

***AN UPDATE
AND
CONTINUATION
OF
THE PLAN
FOR***

***POSITIONING EASTERN OREGON UNIVERSITY
FOR
MISSION FULFILLMENT AND FINANCIAL SUSTAINABILITY***

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SECTION 1—EXECUTIVE SUMMARY AND INTRODUCTION

Over the past three months, many individuals on campus have been engaged in the discussions surrounding the drafting and updating of the Sustainability Plan. The discussions were critical to the gathering of information and feedback on many ideas and options. In addition, these meetings and discussions were critical to discuss the context of the fiscal stability of our University.

These discussions took place in many forums—many were in formal settings with many and varied constituencies, others were small group meetings, while other were spontaneous and held in my office or over a cup of coffee. In addition, I know many of the faculty and staff, in their own circles met and discussed various options and ideas. In addition to meetings, I—and the Provost—have received considerable feedback in the form of emails, letters and even instant messaging and texts. In short, the communication surrounding the drafting the plan was intensive, inclusive and free flowing.

I, along with the Provost and the other members of the leadership team of Eastern, appreciate the time and care many of you took in crafting your thoughts, ideas and suggestions. Many of those thoughts and ideas were incorporated in the initial draft of the Update and since it release, as new ideas were presented, these too were incorporated if possible.

In this, the plan we will begin implementing immediately, we followed several important parameters that are important to note.

In realizing cost reductions, we utilized the expertise of the budgeting team and ensured that they were able to provide objective projections. We asked them, in calculating revenue forecasts, to be conservative and utilize projections that reflect modest or no growth. Likewise, in costs savings, we asked them to provide ranges that may be realized and to use the low end of these ranges when forecasting our net projections. We are also dealing with many unknowns and in forecasting continued costs, we utilized the higher end costs.

Our focus in this plan is two fold. First—to meet the short-term fiscal obligations that are necessary to ensure fiscal viability. This requires an increase of our net proceeds from operations of \$1.8 million. To achieve this, we have identified \$490,000 in one-time savings (some of which may turn into multi-year savings depending upon various staffing decisions). The plan also indentifies \$933,000 additional savings in non-instructional costs and revenues shifts. At a minimum, \$1.5 million has been indentified in instructional savings. Thus, at a minimum, in on-going costs and revenue shifts, the plan will yield nearly \$2.5 million in increased funds from operations. This will allow for Eastern to achieve the necessary financial measurements and, in fact, produce a financial surplus that will enable for the investment in our projects necessary for our University. And, again, since we used conservative revenue estimates and the higher costs estimates, this is in fact a conservative fiscal projection. As the plan is implemented, Eastern will indeed succeed in meeting the short-term goal of achieving a 5 percent fund balance in the first year and increase this by one percentage point in the second year.

This plan resets our business model in many ways. Eastern, like many universities, has grown and added many worthwhile programs through the expansions of minors and concentrations. This expansion has created a considerable increase in the number of classes that our taught. During this time of expansion, the number of the students and number of faculty has not increased as quickly. What then has occurred is that many courses are offered and the enrollments in each of these courses is limited. These “low enrolled courses” are a financial drain to the university in direct costs (e.g., salary and benefits) as well as indirect (i.e., opportunity costs of time and energy, increased overload, classroom management, etc.). Currently, Eastern is the only university in the system that does not on a regular basis, cancel low enrolled courses. Not that we have to do everything that every other university does; however, this is a practice that is followed because of the financial implications to the institution and it is one that we must instill here to be financially viable. The streamlining of course, the elimination of certain concentrations, and the

management of low enrolled courses all work together in providing our students a clear pathway towards graduation in an efficient and effective manner.

Another load management issue that is addressed in this plan is the use and allocation of overload. This has been a common practice at Eastern and has earned us a dubious reputation—as evident by a recent exchange at the Inter-Institutional Faculty Senate Meeting held on our campus. The new model, along with the “flipping” of courses will address critical issues that have been asked by OUS internal audit as well as mitigate a “moral dilemma” as described to me by a faculty member who recently retired.

While the previous areas are specific to the academic enterprise of Eastern, the plan also impacts our administrative functions. We are consolidating various regional centers in creating “Metro Centers.” The first of these efforts is the combining of the Salem and Portland areas to be covered by one advisor. We are also looking at additional areas that may be combined to gain efficiencies.

We are also revamping our remission strategies that will enable us to provide funding to students that have a higher propensity to persist along with being much more strategic in these allocations.

Furthermore, we will continually to review business practices that are currently decentralized and if efficiencies by centralization can be achieved, we will be doing so. We are also implementing a much stronger oversight of the budget allocations to the various units and divisions. This will, in many ways, serve as a cost reduction. However, and just importantly, it will be a tool of accountability and predictability that is currently lacking at Eastern.

This plan addresses the fiscal needs by altering some of systemic business models that have been in need of change in addition to the cost savings. A summary of the operational savings is as follows:

- ⇒ One-time savings for FY 2014: \$493,000
- ⇒ On-going non-instructional savings: \$934,000
 - Personnel savings: \$254,000
 - Operational savings: \$680,000
- ⇒ Instructional Cost Savings: \$1,500,000
 - Personnel savings: \$450,000
 - Management of low enrolled courses: \$800,000
 - Management of overload/adjunct contracts: \$250,000
- ⇒ Estimated FY 2014 operational savings: \$2.2M
- ⇒ Estimated total on-going operational savings: \$2.5M

Again, it is important to note that in providing these projections, conservative estimates were used. In addition, the plan will call for specific actions to occur, and until they are fully implemented (i.e., streamlining of concentrations) no costs savings projections were utilized. Furthermore, this plan achieves the short-term objective of \$1.8 million in operational savings in the first year and sets the foundation for increased efficiencies in the second and on-going years that will enable Eastern to increase its fund balance appropriately.

The review administrative programs followed the same process initiated in Spring 2011 and has become an annual review process. A central part of this process is that each unit provided a detailed analysis of their operations, goals, objectives and major accomplishments. In addition, as part of the S&S normalization effort, each also provided a detailed request for new funds as well as justification for current allocations. From this process, ample information and data was in existence to provide initial recommendations. These recommendations were vetted with the appropriate vice president or director. From this is, and from additional comments, it is clear that in the not to distant future that we need to make investments in key areas of our university and this includes, but not limited to, web site development and

marketing strategies, information technology, and support for programs that will add to the success of students as well as the diversity of our university.

The review of the academic programs built on the on the program review process initiated in Spring 2011, which focused on understanding how EOU's specific academic programs connect to our mission, core themes, and underlying goals, as well as our NWCCU accreditation standards, this broad instructional and academic program review and focus process focuses on more effectively managing our existing resources as a small regional public university and on streamlining and condensing our current set of academic programs to reflect our current and projected envelope of institutional fiscal resources.

The three key goals of the broad instructional and academic program review and subsequent instructional and program management are:

1. Programs structured to support student entrance, retention and completion, regardless of location.
2. Programs structured to reflect sustainable faculty staffing levels, both regular and fixed term, relative to benchmarked faculty FTE data from comparable programs.
3. Programs structured to reflect sustainable faculty workload assignment, avoiding reliance on regular and fixed term overload.

Information and data for each current academic program has been provided by the program faculty from information already contained in program portfolio materials, from data provided by EOU Institutional Research, and the budgeting staff in EOU's Finance and Administration office.

In establishing this plan, as stated above, it has involved a university wide discussion. And, at the same time, we have involved the Chancellor's Office and the expertise they are able to provide on the fiscal conditions and issues at other similar institutions. They not only understand our current situation—fiscally and culturally—but they also support and endorse the efforts that are laid out in this plan and is evident in the attached letter from Chancellor Rose (See *Appendix E, Chancellor's Letter*). The Budget & Planning Committee has also discussed this plan at length. By their choosing, they met separately to discuss the plan in detail. As a result of this meeting, they provided 10 specific questions in which were responded to in writing and then in a detailed discussion ensued at their next meeting (See *Appendix G*). At the conclusion of this discussion, it was directly indicated that their questions had been answered and they did not have additional feedback or questions. We have also received formal feedback from AAP (See *Appendix F*). In a subsequent meeting with the AAP and through a series of questions and answers, we gained more clarity on their concerns, though much of their concerns were addressed in one part or another of the draft plan and/or the final plan.

This plan was not developed in isolation and without discussion and thoughtfulness on anyone's part. Is it perfect? Is it ideal? Is it the cure to all of our fiscal woes? The answer is "No" to all of these questions. It is, however, a giant step forward in the right direction. It does put us on a pathway towards fiscal sustainability. It does provide us a foundation on which to properly plan, financially and otherwise, for our future. I am sure that there will be unexpected details to be worked out and issues will arise that will necessitate us to make shifts and alterations. However, like the initial Sustainability plan, it is not meant to sit on a shelf and collect dust. It is a working document that will require diligence and focus and purpose. As the concluding paragraph from the AAP response remarks and states (and as I altered to reflect the entire university and not just the faculty view):

we (faculty, staff, students, and the community itself) are all committed to doing everything possible to save the university, as long as it does not undermine the mission or the distinct advantages of an undergraduate education Eastern....Now what is needed is a fully articulated sense that we are working together, informed by consistently transparent practices and policies that bring us all together on common ground, with common purpose.

SECTION 2—UPDATE OF THE SUSTAINABILITY PLAN AND SITUATIONAL ANALYSIS

In May 2011 the Eastern Oregon University community initiated the plan for Positioning Eastern Oregon University for Mission Fulfillment and Financial Sustainability, more commonly referred to as the “Sustainability Plan,” as a pathway forward to ensure strategic alignment and fiscal continuity for our University. This Plan focused a central question: Given the fiscal constraints, how does EOU become financially sustainable AND fulfill its mission and achieve its goals? The resulting Sustainability Plan began the process of determining the size and scope of our various programs and services. Under the Plan, we restructured many offices and units to gain efficiencies. The Plan forced a dialogue about opportunity costs to determine what we could and could not do given limited resources. We initiated a process to set priorities for our University. As part of the planning framework, continuous evaluation of was instrumental and continual changes and alterations occurred based on the outcomes of implementation.

The Sustainability Plan was launched in June 2011 and continues to guide our strategic and operational programming decisions. The objective of Sustainability Plan is to provide both the financial framework and operational structures necessary for EOU to fulfill its mission, to live true to our Four Core Themes and achieve our 10 stated goals by creating a strong fiscal foundation. It is important to keep at the forefront of our efforts and in reading this document that the Sustainability Plan, and thus this update and recommended changes, is driven by our mission, themes and goals--the Plan does not drive our mission, rather our mission drives the Plan. The Plan enables us to remain financial viable so that we can continue to: serve our students and region by providing Liberal Arts based educational experience; provide necessary and exceptional professional programs; be a economic, cultural and social catalyst for the area; to foster creative, critical and independent thinking among all of our University and community members. In doing so, we acknowledge that we are regionally based University focused primarily on the undergraduate experience. We also acknowledge that our student population for "on-campus" will only grow slightly over the next decade and that our significant growth in students will be in the increasing number of students who study "at-a-distance" either on-line or at one of our sites and centers. While our on-campus student headcount is projected for nominal growth, the campus environment and infrastructure is paramount as it is the hub that connects all of the educational (curricular and co-curricular) for our entire enterprise. The Plan is the structure to support and provide educational opportunities that are affordable and accessible for current and future students.

The first phase of the Plan (initiated in June 2011) consisted of the financial restructuring and the implementation of non-instructional reductions and eliminations, and strategic efforts to increase revenues. The reductions included: the elimination of 14 non-instructional positions; a campus holiday closure; service and supply reductions; restrictions on overtime and temporary employee reductions. In total, \$1.65 million was reduced from the budget out of a planned \$1.7 million, or 92 percent of the targeted amount. In some cases, the long-term efficiencies were realized and the University is indeed more sustainable because of these reductions and ongoing cost savings. In other cases, while costs were reduced, the University now has stressors that must be dealt with. These include, for example, the University website is in need of more direct support, recruitment and marketing programs need to be fortified, and our information technology and systems are seriously underfunded. These areas are critical to the long-term success of the University and will need investment in order to best serve our University. In addition, some of the savings were short-term, and as a result, we have seen a significant increase in our service and supply budget lines this fiscal year in large part due to the deep reductions of the previous year and now inventory (from paper to computers) need to be replenished or replaced.

While some of the academic reductions were initiated in the 2011-12 academic year, a majority of them occurred during the 2012-13 academic year. In total, \$479,000 in academic program cost reductions has been realized. These included: the elimination of 3 faculty positions; elimination of one academic program; an Early Retirement Incentive Program (ERIP) was offered in 2011 and 2012; a new pay scale of on-line adjuncts was implemented in Winter Term 2013; and recently, based on the action plans in the academic program review submitted in 2011, two programs are being reduced in FY14.

Under the Sustainability Plan, attention was also given to increase revenues. Over the last two years, we have been able to increase tuition revenue by 12 percent. This was accomplished by two ways: increasing the base rate of tuition by 5.5 percent and by implementing non-regional rate of tuition. The non-regional rates apply to students who do not reside in Oregon, Idaho or Washington and is approximately 2.1 times more than the regional tuition rate. While increasing tuition is always a way to increase revenue, we are nearing a point of price inelasticity that we must be aware of cautiously. Regarding non-resident rates, with the implementation of this strategic initiative, the number of non-resident students actually increased, and while EOU still has a marketable competitive price advantage, even at a 2.1 times regional rate. (For comparison, EOU's non-regional rate for tuition is \$7,357.50 for 45 credits as compared to SOU at \$7,871; WOU at \$8,453; PSU at \$8,003; or OSU at \$8,171). However, it must be noted (and it was predicted) while we were able to increase tuition revenue, our total revenues declined. This occurred because state funding per student decreased by \$682, or 18 percent per student, meaning a \$2.2 million or a 14 percent decline overall.

During the first year under the Sustainability Plan, we monitored the implementation and results and discovered many fiscal successes. Based on these changes and the information available at that time, certain reasonable decisions were made. For example, a Cost of Living Adjustment (COLA) was provided for the Administrative Faculty—the first in several years. However, several of the fiscal plans ended up not being sustainable. For example, the ERIP savings, while significant in the first year, were nearly erased in the second year due to the mix of individuals who took advantage of this program and the quality and experience of faculty hired to serve as their replacements. In addition, certain categories for expenses rose faster than what could have been anticipated. Search expenses for all positions were significantly more than planned, and while this does include the use of a search consultant for two dean's positions, it is relevant for all positions as costs were higher across the board.

Stated succinctly, a foundational imperative of the Sustainability Plan, and one that is fundamental in running any organization, maintains that over time, total costs must be less than total revenues. The Sustainability Plan sets forward this imperative, as did the AAP in the drafting of the Flying the Plane While Rebuilding the Engine and stated that we must have a model that allows us to “live within our means.” This requires us to do three things simultaneously: reduce our reliance on state funding; increase self-generated revenue streams (enrollment driven); and reduce costs (in total and on a “per student” basis). These three elements are encapsulated in our “net revenue per full time student” ratio. To highlight the impact of our currently activities, only three times in the last eight years did EOU have positive net revenues. And, as we look towards the next several fiscal years, if we do not alter our spending trends, the gap between revenues and expenses only widens as expenditures are increasing and total revenues are decreasing.

Therefore, we have a systemic issue that must be addressed and changed. Many have asked, “So, how much do we need to cut?” There is an easy answer to that; however, in doing so and focusing solely on “the number” we will not solve our longer-term issues. In the current fiscal year 2013, we are projected to have a net-revenue loss of \$1.3 million. Utilizing the same cost and revenue projections meeting the State Board of Higher Education's policy of maintaining a 5 percent fund balance, would mean that we need to reduce spending (or increase revenues or some combination thereof) by \$1.8 million. However, that will only “fix” the problem for one or two years. As revenues and costs shift, we need to have a financial model that is nimble and flexible enough to meet the changes in the fiscal environment. We need to develop a pool of funds that will be available to invest in necessary projects and programs. This has been a frustration for all of us as we have not had the opportunity to invest in areas that we know could provide substantial benefits for our students and programs. Additionally, by focusing on systemic issues and making necessary changes, we will be able to create and provide a financial buffer to be used to meet short-term demands. In the 2011 Sustainability Plan, we made the mistake of focusing on the “immediate number” as a solution, a benchmark, for the longer-term issues. In doing so, we did not alter some of the systemic issues that have risen again; therefore, some of these same issues are now being addressed in this iteration of the continued implementation of the Plan.

As stated in *Flying the Plane While Rebuilding the Engine* (pg. 12), “...we cannot run away to the comfort of the way we’ve always done things. If we do not take charge of our future, it will be determined for us.” If we truly wish to attain the level of financial sustainability where we do not live in the “peaks and valleys” of financial distress and a modicum level of prosperity, we must make significant alterations in the manner in which we conduct our affairs and the models that we use to allocate resources.

The 2011 Sustainability Plan initiated the process and was the first step in confronting the harsh realities we face. It set forward a pathway to follow and guide us. This effort, as a continuation of the Sustainability Plan and furthering its implementation is targeted specifically to deal with our systemic issues.

As we recommend the following adjustments—some for the short-term while others for a longer duration—the goal is, in fact, to provide a clearer and more direct pathway towards financial sustainability that will enable us to reach our stated goals and fulfill our mission.

SECTION 3—NON-INSTRUCTIONAL STRATEGIC RECOMMENDATIONS

In the 2011 Sustainability Plan, non-instructional cost savings accounted for \$1.5 million of the total \$2 million saved. A significant portion of these costs savings included eliminations or reductions of services (e.g., the elimination of the “Career Advising Center”). Other staff changes created significant shifts in the manner in which EOU functions—these range, for example, from the elimination of the webmaster position and requiring decentralization and outsourcing of efforts, or the merging of various administrative positions into one position—i.e., combining the positions of the Director of Business Affairs and the Director of Financial Aid. As a result of these reductions or eliminations, and the increasing number of required duties and segregation of duties, the degrees of freedom for continued and further reductions of non-instructional staff are limited. EOU just completed its annual internal audit, and at this time, there are no significant findings and no management letters being filed. However, it was made clear that any reduction in the areas of financial management could in fact lead to significant audit findings in the upcoming year based on a lack of segregation of duties. Furthermore, our IT area, while performing admirably on many accounts, has received notice from internal audit that segregation of duties, cross training of employees, and the overall shortage of administrative staff members (there are none) is a management concern for our continued operations.

Therefore, while some non-instructional positions will be recommended for elimination, the majority of the recommendations will be based on increasing efficiencies as well as systemic changes regarding the manner in which budget allocations are tracked and managed.

Non-Instructional Staffing Recommendations:

Every administrative faculty member and executive staff member will be taking furlough days equivalent to at least one per month. The required furlough days will be prorated if they are below 1.0 FTE or on less than a 12-month contract. While this is a short-term savings, it does provide an estimated \$250,000 in savings that can be applied to our FY14 fund balance.

The executive assistant to the president will be posted at an administrative faculty band EE level. This is a reduction of the current position level and will create on-going salary and benefits savings. The position will be searched internally—thus saving expenses. If a candidate is not identified internally, an external search will commence. This will yield \$17,000 in savings and will be an on-going savings.

A vacant classified position within Housing and Student Involvement will be eliminated. The remodel of Hoke Union Building provides the opportunity for Housing and Student Involvement to combine the duties of the eliminated position with another classified position. This will save \$52,130 and is on-going. As noted in the discussion with Budget & Planning, this reduction of this position will not have a

direct/immediate impact on E&G as it is currently funded through an auxiliary operation. However, auxiliary funding is supporting E&G (and, in the past, E&G has supported auxiliary funding), it is a real component of our total current financial management model.

A classified staff position serving the Fire Service Administration program housed at Portland Community College will be eliminated. Staff members within College of Business/Education office will absorb the duties of this position. This will save \$27,170 and is on-going.

A classified staff position within the Dean's Office in the College of Arts and Sciences will be eliminated. Existing personnel within the Dean's Office will absorb these duties. This will save \$27,170 and is on-going.

Currently, the Interim Director of Regional Operations is also serving as the Union County Regional Director. When this position is searched, the consolidation of duties will continue. The Portland Regional Director position will be eliminated. The majority of the duties of this position will be allocated to the Mid-Willamette Valley Regional Director and a portion allocated to the Hermiston / Columbia Gorge Regional Director (Columbia George CC coverage). In addition, EOU will investigate consolidating the EOU regional centers located at Clackamas Community College and Portland Community College into one location. The need for regional advisors for Wallowa County and the northern coastal regions will be filled by individuals on an hourly contract and utilized strictly on an "as needed basis" to attend regional fairs, meet with specific students, etc. The director of the OUS Center at SWOC will be entering into a "1039 arrangement" (a PERS designation which allows those who have officially retired to work part time based on calendar year) from July 1, 2013 to June 30, 2014 thus creating OPE savings. During this year, based on student need and demand along with the impact of possible legislative impacts on the Chancellor's Office, a decision will be made to either maintain the combined OUS/EOU position or to separate the two and if so, at what FTE level. The Interim Director of Regional Operations is specifically charged with developing a plan for all of our regional centers and submitting to the Provost by Dec. 1, 2013. A crucial element of this plan is to determine the reach and scope of each regional center and to make recommendations on current and future staffing levels. Over half of EOU's students are served through the sites and centers; therefore, this is a critical strategic undertaking for our entire University and this plan will be vetted in the appropriate forums. Expected/estimated annual on-going net savings when fully implemented from combining the Union County Regional Director and Director of the Regional Operations position and eliminating the Portland Regional Director position is an annual savings of \$130,000. The savings of the 1039 program in Coos Bay is a one-time savings of \$17,000.

The Interim Vice President of Finance and Administration will hold dual roles for the upcoming academic year. The second role is that of Director of Business Affairs. This arrangement has been vetted with the OUS Director of Internal Audit and has been approved as a viable option, with the shifting of some duties – a process currently underway. A search, conducted by an EOU search committee (without utilizing a search consultant), will be initiated in March 2014 with a start date of the permanent Vice President is July 1, 2014. Expected/estimated net savings is \$137,486 and is one-time.

Athletics is an important recruiting and retention tool for EOU—over 25 percent of our students on campus are student-athletes; the freshman to sophomore retention rate for student-athletes is significantly higher than non-student athletes; student-athletes have high graduation rates and grade point averages. The impact of college athletics on recruiting other students is profound and the connection to the community is paramount. It should also be noted, that despite various comments to the contrary, the Division of Athletics, which is funded largely by student fees, philanthropic gifts, and other external sources, has not had an increase in this E&G budget above and beyond other departments received for salary adjustments. In addition, it should also be noted that the student-athletes of EOU, on the whole, have higher grade point averages, retention rates, graduation rates, as well as represent a significant element of our student diversity. Currently, the Interim Athletic Director is also the Head Coach for Women's Basketball. A search, conducted by an EOU search committee (without utilizing a search consultant), will be initiated in March 2014 with a start date of the permanent Athletic Director is July 1, 2014. The annual net savings is \$88,297.

Recommendations for Non-Personnel Savings, Revenue Generating and Systemic Changes:

An important aspect of this process is to gain efficiencies and to maximize the work and focus of our staff members. In this effort, over the summer months, the Finance and Administration area will develop a plan to centralize as many activities as possible, which includes travel and other reimbursements, purchase order processing, etc. for the three colleges. The goal is to identify areas in which process streaming can occur and to eliminate unnecessary steps and paperwork. Finance and Administration will work directly with the staff members within the colleges and other units to identify areas to focus on. As a parallel, the purchasing efforts of technology will be used as a model. While this will not necessarily create an “accounting savings” it will free up time for the staff within the colleges to focus on other pressing needs and work that is currently not being done or is secondary.

The overall Service and Supply Budget will be set at approximately \$5.6 million (a 2 percent increase over last year). The S&S Budget will be allocated based on a series of factors which include, but not limited to: Budget and Planning recommendations; 5 year trends; the normalization process that occurred for the 2012-13 fiscal year; the 2013-14 budget request; etc. The S&S budget that is allocated to each index code will have measures that will not allow for overspending of accounts. This will be monitored on a monthly basis. A process that will require the authorization of the dean/director and relevant vice president will be used to transfer funds between and among index codes. Salary savings within a division may not be used to cover overages in S&S budget lines unless authorized by the relevant vice president, the Vice President of Finance & Administration and the President. This is a necessary systemic change that will prevent overspending of accounts, improve accountability and assist in a more accurate projection of costs. Several offices, including the Office of the President, have already put forth a decreased S&S budget request. These reductions will be accounted for in the overall S&S budgeting allocations.

Search related expenses for EOU have dramatically increased over the past several years. In the past, for executive/leadership positions (Deans, Vice Presidents and President) a search firm has been utilized. This was a strategic decision as a search firm provides certain benefits for searching these positions that includes: a broader and directed outreach effort, tapping into specific pools of talent and expertise that may not be reachable by advertising alone; a level of confidentiality required by various candidates; assurance the process is an “open” process; etc. When it is time to conduct searches for the Vice President for Finance and Administration and the Dean of Student Success and Engagement, it is recommended that a search firm not be utilized. Even after taking into account the use of a search firm, the costs of searches has increased significantly and most, if not all, of these costs have been passed to the Office of Human Resources. It is projected that EOU will expend nearly \$130,000 for search related activities—and this does not include expenditures that colleges and units paid for directly outside of the HR process—for faculty and staff searches. A significant portion of these expenses is for travel, lodging and other search related costs while the candidates are on campus. To control these costs, a set of guidelines for allowable expenses has been implemented and search chairs are accountable to these guidelines. Many of the expenses incurred in the past have been contained and has not diminished the pool of applicants or the proper vetting of candidates. Estimated/expected savings over FY13 from eliminating the use of search firms: \$60,000; another \$40,000 is expected to be saved by curtailing other search related expenses.

The Task Force for Tuition Remissions will present their findings and recommendations in June. These recommendations will be reviewed and, if necessary, altered. Implementation will begin as soon as possible. The primary goal of this task force is to develop a set of strategies that will guide the awarding of tuition remissions (a discount on tuition) to groups of students who have demonstrated a high propensity of success as measured by recruitment, retention, substantial progress towards degree, and ultimately, graduation. In addition, a “cap” will be placed on the overall budget for remissions that will be a proportion of expected tuition revenue. The actual awarding of remissions for new students, will be contingent on the student paying their enrollment deposit (which was instituted this year) in a timely manner as this will

allow for better planning and monitoring of the remission budget. Estimated reduction of remissions for FY14: \$200,000-\$300,000. Estimated reduction of remissions for FY 15: an additional \$200,000.

Resident undergraduate tuition is recommended to increase 5 percent and non-resident (students who are not from Oregon, Idaho or Washington) undergraduate tuition will increase by 6.5 percent. At this level, EOU remains a considerable value for both residents and non-resident as we will remain significantly below our peer institutions. EOU will remain a full participating member of the Western Undergraduate Exchange program—thus again, providing excellent value for all students who reside in one of the 16 most western states. The Admissions Office is continuing to implement strategies and accountability measures to recruit more non-resident students from targeted areas and will continue to work with academic units to promote EOU and our overall academic programs. In addition, recruiting of regional students (where EOU currently has nearly an 80 percent market share among students who attend an OUS institution) will remain a priority, as serving this student population is a core element of our mission. This will represent over \$750,000 in revenues; however, this increase in revenue has already been calculated in the forecasts for the upcoming years and is not a “new or additional” revenue source. It is, however, instrumental to our continued financial sustainability and therefore included in the planning document.

The Office of Student Accounts, through the Division of Finance & Administration, will institute a “convenience fee” for all credit card transactions. This fee, which is common at most universities, will only apply to students who use a credit card to pay for their tuition, fees, parking passes, etc. EOU is projected to incur over \$80,000 in credit card fees this fiscal year and this amount continually increases each year. The convenience fee will offset these costs and will only be applied to students who choose to use a credit card. EOU offers alternative ways for students to pay their tuition, fees and other bills that do not cost EOU, or the students, anything. Expected and estimated annual savings is \$80,000 and is on-going.

The addition of the Gilbert Center offers the opportunity to recruit conferences and other special events to EOU. To fully recognize the potential of this, EOU will investigate and develop a business plan to utilize the public spaces available for rent to outside organizations. Currently, EOU provides most of these spaces free of charge even though expenses are incurred for the University. There is a great deal of inconsistency on how these charges, or waiving of charges, are computed and applied. Therefore, over the course of the next six months, a business model will be developed to ensure that a prioritization of programming occurs (academic and University related programs are paramount and will have “first rights”) and a fee schedule that recognizes the outside organizations legal status (i.e., non-profit or profit, community and service based, etc.) and reflects current market standards. Most universities do not provide free access to their facilities and balance this by recognizing the costs involved as well as the need to provide public services. The revenues generated from this operation will be used to offset and lower maintenance costs as well as provide funding to invest in necessary upgrades of facilities and technology. The business plan and model will determine the viability and specific profit targets for this operating model.

Non-Instructional Summary

While it is important not to focus on the specific budget savings, it is our human nature to know that level of detail. From the above recommended non-instructional budget changes, \$1.2 million (one-time and permanent) savings is projected. This is through the elimination of five positions, combining two others and through various efficiencies gained through restructuring, cost saving measures, and revenue generation.

SECTION 4—INSTRUCTIONAL RECOMMENDATIONS

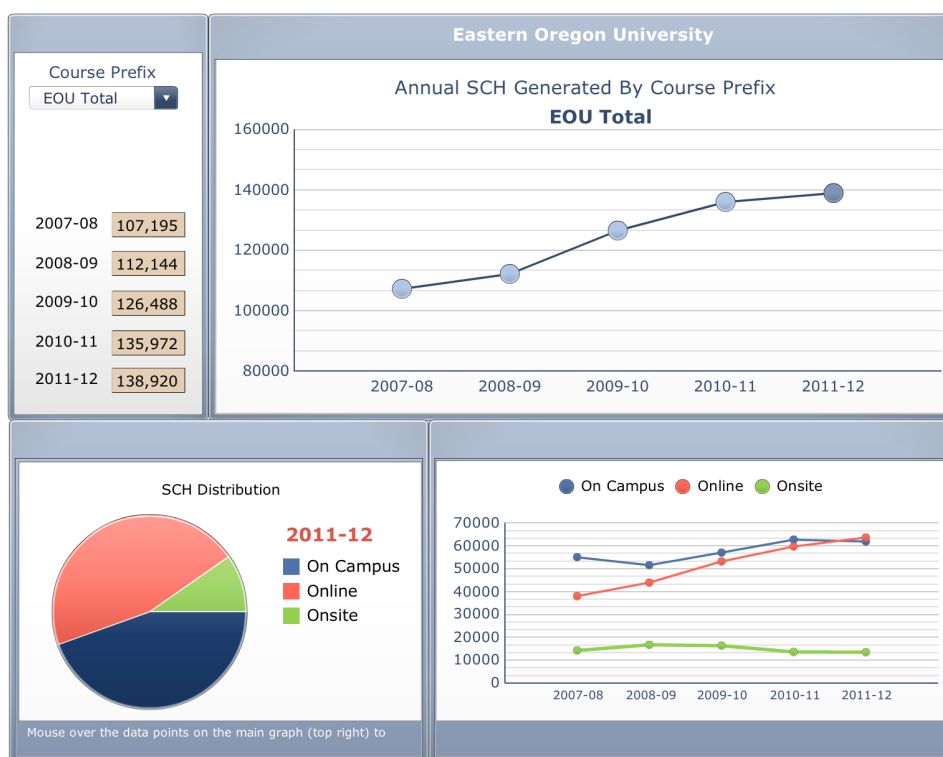
EOU Instructional & Program Review Strategic Focusing, Spring 2013

Building on the academic program review of Spring 2011, which focused on understanding how EOU's specific academic programs connect to our mission, core themes, and underlying goals, as well as our NWCCU accreditation standards, this broad instructional and academic program review and focus process focuses on more effectively managing our existing resources as a small regional public university and on streamlining and condensing our current set of academic programs to reflect our current and projected envelope of institutional fiscal resources. The three key goals of the broad instructional and academic program review and subsequent instructional and program management are:

1. Programs structured to support student entrance, retention and completion, regardless of location.
2. Programs structured to reflect sustainable faculty staffing levels, both regular and fixed term, relative to benchmarked faculty fte data from comparable programs.
3. Programs structured to reflect sustainable faculty workload assignment, avoiding reliance on regular and fixed term overload.

Information and data for each current academic program has been provided by the program faculty from information already contained in program portfolio materials, from data provided by EOU Institutional Research, and the budgeting staff in EOU's Finance and Administration office. All data sources are included as appendices to this report (or as hyperlinks to the actual data sources). *Except for the single data source, "2011-12 Load Credits by Instructor," which contains direct personally-identifiable information.

In that we serve approximately half of our students on-campus and half of our students off-campus, one of the key aspects to our long-term sustainability will lie in not just recognizing this fact but in operationalizing it as a reality. To wit:



Broad Instructional Review & Recommendations

Based on the broad spectrum of instructional management practices and a review of general instructional data from across all three colleges and program areas (see Appendix B, “EOU Instructional Review Common Data Files.”), several key broad strategies emerge that will underpin EOU’s long-term sustainability. Our ability to effectively leverage these strategies will help greatly in minimizing ongoing cyclic budget crises and attendant reduction of positions, which is to say our people. For a public institution of EOU’s size and type, effective oversight and coordination of these categories is essential in order to attain and maintain a healthy fund balance. And, as President Davies has noted, our goal in terms of institutional sustainability should focus on the level of healthy fund balance that allows for operational flexibility and strategic investment in our programs, our faculty, and our staff. These key broad strategy areas are:

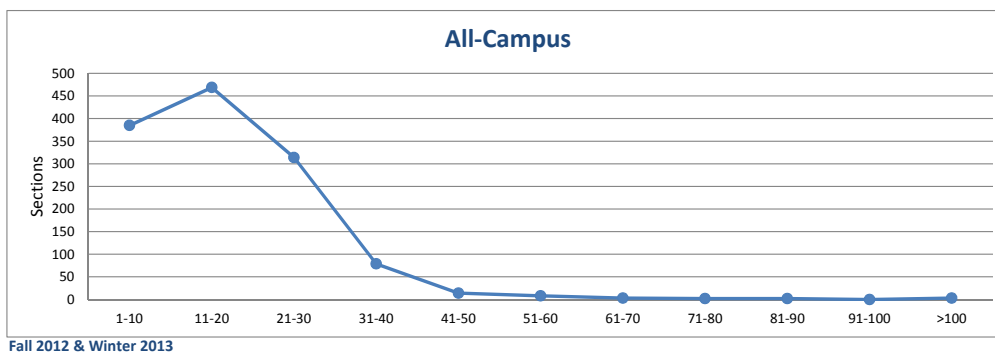
1. **Management of low-enrolled courses.**
2. **Management of instructional load and overload.**
3. **Management of instructional release time and service load.**

While all three of these broad areas possess distinct dimensions, these dimensions interact constantly in very profound ways, ways which mark the underlying health and long-term sustainability of our academic enterprise. Changes in operational practices in any one of these broad areas tend to have a ripple or cascading effect through the other areas as well, thus magnifying across the institution both the positive benefits of sound practices and the negative impacts of unsound ones. At any institution, lack of sound practice across these areas over time ultimately reflects leadership failure, rather than any structural flaws in the academic colleges and programs themselves. Bringing *consistent* sound practice to the management of these areas is key to a stable and sustainable future across our academic colleges and programs.

Management of low-enrolled courses.

According to data from Fall 2012 and Winter 2013, about 37% of the courses taught at EOU enroll from 11-20 students and about 25% enroll 21-30 students. A further 6% of our courses enroll 31-40 students. Only about 2% of the courses taught at EOU have more than 30 students in them, which underscores the small class size and high contact instruction which so characterizes the student learning experience at EOU. Given the learning-driven and pedagogical needs to attain a “critical mass” of students in a given course, our “sweet spot” with respect to instruction—62%—are courses which enroll from 11-30 students (up to 40 for that additional but small 6% of courses).

Data Excludes the following type of Courses
(Research, Seminar, Capstone, Practicum, Thesis, Reading and Conference, Labs, Field Placement, Course by Arrangement (Under 10) in addition to 401,407 & 409 course numbers)
Note: Winter 2013 data is not final until the end of winter term



Unfortunately, these same data also show that about 30% of the courses we offer at EOU (34% on-campus/28% on-site/26% on-line) enroll from 1-10 students. If those courses typically generate approximately \$6,000 in revenue, and if the average inload instructional cost of those courses is \$6,400, then we are facing approximately \$200,000/year in direct losses through mismanaging these courses.

When the total direct costs and other indirect costs and ripple effects are factored in, the total impact on our institution of letting all of these courses run is enormous, with the direct costs alone approaching \$1.6 million. Clearly, many courses SHOULD run with fewer than 11 students in them for any number of reasons, but just as clearly we have long been running courses which we should have canceled. Better management of these low-enrolled courses also directly affects the ability of our academic deans to effectively manage instructional load and overload. In sum, this broad area represents the single greatest opportunity to the long-term health of our academic programs and our institution.

Recommendation: Generally speaking, EOU will not run regular courses enrolled with fewer than 11 students. Recognizing that several types of courses (see the note at the top of the graphic, for instance) SHOULD run with low enrollments, our academic deans, with program faculty consultation, will determine which courses should run with low enrollments and which should be cancelled. The following principles should apply in these circumstances:

1. Generally, if the course enrolls with fewer than 11 students, then the course will either be cancelled or offered as overload at the prevailing rate (overload only at the instructor's discretion; rate is currently \$47.50 per student per credit hour). The dean, in consultation with the program faculty, shall decide whether to cancel the course or run it as overload (again, at the instructor's discretion).
2. Upon cancellation of low-enrolled course, either of two actions should result: 1) an overloaded course is inloaded; 2) the instructional workload is reassigned to a subsequent term or to non-instructional needs, at the dean's discretion.
3. If the dean, in consultation with the program faculty, decides that a low-enrolled course will run inload, then its enrollment will be monitored on subsequent offerings to ascertain why the enrollments for the course are so low.
4. Low-enrolled courses must be cancelled no later than two weeks prior to the start of the term. Similarly, no instructional load should be reassigned any later than two weeks prior to the start of the term. Once registration for a subsequent term opens, the dean's office will need to pay close attention to course enrollments during the close of the preceding term to ensure that this two-week minimum timeframe is maintained.
5. Once a low-enrolled course is cancelled, the professional advisors in that college will work with the dean to adjust the schedules of affected students accordingly.

NOTE: *The specific details of how these five principles will operate, both on an ongoing regular basis and during the initial transitional basis this summer, are being developed and will be communicated over the next two weeks via email to the teachingfaculty listserve and the Academic Affairs and college dean websites. The decisions made over the summer during this transitional period will be communicated robustly and every effort made to engage the individual faculty members involved in the decisions in those manners most convenient for the faculty members over the summer.*

Projected Savings for this Recommendation: \$800,000.00/year.

Management of instructional load and overload.

EOU is an institution that has been, at least in recent decades, built upon overload in general and most specifically, online overload. The almost total separation at past points in EOU's history between the administration of our online/at-a-distance academic programming and the administration of our academic colleges and on-campus academic programming created in a sense two parallel universities with a clear instructional load line between on-campus and off-campus course offerings in many areas. The reintegration of all academic programming within the academic colleges over the past few years has led to great strides in many program areas in their ability to serve students regardless of their location. The

continuing separation in both course and program offerings and in how instructional load is managed in other areas, however, has made the effective management of instructional load and overload difficult at best at the college level. The following table summarizes instructional full time equivalents (FTE) and student credit hour (SCH) for the 2011-2012 academic year, the most current year for which we have complete data. (The full summary with notes and accompanying spreadsheet may be found in Appendix B, "EOU Instructional Review Common Data Files." *Please note that the inload FTE listed are averages, not actuals; the actual FTE data are listed in a different part of Appendix b.*)

Instructional FTE/SCH Summary, 2011-2012

Undergraduate

Area	Inload FTE	Inload SCH	All Other FTE	All Other SCH	Total FTE	Total SCH
Anthropology/Sociology	3.68	5,055	8.06	5,432	11.74	10,487
Art	4.40	3,252	0.81	576	5.21	3,828
Biology/Botany	5.65	4,232	2.99	1,845	8.64	6,077
Business	9.50	9,365	20.15	15,781	29.65	25,146
Chemistry	4.46	3,391	0.70	403	5.16	3,794
Computer Sci/Multimedia Std	2.38	1,356	0.58	222	2.96	1,578
Education	6.56	3,968	6.66	3,112	13.22	7,080
Engineering and Science	0.04	2	0.00	0	0.04	2
English/Writing	8.29	5,475	4.54	2,955	12.83	8,430
Environmental Studies	0.04	37	0.00	0	0.04	37
Fire Services Administration	0.42	257	2.28	1,274	2.70	1,531
Gender Studies	0.78	268	1.70	659	2.48	927
General Science	0.26	219	1.50	912	1.76	1,131
Geography	0.77	1,472	2.27	1,161	3.04	2,633
Geology	0.77	455	1.22	951	1.99	1,406
History	3.03	2,717	2.89	2,357	5.92	5,074
Humanities	0.34	300	3.53	1,148	3.87	1,448
Liberal Studies	0.18	136	3.06	276	3.24	412
Library Science	0.18	132	1.47	1,074	1.65	1,206
Mathematics	8.22	8,209	2.71	2,325	10.93	10,534
Media Arts and Communication	1.73	1,331	2.36	2,375	4.09	3,706
Military Science	0.76	174	0.00	0	0.76	174
Modern Languages	3.07	2,033	3.60	1,718	6.67	3,751
Music	4.04	2,045	2.38	1,259	6.42	3,304
Other	0.28	162	0.98	524	1.26	686
Physical Education & Health	3.88	3,021	10.09	6,486	13.97	9,507
Physics	0.69	483	0.72	196	1.41	679
Politics/Philosophy/Economics	2.48	2,241	4.34	2,958	6.82	5,199
Psychology	3.21	3,375	3.91	3,195	7.12	6,570
Religious Studies	0.55	282	1.03	826	1.58	1,108
Social Science	0.00	17	0.99	637	0.99	654
Theatre Arts	3.27	1,766	2.04	1,121	5.31	2,887
Undergraduate Total	83.91	67,228	99.56	63,758	183.47	130,986

Graduate

Area	Inload FTE	Inload SCH	All Other FTE	All Other SCH	Total FTE	Total SCH
Business	0.33	190	3.54	1867	3.87	2,057
Education	3.19	1993	11.55	3641	14.74	5,634
English/Writing	0	6	0.44	77	0.44	83
Physical Education & Health	0.06	43	1.19	117	1.25	160
Graduate Total	3.58	2232.00	16.72	5,702	20.30	7,934
Grand Total	87.49	69,460	116.28	69,460	203.77	138,920

It is worth noting that 49%—just under half—of our SCH for 2011-2012 was generated through either online adjunct and/or overload instruction. While adjusting the compensation rates for online

adjunct/overload compensation can generate some savings, it is in our institution's shared interests to ensure that such compensation is equitable so that we can maintain the high standards of instruction for which EOU is known. The on-campus overload rate in our recent faculty collective bargaining agreement (\$47.50/SCH or \$704/credit) is NOT an equitable rate, and the agreement ratified in mid-May of this spring (undergraduate rates at \$47.50/SCH for 1-19 students and \$1,061/credit for 20 or more students/graduate rates at \$68.50/SCH and \$1,370/credit, same tiers) to raise that rate for ALL instructional overload will help both to stabilize faculty overload compensation for courses that exist in our instructional "sweet spot" regardless of modality and to facilitate more effective management of low-enrolled courses as noted above. While there is some immediate savings from the higher end of instructional overload in this shift, along with the accompanying changes in our online adjunct compensation scales this year, the primary benefit in this shift accrues from the ability of our academic deans and program faculty to more effectively manage instructional load and overload.

Though it is desirable to try and maintain long-term instructional overload at reasonable levels to avoid both faculty workload burnout and instructional quality issues, our current distribution of inload SCH vs. adjunct/overload SCH makes it clear that it will take some time to get there, as we are able both to increase instructional staffing in key areas and make our program mix more efficient. As it stands now, it is hard to project concrete dollar amounts gained through efficiencies in this broad area over the next couple of years, but the changes to overload compensation (both regular faculty and online adjuncts) alone should, conservatively projected, bring about a quarter of a million dollars in savings per year, both in load adjustments and in direct costs, which were estimated as much as \$244,000.00 per year, given the projections that AAP and EOU worked with.

Projected Savings for this Area: \$250,000.00/year.

Management of instructional release time and service load.

One of the key areas in which frequent feedback has been offered concerns the lack of consistency across our academic colleges and program areas with respect to instructional release time. During 2011-2012, the last full year for which we have data, a total of 432 credits of instructional release time was given—over 9.5 full instructional FTE—across all three colleges. (See the charts "Faculty Release Time, 2011-2012" at the end of Appendix B.) While faculty release time is a valuable tool for many reasons for maintaining certain kinds of duties from the program to the institutional level, on both unique and ongoing bases, the wide variation in the amount and type of release time we currently grant suggests some close examination of both our practice and our policies in order to bring clarity and consistency to how we handle release time. For instance, it is generally not sound practice to grant release time from instruction and then to pay overload for that same instruction.

Recommendation: The academic dean of each college will conduct a case-by-case review of all assigned instructional release time. Such release time that relates to a actual standing faculty position (i.e. direction of the Nightingale Gallery and the university Writing Center and other similar cases) should stand but should be reviewed to ensure a realistic match between those duties as assigned and the release time associated with them. Other release time that relates to standing or singular program/college/university/community service or to regular program oversight should be reviewed as well to determine whether actual instructional release time is either merited and can be granted without undue strain on the program area or should be loaded as service credits or is not appropriate at all. The following general principles should apply:

1. Instructional release time granted should be tied to specific duties and/or tasks that are clearly articulated and connected to the time frame for which the instructional release is granted. Duties or tasks which cannot be thus articulated should not be granted instructional release time. To do otherwise may not be fair to the larger program area faculty and may in fact harm the program's health and vitality over the longer term.

2. The college dean, in consultation with the faculty member, will make every effort to load non-instructional duties or tasks as service load or other load in a given year before actually granting additional load credit as instructional release time. If instructional release is inloaded as service/other workload credits, care should be taken to maintain workload space to support ongoing commitment-to-discipline. Such space is key to the quality of our teaching and learning across our academic programs and must not be compromised. Similarly, care should be taken to maintain space in service load for service to the institution, particularly with respect to shared governance participation. In general, no more than 6 load credits of the 9 total beyond the 36 for instruction (tenured and tenure-track faculty) should ever be loaded for service in lieu of release time. There should always be load space in a given year available for ongoing commitment-to-discipline and/or shared governance. It should be up to a given faculty member to make those choices in terms of how he/she prefers to balance non-instructional load credits in a given year, so that the appropriate dean may assign workload accordingly.
3. Similarly, the institution (at the program, college, and institutional levels) should remain mindful of realistic expectations for service/other workloading. It may well be that choices to engage in non-instructional service duties or tasks may preclude participation in other university service for a given timeframe and vice versa.

While reviewing our instructional release practices and any related service workloading for clarity and consistency is clearly desirable and may (or may not) offer some gained efficiencies, there is no clear way to model and predict the effects of these efforts, therefore we cannot project estimated savings from this recommendation.

In addition to these key broad strategy areas, three additional operational areas emerged, with associated guiding principles/recommendations. While it is difficult to project what specific fiscal benefits hewing to these practices would have for our long-term sustainability, taken together over time, they would further streamline and bring greater efficiencies to our academic enterprise. These operational areas and accompanying practices are listed as follows:

1. Program completion streamlining & access for students at-a-distance.

- a. Eliminate hidden prerequisites for all program areas; clearly list prerequisites for program requirements on program check sheets.
- b. Avoid biannual/annual/term scheduling conflicts for program requirements both within programs and across closely connected programs.
- c. Maintain close control of the total number of required major and minor credits. Generally speaking, for students graduating with 180 credits, a major should require at the most 80 credits or fewer. (The ability to partake of general electives, particularly at the mid- and upper-divisions lies at the very core of liberal arts institutions.)
- d. Take care that alternate year courses—especially program requirements and even more especially program requirements that are sequenced—maintain student access reflected by the prevailing need in those course areas.
- e. Drop DFL (Deficient Foreign Language) Requirement for transfer students.

2. Resource-based approach to curricular management and scheduling.

- a. “Add one/drop one” approach to curricular development.
- b. Minors should be subsets of majors, not separate curricula with differing requirements.
- c. Keep the number of concentrations within a given program area as low as possible, and ensure that any courses common to ALL concentrations are in the required core of the major, not just in the concentrations.
- d. All courses offered in a program area in a given term should be part of that program area’s major/minor/concentration.

- e. Adhere to schedule blocks & utilize ENTIRE instructional day, not just “prime-time” in the middle of the day.
- f. Scheduled class meeting times align with the number of credits carried by the course.

3. Program marketing and communications planning.

- a. Develop both university-level and program-level communications strategies focused on university and program strengths, aka undergraduate success.
- b. Highlight the successes of our students and tie those successes to their program-specific experiences.
- c. Develop more specific resources at the college and university levels for faculty support with program area web development and maintenance.
- d. Further extend efforts and dialogue aimed at more robustly and more frequently connecting prospective students with program area faculty.

While focusing attention on these operational areas and associated practices will collectively have significant benefits for EOU’s operational efficiency and effective and thus our long-term sustainability, there is no clear way to model and predict the effects of any one of the areas much less the sum of their complex interactions, therefore we cannot project estimated savings from these recommendations.

Note: pending the finalization of our 2013 plan this spring, we should refrain from adding new curricula/course offerings or changing course caps for the rest of this spring, and we should limit any x10 courses next year, unless they are replacing courses being dropped from a program curriculum or otherwise serving as program requirements.

Academic Program Review & Recommendations

Our academic program review will help us to meet the three goals articulated at the beginning of this section:

- 1. Programs structured to support student entrance, retention and completion, regardless of location.
- 2. Programs structured to reflect sustainable faculty staffing levels, both regular and fixed term, relative to benchmarked faculty fte data from comparable programs. (See **Key Note** below.)
- 3. Programs structured to reflect sustainable faculty workload assignment, avoiding reliance on regular and fixed term overload.

These goals and the curricular and operational principles that underlie them will help us to ensure not only that we have an appropriate mix of academic programs but the resources to sustain them over the long-term as well.

As Robert Dickeson (2010; p.107) notes:

All programs require resources. They tap from the time, treasure, and talent pool available to the institution. Stated another way, if a program truly consumes no resources, it is not a program. Falling for the “it takes no [additional] resources” argument further diminishes institutional focus.

Even a cursory reference to the 2011-2012 Instructional FTE Summary (found in Appendix B) and the almost even split between Inload SCH and Online Adjunct/Overload SCH suggests that EOU currently employs about half of the regular faculty that we actually need, assuming our current mix and structure of programs and the resultant course scheduling in any given year remain unchanged. It is highly unlikely that we will enjoy the level of State support and tuition revenues that would allow us to double our current regular instructional staff, given the associated rise in the costs of benefits that would ensue. Nor can we further adjunctivize our faculty through maintaining or even increasing our current online

adjunct/overload levels without deep damage to the high quality of teaching and learning that our students enjoy and our graduates and our faculty are known for.

The answer, then, must lie in reviewing our current academic program mix to ensure that what we are offering matches regional student need and demand and does so in ways that reflect long-term sustainability relative to the resources we have available to support those programs and to maintain the instructional integrity and quality that are our hallmarks at EOU. We cannot continue to be all things to all people and must seek to focus on doing what we need to do and doing it well.

This program review, then, also seeks to condense and streamline both the degree concentration options and the year-to-year course scheduling across our curriculum, enabling students to more effectively plan their schedules a year or more out and to more effectively move through their programs and complete their degrees. Both the common data sets and the program-specific data marshaled in the review process offer a comprehensive look at EOU's current academic program mix and a lens through which the health and sustainability of the programs can be maintained.

The general approach of our academic program review follows from **Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance, Revised and Updated**, by Robert C. Dickeson (2010). In addition, data sources and criteria from EOU's existing program portfolio assessment processes and the earlier 2011 academic program review have also been incorporated. The general categories and specific data types follow below; please note the data definitions page for the academic program review data that is at the end of Appendix A, "EOU Instructional Review Program Files."

1. Program Overview Information

- a. Majors.
- b. Minors.
- c. Concentrations.

2. Program Mission-criticality and Service to Regional Needs

- a. General description from program portfolio.
- b. Connection to Core Theme(s), including goals & aims/EOU mission. (From Spring 2011 Program Review process; data located at < <http://www.eou.edu/president/budget/>> .)

3. Enrollment and Program Performance

- a. 5-year student credit hours generated by program area.
- b. 5-year graduates by major/minor.
- c. Current number of students per major.
- d. Ratios of students per major to graduates by major/minor.
- e. Requirements/processes for admission to major/minor.

4. Program Costs and Revenues

- a. Program revenues, totaled from tuition and average RAM.
- b. Program direct instructional costs, broken down by S&S and faculty fte, both tenure-track, fixed term, and online adjunct/overload.
- c. Program average direct instructional cost/SCH, as a ratio of EOU's overall average (mean) cost per SCH, following the general Delaware Study methodology and its comparison of program average cost to the mean cost per SCH, to help us understand whether our individual programs generally align with similar programs at other comprehensive and baccalaureate granting institutions.

KEY NOTE: *This last item concerning the Delaware Study comparators, c, under 4. Program Costs and Revenue, bears further explanation. The very first document in Appendix A, "EOU Instructional Review Program Files," offers the data definitions (in red text) explains both the data definitions for the program-*

*specific data sheets, as well as the calculations for each data point and how those data are and are NOT used. Our program-specific Delaware Study comparators with respect to direct instructional costs per sch in each program are NOT meant to be used as the bases for specific decisions at the program level but are rather a single data point in the much larger sets of data assembled for each program. The recommendations resulting from the data review reflect the interactions of ALL of the data sources, as well as program-specific realities on the ground, as articulated by program faculty. While a given program's direct instructional costs per sch are compared to the overall program-level comparators from the Delaware Study, whether a given program's costs per sch are too high or too low or just right CANNOT be determined from that single data point comparison alone. **Specifically with respect to the Delaware Study comparators, we are using the Delaware Study data "precisely . . . as they were intended . . . that is, to identify trends in productivity, to frame questions as to the causes of apparent underproductivity, and in the long term to serve as a tool for rational resource allocation and reallocation decisions"** (Middaugh; 2001; page 145).*

What follows is program-specific information, program-specific data, and the program-specific recommendations of our larger instructional review. The instructional program review process is bounded by our institutional mission, core themes, and related goals and aims to help us understand how to most wisely use our limited resources. While there are specific budget reallocation and/or savings implications with those program-specific recommendations which entail reduction of positions, it is worth noting that the draft recommendations for the reduction/elimination of certain minors/concentrations/major and their associated courses do not carry specific savings estimates, since the draft recommendations cannot be as specific in terms of the curricular streamlining and condensing that will result. Until the program faculty address the questions raised by the recommendations and decide how the recommendations should best play out at the curricular level, there is no specific way to fairly project what the actual fiscal impacts of the recommendations will be over time.

While the exact amount of savings from the program-specific actions are unknown at this point, we do anticipate that the program actions working hand-in-hand with the operational principles and secondary principles articulated in the broad instructional review will result in efficiencies in resources that will play out over the next year and biennium. Our broad and program specific reviews will enable EOU to be both more strategic in our program planning and sounder and more deliberate in our day-to-day functions, so that we can build fund balances to enable us to meet future challenges as well as the need to invest and reinvest in new areas.

NOTE: *Other than the program-specific recommendations involving the reduction or elimination of instructional positions (fte), the specific details of how these program recommendations will play out over the next year (or somewhat longer in some cases) will be under the purview of the appropriate program faculty, as monitored by the appropriate academic dean and the Provost. No decisions or actions related to these program-specific recommendations will be made over the summer, since our faculty are off contract, by definition. While the Deans will be working with individual faculty members, college staff and advisors over the summer to operationalize the recommendations concerning low-enrolled classes for Fall term, these are the only real actions that will be taking place over the course of the summer.*

Academic programs at Eastern Oregon University are offered through the College of Arts and Sciences and the College of Education and the College of Business. In addition, programs in Agriculture, in cooperation with Oregon State University, and the baccalaureate degree in Nursing through the Oregon Health Sciences University are offered and supported on our campus.

1. Anthropology/Sociology

Description: The Anthropology and Sociology Program offers an interdisciplinary program leading to a degree in Anthropology and Sociology with concentrations in Anthropology, Sociology, or Sociology-Social Welfare. The program prepares students desiring careers in a field requiring direct social involvement, wishing to enter anthropology or sociology as a profession, or pursuing a broad liberal arts education designed to enhance their understanding of humans and their social and cultural environment. In all

courses and program activities, faculty are firmly committed to the task of enhancing the learning and reasoning abilities of students and allowing them to see the problems and processes of contemporary America in the light of broader cross-cultural and social comparative perspectives.

How Program serves the Mission: Most years, Anthro/Soc confers the most bachelor's degrees in the College of Arts and Sciences, as well as granting the most minors for students (distance and otherwise) completing Liberal Studies degrees. The popularity and health of the Anthropology and Sociology program, which includes a wide array of both on-campus and distance education courses, is self-evident. The program has not rested on its laurels, but continues to actively develop new initiatives, including a Native American Studies minor (with a view to eventually developing it into a stand-alone minor and, one day, a major), and an expected applied anthropology concentration.

Numerous Anthropology/Sociology graduates have gone on to complete work at the masters and doctorate levels. At any given time, there are 15-20 graduates of the Social Welfare concentration working with various agencies in the region. In addition, the program serves the university's mission in its provision of a broad array of courses offered on-campus, at a distance, and onsite, by experienced faculty. Students in the program seem to value the curricular and co-curricular commitment to civic engagement, which affords ample opportunities to become involved in the community through groups such as MESA (Mission for Environmental and Social Awareness) and Haven from Hunger.

In addition to the above applied and practical aspects of the program, the Anthropology/Sociology faculty are dedicated to promoting the liberal arts as fields of study and learning that have their own intrinsic value for not only our students, but for all members of society. We wish for our students to be not only practical, but inspired by the complexities of the world around them and eager to engage in scholarly endeavors and the life of the mind for their own sakes, and to become the best world citizens they can be.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: At 159 majors as of Fall 2012 (and some 180 minors currently), Anthropology and Sociology represent one of the largest program areas in the College of Arts and Sciences. Moreover, their suite of programs has been well-developed to provide and maintain access to students regardless of where they are located. The Anthropology and Sociology program has been designed to provide a clear path for students choosing one of three concentrations, as well as the opportunity to change their concentration relatively late in their program as needed to suit their specific interests. During the past three years the program faculty conducted a detailed curricular analysis, which led to a series of changes designed to increase graduates' likelihood of making a successful transition to graduate school or professional work post-EOU. These changes included clearer language and program descriptions, as well as concentration-specific course sequences, in the course catalog. In Winter and Spring of 2013 Anthropology faculty updated the concentration description to include specific sequencing at the lower division, as well as a clear senior capstone process. Second, they have communicated these changes to Regional Center Directors and collaborated with them on an advising program for their growing numbers of online majors. While the Anthropology and Sociology Program's common core of classes—taken by all students—constitutes 20% of the major, development of elective courses is critical in a combined program where each student must take 20 credits of coursework from the sister discipline. The program faculty strive to provide complementary offerings—for instance, students in the Social Welfare concentration intending to work in refugee resettlement benefit from the program's Cultural Anthropology offerings. Online Anthropology majors pursuing careers in the social welfare arena have a variety of Sociology class choices in that area. Typically, tenure-track faculty in the program teach two elective courses per year.

As noted above, the structure of the Anth/Soc major is elective-based with 20% of the requirements constitutive of the core curriculum. While course enrollment has remained strong over the past decade in all three of these delivery modalities, as evidenced by EOU's data on SCH for both Anthropology and Sociology, the enrollment patterns suggest the need to continually monitor the development and offering of

electives to avoid unsustainable curricular sprawl. The ongoing challenge for the Anth/Soc program remains centered on maintaining the current high quality and high degree of access for students, while staying within a realistic envelope of faculty fte. The current levels of program overload are clearly not sustainable over the long-term, as has been repeatedly noted by the program faculty themselves. The program's total direct costs required per student credit hour is \$59.85, which is 72% of the institutional mean of \$83/SCH. The program's cost/SCH is actually from 4-11% lower than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~76%), further illustrating that the program area has too few regular FTE relative to online adjunct/overload FTE.

Our current level of resources do not allow us to allocate more funds to expand the regular faculty FTE, thus we cannot further expand this program at this time. Current enrollments are hard to sustain with existing resources, so the program should give increased scrutiny to their development of elective courses and how those courses are offered on both a term-by-term basis and an annual and biannual basis. Given the wide array of courses in support of other programs, including the general education program, the impact of other programs on upper division Anth/Soc course offerings also bears close scrutiny and further discussions across program faculty, with an eye toward closer integration with Anth/Soc program requirements that would allow further streamlining. While the current 65-hour envelope for major requirements seems appropriate, streamlining discussions should focus on how the current broad set of elective possibilities beyond the required core could be focused a bit more closely to stay within the current faculty fte. Such discussions might move the program curricula away from offering a multiplicity of program courses with less frequency and toward offering fewer courses with greater frequency. This sort of shift would enable the program faculty to more effectively and more easily maintain their curriculum within their current FTE levels and also reduce overreliance on overload and online adjunct teaching to more reasonable levels. The minor program requirements should be reviewed for similar ends.

2. Art

Description: Students studying art at Eastern Oregon University explore a wide range of aesthetic, critical, historical, multi-cultural, and technical art experiences. The program offers a B.A. or B.S. in Art, while encouraging students to explore crossdisciplinary art forms and practices within a strong conceptual framework. The art faculty challenge and aid all students in developing a personal aesthetic and conceptual foundation intended to drive and define their personal vision and artwork.

How Program serves the Mission: Our mission is to actively contribute to aesthetic and conceptual dialogue that is visual art, both on campus and throughout the region. Our students are offered a broad and diverse selection of artistic experiences designed to help them develop as critical thinkers and producing/participating artists, with a firm awareness of both historic and contemporary issues within the field. The Art program is vitally integrated not only in the General Education core but we also provide a large portion of the required courses in the Media Arts major and have service a large number of Art minors many of which are part of the Liberal Studies program.

Additionally, the Nightingale Gallery serves the local, regional, and institutional needs for cultural enrichment in the visual arts. The gallery provides exhibition opportunities for student artists as well as regional and national artists of excellence. It is considered the premiere exhibition space for contemporary art within the region. Given La Grande's relative geographic isolation the role of EOU's Art Program as advocate and facilitator of the visual arts is crucial for both our students and the region. In addition to the Art Program's on-campus role to promoting the arts within the region our faculty are actively engaged in the regional arts community. Art Faculty sit on the boards of the Union County Cultural Coalition, ArtsEast, The La Grande Arts Commission and The Union County Art & Culture Center to name a few. Our Faculty and students are also engaged in outreach for other area non-profits such as Shelter from the Storm. Each year art faculty and students throw, fire and glaze over 100 bowls that are used in the Shelter's annual Soup Supper fundraiser.

The world is increasingly saturated with visual imagery. Eastern Oregon is an area where interaction between communities or across continents is often conducted visually, though printed materials or an online presence. The need for mastery of this visual language, whether it be for use in a fine art context or an entrepreneurial one, is of increasing importance. The art department serves as a guide to visual literacy, equipping students with the analytical ability to both decode and understand the imagery surrounding them, as well as hone their skills to employ this medium for their own means as an effective and engaging tool of communication.

The importance of visual art as a language and a means to express the human condition has been evidenced through history and within our contemporary culture. These ideas are also core to our program's vision. It is our intention to aid both majors and non-majors in a manner that will help them better understand the value of their own lives and of human potential. We strive to design courses and projects that allow students to experience how creative choices can enrich, broaden, and deepen their lives, community, and culture.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: The data and other program-level information make it clear that the Art program is both very sound in terms of a well-structured curriculum and in terms of how their curriculum interacts with other program curricula across campus, as well as the General Education core. Due to the inherent realities of hands-on pedagogies in most areas of the discipline, the program remains inaccessible to off-campus EOU students. It is worth noting, when discussing issues of student access for the Art program, that some of the very strengths the program offers students would be difficult to match at-a-distance. For instance, on-campus students in the Art program enjoy access to unique studio facilities such as kilns, a dark room, etching presses, large-format digital printers, a foundry, and other specialized equipment not readily available elsewhere in the region. While some APC courses are available to EOU students at-a-distance, the vast majority of students served by the program are on-campus. The Art program faculty is currently working towards developing on-site weekend colleges that will offer APC classes to college-level students and advanced high-school students to better serve the student population at-a-distance and through the Eastern Promise program. In addition, the Art faculty is identifying upper-division classes that could be offered on-site through our community college partnerships to allow an Art minor to be obtained at-a-distance.

The program's total direct costs required per student credit hour is \$94.55, which is 114% of the institutional mean of \$83/SCH. The program's cost/SCH is 18% lower than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~132%), further illustrating that the program area's curricula is well-matched to its current levels of faculty FTE, and suggesting that the program has at least some room to explore the development and offering of onsite programming. At this time the vacancy due to retirement in the Art program after next year will not be replaced, keeping the program stable at 5 regular faculty FTE. This would also entail shifting the faculty FTE shared with Media Arts and Communication wholly back to the Art program and working to ensure that the appropriate ART courses remain available for both major program areas. It is important to note that the reduction of 1 faculty FTE is not because the position is unnecessary or the program's curriculum is in need of streamlining, but is more directly due to the timing of the vacancy of a tenure-track position during this budget cycle and its attendant challenges. The program is a strong, model program in almost all regards. As the program develops appropriate courses/programming to serve increasing student needs at-a-distance through APC General Education credit onsite and online, and works towards offering an onsite minor, they will need additional instructional capacity in addition to the standing on-campus sculpture classes, and the position should be restored, according to how the program faculty perceive the specific positional needs at that point.

3. Biology

Description: The Biology/Botany degree provides knowledge of the biological sciences necessary for students pursuing careers, graduate study, or professional study for which a baccalaureate degree is appropriate.

How Program serves the Mission: The EOU Biology faculty is dedicated to delivering a degree program to EOU students that provides both breadth and depth in areas of biology that represent both the foundation of the discipline as well as current methodologies in biological investigation. The biology degree is flexible enough to prepare students for entry into traditional (and locally and regionally important) jobs that require only a Bachelor's of Science degree, such as many positions with USFS, ODFW, GRMW and other public or private agencies, as well as careers in K-12 science education. The biology program also demonstrates the robust rigor to ensure that students wishing to seek advanced degrees in the biological sciences and in health and professional fields are competitive enough to continue into graduate programs. It is worth noting that recruitment of students into health professions from rural areas is a high priority within the state of Oregon as we face looming deficits in skilled health care professionals who may wish to continue to reside in and serve rural areas. EOU's Biology program well-serves the institution's role and mission in this regard and is a model program for quality undergraduate education driven by hands-on research opportunities and engagement with the larger field as it applies throughout our communities.

In addition to meeting the needs of EOU biology graduates, the biology program also provides an exceptional level of support to other vital campus programs through effective and rigorous service courses to pre-nursing, pre-dental hygiene, and pre-fish and wildlife students. Oregon State University students in the Rangeland Ecology and Management degree program enroll in a series of four botany/biology courses that prepare them for careers in traditional eastern Oregon employment such as working with NRCS, BLM, private land management businesses, or managing family farms. Biology program students consistently demonstrate a high level of success with attaining admittance to graduate programs and professional schools. They also are hired regularly by local agencies, such as Oregon Department of Fish and Wildlife, United States Forest Service and Grande Ronde Model Watershed.

The Biology program, in concert with the Chemistry program, is vital in supporting and serving EOU's large number of pre-professional health students; 367 such students as of Fall term 2012. The programs work together synergistically to insure that students receive a high level of support during their years at EOU to assist them with successful application and admission to professional schools.

That the Biology program so capably serves the needs of the wide variety of these pre-professional students who seek careers in medicine, veterinary medicine, physical therapy, pharmacology, dentistry, or other health-related fields is underscored by the acceptance rates into graduate and professional programs of their graduates, as well as the graduates of our Chemistry program: these acceptance rates are typically 10-15% higher than is typical nationwide and are a direct result of the quality of the undergraduate learning and research experience that the program provides. An additional note that reinforces this success concerns the performance of the program's students on the Biology Major Field Test, a comprehensive examination in Biology that is taken by students at over 400 institutions, including many of the most highly-regarded national and international institutions. This year, our Biology students scored better than 58% of all of the students taking the exam, and in the Molecular Biology and Genetics subdiscipline, our students scored better than 75% of all of the students taking the exam.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: A review of the overall structure of the Biology curricula makes it clear that the Biology faculty takes pride in the high quality of the curriculum that they have built and the extraordinarily high level of faculty engagement with student learning that occurs within the program. All biology faculty members engage in research projects that promote undergraduate student participation in experiential learning and investigative science opportunities, and the program serves students well,

particularly the very large group of EOU students in the pre-health and pre-professional areas who do not typically show up in a given program's major headcount. (As noted above, these students numbered 367 as of Fall 2012.)

Several of the program's courses that are listed in the accompanying data on the lists of low-enrolled courses, represent either unloaded course-by-arrangement one-off courses or courses which have been dropped from the catalog this year. Given these deletions, several of the other courses which appear on the list—345, 358L, and 462—are showing increased enrollments this year as a result.

The program's total direct costs required per student credit hour is \$87.30, which is 105% of the institutional mean of \$83/SCH. The program's cost/SCH is actually about 9% higher than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~96%), suggesting that the program might examine how to slightly streamline its current offerings to bring that ratio in line with peer programs and better situate it to stay within the current envelope of faculty FTE and to maintain appropriate access to students at-a-distance.

Accordingly, program recommendations focus on maintaining the current quality of the program and its graduates. The recommendations are as follows:

- 1) Review low-enrolled at all levels courses with respect to dropping them as program offerings, with the aim of better focusing students in the program's key course areas. Likely candidates for such examination, as articulated by the program faculty include BIOL 318, 323, and 360.
- 2) Review upper division elective options to ensure that students are not diffused across too many program offerings in a given term or year. The elimination of at most two courses should accomplish this aim handily.
- 3) Given that the majority of students seeking a biology minor are combining two minors for a Liberal Studies degree, the Biology program should continue to provide an opportunity for students to have access to the relevant coursework. The Biology faculty feels that this is possible through on-campus, on-site and on-line, since the minor focus provides exposure to biological concepts, in contrast to the major which combines conceptual course and lab work. By requiring a total of fifteen upper-division credits, combined with our online 201, 202, and 203 sequence, the program has developed a curriculum that could be offered effectively through any modality. Further, to make the minor more accessible, the program faculty are working on adding two courses (Microbiology and Invertebrate Zoology) to the organismal list and one (Introduction to Cell Biology) to the principles list. All three courses will be accessible online.

4. Business

Description: The College of Business offers a Master's of Business Administration, an undergraduate degree in Business Administration, and a Business minor. The Business administration degree is a professional program with concentrations in Accounting; Marketing; International Business; Leadership, Organization and Management; and also Tourism. The entire undergraduate program is offered both on and off campus. In addition to completing our degrees on-campus, students may elect to take some or all of their courses online/onsite or through our partnerships with Blue Mountain Community College, Mt. Hood Community College or Treasure Valley Community College.

Eastern Oregon University's College of Business is comprised of exemplary student-centered staff and faculty. We are dedicated to serving Oregon and beyond through professional business programs of instruction, research, and service. We have a special commitment to business educational needs in Eastern Oregon.

How Program serves the Mission: The Business Administration program at EOU supports the mission of the University by providing professional business programs of instruction, research, and service. The major supports the region by providing graduates who serve in both the public and private sectors. Business degrees are highly valued for managerial, accounting and finance, and marketing positions. The program's

newest concentration—Tourism, Hospitality, and Gaming—provides trained managers for the rapidly growing tourism industry. Through flexible course delivery formats, the program is available to working and place-bound individuals in our region and beyond. The program hosts an annual Future Business Leaders of America (FBLA) competition, which brings large numbers of high school students from the region to the campus.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: As the academic program area with the single largest set of graduates and majors (813 undergraduate and 84 graduate in Fall 2012) the Business Administration program is clearly key to EOU's future, both in a programmatic sense and in terms of sustainability. The program access to EOU's students regardless of their location is outstanding. The primary challenge facing the program at both the undergraduate and graduate levels is the overreliance on online adjunct/overload FTE, a challenge which is exacerbated by the multiple (7) concentration areas of the major. This situation is further reflected in their per SCH costs, which are well below typical levels, given the amount of overload and online adjunct instruction. The program's total direct costs per student credit hour are \$74.64, which is 90% of the institutional mean of \$83/SCH. The program's cost/SCH is about 8% lower than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~98%).

Thus the recommendations for the Business Administration program focus on condensing their concentrations to help ameliorate their staffing challenges. The recommendations are as follows:

- 1) Eliminate the International Business and Tourism concentrations. The few additional courses required for these concentrations represent badly-needed instructional capacity to the College of Business; the low numbers of students who have used these concentrations over time suggest that the instructional capacity is best focused on more vital program areas within the Business program.
- 2) Accounting program faculty should examine whether a shift of the general accounting concentration to a CMA emphasis to better complement the CPA track would better serve student needs.
- 3) Review the General Business concentration and consider shifting it to a more closely focused business core, particularly if the Hermiston-area trials of Ag-Business courses end up leading to the future development of an Agribusiness concentration area. *(Note: It has been determined, through a lengthy fact finding period, that there is interest in the region to have an Agricultural Business and Food Industry concentration or perhaps minor available through the Business Administration degree in the College of Business. As a next step in the exploration of this need, some selected topics classes will be taught at the Eastern Oregon Higher Education Center in Hermiston during the 2013-14 academic year. During 2013-14, the College of Business program faculty and leadership will review these course offerings. If deemed successful, then and only then will a proposal for a new program concentration or minor be developed for movement through our campus approval processes.)*

5. Chemistry/Biochemistry

Description: Eastern Oregon University's Chemistry and Biochemistry Program prepares students for productive and satisfying careers in research, technology, health, environment, public service and teaching. By enthusiastically sharing its knowledge and love of learning, the Program also serves the general education needs of the University and the geographically broad community.

How Program serves the Mission: The Chemistry and Biochemistry Program provides two separate degree programs and supports the physical science liberal arts core. Graduates of these programs are highly sought after in the private and public sectors, and find employment as teachers, research chemists, or chemical technicians in industry, government labs and state or federal agencies. Most graduates continue to pursue advanced degrees in the physical and life sciences, the health professions, and in the Master of Arts in Teaching (MAT) program.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: Taken together, Chemistry and Biochemistry (only three courses distinguish this major from the chemistry major, CHEM 450, 451, and 454, all of which enjoy robust enrollments), this program area, along with the Biology program as noted above, underpins the pre-health and pre-professional majors far out of proportion to their specific program size. That the program is well-structured in a curricular sense reflects close consideration both prior to and subsequent to the Spring 2011-mandated action planning. The only real weakness of the program in a larger sense is that it is only available in whole or any large parts to on-campus students; very few courses are available at a distance. This access concern could be addressed through the consideration and development of online programming or perhaps through onsite faculty (and lower-division instructional lab) sharing arrangements with community college partners. A more immediate but much smaller weakness concerns the Environmental Chemistry minor, which depends on the BIOL 357 & 358 sequence. Eliminating this minor program has the potential to free up some instructional capacity, however slight; the near-absolute dearth of Environmental Chemistry minors over time signals that the minor is a good idea with no particular demand behind it. The Chemistry and Biology program faculty should discuss how the Environmental Chemistry sequence interacts with their other programs with the aim of gaining some instructional capacity where practicable.

The program's total direct costs required per student credit hour is \$99.71, which is 120% of the institutional mean of \$83/SCH. The program's cost/SCH is spot on, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~120%), further suggesting that the program's current curriculum is well-structured and sustainable over the long-term.

6. Computer Science/MultiMedia

Description: Students in the Computer Science/ Multimedia Studies program prepare for a future in software development and the use of computer technology to solve complex problems, skills which are in high demand and for which demand is likely to continue. An initial core of classes introduces students to general principles of programming and multimedia development. Upon completion of the core students choose either a concentration in computer science, scientific and statistical computing, or multimedia studies.

How Program serves the Mission: The CS/MM program prepares students in the creative science of software development. Computer software plays an increasingly important role in every sector of modern US society, including business, industry, entertainment, education, and agriculture. The supply of individuals with skills in software design and development remains sufficiently low that US employers are frequently driven to seek workers abroad. Furthermore, the economy of the Eastern Oregon region is beginning to shift from timber to high tech, which means a local increase in demand for graduates of technological programs. In 2006 Google opened a datacenter in The Dalles, and within the last year Facebook opened a datacenter in Prineville. The city planner for Umatilla recently inquired about the annual number of CS graduates in as part of an effort to bring an unnamed major high-tech company to Umatilla, saying that a local source for programming skills is critical for the deal. Although the city planner did not disclose the company involved, Amazon Inc. has acquired land in the area. Successfully attracting tech industry (and the economic growth that it brings) requires a ready supply of suitably-trained talent. This program strives to satisfy the need for capable software developers from the region who can serve the region. In addition to its vital role in EOU's objective in supporting economic development in the region, course offerings by the CS/MM department serve other programs whose students need fundamental expertise in writing computer programs or technical skill with graphics or authoring tools as well as those programs whose that need technical proficiency with digital media such as still and moving graphics, digital video and digital audio.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: Though relatively small in terms of both faculty FTE and numbers of students, the Computer Science/Multimedia program nonetheless plays an outsized role in our regional communities and our mission-related activities in terms of serving as EOU's Engineering and Technology Industry Council (ETIC) primary focal point, as well as other STEM-oriented efforts. The small scale at which the program operates is our central challenge as regards the CS/MM curricula and related resources. ETIC-specific funding of \$244,000/year is crucial for the ongoing support of the program, and our program faculty and program graduates have worked hard and well to maintain solid credibility with the Council.

Chronic shortage of FTE and overextension of faculty resources to provide media development classes (primarily) for the benefit of the Media Arts program have in recent years reduced the offerings for computer science students to a bare-bones curriculum with essentially no latitude for students to explore topics of individual interest.

The program faculty believes that a less sterile plan of study may improve recruitment and retention. (Occasional students transfer, notifying faculty that they are doing so because they wanted more variety; though, it is difficult to know the real effect of this phenomenon on enrollment.)

At present, students pursuing the CS degree are allowed just one three-credit elective as part of their plan of study—and in recent years, due to shortage of CS FTE, there has only been one choice of elective—offered only in alternate years. In order to increase the number of elective credits to at least 12, as desired by the CS faculty, the program requirements will have to be shifted accordingly to make space for the additional course, both in terms of student time-to-degree and faculty instructional capacity. Program faculty have indicated this could be accomplished by reducing at least one course from the required curriculum, reducing the stated number of hours for the seminar (CS 407) to two, and possibly changing the capstone from 1–6 to 3 credits.

Some electives under discussion include game programming, computer graphics (programming), programming with authoring tools, and possibly 3-D Graphics application. Some of these courses are Dr. Boudreaux's specialties. Program faculty indicate that the others are taught already in some guise under MM prefixes and therefore could be adapted as CS courses with no FTE implications. The courses in question are MM 319 and MM 419 (multimedia programming sequence) and MM 360 and MM 460 (3-D graphics sequence). The re-tooled MM classes (including MM 225, 252, and 315) could be redesigned for a more focused audience than the broad spectrum of students they serve in their current form, and possibly re-shaped into a smaller number of courses. These general ideas serve as a starting point for more carefully considered curricula changes by the program faculty.

Even though some upper-division courses don't fill to capacity, CS freshman classes have been over-filling for the past few years. By the end of the previous Spring term, the Fall section of CS 161 is nearly booked with chemistry and math students. In order to make room for incoming freshman and transfer students, the program has been forced to raise the enrollment cap on this class from 24 to 40. Consequently, it has been necessary to informally schedule another class day to accommodate all of the students in the lab.

Given the both the scale at which the program operates, as well as the students' primary focal areas, the central recommendation concerning CS/MM centers on reducing the program to its Computer Science core and dropping the Multimedia major, minor, and concentration. Several MM courses should have their designation changed from MM to MA. Those MM courses that are not redesignated as part of Media Arts and Communication program requirements should be eliminated. MM courses that are currently part of the CS program requirements should shift their designator from MM to CS. No additional MM courses would be required for the CS major. The effect of this shift would have the added benefit of focusing an already overstretched faculty FTE in Media Arts and Communication, thus freeing up much-needed instructional capacity in that program, particularly with the return of the shared faculty FTE wholly to the Art program. The specifics of these shifts are already under discussion by the Computer Science faculty and would, of course, be controlled by their understanding of student and program needs as they move forward.

The Computer Science program's total direct costs required per student credit hour is \$126.02, which is 152% of the institutional mean of \$83/SCH. The program's cost/SCH is actually about 23% higher than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~129%), further underscoring that the program is spread too thin in terms of instructional capacity and the breadth of the curriculum that needs to be maintained relative to the number of students.

If the program is able to take advantage of this restructuring to grow, their connections to regional and state STEM priorities will merit due consideration for additional staffing when the time is ripe.

7. Education

Description: The College of Education has multiple programs that incorporate either the ability of a student to acquire state teaching licensure or a master's degree or both, simultaneously. The primary purpose of the College is to enable students to acquire the necessary experiences, both within the College and their teaching placements, which will enable them to obtain licensure or advancement within the teaching profession.

All of the programs provide a substantial foundation, based upon Oregon Administrative Rules and the Teacher Standards and Practices Commission, in proven theories, practical applications, and sound academic engagements.

The College of Education's teacher preparation is divided between two distinct programs: Master of Arts in Teaching (MAT) and Curriculum for Undergraduate Elementary School Teacher Education (CUESTE).

The MAT Program: A post baccalaureate program designed for those interested in attaining either elementary or secondary licensure. The program requires a year of preparation of graduate coursework as well as student teaching in the public schools. The program culminates in elementary or secondary licensure and, with an additional summer session of course work, a Master of Teacher Education Degree. The MAT program is an intensive one year program that begins in the summer prior to their teaching placements and concludes during the summer after their placements. Either elementary or secondary licensure is available through the program along with the advanced degree. Students will have two placements, or student teaching experiences, at different levels. Secondary requires both a middle school and high school placements while elementary requires primary (K-3) and upper elementary (4-6). Placements may be either within Union County or in other counties serviced by the College of Education. Academic research is a required portion of the curriculum.

CUESTE (Curriculum for Undergraduate Elementary School Teacher Education): This program requires undergraduate students to weave together an academic degree program and an education minor. Students preparing to teach elementary grades are required to complete a major in Multidisciplinary Studies and a minor in Elementary Education. The Elementary minor requires Structured Practicum, Primary Core, Elementary Core, and Student Teaching as Basic Elements. CUESTE is an undergraduate, elementary teacher preparation program. The CUESTE program's calendar is dependent upon the site. Since CUESTE programs are located at five sites throughout the state, each cohort must follow local school district's calendars to meet the needs of their students. The current sites are: La Grande/Eastern Oregon University, Ontario/Treasure Valley CC, Gresham/Mount Hood CC, Pendleton/Blue Mountain CC, and Coos Bay/Southwestern CC. Due to the need for flexibility at the various sites, the program(s) may be distributed from one to two years. This is based upon local dynamics and needs. The state agency that oversees the entire process is the Teacher Standards and Practices Commission. This agency, following the Oregon Administrative Rules, determines the requirements for individuals to receive teaching licensure in Oregon.

How Program serves the Mission: The College of Education complements the mission of the University by providing programs that have high expectations, with specific goals of training and preparing our students for successful teaching careers after graduation. The program, through the usage of student teachers and interns, collaborates with local school districts in terms of providing potential teachers for them, or by

providing their current employees with training beyond their initial degree and teacher licensure. Since quality teachers are in constant demand, not only does the program collaborate with local districts, but with districts throughout the Northwest.

The programs, inherently, require extensive cooperation between the College of Education and local districts, both in terms of student teaching placements and curricular enhancement. Professors and instructors are instrumental in providing or assisting with specific programs that are directly associated with local schools and districts. These include outdoor science, academic competitions, field trips, and presentations. The school districts, ideally, then provide a core base of students for our program, since many of our students come from our surrounding school districts in Eastern Oregon. This collaborative nature is mutually beneficial since cooperation between the College of Education and local districts is imperative for a sound program.

Since its inception as a “normal school”, the primary purpose of the University was to provide teacher preparation programs for Eastern Oregon. The College of Education has at its core the privilege and duty of continuing this practice at a level commensurate with the needs of the area.

Program-specific data: See Appendix A, “EOU Instructional Review Program Files.”

Analysis & Recommendations: Given EOU’s origins and history as a normal school, that the undergraduate and graduate programs in the College of Education remain key programs for EOU is entirely appropriate. Since the program’s range of curricula are structured to meet external certification requirements (Oregon’s Teacher Standards and Practice Commission, TSPC), the curricular correspond very closely with the evolving needs of our Education students and the K-12 school districts they have long served so successfully upon graduation. Additionally, the structure of the College’s CUESTE program has long pioneered serving our students at-a-distance; the great majority of SCH generated in the College is through the onsite modality. The chief challenge facing the Education programs remains that of thin instructional staffing, in most cases only a single faculty fte deep. In addition, the rapidly expanding assessment requirements relative to the TSPC certification standards necessitates additional support to maintain TSPC certification.

The program’s total direct costs required per student credit hour is \$89.06, which is 107% of the institutional mean of \$83/SCH. The program’s cost/SCH is actually about 8% higher than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~99%), further illustrating that the program is thinly staffed: many of the college and program level administrative tasks must be covered by the instructional faculty through instructional release time, thus accounting for their somewhat higher instructional costs.

The incoming Dean of the Colleges of Business and Education will continue the College’s close focus on maintaining healthy programs that drive sound TSPC certification over the next two years. It is crucial to note that the structure of the Education programs is driven both by TSPC standards and expectations and by sound practice in the field; consequently the data related to both instructional and service load as well as course enrollment levels reflect these structures. For instance, the entire CUESTE sequence of courses is included on the list of low-enrolled courses for last year because of the size of a cohort at an onsite program and the fact that once a cohort is established, we cannot stop the cohort mid-program. In terms of instructional load release/service load, a key aspect of faculty work in the Education programs centers on supervision of field experiences and other placement activities, thus Education program faculty loads are structured accordingly and do not closely correspond to the faculty loads assigned in program areas across the other academic colleges. In terms of how Education faculty service loads interact with the broad operational principles articulated above relative to load management, careful consideration needs to be given to the Education faculty’s full load, including service that is already being performed. This same careful consideration and for the same reasons will also need to be given to how low-enrolled courses and instructional load are managed for program faculty.

8. English/Writing

Description: The Bachelor of Arts in English provides three possible concentrations for students: English Studies, Rhetoric and Culture, and Writing, the first two of which are also available at a distance. In all three options, students will acquire a solid background in writing, language, and literature/film. Courses stress analysis, confident, and original writing, and tolerance for diversity of thought. Students are encouraged to select appropriate minors, engage in inter-disciplinary studies, and complete advanced studies in modern languages, computer applications, allied arts, or second majors. English/Writing graduates possess excellent communication and critical thinking skills. Graduates continue advanced study in literature, creative writing, and rhetoric, master's work in education, and law school. Graduates also pursue careers in such areas as journalism, politics, freelance writing, and tribal education and administration. Other post-graduate areas of career opportunity include business venues and NGOs.

How Program serves the Mission: As an educational, cultural and scholarly center, Eastern Oregon University dedicates itself to serving rural Oregon and beyond through intellectually challenging and flexible programs of instruction, faculty and student research, and civic engagement. In addition to preparing students for elite graduate studies in a variety of fields, the English/Writing program provides students with a broadly applicable and flexible set of critical thinking and practical professional skills. Our graduates possess the intellectual agility and creative habits of mind to adapt to rapidly changing economic demands throughout EOU's service region.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Recommendations: EOU's English/Writing program serves multiple roles across multiple levels, from the lower-division writing courses and general education courses all the way to the recently-developed and innovative low-residency Master of Fine Arts program in Creative Writing. Both the wide range of students and programs served by the English/Writing curricula and the breadth of disciplines encapsulated by English are reflected in English/Writing's three major concentrations and associated minors. And, it is exactly this breadth of both service and discipline that presents programmatic challenges in English/Writing, particularly at the scale at which EOU operates as a small regional public university. The English/Writing faculty has devoted significant time over the past five years responding to program data with revisions to offerings and the degree. The program response to the Sustainability Plan in the spring of 2011 and their current efforts to address the draft released on May 15 are embedded in this reflective process, the revision presenting opportunities to hone their vision.

The three current major concentrations are recent developments, approved in Spring 2011. However, while the existing configurations of the concentrations were approved in Spring 2011, English/Writing has had three concentrations for more than 10 years: Discourse Studies, Literature/Film, and Writing. Changes to the concentrations during the 2010-2011 school year that resulted in the present three concentrations (English Studies, Rhetoric and Culture, and Writing) were motivated by the same issues that continue to ground the sustainability plan: ongoing attention to efficiencies, enrollments, program quality, and recruitment and retention. The revised concentrations represent a more purposeful repackaging of existing offerings, capitalizing on growing expertise and encapsulating courses already being taught in service to other programs. The program revisions included in the recommendations below extend these efforts.

It is worth noting that the number of on-campus majors has declined by almost 20% since 2010, though the reasons are unclear. Possible reasons range from changes in off-campus accessibility to the impact of COMM/MAC gaining students who used to be funneled into English/Writing as a result of curricular changes in both areas. It may also be that 2010 was not a good representative year for English program enrollments; enrollments across campus were at a then all-time high in Fall 2010, and the number of English/Writing majors has ranged from 80 – 100 for the last five years.

In any case, given the ways in which program area course scheduling interacts with the substantial course scheduling of the service courseloads, English/Writing is a very complex major program area with its three concentrations and associated minors. Relative to student enrollments at the program level, faculty have expressed concerns over inaccuracies in program catalog descriptions, as well as lack of advisor familiarity with the new concentrations. It is also possible that the relatively rigid concentration/minor structures may be creating barriers to transfer students who constitute the main major/minor pipelines for the program's students, as well as making it more difficult for students to move across concentration areas at multiple levels. While it is clear that the composition programs and courses are well-structured to serve student need where it occurs, it is less clear that the major concentrations are as well-situated in terms of access for all students.

The English/Writing program faculty are engaged in an ongoing revision of their program to address these concerns about student access, to streamline the core, and to fine-tune the concentrations. These changes represent the ongoing dialogue in the program regarding the revision to the major, so the sustainability plan presents an opportunity to implement changes quickly that may have occurred naturally over time. The changes are based on the following rationale: The need to reduce barriers students experience in entering and completing the degree while maintaining the scaffolding necessary to grow expertise in the concentrations and effectively prepare students for capstone work. The primary recommendation for English/Writing, then, is that these efforts continue apace and are implemented as soon as possible.

More specifically, the program faculty should continue to pursue their efforts as follows:

- 1) Reduction of 100-level prerequisites from 12 to 8 credits, requiring just one 100-level literature and WR 121. Students do not need to complete these prerequisites to declare an English/Writing major (as advising has indicated), but they need to take them early in their studies to be prepared for work at the 200 level and above.
- 2) Pursue changing lower-division literature offerings from ENGL 104 Introduction to Literature (4) and the World Literature sequence (107-109; 9 credits) to a single repeatable themes-based course ENGL 136 designed to attract students to the program and also to ensure that all 100-level courses meet the same outcomes for general education purposes and in preparing students to move into the major or minor, should they choose to do so. Continue to examine the number of offerings necessary for efficiency and also to contribute to availability of 100-level General Education courses.
- 3) As articulated by program faculty, to eliminate the three-term Sophomore Seminar sequence in favor of an ENGL 220 Introduction to the Major (1) weekend college to be offered Fall in La Grande, Winter online, and Spring on the west side of the state. This course will represent the entry point in the program. Students must take it as soon as they declare the major. (The course would not be aimed at enrolled seniors, unless they are enrolling for the first time during their senior year.) The brevity of the course will allow faculty from the three concentrations to be involved in greeting and getting to know our students. This shift will also offer face-to-face contact with distance students in Oregon who can do so, while using Google Hangouts for some synchronous meetings with faculty to serve our other online students. This change reduces the number of lower-division credits required in the core. This streamlining in the core, along with the reduction of prerequisites, will push more students into under-enrolled 300-level courses on campus and better serve transfer students who need to focus on upper-division coursework.
- 4) Continue discussing revision to the capstone, as research in fall makes sense for students preparing for presentation opportunities in spring, while it may be too early for creative-writing students who need the 400-level workshop prior to beginning their projects. Additionally, creative-writing students find ENGL 406 Presentation/Publication redundant, as they have plenty of opportunity to present and publish in their other coursework. However, the program faculty will need time to explore potential changes that would suit all concentrations.
- 5) Continue to review revision of existing course offerings such as WR 220, WR 441/442 and others to better address emerging enrollment patterns.

Even accounting for instructional release time and split administrative/faculty appointments, the program's total direct costs required per student credit hour is \$95.43, which is 115% of the institutional mean of \$83/SCH. The program's cost/SCH is about 29% higher than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~86%), further suggesting that the program curricula may be further streamlined. The shifts articulated above would also help address the program's online adjunct/overload ratio, which is really the only faculty FTE concern in this program area, though it is relatively minor compared to other programs at EOU. In any case, the program demonstrated in its action plan from Spring 2011 that its current staffing levels are appropriate and do NOT suggest a reduction in FTE.

Note 1: An exacerbating factor with respect to the cost of the program involves the 1 additional load credit granted to all WR courses (as distinct from the UWR load credit), in addition to the course caps set for WR courses as a standard best pedagogical practice, though that is a collective bargaining matter and not covered by the purview of this review.

Note 2: While the discussions of offering a Bachelor of Science degree in English/Writing alongside the existing BA, would certainly streamline the program requirements for majors relative to the Modern Language requirement for the BA, the Bachelor of Science degree is not properly constituted by the lack of a Modern Language but rather by the presence of the science and related mathematical content that marks those fields appropriate to the BS degree.

9. Environmental Studies

Description: The Environmental Studies Liberal Studies degree is a broad, multi-disciplinary, four-year program. It is designed on the preapproved Liberal Studies degree template. The curriculum consists of a set of core courses and a concentration, either biology or social sciences. In addition, each student in the program will complete both an internship and a research project in a subject related to their studies. The Environmental Studies pre-approved program prepares students for professional employment in a variety of careers.

Students will gain experience with problem solving, scientific methodology (including data acquisition and analysis), report writing, and working together with others within a diverse and interdisciplinary collaborative academic environment. Students will develop skills necessary to apply their scholarly training to understand and help solve complex, real-world problems facing human societies

How Program serves the Mission: The Environmental Studies program was designed specifically to address Regional needs and take advantage of the unique character and qualities of Eastern Oregon. Some of the perceived comparative advantages include the ecological diversity (with elevations from 2700 to over 9000 feet, and a wide variety of habitats and communities), the concentration of public lands and management agencies, the presence of the Tribes in the region, and the potential to use resources such as Rebarrow, the McKenzie Farm, and the End Creek Project. La Grande's wastewater treatment facility is also considered innovative and a model that is being studied and replicated elsewhere.

The integrative component of the degree provides opportunities to conduct research that can inform the operation of the University, increase the likelihood of environmental sustainability within the University system's 'Green' initiatives, and provide resources for the regional economy in becoming more aware of opportunities to reduce waste and consumption, reuse materials, and recycle.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: While the rationale behind the Environmental Studies minor is compelling and still holds some interesting potential for connections across other program areas—particularly Public

Administration and Geography—this program is one that will require a level of resources to fully realize its potential that are not currently nor projected to be available at our institution. Given that we cannot in good conscience pursue this program if we cannot commit to pursuing it well, even the minimal instructional capacity represented by course scheduling for ES is better allocated elsewhere. This recommendation is, unfortunately, to eliminate this minor.

The program's total direct costs required per student credit hour is \$111.73, which is 135% of the institutional mean of \$83/SCH. While no direct comparison program exists in the Delaware Study, and it is clear that we should not continue to support this program at such a minimal level, it is also clear that the program continues to hold considerable potential, which should be revisited at some future point, as broader program areas can be engaged and supported with the requisite institutional resources.

10. Fire Services Administration

Description: The Fire Services Administration program's BA/BS degree requirements provide for an upper division major built upon an associate degree in fire protection science or professional-technical core fire science curriculum available from most community college fire programs. EOU's FSA program is cooperatively offered by Eastern Oregon University (EOU) and Western Oregon University (WOU) through a consortium arrangement.

FSA courses required by the Oregon Department of Public Safety Standards and Training (DPSST) for Firefighter III & IV certification, or "Oregon Fire Institute" courses, are sponsored by both EOU's and WOU's onsite and online offerings. Course objectives and outcomes correspond to the standards published in NFPA 1021, Standard for Fire Officer Professional Qualifications, chapters 6 & 7 (2009 Edition).

How Program serves the Mission: The FSA program provides professional management and leadership training for individuals primarily building upon associate degrees in fire science or professional-technical fire science programs. FSA graduates are fire officers with state, federal and military fire departments throughout the region in positions ranging from fire officer candidates to fire chiefs. Many regional departments oversee budgets exceeding several million dollars and an increasing number of municipalities require their senior officers to obtain a bachelor's degree in fire service administration as a condition of employment and promotion. The FSA program is an enrollment-growth area in EOU's online and on-site sectors.

The FSA program does not offer on-campus courses in La Grande but does offer hybrid on-site courses in cooperation with WOU at the PCC-Cascade campus in Portland. Students are scattered all over the United States but the majority are from the states of Oregon (where the FSA program's core courses are legally required for Fire Officer III and IV certifications) and Washington. Washington does not certify above the level of Fire Officer II but most departments offer pay incentives for a bachelor's degree and most municipalities now require a bachelor's degree as a condition of employment at the senior officer level. Students frequently express preferences for course format i.e. online versus the three-day hybrid onsite courses in Portland. If they prefer the hybrid format they will usually wait on a hybrid course rather than enroll in the online version. As an Oregon institution, the course cycle is designed around the Oregon courses required for FO III and IV certification. Required courses for the FO III certification are taught twice per year online and required courses for FO IV certification are taught once per year online. Approximately ten times per year, hybrid courses consisting of both 300 and 400 level courses required for Oregon FO III and IV certification are taught in the hybrid on-site format. These courses are split between EOU and WOU as part of our cooperative agreement.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: The program's total direct costs required per student credit hour is \$64.79, which is 78% of the institutional mean of \$83/SCH. While no comparator program exists within the Delaware Study, the Fire Services Administration program is a sound example of a self-supporting

program, one of the few examples even possible in much of the academy, at least within comprehensive/baccalaureate institutions, so the program recommendation is to leave it unchanged.

11. Geography

Description: Geography is the study of the human use of the earth and of the physical and cultural processes which form landscapes. Geography at EOU leads the student to an understanding of human/environmental relations at global, national, regional and local levels, while providing important academic understanding and practical skills that can lead to careers in such fields as urban and regional planning, environmental management, primary and secondary education, cartography and map reproduction, geographic data systems, tourism and economic development, and international business.

How Program serves the Mission: The minor in geography helps students develop the ability to identify and ask questions of a geographic nature and structure a scientific approach to investigate those problems. Minor graduates are able to communicate the results of those investigations using a variety of media and delivery methods. Our students serve regional communities through their ability to explain various natural phenomena associated within the fields of meteorology, climatology, and geomorphology. They help their communities recognize human impacts on the environment, and delineate natural and human landscapes. The EOU geography student will be fully aware of how we interpret our natural environment and our human landscape through the lenses of our perceptions as well as our cultural systems. The student will understand the diverse nature of geography and its cross-disciplinary fit within our university's academic community

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: The Geography minor has long served students regardless of their location, both on-campus and off-campus; indeed, it has been at the forefront in many regards in terms of leveraging technology effectively for online learning modalities. While the program has suffered from both lack of administrative attention and isolation from a larger program area over much of its past, it has made great strides over the past two years as a result of the program's action plan and implementation resulting from the Spring 2011 Sustainability Plan. The curriculum and resultant course schedule has been tightened even more considerably for next year.

Remarkably, the program's total direct costs required per student credit hour is \$36.60, which is 44% of the institutional mean of \$83/SCH. The program's cost/SCH is correspondingly a whopping 20% lower than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~64%). Having noted that, though, it is clear that the low direct instructional costs in this area are a consequence of the bulk of its SCH being produced through online adjunct/overload instruction vs. inload instruction. The uneven enrollments across the program—very low enrollments in many of the courses, while some are very heavily enrolled—suggest that further tightening and streamlining of the minor curriculum remains appropriate, which could be easily accomplished while maintaining online student access.

The recommendation for this program area is to further consolidate the program curriculum so that the program is sustainable with no more than 1 total FTE in online adjunct/overload instruction, while maintaining the current fixed-term FTE.

12. Geology

Description: The Eastern Oregon University Geology Program offers 14 courses for students seeking to fulfill the Physical Sciences core of Eastern's general education requirements. These general education offerings include courses required for students pursuing licensure in middle school and secondary teaching; for the Environmental Studies concentration at Eastern Oregon University; and for students pursuing the Natural Resources and Rangeland Ecology and Wildlife Management degrees and options in the Environmental Economics, Policy and Management (EPPM) and the Natural Resources interdisciplinary

programs offered by the OSU Agriculture program at Eastern. We also teach two courses on geographic information systems (GIS), a very important skill that students in a wide range of disciplines need to compete in today's job market.

Our lower division geology courses provide the background students wanting to major in geology need to transfer at the end of their sophomore year to larger universities that offer a major in geology. We teach a wide range of upper division geology courses designed for students pursuing careers earth science teaching or continuing on toward M.S. and PhD degrees in geology or jobs in geological fields. We emphasize hands-on, field-oriented projects that give our students an in-depth knowledge of the area we live in and the skills they need to decipher its geologic history.

We offer a minor in geology which students who desire to pursue geology in graduate school and as a career often combine with another minor (Geography, Anthropology, Art) for a Liberal Studies degree. The minor requires a minimum of 30 graded credits in geology including GEOL 201, 202, and 203 and a minimum of 15-upper division (300-400) credits in geology including at least one 400-level course.

How Program serves the Mission: Our geology courses provide a basis for understanding Earth's geological phenomena for all who enjoy the out-of-doors. The lower division courses fulfill the general education natural science requirements for non-science majors and they provide complimentary background for other program areas—The Natural Sciences, Physical Anthropology, Geography and Land Use Planning, Forestry and Agriculture, Education, Environmental Science. Our upper division courses give students wishing to pursue geology as a career a strong background in the fundamentals of geology which makes it possible for them to successfully pursue undergraduate and advanced geology degrees at other institutions. Many of our upper division students use their geology minors to fulfill part of the requirements of their Liberal Studies degree programs.

Our on-campus 100-level courses focus on “hot topics in geology” (plate tectonics, dinosaurs, global warming, etc.), environmental geology, and the geologic history of the Oregon coast, while our distance education offerings include classes on gold mining in Eastern Oregon, earthquakes and volcanoes, and field studies of some of the outstanding geological sites in Oregon. Students in our 200-level Physical and Historical Geology courses learn the knowledge and techniques they need to decipher the geologic history of the Wallowas, the Grande Ronde Valley, and the John Day area, and also participate in an important new fossil dig in the Baker City area. We offer a wide range of upper division courses. New courses for 2007-2008 included Introduction to GIS and GIS and Geoforensics

Mining has played a prominent role in the history and economy of Eastern Oregon and topics such as earthquakes and groundwater are also important to the region. Our faculty regularly provides information to residents, government agencies and newspapers about these issues and we identify rocks, minerals, and fossils for people in the area and give presentations to local school groups and civic organizations. The Wallowa County Sheriff's Office once asked for a copy of our chart of the floor of Wallowa Lake for use in possible searches for drowning victims.

Program-specific data: See Appendix A, “EOU Instructional Review Program Files.”

Analysis & Recommendations: While Geology is another program area in which resides considerable potential for interaction/integration with other program areas, much as is the potential for Environmental Studies, enrollment patterns in Geology have shifted precipitously over recent years. Our collaborative OSU Natural Resources program requires only GEOL 201, and 202/203 enrollments drop dramatically as a result. Nor do Education majors take the entire sequence, generally only 201. Upper division on-campus courses regularly suffer from low enrollments, further exacerbated by the elimination of onsite weekend college courses which accounted for roughly 40% of total program area SCH. The program's total direct costs required per student credit hour is \$93.85, which is 113% of the institutional mean of \$83/SCH. The

program's cost/SCH is actually about 27% higher than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~86%).

The recommendation for this program area is to eliminate the minor and focus no more than 1.0 total instructional FTE on teaching only those courses for which there is demand and for those modalities in which the demand is reflected.

13. History

Description: The BA/BS in History is designed to provide students with a historically informed perspective on events and ideas that have shaped the contemporary world. Courses expose students to the histories of various cultures over time and place, emphasizing the diversity of historical experiences around the globe. The History Program offers students depth and breadth of historical knowledge and hones their critical thinking skills so that students may use a historical perspective to deepen their understanding of diverse cultures in their own world and their relationship to those cultures. The program helps prepare students for future career growth, in fields such as teaching, public service, business, and law through offering intellectually challenging and multicultural courses with an active learning environment. The program also provides a historical background for the study of other disciplines and for engaged citizenship.

How Program serves the Mission: The History program serves the general education core and provides students in the major with internship and practicum experiences in area museums as well as research opportunities through regional heritage projects. Learning activities in history courses respond to the university mission of guiding students through an integrated, high quality liberal arts program. Emphasis on critical thinking, breadth of historical knowledge and sensitivity to diverse historical experience prepares students to participate responsibly and reflectively in a global environment. The learning outcomes achieved by these courses are relevant to student learning outside of the history program because they offer basic training in developing analytical skills, effective writing skills, and independent critical thinking, invaluable skills that can be applied to other university courses as well as future employment. The courses' emphases on historical diversity and multiple perspectives of historical events also provides students with a sensitivity to ethnic and cultural diversity that today's employers find highly desirable.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: The History program, along with our Anthropology and Sociology, Psychology, and PPE programs, is among EOU's Arts & Sciences programs best situated to serve our students regardless of where they are located, on-campus or off. This high degree of accessibility, coupled with rigorous major and minor programs, is reflected in the program area's dramatic overall growth in both the numbers of major and minor students served, as well as other students served through their range of course offerings and which the steady SCH increases over the past several years demonstrate. Of particular note in the program data for History is that the greatest growth in majors is seen at both the freshman and junior levels, suggesting that the program is attracting new students both on-campus and off-campus. Both sophomore and senior headcounts are trending upward too, though not as dramatically. The History department has accomplished what are clearly innovative curricular goals and functions in terms of both student access and flexibility.

However, the program's total direct costs required per student credit hour is \$78.37, which is 94% of the institutional mean of \$83/SCH. The program's cost/SCH is actually about 25% higher than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~69%). This is a particularly puzzling phenomenon in a program growing in the ways that History is experiencing, and even more so, given that the current 60-credit major is more streamlined than similar programs at peer institutions (72 credits at WOU, and 68-72 at SOU).

A close examination of the History program's data, particularly with respect to the other programs noted above, suggests some specific reasons for this relatively high cost, as well as some specific means for addressing the concern. Though the mismatch in information between course offerings in the current catalog and the much clearer program checklists that the program faculty maintain make it hard to understand, the program has no electives at the 300 and 400 level. Rather, the program has an upper-division distribution list, divided into three categories (U.S., European/World, and Western/Comparative/Thematic), and all of their upper-division courses in those categories count toward the 60-credit major. Students rarely take more than the required two upper-division in each category. So, ALL 300 and 400 courses count toward the 60-credit major, including a panoply of new and older 310 and 410 courses (four five-credit x10s for next year) that are scheduled alongside regular courses at those same levels. As individual courses are developed by faculty to replace those old courses still listed in the catalog (and as the requisite corrections in the catalog copy itself are undertaken), it will be easier to understand how the various offerings at the 300 and 400 levels interact as either x10s or regular courses.

The positive side of this approach to building and offering elective-based program curricula is that students get to mix and match to build their major degree program. This is a very flexible way to serve students and keep them progressing through the program, particularly for minors. The downside is that going beyond a tipping point with too many course offerings with too great a frequency can diffuse student enrollments and spread them too thinly across too many courses, and this seems to be a pattern in certain areas of the History curriculum.

At the 300 and 400 levels over the past year the program offered 9 on-campus and 14 on-line courses. The enrollment patterns in those courses suggest that they could actually offer 6 on-campus and 10 on-line in a given year while still maintaining their robust overall enrollments. Such a reduction in the total number of courses offered would be significant, while still maintaining the access and flexibility that is the hallmark of the program. The data clearly support fewer course offerings in a given year.

The recommendation for the History program centers on the reduction of their fixed-term FTE, while working to review their course offerings at levels, particularly on-campus, accordingly so that it is sustainable at current enrollment levels with the three tenured FTE.

14. Liberal Studies

Description: Eastern Oregon University's Liberal Studies program offers students an opportunity to devise a personalized program of study in an interdisciplinary approach relevant to their life experiences and career goals. Within the program, students combine two or more areas of study into one interdisciplinary program. Current program options include:

- 1) Preapproved programs which have been designed by faculty and approved by the Educational Policy and Curriculum Committee. All preapproved programs are offered both on and off-campus:
 - a. Business and Health Promotion
 - b. Early Childhood Education
 - c. Environmental Studies- under revision
 - d. Organizational Psychology
 - e. Small City and Rural County Management
- 2) Two EOU minors, which in most cases are selected from separate program fields.
- 3) One EOU minor and a second minor from another accredited institution.
- 4) Individualized Program that may contain one minor and a subject field or two subject fields.

All Liberal Studies majors must be admitted to the program. Admission forms are electronically submitted to the Director of Liberal Studies for review and approval. Each degree requires at least 60 credits incorporating at least two or more disciplines. At least 36 credits must be completed at the upper division level. Students also complete a capstone working with a faculty adviser within their main subject area. A topic is selected by the student and approved by the faculty capstone adviser.

How Program serves the Mission: Students from throughout Oregon and other parts of the United States

select one of the program options. Many of these students transfer credits from other institutions. Degree seekers include both traditional and non-traditional students. This degree serves as a stepping stone for students pursuing graduate programs, business opportunities, preparation for entering a teaching program (if appropriate), early childhood education, social services, advancement in current careers, or criminal justice opportunities. Other areas in which students use the degree as a stepping stone are in the following career fields: parks and recreation, renewable energy, human services, the ministry, drug and alcohol counseling, and health care, to name a few.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: The long history of the Liberal Studies degree and its key role in serving students at-a-distance need not be restated herein. Suffice it to say that the degree program remains one of the crucial program areas for EOU, and our graduates with Liberal Studies degrees still form the second largest group of graduates in any given year, with well over 100 degrees/year. The access and flexibility provided by the dual minor option in particular has proven of great value to our students who are placebound in their communities throughout rural Oregon and beyond. After a period of steep growth, Liberal Studies major headcounts peaked in 2011 and have declined steeply this year, coinciding very neatly with the rise of program-specific major options in other key academic program areas (History, for instance). This trend will likely continue as new major options for students at-a-distance become increasingly available. Though the degree program will remain an important one for our students, the rise of more program-specific major options suggests that a focusing of the program on the dual minor option would be both desirable and productive right now, particularly given the work of the program director over the past two years with the academic program faculty who feed the LS minors, to bring both clarity and consistency to the program dual minor expectations and increased rigor to the capstone experience (Anthropology and Sociology, for instance).

Accordingly the draft recommendation for Liberal Studies centers on eliminating the LS pre-approved majors (Business and Health Promotion, Early Childhood Education, Environmental Studies, Organizational Psychology—N.B. Small City and Rural County Management was eliminated in 2011), as well as ending any further development of pre-approved majors. While these two sets of options served clear needs at points in the past, these same needs are currently better served by increasing the range of program-specific major options.

The program's total direct costs required per student credit hour is \$301.19, which is 363% of the institutional mean of \$83/SCH, though this is a misleading ratio given the unique structure of the degree program and how the vast majority of its instructional capacity and accompanying SCH is distributed across the academic program areas which provide its minors, pre-approved majors, and courses for the individualized studies programs. There are no Delaware Study comparator programs.

15. Library Science

Description: The objectives of the triad of Library Sciences courses focuses developing information literate students who are lifelong learners; who know how to learn because they know how knowledge is organized, how information can be found, evaluated, and used. The courses (LIB 127, 307, and 327) also focus on helping the student understand and become proficient at electronic research techniques. Finally, the courses help the student understand and become proficient in topic exploration in preparation for advanced research.

How Program serves the Mission: In addition to the information literacy sequence of Library Science courses offered by the program area, numerous courses have been developed over the years to serve programmatic needs in both Arts & Sciences and Education. There are currently 9 courses and two labs listed in the catalog as LIB courses in Education, though only five of these are regularly taught: 387, 388, 389, 488, and 490.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Recommendations: While not constituting a major or minor program area, the Library Science course offerings nonetheless present a coherent and integrated suite of crucial educational opportunities for students across all of EOU's degree and minor programs in the academic colleges. Of particular note is that the Library Science programming is clearly serving a well-balanced mix of students both on- and off-campus (on-line and on-site).

The program's total direct costs required per student credit hour is \$23.57, which is 28% of the institutional mean of \$83/SCH. The program's cost/SCH is clearly cost-effective, particularly in light of the key roles in information literacy learning that this program area serves. No changes recommended for this program area.

16. Mathematics

Description: The BA/BS in Mathematics is based on the recommendations of the Committee on the Undergraduate Program in Mathematics (CUPM), a working committee of the Mathematical Association of America. These recommendations acknowledge the need for people trained in disciplined, logical reasoning and who understand the basic methods and models of the mathematical sciences and who are able to convey their mathematical knowledge orally and in writing. The result is a program that provides broad coverage of the main branches of mathematics and yet includes opportunities for elective examination of special topics such as probability and statistics, discrete mathematics, geometry, and areas of applied mathematics.

How Program serves the Mission: The mathematics program supports the mission of the university by providing the necessary mathematical and statistical support courses for students in many disciplines. These disciplines come from both the liberal arts and professional programs and include computer science, the physical and biological sciences, the social sciences, business and economics, multimedia, education, and health. We also offer courses that support students in EOU partner programs such as the OSU agricultural business program and the OHSU nursing degree. The program also plays a major role in the preparation of highly qualified teachers of mathematics for elementary, middle, and secondary schools. Graduates also find employment in the private sector. The program serves the region by promoting outreach activities. These include hosting the annual Regional High School Mathematics Contest and assisting in events such as Girls in Science and the Lego Robotics Competition.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: Since Fall 2009, the numbers of Mathematics majors has doubled, which is great news for EOU, given the consistent high quality of their students and their successes both on campus and off in Math competitions. Another particular strength of the program lies in their outreach and community engagement activities, particularly the regional math competition the program hosts at EOU each spring, which is grown steadily and generates highly beneficial connections not just between regional high school students and EOU but with their high school faculty and our faculty as well. All told, given the paucity of Math requirements in EOU's general education core and within many other academic program areas, the program is remarkably vibrant and capable. Along with the Anthropology/Sociology Program, the Mathematics Program maintains the highest SCH count in the College of Arts and Sciences. As one of the least expensive programs on campus, Mathematics effectively subsidizes more expensive programs. Robust enrollments in lower division service courses, for which the demand continues to grow, has supported the offering of upper division courses with smaller enrollments. In fact, upper division enrollments have been increasing for the last two years, with a few courses, such as Math 341, Math 382, and Math 355 hitting their enrollment caps.

A data review of the consistent increases in the numbers of upper division students while the number of lower division students are generally level or declining somewhat suggests that Mathematics has been

successful in attracting larger numbers of on-campus transfer students. If this is the case, it also suggests potential for closer relationships and perhaps shared fixed-term faculty appointments with key community college partners where many of our Regional Centers are co-located. Movement in such a direction would help address the program's limited ability to serve students regardless of where they are in terms of the major and minors (though the program's level of on-line SCH is rising year-by-year). The actual structure of most Mathematics curricula are inherent to the structure of the discipline itself in that there are clear progressions of course sequences which build one upon the other, so it is no surprise that the program area's curricula are clearly and cleanly constructed in a manner that leads students effectively through the program, regardless of their area of study. As the recent rise in the numbers of seniors complete their studies, we can expect to see the numbers of graduates increase markedly.

It is worth noting, however, that the program's total direct costs required per student credit hour is \$61.49, which is 74% of the institutional mean of \$83/SCH. The program's cost/SCH is actually about 12% higher than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~62%). It *may* possibly be that closer attention to when specific courses are offered—both in terms of their term-by-term rotation, and in terms of how they mesh with other courses in a given term—could make course scheduling both more effective and more efficient.

The structure of the Mathematics concentrations is particularly interesting in that when the development of concentrations was first undertaken in Mathematics, they were designed to take advantage of existing courses; no new electives were developed to support concentrations. The Mathematics faculty currently offer ten electives on a regular schedule. Eight of these are offered bi-ennially, with Math 321 and 338 as the exceptions offered every year, or only six electives each year.

The primary recommendation for the Mathematics programs focuses on working with the college Dean to review past and current course scheduling to ensure that the offering of electives takes best advantage of both program instructional capacity, as well as coordination and integration with program requirements that best facilitate student scheduling.

17. Media Arts/Communication

Description: Media Arts majors are required to take no less than 60 hours of upper division course work to meet the institutional graduation requirement. Students select a particular concentration, from three that are offered, to fulfill this program requirement. The concentrations, including digital media, journalism, and film studies, seek to further define these particular specialties in the Media Arts program. Each of the three concentrations has a list of core requirements that are considered fundamental to the track's specialization.

Each concentration also includes a combination of courses that emphasize the technological changes that are augmenting traditional notions of media, whether visual, aural, or otherwise, and thus the mission of Media Arts. In many cases, a single course may be included in one, two, or all of the concentrations depending on the applicability of the course content to each specialized topic. As a parallel to the Media Arts major, a minor degree is offered for each concentration, digital media, journalism, and film studies as well as a new minor in Communication.

A major in Media Arts gives students foundational preparation for understanding and analyzing the aesthetic, theoretical, and digital paradigms that inform a wide range of media. The Media Arts program emphasizes the intersection of aural, technological, textual, and visual literacy within the interdisciplinary liberal arts programs involved. The programs include Art, Business, Computer Science/Multimedia, English/Writing, Music, and Theatre, each contributing faculty for the instruction of Media Arts majors. Students are prepared for entry into media-oriented fields such as journalism, broadcast writing, scriptwriting, film and multimedia production, audio production, web-authoring, and advertising, or for entry into more specialized graduate programs in film, communication, or multimedia. The four concentration areas share a common core of courses designed to give students a firm foundation in business and professional communication, film and music aesthetics, visual composition, the production

and layout of image and text, and multimedia applications. These courses emphasize acquisition of the multiple literacies involved in media construction and critique. Additionally, the group of core courses seeks to help students define their specialization/s within the digital media, journalism, and film studies tracks offered within the program. The shared core also requires students to seek practicum or internship credits in various media enterprises (student and city newspapers, school and city radio stations, campus and local teleproductions, and area multimedia businesses).

Ultimately, the cross-disciplinary Media Arts program at Eastern Oregon University seeks to manifest the rapid and continuing convergence of various electronic media within an academic environment and promote critical thinking skills, aesthetic sensibilities, working methods and the creative problem solving skills necessary to succeed in such expanding new media environments.

How the Program serves the Mission: The Media Arts program prepares students in Communication, Multimedia Production, News and Feature Writing, Screenwriting, Radio Production, Photography, Videography, and Audio Production in a state-of-the-art digital imaging lab. The major meets employment needs in Media Arts, one of the steady growth areas for professional employment in the information industry in eastern Oregon.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: A relatively recent program addition to EOU's academic program mix, Media Arts and Communication presents students in the major and minors exciting opportunities for learning that integrate knowledge from across a wide range of disciplines in EOU's academic colleges. The program's four minors and four concentration areas present a comprehensive slate of curricula covering current and emerging areas in the program's fields of study. That the program is packed of compelling potential, both for students and for the communities to which they belong, is MAC's greatest strength, and the arc of their enrollments show it. The program has experienced steady growth over the past two years—major headcounts have risen from 48 in the Fall of 2010 to 61 last year and 72 this past fall. Moreover, the program's major headcounts are fairly evenly distributed across all four class levels, suggesting that the program is effectively drawing both new freshmen and transfer students. It's also interesting to note that the greatest rate of growth in the major is among non-resident students; clearly the opportunities presented by the program are drawing students specifically to the program here on campus. That the program is currently campus-based (only the Communications minor is available at-a-distance) is a clear limitation of the program; currently the largest single block of SCH in the program is generated in online Communications courses and that by the new fixed-term FTE that was added this fall (the FTE does not show up on the data sheets as fixed-term, since those are 2011-2012 data). This distribution of both current SCH across Communications, Media Arts, and Journalism courses strongly suggests that greater access to ALL of our students regardless of location would result in more evenly distributed and better balanced program enrollment patterns. Though total program area FTE is just over 5 combined FTE, two of those FTE are shared with two other program areas (Multimedia and Art), which creates ongoing course scheduling and rotation challenges across the program areas, particularly with respect to MM and MA.

Though the program's greatest strength is its curricular comprehensiveness and breadth of opportunity, this same comprehensiveness and breadth is also the program's central weakness. Though full of compelling potential, the program does not currently enjoy the resources it needs to realize that considerable potential, nor is it likely that EOU will be able to allocate those resources to the program over at least the mid-term and perhaps longer. As is the case with some of our other programs, maintaining the current program within our envelope of available resources is just not a prospect that is sustainable over the long term, given both the breadth of course offerings that the current curricula dictate and the program's current instructional FTE.

The program's total direct costs required per student credit hour is \$73.29, which is 88% of the institutional mean of \$83/SCH. The program's cost/SCH is actually about 13% higher than is typical, as

suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~75%), lending support to the idea that the program faculty are stretched too thin with competing instructional demands across multiple curricular areas.

Accordingly, the draft recommendations for this program area are as follows, with the reduction of the full-time FTE currently dedicated to the Journalism minor and concentration:

1. Retain the Communications major and minor.
2. Eliminate the Journalism and Film Production concentrations and the Journalism minor. Limited capacity to offer multiple sections of core offerings necessarily make it difficult for students to complete the current minors/concentrations in a timely fashion and do not allow for easy entrance and exit into/from the major. Offer only those journalism courses needed for the larger major concentration areas and remaining minor, which also support EOU's student-run newspaper, The Voice.
3. Retain condensed aspects of the Digital Media (and possibly Film Production) areas as tracks within the MAC program, perhaps unified under a Media Arts/new media design umbrella, as articulated by the Media Arts faculty member. With continuing support from interdisciplinary prefixes, both of these program minors can be fully supported with a dedicated 1.0 FTE focused on the MA and MM offerings necessary for these two minors. This would allow for a frequency of course offerings that would enable students to complete the minors in a timely fashion and offer enough through multiple sections of the common core MA courses of MA 260 and MM 125 to support the Communications Common Core. If Communications is supported in bringing their program fully online, there would be capacity in the 1.0 FTE to teach MM 125 and MA 260 online. (Moving Communications toward being fully online supports a strategic goal/mission of EOU, and will require the flexibility within the current resource envelope to move in this direction.)

18. Modern Language Global Culture

Subsequent to the recommendations articulated in the 2011 Sustainability Plan, the Modern Language Global Culture major action plan resulted in the discontinuation of the major and the implementation of a teachout plan for those few students affected by the elimination of the degree. A minimal minor focused on Spanish language and culture remains in place. The elimination of the major will result in the reduction of a regular faculty fte due to a phased retirement after this next year. No further program actions are planned.

19. Music

Description: The Bachelor of Music degree will provide a comprehensive program to prepare students for the many diverse and evolving careers in music and music-related fields. The program emphasizes (1) the acquisition of performance skills and supportive competencies in analysis, composition, music history and literature, and technology and (2) the acquisition of pedagogical skills. The degree will foster an understanding and appreciation of the multi-faceted role music plays in our own society and in societies throughout the world.

How Program serves the Mission: The Music program provides preparation for careers in solo performance or music pedagogy, providing musicians and music educators throughout EOU's service region. Some students also pursue advanced degrees in Music for which the major in Music prepares them. The music program serves a cultural function for the community and the region as well, through college-community choir, band, orchestra, faculty recital, and musical theater performance venues. These venues increase visibility for EOU programs and for student talent at the University and in the region, encouraging scholarship donations and other gift giving that support EOU students and programs. The Music program is recognized throughout the region for its excellent work in preparing diverse students from small communities in the rural Northwest for a variety of music-related careers, and it is known for its vibrant

performances and highly active community involvement. It has tirelessly recruited students, including trips throughout the Northwest and even Southeast Alaska. EOU music graduates have won recent honors, from the Samuel Barber Rome Prize (Jesse Jones, who was awarded a Ph.D. at Cornell and is now a Professor of Composition at the University of South Carolina) and the Outstanding Soloist at the Lionel Hampton Jazz Festival (Dale Tovar). This speaks to the excellence of our Music program and its critical role relative to the mission of our University.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Recommendations: EOU's Music program, like our other two programs in the visual and performing arts, Art and Theatre Arts, is a key program area in terms of our institutional mission and goal of serving as a cultural driver throughout the region. As is the case with Theatre Arts, the rich and varied musical performances and productions associated with the program are vital resources providing unique and valuable cultural enrichment to our larger communities. This high value for the program corresponds to the equally important opportunity that the program provides our students for artistic learning and creative pursuits. That so many students who are not Music majors or minors participate in performances and productions underscores the importance of these opportunities. In fact, the data suggest that the very success of the program in creating and maintaining these opportunities over time, alongside the creation and maintenance of the Bachelor of Music degree program and a distinctly separate minor has created serious instructional capacity challenges in terms of maintaining the slate of MUP and MUS program offerings. The very high number of major program requirements relative to the overall number of credits required for graduation, along with the lack of overlap and the resultant multiple entry and exit points afforded by an encapsulated minor, have been particularly costly and, for students who need flexibility in their major and minor choices, much less effective than they could be. The Music faculty have been aware of these concerns and have engaged in overhauling the entire Bachelor of Music degree since the 2011 Sustainability Plan. As a result of diligently monitoring student enrollments, graduation rates, and activities of its graduates, their revised degree was implemented in the Fall of 2012. As a result of these program changes, student credit hours are already on the upswing. In theory, these changes should allow for more flexibility for majors and minors and for integrating other minors than did the original degree. Though, it is worth noting that the total number of hours required of students for the degree has decreased little from the original total of 120 credits, exclusive of the General Education requirements.

The program's total direct costs required per student credit hour is \$141.29, which is 170% of the institutional mean of \$83/SCH. The program's cost/SCH is about 38% higher than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~132%). While we have essentially the same number of regular faculty FTE that the program enjoyed in past decades, the additional curricular demands over the past decade have led to increases in both fixed-term and adjunct/hourly instruction that exceed the institution's ability to support. This is a particularly vexing phenomenon, since comparable programs at peer institutions maintain much larger faculties, both regular and part-time (WOU has eight full-time fte and 26 part-time; SOU has eight full-time and 27 part-time, though it is not clear if they distinguish between fixed-term fte less than full-time and hourly fte.)

One explanation for this much-higher-than-expected instructional costs lies with the amount of work assigned as instructional load (or release, more properly speaking) for non-instructional duties. Discussions with the Music program faculty revealed that 29 credits (.81 instructional fte for tenure-track faculty) of instructional load has been regularly assigned for non-instructional duties. Correction of this load management issue alone would drop their relative instructional costs by just over 20%. Though their instructional costs would still be somewhat high, they would be much closer for an institution of our size and scale. The most appropriate (and sustainable, over the long term) approach to dealing with this concern centers on splitting the faculty fte in community-based ensembles between instructional and service load. This approach would work most immediately with Drum Line and Orchestra programming, but could work as well for both Community Band and Community Choir activities. In addition to these shifts in load assignment/management, the Music program faculty should work with the Arts and Sciences

Dean to review the load credit assigned to ALL activities such as Chamber Choir, Choral Methods, and others, according to the operational principles outlined in the broad instructional review above.

In addition to the recommendation concerning load and load management above, the primary recommendation for Music is that the program needs to continue its sound streamlining and restructuring efforts of the Bachelor of Music degree already begun so that it can be sustainable with only the 5 regular FTE currently assigned to the program, as well as the hourly fte needed to support the range of programmatic and performance-based needs. The program's fixed term fte should be eliminated or shifted to hourly fte that more closely reflect the operational needs of the program in both academic and community contexts.

20. Physical Education/Health

Description: The Division of Physical Activity and Health (PHYSH) degree programs at Eastern Oregon University seeks to produce graduates who possess the skills necessary to promote health and physical activity within a modern society. The inter-relationship of health, physical activity and the exercise sciences creates within the Division a commitment to preparing individuals who can competently promote wellness, sport, recreation, and exercise in school, community and other societal settings. The program currently advises and serves over 200 students assigned to the program faculty indicating either a declared major or minor within the disciplines. The PHYSH program offers courses online, and on campus.

How the Program serves the Mission: The Physical Activity and Health degree program serves the mission of the University by fostering programs that are accessible to ALL Oregonians and beyond through the availability of online courses leading to either a BA/BS degree in Physical Activity and Health; or Liberal Studies degree in Business and Health Promotion. The major provides intellectually challenging program concentrations in Exercise Science, Health and Wellness Studies, and Physical Education and Sport. Through participation in these programs students create research opportunities and achieve a wide range of certifications and credentials in the field. Finally, through designed practical experiences, students engage in service to various constituent groups within the larger community.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: Though the Physical Education and Health program currently has 4.5 regular FTE (3 TT & 1.5 fixed-term) compared to the 3.5 for last year, the steady program growth over the past five years has necessitated a steady increase in the number of online adjunct/overload FTE. Along with the Fire Services Administration program, PHYSH is as close to a true self-support program as is possible at institutions of our size and scope. The program's total direct costs required per student credit hour is \$59.10, which is 71% of the institutional mean of \$83/SCH. There are no direct Delaware Study program comparators, though this cost ranks the program among the least costly relative to our institutional mean. There are nonetheless several areas that the data suggest could be even more focused and effective, particularly given the current mix of program faculty.

The draft recommendation for this program area entails the following:

1. Elimination of the Gerontology minor.
2. Maintenance of the Health Studies minor and concentration, as well as the Exercise Science and Health & Wellness concentrations as they currently stand.
3. Retool the Physical Education & Sport minors and concentration to focus on outdoor recreation/management.

21. Physics

Description: The Physics minor is a true liberal arts minor, preparing the student for many options after graduation. The powerful problem-solving approaches developed in the physics curriculum can be applied in numerous career paths. Students are strongly encouraged to engage in research, either with faculty

members or through summer internships. Our emphasis is on quality instruction, full student participation, and individual attention to the student.

How the Program serves the Mission: The Physics minor is wholly encapsulated within the existing Biology and Chemistry majors. The minor program serves a key function in equipping EOU's students with a sound understanding of the physical sciences and is instrumental in the success of our graduates in these areas.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: The Physics minor program data from 2011-2012 does not reflect the considerable changes in the circumstances of the minor program since last year, which reflect the considerable efforts accomplished since the Spring 2011 Sustainability Plan and the action plan implemented by the program. The fully-encapsulated Physics minor is currently well-served by a fully-focused and dedicated tenured FTE, with a clear and complete match between instructional capacity and instructional demand. No program changes recommended.

The program's total direct costs required per student credit hour is \$125.47, which is 151% of the institutional mean of \$83/SCH. The program's cost/SCH is actually spot on at just 1% higher than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~150%), further illustrating that the program's soundness and long-term sustainability.

22. Philosophy/Politics/Economics

Description: The Philosophy, Politics, and Economics program joins the analytic rigor of the social sciences and the enduring normative questions of philosophy to promote an integrative and critical understanding of the institutions, practices, and policies that shape the contemporary world. The degree integrates broad academic areas in the humanities and the social and behavioral sciences. In this program the disciplines of economics, philosophy, and political science form the intellectual foundation for exploring critical social problems, the development of social policy, and critical policy analysis.

How Program serves the Mission: Philosophy, Politics and Economics (PPE) is an interdisciplinary degree program that seeks to educate students from diverse backgrounds about the philosophical, political and economic issues confronting the Eastern Oregon region and beyond. PPE guides student inquiry through an integrated approach that enables students to form connections between the three core disciplines of the program and apply the lessons they learn in the classroom to the world beyond the EOU campus in diverse careers such as government intelligence analysts, investigative reporters, not-for-profit agency managers, the business sector, lawyers and government officials. The high quality of the program is evidenced by the number of PPE graduates who attend and flourish at some of the nation's finest law and graduate schools, along with presenting their original research at EOU's Spring Symposium. PPE students are keenly prepared for responsible and reflective action in a diverse and interconnected world via the program's leadership in EOU's Civic Engagement efforts, where students regularly interface with government officials and community groups in a variety of stimulating learning experiences. PPE connects the rural regions of Oregon to a wider world via the deliverability of the degree at a distance, onsite weekend colleges, and the scholarly research of faculty members recognized as experts in diverse fields such as gambling policy and privacy law. EOU's beautiful setting and small class size complement the personal attention PPE students receive, allowing them to develop and implement leadership skills in a wide range of co-curricular activities such as student government, athletics and clubs. PPE's strong partnerships with other colleges, universities and communities contribute to the well-being of the Eastern Oregon region via a variety of stimulating practicum and internship in government and not-for-profit agencies.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: Philosophy, Politics, & Economics has a long history at EOU of serving students regardless of their location and doing so in productive and useful ways. There has been over the

past five years an almost complete match between where the program's students are located and how the program's SCH distribution reflects how well those students have been served with program offerings. Graduates with Economics and Political Science & Public Administration minors are staying steady (Slight declines in straight Political Science minors and strong growth in Public Administration, a subfield of PS), while Philosophy minors are holding steady. The number of PPE majors, however, has dropped by half since 2009. However, it is worth noting that the 14 PPE graduates for 2011-2012 exceeded the 13.11 average for the previous 9 academic years.

The program's total direct costs required per student credit hour is \$79.15, which is 95% of the institutional mean of \$83/SCH. The program's cost/SCH is varies from about 2% higher than is typical for the Philosophy area, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~93%), to 7-8% less than is typical for Economics and Political Science Delaware Study comparators.

Given recent program area curricular revisions, the center of gravity in PPE is clearly moving toward Public Administration, while still retaining solid Economics and Political Science dimensions. Though some concern exists over the ability of these recent changes in terms of maintaining the current access to all students that is one of this program area's strengths, these shifts seem consistent with EOU's larger strategic goals which drive our institution's role and mission throughout the region. The substantial streamlining of the PADM program (from 83-88 to 59 credits) will invariably prove far more attractive in the long term to economically challenged students who may not have the financial luxury of taking 5 or 6 years to complete their degree. Recent changes to the Political Science and Economics minors, along with commensurate changes to the PHIL curriculum, will result in a more focused educational experience which will better prepare EOU graduates for a career in public administration, public service and related fields. However, the transformation of these degree programs will take several years to be accurately measured in terms of number of degrees awarded. The impact of *any* curricular revision takes several years to accurately measure, and the recent changes to PPE and PADM are no different. Institutional marketing efforts in highlighting one of EOU's primary comparative advantages-the redesigned and streamlined PADM program is the only fully deliverable on-line undergraduate PA program by a public institution in the United States- holds significant potential for helping EOU's navigate its future fiscal course. An institutional investment in this key mission-critical and strategically important program, in the form of a tenure track hire in Public Administration, holds significant promise for both EOU and its most valuable resource-our students.

The recommendation for this program area is to monitor the curricular revisions closely over the next 2-3 years and to determine whether the program area should continue moving toward Public Administration, while moving away from the long-standing PPE core.

23. Psychology

Description: The degree program in psychology provides specialized study in psychology within the context of the broader goals of a liberal arts education. The Psychology program promotes an understanding of behavior, provides an understanding of the foundations of psychology as a scientific discipline, integrates the influence of psychology on contemporary thought, and promotes skills in scientific research. An undergraduate degree in psychology prepares students for entry into graduate and professional schools and prepares students for entry-level positions in the helping professions.

How Program serves the Mission: The degree program in psychology supports the university mission by providing specialized study in psychology within the context of the broader goals of a liberal arts education. Psychology program graduates go on to a variety of graduate programs, including Ph.D. programs in various fields of experimental and clinical psychology, and Masters programs in a variety of specialties, such as school psychology or social work. Others go on to medical training such as physician assistant and nurse practitioner programs. Locally, graduates have obtained various positions in social

services in La Grande and other towns, working, for example, with children and families, the elderly, substance abusers, and the developmentally disabled.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: Along with Anthropology/Sociology and History, the Psychology program is one of the College of Arts and Sciences anchors in terms of serving our rising population of off-campus students. The program is particularly noted by students for the healthy rigor of the program regardless of the modality through which it is offered. With large numbers of students in both major and minor programs, the Psychology program offers a large number of courses enrolling large numbers of students. In fact, online course offerings are maxxed out, leading to the question of whether (or more appropriately perhaps, when) the Psychology program should consider a more selective admissions process for their students (Note: it would have to be for ALL Psychology students, since Federal rules prohibit different admissions policies for students in the same program.) The program's large overload burden is a direct reflection of their success in enrolling and serving students. Such overload is not sustainable over the long-term.

However, the program's total direct costs required per student credit hour is \$69.36, which is 84% of the institutional mean of \$83/SCH. The program's cost/SCH is about 4% higher than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~80%), an indication that the program has room yet to seek slight gains in efficiencies in certain areas. A review of course enrollments both on-campus and off-campus reveals that while the off-campus courses are typically fully- or at least well-enrolled, some on-campus upper division courses are only minimally enrolled. The response to the question raised by the cost data would seem, then, to center on better managing how on-campus and off-campus are scheduled and allowed to run (or not) in any given term. No other major program changes are recommended.

24. Religious Studies

Subsequent to the recommendations articulated in the 2011 Sustainability Plan, the Religious Studies minor action plan resulted in the discontinuation of the minor and the implementation of a teachout plan for those few students affected by the elimination of the minor. The College of Arts and Sciences, under the auspices of the PPE program faculty, will continue to offer those Religious Studies for which there remains robust demand relative to our General Education core. The elimination of the minor resulted in the reduction of a fixed-term faculty fte, though the need for a continuing 1.0 fixed-term fte remains. No further program actions are planned.

25. Theatre Arts

Description: The EOU Theatre Program, with a diversified curriculum leading to a B.A. or B.S. in theatre, places an emphasis on academic excellence, production, creativity, and hands-on learning. Both the B.A. and the B.S. explore the role of theatre as a voice and a mirror for the cultural behaviors of all human beings. Our objective is to prepare students in the theatrical world for either graduate work in the discipline, teaching, or other creative professional endeavors.

How Program serves the Mission: The Theatre program offers students a professional approach to all phases of theatre, including directing, acting, playwriting, staging, costume design, and marketing, to serve a large theatre-going public. The degree program anchors EOU's mission to serve the region's cultural needs and further engages communities in the region in productions. The main stage and experimental theatre spaces, McKenzie and Schwarz theatres, bear the legacy of residents in the area who continue to contribute to the financial, cultural, educational, and agricultural health of EOU.

Program-specific data: See Appendix A, "EOU Instructional Review Program Files."

Analysis & Recommendations: The Theatre Arts program, like the Art and Music programs, is one of the key drivers of EOU's role as a cultural engine throughout the region. Both the engaging variety of high quality productions at all levels under constant offering on-campus, as well as the program faculty and students' deep connections to productions off-campus throughout the region, underscores the health and vitality of the Theatre Arts program. The program's considerable focusing efforts over recent years (moving from eight major concentrations to four) have borne fruit most effectively.

The program's total direct costs required per student credit hour is \$120.11, which is 145% of the institutional mean of \$83/SCH. That the program's cost/SCH is about 13% higher than is typical, as suggested by the cost percentage of the mean of similar programs at similar institutions in the Delaware Study (~132%), suggests that further attention to operations and scheduling might yet be realized. However, the program faculty also bear somewhere in the neighborhood of 1,000 hours of production-related work, outside of assigned instructional and service load, annually, and the program faculty need to work with the Dean over time to understand how the institution can account for this work. Similarly, the Dean should work with the Theatre and Music program faculty to better understand and organize how the community use of the McKenzie and Schwarz theaters can be structured to cover the costs of those operations that the Theatre program has heretofore borne out of program-related resources.

It is also not clear that the program major and minor curricular structures take advantage of the well-enrolled APC courses that are regularly offered by the program, thus limiting the flexibility of interested students becoming majors and/or minors. How the APC courses might funnel potential students into the programs bears closer examination.

The recommendation for this program area is to maintain the current level of tenured and tenure-track fte, while exploring how the Stage Management and Directing concentrations might be merged to take better advantage of student time-to-degree and faculty instructional capacity. The concentrations in Acting Directing, and Design should be maintained in any case.

SECTION 5—FINANCIAL PROJECTIONS

The goal of this Sustainability Plan Update is to A) meet the short-term objective of a 5 percent fund balance and B) reset our fiscal model to gradually increase the fund balance towards a minimum of an 8 percent level. The reason to achieve an 8 percent fund balance as this would allow for strategic investments in key priorities and critical projects for Eastern. Furthermore, at this level should Eastern experience changes in its financial projections (i.e., decreased revenues and/or increased expenditures) short-term fluctuations would be handled though the use of fund balance and not necessitate dramatic budgetary shifts.

As mentioned previous a conservative approach to financial projections was followed. First, revenue increases were based on very conservative enrollment projections (basically, flat). Tuition increases, for the second year of the biennia, were also projected to be very modest and below current increases for (3.5 percent for resident undergraduate). In addition, state funding increases were provided by the OUS fiscal office and based on conservative estimates.

Cost savings from this plan were also taken from the low range of possible outcomes (thus, more savings could in fact be realized). Additional costs increases were estimated at the high range of possible levels (i.e., PEBB, PERS, etc.). Furthermore, where direct costs savings could not be indentified, but it is known savings will occur (i.e., streamlining of concentrations) no costs savings were attributed to this effort. This method is not only prudent, but provides a realistic approach and provides some room for contingency planning.

From these projections, based on this conservative approach, Eastern will achieve a fund balance of at least 5 percent in Fiscal Year 2014. If everything went according to plan (again, using conservative projections) this will equate to a fund balance in the neighborhood of 5.5 percent. Using this same conservative approach, and building in several costs increases (i.e., a slightly higher increase in S&S budgets, personnel increases, etc.) Eastern will achieve a fund balance in the neighborhood of 6 percent—and again, if everything went specifically to plan, this amount would be 6.2 percent. ***(For details, refer to financial projections in Appendix D, Financial Projections.)***

To ensure proper monitoring of the plan, the following details of the plan will be presented on a monthly basis to the President's Cabinet, and shared with Budget and Planning: S&S burn rates, personnel burn rates, overall expenditures and revenues. Following the release of the fourth week enrollment numbers, the following will be reported to President's Cabinet and Budget & Planning: number of classes cancelled, the number of students impacted, the number students who enrolled in other courses; the number of courses "flipped" from overload to regular load; the net effect on credits offered; and the salary savings from flipped courses.

SECTION 6—CONCLUSION

The Update of the Sustainability Plan achieves its two primary fiscal objectives: 1) it achieves our short-term goals and 2) it achieves a fiscal foundation for Eastern to operate from to achieve our mission and goals. This plan does require us to work and think differently in many respects. However, when fully implemented, it does allow for us to operate from a financially sound position.

This requires a much different approach as systemic issues must be altered along with a focusing of our programs and services. We have a breadth of programs and services and we cannot continue to support all of these and remain financially viable. We must allocate resources in a more direct and strategic manner that will enable us to meet our goals and objectives.

These actions, both for instructional and non-instructional areas are based on a review process that connected outcomes with our four core themes, mission and available resources. An underlying premise of this effort that EOU is a fine university and is serving the region very well. At the same time, we cannot continue to offer every program and service and decisions must be made to determine, given available and foreseeable resources (financial, time available for faculty and staff, etc.) along with larger impact made by these programs on our goals and objectives. EOU cannot afford to be "All things to all people" as the opportunity costs of doing this does not allow for a financial viable model. Furthermore, the breadth of programs and services required, even at minimal levels, meant that the needed investments in other programs was significantly limited. Thus, our current model did not allow for programs that, would modest levels of investments, to flourish and to have even larger and lasting impacts on our university.

Moreover, this plan, while requiring all of us to endure some financial sacrifices, saves many jobs and academic programs! This point cannot and should not go unnoticed.

This plan creates a financial model in which will: meet the short-term fiscal realities; create a foundation to build our reserves to an acceptable level; build a pool of funds that will be used to invest in programs that are proven to significantly impact our ability to achieve our goals; build a reserve that will offset short-term funding issues; create a financial model that will be viable and through modifications can and will maintain our ability to serve students as best as possible. The actions stem from an intensive data collection effort, a great deal of debate and discussion, analyzing many scenarios, etc.

Each action has direct implications for specific members of our community. As we implement each piece of the plan we know and fully acknowledge that unforeseen developments will occur. We also know that we, as a community, will be going through a great deal of change and that this is not an easy or comfortable

process. Therefore, we know that the level of communication will need to continue to increase and become more deliberate to work through the issues that will arise. And, as a learned community, we know that can accomplish this with the high degree of civility and discourse that one would expect from our Eastern community.