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OUS ACHIEVEMENT COMPACT 2015-16



Eastern Oregon University Mission:

EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world.

As an educational, cultural, and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies, and communities add to the educational possibilities of our region and state.

EOU Institutional Core Themes & Objectives

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

- Objective 1: Foster and assess student learning
- Objective 2: Ensure faculty and staff success

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

- Objective 3: Ensure access and success for students, regardless of location
- Objective 4: Adopt and enhance appropriate educational technologies

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

- Objective 5: Foster partnerships and provide opportunities for students and faculty community engagement
- Objective 6: Ensure a sustainable university environment
- Objective 7: Provide programs in response to regional needs

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<u>Outcome Measures</u>	2013-14			2014-15 Projected			2015-16 Targets		
	All Oregonians	Disadvantaged Students*		All Oregonians	Disadvantaged Students*		All Oregonians	Disadvantaged Students*	
		URM	Pell Eligible		URM	Pell Eligible		URM	Pell Eligible
Completion									
# of bachelor's degrees awarded to Oregonians	498	53	342	444	48	305	412	43	283
# of bachelor's degrees awarded to rural Oregonians	275	30	207	247	27	186	229	26	173
# of advanced degrees awarded to Oregonians	73	4	n/a	77	4	n/a	78	4	n/a
Quality (Data in this section is from the 2013-14 alumni survey and has not been updated)									
	Percent undergraduate alumni reporting they were "Extremely Satisfied" or were at least "Somewhat Satisfied" with university's contribution to abilities and skills in the following areas:***								
	Extremely Satisfied					At Least Somewhat Satisfied			
Written Communication	51.5% (36)					88.6% (61)			
Verbal Communication	49.5% (34)					83.2% (57)			
Critical Thinking	55.6% (38)					90.8% (63)			
Knowledge in field of study or major	54.4% (38)					88.8% (61)			
Undergraduate alumni rating overall quality of education (5 point scale, 1=poor, 5=excellent)***	Percent Responding 5 (Excellent): 48.6% (34) Percent Responding 4 or 5: 86.4% (60)								

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(Continued)

<u>Outcome Measures</u>	2013-14			2014-15 Projected			2015-16 Targets		
	All Oregonians	Disadvantaged Students*		All Oregonians	Disadvantaged Students*		All Oregonians	Disadvantaged Students*	
		Minority	Pell Eligible		Minority	Pell Eligible		Minority	Pell Eligible
Connections									
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	77	9	36	78	7	36	78	7	36
	31%	26%	26%	36%	17%	31%	37%	17%	31%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	271	33	191	244	30	172	227	28	160
Local Priorities (optional for each institution)									

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from either OUS or institutional totals.

*** Alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12; targets for 2014-15 are not available for these alumni.

Investment:

Education and General	2010-11	2011-12	2012-13	2013-14	2014-15
EOU	\$16,107,432	\$13,175,125	\$13,526,889	\$14,080,830	\$16,080,492



Disadvantaged Students 2013-14

<u>Outcome Measures Actuals for 2013-14</u>	Disadvantaged Students*					
	African-American	Hispanic/Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial or Multi-Ethnic	Pell Eligible
Completion						
# of bachelor's degrees awarded to Oregonians	8	22	15	4	4	342
# of bachelor's degrees awarded to rural Oregonians	2	16	9	1	2	207
# of advanced degrees awarded to Oregonians	0	3	0	0	1	n/a
Quality (Data in this section is from the 2013-14 alumni survey and has not been updated)						
Undergraduate alumni rating of overall quality of education *** (5 point scale, 1=poor and 5=excellent)						
● % responding either 4 or 5	0%	0%	1.4%	0%	0%	56.5%
● % responding 4 or 5 within category	0%	0%	100%	0%	0%	86.7%
● Number of respondents with 4 or 5	0	0	1	0	0	39
Connections						
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	1	6	1	0	1	36
	13%	30%	33%	0%	50%	26%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	5	16	8	2	2	191
Local Priorities (optional for each institution)						

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Disadvantaged Students 2014-15 Projections

<u>Outcome Measures</u> <u>2014-15 Projections</u>	Disadvantaged Students*					
	African-American	Hispanic/Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial or Multi-Ethnic	Pell Eligible
Completion						
# of bachelor's degrees awarded to Oregonians	7	20	13	4	4	305
# of bachelor's degrees awarded to rural Oregonians	2	14	8	1	2	186
# of advanced degrees awarded to Oregonians	0	3	0	0	1	n/a
Quality						
Undergraduate alumni rating of overall quality of education	<i>Survey data not projected</i>					
Connections						
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	1	4	0	0	2	36
	33%	18%	0%	0%	15%	31%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	5	14	7	2	2	172
Local Priorities (optional for each institution)						

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from either OUS or institutional totals.

*** Alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12; targets for 2014-15 are not available for these alumni.

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Disadvantaged Students 2015-16 Targets

<u>Outcome Measures</u> <u>2015-16 Targets</u>	Disadvantaged Students*					
	African-American	Hispanic/Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi-Racial or Multi-Ethnic	Pell Eligible
Completion						
# of bachelor's degrees awarded to Oregonians	7	18	12	3	3	283
# of bachelor's degrees awarded to rural Oregonians	2	13	8	1	2	173
# of advanced degrees awarded to Oregonians	0	3	0	0	1	n/a
Quality						
Undergraduate alumni rating of overall quality of education	<i>Survey data not projected</i>					
Connections						
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	1	4	0	0	2	36
	33%	18%	0%	0%	15%	31%
# of bachelor's degrees awarded to transfer students from Oregon community colleges	4	13	7	2	2	160
Local Priorities (optional for each institution)						

*A student is defined as being disadvantaged per OEIB 705-0010-0040 by being either a member of an under-represented racial or ethnic group and/or eligible to receive a Pell Grant. The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree; eligibility is subject to change by criteria set forth by the federal government. For this report, only Pell recipients are counted. Students self-identify both race and ethnicity. Inclusion in the multi-racial category is determined by identification with more than one race or inclusion of one or more of the underrepresented groups. A student may be a member of both an underrepresented minority group (URM) and be Pell eligible.

**To protect confidentiality of individual students, data is not reported for cells containing fewer than 6 students or when small cell sizes can be deduced from either OUS or institutional totals.

*** Alumni survey administered during 2013-14 to Oregon alumni who received Baccalaureate degrees during 2011-12; targets for 2014-15 are not available for these alumni.

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DATA DEFINITIONS

Independent Variables	Definition	Source
All	All Oregonians	OUS
Disadvantaged students: Underrepresented Ethnic Minorities (URM) (OEIB Disadvantaged Student Groups 705-0010-0040, part 4)	Oregonians who are Hispanic/Latino, Pacific Islander, African American, Native American/Alaskan Native, or those who identify with two or more races.	OUS
Disadvantaged Students: Pell Eligibility (OEIB Disadvantaged Student Groups 705-0010-0040, part 4)	<p>The Federal Pell Grant is a need-based grant from the federal government intended for undergraduate students who have not earned a bachelor's degree. Each student's award amount is determined on the basis of financial need and cost of attendance by a formula applied to information a student or their parents supply on the FAFSA. For this report, only Pell recipients are counted.</p> <p>For the metrics pertaining to degrees, a student is counted as being Pell eligible if he/she was awarded a Pell Grant at any time while he/she was attending an OUS university. For the metric on freshmen entering with high school dual credit or other early entry credit, a student is counted as Pell eligible if he/she received a Pell Grant during the year he/she was a first-time freshman.</p>	OUS

Achievement Compact Metrics	Definition	Source
Completion		
# of bachelor's degrees awarded to Oregonians	SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year bachelor's degree was awarded	OUS
# of bachelor's degrees awarded to rural Oregonians	SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year degree was awarded, to include the following rural Oregon counties: Baker, Clatsop, Coos, Crook, Curry, Douglas, Gilliam, Grant, Harney, Hood River, Jefferson, Josephine, Klamath, Lake, Lincoln, Malheur, Morrow, Sherman, Tillamook, Umatilla, Union, Wallowa, Wasco, and Wheeler	OUS
# of advanced degrees awarded to Oregonians	SCARF Annual Degrees, Academic Year, Summer through Spring, using residency during year Master's or Doctoral degrees were awarded	OUS

OUS ACHIEVEMENT COMPACT 2015-16

DATA DEFINITIONS

Achievement Compact Metrics (continued)	Definition	Source
Quality		
<p>Percent of engineering, computer science, and technology employers reporting they were “<i>very or extremely satisfied</i>” with recent graduates’ knowledge or abilities in the following areas:</p> <ul style="list-style-type: none"> Written Communication Verbal Communication Critical Thinking Knowledge in employee’s field of study or major <p>Percentages are also reported for those employers who reported being “<i>extremely, very, or somewhat</i>” satisfied.</p>	<p>OUS Employer Survey 2012-13</p> <p>Survey conducted in 2012-13 by OUS reflecting responses of employers hiring recent OUS graduates with engineering, computer science, and materials science degrees. Four (4) digit NAICS industry codes were used to obtain industries that would potentially hire engineering and technology graduates. A study conducted by Carnegie Mellon University was used as a baseline for these industry codes.</p> <p>In order to help ensure that respondents were directly dealing and had familiarity with OUS graduates, 3 separate employer contact lists were used for a total number of 286 respondents out of a total list of 3350 contacts for a 8.5% response rate.</p> <p>The first contact list was executives and hiring managers from ETIC members and OUS engineering contractors comprised 29% of the total sample (84 responses out of 175 total, and a 48% response rate); a list of ‘C-level’ executives and hiring managers from a DMX mailing list for 26 of the entire sample (14 respondents out of 1027 records for a 7% response rate); and a list from the Oregon Employment Department comprising of primarily of accounting, payroll, and HR managers for engineering and technology industries for 45% of the entire sample (128 respondents out of 2148 records for a 6% response rate)</p> <p>For those respondents who reported being at least ‘somewhat familiar’ with graduates from the Oregon University System, skills were assessed for an institution if it was among the top 3 institutions from which the company hires recent graduates. Employers were not asked to rate OUS alumni’s skills or knowledge in terms of race or ethnicity.</p>	<p>OUS</p>
<p>Employer satisfaction</p>	<p>OUS Employer Survey 2012-13</p> <p>For those respondents who reported being at least ‘somewhat familiar’ with graduates from the Oregon University System, employer satisfaction is measured by the percent response of “Extremely” or “Very satisfied” to the following question: “Overall, how satisfied are you with the general skills of the majority of recent graduates of (institution name) as they relate to the requirements of the job(s) for which they are hired?”</p> <p>Data is also shown for the percent responding “Extremely” “Very” and “Somewhat” satisfied. . Employers were not asked to rate</p>	<p>OUS</p>

	OUS alumni's skills or knowledge in terms of race or ethnicity. Employers were not asked to rate their satisfaction levels in terms of student race/ethnicity.	
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DATA DEFINITIONS

Achievement Compact Metrics (continued)	Definition	Source																												
<p>Percent undergraduate alumni reporting they were "Extremely Satisfied" or were at least "Somewhat Satisfied" with university's contribution to abilities and skills in the following areas:</p> <ul style="list-style-type: none"> Written Communication Verbal Communication Critical Thinking Knowledge in employee's field of study or major <p>Percentages are also reported for those alumni who reported being "extremely, very, or somewhat" satisfied.</p>	<p>The Status of OUS Baccalaureate Graduates: One Year Later Survey.</p> <p>Bachelor's degree recipients awarded a degree in any term of 2011-12 academic year (summer through the following spring) were surveyed twelve to eighteen months following graduation. Surveys were administered via the web as well as by phone. Data reported is for Oregon residents only. Race/ethnicity and residency status are reported as of the term of graduation. Students are Pell 'eligible' if they received an award during any term of enrollment. System results reported are weighted by both institution and survey mode. Weighting by institution was necessary because the institution-level sample sizes (i.e., number of completed surveys) were determined based on minimizing sampling error (i.e., +5% or less), which artificially increased the number of completed surveys for smaller institutions relative to the proportion of graduates. Furthermore, weighting by survey mode was necessary due to a modality influence between phone and web survey respondents that was revealed by significance tests on key variables.</p> <p>Overall sample sizes for campuses were as follows:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>EOU</td> <td>OIT</td> <td>OSU</td> <td>PSU</td> <td>SOU</td> <td>UO</td> <td>WOU</td> </tr> <tr> <td>92</td> <td>83</td> <td>488</td> <td>495</td> <td>121</td> <td>494</td> <td>164</td> </tr> </table> <p>Overall sample sizes for Oregon residents were as follows:</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>EOU</td> <td>OIT</td> <td>OSU</td> <td>PSU</td> <td>SOU</td> <td>UO</td> <td>WOU</td> </tr> <tr> <td>69</td> <td>65</td> <td>412</td> <td>428</td> <td>90</td> <td>352</td> <td>142</td> </tr> </table>	EOU	OIT	OSU	PSU	SOU	UO	WOU	92	83	488	495	121	494	164	EOU	OIT	OSU	PSU	SOU	UO	WOU	69	65	412	428	90	352	142	OUS
EOU	OIT	OSU	PSU	SOU	UO	WOU																								
92	83	488	495	121	494	164																								
EOU	OIT	OSU	PSU	SOU	UO	WOU																								
69	65	412	428	90	352	142																								
<p>Alumni Satisfaction</p> <p>Undergraduate alumni rating overall quality of education</p>	<p>The Status of OUS Baccalaureate Graduates: One Year Later Survey (see above)</p> <p>Graduates were asked to rate the overall quality of their educational experience on a scale of 1 to 5 (5 is "excellent" and 1 is "poor"). Data reflect the percentage of survey respondents rating the overall quality of the experience as a 5 (Excellent) as well as either a 4 or 5.</p>	OUS																												
Connections																														
<p># and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit</p>	<p>SCARF Fall 4th Week, Enrollment of New Freshmen from Oregon High Schools. Dual college credit includes any course that is offered to high school students and awarded college credit. Early college credit for Oregonians also includes credit earned through Advanced Placement (AP) testing.</p>	OUS																												
<p># of bachelor's degrees awarded to transfer students from Oregon</p>	<p>SCARF Annual Degrees, Academic Year, Summer through Spring, using the most recent college source information for transfer students from Oregon community</p>	OUS																												

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community colleges	colleges	
Local Priorities (optional for each institution)		
# of Oregon residents and youth participants in activities sponsored by the OSU Extension Service per million dollars invested	OSU Extension Service reports, Oregon resident and youth (like youth participating in 4-H) activities per million dollars of state support invested in OSU Extension Service	Campus OSU