

October 2016 University Community Feedback

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| Strengths: |
| Serving the 10-county region well as an educational, cultural, and economic center; staff are generally friendly and welcoming (greeting people in the halls, etc.); |
| We are a small campus that provides more valuable and personal service to our students. |
| EOU has effective programs in place to help diverse students; TRIO, CORE etc.; EOU has a smooth running administrative apparatus. |
| People Size Location Programs |
| Recruitment: EOU seems to be picking up speed with finding weaknesses and reassigning to different departments to address and create a plan. e.g. online recruitment was dropped in admissions and is reassigned to advising department. |
| Internal practices: Level of accountability is rising which creates movement on plans. |
| Technology: Implementation of CRM - this has/is a large improvement from relying on Banner to perform beyond its capacity for recruitment. |
| A passion to assist students along their path of higher education, and take personal interest in our student's stories. |
| Passion for improvement, growth, |
| Tuition Rates |
| *Small classes that average less than 25 students. |
| *The Outdoor Adventure Program - Free rentals, outdoor classes, and treks. |
| *Affordability relative to our competition. We don't have to be cheap. Just below the other guys. |
| *No out-of-state-tuition for Washington & Idaho. I know this is our single driving point for on campus students from those states. (I'm a recruiter). |
| *Science students writing and publishing research in their first 4 years. |
| *Our athletic programs. |
| *The beautiful region we live in (specifically the scenery). |
| Small size. |
| Close relationships with instructors. |
| Low tuition. |
| Safe rural environment. |
| Close to nature recreation. |
| The staff and faculty's willingness to help students succeed. |
| Dedicated students, small class sizes and close relationships among students and staff and between the two groups. Small, intimate campus. |
| Offering students an affordable education with full programs that cover most general students' needs. |
| Location - regional and environment (outdoors) |
| Personal attention to our students, manageable size. We attract a type of student that is well suited for success here. Rural, community minded, etc. |

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| Strengths: |
| Mostly sincere, caring people throughout campus |
| Great common focus on education of students |
| Small campus and a more personalized experience for students. More human interaction than larger schools can give students |
| The strengths listed on the prior document continue to be applicable. In addition our relatively small size allows students the opportunity to establish strong relationships with other students and faculty. |
| Affordability; Accelerated Options, Flexibility for Online Students; strong advising centers throughout the state; the wonderful people who work at EOU! |
| Accredited regional university |
| Limited regional presence of competitors |
| Physical campus in outdoor recreation center |
| Retention initiatives (charter teams) |
| Skilled (dedicated) faculty & staff |
| Close community relationship |
| Subsidized with state funding |
| NAIA athletic programs |
| Kinda and Friendly school staff and students |
| affordable tuition |
| offer programs like Trio that can help students succeed |
| affordable tuition |
| small campus community |
| affordable tuition |
| nice community |
| nice faculty and staff |
| nice campus size |
| Infrastructure that promotes individual/personal support |
| Passionate employees/volunteers/supporters |
| high value of services/experiences for money invested |
| Growth/sustainable mindset |
| TLT groups breaking down silo's |
| Engaged faculty and staff eager to support students |
| Beautiful location |
| First-year and diversity programs |
| Library network |
| On-campus, onsite, and online learning |
| <ul style="list-style-type: none"> The school's affordability and range of subjects makes it far better than neighboring community colleges, which would be the alternative for someone in the same price range. (affordable mentioned twice; variety of programs mentioned twice) |

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| Strengths: |
| • Small classes (mentioned four times), more individual time (more personal mentioned three times) |
| • Bringing community together (good community mentioned three times), keeping students involved with each other |
| • Very in-depth courses |
| • Great student-advisor relationships |
| • Informing students of opportunities both academic and otherwise |
| • Easy to find someone to talk to |
| • The programs and classes are very good. |
| • Good teachers (mentioned twice) |
| • Learning Center and other offers to help students with school |
| • Small, dedicated classes that highlight discussion (small class size mentioned twice) |
| • Help with disabilities (Disabilities Services mentioned twice) |
| • Rural atmosphere |
| • Small town vibe |
| • Opportunity for meeting with professors (professor-student involvement mentioned three times) |
| • Partnership with community colleges |
| • Community involvement |
| • Writing Center (mentioned twice) |
| • Faculty/staff are friendly and helpful |
| • Library and coffee access |
| • Outdoor Program classes are offered |
| • Library resources and library |
| • Hoke Student Center |
| • Activity opportunities/student involvement |
| • Location |
| • Beautiful campus |
| • Tight-knit community |
| • Intimate classroom settings |
| Quality educators |
| Friendly |
| personal attention |
| Known for good business, teaching, nursing programs |
| Excellent Faculty |
| small size which allows high-touch practices |
| faculty with student interaction |
| resilience |
| helpful staff when it comes to accessing information |
| Small size - can build community and relationships |
| small school |
| Location |

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| Strengths: |
| Integration |
| professor-student relationships |
| Small class sizes enabling personal attention, small size enables EOU to be flexible and to change based on student needs |
| Small |
| Staff kindness and availability |
| Our staff |
| Unique, beautiful surroundings |
| Small numbers |
| Strong desire to succeed |
| Commitment to high quality educational opportunities for diverse student population |
| Commitment to high quality educational opportunities for diverse student population |
| The elementary education program develops very strong candidates |
| Small class sizes. I believe that one of the great benefits of a college education is interacting with the professors and other students. |
| small size |
| opportunities to educate the community |
| Location |
| eastern oregon Focus. |
| The beautiful campus |
| small class size promoting quality liberal arts learning |
| Committed faculty |
| Strong Digital Platform |
| Excellent liberal arts |
| Regional Focus |
| Reaching out Helping to the community. |
| Personal Attention, Small Class sizes |
| connects the rural regions.. to a wider world |
| Location of Campus |
| location |
| personal attention of faculty |
| Location |
| Committed employees |
| quality programs in many of the majors offered |
| somewhat affordable rural education. |
| Experienced and committed faculty, dedicated to student success |
| intelligent professors |
| Small regional university in a beautiful natural setting |
| personal attention to students |
| Dedicated Faculty & Staff |
| Faculty |

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| Strengths: |
| Small Class Size |
| Regional knowledge and positioning |
| Care about students |
| Quality facilities for learning (science labs, art labs, theater productions, music programs, etc) |
| regional center for education, scholarly work, cultural activities |
| Connects teaching to local area |
| Strong support for online and class environments serve students |
| online teaching |
| Tutoring and study programs |
| Scenic |
| great support services for struggling (or potentially struggling) students |
| Partnerships with other universities and community colleges |
| Calm |
| Wide range of programs/partnerships |
| Undergraduate research, practicum, and pre-professional opportunities for students |
| Teaching faculty. |
| Excellent business school |
| opportunities for service-learning |
| Affordable |
| Campus facilities attracts students - arts, sciences and athletics |
| adding to educational possibilities - MBA |
| Racial, ethnic, cultural and microcultural diversity of campus students and staff |
| beautiful setting |
| Serving the region as an economic leader |
| staff who are committed to quality student experiences |
| Fairly reasonable cost/affordability compared to other regional colleges across the borders |
| Summer research opportunities for students resulting in presentations at national conventions |
| Campus facilities |
| Opportunity to leave home going to a safe environment for non regional students |
| Faculty & staff that CARE about our students |
| Well established COBE |
| diversity of academic programs |
| Pretty Campus |
| geographic location |
| I have had good success working with administrative offices to better serve students |
| quality of the programs although not fully recognized in administration |
| beautiful clean campus |
| Good teaching faculty |
| partnerships with the community |

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| Strengths: |
| Theatre |
| Community Based |
| committed faculty |
| Quality campus in beautiful rural setting |
| Open |
| Helpful |
| Leading edge academic programs informed by current research and best practices in respective fields |
| Even the onsite programs are small and they partner well with CC's |
| Partnership programs - emphasize and grow them. |
| friendliness of campus community |
| Will get to know professors well |
| opportunities for undergraduate research work with faculty |
| Relatively low cost |
| Accessibility |
| Quality professors |
| Online opportunities |
| Classes taught by PhD's (high quality) |
| partnership with colleges |
| The Arts programs, particularly music, drama and visual arts |
| strong programs in the fine and performing arts |
| outdoor recreation/access to natural resources |
| Serving the region as an educational leader |
| faculty who are committed to quality student experiences |
| The mission deals with external constituencies--not consistent with the framing of the desired input |
| Online program |
| rural |
| Outreach opportunities, i.e., Girls in Science, MedQuest, Saturday Science |
| Class size |
| Opportunity to stay close to home for regional students |
| Attitude (positive) |
| Small class sizes |
| Week of Welcome |
| small size |
| Small class sizes |
| Beautiful little campus |
| president with a new perspective (relatively untainted by higher education's morass and stagnation) |
| supporting faculty by placing emphasis on teaching |
| quality of their professors |
| students are made aware of different opportunities available to them |

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| Strengths: |
| Location: access to outdoor activities |
| teaching college |
| Facilities? |
| Culturally diverse |
| relatively small class sizes |
| Affordability for virtually anyone who wants to attend college |
| Integrated |
| Gym availability |
| Individualized attention to our students |
| Intimate student experience |
| Personable with teachers/staff |
| We are rural and serve a good population |
| Academic support for underprepared students |
| Academic support for underprepared students |
| At least at the Gresham site, we expose students to a LOT of diversity |
| Some high quality programs - emphasize and grow them. |
| location |
| strengths is ability make students work together |
| Small size |
| Partnership with other colleges |
| High quality (Alikut) dorms |
| teaching faculty passionate about teaching |
| Committed student support staff |
| Affordable |
| Communication. Professors are quick to respond to student needs |
| Higher ED and K-12 Partnerships (Eastern Promise) |
| Helping in the community. |
| Liberal Arts Education |
| Beautiful campus setting |
| Online programs and course access platform, including Google suite of programs |
| dedicated faculty and staff |
| high quality programs |
| Location |
| Beautiful area/small town |
| broad-based Gen Ed program which supports a liberal arts education |
| personable teachers. |
| Capable and responsive registrar's office |
| Caring community despite treatment from university faculty and some administrators |
| small size |

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| Strengths: |
| Partnerships with ODFW, OHSU, OSU, NEOAHEC |
| Students |
| Beautiful Environment |
| Local control/board |
| Small size |
| Culturally diverse student/faculty/staff population |
| Campus Space |
| partnerships |
| Individual attention |
| OSU and OHSU partners - how to capitalize on the presence and resources of these other institutions. This meas establishing working relationships. |
| friendly vibrant community around the college |
| low pressure for the faculty to raise extramural funding which allows for more time to focus on students and teaching |
| graduates in the region |
| plenty of options when it comes to deciding a major |
| Small school sports that allows many to participate |
| personnal attention with faculty and staff (for the most part) |
| Outdoor Adventure Program |
| Scholarly |
| high-quality professional programs |
| Strong Online Program |
| Personal |
| Library availability |
| Affordable education |
| Encouraging |
| We have the potential to be high quality, we need to keep it that way. Not dilute just to fill positions |
| Highly qualified and engaged faculty committed to student and institutional success |
| Highly qualified and engaged faculty committed to student and institutional success |
| The Gresham site also prepares students with TWO endorsements: ESOL and Reading |
| Affordability |
| faculty:student ratio |
| working with students |
| Professional faculty |
| locations for classes throughout EO |
| Quality (in-person) instructors |
| affordability |
| Unparalleled setting |
| Communication |
| One on one and feeling connected to EOU |
| Statewide Regional Centers/Advisors |

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| Strengths: |
| Small campus environment. |
| Low Cost Tuition |
| small size classrooms |
| Opportunities for involvement in many activities, course of study areas, and experiences |
| hardworking students |
| provides culture in the community |
| Thought Leadership |
| art, theater, and music programs which support the commitment to a cultural center |
| friendly campus. |
| Useful (but underutilized) mix of professional and liberal arts |
| Beautiful surrounding area full of natural resources and learning opportunities |
| partnerships that add educational possibilities |
| Small Class Sizes providing ready access to instructors |
| Location |
| Partnerships |
| Excellent facilities/campus |
| Cater to the rural communities |

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Weaknesses:

Almost every institution of higher ed struggles to break out of silos - EOU is not immune to this, and an 'us vs. them' attitude often serves as an obstacle to efficient collaboration; competition for resources (funding) combines with logistical separation (different buildings/schedules) to make this problem a complicated one to solve completely

Also, our branding could use a boost in consistency -- across academics, athletics, and administration -- online and in print, as well as on other merchandise.

There can be a lack on communication between departments. One person says something and another says something different.

EOU should use the resources of GED outreach and test-taking grants to have a major recruiting campaign for non-traditional students in our community. The potential students in La Grande alone is enormous, and many disadvantaged adults are anxious to return to higher education.

Branding

Outreach

Visability

Breakdown in holistic approaches of cross department collaboration. e.g. agreement for internships in forestry department is not communicated to Career Center whereas this department should be involved and organizing the partnership from EOU with the Forestry Department.

Admissions department holds this institution hostage. Internal personalities and practices are creating barriers for internal workflow and recruitment. This department has internal reputation and documented scenarios of personalities and lack of vision to support strategic plans and cross department relations.

All factions of EOU struggle with "getting on board" with new practices. Change management is not fully realized. e.g. key faculty need to recruit and are held accountable.

Operational silos.

Lack of training for all employees to best perform at their job. While general training has recently been more available, technical skills still need improvement.

Poor moral in employees is hard to change.

"Putting the cart before the horse!"

For instance: The training classes before school resumed were valuable, however not having 'systems' in place to back up the training classes made EOU look unprofessional.

Personnel. There are many motivated positive employees, but there are a few that are jaded and lack faith in our 'outrageous' potential. This resulting in many 'good' employees that are starving for good leadership.

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Weaknesses:

*Class offerings. This obviously has to do with enrollment but it also affects retention. All on-campus students should have on-campus class availability and never be forced to take an online course.

*Advising: Academic advisors are currently separated from the colleges that they represent. Each on-campus advisor should be managed under the colleges dean vs. 1 manager for everybody. This would instantly increase adviser employment satisfaction. Also, it would allow the advisor to work closely with their college. However, online and regional advisors should work under a separate manager and not a dean.

*Mandatory Advising for all campuses. All students should be required to meet with an advisor. I think we loose so many important conversation opportunities by not doing this for all schools.

*campus facilities. We do have some great academic facilities, but we lack great recreational opportunity facilities. Athletes have access to the main gym and auxiliary gym in Quinn. The remaining student body needs a gym they can access all day for basketball and any other sporting activity without EOU athletics interruptions.

*Pierce Library Hours - The Library closes at 5:30 pm on Fridays. I've heard from at least 3 students that this is one of the things they would choose to change. Student's don't want to be forced out of our main study area at 5:30 pm on a friday.

*La Grande Oregon - housing conditions and community participation. Every effort we can make to help La Grande grow economically helps with recruitment. La Grande is a bad word to many people in Oregon simply because of it's size and condition. Not sure how to see this grow, but it does drastically affect recruitment and is currently a weakness. We can always work better with the community and to do our part. I am however excited to see where La Grande is heading and how the university is continuing to partner, as it always has.

*Hunt Hall. Having a student visit campus is one of the best ways to enroll a future student. It's been proven that this is one of the best ways to recruit students. However, when students drive up to campus, the first thing they see is a boarded up Hunt Hall. Let's make sure we have one of the best looking campuses in Oregon. We own less space than everybody else, I think we can do this.

Lack of vision - being stuck in the past.

Inconsistent direction.

Ignoring staff expertise.

Too much time stomping out fires and playing catch-up instead of moving forward with realistic and appropriate planning and execution.

Too much attention on appearance instead of reality.

Lack of resources.

Marketing

Lack of connection to the greater Higher Ed world in terms of being up to date in many areas. EOU is often 10-20 years behind other institutions of higher ed in certain areas. Lack of inclusion of students from underrepresented groups. Lack of communication between departments and divisions. Leadership positions filled by in-house appointed hires who are not qualified for the job (as compared to other universities). Lack of connection to the community in meaningful ways for students.

Many people have never even heard of EOU, even though they go to high school less than an hour away.

Cross-department communication could be better.

Disparate agendas, us versus them, infighting

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| Weaknesses: |
| Poor leadership. Decisions about how leadership is chosen is nepotistic and unprofessional. Top down culture. No room for advancement and growth. |
| The Faculty Senate - I was appalled at the callous, deceitful behavior permitted at the most recent October Senate Faculty meeting. The leadership there is out of control in anybody's book. |
| Skills in working together using modern decision making methods (i.e. not Robert's Rules of Order!) |
| We need to grow our current offerings to match the needs of the region and the workplace. We have to be flexible and innovative to attract students if we want to compete with the other universities, especially in our online offerings. |
| Due to our substantial enrollment and ongoing online program growth, we need to examine course scheduling and delivery to accommodate non-traditional and online students. In the 1980's EOU offered some classes (science) in a modular format. Students could earn 2 credits by attending classes and studying one topic for two weeks. Bringing back modular classes and increasing our weekend college offerings would be very valuable to working and online students. |
| It's time to reexamine our general education requirements. |
| Inconsistency everywhere! There is a disconnect between campus and online; two distinct universities; inadequate training for new hires; poor communication between administration and staff; high expectations without regular feedback; lack of Professional Development; Students complain that their instructors aren't responsive to their questions. Lack of upper division general education courses or a variety of weekend classes. There isn't a consistent process for newly admitted students or for student programs (Admit to Program). There is no one accountable for new students. TargetX, (CRM, Sales Force) is not user friendly or accurate. |
| Limited cash reserves for operations or investment |
| Fixed cost associated with campus + maintenance |
| Retention rate (recent) very low |
| Declining enrollment over time |
| Limited sales & marketing activities |
| No single point of contact for sales activities |
| Characteristics of target market + value proposition unclear |
| Limited (systematic) marketing campaigns + programs |
| Conflict (scars) between faculty & administration |
| No unique specialization or claim to fame |
| Dependency on state funds + grants |
| Low faculty wages limit recruiting |
| Admissions/advising alignment |
| Base of alumni + donors (?) |
| small international and multicultural community |
| small town which has limited resources |
| Expensive living arrangements |
| not that many available housing near school |

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| Weaknesses: |
| not much of advertisements (putting EOU out there) |
| limited resources |
| concentrates on certain programs |
| campus disconnect |
| lack of encouragement |
| limited stores |
| not focused on what services/degrees we want to provide |
| not focused on what type of students we want to serve |
| Trying to be all things to all people |
| Miss managing assets/budgets |
| Lack of understanding around EOU's identity |
| Failure of shared governance in the College of Arts & Sciences |
| Loss of programs due to funding shortfalls |
| Difficulty of providing community for students and employees from diverse backgrounds |
| Unethical treatment of employees, e.g. hiring vulnerable employees in categories of employment that don't exist and don't provide equitable compensation |
| Employing a stereotype of a business model that fails to treat employees as resources |
| <ul style="list-style-type: none"> · A failure to utilize the full abilities of qualified staff, also a shortage of qualified staff that leads to overworked professors. · Not enough diversity in class choices · Not all areas of study are included at EOU (pre-med but people to transfer later, as an example) · Keeping students here until graduation (a lot of them transfer) · Complicated log in – inconsistent · Advertisement and outreach outside of Eastern Oregon to increase admissions · Communication of EOU's financial issues and political issues between administration and students · The availability of some classes only being taught during only certain times |
| Local entertainment shortage |
| <ul style="list-style-type: none"> · EOU's online organization leaves something to be desired. Lack of standardized use of Canvas leads to confusion in classrooms; correcting this could lead to better productivity. · Lack of strong wifi everywhere (mentioned three times) · Cost of attendance · Does not create a friendly environment. Officials are not overly friendly with students or student workers (personal experience). · Building/dorm maintenance poor · Isolation · Some professors let their eccentricities get in the way of educating · Too many online classes · Too many fees—especially housing is way too expensive! And laundry and parking are not even included. · Perhaps not enough options when it comes to mandatory classes, such as language requirements. · Needs to highlight and streamline the students' access to financial aid notifications. The new class website is great, now do that for financial aid. |
| Funding |
| Lack of Diversified faculty / staff / students |

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| Weaknesses: |
| limits academic opportunities to region/state |
| Tuition Fees |
| Lack of respect for faculty by management and community. Morale amongst faculty and staff remains very low, for many reasons. |
| inability to universally execute on high-touch practices |
| disorganization in attempts to establish strong ties with community colleges and high schools |
| Pitting colleges and programs against each other and inequities in terms of advertising programs. Some are seen as shining starts, yet produce few graduates while solid programs are not. |
| price of school |
| Small size - limits majors and social community interaction |
| connects rural regions to Boise and East side Washington, not west side Oregon |
| Catalog ordered Liberal Arts teachers from Portland |
| Location |
| partnerships with other institutions |
| Insufficient marketing of what we have |
| Open campus |
| Security (lights) at night |
| Admitting college ready students |
| Remote, isolated region |
| Not as appealing to large schools/communities |
| Communication with appropriate departments about what is possible before a decision is made to do something |
| Inability to attract and retain qualified administrators with the expertise necessary to understand the data, contexts, and implications of decisions they are empowered to make |
| Inability to attract and retain qualified administrators with the expertise necessary to understand the data, contexts, and implications of decisions they are empowered to make |
| The mission statement remains very main-campus-centric |
| Far too many on line classes. As an employer, I do not trust that the student actually took that class. |
| Perception by local communities of EOU sustainability |
| Online programs |
| location |
| Lack of in-person classes |
| erosion or elimination of program offerings (language/physics/geology etc) due to administration's unwillingness to invest in building academic offerings and faculty lines |
| Broken system of shared governance |
| Online teachers who don't actually know how to teach - They might know the subject but that is different than teaching it. |
| For myself the graduate opportunity is not as equal in outreach or recruitment |
| Need more faculty, staff, and student diversity |
| Disabilities service center is unhelpful at best. |
| We are in the sticks |
| Lack of support for business students off campus, MHCC |

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| Weaknesses: |
| Loss of basic courses relevant to student needs |
| decreasing enrollments |
| limited degree options |
| Partnerships that were created under previous funding regime |
| Lacks communication between areas |
| disconnected administrative management |
| lack of international diversity, cost too much for iternationals if want to bring them here, not alot of scholarships to help cut costs. |
| An inexperienced board of trustees that lives in a bubble of its own self-congratulatory rhetoric |
| discrimination based on age regarding programs |
| Administration - lack of knowledge, skills and abilities |
| how/what are we evaluating to attain high quality programs? |
| A culture of "them vs us" (Administration vs Faculty & Staff) |
| Attention to quality in online courses |
| Isolated, rural area |
| Poor funding |
| Marketing` |
| Turn over in leadership or interims who are unable to implement needed changes |
| CAST structure |
| no mention of extensive distance education |
| Lack of Class Offerings times/classes |
| Lack of state support |
| infighting (faculty vs. admin) such a tired cliché |
| disorganization in establishing our identity as a student focused school for students that need/want individual attention |
| Administrator's lack of knowledge regarding the academic programs |
| lack of options on when classes are offered or how often |
| Location: remote without an airport nearby |
| not meeting cultural part in "educational, cultural, and scholarly center" |
| Coursework not related to title of the subject. For example, ecosystems with Northwest Indians turns into a third grade U.S History course where at the end, students gouge their eyes out from redundancy and elementary school flashbacks. |
| Small size |
| partnerships with community |
| Inadequate opportunities for minorities, particularly Latinos |
| Utilities |
| Admitting students below our admission GPA of 2.75 requirement |
| Limited curricular offerings |
| Needs to be more community involved |
| Communication about program possibilities and options |
| Limited administrator support for shared governance, including lack of training and leadership on key principles and processes, which further limits effective and informed decision-making |

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| Weaknesses: |
| Limited administrator support for shared governance, including lack of training and leadership on key principles and processes, which further limits effective and informed decision-making |
| Visibility of the onsite programs in their respective communities is still a problem |
| Far too many on line classes. I believe that one of the great benefits of a college education is interacting with the professors and other students. |
| Funding |
| Low admissions threshold |
| Jobs vs Education programs in EO |
| Difficulty scheduling (many classes only offered once per year) |
| chaotic operations across most of the university-getting work done on a day-to-day basis is often tortuous |
| Trend toward non-tenured faculty |
| Variety of online classes in areas like the Arts. |
| Too many silos and territorial protections |
| Many instructors are not approachable. |
| Limited offerings of majors/minors |
| Differential fee dispersment- How does it benefit all the business/econ students? |
| Exclusion of online/hybrid students to student benefits on campus and in the community |
| from faculty p.o.v., the committee structure and associated demands are burdensome. |
| limited pool of student applicants |
| Academic Leadership |
| Communities not really involved in EOU |
| negative, punitive work environments |
| Modest scholarships, but not enough to attract the top students for academics. |
| Flawed practices that have hired and promoted unqualified applicants, relatives and friends, and ignored search committee recommendations |
| Condescending attitude and view toward local and regional citizens |
| are the programs truly integrative? |
| Supervisors untrained in supervisory duties & Bargaining Agreement, handling disputes, and lack of accountability for inappropriate actions (i.e. bullying) |
| Regional location |
| Less access to research opportunities |
| Poor regional image--OSU is better at branding |
| Communication |
| Attending the needs of commuter students that live off campus |
| what does "integrated" really mean to the public? |
| Management and faculty have different visions of EOU's future |
| inconsistency of focus |
| campus diversity does not match the demographic changes occurring in oregon, meaning too little diversity on campus |
| Lack of or poor leadership in advising |
| not enough family housing offered for those types of students |
| Not culturally diverse |
| staff is insufficiently trained on accommodating for students diverse backgrounds. |

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| Weaknesses: |
| Housing costs are too high |
| Weak connections to other colleges |
| Previous constant change of direction without proper analysis first |
| Fire alarm system |
| Limited on campus courses |
| Non-competitive faculty salaries and decreasing commitment to tenure lines, which have made it increasingly difficult to attract and retain new faculty with the experience necessary to work effectively with our diverse student population |
| Lack of diversity in the student body |
| For too much emphasis on intercollegiate athletics - there is no way that EOU doesn't lose money on that. |
| limited course offerings |
| Student recruitment |
| relative cost of credit for the region |
| Everybody in the same major will have all classes together (too much togetherness) |
| weak and underqualified leadership in key administrative positions |
| "Running the University like a business" |
| Reputation for being 'The community college of Universities.' (A commonly used phrase in the Treasure Valley). |
| To many people concerned with self interests rather than those of students |
| Not enough activities like baseball, etc. |
| Not a ton of businesses in this small town for interships |
| Lack of personal attention, especially the online classes. |
| A strong staff to develop the real-world partnerships associated with workplace needs for professional development/university program development |
| insufficient classroom space |
| limited pool of faculty applicants |
| External Relationships |
| the restriction of high-impact opportunities for students in research, practicums, and independent study |
| Contempt for shared governance and faculty's role in decision making |
| Paying lipservice to saying distance education is important, but students are treated otherwise, and attitudes about online programs are voiced in derogatory manners throughout the campus. |
| we've been cutting the professional programs that people want/need |
| "Hard Sciences" disappearing (Geology & Physics gone). |
| Population to draw students from |
| Fewer class offerings available |
| La Grande not a "college town"--doesn't want to be a "college town" |
| Opportunities |
| Competing for grants to help people of color for more scholarship awards |
| connotation by some of "liberal arts" is perhaps hurting marketing |
| A board of Trustees that does not understand the academic world. Evidenced by many decisions including the one to hire a President with no experience in academia and who had documented anti-union sentiments. |
| lack of formal processes and procedures |

October 2016 University Community Feedback

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| Weaknesses: |
| Attention to providing students with a campus 'culture' and having them invested in their out of classroom life is lacking |
| Lack of support for regional centers |
| Rural - not good for a variety of cultural/social events |
| insufficient support for returning students, and it lessens by the year |
| Lack of transportation |
| Financial instability in the past |
| Distrust faculty have with administrators |
| Inconsistent and ineffective marketing and recruitment strategies disconnected from programs offered and expectations of students admitted |
| Inconsistent and ineffective marketing and recruitment strategies disconnected from programs offered and expectations of students admitted |
| We are only now beginning to have common targets between the onsite and the main campus |
| Some low quality programs - drop them. |
| University Marketing |
| lack of genuine faculty development opportunities |
| Program reduction/stagnation |
| Poor marketing of the university and its programs |
| Very few attractive programs to bring in younger students. I'm 29, and if I was 18-25, I wouldn't even consider this college. |
| Lack of F2F tutoring/mentoring support at the off site campuses |
| Freshman in Dorms policy |
| insufficient access to computer classrooms |
| limited summer term engagement and opportunities - how to better utilize faculty and facilities all year |
| State-wide standing |
| underfunded academic programs (restriction/elimination of course offerings, etc.) |
| Lack of formal and public accountability for high level administrators and the board |
| Approach to diversity and how local and regional communities have been treated in response to change and willingness to grow |
| how do we know that students become responsible and reflective? |
| Vision of # of students graduated, not vision of educating students |
| Salary for most faculty |
| Less attractive distance programs than in past |
| Entertainment/Activities for students |
| no mention of shorter-duration programs and/or applied bachelor's degrees |
| Lack of authentic shared governance |
| inability to translate value of our service/product to customers |
| Very little connection with the town, and limited opportunities for students to have things to do off campus, in La Grande |
| Not enough professors. One of the major reasons why there has been a drop in online enrollment is because people's overload has been reduced and/or people have quit doing overload. |
| communication within students, staff, faculty, and administration |
| Substance abuse among students |
| Insufficient connection with high schools, particularly those in this region |

October 2016 University Community Feedback

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| Weaknesses: |
| Outdated facilities, including lack of computer classrooms and inequitable access to multimedia technologies as compared to most public universities and community colleges in the state |
| Outdated facilities, including lack of computer classrooms and inequitable access to multimedia technologies as compared to most public universities and community colleges in the state |
| Main campus could be better at realizing the unique needs of each onsite program |
| Not much research going on with faculty - encourage faculty to conduct research with students.. |
| First year experience for low-performing students |
| mission drift and lack of long-range vision; emphasis on applied degrees and short-term economic levers |
| Not enough attention paid to upgrading the online program |
| Very few masters programs. |
| Hybrid classes at off site campuses have no access to the resources of those partnerships |
| Long-term vision with strong leadership dedicated to the long-term vision. |
| This survey coming so late to the party. Decisions have already been made by leadership |
| increasing reliance on temporary faculty to offer coursework |
| Historically low morale in almost every office on campus |
| Endowment: If you want donations you have to treat people decently while they're here as students/staff |
| approach to diversity is not as welcome as we want it to be |
| Myopic administration that allows unfit employees to remain, tying hands of supervisors who see the reality and Administration not seeking qualified employees through competitive searches |
| Culture |
| Less effective teacher prep programs than in the past |

October 2016 University Community Feedback

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| Opportunities: |
| Further engagement with communities and businesses beyond LaGrande; building a mentorship/internship program between alumni and current students; |
| I think it would be awesome if EOU reached a little farther out of the Easter Oregon Area. It would be wise to market our area to other students. Look at high school ski and snowboard clubs. Showcase how close we are to Anthony Lakes. |
| Again, recruitment of non-traditional students and preparation of non-traditional freshman is my main focus as Core Coordinator and to do this I participate in community outreach. There are many organizations in La Grande that can be recruiting grounds for a larger enrollment in the fall or partnerships for our students to gain internship experience. |
| Create consistent messaging/marketing Create long term priorities |
| Creating brand loyalty - "small but mighty." Realizing our niche in the market and capitalizing. Performing a business model study and realizing where we can position ourselves with tuition - I suspect we can increase tuition/revenue and still be positioned competitively. |
| Develop new academic pathways that are sustainable and serves our regional population needs. |
| I continually get feedback from the community that they would like to see non-degree classes offered. |
| Intertwining local businesses with EOU life, not necessarily for donations but every day happenings. What can EOU do for our local businesses? |
| *We have the only 4 year Rodeo Team in Oregon and yet it's considered a club by EOU. I believe we could increase enrollment by recruiting Rodeo Students. I know students who choose community colleges over EOU simply because they have teams and we have a club. I believe Rodeo could be qualified as an official sport at EOU for a much lower cost than Baseball or any other major sport. We already have a team registered with Rodeo. We also send students to nationals every year! |
| *Transfer Student Evaluation. Regarding recruitment, transfer students want to know how they're credits are going to transfer in. This is the single request by a prospective transfer student. The school that provides the evaluation the fastest, best, clearest, and at the lowest up front cost, wins. I believe we need to hire a transfer student admissions counselor. This person would have the ability to provide un-official transfer evaluation to all prospective transfer students and actively recruit in the surrounding community colleges. To take it one step further, if we could provide admission to a transfer student on the spot (in-person) with this recruit, we would be a leader in higher education recruitment. |
| *Academic Programs: As we look to launch a new academic major or program, I think we need to truly survey and speak directly with admissions. This can not be a gut decision. Find the academic program that's going to bring in the most students. Find something unique that we can defend it's decision. Speak with admissions on this one. They talk to prospective students every day and hear what majors they're looking for. |
| *I think when we list our academic degrees - We should actually be listing career paths. This would increase our catalog to potential students who simply want to know if they can get into the job they're looking for. Not many students know sociology can lead to counseling, law enforcement, the justice system, ect. |
| *Fund our online recruitment. Begin providing materials and training to these individuals or put it on admissions. Or maybe just hire that transfer recruiter I was talking about. But put some more funds into online recruitment. EOU has way more online competition then it had 10 years ago. Still, there is a strong funding opportunity there. |
| New technologies offer immense possibilities and will drastically change the world in the next 10 years. We need to be more involved with those changes and work to help our students be able to lead instead of follow: 3D printing, robotics, global connectivity, etc. |
| Economic hard times will continue, and that will make our lower tuition more attractive. We need to pioneer better, cheaper programs/options to take advantage of this trend. |
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October 2016 University Community Feedback

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| Opportunities: |
| The downtown community wants to connect with students. Translation services for Spanish-speaking families. Outreach to under-served communities in nearby communities. |
| EOU has a great chance to specifically target students who may be less financially independent, and we need to offer comparable scholarships that larger schools entice their best prospects with. |
| Emotional support for our students |
| Experiential learning opportunities for our students |
| Better relationships in our region and local connections in La Grande. We don't have the best image. |
| Teamwork throughout campus |
| We need to try harder at gaining more transfers from BMCC and TVCC. We need to have better relationships with local high schools to encourage them to our campus |
| We need to maximize our relationships with our community colleges and develop agreements for students to be co-enrolled at a community college and at EOU. |
| OHSU nursing students must earn 15 upper division general education credits to earn their BSN. Community college students often choose to complete these credits while still attending their CC and look to EOU online programs to do this. Historically weekend onsite courses, in subjects relevant to nursing students, offered on community colleges, on the west side of the state, have been popular to these students. Our onsite offerings have dwindled and we are missing the opportunity to capture this FTE. |
| Opportunities for Potential Degrees: BA/Human Resource Management; Social Work; ECED Minor; FSA Minor |
| Online education expanding rapidly |
| Community college alliances + programs |
| Cost & availability of CA education programs |
| Increase in retirement rate of teachers + boomers |
| Regional programs for industry |
| Agribusiness |
| Manufacturing + Operations |
| Approved education provider |
| Centers of Excellence |
| Center for Rural Entrepreneurship |
| Forest Service + Public Administration (?) |
| Outdoor Recreation Management |
| Unmanned Aircraft Systems |
| Build regional + national brand |
| Expand athletic programs |
| Unique niche offerings |
| Become college town |

October 2016 University Community Feedback

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| Opportunities: |
| Community courses |
| diverse environment |
| different clubs and outdoor program |
| diversity of people within the community |
| recruitment/involvement of international peoples |
| Recruitment of Pacific Islands students |
| focus our degree offerings |
| focus student demographics we aim to serve |
| Location amidst natural resources and recreation |
| community collaboration |
| rethinking processes and procedures for efficiency and quality |
| Online master's degrees |
| Regional partnerships with K-12 and community colleges |
| Hispanic market |
| Pacific Islander market |
| Cultivate internships with local businesses |
| · Sending students to conferences (mentioned twice) |
| · Community partnership for activities and academic purposes (like in schools; community partnerships mentioned twice) |
| · Practica in community and other cities (mentioned twice) |
| · Student involvement in the community |
| · Publicizing student and faculty work and projects to promote EOU's academic community |
| · Better arts representation |
| · Solar panels on roofs to save money and get money from the government |
| · More focus on helping students find jobs and internships |
| · The price and class selection compared to other colleges |
| Growth as educational center of choice for rural eastern Oregon. |
| Recruitment of Latinx Faculty and Staff |
| extension of service/programs beyond campus |
| Growth |
| Capitalize on and improve academic programs rather than shackling to programs in order to hire more administrators. Re-focus current administrative staff to focus on outreach, marketing, and co-curricular activities |
| online education |
| Providing a better connection with downtown businesses |
| advertising, advertising, advertising. Why in the world we are not advertising our online education with a broader net? |
| anyone can be a student here |
| Promote location to those who would appreciate it |
| we need more partnerships with the community. |
| Joint programs with other universities |
| Small class sizes |

October 2016 University Community Feedback

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| Opportunities: |
| partnerships with community |
| Creating a specific scholarship opportunity for student's from Baker, Union, Wallowa, and grant county. Some form of a fee remission. We are in our local schools. But, are we offering insensitive for them to attend EOU? Something to put us above the other options? |
| Enhance marketing efforts inside and outside of region |
| Student leadership |
| Need more - Community Involvement |
| Partnerships with regional businesses |
| Partnerships |
| Small size |
| State and national emphasis on increasing college-going culture |
| State and national emphasis on increasing college-going culture |
| Pathways from HS all the way through Bachelor degree |
| Small class sizes. I believe that one of the great benefits of a college education is interacting with the professors and other students. |
| recruitment of micronesia and international students |
| Expanding/investing in programs |
| over 30 returning to school. Hours for school |
| In-person classes provide EOU a competitive advantage |
| 2+2 partnerships |
| Restoration of strong shared governance structure |
| Reaching rural High Schools for College Prep classes via online learning. |
| Supportive and connected administration |
| Community College Pathways |
| OHSU nursing at the school. |
| Eager students |
| colaborate with the partnerships to provide benefits for students |
| Development of Special Education MAT program |
| increasing direct connections to high schools in areas such as Portland and Salem |
| Get out of the mindset of content delivery and sell a project-based learning style to fill a new university niche |
| Utilize location to attract students |
| Smaller class sizes |
| the use of our setting and natural resources to change our image |
| Need to find a way to unite campus in activities on campus. |
| Greater collaboration with partners in the region |
| Grow the Online Education prgram |
| rebuild online programs to be the best |
| Increased growth through outreach by students, faculty & staff |
| Improvement in online course delivery |
| Regional students |
| Teacher education |

October 2016 University Community Feedback

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| Opportunities: |
| Need to promote AA degrees |
| Collaboration with more local businesses/corporations for career opportunities for students; (educate the students to meet the employer needs) |
| Recruitment of Lainox students |
| enhancement of the beauty/opportunities of rural outdoor area |
| Class Offerings |
| Regional research and knowledge generation - EOU needs to provide resources for interaction (research and consulting) between faculty and local businesses and organizations. This means providing TIME, which means lower teaching loads and hire more faculty instead of more administrators. |
| partnerships with community colleges |
| Alter the expectations of faculty to include recruitment expectations. No more 'i teach, I am not a recruiter' attitude |
| Growing in STEM, but also recognizing supposedly non-STEM programs have great value, are producing high numbers of graduates who head into jobs or graduate school. |
| Grow its diverse student body and faculty |
| Counseling programs |
| Proximity to oppportunities |
| partnerships with other institutions, particularly community colleges |
| Adding new majors and minors with minor tweeks to our academic portfolio. Looking for low cost growth. We need to have some years of sustainability. But, we might still be able to add tweeks and polishes to our current offerings that could increase enrollment. |
| Work with high schools to improve the connection between EOU and students, especially graduating students |
| Available 24/7 |
| Building strong, post-graduation success for students |
| Research as undergraduate |
| Personal attention we can offer |
| Lack of public university space for all qualified applicants in neighboring states such as CA |
| Lack of public university space for all qualified applicants in neighboring states such as CA |
| Clinical partnerships with area districts for education programs |
| Some high quality programs - emphasize and grow them. |
| increase online offerings |
| Investing in equipment/technology |
| Small class sizes |
| Trio program as robust recruitment opportunity |
| Growth of strong academic programs (languages, sciences, humanities) |
| Connections with other Institutions. |
| Recruitment could equal OSU in personal call or appointmental for opportunity |
| K-16 Programs like Eastern Promise and STEM |
| Opportunities for soldiers |
| We are the only university on this side of the state |
| be involved at those sites by supporting clubs there |
| Development of new all-online teacher licensure program for full-time teachers with restricted licenses |
| potential for more connections with local governmental agencies and businesses |

October 2016 University Community Feedback

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| Opportunities: |
| Modernize computer applications and technology degree options to meet today's needs |
| Align programs with strength of location ie Outdoor leadership, agricultural, forestry, etc. |
| Activites such as school service day, or culture club concert and food. |
| A location that, given a coherent marketing strategy, would allow for recruitment outside of traditional geographic areas |
| Sincerity when working with community college partners and REBUILD once solid partnerships |
| focus our programs for needs and wants based on strengths--ed, science, arts |
| Hiring people of high skills and integrity |
| MBA and other graduate programs |
| Diversity focus, especially Latino/hispanic students |
| Tourism and recreation |
| Need to obtain sometype of energy minor |
| Increased diversity |
| Pay more attention to transfer students |
| connection to Oregon Promise students at Oregon CC's |
| A robust Outdoor education program could be developed. This would be attractive to students. A robust environmental science program could be developed. A robust hemp program could be developed. |
| partnerships with industry |
| Provide better relationships with community colleges to lower barriers and encourage transfer to EOU |
| Research, although we can't keep teaching such heavy loads |
| Recruit athletes that could play in bigger schools |
| Jobs and internships |
| Adjusting the 10 year campus plan to ensure we're renovating the campus to student's request and needs. Not what the staff want. Students should be the number 1 choice for every major decision. Do students want more parking and landscaping? Or, do they want more fun facilities or better study areas? |
| Increase awareness and opportunities for Latino students |
| Jobs |
| Unique curricular opportunities due to the region |
| Student-teacher relationships |
| Significantly lower cost of living in La Grande than western Oregon, Bend, California, Washington, Hawaii, and other areas |
| Significantly lower cost of living in La Grande than western Oregon, Bend, California, Washington, Hawaii, and other areas |
| Diverse population to draw from |
| National grant opportunities |
| Get to know professors well |
| Development of intelligent recruiting strategies |
| Providing further variety for working adults who can not attend online full-time. They need to be able to take less credits without the threat of poor/slow progress. |
| Market visuals and brand EOU more |
| The Bachelor of Applied Science - develop other strands such as Early Childhood Education |
| Development of new teacher training program for second caree professionals |

October 2016 University Community Feedback

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| Opportunities: |
| new programs related to resource management, even if these are collaborative with OSU. |
| Add STEM and/or project-based learning options to teaching program |
| Return to Non-Unionized shop |
| School Olympics where each department competes in various events, competitions, even knowledge bowl questions. Fun annual event. |
| Carve out a unique niche with innovative interdisciplinary academic programs |
| Renew positive relations with regional high schools |
| to connect more to our region/backyard; fix hurt relationships |
| Move back to actions directed by honor & integrity (follow policies & procedures) |
| Students from other regions of the state and country |
| Connecting with local businesses and agencies to increase research options |
| Natural resources-based issues |
| Community education classes |
| Increased enrollment |
| Renovation of Campus Staircase to "open" doors for community involvement |
| satisfied student testimonies about quality, cost, career opportunities |
| minority populations in region (Hispanic and Native American populations) |
| Formal training for faculty in advising and expectations for how advising needs to fit into their job description |
| Innovative summer programs that take our students outside of the region to participate in research and applied learning. |
| Guest speakers |
| Promote great online program and rejuvenate regional locations |
| Work study |
| Significant untapped potential for developing high quality experiential, field-based, and service learning opportunities accessible to all students |
| Partnering programs/team teaching |
| Quality in-person instructors |
| Investment in high quality faculty |
| Recruiting teachers who are passionate and come from a variety of sociocultural backgrounds and may not have traditional teaching credentials. |
| Use billboards, social media for educational outreach success story or education program, like OSU or PSU |
| Niche programs such as FSA and EMSA programs, Global Food Systems |
| Rebuild Alumni connection to and development of donor programs towards endowments |
| Encourage faculty research and add on-campus graduate level programs |
| Serve the region's changing under served populations, rural poor, Hispanic, |
| We're pretty affordable (and should invest in innovative financial aid mgmt) |
| Reach out to businesses and form internships |
| build kindness/sense of community for all--students, staff, faculty, administration |
| Recognize & foster the ideal of education for the sake of knowledge |
| Refocusing resources to play to faculty strengths and student interests |
| Increase focus/publicity for distance programs |
| Recruiting students who thought a university degree was unattainable |
| Providing occasional free meals to students to keep on campus throughout the day |

October 2016 University Community Feedback

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| Opportunities: |
| small + personal attention = flexibility w/in reason! |
| highlight the outdoor region and environment that eou and the surrounding area has to offer. |
| Communication and outreach |
| Grow partnerships with community colleges |
| Education |
| Potential to attract a significantly larger and more diverse student population to campus, making EOU and La Grande a more attractive option for more diverse students and employees. What could La Grande be like with 5000 students on campus? |
| Potential to attract a significantly larger and more diverse student population to campus, making EOU and La Grande a more attractive option for more diverse students and employees. What could La Grande be like with 5000 students on campus? |
| Increasing academic rigor/standards |
| Build upon and offer other athletic programs |
| Examine inefficiencies and redundancies within operations of university |
| Add Natural resource and rural studies programs |
| Increase admission's marketing for on-campus |
| A statewide network of centers that represent largely untapped organizational capital |
| Reach out to ALL populations - not just the ones that bring in more \$\$ because of specific ethnicity |
| rebuild EOU/administration/processes to focus on the student |
| Make a concerted effort to build a trusting campus community with good morale. |
| Connecting with the community |
| Enhance teacher prep programs to make them the national standard they used to be |

October 2016 University Community Feedback

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| Threats: |
| As the demographics of the nation, region, and campus shift toward including more people of color, we need to be intentional about making EOU and LaGrande a safe, welcoming, and attractive place for everyone. |
| I feel like in the Eastern Oregon Area, we have a presence and people know what EOU is. I feel like we have not done as much as we can to reach out to a wider population. I look at other schools and see that they are reaching out away from just their local community. They are doing things to help bring students to their campus. |
| One threat is that our focus for higher education is too narrow. We should not base our agenda for students on outside pressures from an ever-changing and unpredictable economy, nor should we be influenced by a destabilized political situation. If we offer students a more traditional, rigorous, and systematic path to knowledge we will draw students of higher academic ability from all over the country and the world. Also, focusing on re-creating this community through recruitment of non-traditional students who feel alienated from EOU will be a game-changer, and I believe it will integrate our isolated student population with the larger community. |
| declining enrollment competition |
| Oregon State's online program... It is gaining market share quickly and they are organized on this front. |
| Funding for university, affordability to the student, finding the proper balance of aid opportunities for the student to bridge the gap. |
| *Oregon State University Cascades: They are finishing up building their campus in Bend. Enrollment is definitely expected to grow. |
| *Portland State University - Just created their version of the "Oregon Promise" grant/scholarship. |
| *Community College Bound - Each year I hear about more and more students aiming for community college. I think our best bet is to start becoming a leader in working with transfer students to adjust to the shift. We can't be slow on this transition. See my opportunities for recommendation. |
| *On-campus enrollment Increase - I do believe this number will continue to grow. However, we are packed in our residence halls. We need to actively look at new housing or some alternatives if we expect on-campus enrollment to increase. |
| Economic hard times will continue, and that will make college less of an option for more and more people. |
| New competition - there are many models for more effective education developing in today's world, and as more people shift to those, college degrees will be a less marketable option. |
| Old competition - all the other regular universities/colleges available. |
| Other universities who are up-to-date on diversity, inclusion, and equity will provide the services the future generations need to be successful, and we will not maintain enrollment levels high enough to continue to exist. Education is changing, demographics are changing, EOU needs to get with the program and update their practices. |
| Specifically private schools who can afford to offer full scholarships, even though their tuition is at least 3x higher than our own. |
| Competitors marketing similar strengths to EOU and advancing on opportunities faster than we do. |
| We have lost our edge. In order to get it back, you have to mine ideas from your membership. Many ideas "go to Inlow to die". |
| Self-appointed employee activists with cynical and poisonous conclusions about others and other groups |
| The new OSU-Bend campus continues to grow and is threatening to take over students who would traditionally come to EOU. If they gain any sports or a residence hall, I think we'll be direct competition with them and they will possibly take some of our students. OSU gave scholarships to Union county students in 2007 - not sure if it's continuing but we need to do more to entice students to EOU. EOU needs to better innovate and continue to look for ways to improve to compete in the marketplace. |

October 2016 University Community Feedback

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| Threats: |
| Competition |
| Weak, disenchanted instructors. |
| Ineffective online instructors. |
| EOU has lost its edge regarding online educational programs and is no longer unique or innovative. Other universities are developing stronger online programs and students are going there due to their marketing strategies. |
| Declining level of state funding |
| Intense competition in online education |
| Increased funding of community college programs |
| Growing population of two-year students (financial) |
| Concerns around college cost/student debt |
| General economic & political uncertainty |
| Regional/local economic growth |
| Competition with neighbouring schools |
| online courses (out-of-state professors with no campus involvement) |
| in-coming students and people with no involvement |
| Universities competition - other universities offer better majors and other. |
| Funding Gaps |
| competitive recruiting |
| limited financial aid |
| View of college as an individual expense rather than a public good |
| OSU's online program (and other competitors for online students) |
| PERS |
| Lack of visibility on the west side of the state and in the legislature |
| The reduction of regional universities' roles to degree-granting |
| · Student debt |
| · Proper class materials |
| · The inevitable riots after the 2016 election |
| · How to educate and encourage students to take an interest in current political climates. Encourage voting, make it easy for students to register on campus, etc. |
| · A lack of interest in current programs, also a fear that current programs will be cut and desired majors lost. |
| · Cost: more help for students to attend part time. |
| · Not enough town related events |
| · If a sport/activity is cut, people will go to other places (cuts mentioned twice) |

October 2016 University Community Feedback

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| Threats: |
| · Economic issues (financial uncertainty mentioned twice) |
| · Outreach outside Eastern Oregon to increase student enrollment |
| · State budgets |
| · Economy |
| Better arts representation |
| Lack of sustainable funding |
| Having predominately white faculty |
| reputation for always being "under fire" with leadership, finances, etc. |
| Other colleges offer more classes |
| Poor management at many levels, including Deans, College operations managers, and IT. Constant contract breaches and bad feelings which emerge from them |
| lingering negative perception by external populations |
| apathy from the faculty |
| OSU |
| Funding - expensive to run small, complete university |
| not attempting to reach out to the west side |
| Poor and pricey room and board deterring students or stretching to the maximum amount on their loans (\$10,000) to spend the next decade or two to pay off. |
| More majors |
| free community college |
| UofO and OSU taking more than their share of state funds available, such as through OSU Cascades |
| Open campus |
| Admitting high need students with no funding options |
| Unpredictable state support |
| Small campus |
| We are rural and do not seem to take advantage of our setting and opportunities |
| Corporate and legislative moves to open more of the public higher education market up to privatization, including moves toward "proficiency-based learning" |
| Corporate and legislative moves to open more of the public higher education market up to privatization, including moves toward "proficiency-based learning" |
| Keeping up with the unique needs and learning styles of diverse community |
| Not emphasizing the good programs - need to focus? |
| local economy |
| Other schools' online programs |
| Price |
| Why move to La Grande and go to EOU if all classes are online anyways? |
| Board of Trustees' lack of knowledge of academic culture and unique role of universities |
| Corporatization of management model |
| Other online programs who provide personal outreach above email contact. |

October 2016 University Community Feedback

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| Threats: |
| Other state and regional universities doing work here (WGU, OSU) |
| Bad track record/relationship with community. |
| Constant restructuring |
| Lose transfer students by not reaching out to them at events |
| Stronger online programs with technology-savvy staff by other institutions and for-profit organizations |
| decreasing enrollments |
| Need to reach critical mass of on-campus students to provide useful services |
| Leadership is too focused on on-line/on-site |
| Nothing for students to do |
| loss of students as a direct result of loss of academic programs |
| Rising costs with down economy scare away potential students. |
| Become a bottom feeder obsessed with the 'bottom line' and get outcompeted by institutions with more reserves |
| the loss of possible students caused by biases |
| Accreditation and lack of knowledge and/or willingness to hire experienced administrators who pay attentions to state and federal laws |
| managers/administrators need mentored/trained--best practices, personnel issues |
| Loss of qualified, dedicated employees due to mishandling of incidents |
| Universities offering online programs |
| Lack of State Fiscal Support |
| Funding--always funding |
| Active shooter |
| Community acceptance of increased diverse student population |
| Scholarships for Latinx |
| perhaps trying to be all things to all people? |
| Baseball at other schools |
| Nepotistic hiring of friends and family rather than qualified applicants. Direct hires into 100k positions without searches (Payroll director, Luke Aldrich position, Registrar), hiring of friends (Director of payroll friend of VP of finance, Luke Aldrich position (a 100k position which EOU has never had before) a friend of President Insko. Another example is the hiring of the student Media adviser, who was spouse of the then Registrar. |
| reliance on state funding of higher education and the vacillations in funding that result |
| fear of change from the faculty |
| UO |
| rural population in region(traditional students) is shrinking |
| we need to branch off of OSU and create our own natural resource degree |
| Foreign exchange program seems weak; there's like five guys in a student population of 4,000 |
| More students |
| inability to get local community involved with EOU |
| No control over rising costs of big ticket items such as PERS |
| Intrusion |
| State Funding Reductions |
| Unwillingness to change for the greater good of the campus |

October 2016 University Community Feedback

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| Threats: |
| Partnerships with colleges, we seem to lack communication |
| State and national pressures to lower national standards and quality controls on dual enrollment |
| State and national pressures to lower national standards and quality controls on dual enrollment |
| Money |
| Loss of money due to athletics - some alumni may like it but I doubt that many students come here so that they can watch them.. |
| Occupational (administration) stepping-stone |
| Need to look at EO Jobs. City certified people are hard to find and classes for the certs are hard to find in EO. |
| There are online universities that do online classes better |
| External perceptions of EOU as low-quality institution |
| Dis-investment in higher ed by the state |
| Economy |
| Lower tuition at Community Colleges |
| Attitudes of townspeople very bad toward the university. |
| Losing existing students by not supporting their faculty |
| Losing the high-quality of EOU's central premier programs-Arts, Education and Business. |
| decreasing state support |
| Students need degree programs that connect to careers, especially when they are coming out of poverty |
| Lack of financial strength - faculty pay raise for example - University can not afford it |
| Quality faculty won't be hired due to lack of funding |
| reputation in the state as a second-rate (or lower) institution |
| lack of promptness in notifying applicants of scholarship award right away, need them to decide here before other schools woo them away. |
| Make short-sighted deals with CCs to increase enrollment |
| Having facilities to meet the needs of increased enrollment |
| Lack of student support systems |
| more/bigger players in distance/online education |
| Attorneys making the decisions about how affairs are conducted at the University. Lack of frank discussions between faculty and management during conflicts because management is following scripts provided by the attorneys. |
| competing institutions (OSU Cascades) |
| continued divisions amongst campus dept or factions that are counterproductive |
| uninformed legislators |
| Hispanic population (Hemiston/Ontario) may not find EOU welcoming |
| uncaring and racist people at school and in the community make students of color and different backgrounds feel unsafe and afraid: "Sundown town" |
| Demographics are not as wide as admin thinks it is. I'm an American citizen and always get asked if I'm an exchange student, then get complimented for my native Oregon accent. They admit a undocumented students who grew up in The Dalles/ Hermiston and pompously think they're so multicultural and diverse. |
| Better location |
| funding |
| Competition both for online and oncampus students |
| A lack of thorough training can leave us not serving everyone as good as we could |

October 2016 University Community Feedback

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| Threats: |
| Poorly conceived state and national efforts to lower "time to degree" by eliminating developmental education and limiting students' time to learn, which threaten to undermine access to higher education for underprepared and underrepresented students |
| Poorly conceived state and national efforts to increase "time to degree" by eliminating developmental education and limiting students' time to learn, which threaten to undermine access to higher education for underprepared and underrepresented students |
| Keeping qualified and motivated faculty |
| Overall quality of regional high schools |
| No where does in-person classes better, yet there are fewer and fewer of those |
| Uncertain funding |
| Influence of education reform activists |
| Students are not 18 anymore, 26 and up is the norm now. Capitalize on it. |
| Ever decreasing state funding |
| Programs like the learning center/disabilities center need to be completely revamped. Bad learning environment. |
| Disenfranchisement of classified staff as meaningful, valued part of the school experience |
| decreasing percentage of tenure-track faculty weakens overall program strength and long-term commitment |
| Depressed rural economy |
| Due to small size, lack of relevance - OSU take over |
| flight of qualified faculty and staff due to negative work environment |
| Lack of knowledge of EOU as far as marketing, we have a great product here, get the word out outside of La Grande about EOU in the Northwest and surrounding states. |
| Loss of reputation for quality and innovation in the classroom |
| Lack of knowledge in working with technology and systems |
| hostile administration to faculty and staff, faculty to staff, and to community |
| Lack of trust in the campus community based on years of betrayals. |
| Campus culture |
| Lack of preparation for regional high school students |
| Salem! (i.e state government and ignorant politicians) |
| Not addressing the need to bridge the "Town and Gown" gap |
| Ignoring students needs |
| boring curriculum, but getting better with applied business degree, etc. |
| Outcomes-based state funding model because so many students transfer out. Why? Because we don't offer the programs they want and need..... |
| perpetually small regional population |
| forgetting to put students and their needs as a number one priority |
| other university's online programs |
| Coursework that deviates from the intended information the course. My friend is taking world history to study trends and their causes in civilization. What he ends up studying is almost exclusively about women during those time periods. I understand it is important to know what roles women had a hand back then and how that evolved, but the rest of history is not all about women. if he wanted to take a women's studies course, he would have signed up for one. |
| More experienced professors |
| Politics in Salem resulting in uncertainty of the level of state funding overall |

October 2016 University Community Feedback

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| Threats: |
| Poor leadership in vital roles, deans and directors |
| Outcomes-based funding models |
| Outcomes-based funding models |
| Administrative bloat |
| Free community college |
| There is no flexibility with scheduling because not enough course offerings |
| Location is undesirable to many students |
| Continue hybrid courses all over region and weekend courses |
| Diminished Political importance of the region |
| There are so many older instructors that I really have to wonder if they even care about anything but collecting their next paycheck. Many unpleasant, unwelcoming environments, |
| Continuation of professional programs that are not relative to contemporary job markets |
| possible competition from OSU Bend campus |
| Sometimes our rural student base is less prepared for college |
| Blue Mountain Community College - Changing higher ed landscape in Oregon will eventually foster more competition |
| internal conflicts/greivances between management and faculty/classified staff |
| Need better marketing campaign and commercials or ads to be exciting. Ours I've seen are very lackluster. |
| Continued inattention to establishing close and thoughtful relations with feeder high schools |
| Lack of infrastructure locally for EOU's desire to bring in more students then there are job opportunities |
| accreditation--energy to look up existing laws and policies before writing new ones/not approved through proper channels |
| Lack of community support and confidence |
| Required tuition increases |
| Increasing costs to students to attend EOU |
| Insufficient funding to meet the needs of the low-income students who have been recruited. |
| Overloading on same events |
| does 1st paragraph of mission statement really communicate? |
| Lack of managerial vision that looks to the opportunities listed in 3. Neither I nor my colleagues have been approached about developing any of those programs. |
| continued lack of awareness by population external to region |
| being unwilling to work toward and find creative solutions for the unique situations and challenges of our students (for example, the majority of our students work full or part time. What are we doing to accommodate and increase understanding for this type of student?) |
| community colleges |
| Retention rates are low because students don't want to be here for the whole four years. I am leaving after this year because there's more to this country than Union County and frankly I need a change in scenery. |
| Being out-marketed by similar institutions |
| Not the right people in higher level positions across campus |
| Financial/economic vulnerability of so many of our students, employees, and communities |
| Financial/economic vulnerability of so many of our students, employees, and communities |
| Making EOU attractive to prospective students and faculty |

October 2016 University Community Feedback

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| Threats: |
| Lack of competitive salaries (faculty) |
| Ensure trust board is connected to community and long range planning. Commitment to overall goals. |
| Need a strategic plan that will be followed |
| Class cut-backs make the school very unattractive for students. |
| Professional programs that are out of touch with practical everyday operations and practices of the profession. |
| aggressive recruitment in the service region by Washington and Idaho universities |
| Funding |
| Faculty Union - Lack of faculty participation in the future of the institution |
| Leadership with no previous experience in higher education management/administration |
| Lack of connectivity to regional and online student needs - students are not being taken seriously and go elsewhere |
| better trained financial managers/administrators; need to develop niche and stick with it to avoid financial ruin |
| Outside sources trying to impose their own vision to the detriment of the university. |
| Too much focus on the bottom line |
| Lack of support from Region for education in general |