

**PART B**

**INSTITUTIONAL CHANGES  
SINCE FOCUSED INTERIM REPORTS  
1999, 2000, 2001**



## STANDARD ONE MISSION AND GOALS

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- *“What changes, if any, have been made in the mission and goals of the institution since the last full-scale evaluation and why have they been made? How have these changes been reflected in the educational program and/or functioning of the institution?”*
- *What existing plans for the future have been achieved and what new plans have been formulated?*
- *Succinctly describe the institution’s current status in meeting the requirements of **Standard 1.B—Planning and Effectiveness.***
- *What are the institution’s expectations of itself and how does it assess itself regarding the achievement of those expectations?”*

### Preamble

In 1999, the Oregon State Board of Higher Education approved Eastern Oregon University’s self-defined status as “Oregon’s Selective Undergraduate Institution.” This designation initiated official recognition of the University’s affinity with the type of mission and vision shared by small, public liberal arts universities and colleges. The University set forth mission-specific performance indicators — selective admissions and Cornerstone experiences — that distinguish it from its Oregon University System peers. After committing itself to these strategic priorities, the University applied in January 2003 to become a member of the Council of Public Liberal Arts Colleges (COPLAC). A COPLAC consultant from the University of Wisconsin (Superior), Chancellor Julius Erlenbach, visited the campus in May 2003 and made recommendations for optimizing the application process by revising the University’s mission and vision statement to boldly set forth the University’s liberal arts and sciences direction. In June 2003, the Provost and Dean of Arts and Sciences received an invitation to attend the COPLAC annual meeting, which the Dean of Arts and Sciences attended. In January 2004, the University will submit an addendum that fulfills COPLAC’s request for a new liberal arts mission and vision infused throughout the University’s publications and marketing efforts.<sup>1</sup>

This new self-definition and commitment on the University’s part materialized during a time of significant leadership transition. In 2000–2003, the institution experienced the following administrative changes:

- In 2000–2002, the University appointed an Interim Dean of Arts and Sciences.
- In 2000, the University organized the Office of University Advancement and appointed an Assistant Vice President for Advancement.
- In 2001–2002, the University appointed an Interim Provost and Vice President for Academic Affairs.
- In 2002–2003, a new Dean of Arts and Sciences joined the University.
- In 2002–2003, a new Provost and Vice President for Academic Affairs joined the University.
- In 2003, the University’s President resigned and an Interim President was appointed.
- In 2003, the Dean of the Division of Distance Education became Interim President and was replaced by an Interim Dean.

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<sup>1</sup> See Exhibit 11, COPLAC Documents.

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- In 2003, the Vice President for Student Affairs retired and a successful search resulted in the hiring of a new Vice President for Student Affairs.

The University is, in its strategic planning and assessment processes, committed to an increasingly strong, clear mission and vision advanced through strong leadership. Accordingly, the current presidential search focuses on selection of a person dedicated to the University's role as one of Oregon's premier public liberal arts institutions.

### **Standard 1.B—Planning and Effectiveness**

#### ***Strategic Planning 2000–2002***

For several years, the University's Strategic planning has been guided by the 1999 Strategic Plan and informed by more effective systems of financial planning. Each year since the Strategic Plan was approved, administrative leadership has reviewed and updated program and unit plans through an effective process of meetings at the program, unit, and Cabinet levels. Each year these updates are synthesized in Annual Reports. The following briefly summarizes goals from Annual Reports 2000–2002<sup>2</sup>:

- Growth through regional, statewide, and national recruitment.<sup>3</sup>
- Growth through retention, with a focus on student-centered services, academic programs, attractive campus environment, excellent instructional facilities, and comprehensive curricula.<sup>4</sup>
- Growth through marketing and development of the University's distinctive, strategic priorities (selective undergraduate admission and the EOU Cornerstone Experience).<sup>5</sup>
- Growth in the University's distance education programs, which feed into and support on-campus growth.<sup>6</sup>

#### ***Strategic Planning 2002–2003***

AY 2002–2003 was characterized by continued major changes in leadership, governance, (e.g. the recognition of a collective bargaining unit) and unprecedented deep budget cuts. The Annual Reports for 2002–2003 reflect a reconsideration of strategic goals in light of these circumstances.<sup>7</sup>

#### ***Strategic Planning 2003–2005***

The University's 1999 Strategic Plan provided an important baseline for planning up through July 2002. Recent opportunities and challenges have presented a welcome opportunity for the University to review and update its 1999 Strategic Plan in the context of ongoing change. In January 2003, the Provost asked the campus to revisit the University's mission as part of the strategic planning process. Once a new mission is approved in late Fall 2003, a broadly representative University Planning Committee will be formed to draft a revised strategic plan that will guide the University through its comprehensive reaccreditation visit in 2008.

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<sup>2</sup> See Exhibits 7 and 8; see also Recommendation Two.

<sup>3</sup> See Standard Three.

<sup>4</sup> See Standards Two, Three, and Eight.

<sup>5</sup> See Standards Two and Three.

<sup>6</sup> See Part C: Review of the Division of Distance Education.

<sup>7</sup> See Exhibit 13, Annual Reports 2002–2003.

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### *1. Revising the Mission and Vision*

As a first step toward assessment of the 1999 Strategic Plan, a diverse and representative team of administrative and teaching faculty and administration (President, Provost, and Dean of Arts and Sciences) attended the Annual Meeting of the American Association of Colleges and Universities (AAC&U). Team members attended sessions on strategic planning and assessment, especially those focusing on public liberal arts universities.

Following the January 2003 meeting of the AAC&U, the faculty and administrators who attended the conference met and discussed how they might use what they learned there to move Eastern Oregon University forward as a liberal arts university with the distinctive mission of facilitating student learning through the *practical* liberal arts. “The Courage to Question” – the theme of the AAC&U Conference – emerged as the theme of the University’s campus-wide discussion. This discussion commenced with a mini-conference on April 16, 2003 organized by a campus-wide Steering Committee.<sup>8</sup> The presentations at that event drew upon ideas and concepts from the national conference, with the aim of offering a variety of sessions for attendees to discuss appropriate “next steps” identified as strategic priorities.<sup>9</sup>

A formal evaluation of conference outcomes outlines these strategic priorities. It includes:

- Continue to refine, and ultimately approve, a new Mission and Vision Statement affirming the University’s status as a selective liberal arts university.
- Continue to unify the aims of outreach with the practical liberal arts.
- Continue to develop and strengthen the Masters Programs in Education and Business in line with the principles of an exemplary liberal arts education.
- Align the University’s programs and curricula with the new Mission and Vision, and draft a plan to implement and assess the practical changes mandated by this alignment.
- Provide professional development workshops for academic and administrative units on the subject of advisors and student course evaluations.
- Continue to integrate the University’s focus on student diversity into the curriculum.
- Sharpen the University’s focus on civic engagement.
- Encourage and act upon positive suggestions by all stakeholders regarding institutional direction.

The University’s Mission and Vision<sup>10</sup> are moving rapidly from the development to the discussion phase. Two draft versions of the Mission were presented to the Assembly in June 2003. Both drafts articulate the University’s mission as a selective public liberal arts university with the primary and continuing mission of serving eastern Oregon’s ten counties through highest-quality liberal arts and professional programs. Beyond its essential regional mission, the University’s broader mission is to provide individuals with knowledge and skills essential to success in life and in the professional, cultural, social, and economic arenas of today’s world. The University contributes to the wider community and dedicates itself to the following core values:

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<sup>8</sup> See Appendix E, “The Courage to Question” mini-conference program, April 16, 2003.

<sup>9</sup> See Exhibit 12, “The Courage to Question” mini-conference documents.

<sup>10</sup> The following summarizes a set of proposed revised mission and vision statements submitted to the Assembly on June 2, 2003 for ongoing discussion throughout Fall 2003. See Appendix F, Proposed Drafts of New Mission Statements.

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- Introducing students to a wide range of possibilities for engaging their world;
- Serving committed professionals, responsible citizens, and lifelong learners with programs of academic distinction;
- Providing access to a quality and affordable education for students both on campus and at a distance;
- Establishing mutually beneficial partnerships with universities, public schools, and other organizations throughout the region and the world; and
- Sustaining a collegial environment conducive to excellence in teaching and learning, respect for diverse perspectives in a changing world, scholarship, and service to humanity.

Currently, discussion of the University’s 2003 draft mission statements will continue in Fall 2003 with a new mission expected to be approved by the Assembly before the end of this year (see Table 1.1). Oregon State Board of Higher Education approval is scheduled to coincide with the conclusion of a successful presidential search in late Fall 2003.

**Table 1.1 Proposed Revisions of the Eastern Oregon University Mission Statement, 1998–2003**

<b>1998 Mission</b>	<b>1999 Mission</b>	<b>2003 Mission (Draft—Version 1)</b>	<b>2003 Mission (Draft—Version 2)</b>
<p>Eastern Oregon University’s mission is to serve the educational, social, cultural and economic needs of the ten eastern-most counties of Oregon through high quality programs of instruction, research and service.</p>	<p>Eastern Oregon University is an exemplary student-centered institution. We are dedicated to serving Oregon and beyond through intellectually challenging and personalized programs of instruction, research, and service. We have a special commitment to the educational, social, cultural, and economic needs of eastern Oregon.</p>	<p>Eastern Oregon University is a community of scholars engaged in changing the world. By integrating the liberal arts and sciences and the professions, EOU educates committed professionals, responsible citizens, and lifelong learners.</p> <p>EOU is situated in a beautiful valley, encircled by mountains, and it has a historic commitment to serving its region. However, EOU is also part of a global community of people who value open inquiry, creative expression, analytic thought, civic engagement, intercultural understanding, and service to others.</p>	<p>Eastern Oregon University is “the small college option” within the Oregon University System and, as a public liberal arts institution, endeavors to prepare students with the knowledge and skills necessary for success in a rapidly changing society and evolving global economy. Attracting a culturally diverse student body of varying ages and experiences, EOU draws its campus population primarily from the eastern region of Oregon, other states, and Pacific rim countries while our distance student body comes from the United States and Canada. EOU offers campus and distance baccalaureate degrees in the liberal arts, education, and business, as well as cooperative degrees in agriculture, nursing and fire services administration, and a master’s degree in teacher education.</p>

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### 2. *University Research and Assessment*

The University's 2001 Focused Interim Report detailed an ongoing, bottom-up approach to university assessment conducted via annual reports on assessment activities from academic and administrative units.<sup>11</sup> The University, in order to achieve an essential comparative view of institutional data collection, recruited an individual working in an Institutional Research and Assessment position shared with OIT and the Oregon University System. The Institutional Research and Assessment staff member facilitates data management and creates a systemic framework for reporting on academic, administrative, and institutional assessment.<sup>12</sup>

Now, under new leadership, the University is initiating a coherent global assessment plan that will begin development in Fall 2003. In this plan, the University will seek to strengthen an institution-wide culture that facilitates coherent change driven by common purpose. Driving institutional research is an evolving institutional assessment approach emerging from ongoing campus-wide discussions on current higher education trends and practices regarding a) general education reform, b) assessment, and c) student services.

- a. General Education Reform. In June 2002, a team of faculty members attended the Asheville Institute on General Education. Follow-up in Fall 2002 included an Arts and Sciences Retreat where the team leader presented specific curricular, pedagogical, and process plans for Learning Communities, Assessment, and the "Reflections and Perspectives" category of the University's general education reform.<sup>13</sup> Special General Education Forums were held in Fall 2002 in which faculty discussed proposals for continued General Education reform.

In Winter 2003, General Education program reform ended and in Spring 2003, the Provost asked the Committee to develop and implement an assessment strategy for general education courses.<sup>14</sup> The *ad hoc* General Education Committee will continue as the General Education Assessment Committee.

- b. Assessment. In May 2003, the Provost, acting on recommendations from the Deans, appointed an *ad hoc* committee to plan for and establish a University center for teaching and learning.<sup>15</sup> In order to create a "doable and sustainable" Center for Teaching and Learning (CTL), the committee will study models from other universities and formulate plans for the center that include 1) a budget, 2) assessment of its activities and effectiveness, 3) a two- to three-year business plan, 4) its name, 5) its spatial design, and 6) specification of its startup and longer-range functions.<sup>16</sup>

In June 2003, an Assessment Team of faculty and administrative faculty attended the Assessment Conference of the American Association of Higher Education (AAHE). In July 2003, the Assessment Team made the following recommendations to the Provost in a post-conference debriefing<sup>17</sup>:

- Appointment of an *ad hoc* Assessment Committee with campus-wide representation to enable and support institutional assessment efforts;
- Development and implementation of systemic and programmatic procedures for reporting and assessment that lead to improvement in academic programs and administrative units; and
- Committee-sponsored assessment workshops to sustain an institutional culture of assessment.

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<sup>11</sup> See Recommendation Four and Appendix C, "Institutional Assessment Plan."

<sup>12</sup> See references to this position in Recommendation Seven and Standard Six.

<sup>13</sup> See Standard Two.

<sup>14</sup> See Appendix G, "General Education—Next Steps," memo dated March 3, 2003.

<sup>15</sup> See Appendix H, CTL Committee Membership, memo dated May 29, 2003.

<sup>16</sup> See Exhibit 14, CTL Committee Discussions.

<sup>17</sup> See Exhibit 15, "Post-Conference Debriefing" and "Roadmap to Assessment Success."

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Following the recommendations of the Assessment Team, the Provost plans to integrate assessment into the charge given the faculty and staff committee to plan and initiate the “Center for Teaching and Learning (CTL).” The working title of the CTL will then become the “Center for Teaching, Learning and Assessment” (CTLA). It is expected that by Fall 2003, a faculty coordinator for campus-wide assessment activities will be selected to lead assessment efforts and provide leadership for a subcommittee of the CTLA focusing on assessment.<sup>18</sup>

c. Student Services. The Student Affairs division and departments will develop mission and goal statements that are consistent with and supportive of institutional statements. For instance, Student Affairs will have explicit goals for services, programs and staffing that are consistent with institutional goals related to enrollment numbers and student demographics. The intention is to have these developed by January 2004.

These discussions will also inform master planning. By June 2004, Student Affairs will have one-year, five-year, and ten-year plans for facility development. For instance, priorities will be set for student union, athletics, residence life, and other Student Affairs related needs.

The Student Affairs division is also interested in developing Student Learning Outcomes for each department and/or program. For instance, what difference does the Learning Center make in the lives of individual students? What measurable learning outcomes do EOU’s female basketball players realize as a result of their participation in intercollegiate athletics? The Student Affairs division wishes to have these statements and assessment plans in place by Summer 2004.

### ***3. Budget and Strategic Planning***

Financial Planning at the University has moved to a strategic focus with reports, spreadsheets and discussion items that cover a timeline over the 2003–2005 and 2005–2007 biennia. Tactical decisions follow the University’s mission direction to create and maintain an exemplary student-centered liberal arts and sciences institution with competitive professional programs. Consequently, strategic decisions concern maintenance or improvement of academic excellence and growing campus enrollments.

The strategic planning process has worked well during a period of enrollment growth, primarily in the Division of Distance Education. New administrators, however, are currently testing the effectiveness of the revenue/cost model. Three central issues have emerged regarding the model’s full implementation:

- First, this detailed model is of only limited use to a small university.
- Second, maintaining the model is relatively labor-intensive, given the limited utility of the information it produces.
- Third, the model is inward-looking and may tend to perpetuate the *status quo*. A better model would be to consider peer averages and industry best practices.

The biggest challenge facing the University’s financial planning and budgeting function is the uncertainty surrounding the state budget. This issue impacts the institution’s state funding level and its other funding parameters. The University has managed this challenge by creating a temporary contingency fund to handle current uncertainties. Consequently, budget planning currently revolves around intelligence gathering at the University and state level regarding where the institution’s budget will likely end up. This tenuous situation has caused the institution to temporarily suspend certain strategic decisions until later

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<sup>18</sup> See Appendix H, Adding Assessment to the charge for CTL and Assessment, memos dated August 20, 2003.

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this fall. However, university leadership has kept the campus informed and is prepared to move quickly once final decisions are in place.<sup>19</sup>

### ***4. Eastern Oregon Collaborative Colleges Center Strategic Planning***

In 1997, the Oregon Legislature developed and funded the Eastern Oregon Collaborative Colleges Center (EOCCC) to provide increased access to post-secondary educational opportunities, particularly to those underserved students in the ten-county region of rural eastern Oregon. This unique three-way partnership among Blue Mountain Community College (BMCC), Eastern Oregon University, and Treasure Valley Community College (TVCC) allows students to enroll in courses and programs from any combinations of the three partner institutions, while still receiving the full array of services enjoyed by their campus counterparts.<sup>20</sup> Strategic priorities for the EOCCC include:

- Continued funding through the Oregon State Legislature;
- Research and pursuit of federal funding opportunities;
- Identification of issues between current programs and the needs of the University and its community college partners (such as administrative issues related to regional MBA startup to classrooms);
- Enhancement of the EOCCC's role in economic development / workforce development to serve the communities of rural Oregon;
- Continued dialogue with the Small Business Development Centers and local economic development groups to discuss program development and program creation meeting the region's needs; and
- Outlining of the EOCCC's relationship to the University's Library and Learning Center.

### ***5. Institutional Expectations***

An era of new leadership at EOU promises great positive change for the University, its extended community of learners, and its stakeholders. The institution is deeply committed to a practical liberal arts mission founded on the four Cornerstone Experiences (research, internships and practica, service learning, and international experience), General Education program reform, undergraduate and graduate professional program innovations founded on liberal arts values and market expectations, and assessment-based improvements in student learning, student services, systemic planning, and responsible fiscal management.

## ***Appendices***

C	Institutional Assessment Plan
E	"The Courage to Question" mini-conference program
F	Proposed Drafts of New Mission Statements
G	Next Steps—General Education (memo dated March 3, 2003)
H	CTL and Assessment Function (two memos dated May 29, 2003 and August 20, 2003)
I	University Update, President Dixie L. Lund, August 2003
J	"EOCCC Regional Access Return on Investment" and "Teamwork nets positive results"

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<sup>19</sup> See Appendix I, University Update, President Dixie L. Lund, August 2003.

<sup>20</sup> See Appendix J, "EOCCC Regional Access Return on Investment" and "Teamwork nets positive result," article, Aug 12, 2003.

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### *Exhibits* (available on campus)

- 7 Strategic Planning: Budget and Planning Annual Reports 2000–2002
- 8 Strategic Planning: Academic and Student Affairs Annual Reports 2000–2002
- 11 COPLAC Documents
- 12 “The Courage to Question” Documents
- 13 Annual Reports 2002-2003
- 14 Center on Teaching and Learning Discussions
- 15 Assessment Documents: Post-Conference Debriefing and Roadmap to Assessment Success