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## ACADEMIC AFFAIRS UNIT – 2007-2010

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- Goal I. Provide high quality undergraduate learning experiences that are responsive to needs on and off campus**  
(IT, IRPA, OGSP, Library, Advising, Honors, I/SA, Orientation, OHSI, CAS, DDE, CB, CE, Registrar)
- Goal II. Effectively recruit qualified students who are motivated, prepared and responsible**  
(IRPA, OGSP, Library, FYE, Honors, I/SA, Orientation, OHSI, CAS, DDE, Registrar)
- Goal III. Provide services and programs which assist students in completing their programs of study**  
(IT, IRPA, OGSP, Library, FYE, Advising, Honors, I/SA, Orientation, CAS, DDE, CB, Registrar)
- Goal IV. Internationalize the undergraduate experience**  
(IT, IRPA, OGSP, Library, Advising, Honors, I/SA, Orientation, CAS, DDE)
- Goal V. Increase the cultural diversity of the student body**  
(IRPA, OGSP, Library, Honors, I/SA, CAS)
- Goal VI. Improve faculty recruitment and the support and retention of faculty by bringing all faculty salaries to the midpoint of comparator institutions within 5 years**  
(IRPA, OGSP, Library, AVPAA, OHSI, CAS, CB, CE)

**Goal VII. Provide appropriate facilities and related services to insure a healthy and safe environment for living and for learning**

(IRPA, OGSP, Library, Honors, CAS, DDE, Registrar)

**Goal VIII. Improve marketing**

(IRPA, OGSP, Library, FYE, Honors, OHSI, Registrar)

**Goal IX. Increase development fund raising**

(IRPA, OGSP)

**Goal X. As the University grows, reduce overhead while maintaining administrative, physical plant, academic, and student support services at high levels of quality**

(IT, IRPA, OGSP, Library, AVPAA, Advising, OHSI, CAS, DDE, Registrar)

**NEW Goals**

11. Establish a Communication Plan w/ internal and external constituencies
12. Establish Assessment Plan as driver for budget and planning decisions
13. Establish, maintain and develop educational partnerships
14. Provide flexible delivery formats for curriculum
15. Enhance student success services for provisionally admitted students

<p><b>◆ Worksheet 1</b></p> <p><b>Interplay of SWOT</b></p> <p><b>Academic Affairs</b></p>	<p><b>□ SWOT Matrix: Using Worksheet 1, look at the interrelationship of the university’s external opportunities and threats and its internal strengths and weaknesses and assess possible short-term and long-term organizational strategies in response.</b></p>
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**Major Opportunities—O**

- Partnerships w/ CCs and regional centers (DDE)
- Develop TA roadmaps w/ CCs and universities
- Develop rural & placebound outreach programs
- Prepare for diversity as economic driver in community and rural regions
- Possible policy packages (enrollment, regional)

**Major Threats—T**

- Declining campus enrollments
- Unstable & declining funding from state
- Changing demographics
- Increasing tuition rates
- Declining graduation rates and first-year retention

**Primary Strengths—S**

- Affordability (outreach, internatl, no oos tuition)
- Student / learner-centered (teacher / student relationship)
- Accessibility (partnerships w/ other institutions, inter/intra institutional collaborations, regional centers, extended residential)
- Online degrees (flexible degree & delivery options)
- Only 4-year university east of Cascades (small town feel, eastern Oregon location)
- Only 4-year university east of Cascades (small town feel, eastern Oregon location)
- Cornerstones

**SO Strategies**

*Use strengths to take advantage of opportunities*

- Emphasize infrastructure to serve off campus students (instructional & student services)
- Readjust structure of instruction to match demographics
- Blended university—no walls, no classrooms
- Recruit innovative faculty
- Expand programs for rural and place bound outreach
- Integrate marketing and cornerstones into every degree program

**ST Strategies**

*Use strengths to avoid threats—mobilize resources either alone or with others.*

- Change distribution of labor from on to off campus FTE (inload)
- Develop intrusive culture of advising
- Develop FYE
- Put together strategic Enrollment Mgt. Plan that relates tuition, enrollment, recruitment, retention, etc.

**Primary Weaknesses—W**

- Lack of resources (higher overhead for on campus student services, location, cuts to student activity programs & athletics, size of university compared to comprehensive curriculum, lack of services for provisional admits)
  - Lack of entrepreneurial funding model (disconnect in resources from on campus to DDE, no incentives for growth)
  - Lack of communication (sense of complacency, divided campus, lack of direction, lack of identity)
  - Low faculty salaries
  - Lack of diversity (training and education)
  - Low retention
  - Lack of program assessment
  - Traditional Delivery vs. online delivery

**WO Strategies**

*Overcome weaknesses by taking advantage of opportunities—invest or divest; collaborate.*

- Repurpose positions
- Reallocate existing resources
- Link assessment of programs to periodic updates
- Go to legislature for more salary dollars
- Develop partnership reciprocity w/ regional institutions and w/ combined programs in and outside Oregon
- Develop better support structure for International students
- Develop niche specialty areas
- Develop blended deliveries
- Develop community and CC partnerships

**WT Strategies**

*Minimize weaknesses and avoid threats—damage control.*

- Reduce overhead
- Reallocate some money to recruitment
- Develop communication plan for timely and inclusive information updates
- Develop inter-unit teams to carry through with objectives
- Develop contingency plan
- Develop market analysis of programs and 2+2 w/ CCs. Partner with BM and TV to teach at EOU
- Use designated suites in residence halls to house Board members, legislators, VIPs invited to campus

(Source: Adapted from Kevin P. Kearns: "From Comparative Advantage to Damage Control: Clarifying Strategic Issues Using SWOT Analysis," *Nonprofit Management and Leadership*, Vol. 3, No. 1, Fall 1992; *Strategic Planning for Nonprofit Organization*, 1997; and Prentice Hall, Ch 6-11, 2007).



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## Advising and Provost's Office – 2007-2010

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- Goal I: Create a systematic process regarding communication with students and advisors.
- Goal II: Educate EOU community on advising process, timelines and events.
- Goal III: Increase campus participation during Student Orientation, Advising and Registration: SOAR events.
- Goal IV: Continue to work closely with the advising council to ensure campus wide understanding of changes to advising policies and procedures.

Three-Year Work Plan

Unit / Program: Central Advising Office Goals 1-5 (at least three, no more than five)

<i>EOU Program / Unit Goals</i>	<i>OUS Goals</i>	<i>Resources Needed</i> (e.g., Human, support, space, other)	<i>Strategies</i>	<i>Measurable Activities</i> (e.g., increased SCH, FTE, Graduates, Retention Rates) demonstrated by attaining goal?	<i>Measurable Outcomes</i> (e.g., unit / program restructuring, reallocation, recruitment, etc.)?	<i>2006-07</i> (e.g., retention rates increase 2% / year through First Year Experience)	<i>2007-08</i>	<i>2008-09</i>
Identify Program / Unit Strategic Planning Goal from 1999	Identify OUS Goal referenced by number below	What resources or supports are needed to accomplish each goal?	What are the best strategies to accomplish each goal of the unit?	What will be produced	What changes in organization or operations are necessary / anticipated As shown by what evidence?	Outcomes Dates	Outcomes Dates	Outcomes Dates
1. 1, 3, 4, 10	1.	1.	1.	1.	1.	1.	1.	1.
2. 1, 3, 4, 10	2.	2.	2.	2.	2.	2.	2.	2.
3. 1, 3, 4, 10	3.	3.	3.	3.	3.	3.	3.	3.
4. 1, 3, 4, 10	4.	4.	4.	4.	4.	4.	4.	4.

OUS Strategic Goals (2007-) 1. Promote access for Oregonians & contribute to educated citizenry 2. Ensure high quality student learning 3. Create original knowledge and advance innovation 4. Provide economic & civic benefit



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AVPAA – 2007-2010

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- Goal I: Improve efficiencies for tracking academic personnel data
- Goal II: Implement systematic cycles of reporting and assessment
- Goal III: Enhance communication about university projects
- Goal IV: Provide rewards and incentives for campus-wide participation in university projects

### Three-Year Work Plan

Unit / Program: AVPAA Goals 1-5 (at least three, no more than five)

<i>EOU Program / Unit Goals</i>	<i>OUS Goals</i>	<i>Resources Needed</i> (e.g., Human, support, space, other)	<i>Strategies</i>	<i>Measurable Activities</i> (e.g., increased SCH, FTE, Graduates, Retention Rates) demonstrated by attaining goal?	<i>Measurable Outcomes</i> (e.g., unit / program restructuring, reallocation, recruitment, etc.)?	<i>2006-07</i> (e.g., retention rates increase 2% / year through First Year Experience)	<i>2007-08</i>	<i>2008-09</i>
Identify Program / Unit Strategic Planning Goal from 1999	Identify OUS Goal referenced by number below	What resources or supports are needed to accomplish each goal?	What are the best strategies to accomplish each goal of the unit?	What will be produced	What changes in organization or operations are necessary / anticipated As shown by what evidence?	Outcomes Dates	Outcomes Dates	Outcomes Dates
1. 10	1.	1.	1.	1.	1.	1.	1.	1.
2. 10	2.	2.	2.	2.	2.	2.	2.	2.
3.	3.	3.	3.	3.	3.	3.	3.	3.
4. 6	4.	4.	4.	4.	4.	4.	4.	4.
5.	5.	5.	5.	5.	5.	5.	5.	5.

**OUS Strategic Goals (2007- )** 1. Promote access for Oregonians & contribute to educated citizenry 2. Ensure high quality student learning  
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## College of Arts and Sciences – 2007-2010

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Goal I. recruitment and retention of on campus students

Goal II. Increase FTE (TT) (to meet program and institutional goals—curriculum development to meet institutional goals)  
(separate goal) and faculty compensation

Goal III. Increase / strengthen lower-division opportunities

Goal IV. Enhance student success through programming initiatives

Goal V. restore tuition plateau—Increase access

Goal VI. Provide adequate equipment, space, IT service to on campus students and faculty

Goal VII. Decrease administrative burdens / reassignments / workload

Goal VIII. Increase clerical support

### Three-Year Work Plan

Unit / Program: College of Arts and Sciences Goals 1-5 (at least three, no more than five)

<i>EOU Program / Unit Goals</i>	<i>OUS Goals</i>	<i>Resources Needed</i> (e.g., Human, support, space, other)	<i>Strategies</i>	<i>Measurable Activities</i> (e.g., increased SCH, FTE, Graduates, Retention Rates) demonstrated by attaining goal?	<i>Measurable Outcomes</i> ( e.g., unit / program restructuring, reallocation, recruitment, etc.)?	<i>2006-09</i> (e.g., retention rates increase 2% / year through First Year Experience)	<i>2007-08</i>	<i>2008-09</i>
Identify Program / Unit Strategic Planning Goal from 1999	Identify OUS Goal referenced by number below	What resources or supports are needed to accomplish each goal?	What are the best strategies to accomplish each goal of the unit?	What will be produced	What changes in organization or operations are necessary / anticipated As shown by what evidence?	Outcomes Dates	Outcomes Dates	Outcomes Dates
1. 1,2,3,4,5	1. 1,2,4	1.	1.	1.	1.	1.	1.	1.
2. (6)	2. (1,2)	2.	2.	2.	2.	2.	2.	2.
3. 6	3.	3.	3.	3.	3.	3.	3.	3.
4. (1,2,3,4,5)	4. (1,2,4)	4.	4.	4.	4.	4.	4.	4.
5. (3)	5. (1,2,4)	5.	5.	5.	5.	5.	5.	5.

6. 1,2,3,4,5	6. 1							
7. 7	7. 3,4							
8. 6, 10	8. ?							
9. (10)	9. ?							

OUS Strategic Goals (2007- ) 1. Promote access for Oregonians & contribute to educated citizenry 2. Ensure high quality student learning 3. Create original knowledge and advance innovation 4. Provide economic & civic benefits



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## College of Business—Draft 2~ 2007-2010

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**Mission Statement:** Eastern Oregon University's College of Business is comprised of exemplary student-centered staff and faculty. We are dedicated to serving Oregon and beyond through professional business programs of instruction, research, and service. We have a special commitment to business educational needs in eastern Oregon through: Valuing each learner as a unique being. 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.

### **Objectives:**

1. To prepare students to perform effectively and efficiently in business managerial positions so that they may accomplish their personal goals and objectives.
2. To produce students who have developed the strong personal and communication skills necessary to succeed in the business environment.
3. To produce graduates who possess an integrated knowledge of the functions and systems of business.
4. To develop a student with a refined curiosity about life and learning.

5. Eastern Oregon University's Master's of Business Administration program strives to provide a quality package of professional training for innovative business leaders through customized curriculum, a flexible delivery format, and an applied approach.

### **Basic Assumptions**

There will be very little growth in state funding for EOU in the near future beyond this biennium.  
A "Top Down" fixed budget model with no incentive for entrepreneurial activities.

### **Strengths**

1. Cost vs. Quality of Business Program.
2. Only four year college in Eastern and Central Oregon
3. No out-of-state tuition
4. On-line undergraduate degree
5. MBA on-campus & live at other sites through VTEL
6. Cooperative partnership programs with Blue Mountain Community College, Treasure Valley Community College, Mt. Hood Community College and Chemeketa Community College.
7. Talented diverse faculty with "real world" experience (11.5 FTE: 2 Native Americans, 1 Asian American, 4 females, and 7 males)

### Weaknesses

1. Loss of entrepreneurial budget
2. Shortage faculty relative to student credit hours generated = overload
3. Low salaries – difficult to attract and retain new faculty.
4. Lack of strong ties with regional private and public employers for internships, etc.

### Opportunities

1. No out-of-state tuition Admissions Office recruiting campaign 100 mile circle should be a 300-500 mile circle.
2. Build creative new faculty positions by hybridizing → decreases overloads
3. Target high demand areas for MBA via VTEL
4. 2+2 Programs on site and distance education
5. Underserved areas on westside & eastside of state
6. Support regional economic development needs
7. On-line MBA
8. Availability of many transfer students from community colleges and other schools.

### Threats

1. Lack of funding in future from Oregon University System
2. Declining on-campus enrollments

3. Continuation of fixed budget model
4. High rate of overhead & fixed costs due to high percentage of administrator to students. (Did not follow 1999 Strategic Plan.)  
Money does not funnel down to revenue producing programs.
5. Budget cuts in VTEL facilities and staffing.
6. Inadequate budgets for maintenance of technology.
7. Main geographic service area declining in population and not developing economically.
8. Overly complicated gen ed requirements that make it difficult to transfer to EOU.
9. Faculty loads, number of preps, and number of overloads threaten faculty ability to do research and publication and professional and public service.



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## College of Education~ 2007-2010

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### **Mission/Purpose**

Since its inception in 1929 as Eastern Oregon Normal School, a vital part of the University mission includes preparing teachers for public and private schools in the region. The College of Education's mission is consistent with the University's broader view:

1. Demonstrating and encouraging innovative programs and instruction through pre-service and inservice teacher education.
2. Providing quality outreach services to strengthen the individual as an analytical, a reflective, and an evaluative educator.
3. Contributing, through research and practice, to the growing core of knowledge in the field of education.
4. Valuing each learner as a unique human being.

### **Priorities**

- Make teacher education more accessible by a) bringing education closer to home, b) making education more career relevant, c) offering more flexibility relative to course scheduling and curriculum needs, and d) becoming more sensitive to customers
- Make teacher education more affordable by a) allowing students to utilize lower tuition rates of community colleges for the first half of their college program, b) allowing the option for students to live at home, thereby reducing their room and board costs, and c) providing students with streamlined programs and concomitant advising that assures efficiency of time and money in acquiring a college degree.

### **Teacher Education Strengths (Internal)**

- The programs are designed around a cohort model that brings unity and integration to coursework and outcomes.
- Because we are in regional sites and offer the MTE and MS at a distance, our programs offer access and affordability traits
- We offer specialized programs that are unique, the transitional license program, ESOL at a distance, Special Ed via VTEL, MS online, and Reading through a statewide consortium
- We enjoy partnerships with four community colleges, two education service districts and several other private and public partners to offer programs at a distance.
- Current programs have high enrollments
- Current cost centers make an overall profit of costs/revenues.(\$200,000 annually)

### **Teacher Education Weaknesses (Internal)**

- The problem of cell size in secondary endorsements creates a problem in efficiently providing methods for all students
- The CUEST MTE interactions in elementary
- Unknown pool sizes each year that drive programming based on enrollment
- Staff changes that challenge long term planning

### **Threats (external)**

- online programs that offer MS students options
- Teacher Standards and Practices/legislative/ODE rule making and controls
- School district policy and personnel rules that limit placement opportunities
- The impact of Cascades on the western region of EOU's catchment for teacher education
- Limitations of district and classroom placements for practica and student teaching

- **Opportunities**
- Statewide Special Education Consortium participation
- Distance MTE expansion
- Transitional license expansion
- MS online expansion
- R&D center projects (Science ed, LARC reading/literacy)
- MS Literacy/Science Ed
- Two cohort model at Mount Hood

*Goals: No new programs, curriculum. Locations recommended in teacher education at this time owing to the reality of budgetary allocations and current demand levels of education programs. The following goals are set as standards for the continuous improvement and maintenance of current programs.*

- Stabilize funding model and budget structure
- Establish the ground rules for entrepreneurial programs
- Promote/advertise/advise students in the catchment regions of current EOU programs to participate in current, established programs. Improve the enrolment in all programs
- Maintain excellent track record of TSPC regional accreditation of licensure programs
- Maintain excellent data gathering and student information systems for matriculation and licensure
- Maintain outcomes-based assessment plans and programmatic assessments on a routine basis
- Maintain excellent program coordination and alignment across sites
- Develop long term MOU's with partners to establish student services and logistics support

- Develop one-sheet curriculum transfer agreements with community colleges that are not present partners

*Resources Needed*

- Reallocation of current staff and faculty time



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**Division of Distance Education~ 2007-2010**

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Goal 1: Establish, maintain and develop educational partnerships

Goal 2: Support teaching and learning through the use of technology and instructional design

Goal 3: Contribute to enrollment and retention

Goal 4: Expand access to a wider audience through efficient use of technology

EOU Pgm Goal #1	OUS Goal	Strategies	Meas. Activities	Meas. outcomes	Resources Needed
Establish, maintain and develop educational partnerships	1, 4	<ol style="list-style-type: none"> <li>1. Provide seamless transition for transfer students into EOU programs</li> <li>2. Investigate &amp; cultivate markets for new students</li> <li>3. Provide courses currently unavailable in small Oregon secondary schools</li> </ol>	<ol style="list-style-type: none"> <li>1. Develop and implement effective MOUs with Oregon Community/Universities</li> <li>2. Establish connections and market to students in online educational and home school programs</li> <li>3. Develop relationship with school districts to provide courses and develop processes for college-bound students</li> </ol>	<ol style="list-style-type: none"> <li>1. New signed agreements with Oregon Community Colleges/Universities</li> <li>2. An increase in enrollments from non-traditional programs</li> <li>3. An increase in enrollments from secondary school students</li> </ol>	<ol style="list-style-type: none"> <li>1. Experienced staff in sufficient numbers</li> <li>2. Expanded budget for marketing/staffing/travel</li> <li>3. Ongoing training for staff</li> </ol>

AY 06-07	AY 07-08	AY 08-09
<ol style="list-style-type: none"> <li>1. Implement at least two revised MOUs w/ CCs</li> <li>2. Identify and target viable non-traditional programs; establish benchmark parameters</li> <li>3. Identify and target viable small secondary school programs; establish benchmark parameters</li> </ol>	<ol style="list-style-type: none"> <li>1. 5-6 additional MOU's w/ OUS institutions</li> <li>2. Develop marketing plan; implement as resources permit; gather data per established parameters</li> <li>3. Develop marketing plan; implement as resources permit; gather data per established parameters</li> </ol>	<ol style="list-style-type: none"> <li>1. Review and revise MOU's as necessary</li> <li>2. Improvement in comparators over previous years (with respect to established benchmarks)</li> <li>3. Improvement in comparators over previous years (with respect to established benchmarks)</li> </ol>

EOU Pgm Goal #2	OUS Goal	Strategies	Meas. Activities	Meas. outcomes	Resources Needed
Support teaching and learning through the use of technology and instructional design	2	<p>4. Train and support faculty to use instructional technology, integrating instructional design</p> <p>2. Develop course and faculty assessment instrument, integrate it into instructional designs</p> <p>3. Gain faculty agreements to perform peer review of DDE courses and instructors using assessment instrument</p>	<p>4. Faculty participation in training activities</p> <p>5. Utilization of assessment instrument</p> <p>6. Existence of faculty agreements to perform peer review</p>	<p>4. Student satisfaction ratings of faculty instruction and instructional designs</p> <p>5. Proportion of actual use of instrument per total number of available classes in Bb</p> <p>3. Proportion of peer review reports per total number available in Bb</p>	<p>1a. Robust technological infrastructure and tools</p> <p>b. Instructional design and support staff with available time to implement goal</p> <p>2. Motivated faculty</p> <p>3. Reliable course and faculty assessment instrument which integrates with Bb</p>

AY 06-07	AY 07-08	AY 08-09
1. Develop course and faculty assessment instrument	<p>1. Integrate assessment instrument into instructional designs</p> <p>2. Develop baseline rates of student satisfaction</p> <p>3. Establish agreements for faculty peer assessment</p>	<p>1. 5% increase in Student Survey rate over 07-08</p> <p>2. 5% increase in use of faculty peer assessment (per Measurable Outcome #3)</p>

EOU Pgm Goal #3	OUS Goal	Strategies	Meas. Activities	Meas. outcomes	Resources Needed
Contribute to enrollment and retention	1,2	<p>5. Encourage degree completion</p> <p>2. Enhance student services</p> <p>3. Improve transfer articulation</p> <p>4. Target marketing to specific demographic groups</p>	<p>7. a. Advisors work with students to develop degree completion plans; support students through degree completion</p> <p>b. Appropriate intervention to help students achieve academic success</p> <p>2. a. Implement recommendations from Student Services Assessment</p> <p>b. Create virtual online EOU front door</p> <p>3. a. Monitor/encourage transfer articulation/degree audit Banner SIS</p> <p>b. MOUs with other institutions</p> <p>4. a. Define groups to target i) age ii) location iii) interests/professions</p> <p>b. Devise a plan to reach target</p>	<p>1. a. Increased completion rate of ODPW</p> <p>b. Decrease number of students on Academic Warning or Probation</p> <p>2. Increase student satisfaction/retention</p> <p>3. a. Decrease in complaints: student, advisor</p> <p>b. Increase in number of transfer students</p> <p>4. a. Increase in admissions/enrollment for each target area</p>	<p>4. a. Advisers</p> <p>b. Data access</p> <p>5. a. VP support</p> <p>b. Cooperation of all aspects of Student Services and webmaster</p> <p>6. a. Provost support of Registrar &amp; IT</p> <p>b. Provost, Deans, other institutions</p> <p>4. a. Financial support/reliable budget process</p> <p>b. Graphics/tech staff</p>

		groups		<p>c. Continual surveys</p> <p>d. Best practices: professional organizations</p>
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AY 06-07	AY 07-08	AY 08-09
<p>1. a. Establish benchmarks; consider revisions to ODPW</p> <p>b. Establish benchmarks; consider revisions to academic success plans</p> <p>2. Continue to work with EOU administration to implement recommendation of Student Services Assessment; gather data/evidence on effectiveness of implementation</p> <p>3. Implement at least two revised MOUs w/ CCs</p> <p>4. Identify and target viable non-traditional programs; establish benchmark parameters</p>	<p>1. a. Implement considered changes; gather data</p> <p>b. Implement considered changes; gather data</p> <p>2. Continue to work with EOU administration to implement recommendation of Student Services Assessment; gather data/evidence on effectiveness of implementation</p> <p>3. Develop marketing plan; implement as resources permit; gather data per established parameters</p> <p>4. Develop marketing plan; implement as resources permit; gather data per established parameters</p>	<p>1. Improvement in comparators over previous years (with respect to established benchmarks)</p> <p>2. Continue to work with EOU administration to implement recommendation of Student Services Assessment; gather data/evidence on effectiveness of implementation</p> <p>3. Improvement in comparators over previous years (with respect to established benchmarks)</p> <p>4. Improvement in comparators over previous years (with respect to established benchmarks)</p>

EOU Pgm Goal #4	OUS Goal	Strategies	Meas. Activities	Meas. outcomes	Resources Needed
Expand access to a wider audience through efficient use of technology	1, 2, 4	<p>6. Online materials for all courses offered through DDE</p> <p>7. Enhance access to student support services</p> <p>8. Encourage enhanced online participation by faculty</p>	<p>8. Increase use of online texts, courses materials, e-exams (or alt ass'mt)</p> <p>9. a. Create 24/7 Bb support b. Increase hours in call center c. Provide chat line d. Provide access to tutoring services (in addition to OWL)</p> <p>10. Frequent/obvious presence of faculty in virtual classroom</p>	<p>6. Increased number of courses completely online</p> <p>7. a. DDE purchase of 24/7 Bb support b. Encourage alt hrs @ centers / campus c. Develop partnership with existing chat line services d. Creation of new tutoring services</p> <p>8. Increase number of courses using Bb Discussion Board</p>	<p>7. a. Faculty cooperation b. Functional CTLA</p> <p>8. a. Admin support b. Flexibility in regional centers c. Cooperation from Admissions to use chat services d. Faculty cooperation; possible fiscal resources</p> <p>3. a. Faculty cooperation b. Functional CTLA</p>

AY 06-07	AY 07-08	AY 08-09
<p>1. Continue to implement changes recommended in DDE Strategic Technology Plan; develop plans w/ CTLA for faculty tech training</p> <p>2a. In cooperation w/ VPs, assess and implement recommendations per Educational Student Services Assessment Report (Paton), esp. with respect to Registrar, Financial Aid, Student Accounts</p> <p>2b. Assess potential for expanded/alternative hours in main office and regional centers</p> <p>2c. Consult w/ Admissions Office re: shared use of existing Chat Line; investigate potential for use w/ advising services</p> <p>2d. Investigate potential for implementation of tutoring services from main campus, or from external providers; consult w/ faculty</p> <p>3. Continue w/ implementation of DDE Strategic Technology Plan; encourage adoption of Bb platform (and associated abandonment of IS/CFIS approaches); develop plan w/ CTLA for instructional design techniques to encourage enhanced faculty participation</p>	<p>1. continue to work w/ CTLA on development and implementation of faculty tech training plans</p> <p>2a. Assess effectiveness of changes implemented in 06-07; continue to work implement remaining changes per report recommendations</p> <p>2b. Implement any changes per 06-07 assessment &amp; related feasibility; continue to assess effectiveness per student satisfaction</p> <p>2c. Implement recommendations in DDE LG main office, possibly regional centers</p> <p>2d. As resources permit, implement recommendations per 06-07</p> <p>3. same as 06-07; revise as necessary</p>	<p>1. continue to work w/ CTLA on development and implementation of faculty tech training plans</p> <p>2a. Continue with assessment; revise processes as necessary</p> <p>2b. Continue to assess student satisfaction of increases access; revise as necessary</p> <p>2c. Assess effectiveness of implementation; modify as necessary</p> <p>2d. Assess effectiveness of 07-08 implementation; revise as necessary</p> <p>3. Continue work w/ CTLA, revise as necessary</p>



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## First Year Experience—Office of the Provost- 2007-2010

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- Goal I: Establish a pilot FYE program for CORE 102 for Winter 2008. (Core 102-WR 121-linked courses)
- Goal II: Assess reliable data for CORE 101 2007-2008 and 2008-2009
- Goal III: Assess the impact of CORE 101 and CORE 102 on student success and persistence
- Goal IV: Provide Professional Development - Training for faculty/staff regarding developmental learning stages
- Goal V: Develop a communication plan internally and externally

**Three-Year Work Plan—**

Unit / Program: FYE Goals 1-5 (at least three, no more than five)

<i>EOU Program / Unit Goals</i>	<i>OUS Goals</i>	<i>Resources Needed</i> (e.g., Human, support, space, other)	<i>Strategies</i>	<i>Measurable Activities</i> (e.g., increased SCH, FTE, Graduates, Retention Rates) demonstrated by attaining goal?	<i>Measurable Outcomes</i> ( e.g., unit / program restructuring, reallocation, recruitment, etc.)?	<i>2006-07</i> (e.g., retention rates increase 2% / year through First Year Experience)	<i>2007-08</i>	<i>2008-09</i>
Identify Program / Unit Strategic Planning Goal from 1999	Identify OUS Goal referenced by number below	What resources or supports are needed to accomplish each goal?	What are the best strategies to accomplish each goal of the unit?	What will be produced	What changes in organization or operations are necessary / anticipated As shown by what evidence?	Outcomes Dates	Outcomes Dates	Outcomes Dates
1. 2, 3	1. 1, 2	1. .5 FTE Dir. of Student Success Services	1.	1.	1.	1.	1.	1.
2. 2, 3	2. 1, 2		2.	2.	2.	2.	2.	2.
3. 2, 3	3. 1, 2	2&3. Add CORE 101 Seminar Coordinator	3.	3.	3.	3.	3.	3.
4. 3	4. 2		4.	4.	4.	4	4.	4.
5. 8	5. 1	4. increase 2 Advising Coordinator positions by .75 FTE to aid FYE students	5	5.	5.	5.	5.	5.

**OUS Strategic Goals (2007- )** 1. Promote access for Oregonians & contribute to educated citizenry 2. Ensure high quality student learning  
3. Create original knowledge and advance innovation 4. Provide economic & civic benefits

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## Honors Program—Office of the Provost~ 2007-2010

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Goal I: Provide academic experiences for motivated students that focuses on critical thinking and interdisciplinary analysis. (EOU 1999 Goals 1 and 3; OUS Goals 1, 2, 3)

Goal II: Increase recruitment efforts by working with Admissions with 10-year goal of the Honors student population comprising 5% of the campus population. (EOU 1999 Goals 1, 2, 8; OUS Goals 1, 2, 3)

Goal III: Raise academic standards of the university through continued offerings of challenging, rigorous experiences in the Honors Program. (EOU 1999 Goals 1, 3, 7, 8; OUS Goals 1, 2, 3)

Goal IV: Create a program that couples academic achievement with civic engagement and international experiences. (EOU 1999 Goals 1, 3, 4, 5, 8; OUS Goals 1-4)

Goal V: Increase retention of existing Honors students. (EOU 1999 Goals 1, 3; OUS Goals 1, 2, 3, 4)

### Three-Year Work Plan

Unit / Program: **Honors Program** Goals 1-5 (at least three, no more than five)

<i>EOU Program / Unit Goals</i>	<i>OUS Goals</i>	<i>Resources Needed</i> (e.g., Human, support, space, other)	<i>Strategies</i>	<i>Measurable Activities</i> (e.g., increased SCH, FTE, Graduates, Retention Rates) demonstrated by attaining goal?	<i>Measurable Outcomes</i> (e.g., unit / program restructuring, reallocation, recruitment, etc.)?	<i>2006-07</i> (e.g., retention rates increase 2% / year through First Year Experience)	<i>2007-08</i>	<i>2008-09</i>
Identify Program / Unit Strategic Planning Goal from 1999	Identify OUS Goal referenced by number below	What resources or supports are needed to accomplish each goal?	What are the best strategies to accomplish each goal of the unit?	What will be produced	What changes in organization or operations are necessary / anticipated As shown by what evidence?	Outcomes Dates	Outcomes Dates	Outcomes Dates
1. 1 and 3 2. 1, 2, 8 3. 1, 3, 7, 8 4. 1, 3, 4, 5, 8 5. 1 and 3	1. 1, 2, 3 2. 1, 2, 3 3. 1, 2, 3 4. 1, 2, 3, 4 5. 1, 2, 3, 4	1. Continued financial support. 2. Continued financial support. 3. Continued financial support. 4. Student travel funds 5. Continued financial support.	1. Offer more Honors classes. 2. Create recruitment plan that integrates with Admissions' goals 3. Create a public face for the Honors Program. 4. Create on-off campus partnerships. 5. Create opportunities for Honors	1. Increase Honors SCH by increasing enrollment in Honors classes. 2. Increase Honors SCH in first-year Honors class. 3. Increase public attendance at Honors-sponsored activities. 4. Increase diversity of student projects.	1. Increase number of Honors students. 2. Increase number of Honors students. 3. Increase student participation. 4. Increase student participation. 5. Increase number of returning Honors students.	1. Increased course offerings and doubled student enrollment. 2. 3. 4 ff. 5. Other	1. Continued growth in number of Honors students; retention of existing Honors students. 2. 3. 4 ff. 5. Other	1. Continued growth until our 5% target is reached while retaining existing Honors students and increasing public awareness. 2. 3. 4 ff.

			students.	5. Same as 1				5. Other
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OUS Strategic Goals (2007-)

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4. Provide economic & civic benefits



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## International / Study Abroad—Office of the Provost- 2007-2010

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- Goal I: Example: Increase success of freshman students through FYE linked courses (EOU 1999 Goals 1 and 3; OUS Goals 1 and 2)
- Goal I: Provide more resources and opportunities for the students' international experiences (EOU 1999 Goals 3, 4, 5; OUS Goals 2, 4?)
- Goal II: Centralize EOU international efforts and activities (EOU 1999 Goals; 1, 3, 4, 5; OUS Goals 1, 2)
- Goal III: Collaborate with the Office of Admissions to increase international student enrollment (EOU 1999 Goals 2, 4, 5; OUS Goals 1)
- Goal IV: Expand study abroad options through additional affiliations (and development of short-term programs?) (EOU 1999 Goals 1, 3, 4, 5; OUS Goals 1, 2)

**Unit / Program: International / Study  
Abroad**

Goals 1-5 (at least three, no more than five)

Due March 16			Due September 21			
EOU Program/Unit Goals	OUS Goals	Resources Needed (e.g., Human, support, space, other)	Strategies	Measurable Activities (e.g., increased SCH, FTE, Graduates, Retention Rates) demonstrated by attaining goal?	Measurable Outcomes (e.g., unit/program restructuring, reallocation, recruitment, etc.)?	2006-07 retention increases through Exp
Identify Program/Unit Strategic Planning goal from 1999 (by number, see p. 17 1999 Strategic Plan)-Goals should be measurable	Identify OUS Goal referenced by number below	What resources or supports are needed to accomplish each goal?	What are the best strategies to accomplish each goal of the unit?	What will be produced?	What changes in organization or operations are necessary/anticipated? As shown by what evidence?	Outcom Dates
1- 3, 4, 5	1- 2, 4?	1- Continuing professional development	1	1	1	1
2- 1, 3, 4, 5	2- 1, 2	2- Director	2	2	2	2
3- 2, 4, 5	3- 1	3- Continuing professional development Networking opportunities	3	3	3	3
4-1, 3, 4, 5	4- 1, 2	4- Continuing professional development Networking opportunities	4	4	4	4
5	5	5- Continuing professional development Networking opportunities	5	5	5	5



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## **Institutional Research, Planning, & Assessment~ 2007-2010**

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Goal I: Develop and fully implement EOU Assessment program (EOU 1999 goals 1, 2, 3, 4, 5, 8, 9 and 10, OUS Goals 1, 2, and 3)

Goal II: Develop mature decision support capabilities to provide administrators and other decision makers with appropriately analyzed data. (EOU 1999 goals 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10, OUS Goals 1, 2, 3 and 4)

Goal III: Link data from current disparate systems (HR, Finance, Student) into a single decision support system. (EOU 1999 goals 1, 2, 3, 4, 5, 6, 7, 8, 9 and 10, OUS Goals 1, 2, 3 and 4)

Unit / Program: Institutional Research, Planning and Assessment

Goals 1-5 (at least three, no more than five)

Due March 16			Due September 21				
EOU Program/Unit Goals	OUS Goals	Resources Needed (e.g., Human, support, space, other)	Strategies	Measurable Activities (e.g., increased SCH, FTE, Graduates, Retention Rates) demonstrated by attaining goal?	Measurable Outcomes (e.g., unit/program restructuring, reallocation, recruitment, etc.)?	2006-07 (e.g., retention rates increase 2% / year through First Year Experience)	2007-08 (e.g., retention rates increase 2% / year through First Year Experience)
Identify Program/Unit Strategic Planning goal from 1999 (by number, see p. 17 1999 Strategic Plan)-Goals should be measurable	Identify OUS Goal referenced by number below	What resources or supports are needed to accomplish each goal?	What are the best strategies to accomplish each goal of the unit?	What will be produced?	What changes in organization or operations are necessary/anticipated? As shown by what evidence?	Outcomes Dates	Outcomes Dates
1 - 1,2,3,4,5,8,9,10	1 - 1, 2, 3	1 - Need faculty time and additional financial resources to provide faculty training in assessment current level	1	1	1	1	1

2 - 1,2,3,4,5,6,7,8,9,10	2 - 1,2,3,4	2 - Need continued financial support of at least \$10K per year	2	2	2	2	2
3- 1,2,3,4,5,6,7,8,9,10	3 - 1,2,3,4	3 - Need continued financial support of at least \$10k per year	3	3	3	3	3
4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5

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## Information Technology~ 2007-2010

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Goal I: Integrate a university-wide instructional content delivery plan with common standards.

(1999 Goal 3, OUS Goal 2)

(Needed resources include a functioning IT Steering Committee)

Goal II: Student access to information resources both internal and external to the campus that is comparable to the rest of the world.

(1999 Goals 3,4 and OUS Goal 1)

(Resources needed include additional budget)

Goal III: Sustainability and Research & Development funding for IT to keep the university's information resources viable.

(1999 Goals 1,10 and OUS Goal 2)

(Resources needed include an additional Network Administrator and Programmer/Analyst with reasonable funding)

Goal IV: Provide technological leadership to facilitate community benefits and connections throughout our 12 county service area.

(1999 Goal1 and OUS Goal 1)

(Additional resources needed include time to facilitate relationships with on-campus and off-campus constituents)



OUS Strategic Goals (2007-)

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**Pierce Library~ 2007-2010**

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Goal I: Educate Library users and potential users about Library services, use and accessibility of materials (EOU 1999 Goals 1, 3 and 8; OUS Goals 1, 2, and 4)

Goal II: Increase level of information literacy amongst EOU students (EOU 1999 Goals 1, 3 and 8; OUS Goal 2)

Goal III: Encourage professional and educational development of Library staff members, student employees, and Library partners. (EOU 1999 Goals 1, 2, 4, 5, 6 and 10; OUS Goal 3)

Goal IV: Ensure the continued acquisition and maintenance of relevant library materials and equipment (EOU 1999 Goals 1, 3, 7 and 10; OUS Goals 1, 3 and 4)

Goal V: Maximize efficiency of Library operations and planning (EOU 1999 Goals 1, and 10; OUS Goals 3 and 4)

**Unit/Program: Library**

Identify Program/Unit Strategic Planning goal from 1999 (by number, see p. 17 1999 Strategic Plan)	Identify OUS Goal referenced by number below	What resources or supports are needed to accomplish each goal?
Library Goal 1; EOU 1999 Goals 1, 3, 8	OUS Goals 1, 2, 4	Staff and faculty time;
Library Goal 2; EOU 1999 Goals 1, 3, 8	OUS Goal 2	Staff and faculty time; electronic classroom
Library Goal 3; EOU 1999 Goals 1,2,4,5,6,10	OUS Goal 3	Staff and faculty time; increased funds for travel, workshop and conference fees
Library Goal 4; EOU 1999 Goals 1,3,7,10	OUS Goals 1, 3, 4	Staff and faculty time; increased library materials funds to reflect price increases; collection development tools, specific
Library Goal 5; EOU 1999 Goals 1 and 10	OUS Goals 3 and 4	Staff and faculty time; new or remodeled library with more space

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## High School Initiatives~ 2007-2010

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- Goal I: Expand access to available academic programs offered through OHSI through weekend/weeklong classes, and increase of other current course structures.
- Goal II: Hire a full time director (half time director and half time instructor); and full time administrative assistant by Fall 2008.
- Goal III: Market programs more aggressively to financially stable districts.
- Goal IV: Offer workshops (non-credit) to elementary and middle school students.
- Goal V: Utilize EOU faculty as OHSI instructors when on campus class loads are reduced.

### Three-Year Work Plan

Unit / Program: Office of High School Initiatives Goals 1-5 (at least three, no more than five)

<i>EOU Program / Unit Goals</i>	<i>OUS Goals</i>	<i>Resources Needed</i> (e.g., Human, support, space, other)	<i>Strategies</i>	<i>Measurable Activities</i> (e.g., increased SCH, FTE, Graduates, Retention Rates) demonstrated by attaining goal?	<i>Measurable Outcomes</i> (e.g., unit / program restructuring, reallocation, recruitment, etc.)?	<i>2006-07</i> (e.g., retention rates increase 2% / year through First Year Experience)	<i>2007-08</i>	<i>2008-09</i>
Identify Program / Unit Strategic Planning Goal from 1999	Identify OUS Goal referenced by number below	What resources or supports are needed to accomplish each goal?	What are the best strategies to accomplish each goal of the unit?	What will be produced	What changes in organization or operations are necessary / anticipated As shown by what evidence?	Outcomes Dates	Outcomes Dates	Outcomes Dates
1. 2	1. 1	1. Human, Support	1.	1.	1.	1.	1.	1.
2. 6	2. 3	2. Human, Support	2.	2.	2.	2.	2.	2.
3. 8	3. 3	3. Human, Support	3.	3.	3.	3.	3.	3.
4. 1	4. 1	4. Human, Support	4.	4 ff.	4 ff.	4 ff.	4 ff.	4 ff.
5. 10	5. 2	5. Human Support	5. Other	5. Other	5. Other	5. Other	5. Other	5. Other

**OUS Strategic Goals (2007- )** 1. Promote access for Oregonians & contribute to educated citizenry 2. Ensure high quality student learning  
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### Office of Grants and Sponsored Programs~ 2007-2010

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1. Create a faculty/staff database tied to a keyword classification system to rapidly identify which faculty or staff to target with a particular notification of grant opportunity.
2. Create and meet with a Faculty Grantsmanship Advisory Committee to advise and facilitate the efforts of OGSP on an ongoing basis.
3. Create a year long grantsmanship training program in partnership with University Advancement available to all faculty and staff that provides a comprehensive review and references to all phases of grantsmanship, and culminates in an all day workshop facilitated by Peggy Lowry of OSU.
4. Increase the number of new grants applied for in 06-07 by 10% over the 05-06 level.
5. Create a print copy of a policy and procedure handbook for OGSP.



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## Registrar's Office~ 2007-2010

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- Goal I: Implement transfer articulation  
(EOU 1999 Goals 1, 2, 3, 8; OUS Goals 1,3)
- Goal II: Continue to update and upgrade the Registrar's website, including making more forms available via the web, thereby reducing the amount of papers needed in or by the office.  
(EOU 1999 Goals 3, 8, 10; OUS Goals 1)
- Goal III: Update the physical appearance of the Registrar's Office. This would include the building of a fire proof vault for the sole usage for student academic file storage, repairing the floor, improving the entryway appearance, updating the work stations, and so forth.  
(EOU 1999 Goals 7; OUS Goals n/a)
- Goal IV: Reorganize the staff duties for better efficiency and productivity which will include creating a current procedures manual for each position. Also, provide more training, specifically in the areas of customer service and updates on sexual harassment.  
(EOU 1999 Goals 1, 3, 10; OUS Goals 1, 3)
- Goal V: Implement a new microfilming system, which may entail sending the documents off-site.  
(EOU 1999 Goals 10; OUS Goals 3)



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## Orientation—Office of the Provost- 2007-2010

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- Goal I: Utilizing the orientation committee, in which a majority of the university is represented, in the planning of orientation events.
- Goal II: Shortening the week with fewer, more effective, events with identified learning objectives.
- Goal III: Maintaining purpose and organization throughout the entire week of events.
- Goal IV: Increasing faculty involvement.
- Goal V: Strengthening leadership training among student orientation leaders.

### Three-Year Work Plan

Unit / Program: Orientation Goals 1-5 (at least three, no more than five)

<i>EOU Program / Unit Goals</i>	<i>OUS Goals</i>	<i>Resources Needed</i> (e.g., Human, support, space, other)	<i>Strategies</i>	<i>Measurable Activities</i> (e.g., increased SCH, FTE, Graduates, Retention Rates) demonstrated by attaining goal?	<i>Measurable Outcomes</i> (e.g., unit / program restructuring, reallocation, recruitment, etc.)?	<i>2006-07</i> (e.g., retention rates increase 2% / year through First Year Experience)	<i>2007-08</i>	<i>2008-09</i>
Identify Program / Unit Strategic Planning Goal from 1999	Identify OUS Goal referenced by number below	What resources or supports are needed to accomplish each goal?	What are the best strategies to accomplish each goal of the unit?	What will be produced	What changes in organization or operations are necessary / anticipated As shown by what evidence?	Outcomes Dates	Outcomes Dates	Outcomes Dates
1. 1, 2, 4, 7 2. 1, 3 3. 1, 2 4. 2, 3 5. 1, 2, 3	1. 1, 2 2. 1, 2 3. 1, 2 4. 1, 2 5. 1, 2, 4	1. 1 permanent position for Orientation Coordinator, .75 FTE, 9 mos.  2. stipend-based student orientation leaders  3. 4. faculty incentives for involvement  5. leadership training for student leaders	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

OUS Strategic Goals (2007- )1. Promote access for Oregonians & contribute to educated citizenry 2. Ensure high quality student learning 3. Create original knowledge and advance innovation 4. Provide economic & civic benefits