;
- Create text and graphics for newspapers;
- Create scripts for news and public broadcast;
- Develop skills in multimedia software;
- Design layout for magazine and desktop publishing; and
- Understand the principles and strategies of entrepreneurial business.

Film Studies Outcomes.

Upon completion of the concentration, students should be able to:

- Understand the aesthetic principles of film design and production;
- Analyze and create elements of film design;
- Explore the rhetorical relationships between message, screen, and audience;
- Examine the social and cultural ideologies constructed by film;
- Understand the structural relationships between text, image, lighting, and sound;
- Transfer textual, visual, and aural ideas from theory to practice;
- Edit digital video with attention to classical and montage styles and effects; and
- Edit digital video with attention to audio track.

Assessment.

Clearly-stated course outcomes appear on each course syllabus, and every course meets one or more of the program / concentration outcomes. Some course assignments link directly to course outcomes, and select test and quiz items relate directly to course objectives. Production of a capstone project provides the means to assess student preparedness to integrate concepts and skills. Student learning is assessed using any combination of methods appropriate to the concentration area, including but not limited to:

- Critical essays
- Learning essays
- Feature stories
- Editorials

Media Arts Program

- Tests
- Multimedia projects
- Multigenre projects
- Art-Multimedia projects
- Visual literacy essays
- Sequenced skill-building assignments in image, sound, and text
- Audience analysis
- Image analysis
- Bringing a project together: cognitive synthesis essays
- Storyboards
- Scripts for film and other media
- Video: narrative, documentary, experimental

Student Satisfaction

There is much student interest in the program; many students waited two years for the program to declare an official Media Arts major or minor. To monitor interest and student satisfaction with the newly adopted program, the program conducted a survey in most courses that contribute to the Media Arts program during Spring 2003. Of the twenty-two students who have declared a Media Arts major or minor, twenty responded to the survey.

One question embedded in the survey asked students "If you are a Media Arts major, how satisfied are you with the structure of the Media Arts program?" Responses ranged from "Very satisfied" to "Very dissatisfied," with nine students not responding to that particular question. Of the remaining eleven who did respond, three were "very satisfied" with the program structure; four were "somewhat satisfied"; two were "unsure"; and two were "somewhat dissatisfied."⁴

Whether or not students responded to the quantitative questions, many of them responded constructively to the qualitative query "Please add any suggestions you have for improving Media Arts at EOU." Responses varied, but particular suggestions are worth listing here:

- Make WR 330 Electronic Word available on-campus, not just online;
- Standardize information taught in the CS/MM program;
- Develop more web-based design courses;
- Add ART 341 Seriography to course electives in the Digital Media Concentration;
- Drop the Computer Science requirement from the core requirements for Digital Media, moving it into the electives;
- Drop the Math requirement associated with the CS requirement;
- Add more updated equipment and a larger lab space;
- Ensure that equipment is working properly at all times;

⁴ See Exhibit 118, Media Arts Student Satisfaction Survey and current Major/Minor roster.

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- Improve access to the lab;
- Add more faculty specializing in media arts fields, particularly film production; and
- Add more classes and time options.

Thematic patterns for suggested improvements include more access to specialized courses in digital media, more lab access, and faculty specializations in videography, digital art, and animation.

Current Status of Program

The Media Arts program gained official program status in Winter 2003, and it produced its first graduate in June 2003. Many students are enrolling in Media Arts as their primary major, or declaring a Media Arts minor as part of a larger program of study (e.g., as part of a Liberal Arts degree). Faculty participating in Media Arts are currently drawn from several departments; there are no program-specific Media Arts faculty appointments.

Analysis of Current Status

Curriculum

Several course changes and upgrades to the program are pending EPCC approval in Fall 2003. Some courses listed for the three concentrations are not being offered in AY 2003–04. This course availability problem has compelled some students to rearrange their program schedules in order to meet graduation requirements. By the end of Fall 2003, a number of student suggestions for program improvements will have passed Assembly, including dropping the CS and Math requirements associated with the program from "core requirements" for the Digital Media Concentration, substituting MUS 201 Study of Famous Composers for MUS 204 Popular Music in America (which is no longer regularly taught), and adding MM 362 Digital Audio Production / deleting MUS 340 Electronic Music II from the "core requirements" of the Digital Media Concentration.

Facilities

Instructional technology currently is less than adequate for digital aspects of the program. However, classrooms receiving technical upgrades will enhance instructional aspects of the program in AY 2003–04. Lab facilities remain less than adequate at this time.

The Tech Fee Committee has assumed responsibility for maintenance and upgrades, a change that will relieve the Media Arts, Art, English / Writing, Theater, and Computer Science and Multimedia programs of serious costs.

New Apple Power Macintosh G4 computers have replaced four outdated production computers, much essential software has been upgraded, and new scanners have replaced scanners worn from heavy use over the course of five years.

Media Arts Program

Future Plans

The Media Arts Committee has proposed several areas of expansion beyond curricular changes pending at EPCC:

- Curriculum. Curricular proposals include various individual courses to round out the concentrations, including new courses in digital art; a senior-level portfolio development course; and a senior-level Forum or Colloquium.
- Faculty. Persons qualified to teach in existing video production courses are needed. New digital art courses will also require qualified faculty.
- Facilities. The program needs a computer lab dedicated to Media Arts and Multimedia that is configured with current hardware and software technologies. Existing production facilities also require selective hardware and software upgrades in the near future.
- Planned Upgrades and Revised Procedures. Faculty participating in the Media Arts program plan to submit a Tech Fee Proposal for a film recorder enabling high-quality output of digital images to film. Another Tech Fee Proposal will include requests for a CD / DVD read / write capacity for all computers and uniform furniture for the Loso 208 Imaging Lab.

Labs will upgrade all software to Apple Macintosh System OS X versions in order to reduce compatibility problems which have resulted from upgrading the lab to OS X.

The Imaging Lab Supervisory Committee recently agreed to install Appleworks because this software would be useful for several classes. Faculty will develop procedures to submit formal requests for permission to obtain and install software in the lab.

Exhibits (available on campus)

115	OUS Proposal for Degree Program in Media Arts and related documents
116	Loso 208 Computer Lab (diagram)
117	LH 208 Lab Access Contract and 208 Lab Policies
118	Media Arts Student Satisfaction Survey and Major/Minor Roster

DIVISION OF DISTANCE EDUCATION REVIEW

Program Status

The University's Division of Distance Education (DDE) thrives and continues to experience enrollment growth from both Oregon and non-Oregon distance students. After a period of ~30% annual growth in student credit hours (SCH) from 1998–99 to 1999–00 (30.62%), 1999–00 to 2000–01 (26.26%), and 2000–01 to 2001–02 (34.87%), the growth continues at a slower pace, 2001–02 to 2002–03 (9.18%). The slower pace is almost a welcome relief from the breathless pace of the past 3-4 years, but the DDE administration is watching this slowing trend carefully to assure that it is not the beginning of a downward enrollment trend. This concern increases as new distance education providers enter the scene and others become more visible.

Several factors contributed to strong enrollment growth and student retention as measured by an increasing rate of graduating DDE students from 168 in June 2002 to 184 in June 2003. These factors include 1) a constant dedication to strong customer service; 2) expanded major, minor, and course options; and 3) technological improvements that expedite student-to-faculty and student-to-DDE interactions.

Following 24 years of self-support funding (tuition / course fees) and / or short-term grant dollars, DDE is entering the second year of making a transition, at the instruction of the University's leadership, to a new program budget. This budget will follow a fixed, line-item model similar to that followed by the School of Arts and Sciences and the School of Education and Business. A result of this budgetary revision will be a more centralized decision-making authority in the Provost's Office. DDE, the School of Arts and Sciences, and the School of Education and Business will work even more collaboratively than in the past to identify and make decisions regarding DDE-specific issues such as curriculum expansion, faculty/program development activities, and material support for faculty members.

As has been the case since DDE began in 1979, any net revenue at the end of a fiscal year is still, though separately coded, "rolled in" with the rest of the campus net income / expense balances at the end of the fiscal year and, as such, is available for broader university needs.

The DDE Office / Fiscal Manager prepares numerous data-tracking reports to assist the DDE Dean in analyzing program stability, growth, or areas of decline.¹ These reports include:

- CE Income Report.² (Originally named when DDE was first called Continuing Education). This is an as-needed fiscal, enrollment, and Student Credit Hour (SCH) report categorized by course delivery type (such as Web-based, Weekend College, Individualized Studies). The Dean reconciles this report in order to account for those SCH for which DDE is most responsible. The Dean designates other SCH, for which DDE is less accountable, as those upon which the Division does not want to depend (such as on-campus remedial courses and off-campus teacher preparation).
- Geoincome Report.³ This report provides a separate income report of all the registrations processed for DDE through the original six regional center locations where general fund dollars have

¹ See Exhibit 119, Data Tracking Reports.

² See Appendix R, CE Income Report, Fall 1998-Spring 2003.

³ See Appendix S, GEO Income Report.

Division of Distance Education

traditionally covered 0.5 FTE of Center Director salaries (counties of Baker, Wallowa, Grant, Malheur, Harney, and Umatilla/Morrow).

The Geoincome Report provides trend data that led to a significant change several years ago. Enrollments of local students had begun to wane in some of the less-populated regions. Rather than reduce Center Director FTE there, DDE assigned those Center Directors as advisors to the rapidly growing number of out-of-state students. This solution continues to provide stability to DDE staffing in less-populated areas.

- Advisees' DDE-Tuition-by-Advisor Report.⁴ This report provides a term-by-term DDE tuition figure for every student with a DDE advisor identified by Banner. It enables the Dean to discuss with the Center Director, in terms of that person's advising activity, the "ups and downs" of tuition-based revenue generated through the regional center in question. Analysis of advisor revenue figures may lead to remedial personnel decisions by the Dean. Such decisions include increases or decreases in the advisor's FTE, increases or freezings of out-of-state advisee assignments, and increases or decreases in levels of support staff (student employees, temporary employees, or OPEU classified staff).

The following developments provide a strong profile of DDE's current status:

- A continuing enrollment growth trend.⁵
- Ongoing success in moving more course delivery methods online via e-mail and the Web.⁶
- Successful implementation of technological improvements to expedite student communications and manage paper-based workflow.⁷
- Addition of additional advising and / or support staff FTE due to enrollment growth and the consequent periodic need to upgrade technological infrastructure.
- Contribution to the University of historically substantial end-of-year net revenue and cell-matrix (general fund) dollars.

Developments Since the 1998 Interim Accreditation Report

The DEP Management Team (described in the 1997 Self-Study) is now called the DDE Leadership Team, reflecting both the Division's name change (Division of Extended Programs to Division of Distance Education) and a movement toward shared leadership and management of the DDE unit. Membership in the DDE Leadership Team has expanded since the 1997 report to include — in addition to the long-standing management nucleus of the DDE Dean, DDE Office/Fiscal Manager, and DDE Distance Degree Director — the Director of the Assessment of Prior Experiential Learning (APEL) program, the Director of DDE Special Programs, and a Union County Center Director who also coordinates the curriculum for Individualized Studies and Computer-Facilitated Individualized Studies.

Note: The DDE Special Programs Director currently serves as Interim Dean of the DDE while the DDE Dean serves as the University's Interim President.

The DDE Special Programs Director's various duties have been distributed to two other management staff while he serves as Interim Dean. These two management staff are a DDE program director in transition this year toward full retirement in June 2004 after a sabbatical (Web-based and computer

⁴ See Appendix T, Advisees' DDE-Tuition-by-Advisor Report.

⁵ See Appendix U, concerning trend analyses/forecasts and enrollment by SCH categorized by delivery mode).

⁶ See Exhibit 120, Individualized Study/Computer Facilitated Study.

⁷ See Exhibit 121, Status of Technology Fee Proposal.

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conferencing course/faculty development) and another DDE administrator (trend forecasts and computer-facilitated individualized studies coordination). One of the Interim Dean's previous duties — direction of the EOCCC — has temporarily deactivated following expiration of the EOCCC grant.

Other developments since the 1997 accreditation report include the DDE Dean's creation of five DDE Strategic Planning Teams⁸ in ~2000: 1) Web Infrastructures; 2) Customer Service; 3) Process Streamlining; 4) Marketing; and 5) Faculty/Course Development. Strategic Planning Team membership facilitates teamwork across the La Grande campus and includes off-campus DDE employees. It also enhances communication, through group discussion, between DDE administrative faculty and classified support staff. At both the annual DDE face-to-face gatherings in La Grande (in September during an all-campus orientation week, and again in June, prior to commencement), the teams have time to work together and report to the general gathering about their accomplishments and challenges. Additional communications among team members occur via Internet listservs. Strategic Planning teams organize around critical functions of the DDE. The Dean solicits first- and second-choice selections and assigns members in the most optimal way, taking into consideration geographic and employment category factors. All five teams are active. Attention dedicated to increasing the Faculty / Program Development Team's activity will increase in 2003–04 as staff leadership time permits. A team leader's sabbatical from October 1, 2002 – May 31, 2003 recently contributed to reduced team activity.⁹

The DEP Advisory Council (later named the DDE Advisory Council) was active for two years, as reported in the 1997 self-study. Although that council continued to function for another 2–3 years, another DDE advisory group emerged in 2000 — the Distance Learning Faculty Specialists (DLFS). In recognition of overlap between the two groups and due to a growing number of DLFS members (3 in 2000–01, 9 in 2001–02, and 15 in 2002–03), the DDE Dean recommended to the Provost that the original DDE Advisory Council be replaced with DLFS. The Provost authorized this change. Former DDE Advisory Council members not in the DLFS council consistently receive invitations to participate in meetings attended by the DLFS and the DDE Leadership Team.¹⁰ DLFS members receive an annual stipend (currently \$2000), and their tasks include:

- Serving in an advisory capacity for DDE leadership concerning new challenges, policies, and/or procedures requiring action by DDE;
- Assisting with student advising issues beyond the scope and authority of the DDE advisors (such as capstone arrangements and potential substitute courses for essential courses not offered);
- Facilitating the routing and timeliness of approval paperwork concerning new course issues and recruitment of resource faculty; and
- Assisting with the recruitment of new resource faculty in order to meet demand in DDE-offered academic areas for which campus teaching capacity is unavailable.

Other new developments since 1997 include:

- Movement from a Three-Term (FWS) Schedule to a Four-Term Schedule that includes the summer term, which assists students with degree planning and reduces the unit's printing and mailing costs.

⁸ See Appendix V, Strategic Planning Teams; see also Appendix X, New Approaches to Campus Distance Education Organization and Staffing.

⁹ See Exhibit 122, Strategic Planning Teams, which includes a sample listserv dialogue.

¹⁰ See Appendix W, Distance Learning Faculty Specialists, 2002-2003; also see Exhibit 123 Status of Distance Learning-Faculty Specialists.

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Updates are regularly provided on the DDE Web home page through quarterly supplements, listserv announcements to ddestudents@eou.edu, and a monthly electronic newsletter called the DDEzine.¹¹

- An online resource of course syllabi for all DDE-sponsored courses, including referrals to the DDE Regional Center pages for more specific information about on-site, regional classes. The syllabi, available through both PDF and HTML formats, can be printed off or downloaded.¹²
- An online Orientation Tour based on the theme of the Oregon Trail, free and available to the public from the DDE home page, that presents an overview of the many opportunities to pursue a University degree via DDE.¹³
- An online Degree Planning Workshop required of all out-of-state online degree-seeking students, provided as an alternative to the face-to-face degree planning workshops that regularly take place across the state.¹⁴
- New DDE offices in Coos Bay and Salem. These offices have been established in response to local student demand, regional growth potential, and collaborative opportunities with Southwestern Oregon Community College and the Southwestern Oregon University Center in Coos Bay, Western Oregon University in Monmouth, and Chemeketa Community College in Salem.
- Presentation of the campus-based course / instructor evaluation form in an online format, which now provides secured student access to only the DDE courses in which they registered. Hopefully, this online evaluation form will replace the student evaluations previously received in mailouts. Since this evaluation is exactly the same form as that used for on-campus courses, the School Deans are better able to incorporate the evaluation responses into their overall evaluation of the faculty for whom they are responsible.¹⁵
- Operation of a Faculty Multimedia Training Program in the Summer Term 2002 that included seventeen faculty participants who trained over a ten-week period. Topics covered included “Using Clipart,” “Taking Screenshots,” “Using QuickTime Pro,” “Using RealPresenter,” “Using PowerPoint,” “Doing Digital Audio Recording,” and “Using Digital Cameras.” The Program also established a Faculty Multimedia Workstation available for instructor use in the Inlow Hall Training Room. The Program aims to encourage the use of multimedia for both on-campus and off-campus courses. Further development of online instructional resources is based upon sabbatical research conducted by Dr. Joseph P. Hart, DDE Director of Special Programs.¹⁶
- Creation / presentation in an online format of a DDE Emergency Request Form. The Emergency Request form, used by students to appeal problems resulting from failed course completion, facilitates timely and accurate gathering of needed information. The Course Modality Coordinators draw on this information to make decisions with the faculty regarding student requests for additional course completion time. The DDE Dean uses the information gathered by the Emergency Request form to make decisions regarding tuition refund requests beyond the guidelines of the standard refund schedule.¹⁷
- Procurement and implementation of a fax server that provides an interface between receipt of faxed documents (such as assignments submitted by students) and e-mailed attachments sent to the instructional faculty. The new fax server system reduces time delays which often have occurred in the mailing of specially formatted documents containing special symbols used by disciplines in

¹¹ See Exhibit 124, Marketing: Four-Term Schedule, Information Sheets, Advertising, and DDEzines.

¹² See Appendix Y, DDE Web Resources, URL for syllabi.

¹³ See Appendix Y, DDE Web Resources, URL for Online Orientation Tour; see also Exhibit 125, DDE Online Orientation.

¹⁴ See Exhibit 126, Degree Planning Workshops.

¹⁵ See Exhibit 127, Assessment: Course Evaluation.

¹⁶ See Exhibit 128, Sabbatical Report and related documentation.

¹⁷ See Appendix Y, URL for Emergency Request Form; also see Exhibit 129, Emergency Request Form.

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mathematics, science, and foreign languages. Up until the present, these special symbols have been difficult to render in direct e-mailed attachments from students to instructors.

- Development and implementation of an online Exam Request Form. Each academic year, DDE processes several thousand requests for examinations taken off-campus at pre-arranged sites with approved proctors. For years, DDE processed these requests through a system utilizing a mail-in exam request form. DDE allowed either e-mail or phoned-in requests (frequently left via voice mail), both of which often included incomplete subsets of necessary information and required individual follow-up in order to provide students with requested examinations. During the past academic year DDE developed and implemented an online Exam Request Form prompting the student to submit all information required for fulfillment of the request. This innovation did more than reduce staff stress resulting from increasing numbers of exam requests that had strained the past system's capability. It also enabled a significant improvement in exam request turn-around time, which previously had been interrupted consistently by verification or correction of the information provided in a mailed-in request.¹⁸
- Purchase and implementation of QuestionMark Perception (QMP), a server-side software package that enables proctored online testing for most test formats. Computers used by students during tests at Regional Centers, or upon permission of external proctors at other sites, may be equipped with QMP so that students have online access to tests provided by faculty and are able to take such tests in a proctored environment. The proctored test environment assures that students taking tests are blocked from access to other Internet sites while testing takes place. Many exam formats allow for immediate grading and feedback to the student, thus relieving turn-around time. The QMP is also capable of delivering data for statistical reports available to faculty and testing students.
- Development of an Online Advisor Resource (OAR), a new Web-based resource that replaces an outdated DDE advisor handbook. OAR can be updated quickly with the latest policies and procedures and be accessed by staff in DDE's regional centers. The Blackboard learning environment in which the OAR is housed provides security; only DDE administrative faculty and support staff with appropriate permission can access the site. Staff receive training in the use of Blackboard to facilitate their use of OAR. Development of OAR is an ongoing project of the 2002–2003 Web Infrastructure Strategic Planning Committee. In Fall 2002, individuals on the DDE Leadership Team, academic advisors, and support staff assumed responsibility for initial creation of specific OAR modules. These individuals also are responsible for keeping their assigned modules current. The four primary headings in the OAR are Contacts; Academic Planning; Academic Progress; and Office Management.¹⁹ The Web Infrastructure Team plans continual OAR assessment by highlighting one module each month and seeking user feedback for improvements.
- Evaluation and Updating of the DDE Website Design and Structure. Key elements include “3 click access” to assist students seeking frequently sought pages; ongoing development of an efficient navigation menu, present on every DDE webpage, that categorizes DDE web resources and includes “bump out” menus under each major resource category; incorporating hyperlinks to other University departmental websites for easy student access; and ensuring a “look” which is distinctive yet consistent with the overall University Web presence. On a monthly basis, the DDE webmaster reviews links to other websites accessible through the DDE website in order to identify, correct, or remove any that are broken. The DDE home page is also periodically refreshed through the removal of outdated information and insertion announcements, lively images, and program highlights. The DDE website can be accessed at www.eou.edu/.²⁰

¹⁸ See Appendix Y, URL for online Exam Request Forms; see also Exhibit 130, Testing: Online Exams, Online Request Forms.

¹⁹ See Exhibit 131, Online Advisor Resource.

²⁰ See Appendix Z, Web Stats for DDE Home Page; see also Exhibit 132, DDE Website Design and Structure.

Division of Distance Education

- A key component of DDE's continued growth is the physical presence of its 14 regional offices throughout the state of Oregon. DDE has replicated that strategy in the "virtual" environment with its creation and regular maintenance of DDE Regional Center Web pages. Each regional center's website contains information about the center director and her or his office hours, live courses to be taught in the center's area, important advising reminders, and other Web resources that center directors deem useful for their "local" and "virtual" student customers. Center directors are responsible for maintaining current information on their websites. A "peer review" encourages ongoing review and updating of regional websites. In this system, center directors are paired, at which point they become responsible for reviewing their partners' websites and alerting them to site elements that might need to be changed. Each center director also receives technical website development support and suggestions from the on-campus DDE office regarding optimal customer service. Center directors regularly receive "webstats" which provide user session information. Links to regional websites are available at www.eou.edu/dde/regional.html.²¹
- Several years ago, DDE contracted a Blue Mountain Community College employee to design a DDE-specific advising database similar to the degree audit system in Banner. In 2000, after the database design project became inactive due to the contracted designer's inadequate performance, DDE staff completed the database development project by creating the Computerized Advising Tool (CAT) to meet the advising record-keeping needs of DDE's academic advisors. CAT is a single-computer client application, based upon Microsoft Access, that is installed on advisors' computers. Its primary features include electronic advising logs profiling advisee profile and degree progress information, data filters for label and list printouts, and customized web links to major / minor checklists and other crucial advising resources. Degree Completion and Major Reports can be directly emailed to students or other University faculty. Consequently, DDE advisors have a flexible, computerized tool to maintain efficient and accurate degree completion plans for their advisees and generate professional-looking reports of those plans. CAT has proven especially effective in helping advisors manage an increasing number of advisees even as they optimize the accuracy and professionalism of advising reports. All academic advisors evaluate the CAT program on at least an annual basis. Updates are implemented and new editions are developed. In Fall 2003, less than three years after CAT's arrival, a systematic series of incremental updates will culminate in the distribution of CAT Version 5.0.²²
- Exam/Assignment Tracking. Many of the courses delivered by DDE — particularly those in Individualized Study and Computer-Facilitated Individualized Study — require the students to submit assignments and complete one or more examinations. As the number of such courses continues to increase, DDE staff respond to a proportionate increase in the number of student inquiries concerning the disposition of their assignment or exam. Within AY 2002–03, DDE has designed and implemented a Web-accessible database enabling individual students to track their own assignments and exams as those documents move through standard processing cycles. This database has provided DDE students easy-to-access, up-to-date information on their coursework. No less important is the reduction of distraction and inefficient use of time that DDE staff experience when assignments and tests must be processed through a system lacking rapid-feedback capability.²³
- In Winter 2000, DDE made online course registration available to distance education students through the University's Webster system. Previously, students were required to submit hard copy registration forms that were reviewed by DDE staff for completeness and then forwarded to the University's Registrar for system entry. DDE students new to this process may utilize easy-to-

²¹ See Appendix Z, User Session on Regional Center Home Page; see also Exhibit 133, DDE Regional Centers.

²² See Exhibit 134, Computerized Advising Tool (CAT).

²³ See Appendix Z, Web Stats: Online Assignment Tracking User Session.

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follow online registration instructions at www.ous.edu/webster/. At the same time, DDE staff remain trained in system entry of the hard copy registrations that some DDE students still submit.²⁴

- DDE sends distance education students who submit hard copy registration forms either through regular postal mail or by fax an email message acknowledging the receipt of their registration by the DDE office. The message includes language encouraging the student to utilize the online registration process.
- Prospective DDE students regularly submit e-mail inquiries requesting program and degree information to www2.eou.edu/dde/query.html. DDE receptionists retrieve these queries at least twice a day. They then compile degree- and program-specific information packets and send them to inquirers, often within 24 hours.
- DDE continues to improve and enhance Assessment of Prior Experiential Learning (APEL 390). APEL is a credit option through which students develop Learning Essay Packets that integrate learning from life experience with the theoretical principles and requisite knowledge of a discipline taught at the University. New projects within the past five years include development of an asynchronous Web APEL class, a new version of the APEL Workbook, a supplemental APEL video, and online APEL Faculty Expectations.²⁵
- Since distance education is so embedded within the University, many units have developed services that focus on the needs and accessibility for distance education students. Examples include the Online Writing Lab (OWL), developed and operated by the University's Learning Center, and Pierce Library's Services for Distance Students. (The URL for the Online Writing Lab is www3.eou.edu/writelab/). The OWL provides extensive resources that support improved writing within our DDE courses, including guides for the writing process and citation methods. OWL provides excellent preparatory information for DDE students taking the Writing Proficiency Exam. One of OWL's most generous services to DDE is a process through which DDE students may submit a draft online and receive feedback from a writing tutor. This service entails no additional cost to the student. Pierce Library's Services for Off-Campus Students may be found at <http://pierce.eou.edu/depmain.html>. No matter how geographically distant a DDE student may be, Pierce Library offers immediate student assistance in accessing resources for research projects and other academic assignments. Students can obtain online information or contact a Librarian by phone. Electronic reserves assist faculty in providing student access to supplemental resources. Both the OWL and Pierce Library have proven to be very supportive of the faculty teaching distance education courses. An example may be found in the way the library supports APEL. OWL provides tutor review of assignments to assess writing skills and a Pierce librarian provides instructional lessons at regional APEL classes to assist students in using the library from off campus and obtaining academic resources for research.²⁶

Evaluation

Unlike many college and university distance and continuing education organizations, DDE follows a campus-integrated model. DDE's administrative structure and policy invariably conforms to that of the University in general. Approval for courses and faculty under DDE's purview rests with campus teaching faculty, division chairs, and school deans. Because DDE personnel coordinate decisions and actions align with the University's central guidelines, the University's approach to on-campus quality control applies equally to DDE. The only addition DDE makes to the University's general requirements is the enhanced rigor required for non-traditional, distance-based educational service.

²⁴ See Exhibit 135, Webster Workshop.

²⁵ See Exhibit 136, Assessment of Prior Experiential Learning (APEL); see also Appendix Y.

²⁶ See Exhibit 137, Online Writing Lab and Pierce Library Services for Off-Campus Students.

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DDE evaluates its courses, administrative staff, teaching staff, and overall program in many ways. Probably the most unique means of evaluation is the Distance Learning Faculty Specialist council discussed above. Members of the council are campus-based teaching faculty recommended to the School Deans by the DDE's Dean and Leadership Team, who are then approved for the role by their School Deans. These key individuals, many of them DDE instructors, broker distance education interests within their disciplines. They serve in both an advisory capacity and as a sounding board for policies and procedures presented by the DDE administrative team. The DLFS Council, which commenced three years ago with three disciplines represented, has grown to its present size of 15 faculty members from 15 disciplines. All DLFS members receive a \$2000 annual stipend for their service in that capacity. Their duties include:

- Assisting DDE staff and students with capstone requirements as they approach graduation;
- Investigating possibilities for additional resource faculty members from their respective disciplines to help meet distance education student growth / demand;
- Advising DDE staff on strategies being considered to further improve the overall program and / or specific processes within the program; and
- Helping to communicate among their respective peers about the nature and challenges of the DDE program.

The disciplines and individuals who have most recently served as Distance Learning Faculty Specialists are:

Anthropology:	Dr. Kathleen Dahl (Division Chair in School of Arts/Sciences)
Biology:	Dr. Karen Antell
Business:	Ms. Kim Sorensen
Chemistry:	Dr. Anna Cavinato
Economics:	Dr. Alex Steenstra
English:	Dr. Nancy Knowles
Gender Studies:	Ms. Tonia St. Germain, J.D.
Health:	Dr. Brian Sather
History:	Dr. Richard Hughes
Interdisciplinary Writing/Rhetoric:	Dr. Rob Davis
Modern Languages:	Dr. Regina Braker
Political Science:	Dr. Jeff Dense
Psychology:	Dr. Richard Ettinger
Sociology:	Dr. Rosemary Powers
Writing:	Dr. Donald Wolff

DDE Leadership arranges for this group of individuals to meet and review progress in meeting goals and addressing new DDE strategies and concerns. At least twice a year, they are invited to participate in a working breakfast or lunch with regional center directors and on-campus program advisors. DDE has provided financial support for the DLFS faculty to attend various professional development conferences (i.e., the Western Cooperative for Educational Telecommunication, the Sloan-C Foundation Asynchronous Conference) in order to assist DDE leadership with further integrating distance teaching styles, modalities, and technologies into the curriculum. Because this group of faculty are regular tenured or tenure-track individuals and the majority of them also offer courses themselves through the

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DDE, they want to make sure that their respective disciplines via DDE are represented according to on-campus expectations.²⁷

An innovation in DDE program evaluation implemented since the University's 1998 Accreditation Self-Study — the Web-based version of the University's standard student course / faculty evaluation — hinges on the standard evaluation document used on campus. Previously, DDE prepared a DDE-specific, customized evaluation form mailed out to enrolled DDE students. The previous evaluation form was problematical in two ways: 1) a low and delayed return rate, and 2) perceived discrepancies between questions and data generated by answers. Also, the previous form sometimes proved inadequate in its assessment function and questionable in its legal status when users brought forward their concerns. The online evaluation form is password-protected and easily accessible from the course registration web site. Students have access to the site over a two-term period of time, which reflects a DDE accommodation to various timelines inherent in different distance education course delivery modalities. The online evaluation form's return rate still falls short of the DDE's hopes, and the distribution of results is cumbersome for the DDE Dean to manage. However, the online evaluation instrument has proven highly acceptable and useful to academic Deans and faculty.

A central element of DDE's ongoing evaluation and assessment process is the DDE Leadership Team's regular weekly meeting, in which team members bring forward and discuss timely issues about the Division's operations.²⁸ A good example of the weekly meeting's assessment function was a recent dialogue related to DDE course availability in which the Leadership Team discussed how to clarify or remediate any course gaps or errors obstructing DDE-offered minors or majors within any given academic year. Consequent to this discussion, members of the Leadership Team had faculty representatives of the relevant departments review DDE's course availability information. This assessment effort resulted in a template of the 6 majors and 15 minors that will reveal, on a periodic basis, how completely DDE can offer complete academic programs according to its finalized course schedule.²⁹ The templates identify current course requirements and electives within each major and minor, scheduled terms of course delivery via DDE, and each course's scheduled delivery mode. These templates, available soon in downloadable form, will be very useful for distance education students and advisors. The templates will help to increase student recruitment and retention as students use them to visualize a DDE "roadmap" leading them to completion of their University degrees.

Flowcharting clarifies the course approval process whereby a course under consideration as a DDE offering either receives approval or disapproval at the School Dean level. Due to the vast number of details involved in presenting new course offerings to the public, DDE must expedite the process with maximal accuracy and timeliness. Numerous individuals are involved in the process at various stages of course review and presentation. The flowchart, which was recently prepared and endorsed by the DLFS group and then referred to all DDE faculty, aids in managing these individuals in terms of their assigned responsibilities within the course approval process.³⁰

DDE academic advisors are periodically evaluated through a mailed-out survey sent to students listed in the database as being 1) admitted to the University and 2) officially advised by a DDE administrative faculty advisor. This evaluation process is still being streamlined for systematic effectiveness. Appropriate feedback from the students helps the DDE Dean lay the groundwork for evaluating DDE advisors. Annual personnel evaluations are self-prepared (according to the University's Administrative Faculty personnel guidelines and the Oregon Public Employee Association guidelines) or prepared

²⁷ See Exhibit 123, FIPSE One Grant Project; see Exhibit 138, Assessment: Online Course Example.

²⁸ See Exhibit 139, DDE Leadership Team.

²⁹ See Exhibit 140, Courses in Majors and Minors.

³⁰ See Exhibit 141, Flowcharting Processes.

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jointly by the individual advisor and his or her supervisor. DDE's Dean also conducts triennial evaluations of administrative faculty using standard University evaluation forms, timelines, and procedures.³¹

Regional Centers are encouraged to initiate their own evaluations. An example of such an assessment is the recently completed EOU-Portland Student Satisfaction Survey.³²

Each DDE Center Director develops an annual marketing plan for his or her center. Plans include lists of marketing ideas (such as efforts made via newspaper, radio, and television), activities achieved, activities to be pursued, and approximate activity costs.³³

The Customer Service Strategic Planning Committee initiated another opportunity for student-driven evaluation this year. A Suggestion Sharing Site is now located on the DDE homepage, where students can identify concerns and offer suggestions for improvement.³⁴

Oversight and Rigor of Individualized Study Courses

For over 25 years, the University's distance education unit has delivered courses to off-campus students via the U.S. mail in a program called Individualized Study (IS). Originally, these courses were the same as those taught on campus, using syllabi identical to those used on-campus and taught by the same faculty. Students submitted homework assignments via the mail to DDE, whose staff facilitated coursework delivery to faculty and its subsequent return to students. Students had to identify an exam proctor in their local area who met specific institutional requirements. Exams were then delivered to this proctor, who administered returned the exams to DDE for grading by the instructor. All direct correspondence between instructors and students took place through the U. S. mail or by telephone.

In 1999, DDE began to move delivery of Individualized Study courses from U. S. mail to e-mail. DDE administrators designated e-mail Individualized Study delivery method as Computer-Facilitated Individualized Study (CFIS). Many assignments are now submitted as e-mail attachments or directly embedded in the body of e-mail messages. Exams still require original hard-copy format entailing exam delivery and return via U. S. mail, but DDE is currently testing electronic examination delivery with plans to implement this innovation in the future.

As DDE's program grew, resource (adjunct) faculty were increasingly recruited to help meet demand. This group of faculty included a significant percentage of retired University professors, as well as colleagues of campus professors. All resource faculty and their syllabi must be approved by the University's full-time faculty.

The Financial Aid compliance issue (2002–2003) gave DDE an invaluable opportunity to further enhance quality control for the IS/CFIS program. Because all students receiving federal financial aid must complete IS/CFIS courses within one term, DDE strongly encourages all faculty to include, in their syllabi, some sort of timetable for assignment submission and exam completion. (Students not receiving federal financial aid funds always may complete in two terms). The timetable clarifies the number of terms in which students need to complete courses. "Enforcement" entails completion of an online form at the beginning of each term. This form ties to the release of their financial aid funds. Faculty are then informed of the students' completion plans. This process allows both 1-term and 2-term students to "stay

³¹ See Exhibit 142, Academic Advisor Survey.

³² See Exhibit 143, Regional Center Evaluation.

³³ See Exhibit 144, Marketing Plan.

³⁴ See Exhibit 145, Suggestion Sharing Site.

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on course,” and enables professors to monitor progress and stimulate participation as necessary. Testament to the success of this process is the fact that after the first term of its implementation (Winter 2003), less than 1% of the students enrolled in these courses failed to receive a closed grade.³⁵

Another recent development that DDE anticipates will meet with success is the addition of the fax submission of IS assignments. A pilot study was launched in summer of 2003 to examine more closely the implications of wider application. Specifically targeted are those courses the content of which prevent traditional electronic submission modalities, especially courses requiring mathematical and/or scientific notation. Assignments are received by fax server software, then delivered in either hard-copy or via e-mail attachment to the faculty. This eliminates the delay previously experienced by students having to use the U. S. mail for submission. Considering delays currently occurring in U.S. mail delivery times (possibly related to homeland security issues), fax assignment submission will constitute a significant savings of valuable course time. DDE is also investigating electronic return of the graded assignment to the student, a prospective process that shows great promise.

Standardization of E-mail Addressing

Since 2001, DDE has required its students to have functional e-mail addresses. This requirement facilitates the rapid communication necessary for coursework completion and institutional or divisional information delivery. However, popular "free" e-mail accounts, which usually have a limited time period during which students incur no charges, present a significant obstacle to the process. After these addresses have run the course of their time periods, most are dropped or exchanged for new and similar ones. Approximately 0.3 FTE goes into maintaining an accurate list of e-mail addresses, either for standard business communications or student participation in BlackBoard (DDE's Web-based learning environment).

To help ensure a high degree of efficiency and an optimal level of communication, the University now requires mandatory e-mail routed to a central University address. Beginning Fall 2003, all students must maintain an active e-mail address in the "eou.edu" domain. They will assume sole responsibility for routing any mail from the "eou.edu" domain to another address. Eventually, all institutional communications will channel to students through the institution's address. (See Standard Five).

Specific objectives may be found in the Strategic Plan Status Report, 2002–2002, Goals for 2002–2003, Division of Distance Education, Dean's Summary.³⁶ With these objectives as a guide, and in full acknowledgement of the University's financial challenges and administrative changes, DDE staff has continued to work as a team to support academic faculty teaching within DDE and to keep student needs as the primary focus. DDE will continue to find new and better ways to serve students and accommodate growth by evaluating the effectiveness of current approaches and employing new ideas and technology as they emerge.

Appendices

R	CE Income Report, Fall 1998-Spring 2003
S	GEO Income Report
T	Advisees' DDE-Tuition-by-Advisor Report
U	Trend Analyses/Forecasts
V	Strategic Planning Teams
W	Distance Learning Faculty Specialists, 2002-2003

³⁵ See Exhibit 120, Individualized Study/Computer Facilitated Study.

³⁶ See Exhibit 146, DDE Strategic Plans and Goals.

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- X New Approaches to Campus Distance Education Organization and Staffing
- Y DDE Web Resources
- Z Web Stats for DDE Home Page, Regional Center Home Pages, and Online Assignment Tracking

Exhibits (available on campus)

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- 121 Status of Technology Fee Proposal
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Summary

Since the 1998 Accreditation Self-Study, EOU has responded vigorously to the Commission's General Recommendations through a series of Focused Interim Reports. Placed within the context of unexpected and dramatic budget cuts, unprecedented leadership change, and the steady growth in student demand for access to affordable, quality education, EOU's achievements are significant.

Progress Since the 1998 Accreditation Report

- Initiated current strategic planning process.
- Began biennial review and revision of the University's Mission and Vision as Oregon's premier selective liberal arts institution; applied for membership on the Council of Public Liberal Arts Colleges (COPLAC).
- Restructured financial planning to reflect budgetary decentralization at OUS; integrated the functions of budgetary and strategic planning.
- Directed institutional research toward data collection, accurate enrollment projections, and strategic planning support.
- Enhanced enrollment management through student services.
- Redefined and revised the General Education program and curriculum to align with institutional mission and vision statements.
- Implemented program-driven outcomes and assessments across the curriculum.
- Defined and systematized administrative oversight of overload teaching issues.
- Improved faculty salaries.

Current Status

The following agenda items, begun in AY 2002-2003, will be furthered in AY 2003-2004. All of these major initiatives are currently underway, informed by the new mission direction of the University, the timely assessment of the learning environment, and an evolving budgetary situation.

- Revising the Mission and Vision according to the University's commitment to the liberal arts and their practical application in professional programs.
- Reconvening the Strategic Planning Committee to align the University's goals with new mission and vision emphases.
- Restructuring Advising to a more flexible and effective decentralized model.
- Implementing a Tactical Action Plan to address possible future financial contingencies.
- Completing a number of major facilities renovations, capital projects, and technological enhancements to the University's overall learning environment.
- Initiating a systematic University-wide institutional assessment project.
- Assessing the new General Education curriculum and evaluating improvements in the program.
- Mapping out plans for a Center for Teaching, Learning and Assessment.
- Establishing the Cornerstone Experiences and Honors Program as part of the University curriculum and overall experiential learning environment.

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- Engaging in ongoing collective bargaining negotiations with both classified and unclassified staff unions.
- Continuing to develop innovative interdisciplinary programs (i.e., Biochemistry and Media Arts) with minimal resource implications.
- Expanding public access to graduate programs in Business and Education through distinctive learning modalities in the Division of Distance Education.

Self-Study Findings and Recommendations

The self study revealed areas of concern that the institution intends to address through appropriate channels:

- Holistic institutional assessment and program-level reporting and analysis.
- Recording proceedings for all official meetings and developing archives of those proceedings.
- Workload and salary.
- Faculty attrition.
- Clarification of tenure and promotion criteria.
- Decentralized advising.
- Recruitment and retention of Native American and Special Population students.
- Space needs for students, student computer/multimedia labs, student services.
- Adequacy of student scholarship funds.
- Financial contingency situation.
- Faculty Senate and related shared governance structures.
- Effects of faculty unionization on the campus governance structures.
- Campus morale in a context of shifting institutional expectations regarding the scope of staff responsibilities.

In order to maximize effective management of campus resources and to maintain a quality learning environment for the University's students, staff, administrative and teaching faculty, and administrators have already taken steps to address some of these pressing concerns. Other areas of concern require further assessment and broad, general dialogue at the University to articulate appropriate actions.

Action Plan

- Administrative annual reports are already in place; the subcommittee on Assessment affiliated with the Center for Teaching, Learning and Assessment committee will initiate program-level plans for implementing, reporting, and analyzing results of program assessments leading to improvements in student learning outcomes.
- Chairs of all committees will be asked to ensure that minutes are taken at official meetings and to publish those proceedings in an accessible venue.
- Faculty workload and salary issues are currently under negotiation between OUS-EOU-AAP.

Summary

- Clarification of tenure and promotion criteria are on the APC agenda for AY 2003-2004; at the recommendation of the APC, the Provost may determine the need to appoint a task force to address clarification of *Faculty/Staff Handbook* language regarding such criteria.
- Decentralized advising has occurred and the Advising Council has planned faculty workshops for the third week of September.
- Evaluate staff structures that require concentrated attention, including those that serve diverse student populations.
- Make systematic appeals to targeted potential donors within the region in order to develop student scholarship funds.
- The Center for Teaching, Learning and Assessment committee is planning spatial additions at Pierce Library. The consideration of physical learning environments must correspond to the demands of reconfigured activities (for example, current space insufficiencies for users of the University's multimedia lab and student club congregation areas).
- The financial contingency situation was addressed in a Presidential Update August 12-13, 2003. Presidential Updates and related initiatives will be ongoing throughout the biennium – 2003-2005 – and until the state budget picture becomes clear.
- The Faculty Senate discussion was tabled at the June 2003 Assembly, to be resumed in Fall 2003.
- Ongoing collective bargaining will clarify the impact of unionization on campus governance structures.
- Serious, ongoing dialogue is being initiated between administrative leadership, faculty, and students regarding the academic paradigm shift from a traditional campus-based learning model to a more flexible range of alternative delivery modes. Honest, direct dialogue – oral and written communication – is an integral part of the current strategic planning process, for which this self-study provides a matrix. Such communication will inform the Strategic Planning Committee as it assesses the internal and external campus environments and designs goals appropriate to new mission direction.

Future Directions

- To strengthen the University's regional mission through future initiatives such as a campus-based Center for Northeastern Oregon, which would serve as a regional archive and museum and provide a centralized forum on regional public policy, and through EOCCC's expanded mission as Eastern Oregon Collaborative Colleges Council.
- To enhance cooperative partnerships with Oregon Health Sciences University (OHSU) and Oregon Department of Fish and Wildlife (ODFW) using the new Science Center as a research, teaching, and learning facility.
- To draw upon the University's Division of Distance Education capabilities to move from the traditional static classroom model to a more flexible and dynamic focus on learning outcomes rather than seat time.
- To revitalize education through an increased profile in the region.
- To work collaboratively with the Small Business Development Center and RSI to increase the economic opportunities in the region.
- To work more closely with the pre-K-12 public school system.
- To resolve problems arising from the Athletic program's dual affiliation with NCAA DIII and NAIA, and to decide whether to continue dual affiliation or to affiliate with one organization or the other.

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- To conclude Collective Bargaining with positive, constructive ideas on how best to usher the institution into an era of change.

The University prepares now for another cycle of strategic planning and institutional renewal. The future character and direction of the institution will be clarified in late Fall 2003 through approval of a new mission and vision for the University. A new President will be chosen to guide EOU to the 2008 Comprehensive Accreditation Self-Study. Although the challenges ahead rest to a certain extent upon incalculable elements of uncertainty associated with state funding and collective bargaining, the future of the University will ultimately depend upon strategic choices, difficult decisions, and the collective wisdom and good will of all stakeholders committed to providing a quality, affordable, and accessible education for all students.