

Institutional Monitoring Metrics - multi-year trend

Eastern Oregon University

Strategic Plan

ACADEMIC YEAR	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-2021	Strategic Plan Target (2029)
	Regional HS matriculation (February+2yr)	14%	17%	16%	17%	14%		
On Campus Subtotal (FTE - 4th week)	1,280	1,188	1,302	1,323	1,393	1,323	1,290	2,500
Off Campus Subtotal (FTE - 4th week)	1,112	1,086	919	829	778	810	835	5,000
Maximize credit articulation (4th week - avg. credits lost)		4.3	5.3	4.4	2.2	2.1	2.5	2.0
Transfers experiencing credit loss (4th week)		20%	25%	20%	12%	13%	16%	10%
% Student cultural/ethnic diversity (4th week)	17%	16%	20%	23%	25%	28%	28%	26%
Retention - First-time freshman cohort (IPEDS) (4th week)	58%	57%	72%	68%	68%	72%	70%	80%
Retention - Transfer student (4th week)	63%	65%	71%	64%	74%	68%	61%	90%
UG graduation rate: 4-yr (cohort) (4th week)	17%	13%	16%	20%	22%	17%	17%	50%
Transfer graduation rate: 2-yr (junior status at entry) (4th week)	28%	24%	34%	36%	30%	33%	36%	70%
Graduates engage in high impact experiential learning (EOY)	80%	85%	91%	93%	94%	92%		100%
Graduates civic, svc., co-curricular (EOY)	57%	53%	53%	55%	61%	59%		100%
Graduates employed or post-grad (EOY+1)		87%	92%	96%	88%	85%		90%
Alumni satisfaction (EOY)	80%	79%	85%	83%	89%	81%		85%
Great Colleges List (Biennial August)		44%		52%		56%		ON LIST
Oregon's rural university				designated	designated	designated	designated	DESIGNATION
Student Learning (PLOs / ULOs - EOY)		100%	100%	100%	100%	na		100%
Faculty provide meaningful student-faculty interactions (August Biennial)	17.4		19.1					30
Effective teaching practices (August Biennial)	41.8		39.2					50
Faculty supported in research & scholarship (November)	0.07:1	0.07:1	0.06:1	0.06:1	0.06:1	0.06:1		10:01
Diverse and interconnected world (August Biennial)	69%		62%					85%
Supportive environment (students) (August Biennial)	27.7		26.2					50.0
Supportive environment (faculty & staff)								85%
Intercultural competency (students)								Competent
Intercultural competency (faculty & staff)								Competent
Carnegie community engagement classification (5 year cycle)								CLASSIFICATION
Alumni giving participation rate (EOY)	1.4%	1.4%	1.4%	1.4%	1.5%	1.3%		>=6%

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*Values in orange are projections

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Ascent 2029 Campaign Cumulative Giving (\$millions - EOY)	\$ -	\$ -	\$ -	\$ 0.64	\$ 1.61	\$ 2.20		NS
Fund balance (% of E&G Revenue - November)	7.0%	11.7%	17.3%	19.0%	20.9%	25.1%		>=10%
Debt burden ratio - institution paid debt (November)	3.6%	3.4%	3.5%	2.9%	2.9%	2.8%		<= 5%
Primary reserve ratio (November)	30.0%	33.0%	38.0%	37.0%	36.0%	44.0%		>= 40%
Alternative sources of revenue (\$ thousands - November)	\$ 281	\$ 378	\$ 662	\$ 720	\$ 459	\$ 473		\$2,000
Facilities maintenance & safety								NS
Physical campus strength & beauty								NS
Campus utilization								NS

GOK	TERM	DEFINITION
5.1.2	Regional HS Matriculation (w/in 16 months)	Looks at all students graduating from regional high schools with a regular diploma (all public high schools within our 10 county region) and of those who matriculate to post-secondary education w/in 16 months, what proportion EOU matriculates - HS graduation year is 2 years behind the acad year in which data is provided - 2011-12 HS grads are reported in 2013-14 data
3.1.1 & 3.1.2	Headcount & FTE by student group (4th week)	Fall 4th week student headcount and FTE by modality (assigned campus - 'L' equates to On campus except in the case of MAT students who are classified as on campus regardless of actual campus assigned) and student classification. FTE is the total of all student credit hours (SCH) for each student divided by the appropriate denominator for that student's level (15 for undergraduate and 12 for graduate).
5.1.1	Maximize credit articulation	Average number of non-articulated credits for new fall transfers. For students who did not have non-articulated credits, includes zero in the average.
5.1.1	Transfers experiencing credit loss	Percentage of new fall transfers who have non-articulated credits.
4.2.1	Student cultural/ethnic diversity	Percentage of 4th week students in one of the following categories: 1) Nonresident Alien 3) Hispanics of any race 4) American Indian or Alaska Native 5) Asian 6) Black or African American 7) Native Hawaiian or Other Pacific Islander 9) Two or more races
3.2.1	IPEDS Retention	A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For four-year institutions, this is the percentage of first-time bachelors (or equivalent) degree-seeking undergraduates from the previous fall who are again enrolled in the current fall. It is broken into two categories FT and PT retention
3.2.2	Retention - Transfer student	A measure of the rate at which students persist in their educational program at an institution, expressed as a percentage. For transfers this is the percentage of new transfers from the previous fall who are again enrolled in the current fall. Provided overall and by modality.
3.3.1	UG graduation rate 4yr & 6yr	Graduation rate is based on the number of first-time, full-time, degree-seeking freshmen entering in fall (or summer and returning fall) six years prior to the reporting year. The number graduating with a bachelor's within 4 years and 6 years of the initial cohort term divided by the total number in the initial cohort are the rates. Rates are also provided disaggregated by racial/ethnic minorities.
3.3.2	Transfer graduation rate	The percentage of new transfers entering at junior or senior standing who complete an undergraduate degree within two years. Uses a cohort calculation approach. For example, data reported for 2017-18 looks at the proportion of new transfers who entered at junior or higher standing in fall of 2015.
1.1.1	Graduates experiential learning	% of graduating undergraduates who complete an internship, practicum experience, research project, or the equivalent
1.1.2	Graduates civic, svc., co-curricular	% of graduating undergraduates who complete a course identified with the civic engagement learning outcome or designated as containing a required service learning or performance component, who participate in university athletics, or who are a member of a student club.
1.2.1	Graduates Employed or Post-Grad	% of respondents to the EOU graduating student survey item "Which of the following best describes your primary activity?" who indicate they were employed or re-enrolled for further education subsequent to completing their degree (also merges data from National Student Clearinghouse on subsequent enrollments).
1.2.2	Alumni Satisfaction	% of alumni indicating EOU adequately prepared them for achievement of long-term educational and career goals (EOU alumni survey - graduates 6 years prior to reporting year)
4.1.1	Great Colleges List	Recognition in one of the categories of the 'Great Colleges to Work For' list sponsored by the Chronicle of Higher Education (facilities, workspace & security; supervisor/department chair relationship; work/life balance; collaborative governance; compensation & benefits; confidence in senior leadership; job satisfaction; professional/career development programs; respect and appreciation; teaching environment (faculty only); tenure clarity & process (faculty only/4 yr only)
5.2.1	Oregon's rural university	Legislative recognition of EOU's service to rural communities and official designation as Oregon's rural university

GOK	TERM	DEFINITION
2.2.1	Student Learning (PLOs / ULOs)	% of sampled students at “Proficient” or “Adequate” in assessed PLOs.
2.1.1	Meaningful student-faculty interaction	Students experience meaningful student-faculty interactions. Uses NSSE student-faculty interaction scale.
2.1.2	Effective teaching practices	Faculty engage in best practice interactive pedagogies. Uses NSSE effective teaching practices scale.
2.1.3	Faculty supported in research & scholarship	Teaching and library faculty are supported in disciplinary research and/or the scholarship of teaching and learning. Calculated as the ratio of discipline load expense, research stipends, and Center for Teaching Learning and Assessment (CTLA) expense to the instructional expense for the institution.
2.2.2	Diverse and interconnected world	Graduates demonstrate readiness for a diverse and interconnected world. Uses NSSE Item 2c.
4.1.2	Supportive environment	% of students, faculty, and staff indicating the institution provides a supportive and caring environment. For students, this measure is taken from the NSSE supportive environment scale. A score of 50.0 equates to 85% on that scale.
4.2.2	Intercultural competency	The students, faculty, and staff demonstrate competency in intercultural interactions (not currently measured).
5.2.2	Carnegie community engagement classification	An elective classification that recognizes community engaged institution. New classifications occur every five years and require evidence of institutional practice through data collection and documentation of important aspects of institutional mission, identity and commitments.
6.2.2	Alumni Giving Participation Rate	Alumni are currently defined as any student who has received a degree from EOU. The participation rate is the proportion of living alumni who have donated as of the end of the academic year listed.
6.2.1	Ascent 2029 Campaign Cumulative giving (\$millions)	Cumulative amount donated to the centennial campaign for the university. Total is calculated at the end of the fiscal/academic year.
6.1.1	Fund balance (E&G)	The difference between assets and liabilities.
6.1.3	Debt Burden Ratio - institution paid debt	Debt service to total expenditures. W/Foundation and W/GASB 68 Source: EOU Financial Statements. Reported to HECC
6.1.2	Primary Reserve Ratio	Expendable net position to operating expense. W/Foundation and W/O GASB 68 Source: EOU Financial Statements. Reported to HECC
6.3.0	Alternative sources of revenue	Objective is to expand revenue from alternative sources such as grants, sponsorships, partnerships, and alternative uses of campus property. No KPIs yet identified. Currently measured using revenue type = 50, revenue account = 08000 (other revenue), all fund types.
4.3.1	Facilities maintenance & safety	Infrastructure and facilities are well maintained, accessible, safe and secure (not currently measured).
4.3.2	Physical campus strength & beauty	The physical campus reflects and strengthens our naturally beautiful setting (not currently measured).
4.3.3	Campus utilization	Use of campus by stakeholders is maximized (not currently measured).