

FALL CONVOCATION 2015

Group Participants	1) What does our institution stand for (our core values)?	2) What can we, EOU, uniquely contribute to the people we touch, better than any other institution?	2a) What outcome measures might we use to monitor performance and progress?
<p>MJ Heather, Charles Lyons, Mike Heather, Peter Wordelman, Scott Smith, Chip Ettinger, Holly Kerfoot, Kendra Carman</p>	<p>Educational Opportunity: student focused, personal connection, leadership opportunities for our students.</p> <p>Quality centered on students: for Eastern Oregon growth, for “place bound” students via site and online, for students that “didn’t have opportunity.”</p>	<p>Personal connection: professors teach classes, professor/student ratio, coffee hours/brown bags with faculty and staff</p> <p>Outdoor experiences/program</p> <p>Free access to theater production and performances</p>	<p>Survey first year students: What made you stay?</p> <p>Retention rates: why did they leave (advisors will try to track this year); what were their intentions when they started (i.e., 2 years then transfer, degree completion, etc.)</p> <p>Track where our graduates go: employment, graduate school, do they stay in Eastern Oregon?</p>
<p>Kris Martens, Jill Gibian, Michael Fields, Miriam Munck, Michael Hatch, Sarah Witte</p>	<p>Giving opportunities to students, connection between faculty, staff, and students, with connections come better academic results, collaboration with colleagues (interdisciplinary relationships), applied learning, persistence, alert to success of students, Arts (using arts to develop leadership), integrity, trust quality (do our degrees have value), the word “value” itself</p>	<p>Value of the degree – what can I get with this? Where can I go with this?</p> <p>We’re creating people, shaping them for the rest of their lives.</p> <p>Creating networks for a lifetime.</p> <p>Collaboration in mixed groups.</p> <p>We hold people to high standards and should have high expectations of one another and give opportunities to better ourselves.</p> <p>Bring value – collaboration with</p>	<p>Employability</p> <p>Satisfaction survey for student and employers</p> <p>Carefully define “student success” – doesn’t always mean graduation, could be that we served their needs successfully regardless of retention/non-grads. It’s important to know why they leave and with what as a spectrum of success.</p> <p>Beware of too much data. Be data informed, not data driven.</p>

		<p>businesses, organizations through internship opportunities.</p> <p>We give real world experiences (microcosm).</p>	
<p>Colin Andrews, Kevin Walker, Ashley Walker, Sandy Henry, Julie Keniry, Kathleen Brown</p>	<p>Personal connection to students and faculty (small class)</p> <p>Access to expertise</p> <p>Opportunity to share her ideas no matter age or education. You can live out your passion.</p> <p>Making students productive in society here and abroad.</p> <p>Teaching students to develop into adults and connect with society.</p> <p>Building a foundation and scaffolding for each student so when the scaffolding is removed the student is ready to move on.</p>	<p>Affordable</p> <p>Private education with a public education price</p> <p>Personal touch</p> <p>Accountability development for students</p> <p>Research opportunities at the undergraduate level</p> <p>*Internship and research experience should be expected by all fields in order for career success immediately following undergrad. *</p>	<p>Retention increase</p> <p>Career Center (employment increase)</p> <p>Number of internships leading to permanent job placements</p> <p>Number of graduate level continuation</p>
<p>Gary Keller, Dan O’Grady, Rhonda Harguess, Linda Jerofke, Bill Johnson, Jacelyn Keys</p>	<p>Quality, high-impact education (innovation in teaching, research with students, students are also part of the teaching of the class through their life experience)</p> <p>Authenticity and the facilitation of transformation (institutional, students, community, and self)</p>	<p>We have a unique location – our physical location/regional recreation and opportunities. The only 4-year in Eastern Oregon.</p> <p>The high-touch/one-on-one connection to students. (Arguments that this is not nearly as unique as one would like to think).</p>	<p>We struggled with this – there are a lot of things we think are special about our institution, but “unique” is a word with significant meaning. Finding something actually unique that we can provide measurable outcomes/assessments for is a work in progress.</p>

	Though we wouldn't publicize this as a core value, our actions indicate resistance to change is core to our actions and communications		
None provided	Commitment to students	EOU faculty and staff mentors students one-on-one Freshman interest groups to support 1 st year students patterned off UO FIG program	Retention rates Exit interviews Mid-level interviews
Patty, Beth Upshaw, Donna Evans, Kerrie, Theresa, Amy, Rebecca, and Doug Briney	Providing high quality personalized education at an affordable price. Access, affordability and engagement with community. Strong commitment to student success.	Caring, personalized engagement, investing in the individual student, and the collective whole. Foster an environment of inclusion and opportunity to be heard. We should explore the idea of a mentoring program where faculty and staff are assigned a student to mentor and assist in navigating the college process and to be there to help remove any barriers that might prevent their success.	If our success is vest in our students, then why not engage students in the process of monitoring performance and progress? Exit interviews, including students in the university community conversations giving them a role in EOU's sustainability and ownership in our success.
Angie Adams, Teresa Carson, Aaron Thornburg, Karen Clay, Nathan Smutz, Holly Chason, Erin Hortor, Regina Braker	Professors who know you. Opportunity for students to interact with dynamic people across the spectrum of student, faculty, staff, and board. Affordability and access. Students who are open and honest about their needs.	Science teams regularly (and math too) ivy league trounce in national and international competitions. Lots of projects external to campus, conference experience in partnership with professors, Spring Symposium. Learning outside of class and campus in informal settings with other students and professors—a real confidence builder.	Early Alert systems for staying in touch with dropouts (monitor interactions and outcomes). Canvas as a tool to monitor students who don't show up. Plagiarism quiz in first week as a way to better understand who is still in class and who is not. Powerful stories from students.

	<p>Access for all, quality education, community partnerships making learning relevant (practical)</p>	<p>Accessibility in making context expertise understood by students, access by student to cutting edge research opportunities with faculty.</p> <p>Integration of disciplines talking to each other. We are more forgiving of challenges in students' lives. We are the university that works with you.</p>	<p>Test out how easily we can forgive one bad term, so that students can continue after hardship.</p> <p>Retention, persistence, grad rates, FT/PT ratios, achievement of credit hour thresholds, student satisfaction student placement in their field, employer satisfaction, student continuation in programs subsequent to graduation, employee satisfaction, conversion rates (applicant—admit—enroll), capacity in campus activities, customer (internal & external) satisfaction, proportion of alumni who maintain a connection, participation of employees in the foundation (who contributes), # of \$ in grants received, external rankings, personnel annual evaluation scores in acceptable thresholds, publications, service, research by faculty, diversity of the student body and performance/success of minority groups compared with majority (small or non-existent)</p>
<p>Mike Sell, Susan Murrell, Kelly Rice, Shawn Cain, Alyssa Cohen, Scott McConnell, James Stolen</p>	<p>Liberal Arts Institution</p> <p>Higher learning</p> <p>Developing community</p> <p>Synthesis of myriad of disciplines</p> <p>Mentoring (students, fellow faculty and staff)</p>	<p>One-on-one attention/communication</p> <p>Access point to broader world—facilitate wider connections</p> <p>Small size and continuity of faculty. Can follow a student from beginning to graduation.</p> <p>Connect students with community with hands on, practical</p>	<p>Retention</p> <p>Prospective interest (applications)</p> <p>Student success in all its varied forms:</p> <ul style="list-style-type: none"> -exit interviews -graduate school rates -small business start ups -Foundation contribution rates -alumni employment, etc... <p>Alumni student athletes attending</p>

	Represent/serve region	<p>experience (win=win)</p> <p>Just our existence helps to solidify the Eastern part of the state's economy, cultural significance and continuation.</p>	<p>events after graduation</p> <p>Enrollment of international students</p> <p>#of on campus students taking online classes (lower-letter)</p> <p>Stability of programs (academic)</p>
Kyle P, Sarah R, John R, Cory B, Jeremy R, Jeff Dense, Matt Cooper, John J	<p>Excellent teaching, access for first generation students to both liberal arts and professional education opportunities; prepare students for mobile futures and avoid pigeon hole of students vocationally.</p> <p>Challenging students though a strong general education core.</p>	<p>Small classes, more opportunity for students to meet and know faculty.</p> <p>Connection to place, region</p> <p>We have lots of experience with distance education.</p> <p>We have high expectations for even under prepared students, and we have the support to help them meet those expectations.</p> <p>Unique opportunities in sciences for groundbreaking research, lab experience, and internships.</p>	<p>Track grad school placements, etc.</p> <p>We need to identify and track success of first generation students.</p> <p>Track and count internships, work with community partners — in BIO and CHEM we already have.</p> <p>Track percentage of lower division courses taught by faculty with terminal degrees, taught by tenure-track faculty, etc.</p> <p>What percentage of our students has full-time jobs <u>before</u> graduating?</p> <p>How many of our students experience "high-impact" educational activities?</p> <p>Track faculty-student contact outside classroom in terms of advising, mentoring, research, conferences.</p>
LeeAnn McNerry, Chris Bonney, Margie Webster, Ted Takamura, Abel Mendoza, Dave Yoder, Steve Tanner	<p>Commitment to students – smaller classes, individual personalized attention.</p> <p>Providing opportunities for</p>	<p>The relationship between student and professors. They not only know your name, they know your goals and dreams.</p>	<p>Measure with student surveys. How often do you have one-on-one interaction with faculty?</p> <p>Tracking degree-career connections.</p>

	<p>the rural region.</p> <p>Connections to higher education for first generation and non-traditional students. Extra efforts to promote success for such students.</p>	<p>Planned connections and mentorship.</p> <p>Undergraduate research.</p> <p>Using the regions unique culture and resources as part of the educational focus and experience. -forestry, agriculture, wildlife, natural resources, etc.</p>	<p>Did EOU help you reach your dream?</p>
<p>Jeff Carman, Janet Frye, Allen Evans, Jer Pratton, Rick Paradis, and Tawyna Lubbes</p>	<p>Personal approach</p> <p>Sense of community</p> <p>Strong student support systems</p> <p>Serve a variety of students across the region</p> <p>Strong outreach to surrounding communities</p> <p>Quality educational programs that are accessible</p> <p>Building up the whole student toward success</p>	<p>Mentoring of new students through student support systems</p> <p>Personal touch and contact with students</p> <p>Ties to local community colleges and organizations</p> <p>A sense of the whole person through interacting</p> <p>A unique location that's accessible to outdoors and a variety of regional resources, connections and activities</p> <p>Willingness to serve the regional needs through collaboration with stakeholders</p> <p>Faculty and staff that know who our students are and care about their wellbeing</p> <p>Cross-curricular collaboration</p> <p>Active engagement in course</p>	<p>Mentor program follow-up (surveys about satisfaction report via Student SIS)</p> <p>Follow-up with students, faculty and staff who leave (exit interview)</p> <p>Better personal tracing of student via CRM</p> <p>Track and conduct satisfaction with alum - how did EOU contribute to post-grad careers etc.</p> <p>Measure of alum participation/engagement</p> <p>Measure success of EP/OTP etc, how many participants actually attend EOU? Graduate EOU?</p> <p>Determine who are our students and target them.</p>

		<p>content (participation)</p> <p>Alums as active recruiters (waive application fee, send banners, etc.)</p>	
<p>Teresa Ferrell, Kayla, Immoos, Sam McCumber, Jace Wheeler, Peter Maille, Bill Grigsby, Rosemary Powers</p>	<p>High quality education even with small resources.</p> <p>Focus on teaching and commit to that (reward structure does not always make this evident)</p> <p>Resilience in the face of poor resources</p>	<p>Connect to students</p> <p>Connect to everybody</p> <ul style="list-style-type: none"> -community/region -parents -colleagues <p>Program research that is designed to solve problems in the region. Connect classroom learning to regional issues.</p> <p>Connect ideas in different courses to each other (small makes cross discipline possible).</p> <p>Be better at taking risks in changing curriculum—smallness makes change more possible.</p>	<p>Morale measurements</p> <ul style="list-style-type: none"> -we are losing talented folks -need to do exit interviews -hiring principles applied need more clarity -generally transparent process for hiring -360 degree evaluation process for administrative supervisors <p>Retention numbers</p> <ul style="list-style-type: none"> -Maybe have actual AA options -As outcome based funding is a challenge to those who use EOU as 2 year and then transfer. <p>Number of connections with high school guidance counselors</p> <p>Number of faculty doing rural focused research</p> <p>Number of student doing internships/practica in community</p> <p>Number of university employees engaged in community based projects or engaged in student retention work—every employee could offer an “Intact” type offering as a community building process for new students.</p>

<p>Tim Seydel, Colby Heideman, Michael Santucci, Kevin Roy, Toni Crites</p>	<p>Service to region</p> <p>Personal contact</p> <p>Rural environment</p> <p>Service</p> <p>Education in rural context</p> <p>Only 4-year university in 1/3 of state</p> <p>Value student success Individuals are valued not just a number</p> <p>Need to be outward facing Services high % of 1st generation students</p>	<p>Provide low cost education</p> <p>Smaller class sizes</p> <p>Serve students where they are (geographically, financially, educationally).</p> <p>Offer opportunities for under-prepared students—this needs to be taken into consideration when pushing 4-year plans.</p> <p>Enable people to accomplish their goals—make things possible!</p> <p>Provide opportunities for non-traditional students.</p> <p>Quality education at a lower cost.</p>	<p>Graduation rates (traditional, transfers)</p> <p>Employment after graduation</p> <p>Retention (breakdown what EOU wants in retention)</p> <p>Describe what metrics relate to EOU's values—unique metrics</p> <ul style="list-style-type: none"> -recruiting -1st generation -Non-traditional (working, etc)
<p>Dan Mielke, Marianne Weaver, Vickie Romano, Darren Dutto, Megan Caldwell, Dwight Denman, Colleen Dunne-Cascio</p>	<p>Access</p> <p>Meet students where they are and help them to advance to success</p> <p>Value possibilities</p> <p>Connections—to knowledge, community, region, campus, to themselves</p>	<p>How to connect with each other and resources.</p> <p>Communicate across the campus -utilize Mountie Monday to other areas/programs across campus.</p> <p>Ongoing conversations through the years.</p> <p>Move to semesters—pilot a program, how can we make that happen.</p>	<p>Connect beyond graduation.</p> <p>1st and 2nd year retention rates.</p> <p>Key:</p> <ul style="list-style-type: none"> -Performance=Graduation -Persistence -Profession=What they are doing after they leave
<p>Donna Evans, Susan Whitlock, Neva Sanders, Nanda Marcolla-VanHouten, John Knudson-Martin, Dixie Lund</p>	<p>Access to education for those often left out.</p> <p>Stimulate philanthropy</p>	<p>Community connections (sports, clubs, etc.). Many opportunities, but we could do these better.</p>	<p>Five-year cycle—post grad application of degree. Monitor student-friendly on & off campus job access.</p>

	<p>Inclusiveness</p> <p>Empower students—take control of education</p> <p>Collaboration</p> <p>Support and scaffolding (regional advisors)</p> <p>Innovative teaching and learning</p> <p>Supporting strugglers-stop outs</p> <p>Personal connection</p> <p>Athletic communities</p> <p>Career Services support</p> <p>Latino support/community</p>		<p>Post-grad survey</p> <p>Retention</p>
<p>Lori Baird, Cheryl Martin (BoT), Chris Burford, Bryan Pearson</p>	<p>Providing a service to our students, an underserved population.</p> <p>Gateway to a better life, a second chance.</p> <p>A place where students can come and broaden their experiences, in a non-intimidating way.</p> <p>A place where students can create who they are going to be.</p>	<p>Local cultural context</p> <p>Human touch</p> <p>We know your name</p> <p>Create a pathway to the world</p> <p>An individual can do a wider variety of things-more opportunities to explore lost of avenues.</p> <p>Family feeling</p>	<p><u>Retention!</u></p> <p>Multiple-generational participation</p> <p>Involvement in clubs and groups</p> <p>Fewer classes dropped/added—better academic planning and scheduling.</p> <p>Alumni who re-invest in the region</p> <p>Alumni region and societal contribution</p>

	<p>An economic and cultural driver for our region.</p> <p>A place where people can experience the rural lifestyle, but prepare them for “life”.</p>	<p>Connections, support, relationships</p>	<p>A reputation for preparing students for success in the job force.</p> <p>Energized, excited, motivated faculty and staff.</p>
<p>Karyn Gomez, Cora Beach, Nancy Knowles, Laura Mahrt, Lara Moore, Janet Camp</p>	<p>Outdoors</p> <p>Relationships-faculty, staff, students</p> <p>Commitment to helping students succeed</p> <p>Customer service</p> <p>Human development-self understanding (We’re worried about serving 18 year old juniors).</p>	<p>Meaningful relationships</p> <p>Community connection with faculty and staff (not just class size)</p> <p>We are the only institution of opportunity for many of our students—access. We make rigor possible.</p> <p>For high performing students, we provide leadership, practica, community service, research—people see capability and push student forward.</p> <p>Partnerships—we have to work together to get things done—students also are <u>needed</u> at the institution.</p> <p>Professional skills</p> <p>Opportunity for alumni to contribute</p>	<p>Student, alumni, employer satisfaction</p> <p>Retention</p> <p>Exit survey</p> <p>-reasons for transfer may be positive</p> <p>-track student who drop out of college totally—did we prove they couldn’t do college?</p> <p>Young graduates may be disadvantaged by graduating in fewer than 4 years, so graduation rate may not tell the whole story.</p> <p>Numbers can’t tell the story. We need stories.</p> <p>Affordability</p> <p>-compare cost w/retention</p> <p>-explore student debt</p> <p>Employability but not just numbers</p> <p>We need to make stories about student professional work in disciplines <u>visible—like Athletics.</u></p> <p>Need a mechanism to track excellence long term.</p>

<p>Rae Ette Newman, Kristen Johnson, Tucker Brown, Carolyn Hetrick, Donald Wolff, Amanda Villagomez, Jan Dinsmore</p>	<p>Commitment to region, students, colleagues.</p> <p>Relationships, customer service, mentorship with faculty and staff.</p> <p>Student learning and well being</p> <p>Effective teaching/active learning</p> <p>Engagement with real world opportunities</p> <p>Affordability</p> <p>Committed to under-served students</p> <p>Accessibility to all students and student support, flexibility, courses transfer</p> <p>Quality of programs</p> <p>Forming of the whole person</p> <p>Like a private college</p>	<p>Development of the whole person—360 degrees</p> <p>Utilize the community/region</p> <p>Relationship with students—community with students</p> <p>EOU as a leader of rich development offerings for rural communities.</p> <p>Opportunities for “gap year” students</p> <p>Sense of belonging</p> <p>Areas of improvement: -support services for students -advising</p>	<p>Retention</p> <p>Graduation</p> <p>Grad school acceptance</p> <p>Job placement</p> <p>Student we recruit</p> <p>Community collaborations</p> <p>Cooperation across programs</p> <p>Student traditions being formed</p> <p>Ideas: -service learning opportunities in the community -“service day” student do community service one day</p>
<p>Kum Kum, Ronda, Theresa, Jeff, DeAnna, Katie, Peter, Jim</p>	<p>Quality education</p> <p>Student teacher relationship</p> <p>Purpose of education: well prepared citizens</p>	<p>Good human being</p> <p>Global citizen</p> <p>Solid foundation to contribute to globalized problems and issues: environmental conservation, sustainability and climate change</p>	<p>School acceptance for higher studies</p> <p>Career placement</p> <p>Anecdotal evidence</p> <p>Exit survey</p>

		<p>Outdoor possibilities</p> <p>Faculty-student interactions (small class sizes)</p>	
<p>Liz Becker, Xavier Romano, Steve Clements, Kerry Bullard, Pat Hinton, Shoni Walker, Sally Mielke, Helen Moore</p>	<p>A unique higher education institution that is committed to making our students complete their education in a familiar, safe, rural environment.</p> <p>Community</p> <p>Caring</p> <p>Committed</p> <p>Connections</p> <p>Quality education</p> <p>Personal attention</p>	<p>Be an all-inclusive institution that partner with our community, our local businesses and our state legislature to ensure the success of not only EOU but also the success of Eastern Oregon and rural higher education.</p> <p>“Listen”—question what EOU can do for them.</p> <p>We are a small institution we should be able to change faster/easier than big institutions—our programs are <u>STALE</u>.</p> <p>Personal attention</p> <p>Focused assistance</p> <p>Genuine interest in our students</p> <p>Academically and personally</p> <p>Academic programs—EPCC needs to be agile and nimble</p> <p>Social programs—need to be agile and nimble</p>	<p>To be sustainable we have to first and foremost not only recruit but also graduate EOU students. To be responsive to the community’s needs and our local businesses. We have to have degree programs that will keep local students local even after they graduate. To be successful we have to use our graduates to lift up the economic problems of our rural communities. INTERNSHIPS</p> <p>Graduation rates</p> <p>Employment stats</p> <p>Retention</p> <p>“Grow it @ home”</p> <p>Measuring community —how involved are faculty in community?</p> <p>Web analytics for Mountie Mondays</p> <p>How many of our students are involved in community organizations?</p> <p>Time and turn over of items through EPCC</p> <p>Dollars: Foundation, grants, state funding</p>

<p>Tressa Seydel, Joe Corsini, Marianne Sipe, Addie Beplate, George Mendoza</p>	<p>Relationships, small class size, ability to collaborate</p> <p>Equity—needs of others and celebrating differences. Students of color and disadvantaged supported.</p> <p>Excellence in programs offered. Helping kids find purpose/productive job future.</p> <p>Striving to meet regional needs of schools/districts</p> <p>Stay low on cost</p> <p>Family atmosphere</p> <p>Future focus: Ability to innovate, continued collaboration with all stakeholders, aligned to regional initiatives and get resources to support/create/invest to build, structure to meet needs of CTE/job skills/work development opportunities</p> <p>Value of education in today's world</p> <p>Strength of character—athletics</p> <p>Focus on critical thinking,</p>	<p>Stay low on cost</p> <p>Regional education opportunities for student in this region</p> <p>Future regional focus on CTE/job skills—work force development aligned to region; offer career and program pathways to those jobs and create organizations that develop the worker</p> <p>Big fish in small pond: Agriculture and Forestry</p> <p>We set the tone for future of this region and students in schools and job industry.</p> <p>Opportunities—Pioneer Spirit—Make things happen</p> <p>Bring industry here—bring speakers/presenters</p> <p>Increase enrollment—facilities—educational opportunities</p>	<p>Enrollment</p> <p>Retention and graduation rates</p> <p>Jobs</p> <p>Funds going into economy</p> <p>Financial stability</p> <p>Alumni engagement/investment</p> <p>Ed foundation funds</p> <p>Faculty career achievement</p> <p>Student Achievement/future success</p> <p>More recruitment/enrollment from the west side of Oregon, all Idaho and all Washington.</p> <p>Get out of sustainability plan</p>
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	<p>writing, and respectful discourse</p> <p>Recognize local talent</p> <p>Students first</p>		
<p>Anna Cavinato, Ray Brown, Arleta Langley, Shari Carpenter, Marc Duncan, Les Mueller, Brandon Monroe</p>	<p>Our mission statement needs to more clearly define who we are.</p> <p>Access to higher education in different modalities.</p> <p>Encourage growth among our students at whatever level they are in their education journey.</p> <p>Personal attention and connection</p> <p>Collegiality among faculty and on campus</p>	<p>A creative and nurturing environment that is not prescribed but it is spontaneous outcome due to faculty and staff that choose to work at EOU.</p> <p>Environment that challenges and motivates student to reach out farther for their potential and reach their goals.</p> <p>Deliver programs that are relevant to the current regional needs.</p> <p>Personal attention to students no matter the modality.</p>	<p>Tracking graduates—how are they doing in their careers?</p> <p>Graduate school</p> <p>Employment</p> <p>Staying in touch with graduates and seek their input on current needs of the region (and beyond).</p> <p>Program and course evaluations</p>