



TO: Members of the State Board of Higher Education
Members of the Eastern Oregon University Community

FR: Bob Davies, President

RE: Draft Business Plan relating to Governance

I am pleased to submit to you this DRAFT business plan as it relates to the topic of governance for Eastern Oregon University and the TRUs.

As I have stated many times, I firmly believe that “form must follow function.” It is of my opinion, given the strategies that have been set in motion (which include 40-40-20, increasing the college going culture, engaging the under-served populations, creating a seamless P-20 pipeline, economic development for rural regions, etc.) along with the positive structural changes at the state-wide level (the empowerment of the Higher Education Coordinating Council, the Oregon Education Investment Board, the Chief Education Officer, the creations of the Shared Service Enterprise, etc.) that a decentralized approach is more than appropriate for all seven public universities. This will allow for institutions to fully serve their unique niches—geographically and programmatically. It will allow universities to meet their challenges with a deeply committed board that will focus their attention and efforts for the success of our students. Also, in our approach, we do not lose the collaboration between and among university by the use of the President’s Council.

These are very exciting and challenging times for our universities and the communities they serve. Our state-wide leaders have consistently said that the power to solve issues and meet state-wide goals are best served when those at the local level are empowered to meet the challenges and present solutions. An institutional board for Eastern Oregon University, along with the President’s Council, is a living testimony to that spirit and charge.

I look forward to our on-going discussion about this important issue.

Sincerely,

A handwritten signature in blue ink, appearing to be 'B Davies', written over the printed name 'Bob Davies'.

Bob Davies

**Eastern Oregon University
Business Plan
Presented to the
State Board of Higher Education
Task Force on University Governance**

DRAFT SUBMISSION

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Section I: Eastern Oregon University: Our University, Our Students and our Place within the Community

I. Mission Statement

EOU serves students in rural Oregon by providing a foundational Liberal Arts educational experience; providing necessary and exceptional professional programs; being an economic, cultural, and social catalyst for the region; and fostering creative, critical, and independent thinking among all of our University and community members. In doing so, we acknowledge that we are a 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 seeking transfer, credit for prior learning, and completion pathways "at-a-distance" either online or at one of our community college partner sites and / or regional centers. While our on-campus student headcount is projected for nominal growth in the next five years, sustaining the campus environment and infrastructure is paramount as it is the hub that connects the curricular and co-curricular support for our entire enterprise.

The students, faculty, staff, and administrators are deeply committed to the mission purpose of EOU to serve all rural Oregonians wherever they are. EOU's mission guides the metrics used to evaluate the achievement of mission fulfillment, and The Northwest Commission on Colleges and Universities (NWCCU) requires that Boards of Higher Education maintain appropriate governance over institutions under their aegis. These requirements are clearly laid out in standards put forth by NWCCU, and it is expected that Boards take a vested interest in ensuring that institutions under their purview are given adequate resources to fulfill their unique missions, core themes, and objectives and are appropriately governed. Mission and governance are, in fact, two important touchstones in the reaffirmation of accreditation, as [EOU's Year Three Self Study](#) demonstrates.

The [Mission](#) of EOU was revised in 2004 to add a liberal arts dimension to EOU's role as a public regional university. The revision process was inclusive and served as a prelude to university-wide strategic planning that culminated in mission and goals approved by EOU in June 2007 and by the Oregon State Board of Higher Education (OSBHE) in October 2008. The mission statement accurately reflects EOU's purpose to provide regional access to liberal arts and professional programs and to promote the economic, social, and cultural development of eastern and rural Oregon. The mission remains unchanged since 2008.

Eastern Oregon University [Mission](#)

EOU guides student inquiry through integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world. As an educational, cultural and scholarly center, EOU connects the rural regions of Oregon to a wider world. Our beautiful setting and small size enhance the personal attention our students receive, while partnerships with colleges, universities, agencies and communities add to the educational possibilities of our region and state.

—as approved by the Oregon State Board of Higher Education, 2008/2012

During 2009-10, institutional planning around mission and core themes was necessitated by the new Northwest Commission on Colleges and Universities (NWCCU) accreditation standards. [Core themes derived from the mission](#) statement were developed and widely promulgated to the [University Council](#) on February 9, 2010 and the [Faculty Senate](#) on March 2, 2010. System-wide [Mission Alignment Metrics](#) setting forth the approval process for institutional missions *and* core themes were adopted by the Board on July 8, 2011. [EOU's mission and core themes](#) were subsequently approved by the governing Board on October 4, 2012, reaffirming EOU's regional role within the OUS.

EOU's mission manifests as a regional hub for education, culture, and scholarship throughout eastern Oregon and other rural areas of the state.

EOU plays a unique role within the OUS as the educational, cultural, and economic engine of the region through the La Grande campus and its sixteen regional centers (Fig. 1). As such, EOU provides access to public higher education for

rural Oregonians who have the desire, the ability, the dedication, and the fortitude to pursue higher education on campus and / or at a distance.

EOU’s mission guides the University. Understanding and interpretation of this mission and how it relates to the present and evolving needs of EOU students and the surrounding communities have led to three shared values that bound the University’s current strategic direction.

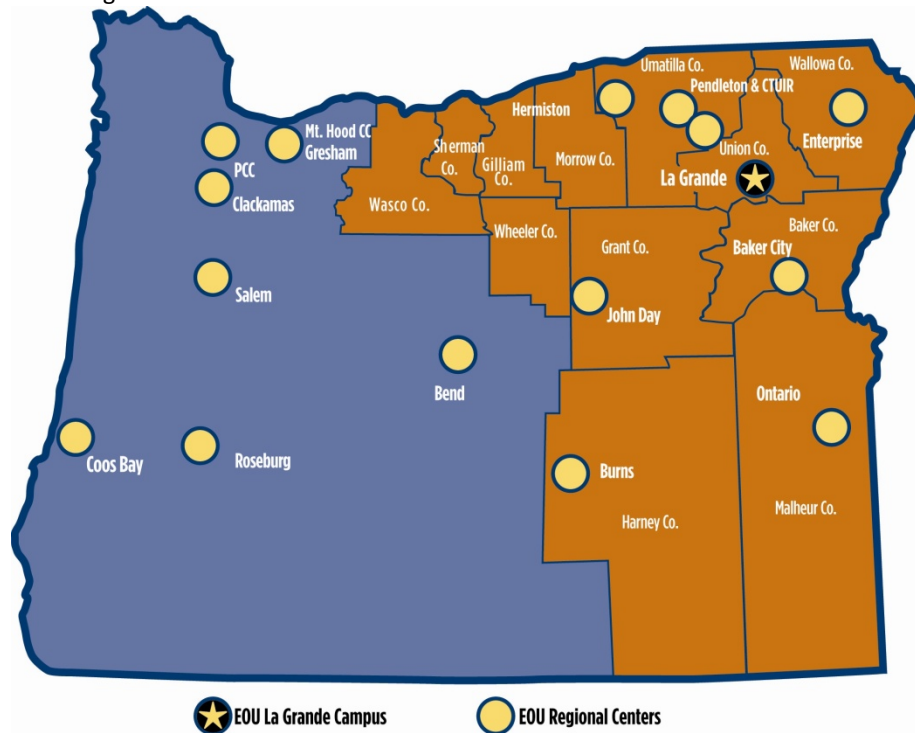


Figure 1

As EOU positions itself for the future, these values underscore the institution’s long-term sustainability, as follows:

Values

Access — *EOU provides students from eastern Oregon and beyond the best access to a quality education through onsite, online and on-campus programs. Our priority is to remove barriers for students who may be place bound, financially restricted, or culturally/socially disadvantaged.*

Affordability — *EOU offers students a quality education at an affordable price. Our priority is to keep the total cost of college favorably competitive with universities in the region and across the State.*

Engagement — *EOU is responsive to the community and region by engaging in partnerships that support student learning and that enhance the economic, cultural and social life of the region.*

These shared values set EOU’s strategic direction and help the University understand how to fulfill its mission. These values provide the context for understanding that the three Core Themes both guide how mission-driven efforts are operationalized and how resources are allocated to those efforts.

EOU defines mission fulfillment in the context of its primary purpose to serve the rural regions of Oregon and beyond with quality degree programs that are accessible to students and community partners on the La Grande campus, at onsite locations throughout the state, and online. Essential elements of EOU’s mission are articulated by three Core Themes, which drive all aspects of the University’s activity. Together, all Core Themes encompass the mission; individually, each Core Theme focuses on an aspect of mission that can be measured, assessed, and improved upon through the annual review of Core Themes-Objectives-Indicators that both informs institutional effectiveness and drives the annual strategic planning, assessment, and resource allocation process.

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

EOU monitors the quality of what EOU graduates know and are able to do on an annual basis through degree program and General Education learning outcomes assessments. Quality is measured through assessable degree program learning outcomes that support University Learning Outcomes. The Capstone experience is a signature high-impact practice embedded in all baccalaureate degree programs where students demonstrate their preparation for the world beyond college. At point of graduation, it is expected that 100% of students earning a degree from EOU will have satisfied [University Learning Outcomes](#) that define how the educational experience at EOU develops informed, educated citizens who have the potential for successful careers and rich lives by:

- Gaining breadth of knowledge
- Strengthening their ability to inquire, create, and communicate
- Being engaged in the community and exercising personal and social responsibility
- Integrating, applying, and reflecting on their skills and knowledge

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

EOU's mission is to provide access to higher education in regions of the state where education and opportunity intersect with a rurally-situated college-going public. EOU provides flexible, personalized education on campus and online, and offers onsite courses at 16 regional centers throughout Oregon. Through effective transfer and **completion** pathways with Oregon community colleges, EOU contributes an array of on-campus, online, and onsite programs that support timely academic progress for eastern Oregon's regional and distance students.

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

EOU has a regional role in providing a liberally educated citizenry. A liberal education is the historical and cultural standard for a university education. It provides the foundation for professional programs, for a wide array of occupations, and for advanced studies leading to the practice and/or development of knowledge capital. As an educational, cultural, and economic engine of eastern Oregon, EOU is dedicated to serving rural Oregonians and providing intellectually challenging and flexible programs of instruction in education, in the liberal arts and sciences, and in business in order to meet the various human and knowledge resource needs of the eastern-most counties and rural regions of the state.

Core theme objectives and indicators enable the university to set core theme expectations and chart a course for achieving mission fulfillment through budget allocation to priority areas. Multiple institutional objectives and indicators underlie and inform core theme areas (Table 2). Each indicator is tied to measures and target thresholds that help the institution stay on course towards mission fulfillment. Objectives and indicators for core theme areas are established through a strategic planning process that correlates with EOU's 2013 Sustainability Plan. Acceptable target thresholds for measuring mission fulfillment are determined through a collaborative process between the Provost and the Institutional Research and Planning and Assessment team and are based on historical analysis of trends and future projections. As the 2013-14 strategic planning, assessment, and budgeting cycle begins, the IR and Planning and Assessment team has been charged to convene core theme planning teams, to establish a dashboard for regularly monitoring indicator measures for the achievement of target thresholds in each core theme area, and to assess institutional effectiveness on a quarterly and annual basis over the next four years. The dashboard approach has the potential to give the IR and Planning and Assessment team real-time SWOT information about core theme *Strengths* and *Weaknesses*, as well as sufficient time to make recommendations that respond to *Opportunities* and *Threats* by analyzing and adjusting operational strategies or tactical processes accordingly.

1.2.1. Hire quality faculty and staff

1.2.2. Retain quality faculty and staff

(PLOs), as aligned with University Learning Outcomes (ULOs)

Objective 1.2: Ensure faculty and staff success

TABLE 2, cont. : EOU Core Themes, Objectives, and Indicators

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

Objective 2.3: Ensure access and success for all students, regardless of location

- 2.3.1. Degree programs accessible to students at both on-campus and off-campus locations
- 2.3.2. Effective academic and support programs and services to ensure the success of first time freshmen in their first year
- 2.3.3. Effective transfer and completion pathways for students
- 2.3.4. Work with community colleges to forge effective completion pathways

Objective 2.4: Adopt and enhance appropriate educational technologies

- 2.4.1. Up-to-date institutional technology infrastructure and related resources
- 2.4.2. Technology leveraged effectively for multiple instructional modalities

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

Objective 3.5: Foster Partnerships and provide opportunities for student and faculty community engagement

- 3.5.1. Community, regional, state, and national opportunities for students to engage in practica, internships, service learning, research
- 3.5.2. EOU students and faculty engage with the Civic Engagement and Social Responsibility University Learning Outcome

Objective 3.6: Ensure a sustainable university environment

- 3.6.1. Adequate financial resources for operations
- 3.6.2. University Planning and Budgeting reflects stable enrollment revenues
- 3.6.3. Administrative and personnel policies and practices ensure both an effective and sustainable workforce

Objective 3.7: Provide programs and resources in response to regional needs

- 3.7.1. Academic program mix reflects regional role and mission, educationally, culturally, and economically

II. People & Place

a. Students. Please provide a profile of your students, where they come from, and where they go to work after graduating. Financial backgrounds, and how they pay for school. Any survey or other information listing their priorities at the school.

Profile

Students at Eastern Oregon University come from a variety of backgrounds but can be divided into three main cohorts, based largely on modality of instruction and attendance:

1. *On campus, traditional* – students moving from high school to college along generally accepted pathways of direct enrollment from high school or as a transfer student after attending a community college, aged 18-22 years.
2. *Hybrid students* – students attending on campus, online and/or on-site courses. These students may live near the main campus in La Grande or near one of EOU's regional centers where courses are regularly offered such as Ontario, Pendleton, Hermiston, Gresham or Coos Bay. Courses include complete onsite instruction with online course support through local staff and weekend college programs.
3. *Online students* – EOU's online students are primarily non-traditional and hail from all over the nation, attending classes online from anywhere in the world.

Where they come from:

On-campus: The majority of our on campus students come from Oregon (particularly eastern Oregon's 12 county region), eastern Washington, and western Idaho. They tend to be first or second-generation college attendees with a high Pell grant eligibility.

Hybrid: These students also come largely from Oregon and the same areas as their on-campus peers, but include a mix of students attending in-class and online courses on the main campus and at EOU's onsite regional Centers.

Where they go:

As the primary provider of higher education, EOU serves the needs of citizens in the twelve easternmost counties of Oregon. These include: Wasco, Sherman, Morrow, Umatilla, Baker, Union, Grant, Malheur, Wheeler, Wallowa, Harney, and Gilliam Counties. EOU's traditional students graduate and stay in roughly a 200-mile radius around La Grande, usually seeking work in their chosen profession in their hometown or nearby. The economy of these counties depends largely on agriculture and range industries and, in recent years, less on the timber industry. A significant proportion of the workforce is employed by education, business, and public sector jobs in eastern Oregon.

Financial backgrounds & how they pay for school:

EOU has the largest number of Pell-eligible students attending college in Oregon. Most students rely heavily on financial aid packages of grants and loans combined with federal work/study awards and jobs both on and off-campus.

EOU's Current Student Demographic

EOU has been Oregon's higher education leader in teaching and learning at a distance for more than three decades. In each modality employed, careful consideration is taken in determining what population and need is to be served, what enrollments can be projected, and what the overall strategic and fiscal balance will be achieved through a particular suite of offerings. EOU's Regional Centers, asynchronous instruction, residential programs, blended learning models, and professional programs based on technology ultimately drive the business plans and feasibility studies that inform starting a program. EOU has continually responded to student need and provided quality higher education when it could do so efficiently and under a cost-neutral policy.

Because EOU offers onsite courses in La Grande and in other cities, and because there are other modalities that can be used (such as hybrid courses, IP Video, video conferencing, and a large selection of asynchronous courses), students quickly recognize a flexible array of modalities that are available. Students may mix and match courses taught in a variety of modalities to fit their personal schedules and needs. A significant number of traditional campus-based students, for example, take asynchronous courses. This allows them to participate in sports, to fit a required course in at a time that meshes with part-time work, or to accelerate or complete their degree program in a timeframe that is convenient. What is clear from EOU's experience is that one modality does not fit all students.

Recent investments in technology-leveraged instruction have positioned EOU to deliver to multiple student audiences:

- The traditional learner may resonate with an on-campus experience.
- An athlete may take additional classes through distance education to round-out a schedule.
- An adult learner may work part-time and want the flexibility of a hybrid course.
- A student in a smaller outlying community may find a residential professional program appealing as the reduced costs of staying at home and completing a program may be attractive.
- A working adult may find asynchronous learning best to fit work, home and family.

The University's success thus far has been to recognize the diversity of our students and to find ways to best serve each segment of the student population. By considering a full range of educational and service opportunities for our region, EOU continues to be positioned to identify and respond to future opportunities that emerge in the region and state. This diversification not only offers better service to our region, it contributes to stabilizing EOU fiscally.

b. Campus Community. Please provide a profile of your faculty, staff and administration, their backgrounds, credentials and recognitions. Any survey or other information listing their priorities at the school.

Faculty Profile

TABLE 2.B.4 INSTITUTIONAL FACULTY PROFILE													
Rank or Class	Number		Full-Time Faculty										
			Number of Terminal Degrees					Salary, 9 Months			Years of Experience at Institution		
	Full Time	Part Time	Dr	M	B	Prof License	Less than Bacc	Min	Med	Max	Min	Med	Max
Professor	33	11	37	7	0	0	0	41820	67859	88819	.91	19.84	39.98
Associate Professor	33	3	26	10	0	0	0	41820	55252	82051	.91	10.34	21.93
Assistant Professor	28	16	18	25	1	0	1	41820	48572	83600	.91	9.64	32
Adjunct	0	34	6	23		0	0	41820	41820	41820	.37	9.67	52.99

Source: Human Resources Banner data pull 8/13/13

Classified, Administrative Faculty, and Executive Staff Profiles

ADMINISTRATIVE AND EXECUTIVE STAFF PROFILES	
Female	68
Male	33
Degrees: PhD, Ed.D, PsyD.	10
MD, JD, MSW	
MA, MBA, MFA, MS, MTE	22
BA, BS	52
AA, AAS, Certificate, etc.	
No Degree	17
Years Experience at EOU:	
None	
Less than 5	39
5 – 10	19
11 – 15	20
16 – 20	13
More than 20	10
Full-time: 9/10 months	4
12 months	87
Part-time: 9/10 months	5
12 months	5

Table 2.B.1 (b)

CLASSIFIED STAFF PROFILE	
Total	122
Female	78
Male	44
Years Experience at EOU	
>5	48
5-10	36
10-15	16
15-20	9
>20	13
Full Time (=1.0FTE)	103
Part Time (< 1.0 FTE)	18

Recognitions and Awards

A Sample of Individual or Department Specific Awards:

- ❖ Truman Scholar 2011--Rellani Ogumoro
- ❖ American Chemical Society Fellows—Dr. Anna Cavinato and Dr. Richard Hermens—(ONLY university in the State of Oregon to have two fellows.)
- ❖ Leo Plass—EOU Graduate in 2011—Oldest person ever to receive a Bachelor's Degree at age 99
- ❖ Winner of two 2 (2012 and 2013) Mathematical Contest in Modeling sponsored by the Consortium for Mathematics and its Application (COMAP)—beat UofO, Harvard, Johns Hopkins and others.
- ❖ International Assembly for Collegiate Business Education Excellent in Teaching Award—Ted Takamura
- ❖ International Lionel Hampton Jazz Artist Award—Dale Tovar
- ❖ American Chemical Society Outstanding Student Chapter—winner since 2009
- ❖ Biology Department Students ranked in the top 25 percent on the Major Field Test in the country—highest ranking of ALL universities in Oregon, Washington and Idaho.

University Wide Recognitions:

- ❖ Association of American Colleges and University (AAC&U) recognized EOU for its use of High-Impact Practices and the Liberal Education and America's Promise (LEAP) Initiative
- ❖ Named Oregon's "Most Affordable and High Valued On-Line Degree Program"
- ❖ Named Oregon's top Military Friendly University and in the top 5 percent nationally
- ❖ Named as a "University of Distinction"—only public university in Oregon
- ❖

c. External Community. Please describe your school's broader community. Its location and importance to the region. Its key relationships and affiliations. Its economic impact. Any survey or other information listing priorities for the school.

EOU is not simply a La Grande campus serving rural students from the twelve eastern-most counties of Oregon. Although the campus programs serve the needs of a significant number of students from Oregon counties and adjoining states, the campus extends beyond the walls of the buildings in La Grande. Over one-half of the students that matriculate to EOU never set foot on the La Grande campus. Over one-half of the total enrollments at the University result from a variety of instructional modalities that serve students who may not otherwise have access to an education. The external community and the key partnerships that define EOU's broader community in the relationships and affiliations built over decades are more fully developed in Section I.V.c. Below, however, is a brief summary of EOU's community context:

Key relationships and affiliations:

Eastern Promise – collaboration with school districts, community colleges educational service districts

Community Colleges – Blue Mountain, Treasure Valley, Columbia Gorge, Mt. Hood, Portland CC, etc.

Communities – Hermiston, Ontario, John Day, Burns, Enterprise, Pendleton, Salem, Gresham, Roseburg, Coos Bay, Portland, etc.

Eastern Oregon Rural Alliance

Chambers of Commerce – Union County, Grant County, Harney County, etc.

Economic impact:

With an annual total budget of approximately \$40 million, the economic impact is easily \$120 million, using a conservative 3x multiplier. Any business looking to relocate in rural Oregon and bring an annual budget of \$40 million would have no problem at all securing land, tax breaks, and partnerships in any community they approached. While this amount may seem small in comparison with larger metro areas of the state, there is the dramatic and significant impact of investments in rural Oregon where the initial funding shows three and four-fold multipliers when evaluating community and region-wide economic impact.

Any survey or other information listing priorities for the school:

The Union County Economic Development Corporation, in partnership with the City of La Grande and Union County, created a multi-year strategic economic development plan. The process engaged local businesses, multiple organizations and the community at-large. In the published document, education was identified as the top priority by all sectors. As noted in the Strategic Plan:

“La Grande and Union County have long recognized the benefit to the culture and economy of their community by being the home of Eastern Oregon University. The Steering Committee believes that 2009 is an opportune time to further develop the relationship between the city/county and the University, and to find ways to expand not only the benefit of growing University enrollment, but also expansion of community college services that can benefit the local population not needing the specific benefits of a University setting. This strategy, therefore, represents the one-two punch of expanded University enrollment and the prospect for new and expanded community college services.”

Education remains the top priority of the steering committee and a focus of economic development. University leadership serves on the economic development board and on major community and civic organizations—not only in La Grande, but also throughout the region where EOU has a presence.

III. At-A-Glance

a. Please provide a one-page summary of your school’s relevant statistics to help the Board and other audiences understand the school, and its position among its peer institutions.

Graduates	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
EOU						
Certificate	134	131	124	114	100	95
Associate's	-	-	-	6	8	7
Bachelor's	625	537	572	540	619	673
Master's	76	96	113	87	107	91
Total	835	764	809	747	834	866

Eastern Oregon University Unduplicated Student Headcount by Location Fall 2013 4WK

Location	Fall 2012 4WK	Fall 2013 4WK	% Change
Online	1,591	1,735	9.05%
Online + Onsite	262	206	-21.37%
On Campus	1,194	1,058	-11.39%
On Campus + Online	671	614	-8.49%
On Campus + Online + Onsite	44	42	-4.55%
On Campus + Onsite	61	60	-1.64%
Onsite	385	442	14.81%
	4,208	4,157	-1.21%

Report ERTE-01, Part 1 Eastern Oregon University OUS Gray Book
 Institutional Research Services - October 31, 2013
 Headcount Term Enrollment by Student Level, Sex, and Fee Policy
 *** DRAFT PRELIMINARY *** Fall 2013 Fourth Week *** DRAFT PRELIMINARY ***

			Fee-Paying Status		Grand Total
			Other Fee Policies	Nonresidents	
	Male		1252	336	1588
	Female		2206	360	2566
	Unknown		3	.	3
Total, Male and Female			3461	696	4157
Admitted	Undergrad	Freshman	539	74	613
		Sophomore	469	80	549
		Junior	752	158	910
		Senior	995	312	1307
		Postbac UG	36	7	43
		Subtotal	2791	631	3422
	Graduate	Masters	180	10	190
		Oth Grad	16	7	23
		Subtotal	196	17	213
	Total		2987	648	3635
Nonadmitted	NU, NG	Nonadm UG	301	31	332
		Nonadm GR	173	17	190
		Subtotal	474	48	522
	Total		474	48	522
All Students			3461	696	4157

Eastern Oregon University
Student Credit Hours by Discipline and Location

	Baker	Coos	Deschutes	Grant	Gresham	Hermiston	High School	Malheur	Marion	On-Campus	Online	Portland	Umatilla	Union	Grand Total
College of Arts & Science															
Anthropology/Sociology			40							988	1,871			50	2,949
Art			30							905	112				1,047
Biology/Botany							21			1,250	535			16	1,822
Chemistry							36			1,089	91				1,216
Computer Sci/Multimedia Std										551			60		611
Economics										445	500				945
English/Writing					0		79	24		1,721	834		1	22	2,681
General Science										94	158				252
Geography										395	297				692
Geology	46									264					310
History										545	500				1,045
Humanities										337	88				425
Liberal Studies											68				68
Library Science		14								285	198		34		531
Mathematics							368			2,236	902				3,506
Media Arts and Communication		72		39					34	588	616	36			1,385
Modern Languages										628	284				912
Music										900	182			26	1,108
Philosophy										45	460				505
Physics										112					112
Political Science										225	16				241
Psychology										936	1,056	48			2,040
Social Science										4	280			8	292
Theatre Arts										421	96				517
College of Arts & Science Total	46	86	70	39	0		504	24	34	14,964	9,144	84	95	122	25,212
College of Business															
Business					861	75				1,807	4,988		75	135	7,941
Fire Services Administration											497	27			524
College of Business Total					861	75				1,807	5,485	27	75	135	8,465
College of Education															
Education		196			417			368		549	945		194	455	3,124
Military Science										54					54
Physical Education & Health										872	1,886		11	43	2,812
College of Education Total		196			417			368		1,475	2,831		205	498	5,990
OHSU Nursing															
Nursing/OHSU										816					816
OHSU Nursing Total										816					816
OSU Agriculture															
Agriculture/OSU										1,058					1,058
OSU Agriculture Total										1,058					1,058
Other															
Other									60	234	36				330
Other Total									60	234	36				330
Grand Total	46	282	70	39	1,278	75	504	392	94	20,354	17,496	111	375	755	41,871

Eastern Oregon University
Student FTE by Discipline and Location

	Baker	Coos	Deschutes	Grant	Gresham	Hermiston	High School	Malheur	Marion	On-Campus	Online	Portland	Umatilla	Union	Grand Total
College of Arts & Science															
Anthropology/Sociology			2.7							65.9	124.7			3.3	196.6
Art			2.0							60.4	7.5				69.9
Biology/Botany							1.4			83.5	35.9			1.1	121.9
Chemistry							2.4			72.7	6.2				81.3
Computer Sci/Multimedia Std										36.7			4.1		40.8
Economics										29.7	33.5				63.2
English/Writing					0.0		5.3	1.6		114.8	55.7		0.1	1.5	179.0
General Science										6.3	10.6				16.9
Geography										26.3	19.8				46.1
Geology	3									18					21
History										36.3	33.3				69.7
Humanities										22.5	5.9				28.3
Liberal Studies											4.5				4.5
Library Science		0.9								19.0	13.2		2.3		35.4
Mathematics							24.5			149.2	60.8				234.5
Media Arts and Communication		4.8		2.6					2.3	39.3	41.1	2.4			92.4
Modern Languages										42.0	19.1				61.1
Music										60.0	12.1			1.9	74.1
Philosophy										3.0	30.7				33.7
Physics										7.5					7.5
Political Science										15.0	1.1				16.1
Psychology										62.4	70.7	3.2			136.3
Social Science										0.3	18.7			0.5	19.5
Theatre Arts										28.1	6.4				34.5
College of Arts & Science Total	3.1	5.7	4.7	2.6	0.0		33.6	1.6	2.3	998.3	611.4	5.6	6.4	8.4	1,683.6
College of Business															
Business					58.7	5.1				122.1	333.0		5.1	11.3	535.2
Fire Services Administration											33.3	1.8			35.1
College of Business Total					58.7	5.1				122.1	366.3	1.8	5.1	11.3	570.4
College of Education															
Education		13.1			27.8			24.5		36.6	73.1		13.0	37.9	226.0
Military Science										4					4
Physical Education & Health										58.3	126.4		0.7	3.1	188.5
College of Education Total		13.1			27.8			24.5		98.5	199.4		13.7	41.0	418.1
OHSU Nursing															
Nursing/OHSU										56					56
OHSU Nursing Total										56					56
OSU Agriculture															
Agriculture/OSU										70.5					70.5
OSU Agriculture Total										70.5					70.5
Other															
Other									4	16	2				22
Other Total									4	16	2				22
Grand Total	3.1	18.8	4.7	2.6	86.5	5.1	33.6	26.1	6.3	1,360.9	1,179.6	7.4	25.2	60.7	2,820.5

IV. Oregon's Investment in Your Students and Community

a. Achievement Compact. Please provide your university's compact with OEIB.

Please refer to Appendix One.

b. The Value of Investment in Your Institution's "Niche." Please describe your "niche" (e.g., rural, first-generation, regional, STEM-oriented), and your competition. Please describe the positive consequences

of state investment (e.g., rural economic development), and the negative consequences of disinvestment (e.g., low-income students shut out of upward mobility).

Eastern has a long history of reaching-out to the eastern counties of Oregon and the inland basin region with educational programs that support the academic, economic, and cultural needs of the region and state. The long-term sustainability of the University depends upon continued assessment of regional needs and delivery of customized programs in accessible, affordable, and flexible delivery formats.

Niche, identity, and brand are the primary foundations for improving enrollments at EOU, and EOU's student-centered on campus, online, and on site capacities will help sustain the University long term. Oregon's 40-40-20 vision is well served by EOU's ability to continue delivering high impact academic programs and student-centered support services to close the achievement gap for EOU's large population of first generation and disadvantaged students. Oregon's future economic vitality relies on an educated population. The critical connection between higher education and the State's economy is a recurrent theme in 40-40-20 as conceived by legislators, state officials, and business leaders. To move Oregon forward, the State must develop its intellectual capital in the eastern half of the state served by EOU—and this through investment in the niche areas EOU has proven work well to accelerate the achievements of students accessing EOU to create better opportunities for themselves, their families, and the rural communities in which they live.

Niche Areas

Rural Access

Lack of proximity to an institution of higher education is cited as the primary reason for the urban / rural disparity population percentage with a college degree. While the Oregon average for 25+ aged population with Bachelor's degrees is 29%, the average in Oregon's twelve easternmost counties served by EOU is only 17%—up approximately two percentage points due to Rural Access funding. EOU students have benefited from the legislature's Rural Access investment to support their engagement and success in post-secondary education in Oregon. These funds have allowed the institution to initially invest in the Eastern Promise, recruit Native American students, and develop high impact practices like the First Year Experience and Living Learning Communities to accelerate the academic success of underserved rural students through effective engagement practices.

Eastern Promise

The Eastern Promise is a collaborative effort between InterMountain Education Service District, Blue Mountain and Treasure Valley Community Colleges, and Eastern Oregon University along with nearly 40 school districts in the eastern Oregon region and beyond. The program creates additional opportunities for high school students to participate in college-level courses and earn college credits and/or certificates, while still in high school, which could result in considerable financial savings for families. Also, programs to build college going attitudes and culture begin with 5th grade and 9th grade students and families.

Eastern Promise has five fundamental pillars:

1. A cross sector collaborative between a university, community college(s), education service district(s), and high schools. Eastern Promise is a model where a university, one or more community colleges, and educational service districts with their accompanying high schools form a collaborative partnership as equal partners in the process of developing a proficiency based early college program and building a college culture in their constituents.
2. "Credit By Proficiency" is a fourth pathway for high school student to achieve early college credit. In addition to Advanced Placement, Expanded Options, and dual credit opportunities. Credit By Proficiency as defined by the Eastern Promise project is a "process" rather than a single test or assessment. In the Eastern Promise model, students take a class over a term, semester or year and through multiple measures acquire the defined outcomes knowledge and skills that are equal to the expectations of a college level course. The CBP course is built through the work of a Professional Learning Community (PLC). In the Eastern Promise model the PLC is made up of disciplinary faculty and teachers from the university, community college and ESD/high schools. The higher education faculty participants are the leaders, but all levels participate in discussing and establishing the appropriate curriculum, and in developing appropriate assessment parameters to measure the proficiency outcomes.

3. Build a college going culture through the Academic Momentum program. Academic Momentum is a curricular program that begins in the 5th grade. This activity involves students, parents and the schools signing a “compact” that says the student will work toward developing academic habits to prepare them for post secondary education or training. As a part of this plan, students participate in a visit to university and community college campuses and get a chance to see what it would be like to be a student at a college/university. Through this commitment on the part of the student, family and school they will begin to form a plan regarding their projected education and career future. Continuing on through 6th, 7th, and 8th grades, students and parents will become more acquainted with all the processes and procedures to apply to college, acquire financial aid, and navigate the myriad of dimensions in this process.
4. Initiate a college credit career class in high schools that features the “10-year-plan”. When the students enter the 9th grade, they will participate in a formal class that follows a well developed and tested curriculum called Career Choices”. This is a rigorous class that requires career investigation and a “formal” 10-year-plan. The significance of the 10-yearplan is that your typical high school freshman isn’t really thinking years into the future and how academic decisions made in high school might impact post secondary education/training and career outlook. Because this class is intense and rigorous, students can earn college credit. This class is utilized at several institutions nationally and has resulted in demonstrated outcomes of increased high school graduation rates and increased college attendance rates.
5. Increase the range of students engaged in early college credit by identifying at risk, underserved, and underrepresented populations and providing preparation and opportunity to participate. Within our region this includes native Spanish speakers, Native American youth, and low performing students. This will help fulfill 40-40-20 in our region.

Effective Completion Pathways from Community Colleges

EOU has a demonstrated history of serving as a center for delivery of undergraduate and graduate degree programs through its on-campus and distance programming. EOU provides degree completion opportunities in partnership with community colleges and through sixteen regional centers throughout the state of Oregon. Enrollment growth through community college transfers is an important indicator of mission fulfillment in EOU’s Core Theme 2 area, and tracking community college transfer enrollments over time helps EOU better understand enrollment patterns and trends as they impact related revenue ratios. A high percentage of EOU’s community college transfers persist to graduation (47.8% is a 2010 baseline average). The EOU Achievement Compact with OUS indicates a projected 7% increase per year from a baseline of 206 bachelor’s degrees awarded to Oregon community college transfers in 2012-13. A target threshold of 264 bachelor’s degrees awarded to Oregon community college transfers in 2016-17 represents a 28% projected increase by 2017. Achieving the target threshold demonstrates the effectiveness of the completion pathways from Oregon community colleges to EOU.

Quality Technology-Leveraged Instruction

An important source of pride for EOU is its reputation as a provider of high-quality and learner-centered instruction where 53% of the student population EOU serves at a distance depend upon technology-mediated instruction and an additional 24% of the on-campus student population also engage technology through online and onsite coursework.

To more fully engage teaching faculty in the scholarship of teaching and learning, EOU has established a faculty-driven advisory group within the Center for Teaching, Learning, and Assessment. In Fall 2012, EOU acted on recommendations from the Innovative Instructional Initiatives Committee (I3) to reactivate the [Center for Teaching, Learning, and Assessment](#) and to create faculty development programming in consultation with an Advisory Group. As part of its charge, the Advisory Group drafted a functional [CTLA Role and Responsibility](#) matrix to define the scope and nature of programming needed to support faculty instructional effectiveness. The Center presently hosts development opportunities including the annual [Summer Institute for Instructional Technology](#) (SIIT), development opportunities offered during faculty orientation and throughout the academic year, and a growing partnership with the division for Student Success and Engagement dedicated to providing EOU on campus, online, and onsite students with equal access to high impact practices in the post-secondary curriculum and co-curriculum. Through the annual SIIT, approximately 40% of the on-campus faculty (50 of 124) have cycled through the Summer Institute.

Civic Engagement Learning Opportunities

Civic Engagement and the social responsibilities that come with being an informed citizen and an engaged member of the community are deeply rooted in EOU’s mission statement and public ethos as a liberal arts university. As one of the four university learning outcomes expected of all graduates from EOU, civic engagement and social responsibility have

pride of place in EOU's general education learning outcomes, degree program learning outcomes, and learning outcomes in the co-curriculum.

EOU has set a 2017 target threshold of 80% of students and faculty participating in high impact practices that denote community-based or service learning. In creating the target threshold for this core theme indicator, the university will use the indirect measure of biennial NSSE data to track student responses that they have participated in community service, service learning, and/or volunteer work by the time they were seniors. Similarly, the university will use the indirect measure of biennial FSSE data to track faculty responses that they consider service learning and volunteer work important or very important in upper-division coursework.

Faculty and student engagement in outreach through community service, service learning, and volunteer work is a focal priority for Core Theme 3. The most recent NSSE data indicates that only 56% of seniors responding to the 2011 NSSE survey reported that they had participated in service learning or volunteer work by the time they were seniors. Similarly, only 55% of faculty responding to the 2011 FSSE survey reported that they regarded service learning or volunteer work as important or very important in upper-division courses. The target threshold is set for 80% in this area for the sampling of senior students and faculty teaching upper-division courses who responded/will respond to the biennial NSSE and FSSE surveys in 2011, 2013, 2015, and 2017.

Integrative and Applied Learning Opportunities

EOU has long supported the value of experiential learning as a high impact practice that deepens student learning, allowing students to apply theoretical concepts in real-world contexts. EOU faculty recognize the value of applied experiences as markers of retention and success in the world beyond college. Most degree program faculty embed practica, internships, service learning, and capstone research opportunities in the curriculum. Although these are sometimes optional, students usually take at least one research-based, service-learning-based, or internship-based course while achieving their degree. Most of these experiences are tied to tuition-bearing coursework that students can only afford to take once. In 2011, the Provost installed tuition remission for seniors wishing to engage in sustained capstone research, practica, internships, or service learning opportunities over multiple terms. The student headcount in 401/405/407/409 courses have dramatically increased by 20% since 2011 when compared with a 5% increase in the previous two years. Similarly, with the barrier of tuition removed, SCH in the same course numbers increased nearly 20% since 2011 when compared with a 5% increase in the previous two years. Target thresholds are therefore set at 20% increases by 2017 in both headcount and SCH for students participating in 401/405/207/409 numbered courses.

EOU's Competition

Competitor schools for Campus-based programs are:

- OSU
- UO
- Boise State University
- U of Idaho
- Washington State University
- WSU-Tri-Cities
- BMCC
- TVCC
- WOU
- SOU
- PSU

Major competitors for distance programs include OSU, WSU, BSU, and U of Idaho

Positive Consequences of State Investment

EOU's vision for contributing to Oregon's vision of 40-40-20 is through a flexible program mix that allocates resources to deliver programs guided by strategic, core theme, and fiscal planning. Flexible programming enables the University to systematically deliver educational programs that "follow the students and serve them where they are." The state's continued investments in quality, student success, and student engagement allow the University to leverage high impact practices that require a small student-faculty ratio (necessary for first and second year experiences, undergraduate

research, practica and internships, and capstone experiences) to retain underserved and first generation students, or adult learners returning to college, to complete degrees.

Particular populations needing a determined focus are rural students in distance education programs. While distance education allows these students to access educational opportunities in remote areas, they often feel isolated and without needed support systems, such as academic counseling, financial aid help, and retention programs, which on-campus students can easily access. It is clearly the University's mission to provide access to higher education. EOU's priority is to continue to direct its state resources to address the following targets:

1. Make higher education more accessible by a) bringing education closer to home, making a central philosophy of student service and success by serving students wherever they are, b) highlighting the career potentials and economic benefits of an EOU education, c) highlighting the benefits of obtaining a post-secondary degree in the non-monetary realms, such as the value of critical and creative thinking and practice, health benefits that come from more education, and the issues of civic engagement, d) and offering more flexibility relative to course scheduling and curriculum needs.
2. Make higher education more affordable by a) allowing students to utilize lower tuition rates of community colleges for the first half of their college program, b) allowing the option for students to live at home, thereby reducing their room and board costs, and c) providing students with streamlined programs and concomitant advising that assures efficiency of time and money in acquiring a college degree.
3. Adapt the campus programs to the realities of ongoing changes in regional demographics and on-campus enrollments. The teaching experience should continue to respond to the needs of traditional students selecting a face-to-face model of college experience.
4. Employ opportunities for hybridization of academic programs by careful programmatic planning that blends on-campus student learners with learners in other modalities.
5. Employ flexible schedules of on-campus classes to provide regional students with short-term access to course work, e.g., Monday-Tuesday, Wednesday-Thursday blocks, with four-day workweek schedules that allow students to travel to campus.
6. Increase access to online degrees and degree completion programs offered by EOU through the community college online network of courses, certificates, and degree programs.
7. Articulate degree pathways from rural community colleges to provide both seamless access and careful programmatic articulation. Increase the capacity for bachelor degree completion programs in online and blended learning formats readily accessible to adult learners at community college partner sites.
8. Enhance learning, engagement, and student success for online students through development of cohorts and enhanced student support services, including online advising, tutoring, degree and career planning seminars, and other supports.
9. Create seamless and smooth admissions, registration, financial aid, and matriculation processes both on-campus and online—wherever students are.
10. Align resources with strategic goals articulated in the Achievement Compact metrics.
11. Increase partnerships with local communities that result in student internships in the economic and cultural spheres served by the regional mission.

Negative consequences of state disinvestment

Without realistic state investments in the regional institutions that serve Oregon's underserved students, first generation, technologically disadvantaged, and increasingly disenfranchised and liminal populations in Oregon's rural regions of the state, Oregon's 40-40-20 vision oddly lacks the hopeful application of effort

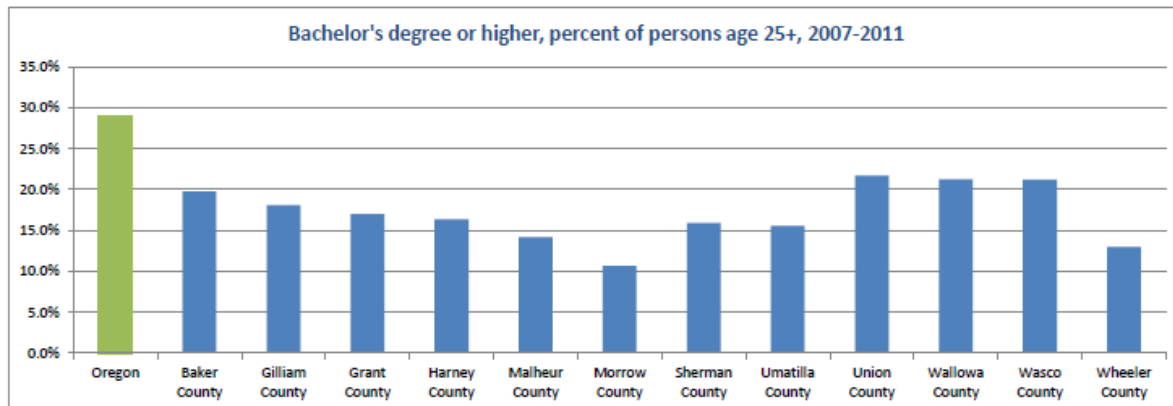
required to effectively meet the higher educational needs of citizens throughout rural Oregon.

EOU has a long history of reaching out to the eastern counties of Oregon and the inland basin region with educational programs that support the academic, economic, and cultural needs of the region and state. The long-term sustainability of the University depends upon continued assessment of regional needs and delivery of customized programs in accessible, affordable, and flexible delivery formats. The enrollment of traditional on-campus students continues to pose a challenge, but according to the 2010 Census, most counties in the eastern portion of the state have increasing populations of school-age children heading into the traditional college age bracket, and populations are generally increasing faster in rural regions of the state than elsewhere.

Recent changes in the demographics of EOU's region are most notably found in Umatilla, Morrow, Wheeler, and Wasco counties to the west and in Malheur and Harney counties to the southeast. Population is growing in several eastern counties in Oregon, according to the 2010 Census and 2013 Economic Forecast for eastern Oregon. Much of this growth is due to a burgeoning Hispanic population. Umatilla, Morrow, Wheeler, Sherman, and Wasco significantly increased their Hispanic population since the 2000 Census. The Hispanic population has increased from 20% in 2000 to 33.1% in 2012 in Morrow County alone.

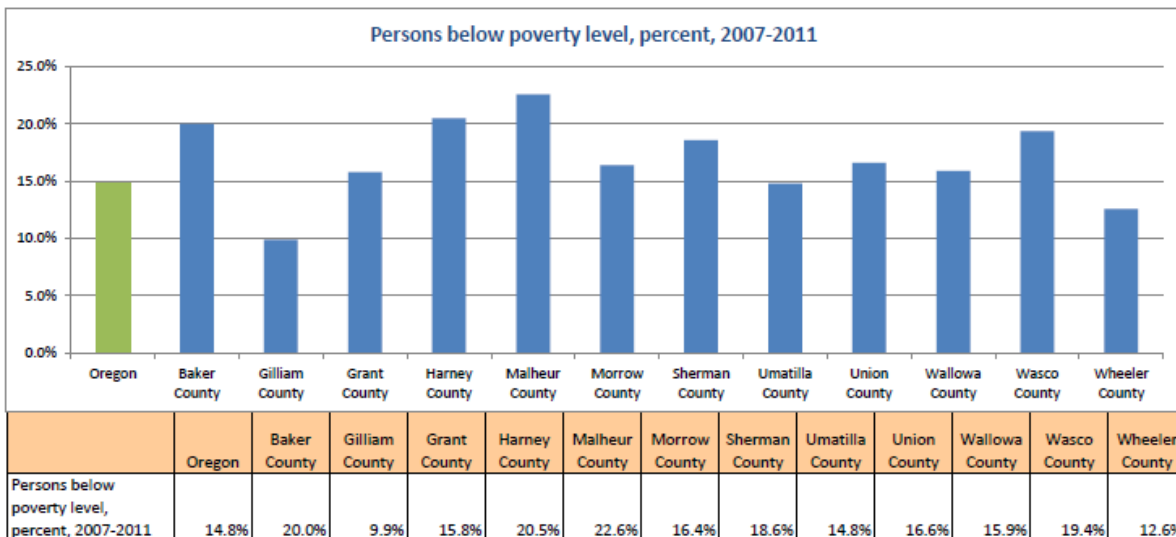
While the overall population increase in the easternmost counties of Oregon is concurrent with an increase in the population of Hispanic students in Malheur, Morrow, and Umatilla counties, the number of persons 25+ in age with Bachelor's degrees has not increased proportionally. The counties with the highest Hispanic and Native American populations send less than 30% of their students to the OUS system after high school. This is compared to an average of 50% on the west side of the state.

Of the proportion of Hispanic college-going youth projected to increase to nearly 15% by 2015, only 10% that actually go to college will be Hispanic. The gap increases over time. Rural Oregon mirrors national trends. For rural Hispanics and Native Americans, the challenges are steeper.



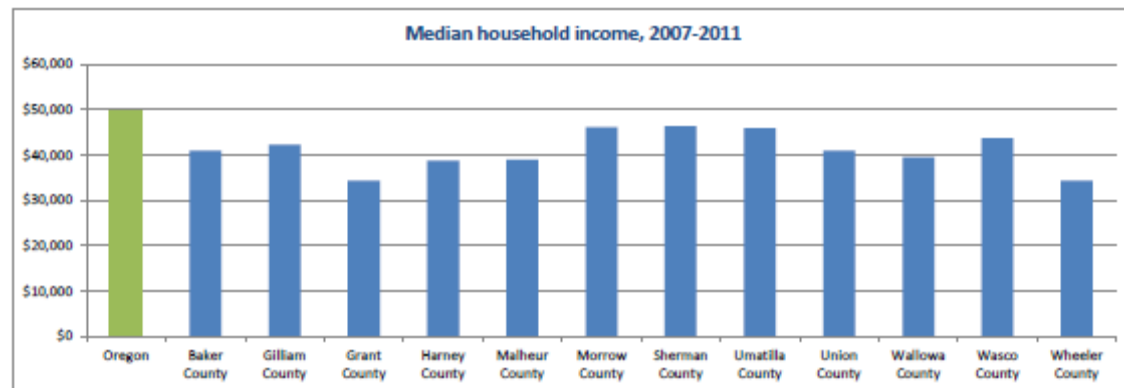
The twelve easternmost Oregon counties served by EOU are all lower than the Oregon average for persons aged 25+ with a Bachelor's degree. As the only university in the region, a critical measure of EOU's mission fulfillment is to increase the percent of students with baccalaureate degrees.

	Oregon	Baker County	Gilliam County	Grant County	Harney County	Malheur County	Morrow County	Sherman County	Umatilla County	Union County	Wallowa County	Wasco County	Wheeler County
Bachelor's degree or higher, percent of persons age 25+, 2007-2011	29.0%	19.8%	18.1%	17.0%	16.4%	14.2%	10.7%	15.9%	15.6%	21.7%	21.3%	21.2%	13.0%



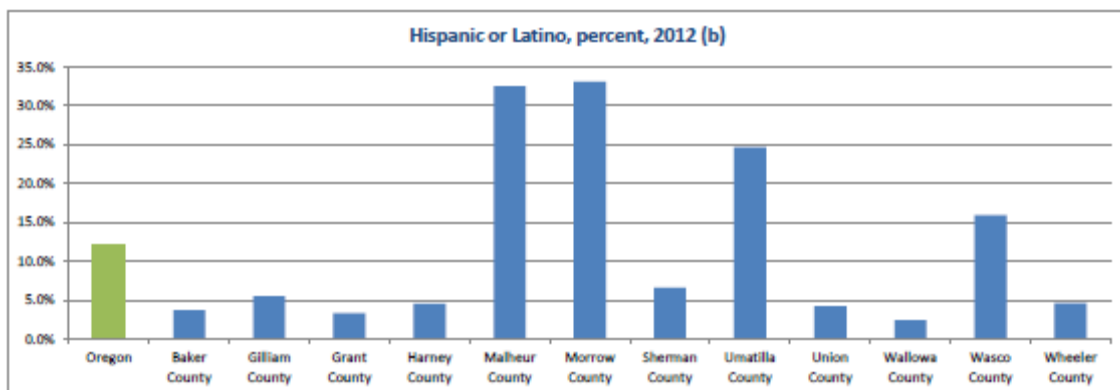
With exception of Gilliam County, all other counties served by EOU have higher populations of persons below the poverty level, with Malheur County at 22.6%, well above the Oregon average (14.8%).

College is beyond the reach of most first generation and underserved students who access EOU, but they are able to experience academic success through high impact pedagogical practices designed to close the achievement gap at small, student-centered institutions like EOU. These students are usually in the pool of denied students at large public universities; these students are wage earners, underemployed, and/or transfer students dropping in to college after raising a family; they are traditional or adult learners who are first generation students and lack the necessary cultural capital to navigate a large and complex university; insufficient funding sources prohibit relocation to towns with larger universities and higher tuition and living costs; the lack of social or familial networks in new places are not conducive to academic engagement and success for the student demographic EOU serves. These are the realities of a large percentage of students EOU serves, and these are the students who, due to persistent socioeconomic, cultural, and geographical barriers, struggle to gain access to a baccalaureate degree and the opportunities it affords.



People QuickFacts	Oregon	Baker County	Gilliam County	Grant County	Harney County	Malheur County	Morrow County	Sherman County	Umatilla County	Union County	Walla Walla County	Wasco County	Wheeler County
Median household income, 2007-2011	\$49,850	\$40,989	\$42,260	\$34,367	\$38,702	\$39,013	\$46,110	\$46,453	\$45,911	\$40,974	\$39,556	\$43,742	\$34,338

Median household income for the easternmost counties of Oregon served by EOU are all below the Oregon average of \$49,850, with Wheeler County among the lowest at \$34,338.



People QuickFacts	Oregon	Baker County	Gilliam County	Grant County	Harney County	Malheur County	Morrow County	Sherman County	Umatilla County	Union County	Walla Walla County	Wasco County	Wheeler County
Hispanic or Latino, percent, 2012 (b)	12.2%	3.7%	5.5%	3.3%	4.5%	32.5%	32.5%	6.6%	24.7%	4.2%	2.4%	15.9%	4.6%

EOU serves four easternmost counties in Oregon with up to 1/3 percent Hispanic or Latino population, with Malheur (32.5%), Morrow (32.5%), Umatilla (24.7%), and Wasco Counties exceeding the Oregon average.

Data source : United States Census Bureau, State and county quickfacts

c. Position within the State's "Portfolio of Programs." Please describe your degree programs, within the overall state "portfolio." Is your current offering optimal for the state? If changes are appropriate, please summarize.

EOU offers 22 baccalaureate degree programs and 4 master's degree programs through the Colleges of Education, Business, and Arts and Sciences. Additionally, EOU maintains cooperative programs with Oregon State University's Agricultural Sciences programs and Oregon Health Sciences University's Nursing program. All degree programs include rigor, standards, and expectations appropriate to recognized disciplinary and professional courses of study. All degree programs have curricular coherence and integrity in recognized fields of study, are vetted through EOU's academic curriculum process and are approved by the Board. All baccalaureate degrees lead to the achievement of degree program learning outcomes, as published in the [academic catalog](#). Four broad, overarching, and widely publicized [University Learning Outcomes](#) (2.C.1) define how the educational experience at EOU develops informed, educated citizens who have the potential for successful careers and rich lives by:

- Gaining breadth of knowledge
- Strengthening their ability to inquire, create, and communicate

- Being engaged in the community and exercising personal and social responsibility
- Integrating, applying, and reflecting on their skills and knowledge

In correlating EOU's academic mission with the needs in rural regions of the state, the faculty and administration have examined many of the variables associated with the issue. An overarching consideration in addressing this correlation is the recognition of the University's role in providing rural Oregonians affordable access to a liberal education. In every region of the state, graduates of art, music, language, culture, theatre, sociology, political science, psychology, and science constitute an educated citizenry informed by broad humanist perspectives on every aspect of work, culture, and life. The core rationale for any regional liberal arts college is founded upon common cultural principles and practices that bind communities and regions together; the sustainability of each region depends upon meeting the needs of all communities within that region with various human and knowledge resources necessary to form a complete society. A region of the state constrained by a simple correspondence of graduates to job openings would ultimately drain communities and the region of the core human and intellectual capital necessary to create, solve, interact with, and contribute to building a future for Oregon. The core liberal arts degrees that EOU offers have, therefore, a solid rationale in that they provide the region and beyond with the kind of people necessary for an educated citizenry.

Although a general argument for liberally educated citizens may suffice, there are additional specific rationale for the degrees EOU has chosen as especially suited to the eastern-most counties and rural regions of the state. The University recognizes that there are several areas of special need. Teacher education has been and continues to be our most important area of service. EOU provides both the liberal arts degrees in core areas required by public schools and the pedagogical programs necessary to fill the work force. Art, music, chemistry, geology, biology, history, political science, anthropology/sociology, mathematics, physical education and health, literature and writing degrees, and multidisciplinary studies and liberal studies degrees all have critical utility in forming the core preparation for highly qualified teachers in the region. Without these core programs, EOU would fall short in this key role. Professional programs cap these degrees with programs in elementary and secondary teacher education at the undergraduate and graduate level.

In a similar way, EOU's role in providing graduates in business and economics is as vital to the region. The economic health of rural communities is dependent upon the success of industry, agribusiness, service organizations, and smaller entrepreneurial enterprises. EOU provides to a significant number of students the opportunity to build the skills and knowledge necessary to fill the regional demand for a work force especially tuned to the needs of business. EOU offers Business Administration, Business-Economics, and the Master in Business Administration degrees that correlate directly with the demand and need of the region.

In many rural counties of eastern Oregon and other primarily rural counties of Oregon, state, federal, county, and city jobs represent the largest sector of the work force. EOU meets the needs of these occupations in a variety of ways. Individualized programs in Liberal Studies; Philosophy, Politics, and Economics; Business Administration; and Geography and Regional Planning have significant value for those graduates seeking careers pursuant to the responsibilities of civil servants.

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.

Graduate programs that meet EOU's regional needs:

Eastern Oregon University's existing graduate programs continue to meet regional needs:

- Master in Business Administration (MBA)
- Master in Teacher Education (MTE)
- Master of Science in Education (MS)
- Master of Fine Arts in Writing (MFA—New)

Undergraduate Programs that meet EOU's regional needs:

Oregon economic forecasts predict continuing growth in the health care services, professional and business services, and government jobs for eastern Oregon. These growth areas warrant consideration full degree programs offered through Eastern Oregon University in the following areas:

- Public Administration (PA)
- (Rural) Health Care Management
- Agribusiness
- Fire Services Administration
- Early Childhood Education
- Integrative Arts and Sciences programming (various)

For an analysis on each program and degree offering by EOU, please refer to Appendix Two.

d. Level of Investment.

- i. Investment-per-Degree. Please (OUS) provide a five-year history of all seven institutions plus state average. Please provide in absolute and relative terms (% of state average).**

	EOU	OIT	OSU	OSUcc	PSU	SOU	UO	WOU	System
2008	6,635	9,988	4,060	15,293	3,777	5,284	3,908	4,814	4,464
% of system	149%	224%	91%	343%	85%	118%	88%	108%	100%
2009	6,817	9,336	4,278	18,275	3,969	5,327	4,135	5,412	4,723
% of system	144%	198%	91%	387%	84%	113%	88%	115%	100%
2010	6,101	7,973	3,563	16,494	3,089	4,916	3,203	4,558	3,900
% of system	156%	204%	91%	423%	79%	126%	82%	117%	100%
2011	5,262	8,234	3,886	14,486	3,309	4,634	3,441	4,152	4,023
% of systemwide	131%	205%	97%	360%	82%	115%	86%	103%	100%
2012	4,161	6,252	2,259	11,399	2,368	3,498	1,839	2,973	2,987
% of system	139%	209%	76%	382%	79%	117%	62%	100%	100%

- ii. Cost-per-Degree. Please (OUS) provide a five-year history of all seven institutions plus state average. Please provide in absolute and relative terms (% of state average).**

OUS

Cost of instruction per year 2008-2012

EOU	2008	2009	2010	2011	2012
LD	\$9,946	\$10,000	\$9,646	\$9,307	\$9,145
UD	\$11,205	\$11,266	\$10,867	\$10,485	\$10,303
Masters	\$18,197	\$18,296	\$17,648	\$17,028	\$16,732

- e. Investment Rationale. Please explain why your level of investment-per-degree is, or should be, different from other state institutions (e.g., relative cost of serving your “niche”).**

The rising cost of education, housing, and transportation continues to drive access and affordability of higher education beyond the reach of underserved students who have access to EOU's flexible degree options and flexible delivery formats. Distance, cost, and culture provide significant barriers to some students, especially first-generation and socio-economically disadvantaged college students. These barriers are becoming larger and more insurmountable for a large sector of lower income family students, and these are precisely the underserved students who require more financial support to persist to graduation, as well as need for high-touch active learning strategies and success structures in and out of the classroom that simply cost more in human resources to educate these students. Current data trends suggest that fewer students will seek college due to access and affordability barriers. Barriers become blockades to opportunity when underserved students do not have affordable access to regional baccalaureate degrees that specialize in student-centered teaching and academic support practices in small seated and online classrooms.

IV. Community Priorities

a. Students

i. Please summarize student priorities on your campus

The top three priorities identified by Eastern Oregon University students are:

1. Affordability and Tuition
2. Textbook Affordability (and a more forgiving return policy)
3. Safe and Inclusive schools

This information about EOU students was gathered in the Statewide Student Survey, sponsored by the Oregon Student Association (OSA) during FALL 2013. Four Hundred and seventy-nine (479) EOU students responded to the survey.

ii. Please describe how, if at all, governance structures affect student priorities

The EOU students who participated in campus discussions, and in an online survey, have overwhelmingly spoken out against the *affiliation* or *branch campus* model of governance. Their primary concerns centered on the fear of EOU losing its regional identity and the loss of focus on the needs of EOU students. Students believe that any form of governance that does not provide direct representation of Eastern Oregon University will adversely affect the cost of tuition, course availability and campus identity. Furthermore, students identify strongly with Eastern as their university of choice. As one student stated during an open forum, "If I wanted to be a (an) ___ student, I would have chosen to enroll at ___. I chose EOU." Currently, students appear to be split in favor of the *consortium* or *institutional governing board* models. (The VOICE, Nov. 14. 2013). They have clearly articulated the pros and cons of both models. More recently, in discussions with members of the student government (the Associated Students of Eastern Oregon University) there has been interest expressed in exploring the potential benefits of a *hybrid* model. The hybrid model, as most understand it, combines select strengths of the institutional and consortium board models. In the hybrid model, each of the regional universities (TRUs) has its own institutional board while representatives from each of the TRUs work collaboratively on issues of benefit to all four regional universities.

iii. Lessons from national experience (from AGB)

In discussing the responsibilities of college and university governing boards in her November 1, 2013 memorandum to the University Governance Work Group for the Oregon State Board of Higher Education, Sheila M. Stearns, AGB Consultant, emphasized the need for governing boards to understand the purpose and critical evidence that accreditation commissions provide in assuring that colleges and universities are meeting their stated missions. The first responsibility cited is "Keeping the mission current and aligned with public purposes."

Evidence of Eastern Oregon University's success and continuing efforts in staying true to its mission and meeting the needs of the students of this region is reflected in the [Year 3 \(2013\) Northwest Commission on Colleges and Universities \(NWCCU\) commendations and recommendations.](#)

The first commendation states:

“The evaluation team commends EOU for its deep sense of commitment to serving the rural regions of the state, including Eastern Oregon. High levels of commitment to meeting students where they are and contributing to community economic development were voiced by faculty, staff, and administrators from all sectors of the university.”

The danger in shifting the board structure without mindful planning for transitioning all the policy and procedural systems of governance is that the very standards that guide the quality and integrity of higher education in the United States may be lost in the press to reassemble a structure on a tight deadline. We want students to be engaged and invested in their successful completion of degrees; therefore, we need to be sending students and all stakeholders a message that their voices and vested interests are integrated into the very structures that govern them.

b. Campus Community

i. Please summarize faculty/staff priorities on your campus.

EOU is a public regional university primarily focused on teaching and the academic, physical and technological, co-curricular, and administrative support of students from recruitment to graduation. The terms and conditions of employment for classified staff, teaching and library faculty, and Administrative Faculty are delineated separately. Classified staff are apprised of their employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination through the [SEIU/OUS Collective Bargaining Agreement](#). Teaching and library faculty are apprised of their conditions of employment, work assignments, rights and responsibilities, and termination for cause through the [EOU-AAP Collective Bargaining Agreement](#); criteria and procedures for evaluation, retention, promotion, and termination for performance are available through the [Retention, Tenure, and Promotion Handbook](#). The Administrative Faculty [Compensation](#) Policy and Procedures describes work assignments, rights and responsibilities with regard to positions, procedures for annual evaluation, retention and promotion, and the procedures for grievances, disciplinary actions and terminations.

EOU teaching faculty are primarily focused on instructional or instructional support functions. The University employs two broad categories of instructional faculty members, bargained and non-bargained. The [EOU-AAP Collective Bargaining Agreement](#) Articles 1, 6, and 7 recognize on-campus tenured, tenure track, and fixed-term teaching and library faculty as members of the bargaining unit. Tenured and tenure track faculty enjoy a long-term commitment to the University and its students and have primary teaching responsibilities (36 load credits) and secondary non-teaching responsibilities (9 load credits) to engage in scholarship/research/or artistic creation, to serve the campus community, and to offer outreach to the community beyond the campus. Fixed-term faculty members have a primary responsibility to teach (45 load credits is equivalent to full time). Depending on the needs of the University, however, Deans may manage fixed-term faculty load to support non-instructional university needs on a prorated basis, for example, 40 load credits for teaching and 5 load credits for advising. The current [AAP-EOU Collective Bargaining Agreement](#) Article 6—Types of Faculty and Appointment—delineates the faculty responsibilities and workloads associated with fixed-term and tenure-track appointments. Fixed-term online adjuncts who are not members of the bargaining unit are contracted to teach exclusively in the online environment under a [Provisional Agreement for Instruction](#) contract issued annually (or term-by-term based on program need) by the Deans’ offices. The Provisional Agreement also sets forth EOU’s standards and expectations for technology-leveraged instruction and the teaching evaluation process.

All EOU faculty are evaluated regularly, systematically, substantively, and in a collegial manner at least once within every five-year period of service. The 2012-13 [Tenure and Promotion Handbook](#) details the evaluation criteria, processes, and timelines for full time, part time, and adjunct faculty. Evaluation criteria utilize multiple indices of effectiveness, including student course evaluations, student achievement of stated learning outcomes, peer-evaluation of teaching effectiveness on a systematic basis, as well as commitment to subject discipline, institutional service, and outreach to the community as it relates to a faculty member’s primary role and responsibility.

EOU’s classified and administrative staff support the academic enterprise. These staff are evaluated annually on their performance of work duties and responsibilities. Annual classified evaluations are conducted according to the SEIU contract; Administrative Faculty evaluations are completed by the end of May each year. The [Administrative Faculty Compensation Policies and Procedures](#) define the process and provide the necessary forms for evaluation. The process for the completion of these evaluations starts well before with supervisor training on the evaluation process, the review of position descriptions, and a discussion of the position within the organizational structure. EOU is exploring options to

increase this “discussion time” so as to increase productivity within departments. The discussion process is instrumental in assisting both the supervisor and their employees to realize how departmental functions relate to divisional and organizational mission and how their position contributes mission fulfillment.

ii. Please describe how, if at all, governance structures affect faculty/staff priorities.

Regional accreditation requires that an institution of higher learning demonstrate an effective and widely understood internal and external system of governance with clearly defined authority, roles, and responsibilities, further, they expect institutions to meet accreditation standards for the decision-making structures and processes of shared governance to ensure provision is made for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Internally, EOU has an effective and widely understood descriptive system of governance that has been in place since 2007. EOU's Constitution defines the responsibility for governance as being vested in the President and the University Council, and in the Provost and the Faculty Senate, with shared participation and responsibility for decision-making provided through structures and processes in the colleges and on shared governance standing committees, which initiate and process the development or revision of policies and procedures that promote the effective management and operation of EOU in matters regarding curriculum, diversity, academic standards, grievances, athletics, financial aid, student affairs, and personnel. The University Council serves to guide institutional level governance, policy, and processes. The [Faculty Senate](#) serves to guide faculty-driven academic standards, faculty personnel, and curricular and other university-level faculty-driven policies and processes pertaining to governance. The [University Council](#) functions through the Office of the President while the Faculty Senate functions through the Office of the Provost. Both governing bodies ensure the integrity and continuity of educational objectives in on-campus and online programs and consider the views of faculty, staff, students, and administrators through shared governance committees. Changes to the EOU Constitution can be initiated in either the University Council or the Faculty Senate, but must be approved by a plurality of campus-voting constituencies as described in the [Constitution](#).

Demonstrable service to the institution’s internal governance structure is a feature of faculty, staff, and administrative annual evaluations, is expected by accrediting bodies, and serves to create a community of interest around those policies, strategies, and decisions that align with statewide higher education policy and enable a university to fulfill its mission for the betterment of the state.

Faculty and staff have also weighed in on the various options. It is clear, from survey data that the Affiliate Model is not desirable—less than 9 percent of the respondents from faculty and staff listed this as a favorable option. Of those that did also stated that they desired this the most because it would A) fix all fiscal issues and B) would lead to higher salaries—both of which are not necessarily true.

iii. Lessons from national experience (from AGB).

NWCCU, the regional accrediting commission for all Oregon colleges and universities, has clearly articulated standards and expectations for single and multi-institution governing boards. It is critical that a new governing board, whether it reflects the current multi-institution system or something more singular, follow established processes to gain a legal right to carry out its duties, rights, and powers to lead an institution(s), to guide an institution with clearly published policies and protocols for approving mission, core themes, and the metrics for demonstrating mission fulfillment, to support the integral function and freedom of a college or university to create knowledge capital of interest to or to serve the state, to approve curricular and competency-based programs of instruction that demonstrate student need, and has the requisite power and authority to secure and disburse state funds through a legislative process that equitably and proportionally enables institutions to fulfill their missions.

c. External Community

i. Please summarize external community priorities for your campus.

External community priorities for our campus are clear: to serve eastern Oregon and rural areas of the state by providing access to education and by serving as a catalyst for finding solutions to educational, economic and cultural issues. Externally driven community priorities range from academic needs to economic development to social issues.

EOU works closely with non-profit organizations throughout the region to provide assistance with business and marketing plans or to provide student interns, many of whom graduate and then work for those same organizations.

The external community overwhelming does not desire an affiliate model—less than 2 percent of those surveyed viewed this as an option worth considering. Furthermore, the Foundation of EOU, the Alumni Association of EOU, and seven regional advisory committees have signed letters in support of the Hybrid model or an independent/consortium approach. The Regional Solutions Advisory Committee for Eastern Oregon has also stated its support for the Hybrid and/or an independent board for Eastern. Multiple Chambers of Commerce in the surrounding areas will be voicing their support for the Hybrid approach in the upcoming months.

Academic Partners

EOU maintains long standing partnerships (agreements date back to the '70s) with TVCC and BMCC, based on baccalaureate degree completion options for students who begin their post-secondary education at these community colleges. Current agreements cover several curriculum-specific completion options, and also include agreements specific to necessary educational support services, e.g., dual enrollment processes, financial aid distribution, etc.

EOU Partners

Headstart

Oregon State University Agriculture Program at EOU

Oregon Health & Science University Nursing Program at EOU

Oregon Dental Services/Oregon Institute of Technology School of Dental Hygiene

Community College partnerships across Oregon

Blue Mountain Community College

Treasure Valley Community College

Chemeketa Community College

Southwestern Oregon Community College

Portland Community College

Mt. Hood Community College

Central Oregon Community College

Umpqua Community College

Clackamas Community College

Columbia Gorge Community College

Oregon Department of Fish and Wildlife

Grande Ronde Symphony

Confederated Tribes of the Umatilla Indian Reservation (CTUIR)

OUTREACH/REGIONAL PARTNERSHIPS

Regional Solutions Center – State of Oregon and Governor's Office collaboration

Eastern Promise – early college experiences for students in eastern Oregon

Eastern Oregon Rural Alliance

Small Business Development Center

Sage Library System

Community School of the Arts

Union County Economic Development Corporation

Union County Law Library

La Grande-Union County Chamber of Commerce

La Grande Downtown Development Association

Union County Tourism

Grande Ronde Model Watershed

ArtsEast – Eastern Oregon Regional Arts Council

Pacific Northwest Research Station

Oregon National Guard GOLD (Guard Officer Leadership Detachment) Program

Reserve Officer Training Corps

Four Rivers Community School

City of Hermiston

Mine Safety

EOU Fundraising Partners

Eastern Oregon University Foundation

Eastern Oregon University Alumni Association*

EOU Mountaineer Booster Club*

Oregon Agriculture Foundation*

*Affiliates of the EOU Foundation

INTERNATIONAL AGREEMENTS

Montpellier Graduate School of Management, France

Universidad Autonoma del Sur, Chile

University of Lodz, Poland

Kainan University, Taoyuan County, Taiwan

ii. Please describe how, if at all, governance structures affect external community priorities.

Governance provides the guidance and framework for community priorities to take place. An engaged and active board affects external community priorities by allowing or disallowing agreements, partnerships, investments or advocacy. External community priorities for Eastern Oregon University span not only the local community but a vast geographic area including a many cities and towns and a vast array of both large and small complex organizations and efforts that are intertwined with the mission of the university to support the region and students in underserved areas.

Institutional Board

An institutional board typically has the strongest ties to the university and is more closely connected to external community priorities, regardless of locale. These board members, who may well live and work outside of the immediate vicinity of the campus have the ideal connection to the school, it's outreach efforts and external priorities. They are also more likely to be alumni or otherwise connected to and specifically interested in the success of their university. Institutional board members are typically more highly engaged due to the fact they are focused on and understand the governance and operations of a single organization, as opposed to oversight of multiple campuses who demand time and attention. At large, regional and especially small schools, there is a high connectivity to the mission, vision and goals when governance is most closely aligned with the single institution and governance is able to respond to needed programmatic changes, community issues, competition and partnerships that grow and foster economic development through higher educational attainment.

Consortium Board

When engaged in a consortium model of governance, best practices would encourage greater local control by university leadership in establishing and maintaining external community priorities. In an ideal arrangement, the consortium board would include representation from the individual campuses, thus allowing for greater communication, understanding and advocacy of each separate institution.

Affiliated Campus

Affiliated campus governance models are often shown to be the most cumbersome. The governance structure between the main "parent" campus and the affiliated campus is key in providing maximum flexibility for the external community priorities. Larger organizations are also much more complex and thus are slow to react as information must be moved through different levels of a bureaucracy before a decision may be reached. As service-based organizations providing for the educational needs of students, communities and regions of the state, it is critically important that the local campus have the ability to respond in a timely manner to the needs of the communities they serve. It is a common frustration amongst partner organizations that when dealing with a large "state agency," business or organization, the decision are difficult to make and opportunities are often lost while information is transferred and more politics and individual agendas become involved.

Governance changes have the potential of disrupting the following onsite cohorts and collaborations.

Eastern Oregon University has been responsive to the educational needs of rural Oregonians. Invited by several community colleges to partner, Eastern has successfully forged 2+2 extended residential cohort groups in business and education at Coos Bay, Gresham, and Chemeketa as well as those ongoing programs at Pendleton and Ontario.

Coos Bay: EOU has a long-term partnership with Southwest Oregon Community College to operate an undergraduate teacher education program in Coos Bay. Students complete 100 hours of lower division program requirements through the community college and then complete the upper division requirements on-site. Students have no residential requirement in La Grande and are not required to take online courses. Over 90% of the 100 or so graduates of the program over the last six years have found positions in the south coast region or other rural areas of the state.

Gresham: EOU was invited by Mount Hood Community College to form a residential cohort for east county students that were place-, or economically-bound to the Troutdale and west Gorge locales. Students complete 100 hours of lower division program requirements through the community college and then complete the upper division requirements on-site. Students have no residential requirement in La Grande and are not required to take online courses. Over 80% of the 75 or so graduates of the program over the last four years have found positions in rural areas of the state. EOU also operates a Business Administration program for the same region. Specializing in alternative time formats for working adults, the program graduates approximately 30 students per year. Students in this program complete the lower division requirements at the community college and then take both residential and online courses to complete their program with maximum flexibility afforded to time and modality.

Chemeketa: EOU offers a completion program for business administration at Chemeketa Community College. Designed for working adults in the rural and east most portions of Marion County, the program blends alternative schedule course work on-site with distance modalities. This is the second year of the program.

Pendleton and Ontario: EOU has a long-term partnership with Blue Mountain and Treasure Valley Community Colleges to operate an undergraduate teacher education. Students complete 100 hours of lower division program requirements through the community college and then complete the upper division requirements on-site. Students have no residential requirement in La Grande and are not required to take online courses. Over 85% of the 160 or so graduates of the program over the last 11 years have found positions in Morrow, Umatilla, Malheur, Gilliam, Sherman, Deschutes, Lake, and Grant counties. Many of these areas are termed "frontier" populations. Attracting and retaining qualified teachers in these regions is a high priority. Our regional residential programs help assure opportunities for residents of these counties to serve as teachers.

Baker City – we maintain a cooperative arrangement with BMCC in serving students in the Baker County region, with the same opportunities for students in Pendleton and Ontario.

Hermiston – from our center co-located with BMCC in their regional center in Hermiston, we maintain a cooperative arrangement with BMCC in serving students in the West Umatilla County, Morrow, Wheeler and Gilliam counties with enhanced opportunities for onsite cohorts.

Confederated Tribes of the Umatilla Indian Reservation - from our center located on the CTUIR in Mission, and in cooperation with BMCC, we serve the students from the Native American population of the region.

John Day – from our center located in the Grant County Educational Service District office, we maintain a cooperative arrangement with BMCC in serving students in the Grant County region.

Burns – from our center located at Burns High School, and shared with TVCC staff, we maintain a cooperative arrangement with TVCC in serving students in the Harney County region.

Bend – from our center located at Central Oregon Community College we maintain a cooperative arrangement with COCC in serving students in the Deschutes County region. Due to student need, EOU located an onsite cohort for the MBA in Prineville. We also maintain a cooperative arrangement with Colombia Gorge Community College in The Dalles, and Oregon counties served from this center include Deschutes, Jefferson, Crook, Jackson, Hood River, Wasco, and Sherman.

Portland – from our center located at Portland Community College – Cascades Campus we maintain a cooperative arrangement with PCC – Cascades in serving students in the North Portland region.

Salem – from our center located at Chemeketa Community College, we maintain cooperative arrangements with Chemeketa, Linn-Benton, Clatsop, Tillamook Bay, and Oregon Coast Community Colleges serving students in the Marion, Linn, Polk, Benton, Lincoln, Tillamook, Yamhill, Washington, Clatsop, and Columbia county regions.

Roseburg – from our center located at Umpqua Community College, we maintain a cooperative arrangement with UCC, serving students in the Douglas, Josephine and Lane county regions.

Coos Bay – from our center located at Southwestern Oregon Community College, we maintain a cooperative arrangement with SWOCC, serving students in the Coos and Curry county regions.

Section II: Alternative Governance Structures

Noteworthy at this juncture--before heading into other sections of the Business Plan--is the following AGB statement from September 2012. It is noteworthy for its careful definitions of the principles upon which governance boards ought to be founded. This seems worthy of reflection, as it is a cautionary reminder of the noble business a state board of higher education undertakes in serving the citizens of a state ethically, with quality, accountability, affordability, and clearly marked access points to higher education. It is incumbent upon board members to understand and respect the complex natures, purposes, and missions of institutions that prize and protect the academic freedom of faculty, staff, and administrators, for they and their institutions are a public good that delivers a greater good to society: responsible, reflective adults prepared to serve, create, and work as citizens enjoined in a community of interest willing to invest in Oregon's higher education future.

AGB Statement on External Influences on Universities and Colleges

~ excerpted from

Introduction

As the country increasingly focuses on the relationship between higher education and our nation's future, the responsibilities associated with effective board governance take on renewed emphasis. Serving as a board member has never been easy. Yet with calls at both the federal and state level for more transparency, improved educational quality, accountability, increased student access and attainment, and cost containment, the responsibilities of boards are more complex and challenging than ever.

During the past decade, intrusions into the work of governing bodies have grown significantly. Governors and legislators have attempted to direct governance actions, regulators have tried to redefine board independence, state laws have increasingly encroached upon independent decision making, donors and sponsors have sought to determine institution policy, and a broadening array of organizations has continually worked to influence board decision making.

As the overseers of a public trust, boards have an obligation to remain open to external input and ensure the institutions they govern are responsive to societal needs. They have the responsibility to link the colleges, universities, and systems they serve to the interests of the public. Through this special responsibility, boards help their institutions and systems meet public expectations and ensure a high degree of trust.

However, boards must also recognize that, in the end, their decision making must rise above the external pressures being applied to their work. America's unique higher education governance model is dependent on boards consisting of independent men and women acting together to be fully informed and impartial in their policy determinations, and committed to the long-term well-being of the institutions they serve.

This statement, first issued by AGB's board of directors in 2001, has been updated to address increasing efforts to affect board independence from outside the boardrooms of our institutions. It also serves as a reminder to the nation's 50,000 board members that theirs is a sacred trust that requires awareness, engagement, and independence.

The stakes are too high for boards to cede their policy authority, for which they bear ultimate fiduciary responsibility, to governmental control or self-serving political, economic, or personal interests external to the institution. Acting as the oversight body of a public trust, boards should always bear in mind the following:

- Although boards should respect, encourage, and welcome the input of all stakeholders in considering a policy, they must ensure that their decision making processes are free of any undue pressures from external stakeholders—from policy makers (including appointing authorities and regulators), donors, alumni and boosters, corporate sponsors, or political-interest groups/organizations.
- Boards have ultimate responsibility to sustain higher education’s inherent values—academic freedom, institutional autonomy, and self-regulation—and protect them from those who attempt to leverage influence to affect institutional policy.
- Board independence is a basic requisite in meeting the fiduciary standards of obedience and loyalty that define a board’s legal obligations.
- Boards must use the mission of their institution or system as the focal point for their policy decisions, and public institution boards should also be especially mindful of statewide policy agendas as a framework for their actions.
- Individual board members whose views are not consistent with board decisions must respect the actions of the corporate body and avoid putting their own interests before that of the institution.
- Boards must police themselves in assuring the highest level of ethical behavior among their members, including avoiding any board member assuming the role as an advocate for a special interest in the outcome of a board’s decision.

This statement is comprised of four principles. It concludes with several illustrative questions for governing boards to consider. The four principles are:

1. Preserve institutional independence and autonomy by:
 - keeping the mission as a beacon
 - ensuring that philanthropy does not inappropriately influence institutional independence and autonomy or skew academic programs or mission, and
 - ensuring that institutional policies governing corporate-sponsored research and partnerships with the private sector are clear, up-to-date, and periodically reviewed.
2. Demonstrate board independence to govern as established in charter, state law, or constitution by:
 - ensuring the full board governs as a collective, corporate body taking into consideration the need for individual members to apply their individual consciences and judgments,
 - individual board members committing to the duties of care, loyalty, and obedience as essential fiduciary responsibilities, and
 - basing the selection or appointment of board members on merit and their ability to fulfill the responsibilities of the position.
3. Keep academic freedom central and be the standard bearer for the due-process protection of faculty, staff, and students.
4. Assure institutional accountability to the public interest by:
 - serving as a bridge to the external community,
 - informing, advocating, and communicating on behalf of the institution, and
 - exhibiting exemplary public behavior.

Primarily intended for boards and their individual members, the statement’s secondary audience is the several stakeholders external to the university. Their input into board decision making is often essential and should always be respected, but it should never be unwarranted or intrusive.

Proposed Recommendation—an Institutional Board at Eastern Oregon University and the implementation of the “TRU Governance” Model

On repeated occasions, President Davies has spoken and testified about governance models and the structure of higher education in the state of Oregon. In these speeches, he has maintained a consistent voice that “form and structure must follow strategy and desired outcomes.” Oregon's educational goal, as codified in 40-40-20, has become the driving force in the decisions made by state leaders about higher education policy and funding. As the State Board of Higher Education has commissioned reports on the Affiliate and Consortium models, this section will focus only on the Institutional Board and TRU Governance models as requested. Therefore, any choice about governing structure must pay attention to the following broad goals to provide:

1. Access to post-secondary education, particularly for all types of underrepresented groups;
2. Affordable higher education for Oregon residents, including tuition cost or student loan debt; and
3. Student success, so that ultimately Oregon achieves a better educated citizenry.

In addition, our governance structure must reflect Eastern Oregon University's institutional strengths and challenges, which include fiscal sustainability, connection to our region, focus on student-centered learning and scholarship and build upon the principals outlined by the AGB at the beginning of this section.

According to the Association of Governing Boards of Universities and Colleges, a governing board has the following overarching roles and responsibilities:

1. Setting and affirming the mission, vision and core themes of the university;
2. Hiring, firing and evaluating the president(s);
3. Approving and overseeing long-range planning;
4. Reviewing educational and service programs;
5. Ensuring adequate resources and allocation processes;
6. Ensuring good and proper management;
7. Preserving institutional independence;
8. Relating to, and building a bridge, between and among the campus and community constituencies;
9. Assessing the performance of the board; and
10. Advocating for and protecting the integrity of the university (or universities).

In addition, given the objectives set forward by Governor Kitzhaber through the OEIB and the HECC, the following should be added to this list:

- ❖ Creating opportunities for collaboration with other universities and post-secondary institutions;
- ❖ Enhancing a P-20 continuum; and
- ❖ Achieving the 40-40-20 goal equally throughout the state.

In order to provide a recommendation, President Davies took a holistic approach to each of the three proposed models—the “New Org,” the Affiliate and the “Single School” models. These options were presented to internal and external audiences, including distinct advantages and disadvantages. The presentations, lasting nearly two hours each, allowed for extensive dialogue with questions and answers. A website was established and updated frequently with information as it became available, including all reports from the AGB and an online survey to collect feedback. In addition, there were numerous discussions with President Ed Ray about the potential for an Affiliate Model between OSU and EOU and the costs associated with such an approach.

From these meetings and surveys, it is clear the majority of those involved desire the TRU Governance approach first and foremost; followed closely and nearly evenly by a desire for an independent board or consortium board. The Affiliate Model, while having a few vocal supporters, was not favored in any significant manner. President Davies has received the endorsement for the TRU Governance Model from many organizations associated with EOU, including seven regional advisory committees, the Regional Solutions Advisory Board, EOU Foundation,

EOU Alumni Association and Associated Students of EOU (ASEOU). Multiple chambers of commerce and business organizations have also stated they will be sending in letters of support in the near future. Furthermore, key city and county officials from around the area have voiced their support for either the Hybrid Model or an institutional board. Faculty and staff, as evidenced by the survey results, also share strong support for the Hybrid Model or the Consortium Model. Only a small group (less than 9 percent) favor some form of affiliate model with the caveat that institutional identity and autonomy must be preserved.

In establishing a recommendation for EOU's governance structure, it is important to provide context from a statewide view of the current environment and functions that have been deemed necessary for public higher education to succeed in Oregon. It is also important to look at the key functions of newly created councils, as well as the entities to carry out those functions.

The first critical function is the establishment and implementation of statewide priorities and strategies. This is currently being conducted by the State Board of Higher Education and the Chancellor's Office through the work of the Academic Strategies Committee, the use of the "Portfolio Model" that was implemented, the establishment of 40-40-20 goals and benchmarks, and the creation of an OUS Achievement Compact that is built on the institutional specific compacts, etc.

Furthermore, the establishment of "funding formulas" (e.g., the Resource Allocation Matrix—RAM) for state appropriations is another critical "statewide" function performed by the SBHE. This work is extremely important and was developed soundly by the SBHE directors; however, these duties and functions are not being transferred to the roles and responsibilities of the Higher Education Coordinating Commission. The role of tuition setting, currently under the auspices of the SBHE, is also being transferred to the HECC (via the approval mechanisms), as well as the legislative body through various actions that have occurred over the past several years.

A second critical function that has been undertaken in the past by the Chancellor's Office is the implementation of a shared service mechanism. However, with the passage of SB 270, the main crux of shared services has also been transferred to the newly created model that has been proposed by the seven presidents of the universities to the Special Legislative Committee. The committee accepted and endorsed this approach at their last meeting held in January 2014.

The final aspect of the current model of system governance is the role of legislative advocacy and statewide presence. This is a critical element of the "TRU Governance Proposal" and the creation of the "President's Council." This body, while not a governing body, will afford the TRUs to work in concert to meet statewide goals and objectives in a very creative and efficient manner. Furthermore, it will leverage unique aspects of the four TRUs in a manner to maximize political advantages while also minimizing any singular disadvantages of an individual member. It is worth noting how the four TRUs have already worked together in the face of enormous ambiguity, from shared services to the role of governance. This serves as testimony to the collaborative will of these universities.

As the statewide level issues are being addressed, the advantages of an institutional board for EOU are immense. Oregon, through the commitment of the Governor Kitzhaber to "Jeffersonian Democracy" has seen the immense power of allowing issues and opportunities to be explored and handled at the localized level. This is seen through the creation of the Regional Solution Centers and the Oregon Solutions Network. Furthermore, the passage of HB 2620 specifically states that regional and localized approaches are the most efficient and effective way to seize opportunities and address problems. This is clearly the case for EOU.

Many will point to the fiscal pressures EOU has experienced for much of its history as a reason why it should not have a board. President Davies and most of the university's previous presidents have not shied away from these challenges, making this one of the primary reasons why an institutional board is in fact needed. As the university makes fiscal decisions, it must have a localized voice to ensure it continues to meet regional, economic and workforce demands, as well as a purpose that will allow it to continue to be viewed as a viable and important community asset.

Also, in terms of advocacy, the current system approach is perceived to be extremely distant. This relationship has invited a great deal of cynicism, if not a degree of mistrust, among the university community members that should be addressed. A governance model that will be visible and approachable on an ongoing basis is a critical element in alleviating this perception.

The current marginal cost analysis demonstrates that the differences between the expenses of the various governing models are not significant enough to sway one option over another strictly on a cost basis. Furthermore, the investment in an institutional board, and the positive outcomes that will most likely follow this approach, greatly outweigh the expenditures that will be needed. These positive results will be in the form of:

- ❖ Stronger connection of programming to regional needs;
- ❖ Fiscal monitoring at a more robust level;
- ❖ Strengthening of student recruitment efforts;
- ❖ Increased fundraising opportunities;
- ❖ Increased employment opportunities for graduates through awareness;
- ❖ Increased outreach of academic programs to industry needs and programs;
- ❖ Significantly increased opportunities for engagement with our community college partners through joint board efforts in planning, communicating and implementation of programs;
- ❖ Enhanced faculty and staff recruitment through strengthened institutional identity; and
- ❖ Enhanced strategic planning partnership and opportunities through dedicated board members.

These efforts and the implementation of an institutional board will not lead to increased tuition or associated costs. By working with the President's Council, EOU and the other three TRUs will benefit from their own shared service model for many of the required governance tools. (Under the other two models, these costs would also be incurred by EOU. Therefore on a marginal costs basis, this represents no difference.) In addition, it is projected EOU will also be able to save considerable funds do to the travel costs already associated with participating in SBHE and Chancellor's Office meetings. Staff level positions have also been identified in supporting and serving the board.

In addition to working with the four TRUs, EOU has also reached out to two area community college partners (BMCC and TVCC) and will develop synergies to execute the necessary duties of governance. Furthermore, as EOU has significant and robust relationships with these community colleges, it is exploring ways to engage them in the functionality of important governance roles—i.e., long-term strategic planning, academic program offerings, employment of faculty and staff—in order to fully realize the potential of a streamlined approach of postsecondary education in eastern Oregon. This type of planning and effort is empowered by an institutional board (and significantly suppressed, if not eliminated, by an affiliate model) because of the ability for decisions to be made at the localized level.

Throughout these discussions, President Davies and others have been asked about the connection and oversight by the state in regard to fiscal issues. In answering this, it remains important to remember the role of the HECC and how this body will be paramount in the implementation of institutional boards for EOU and the other six universities. The HECC, like the Chancellor's Office now, will be providing direct oversight and a control mechanism. EOU is aware, as are the other universities, of the various reports and connections that HECC will be requiring and requesting. As such, it makes logical sense that the universities report directly to the HECC and not through an additional layer. This direct connection is efficient and effective. As in SB 270, each university will also be required to annually submit a "State of the University" report to the HECC. This is an additional safeguard to ensure the fiscal responsibility of the Board of Trustees at EOU and at each of the other six public universities.

Section III: Financial Sustainability

Background on Current Financial Condition

Eastern Oregon University has created a proactive culture of monitoring its fiscal conditions and making changes when needed. This is reflected in the recent accreditation report from the Northwest Commission on Colleges and Universities, which provided the following commendation:

The evaluation team commends EOU's aggressive, visionary, and proactive leadership to streamline operations, reduce costs, and improve services, aided by insights gained from the self-evaluation process. Leadership actions have led to reorganization of regional operations, student success and engagement, and information technology, as well as development of a long-term sustainability plan.

Over the past five years, due to a confluence of factors involving student headcount, credit hours and declining state appropriates, total revenue per student has dropped significantly. Correspondingly, EOU's administrative units have seen significant cost reductions and elimination of services, creating an extremely lean administrative structure.

In addition to the administrative reductions, EOU engaged in significant analysis of its academic structure over the last few months, identifying key areas within that structure that must be corrected to create financial sustainability for EOU. Areas include workload management, overload and inload adjustments, class size policies to bolster workload capacity and programmatic streamlining.

The changes in the academic side of the house referenced above are the key focus of EOU's Executive Team. University leadership is developing plans to address the issues in addition to working with the Chancellor's Office and SBHE to develop long-range projections and accompanying evaluative metrics to guide implementation of the plan. For both immediate planning purposes and ongoing financial management, EOU is implementing the following various metrics (as well as others) to guide financial self-reflection now and in the future. These metrics will become part of our annual business planning:

- Average class size
- Instruction cost ratio
- Course release
- Overload utilization
- Adjunct utilization
- Revenue/costs forecasts (actual and variance)
- Academic department revenue and expense report (per academic term)
- Enrollment deposit (admitted versus registered)
- Remissions (as percentage of tuition)
- Low enrolled courses (identification and cancellation)

EOU's planning on this front is underway and will conclude with concrete recommendations from a campus-wide task force by June 2014. The recommendations will culminate in a full report by EOU's leadership outlining all changes/reductions and providing an implementation timeline based on the metrics indicated above.

Overview of Five-Year Projections

For the five-year projection exercise, EOU is herein presenting three scenarios. Because EOU understands the critical impact of enrollment on financial condition, the scenarios offer three different projections based on varying enrollment possibilities. The enrollment scenarios are as follows: worst case scenario of 10% decline for current

year, followed by declines of 3%, 3%, 1% and 1%; middle case scenario of 10% decline for current year and flat enrollment for the remaining four years; and best case scenario with 10% decline for current year, followed by 1% growth for the remaining four years. Directly corresponding to enrollment levels going forward, each scenario indicates the level of budget reduction necessary in personnel costs FY15 and FY16.

Other primary assumptions within the three scenarios remain constant in each of the following:

- Tuition rate changes of 0% for FY14 and 3% annually thereafter. (Over half of EOU's student population is online and 5% increases are planned annually for online tuition. The net of this increase and no increase for on campus students is approximately 3%.)
- General fund base funding of 3% increase per year.
- Benefit cost increases as suggested by OUS (retirement increases 2% annually).
- Governance costs of \$160,000 annually.
- Shared Service costs of \$804,000 annually, with an offsetting increase in base funding of the same amount.

As illustrated in the five-year projections and as indicated in the overview above, EOU must reduce operating budget to create a sustainable path. As is indicated in the various scenarios, the cost reductions do indeed create a rebounding of fund balance and a sustainable path forward. The university is in the initial process of developing those plans and they will be implemented. Therefore, while FY14 and FY15 prove difficult for EOU, the results of the budget reductions are easily visible in FY16, FY17 and FY18 as fund balance grows and EOU is able to build-in regular increases for staff and faculty, as well as increases in overall service and supplies budgets. The five-year projections illustrate an ability and pathway toward a sustainable future with strategic reinvestment, rather than further reductions.

Governance – Impact on Fiscal Sustainability

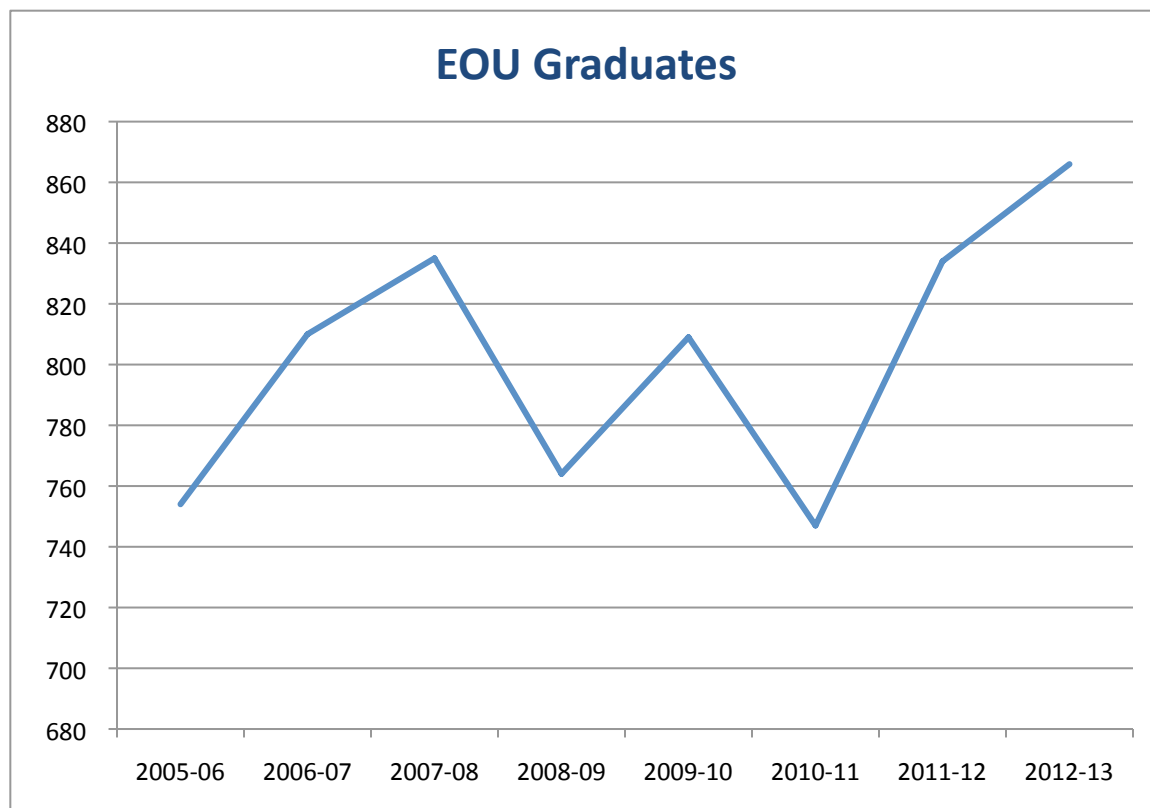
As is fully and completely addressed in Section II, EOU is only presenting information at this time on an institutional board as part of the Hybrid Model. As referenced in Section II, the Hybrid Model and an institutional board bring many benefits to the table, including:

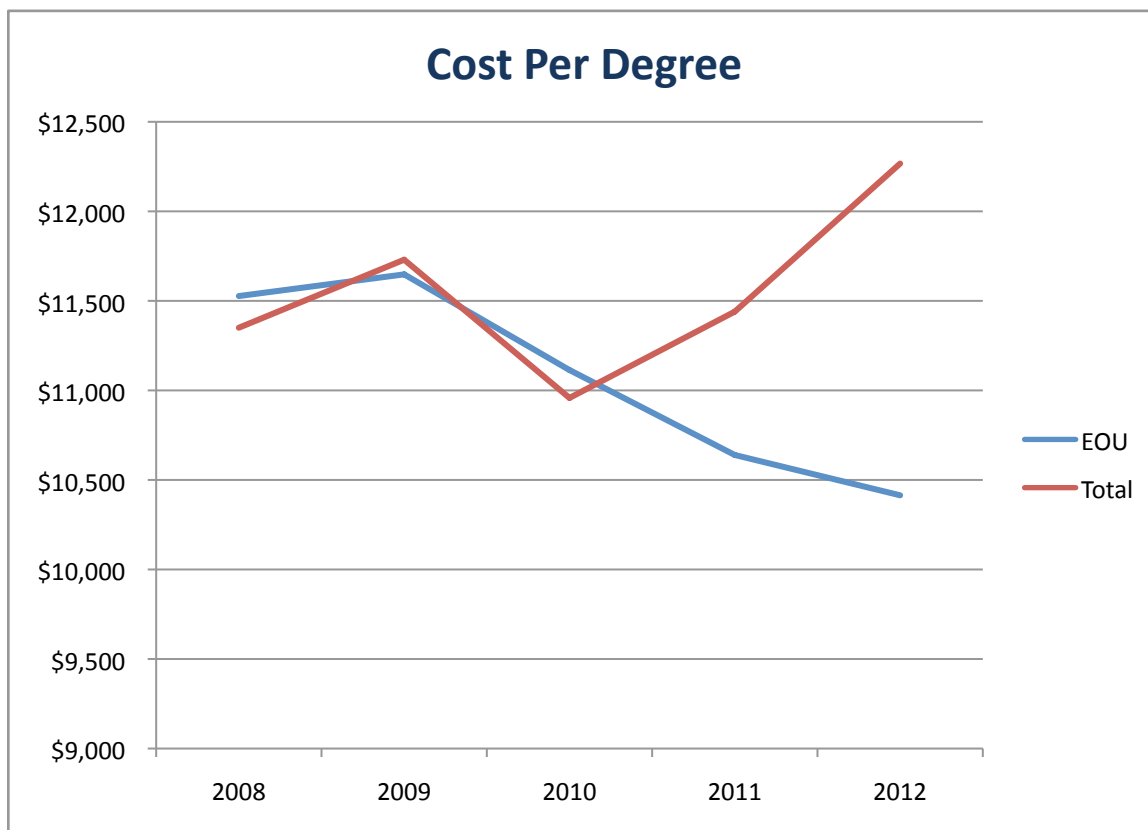
- Stronger connection of programming to regional needs;
- Fiscal monitoring at a more robust level;
- Strengthening of student recruitment efforts;
- Increased fundraising opportunities;
- Increased employment opportunities for graduates through awareness;
- Increased outreach of academic programs to industry needs and programs;
- Significantly increased opportunities for engagement with our community college partners through joint board efforts in planning, communicating and implementation of programs;
- Enhanced faculty and staff recruitment through strengthened institutional identity; and
- Enhanced strategic planning partnership and opportunities through dedicated board members.

It is the opinion of EOU, as well as many of its supporters, that these benefits far outweigh the very small cost of hosting an institutional board. As indicated in the TRU Shared Service Report and in the five-year projections herein, the forecasted cost for an institutional board is \$160,000 annually. This cost, which is less than 0.5% of EOU's total operating budget, is so small that EOU strongly believes it is negligible in comparison to the benefits received and outlined above.

Section IV: Student Outcomes and Quality Degrees

Eastern Oregon University for the last two years has seen historical highs in the number of graduates it has produced. At the same time, it has done this by decreasing the total cost per degree. And, critically, it has done this without sacrificing quality.





Eastern Oregon University, for the past five years, has been a national leader in the process of setting quality measures of student outcomes and measuring the quality of degrees. This is done through our efforts, and the only Oregon university to be assume a leadership role in the Degree Qualifications Profile (DQP), the Liberal Education and America’s Promise (LEAP), and we have been highlight numerous times by the AAC&U as an institution that has embraced the best practices for liberal learning practices.

EOU is tracking degree quality along two primary dimensions. The first dimension through which we track the quality of our degrees and educational programs is focused on the revised quality metrics under the “Quality” category of the current OUS/EOU Achievement Compact with the Oregon Education Investment Board (OEIB) and described earlier in this business plan. The revised quality metrics were reviewed and approved by the Oregon State Board of Higher Education in the Fall of this year (2013) and submitted to the OEIB subsequently. The quality metrics rely on methodologies drawn from the longstanding National Survey of Student Engagement (NSSE) and the associated Faculty Survey of Student Engagement (FSSE). The NSSE and FSSE have been running since 1998 and are focused directly on gathering information on college quality and the creation of national benchmarks for student engagement and educational quality. Given the long-running history of the NSSE/FSSE and the soundness of the underlying methodology, EOU’s OEIB Achievement Compact metrics concerning quality are both direct and robust measures of degree quality, as focused on the expectations articulated through the OUS Provosts Council for Written Communication, Verbal Communication, Critical Thinking, and Knowledge in employee’s field of study or major. Since these Achievement Compact quality metrics also are closely aligned with the AAC&U LEAP outcomes which underlie EOU’s general education curriculum, this dimension of how EOU tracks degree quality is both vertically and horizontally aligned with expectations for learning across all of EOU’s academic programs. This methodology coupled with the Achievement Compact quality metrics associated with alumni surveys (data available beginning 2014), will render a sound external means of tracking EOU’s degree quality programs.

The second primary dimension along which EOU tracks degree quality arises from EOU’s regional accreditation as overseen by the Northwest Commission on Colleges and Universities (NWCCU), which is focused on a seven-year ongoing process of quality assurance and institutional integrity. As the NWCCU notes, the accreditation

process recognizes “education institutions for performance, integrity, and quality to merit the confidence of the educational community and the public.” Comprehensive information concerning NWCCU and the accreditation standards can be found at www.nwccu.org. In terms of EOU’s ability to integrate the regional accreditation process with our need to track and ensure educational/degree quality, the specific NWCCU standards focused on NWCCU Standards 2C (Education Resources), 2D (Student Support Resources), and 2E (Library and Information Resources) offer a concrete means of both tracking and ensuring degree quality, particularly given the concrete and robust peer review process to which all NWCCU institutions are subject to. In the sections that follow, we describe the educational resources, student support resources, and the library and information resources which articulate the integrity and quality of EOU’s academic enterprise and all degree programs.

Please see Appendix Three for the NWCCU’s accreditation report. For your reference, below are the four commendations that speak directly to the efforts of EOU:

NWCCU Commendations

1. The evaluation team commends EOU for its deep sense of commitment to serving the rural regions of the state, including Eastern Oregon. High levels of commitment to meeting students where they are and contributing to community economic development were voiced by faculty, staff, and administrators from all sectors of the university.
2. The evaluation team commends Eastern Oregon University for its faculty-driven academic program assessment approach, which has transformed a process-based approach to one which facilitates reflection and program improvement based on the expertise of its faculty members.
3. The evaluation team commends Eastern Oregon University for its robust, open and inclusive tuition setting process. This process utilizes a broad spectrum of relevant data elements and is truly participatory with active involvement throughout the process from a cross-section of campus including students, staff and faculty via the Tuition Advisory and Budget and Planning Committees as well as through university-wide open forums. The positive impact of this process is evident in the level of student support for proposed increases and complimentary feedback at the Oregon University System level.
4. The evaluation team commends EOU’s aggressive, visionary, and proactive leadership to streamline operations, reduce costs, and improve services, aided by insights gained from the self-evaluation process. Leadership actions have led to reorganization of regional operations, student success and engagement, and information technology, as well as development of a long-term sustainability plan.

III. Degree Quality

Five-Year Projections. Please compare degree quality in five years, versus 2013.

Given EOU’s twin dimensional approach to tracking and ensuring degree quality, five-year projections of metrics are either generally not applicable or not relevant to the NWCCU’s seven-year accreditation cycle. The Oregon University System has projected five years worth of OEIB Achievement Compact data under all three categories, including the “Quality” category described above. The NWCCU accreditation cycle ensures concrete and regular feedback concerning quality and integrity through active reviews in years one, three, five, and seven of the larger seven-year accreditation cycle.

IV. Graduate Profile

a. Five-Year Projections. Please project degrees, per appropriate “niche,” % changes vs 2013.

The table below illustrates a five-year projection of EOU’s degree programs, as graduated students from over the past five years. Note that several of the underperforming degree programs are under

active review for elimination and will no longer be offered five years hence. This review and elimination process will be completed during the course of this academic year, according to both the broad and program-specific approaches described in EOU's current Sustainability Plan Update of June 2013.

<http://www.eou.edu/president/files/2013/06/Sustainability-Plan-Update-2013-Final.pdf>

Eastern Oregon University
Graduation by Undergraduate Major, Actual and Projected
As of December 5, 2013

Projections based on average % change over prior year

	2013-14	2014-15	2015-16	2016-17	2017-18
% Change	3.0%	0.0%	-3.0%	-5.0%	-7.0%

Bachelors	Actual					Projected				
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Anthropology/Sociology	16	22	24	36	40	41	41	40	38	35
Art	10	6	5	9	7	7	7	7	7	6
Biochemistry	9	6	1	6	6	6	6	6	6	5
Biology	11	20	9	10	22	23	23	22	21	19
Business Administration	172	187	179	195	224	231	231	224	213	198
Business/Economics	6	14	4	10	7	7	7	7	7	6
Chemistry	2	4	1	1	4	4	4	4	4	4
Computer Sci/Multimedia Std	8	7	6	8	6	6	6	6	6	5
English	4	12	10	10	17	18	18	17	16	15
Fire Services Administration	25	10	25	22	41	42	42	41	39	36
General Studies	1	1	1	0	0	0	0	0	0	0
History	6	10	12	10	12	12	12	12	11	11
Liberal Studies	106	99	108	121	130	134	134	130	123	115
Mathematics	4	4	6	6	14	14	14	14	13	12
Media Arts and Communication	3	10	5	8	9	9	9	9	9	8
Modern Language/Global Culture	1	3	3	2	3	3	3	3	3	3
Multidisciplinary Studies	87	96	73	76	12	12	12	12	11	11
* Multidisciplinary Stud & Elem Ed	0	0	59	66	62	64	64	62	59	55
Music	15	3	3	6	6	6	6	6	6	5
Philosophy/Politics/Economics	11	12	12	14	9	9	9	9	9	8
Physical Activity & Health	24	22	28	34	26	27	27	26	25	23
Physics	1	0	3	0	0	0	0	0	0	0
Psychology	15	21	21	27	16	16	16	16	15	14
Public Administration	0	0	0	1	0	0	0	0	0	0
Theatre Arts	4	5	6	9	7	7	7	7	7	6
Total	541	574	604	687	680	700	700	679	645	600

* Prior to 2012-13, students completing Multidisciplinary Stud & Elem Ed were also awarded the standalone Multidisciplinary Studies major.
Starting 2012-13 students could either get Multidisciplinary Stud & Elem Ed major or Multidisciplinary studies major but not both.

Section V: Execution of Business Plans

Eastern Oregon University is committed to, and has a record of, making decisions that will continue to provide quality educational opportunities for the students of rural Oregon. This includes serving a student population from under-represented and under-served populations, who come from the lowest of socio-economic status and are first generation college students.

Our fiscal and financial models are based on the monitoring of key matrices and include:

- Average class size
- Instruction cost ratio
- Course release
- Overload utilization
- Adjunct utilization
- Revenue/costs forecasts (actual and variance)
- Academic department revenue and expense report (per academic term)
- Enrollment deposit (admitted versus registered)
- Remissions (as percentage of tuition)
- Low enrolled courses (identification and cancellation)

Furthermore, of fiscal sustainability rests in our ability attract, retain and graduate students. Therefore, our top priorities for achieving financial sustainability as well as student outcomes are actually intertwined and include:

- Aggressive enrollment management—from application to graduation
 - Marketing/promotion to new students (first time freshman and transfers)
 - Communication after application (impact on yield)
 - Retention and persistence efforts through graduation
- Continued expansion of revenue sources
 - Private donations for scholarships and program enhancements
 - Level of state appropriation on a per-student basis (or other model)
 - Linkages to community wide activities
 - Non-resident level of tuition resources
- Continued management of workload and cost drivers
 - Management of activities to specific goals and outcomes
 - Enhanced use of technology

By having an institutional specific board, oversight and implementation of this work and endeavors will be enhanced because of the scope and focus of the Board. As mentioned in multiple AGB reports, as a board is more diffused in their scope of institutions, and located further away from the university itself, the more apt it is to have its focused swayed to other priorities and issues and not focused on the particular and immediate needs of the university. In this manner, an institutional board for Eastern Oregon University will be a significant advantage and will have an immediate and positive impact. An institutional board provides more oversight, quicker oversight and will hold the leadership accountable more directly than do structures that are more distant and have a diverse portfolio of universities—i.e., a major land grant with a research focus and a small liberal arts and comprehensive undergraduate university. They have very different issues, operations, stress points and objectives. This is evident from President Davies' professional experience in working at universities with their own boards as well as in a model where a single board oversaw a Land Grant, a regional undergraduate and a technical university. The board tries to approach each university individually, however, is immediately pulled into a single mind-set and alliances are quickly formed. It is much better to have the focus and dedication necessary to navigate a university in these times of great change—the nimbleness and connectivity is essential and an institutional board provides those tools and oversight.

At the same time, it is clear that the political advocacy and collaborative approach that benefits the TRUs is also of paramount importance and can not be lost in these efforts. The President's Council provides for this framework and is an essential part of the planning process. It has been noted that AGB also endorses this concept and has

commented that it could be expanded to all seven public university presidents. This is a consideration that will be addressed in its implementation phase as it does indeed have positive implications. At the same time, there will need to be necessary accommodations for the TRUs also to have their own opportunities for specific and significant collaborations because of the size and scope differences between the TRUs and the remaining three universities.

A risk factor for all seven universities is that we are entering new territories. A mitigating factor is in fact the empowerment of the HECC. Each year, this body is to receive an annual report from each university and it has the ultimate authority to force action if necessary. Furthermore, regarding the HECC, it is already evident given the pending requests of information, input, guidance, as well as charges and the “funding of outcomes” that this body will be looking to each individual university for results. As such, it is important that based on this leadership approach, that each individual university be prepared, by its own structure, to respond to the statewide responsibilities of the HECC in a manner that is rooted in the localized approach to meet those charges. An institutional board, along with the President’s Council to assist in coordination, is an elegant manner to achieve these desired results.

Furthermore, as there has been discussion regarding the fiscal sustainability of universities, it is important for the HECC to have an unedited connection to each university in dealing with the fiscal issues so that there is a full understanding of the pressures and strains each university has so that proper statewide policies and procedures can be created when necessary. Furthermore, it would not be uncalled for to have the HECC, as part of its annual review, to put various fiscal stipulations on a particular university’s decision-making process to ensure financial sustainability. Again, as each university is different, it is important that ensuring proper board involvement in the process do this not as a “one size fits all” approach, rather individually by the Board and the HECC working together to mitigate any unforeseen issue. Again, this direct connection and purview is what is of paramount importance. The more layers, the less direct impact can be achieved.

Appendix One
OUS Achievement Compact

EOU Mission

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

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

EOU Institutional Core Themes & Associated Objectives

Core Themes and Objectives

High-quality programs

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

Objective 1: Foster and assess student learning

Objective 2: Ensure faculty and staff success

Access for all

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

Objective 3: Ensure access and success for students, regardless of location

Objective 4: Adopt and enhance appropriate educational technologies

Live, learn, succeed

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

Objective 5: Foster partnerships and provide opportunities for students and faculty community engagement

Objective 6: Ensure a sustainable university environment

Objective 7: Provide programs in response to regional needs

(updated 7.25.13)

OUS Achievement Compact 2013-14

<u>Outcome Measures</u>	2011-12			2012-13 Projected			2013-14 Targets		
	All Oregonians	Disadvantaged Students*		All Oregonians	Disadvantaged Students*		All Oregonians	Disadvantaged Students*	
		URM	Pell Eligible		URM	Pell Eligible		URM	Pell Eligible
Completion									
# of bachelor’s degrees awarded to Oregonians	448	34	291	487	37	316	506	39	328
# of bachelor’s degrees awarded to rural Oregonians	247	16	176	267	17	190	278	18	198
# of advanced degrees awarded to Oregonians	89	**	n/a	74	**	n/a	75	**	n/a
Quality									
Written Communication Verbal Communication Critical Thinking Knowledge in employee’s field of study	Percent of engineering, computer science, and technology employers reporting they were “Very or Extremely Satisfied” and they were at least “Somewhat Satisfied” with recent graduates’ knowledge or abilities in the following areas:***								
	Very or Extremely Satisfied					At least Somewhat Satisfied			
	Sample size <10					Sample size <10			
	Sample size < 10					Sample size < 10			
	Sample size <10					Sample size <10			
	Sample size <10					Sample size <10			
% very or extremely satisfied % at least somewhat satisfied	Engineering, computer science, and technology employer satisfaction with the general knowledge and skills of the majority of recent college graduates (overall)***								
	12/34 (35%) 31/34 (91%)								
Alumni Satisfaction	Data Available 2014								

<u>Outcome Measures</u>	2011-12			2012-13 Projected			2013-14 Targets		
	All Oregonians	Disadvantaged Students*		All Oregonians	Disadvantaged Students*		All Oregonians	Disadvantaged Students*	
		URM	Pell Eligible		URM	Pell Eligible		URM	Pell Eligible
Connections									
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	52	**	23	90	12	40	87	12	39
	21%	**	15%	32%	38%	23%	32%	38%	23%
# of bachelor’s degrees awarded to transfer students from Oregon community colleges	237	24	157	246	25	163	256	25	169
Local Priorities (optional for each institution)									

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

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

*** Employer survey administered during 2012-13 to Oregon engineering and technology employers; targets for 2013-14 are not available for these employers. Employers were not asked to rate their satisfaction of OUS alumni's performance in terms of race/ethnicity, thus race/ethnicity data is not available.

Investment

Education and General	2009-10	2010-11	2011-12	2012-13
EOU	\$17,260,873	\$16,107,432	\$13,175,125	\$ 13,586,475

Disadvantaged Students 2011-12

<u>Outcome Measures</u> <u>Actual for 2011-12</u>	Disadvantaged Students*					
	African-American	Hispanic/Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi- Racial or Multi-Ethnic	Pell Eligible
Completion						
# of bachelor’s degrees awarded to Oregonians	**	20	7	**	0	291
# of bachelor’s degrees awarded to rural Oregonians	**	10	**	**	0	176
# of advanced degrees awarded to Oregonians	**	**	0	**	0	n/a
Quality						
Alumni satisfaction	Data Available 2014					
Connections						
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	0	**	**	**	0	23
	0%	**	**	**	n/a	15%
# of bachelor’s degrees awarded to transfer students from Oregon community colleges	**	14	**	**	0	157
Local Priorities (optional for each institution)						

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

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

Disadvantaged Students 2012-13 Projections

<u>Outcome Measures</u> <u>2012-13 Projections</u>	Disadvantaged Students*					
	African-American	Hispanic/Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi- Racial or Multi-Ethnic	Pell Eligible
Completion						
# of bachelor’s degrees awarded to Oregonians	**	22	8	**	0	316
# of bachelor’s degrees awarded to rural Oregonians	**	11	**	**	0	190
# of advanced degrees awarded to Oregonians	**	**	0	**	0	n/a
Quality						
Alumni satisfaction	Data Available 2014					
Connections						
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	**	9	**	0	**	40
	**	43%	**	0%	**	23%
# of bachelor’s degrees awarded to transfer students from Oregon community colleges	**	15	**	**	0	163
Local Priorities (optional for each institution)						

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

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

Disadvantaged Students 2013-14 Targets

<u>Outcome Measures</u> <u>2013-14 Targets</u>	Disadvantaged Students*					
	African-American	Hispanic/Latino	Native Amer. or Alaskan Native	Pacific Islander	Multi- Racial or Multi-Ethnic	Pell Eligible
Completion						
# of bachelor’s degrees awarded to Oregonians	**	23	8	**	0	328
# of bachelor’s degrees awarded to rural Oregonians	**	11	**	**	0	198
# of advanced degrees awarded to Oregonians	**	**	0	**	0	n/a
Quality						
Alumni satisfaction	Data Available 2014					
Connections						
# and % of newly admitted Oregon freshmen entering with HS dual credit or other early college credit	**	9	**	0	**	39
	**	43%	**	0%	**	23%
# of bachelor’s degrees awarded to transfer students from Oregon community colleges	**	15	**	**	0	169
Local Priorities (optional for each institution)						

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

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

Appendix Two

Analysis of Majors Offered by EOU

The following catalog describes and analyzes all EOU current and proposed majors with attendant rationales that support the University's mission and/or the needs of rural Oregonians (excerpted from the *2013 Update and Continuation of the Sustainability Plan*).

A. Degree Program Descriptions and Missions

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

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.

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.

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
 - 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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

B. Degree Program Summary Analysis and Recommendations

1. Anthropology/Sociology

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

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

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

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

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

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

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

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 course loads, 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

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

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

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

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

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 online courses. The enrollment patterns in those courses suggest that they could actually offer 6 on-campus and 10 online 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

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, Environmental Studies, Organizational Psychology—N.B. Small City and Rural County Management was eliminated in 2011 and Early Childhood Education is so successful that it will become a BA/BS degree in the College of Education in 2013-14), 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

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

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 biennially, 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

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

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

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

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

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

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

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.

Appendix Three
Financial Pro Forma Statements

EOU Description	Actual 2012-13		Projected 2013-14	Projected 2014-15	Projected 2015-16	Projected 2016-17	Projected 2017-18
Beg. Fund Balance	2,551		535	(659)	(188)	2,605	4,565
Revenues:							
Tuition and Fees							
UG Res.	14,377	-4%	13,227	13,624	14,032	14,453	14,887
WUE	0		0	0	0	0	0
UG Non-Res	3,053	18%	3,022	3,053	3,083	3,114	3,145
Grad Res	1,937	-4%	1,763	1,851	1,943	2,041	2,143
Grad Non-Res	(9)	-1000%	0	0	0	0	0
Vet med res	0		0	0	0	0	0
Vet med non-res	0		0	0	0	0	0
Pharm res	0		0	0	0	0	0
Pharm non-res	0		0	0	0	0	0
Law res	0		0	0	0	0	0
Law non-res	0		0	0	0	0	0
CE credit	0		0	0	0	0	0
Other	2,359	124%	2,359	2,359	2,359	2,359	2,359
Subtotal Tuition and Fees	21,717	5%	20,371	20,886	21,418	21,967	22,534
Less: Remissions (as percent of Gross Tuition and Fees)	(2,736)	36%	(2,064)	(2,089)	(2,142)	(2,197)	(2,253)
Net Tuition and Fees	18,981	2%	18,307	18,798	19,276	19,770	20,280
General Fund - Base Funding (Includes SELP)	14,101	3%	14,891	15,501	15,966	16,445	16,939
Govt Appropriation to offset Shared Services					804	804	804
Indirect Cost Recoveries	158	-24%	158	158	158	158	158
Other	532	189%	535	537	540	543	545
Transfers-in Aux/Des Ops/Serv dept	319		0	0	0	0	0
Transfers-in Other	110	168%	0	0	0	0	0
Total Revenues and Transfers-In	34,201		33,891	34,994	36,744	37,720	38,726
	4.7%		-0.9%	3.3%	5.0%	2.7%	2.7%
Expenses:							
Salaries and Wages							
Unclassified - faculty	8,550	-2%	8,208	7,716	5,745	6,032	6,394
Unclassified - non-faculty	4,718	0%	4,907	5,226	5,330	5,877	6,541
Unclassified - other	2,377	13%	1,498	928	947	994	1,054
Classified	3,975	7%	4,214	4,352	4,613	4,751	5,036
Student GA	0		0	0	0	0	0
Student Other	557	17%	568	568	585	603	621
Subtotal	20,177	2%	19,394	18,789	17,220	18,257	19,646
			-3.9%	-3.1%	-8.4%	6.0%	7.6%
Benefits:							
Retirement	3,297	0%	3,389	3,171	3,227	3,425	3,691
Health	4,640	0%	4,768	4,912	4,737	5,065	5,418
Grad asst benefits	0		0	0	0	0	0
Other	1,644	4%	1,618	1,618	1,618	1,618	1,618
Subtotal	9,581	1%	9,775	9,700	9,582	10,107	10,727
			2.0%	-0.8%	-1.2%	5.5%	6.1%
Total Personnel Services	29,758		29,169	28,490	26,802	28,364	30,372
Personnel Services One-time Costs/savings			\$0	0	0	0	0
Services and Supplies							
Repairs/maintenance contracts	186	-20%	190	194	198	206	217
Repairs/maintenance other	199	-1%	203	207	212	221	232
Leases	40	-5%	41	42	43	44	47
Rents	111	26%	113	115	118	123	129
Utilities	831	-4%	848	865	886	922	968
Travel	393	-3%	401	409	419	436	458
Debt	924	45%	942	961	985	1,025	1,076
Internal reimbursement	(862)	65%	(879)	(897)	(919)	(956)	(1,004)
Assessments	658	15%	671	685	702	730	766
Non-capital equipment	280	-40%	286	291	299	311	326
Subscriptions/books/publication	163	-9%	166	170	174	181	190
Professional services	1,236	57%	989	1,009	1,034	1,075	1,129
Other	2,068	154%	1,530	1,561	1,600	1,664	1,747
Subtotal	6,227	31%	5,501	5,611	5,751	5,981	6,280
			-11.7%	2.0%	2.5%	4.0%	5.0%
Capital Outlay	407	-17%	415	423	434	451	474
			2.0%	2.0%	2.5%	4.0%	5.0%
Shared Services One-time cost/savings			0	0	804	804	804
Governance			0	0	160	160	160
Subtotal			0	0	964	964	964
Transfers-out							
To Des. Op./Aux.	0	-100%	0	0	0	0	0
To Plant	0		0	0	0	0	0
Other	0		0	0	0	0	0
Subtotal	0	-100%	0	0	0	0	0
Total Expenses and Transfer-Out	36,392	5%	35,084	34,524	33,951	35,760	38,090
	5.5%		-3.6%	-1.6%	-1.7%	5.3%	6.5%
Net from Operations	(2,191)	20%	(1,194)	470	2,794	1,960	636
Fund addition/deduction	175						
Fund Balance at End of Year	535	-79%	(659)	(188)	2,605	4,565	5,201
Fund Balance as % of revenue	1.6%		-1.9%	-0.5%	7.1%	12.1%	13.4%

EOU Description	Actual 2012-13		Projected 2013-14	Projected 2014-15	Projected 2015-16	Projected 2016-17	Projected 2017-18
Beg. Fund Balance	2,551		535	(659)	(689)	1,105	1,875
Revenues:							
Tuition and Fees							
UG Res.	14,377	-4%	13,227	13,215	13,215	13,479	13,749
WUE	0		0	0	0	0	0
UG Non-Res	3,053	18%	3,022	2,961	2,902	2,902	2,902
Grad Res	1,937	-4%	1,763	1,795	1,831	1,904	1,981
Grad Non-Res	(9)	-1000%	0	0	0	0	0
Vet med res	0		0	0	0	0	0
Vet med non-res	0		0	0	0	0	0
Pharm res	0		0	0	0	0	0
Pharm non-res	0		0	0	0	0	0
Law res	0		0	0	0	0	0
Law non-res	0		0	0	0	0	0
CE credit	0		0	0	0	0	0
Other	2,359	124%	2,359	2,359	2,359	2,359	2,359
Subtotal Tuition and Fees	21,717	5%	20,371	20,330	20,307	20,645	20,990
Less: Remissions (as percent of Gross Tuition and Fees)	(2,736)	36%	(2,064)	(2,033)	(2,031)	(2,064)	(2,099)
Net Tuition and Fees	18,981	2%	18,307	18,297	18,276	18,580	18,891
General Fund - Base Funding (Includes SELP)	14,101	3%	14,891	15,501	15,966	16,445	16,939
Govt Appropriation to offset Shared Services					804	804	804
Indirect Cost Recoveries	158	-24%	158	158	158	158	158
Other	532	189%	535	537	540	543	545
Transfers-in Aux/Des Ops/Serv dept	319		0	0	0	0	0
Transfers-in Other	110	168%	0	0	0	0	0
Total Revenues and Transfers-In	34,201		33,891	34,494	35,745	36,530	37,337
	4.7%		-0.9%	1.8%	3.6%	2.2%	2.2%
Expenses:							
Salaries and Wages							
Unclassified - faculty	8,550	-2%	8,208	7,716	5,745	6,032	6,394
Unclassified - non-faculty	4,718	0%	4,907	5,226	5,330	5,877	6,541
Unclassified - other	2,377	13%	1,498	928	947	994	1,054
Classified	3,975	7%	4,214	4,352	4,613	4,751	5,036
Student GA	0		0	0	0	0	0
Student Other	557	17%	568	568	585	603	621
Subtotal	20,177	2%	19,394	18,789	17,220	18,257	19,646
			-3.9%	-3.1%	-8.4%	6.0%	7.6%
Benefits:							
Retirement	3,297	0%	3,389	3,171	3,227	3,425	3,691
Health	4,640	0%	4,768	4,912	4,737	5,065	5,418
Grad asst benefits	0		0	0	0	0	0
Other	1,644	4%	1,618	1,618	1,618	1,618	1,618
Subtotal	9,581	1%	9,775	9,700	9,582	10,107	10,727
			2.0%	-0.8%	-1.2%	5.5%	6.1%
Total Personnel Services	29,758		29,169	28,490	26,802	28,364	30,372
Personnel Services One-time Costs/savings			\$0	0	0	0	0
Services and Supplies							
Repairs/maintenance contracts	186	-20%	190	194	198	206	217
Repairs/maintenance other	199	-1%	203	207	212	221	232
Leases	40	-5%	41	42	43	44	47
Rents	111	26%	113	115	118	123	129
Utilities	831	-4%	848	865	886	922	968
Travel	393	-3%	401	409	419	436	458
Debt	924	45%	942	961	985	1,025	1,076
Internal reimbursement	(862)	65%	(879)	(897)	(919)	(956)	(1,004)
Assessments	658	15%	671	685	702	730	766
Non-capital equipment	280	-40%	286	291	299	311	326
Subscriptions/books/publication	163	-9%	166	170	174	181	190
Professional services	1,236	57%	989	1,009	1,034	1,075	1,129
Other	2,068	154%	1,530	1,561	1,600	1,664	1,747
Subtotal	6,227	31%	5,501	5,611	5,751	5,981	6,280
			-11.7%	2.0%	2.5%	4.0%	5.0%
Capital Outlay	407	-17%	415	423	434	451	474
			2.0%	2.0%	2.5%	4.0%	5.0%
Shared Services One-time cost/savings			0	0	804	804	804
Governance			0	0	160	160	160
Subtotal			0	0	964	964	964
Transfers-out							
To Des. Op./Aux.	0	-100%	0	0	0	0	0
To Plant	0		0	0	0	0	0
Other	0		0	0	0	0	0
Subtotal	0	-100%	0	0	0	0	0
Total Expenses and Transfer-Out	36,392	5%	35,084	34,524	33,951	35,760	38,090
	5.5%		-3.6%	-1.6%	-1.7%	5.3%	6.5%
Net from Operations	(2,191)	20%	(1,194)	(30)	1,794	770	(753)
Fund addition/deduction	175						
Fund Balance at End of Year	535	-79%	(659)	(689)	1,105	1,875	1,122
Fund Balance as % of revenue	1.6%		-1.9%	-2.0%	3.1%	5.1%	3.0%

Best Case
FY14 10% Enrollment reduction, 1% Enrollment increase thereafter

EOU Description	Actual 2012-13		Projected 2013-14	Projected 2014-15	Projected 2015-16	Projected 2016-17	Projected 2017-18
Beg. Fund Balance	2,551		535	(659)	(22)	3,112	5,596
Revenues:							
Tuition and Fees							
UG Res.	14,377	-4%	13,227	13,760	14,310	14,883	15,478
WUE	0		0	0	0	0	0
UG Non-Res	3,053	18%	3,022	3,083	3,145	3,208	3,272
Grad Res	1,937	-4%	1,763	1,869	1,981	2,100	2,226
Grad Non-Res	(9)	-1000%	0	0	0	0	0
Vet med res	0		0	0	0	0	0
Vet med non-res	0		0	0	0	0	0
Pharm res	0		0	0	0	0	0
Pharm non-res	0		0	0	0	0	0
Law res	0		0	0	0	0	0
Law non-res	0		0	0	0	0	0
CE credit	0		0	0	0	0	0
Other	2,359	124%	2,359	2,359	2,359	2,359	2,359
Subtotal Tuition and Fees	21,717	5%	20,371	21,071	21,796	22,550	23,335
Less: Remissions (as percent of Gross Tuition and Fees)	(2,736)	36%	(2,064)	(2,107)	(2,180)	(2,255)	(2,334)
Net Tuition and Fees	18,981	2%	18,307	18,964	19,616	20,295	21,002
General Fund - Base Funding (Includes SELP)	14,101	3%	14,891	15,501	15,966	16,445	16,939
Govt Appropriation to offset Shared Services					804	804	804
Indirect Cost Recoveries	158	-24%	158	158	158	158	158
Other	532	189%	535	537	540	543	545
Transfers-in Aux/Des Ops/Serv dept	319		0	0	0	0	0
Transfers-in Other	110	168%	0	0	0	0	0
Total Revenues and Transfers-In	34,201		33,891	35,161	37,084	38,245	39,448
	4.7%		-0.9%	3.7%	5.5%	3.1%	3.1%
Expenses:							
Salaries and Wages							
Unclassified - faculty	8,550	-2%	8,208	7,716	5,745	6,032	6,394
Unclassified - non-faculty	4,718	0%	4,907	5,226	5,330	5,877	6,541
Unclassified - other	2,377	13%	1,498	928	947	994	1,054
Classified	3,975	7%	4,214	4,352	4,613	4,751	5,036
Student GA	0		0	0	0	0	0
Student Other	557	17%	568	568	585	603	621
Subtotal	20,177	2%	19,394	18,789	17,220	18,257	19,646
			-3.9%	-3.1%	-8.4%	6.0%	7.6%
Benefits:							
Retirement	3,297	0%	3,389	3,171	3,227	3,425	3,691
Health	4,640	0%	4,768	4,912	4,737	5,065	5,418
Grad asst benefits	0		0	0	0	0	0
Other	1,644	4%	1,618	1,618	1,618	1,618	1,618
Subtotal	9,581	1%	9,775	9,700	9,582	10,107	10,727
			2.0%	-0.8%	-1.2%	5.5%	6.1%
Total Personnel Services	29,758		29,169	28,490	26,802	28,364	30,372
Personnel Services One-time Costs/savings			\$0	0	0	0	0
Services and Supplies							
Repairs/maintenance contracts	186	-20%	190	194	198	206	217
Repairs/maintenance other	199	-1%	203	207	212	221	232
Leases	40	-5%	41	42	43	44	47
Rents	111	26%	113	115	118	123	129
Utilities	831	-4%	848	865	886	922	968
Travel	393	-3%	401	409	419	436	458
Debt	924	45%	942	961	985	1,025	1,076
Internal reimbursement	(862)	65%	(879)	(897)	(919)	(956)	(1,004)
Assessments	658	15%	671	685	702	730	766
Non-capital equipment	280	-40%	286	291	299	311	326
Subscriptions/books/publication	163	-9%	166	170	174	181	190
Professional services	1,236	57%	989	1,009	1,034	1,075	1,129
Other	2,068	154%	1,530	1,561	1,600	1,664	1,747
Subtotal	6,227	31%	5,501	5,611	5,751	5,981	6,280
			-11.7%	2.0%	2.5%	4.0%	5.0%
Capital Outlay	407	-17%	415	423	434	451	474
			2.0%	2.0%	2.5%	4.0%	5.0%
Shared Services One-time cost/savings			0	0	804	804	804
Governance			0	0	160	160	160
Subtotal			0	0	964	964	964
Transfers-out							
To Des. Op./Aux.	0	-100%	0	0	0	0	0
To Plant	0		0	0	0	0	0
Other	0		0	0	0	0	0
Subtotal	0	-100%	0	0	0	0	0
Total Expenses and Transfer-Out	36,392	5%	35,084	34,524	33,951	35,760	38,090
	5.5%		-3.6%	-1.6%	-1.7%	5.3%	6.5%
Net from Operations	(2,191)	20%	(1,194)	637	3,134	2,484	1,357
Fund addition/deduction	175						
Fund Balance at End of Year	535	-79%	(659)	(22)	3,112	5,596	6,954
Fund Balance as % of revenue	1.6%		-1.9%	-0.1%	8.4%	14.6%	17.6%

Appendix 4
NWCCU's Accreditation Report

2.C Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

EOU has several connected learning outcomes that are at different levels. Four broad, overarching [University Learning Outcomes](#) define how the educational experience at EOU develops informed, educated citizens who will have successful careers and rich lives by:

- Gaining breadth of knowledge
- Strengthening their ability to inquire, create, and communicate
- Being engaged in the community and exercising personal and social responsibility
- Integrating, applying, and reflecting on their skills and knowledge

At an academic program level that scaffolds up to University Learning Outcomes are the Program Objectives. Program Objectives describe a coherent set of educational objectives, learning outcomes, and curriculum requirements (courses, labs, practica, and capstones) that form the basis for a degree. Program outcomes are developed and implemented by discipline faculty and are approved through the curricular review process. Each major and minor program of study at EOU is listed in the [EOU Academic Catalog](#). With each listing is a section that details Program Objectives and Learning Outcomes. In an effort to determine if program learning outcomes are being met, each program has also [mapped their learning objectives to specific courses](#). All program outcomes and learning objectives are independent of the modality of the course offering.

In order to ensure sufficient breadth of educational experience, thereby meeting the University Learning Outcomes, EOU has [General Education Core](#) requirements for all students. Each General Education course, other than Gateway, must address the Content Knowledge learning outcome and satisfy the general criteria for one of the four breadth areas: Science Mathematical and Computer Information Science (SMI), Aesthetics and Humanities (AEH), Artistic Process and Creation (APC), and Social Sciences. Gateway courses provide students with beginning theory and academic content, as well as the opportunity to enhance their academic skills. A Gateway course must be a 100-level course and no general education course can be above the 300-level. Each General Education course must identify at least one of the following intellectual skills as a learning outcome: inquiry, communication, critical thinking, and further learning and civic engagement.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

As noted in the response to 2.C.1, the [EOU Academic Catalog](#) publishes degree and program learning outcomes for every discipline. Course specific learning outcomes are required to be included in all course syllabi. A [syllabus template](#) and the [EOU course approval process](#) requires an approved syllabus to ensure that the course learning objectives and outcomes are clearly communicated to students for every course taught at EOU. Faculty members in the academic programs manage, maintain, and collect

assessment data for published learning outcomes in an academic assessment portfolio. The data is collected in a centralized database (TracDat) and is interpreted and analyzed by program faculty in order to determine if learning outcome benchmarks set by the program are being met and to close the loop with programmatic recommendations. Academic assessment portfolios are published at an [assessment portfolio site](#). All EOU course syllabi are provided in written form to enrolled students and can be accessed through the Internet: [College of Business](#), [College of Education](#), and College of Arts and Sciences [on campus](#) and [online](#).

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Credit for courses is awarded when students earn a passing grade. All course grades, regardless of modality (on-campus or online) and location (on-campus or onsite) are reported by the instructor of record for the course. EOU employs a standard grading system described on p. 15 of the [EOU Academic Catalog](#).

Faculty ensure that programs reflect the best standards and practices of design, structure, and instructional practice. A [robust course approval process](#) allows teaching and library faculty, administrative faculty, administration, and the Registrar to monitor, modify, and respond to program design developed by program faculty. The course and program approval process requires that learning outcomes, norms, and equivalencies are addressed.

EOU accepts course credit from most accredited educational institutions. Upon admission to EOU, a student's transferred credit converts into EOU's quarter-term equivalent and is granted by the Registrar's academic officer through an articulation matrix. Transfer credits for which there is no articulation agreement are reviewed by program faculty, who evaluate the syllabi and catalogue descriptions submitted by the student from the sending institution. Faculty judgments are communicated to the Registrar's office. The Associate of Arts Oregon Transfer degree granted by Oregon colleges and universities (AAOT—90 credit hours) and some institutions in Washington automatically fulfill EOU's 60-credit hour general education requirement, while the Oregon Transfer Module (OTM—45 credit hours) only partially fulfills it.

EOU students may earn credit for prior experiential learning. APEL 390, EOU's "Assessment of Prior Experiential Learning" course, is a four-credit course offered face-to-face in various Oregon locations and online. Students may document college-level mastery of curriculum areas at EOU by creating learning essays, which are merged into a final product called a portfolio. Portfolio essays are evaluated by EOU faculty to determine whether credit can be granted, how much credit, and at what course equivalency and level (credit is awarded as APEL 299 or 499).

Students may earn course credit [for a number of courses](#) through the Educational Testing Service [College Level Examination Program \(CLEP\)](#). EOU also accepts [Advanced Placement](#) credits.

Students enrolled in high school can earn EOU course credits by participating in the Eastern Promise program. [Eastern Promise](#) allows high school students to have the opportunity to participate in college-level courses and earn credits or certificates while still in high school. Eastern Promise is a collaboration between [Blue Mountain Community College](#), [Eastern Oregon University](#), [Treasure Valley Community College](#), the [Inter-Mountain Education Service District](#), and school districts in Eastern Oregon.

Students may also earn credit for training obtained during military service. Credit is awarded based on evaluations and recommendations by the American Council of Education (ACE).

As part of continuing education, EOU has a [Credit Overlay](#) program. Credit Overlay is designed to meet students' specific needs and/or distribute credit for work done through seminars, workshops, special individual studies, professional development activities and/or traditional courses offered in non-traditional modes. Credit Overlay can be for students at all levels—undergraduate and/or graduate.

The [office of the Registrar](#) is responsible for maintaining all official documentation and student records related to the awarding of degrees. The Registrar's office ensures that:

1. College credit is awarded only for college-level learning.
2. Credit is awarded only for learning, and not for experience.
3. Credit is awarded only for learning that has a balance, appropriate to the subject, between theory and practical application.
4. Appropriate subject matter and academic experts must make the determination of competence levels and of credit awards.

The policies for awarding credit described in this section are listed on the EOU [Registrar's website](#) and in the Academic Policies section (pp. 10-19) of the EOU Academic Catalog.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

In 2010, faculty in all EOU degree programs engaged in curriculum mapping to discipline-based learning outcomes with a view to visualizing learning sequences and scaffolds. The result of this work is that each program is coherently designed and attends to student learning. In the [EOU Academic Catalog](#), each discipline includes the following elements:

- Required courses for the degree(s)
- A template (model) for the students that specifies a “typical” four-year curriculum to complete the EOU degree. Notably, this template includes all courses needed to complete the degree, not just those to complete the major.

Each discipline has a carefully designed sequence of courses that culminate in a capstone experience (“synthesis of learning”). The capstone experience is discipline specific. For example, a BA in history requires that students complete a major research paper that demonstrates mastery of historical methodologies (HIST 403). When preparing the paper, students must synthesize the use of primary and secondary sources. The BA in art requires that students complete studio study courses with a culminating senior exhibition (ART 411) and a reflective learning essay that synthesizes and differentiates the personal aesthetic with/from historical influences. The chemistry degree requires that students thoroughly research a chemistry topic (perform research) and present their findings in published and an oral forms (CHEM 407), observing the methodologies of the field. The [EOU Academic Catalog](#) contains the capstone course listings and descriptions for all programs.

Freshman, Transfer, International, and Graduate Admissions requirements are clearly defined and published at the official admissions website for the university and are available at the following links:

- [Freshman Admissions](#)

- [International Student Admissions](#)
- [Transfer Admissions](#)
- [College of education Admissions](#)
- [MBA Admissions](#)

Graduation requirements are clearly set forth in the [EOU Academic Catalog](#) . EOU implements [Degree Works](#) software that provides individualized degree planning and student record auditing capabilities for students, faculty, professional advisors, and staff. The Registrar's office maintains the database of student records associated with Degree Works.

Each degree program working with the Registrar maintains the currency and accuracy of catalog degree requirements for the BA/BS or Masters, as well as program degree planning documents (checksheets) [available on the web](#) for student advising in the college degree programs.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

EOU faculty members are responsible for the curriculum in their respective disciplines. All course and curricular development originates with discipline faculty. For example, if the English department wants to make changes to course requirements for the degree or to develop new courses in support of the degree changes, the English faculty have the authority to initiate a formal approval process. The formal approval process for course and curricular approval engages all stakeholders at the university (faculty, library, Registrar, Dean, Provost, etc.). A standing committee of the governance structure, the [Educational Policy and Curriculum Committee \(EPCC\)](#), is charged with facilitating the curricular revision process:

1. To develop education programs, curricular policy, and course offerings and to recommend the implementation of these programs and policies to Faculty Senate.
2. To initiate study proposals in order to improve the educational development and programs at [Eastern Oregon University](#).

Details of the curricular approval/change process are provided in the [EPCC handbook](#).

Program faculty members make requests and provide justification for faculty hiring. Search committees for faculty positions are comprised of faculty, and the position descriptions and selection criteria originate with faculty. The Human Resources Office provides institutional oversight and management of faculty hiring in order to ensure that the faculty hiring process follows acceptable hiring practices. The College Deans consult with faculty search committees on position descriptions, selection criteria, and hiring recommendations in the selection of new faculty.

All teaching and library faculty with teaching responsibilities are responsible for fostering and assessing student achievement of learning outcomes at the course and program levels. At the course level, each faculty member is responsible for clearly identifying and assessing students' achievement of learning outcomes published in course syllabi. Faculty members with teaching responsibilities take collective responsibility for documenting annual assessment results through the academic program portfolio system, where discipline chairs manage faculty contributions to the assessment portfolio. Five-year degree program assessment cycles are published at the end of each [program portfolio](#).

The general education assessment program is managed by the AVP for Academic Affairs and is coordinated by the Writing Center Director. General education learning outcomes are on a [four-year assessment cycle](#) (Table 2.C.5), and each year a sampling team of faculty from across the curriculum is assembled for norming, data collection, data analysis, and closing the loop on student achievement of learning outcomes for General Education.

Four-year GEC Assessment Cycle	GEC Outcome(s)
F10-S11	Critical Thinking
F11-S12	Inquiry
F12-S13	Communication
F13-S14	Civic Engagement
F10-F14	Content Knowledge (various departments)
Summer 2014	Four-Year GEC Assessment Report (2010-2014)—Provost’s Office

Table 2.C.5

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

Teaching and library faculty have primary responsibility for instruction-based learning processes. They ensure that student use of library and information resources is integrated into the syllabi and is an expected learning trait of criteria-based learning outcomes assessment. Students’ ability to demonstrate proficiency in the use of library and information resources is an embedded criteria in various learning outcomes assessments throughout the curriculum. The critical thinking learning outcome, for example, includes the use and evaluation of evidence from multiple information resources as an important criterion in the assessment of critical thinking. The inquiry learning outcome, as well, emphasizes the criterion of relevant research and background information in the assessment of inquiry. The communication learning outcome—oral and written—evaluates the use of evidence as a criterion in the assessment of communication. Use of library and information resources is therefore key to successful student performance in assignments for criteria-based learning outcomes requiring research, writing, and the capacity to use, explain, and synthesize information distilled from multiple sources.

Curriculum maps of [General Education](#) and [degree programs](#) show the value faculty place in the several learning outcomes (critical thinking, inquiry, communication) that require use of library and information resources. General Education, in particular, utilizes shared [GEC rubrics](#). A critical thinking rubric developed by faculty for General Education includes an information literacy component that can be harvested from critical thinking assessment data for analysis and further improvement in integrating information literacy into the learning process for critical thinking. The same is true for General Education rubrics in inquiry and communication.

Learning outcomes ensure library and information resources are integrated into the learning process. Library workshops are provided upon request for general education Gateway courses like WR 121, and advisors encourage academic success by advising students into other general education Gateway courses—LIB 127 and LIB 307—that provide students with foundational skills in information literacy. In addition, several cross-curricular high-impact practices further leverage the integration of library and information resources into the learning process—the [First Year Experience](#) (FYE), the [Undergraduate Writing Requirement](#) (UWR), and undergraduate research and capstone experiences embedded in all degree programs ensure that students have opportunities to practice and perform the synthesis and integration of information derived from diverse source materials.

EOU utilizes the BlackBoard 9.1 learning management system, which allows faculty to link to library resources, journals and newspapers, and databases to be utilized as required or supporting material for course discussion and assignment research. As with Gateway courses, on campus and online students have access to additional help in navigating library resources through [research help](#) and [Citing Sources and Avoiding Plagiarism Course Resource Guide](#) features of the [Pierce Library](#) website.

While EOU faculty are able to demonstrate integration of library and information resources into the learning process through the learning outcomes assessment process, embedded courses in General Education and degree program curricula, the ease of linking to library resources from a course BlackBoard shell, and the electronic help features provided through the Pierce Library website, the self-study process has heightened awareness that the partnership between library faculty and teaching faculty could be more integrated. In August 2013, library faculty will continue discussion with the Writing Center Director, who is currently engaged in a pilot with faculty to develop measurable discipline-based UWR criteria that can be assessed. The discussion about a productive partnership between the Writing Center Director and Library Director is underway to ensure that information literacy criteria are considered and embedded in the discipline-based development of UWR criteria. This partnership will enable the library faculty and teaching faculty to close the loop on and strengthen the integration of information resources into the learning process.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Credit for prior experiential learning is available to admitted undergraduate students who can demonstrate college-level mastery of curriculum areas. EOU's [Assessment of Prior Experiential Learning for Credit \(APEL\) policy](#) is published in the 2012-14 academic catalog. The assessment of prior learning is based on a portfolio review process described in the policy, and students are required by policy to take an undergraduate Portfolio Development course, [APEL 390](#), to prepare for the review of their prior experiential learning. Faculty evaluators in the [discipline areas](#) define program-based expectations for learning as demonstrated through the Portfolio. Faculty members document their review on a [credit awarded](#) form and determine the amount of undergraduate credit based on equivalency w/ an EOU course. Credit granted is identified on a student's transcript as APEL 299 or 499, depending upon the faculty member's judgment of prior learning as consistent with learning expectations in an equivalent lower- or upper-division program course offering. Credits awarded do not duplicate other credits meeting specified degree requirements. EOU's 45-credit limit on credit for prior learning is published in the academic catalog and complies with the Commission standard for such credit (25% towards 180 credits for an undergraduate degree).

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where

patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

EOU's academic catalog details the [Transfer Equivalency policy](#) (p. 18) associated with the transfer and awarding of credits by the receiving institution. Students are responsible for submitting transcripts from accredited institutions. The EOU Registrar's Office provides an initial transcript evaluation and awards transfer credit for courses where articulation agreements exist between institutions. The institution maintains the currency of specific articulation agreements with Oregon Community Colleges and Oregon Four-Year institutions, as well as institutions in Idaho and Washington, as generally described in the Transfer Equivalency policy. Other institutions with whom EOU maintains articulation agreements are the College of Micronesia, several international universities through the Study Abroad program, and several domestic universities participating in the National Student Exchange. OUS's recent participation in the competency-based Western Interstate Commission on Higher Education (WICHE) Passport Initiative Pilot Project has resulted in a Memorandum of Agreement between participating OUS institutions (EOU and UO) and multi-state community colleges and universities in Nevada, North Dakota, Utah, Oregon, and Hawaii. The MOA has been signed by EOU's Chief Academic Officer to articulate faculty-developed competencies and associated courses in Writing, Communication, and Quantitative Literacy.

Requests or appeals for the award of transfer credit that fall outside articulation agreements must be approved by program faculty, who evaluate transfer courses on a case-by-case basis as meeting college-level expectations or program and institution-level requirements towards the degree. Program faculty members review catalog descriptions and associated syllabi from transcribed coursework to ensure learning outcomes equivalency and relevance to EOU's program curricula. A Transcript Request Form and Challenge Form are available under ["Forms"](#) at the Registrar's website.

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

EOU requires that students complete a 60-credit General Education Curriculum (GEC). The GEC is designed to help students attain competencies in broad knowledge categories and defined intellectual learning outcome areas. The GEC, as it aligns with EOU's University Learning Outcome framework, is built upon a flexible distribution model that introduces students to broad knowledge categories in the following areas while allowing them to weight GEC credits towards their interests:

- Aesthetics and Humanities (AEH—6-20 credits in at least two disciplines),
- Natural/Mathematical/and Informational Sciences (SMI—6-20 credits in at least two disciplines, including at least one physical or biological science),
- Social Sciences (SSC—6-20 credits in at least two disciplines), and
- Artistic Process and Creation (APC—6-20 credits in at least two disciplines).

- Gateway (GTW—students may earn up to 15 credits in designated courses towards the 60 GEC credits required for graduation)

The entire GEC curriculum is coded to one of these five breadth of knowledge categories, and students are expected to complete their distribution-based GEC requirement prior to receiving a baccalaureate degree. Through satisfaction of the GEC requirement, students gain a breadth of knowledge in a variety of disciplines.

The Educational Policy and Curriculum Committee oversee the GEC curricular review process to ensure breadth and depth of learning are addressed through the GEC program. Faculty requesting GEC designation for a course are first asked to identify which category of content knowledge the course falls within (from the five noted above) --[GEC Criteria](#) fully defines each content knowledge category. Second, because application of knowledge adds depth to learning, faculty have developed four intellectual and practical learning outcomes, aligned with University Learning Outcomes, from which to select an additional outcome critical to the pedagogy, methodology, and assignments for the course. When justification for GEC designation is approved through the curricular process, the GEC learning outcomes are explicitly included in the course syllabus.

The intellectual learning outcomes defined below (as well as in GEC Criteria) help students deepen and leverage broad knowledge acquired through the GEC program and serve as a platform for scaffolding the learning through the disciplines. Each General Education course must address at least one of the following program objective learning outcomes.

- A. Employ approaches to inquiry from a variety of disciplines. (INQUIRY)
A general education course introduces students to the heuristic of the discipline, its ways of knowing and processing the world, its forms of inquiry and ways of solving problems.
- B. Read, write, and communicate taking into consideration purpose, audience, and occasion. (COMMUNICATION)
A general education course assists students in learning the reading, writing, and general communicative skills required by the discipline, often guiding students through the processes of reflection, response, and revision to enhance effectiveness.
- C. Think clearly, critically, and effectively, taking into consideration purpose, audience, and occasion. (CRITICAL THINKING)
A general education course requires students to develop the habits of mind within a discipline, considering the different purposes and audience for the work within the course, and reveals to students the connections the discipline has with other disciplines.
- D. Engage in further learning and be of service to society. (FURTHER LEARNING AND CIVIC ENGAGEMENT)
A general education course encourages students to see opportunities for further reflection, lifelong learning, and service to society in ways that allow them to apply the skills and knowledge of the course in settings outside the university classroom.

In 2010-11, the EPCC undertook a systematic review of the GEC curriculum using the evaluation criteria below. For new GEC courses, these criteria are documented by a faculty member on a [GEC form](#) and reviewed and approved by EPCC in the curricular review process:

General Education Course Evaluation Review Criteria

1. Each General Education Course must fulfill the following requirements:
 - A. The course teaches underlying principles, basic methodology, and fundamental concepts.
 - B. The course provides a broad overview and is accessible to all interested students.

[Inquiry](#), [Communication](#), [Critical Thinking](#), and [Further Learning and Civic Engagement](#) (Discipline-based Content Knowledge is assessed through the academic program portfolio assessment cycles). Beginning in Fall 2012, a new methodology was implemented to engage faculty in a discipline-based understanding of GEC learning outcomes and assessment. The methodology involves norming with the GEC sampling team using a [common rubric](#), criteria mapping, assignment sharing, and data collection as detailed in the [General Education Assessment Plan](#). Definitions for levels of performance (Proficient, Adequate, and Developing) are also defined in the Plan and are part of the annual norming of GEC Sampling Team Members. Shared rubrics were adopted by Faculty Senate in 2008 and have been in use since then with periodic revisions recommended by GEC Sampling Team Members using the rubrics. 2013-14 will mark the conclusion of a second full cycle of assessment of General Education learning outcomes (begun in Spring 2008).

Overall, the GEC assessment framework and mapping activities are fully integrated into the regular and systematic review of the General Education program, and program improvement is evident in the observations and recommendations faculty are making to support student learning through the GEC. Distribution of learning outcomes throughout the GEC curriculum remains uneven, however, and EPCC will be consulted about flexibility in allowing program faculty to select more than one GEC learning outcome for assessment through the TracDat system.

EOU offers no *applied* certificate, associate, or baccalaureate degree programs.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

EOU's General Education components for baccalaureate degree programs have identifiable and assessable learning outcomes integral to mission fulfillment under Core Theme 1, Objective 1—to foster and assess student learning through learning outcomes assessment in general education and degree programs, as aligned with [University Learning Outcomes](#) (Table 2.C.10). The GEC learning outcomes

Degree Profile				BA or BS in Anthropology / Sociology			
University Learning Outcomes	Breadth of Knowledge			• Inquiry • Creative/Critical Thinking • Communication	• Community Engagement • Personal and Social Responsibility	• Integrated Learning • Applied Learning • Reflective Learning	
Associate Level				Bachelor Level			
100 – 200 / 300				300 - 400			
Broad/Integrative Knowledge (GEC)				Specialized Knowledge (Program)			
Content	Critical Thinking	Inquiry	Communication	Content	Critical Thinking	Inquiry	Communication
Learn and use the vocabulary, content, and conceptual knowledge in a variety of disciplines	Think clearly, critically, and effectively, taking into consideration purpose, audience, and occasion	Employ approaches to inquiry from a variety of disciplines		Content Knowledge	Demonstrate effective skills in critical thinking, analytical and reflective writing, and appropriate discourse within the core disciplines	Demonstrate and apply cross-cultural perspectives, rooted in inquiry-based knowledge in the analysis of social, economic, and political issues	Demonstrate a solid understanding of core concepts in anthropology and sociology through effective communication, including scholarly writing and public presentations

All Anth/Soc courses designated SSC	ANTH 320 ANTH 340 ANTH 344 ANTH 345 ANTH 350 ANTH 360	SOC 204 SOC 205 SOC 344 SOC 345 SOC 350 SOC 360	ANTH 101 ANTH 220 ANTH 330 ANTH 370 SOC 370		All upper-division courses in the major or minor	ANTH 356	ANTH 320 SOC 327 ANTH 454 SOC 455 SOC 456	SOC 420
Civic Learning					Civic Learning			
Engage in further learning and be of service to society					Identify, analyze, and address real world problems through scholarly and structured civic engagements			
SOC 350					SOC 454			
Integrated and/or Applied Learning					Integrated and/or Applied Learning			
					Integrated Learning			
					ANTH 401, 405, 499 SOC 401, 405, 409, 499			
Institutional Intellectual Skills					Institutional Intellectual Skills			
Quantitative Literacy (BS)	Diversity (DPD)	Writing (UWR)	Language (BA)		Quantitative Literacy (BS)	Diversity (DPD)	Writing (UWR)	Language (BA)
MATH 111		WR 121 SOC 204	SPAN or GERM 100-200 sequences		STAT course	ANTH 445	ANTH 310, 375, 380 SOC 306, 327, 338, 350, 360, 454	SPAN or GERM 100-200 sequences

Table 2.C.10

serve as a foundation for academic success in the areas of inquiry, communication, critical thinking, and civic engagement, scaffolding student learning through degree program learning outcomes that also align with University Learning Outcomes. These aligned learning outcomes are key indicators of mission fulfillment, signifying what a graduate with a baccalaureate degree should know and be able to do.

The [Mission of the university](#) and the [GEC Mission](#) are operationalized through the learning outcome components of the GEC program. EOU's continuing participation in the Oregon Degree Qualifications Profile (DQP), along with extensive curriculum mapping of GEC and degree program learning outcomes within a University Learning Outcomes framework, enables the university to demonstrate what EOU degree program profiles look like, and how general education components and learning outcomes render the mission of the University visible in a concrete way (Table 2.C.10). The General Education components (in dark and light green) of the Anthropology/Sociology degree program are available in separate documents for *all programs* through [GEC curriculum mapping](#), [program curriculum mapping](#), and [institutional requirements](#) available through the academic catalog. This sample schematic pulls these data together in a potentially useful way for students and will be piloted with programs in Fall 2013.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

EOU offers no applied degrees or applied certificates. EOU non-applied certificate programs are fully encapsulated within related Associate, Bachelor, or Master programs and, as such, conform to the learning outcomes and expectations assessed through the academic programs.

Graduate Programs

2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate

programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

The graduate programs at EOU are aligned to and fulfill the University Mission by providing students with high quality graduate level studies in professional programs within the three colleges. Through various delivery modalities, graduate students connect from rural or distant locations with the wider world. Graduate programs of study in Education, Business, and the Fine Arts stimulate students' intellectual and creative capacities by requiring engagement in research, scholarship and creative activities appropriate to their discipline or sub-discipline of study.

EOU offers four graduate programs: the [Master of Arts in Teaching](#) program is an initial licensure program for elementary and secondary teaching. The [Master of Science](#) program is intended for those already licensed as teachers, or others interested in advanced study in educational related fields, to advance their career through graduate study. The [Master of Business Administration](#) program offers advanced study in the field of business. The newest program is the [Master of Fine Arts in Creative Writing](#).

The graduate programs in Education and Business at EOU meet the expectations of their respective disciplines and professions through rigorous independent accreditation by external agencies. The College of Education MAT licensure programs adhere to Oregon Teacher Standards and Practices Commission (TSPC) standards, and the MBA program follows standards of the International Assembly for Collegiate Business Education (IACBE). The Master of Fine Arts in Creative Writing was approved through the campus and OUS processes in 2012 and has no external agency accreditation specific to creative writing, but is a member of the Association of Writers and Writing Programs.

The scholarship/research/creative expression components of the graduate programs at EOU are met in different ways. In the MAT, students begin in their first summer to formulate a research idea and carry this throughout their years-long studies. They conduct a classroom based research project, synthesize information, collect data and present an organized presentation of the materials, written and/or oral.

In the MS program students complete a Master's Thesis Research Project. The guidelines for the thesis are documented in the [Master's Research Project Handbook](#). Successfully conducting a school- or classroom-based research project enhances the individual's ability to identify important issues, formulate questions to be investigated, and make data-driven decisions based on thoughtful analysis.

The MBA program places a particular emphasis on the application of inter-disciplinary learning with case and project intensive methods. Students undertake case analyses, hands-on projects, and simulation exercises. Students in the program also have the opportunity to conduct real business consultation, project design, and strategy development. Students in the MBA program complete a Master's project. The MBA project involves appropriate scholarship and is oriented towards an end product being "a temporary endeavor undertaken to create a unique product or service."

In keeping with EOU's determination to offer high quality professional programs that serve students where they are, assure rural access in eastern Oregon, and make excellence inclusive, the EOU online/onsite MFA in Creative Writing provides students with a rigorous academic and creative student-centered curriculum. The online/onsite program allows them to work one-on-one and in small groups with mentors using EOU's proven mixture of online coursework and onsite residencies. Students work closely with mentors to develop and implement demanding individualized study plans while also pursuing arts-related opportunities in their communities. In the MFA, the creative thesis is prepared under the

supervision of faculty mentors. The thesis is a book-length original work in the student's major genre and is based on creative work undertaken during the previous residencies and mentorship periods.

2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.

Admission requirements for the graduate programs at EOU are compatible with the university's mission. Graduate admissions criteria reflect high expectations for advanced study in the fields of business, creative writing, and education. [Admission to graduate programs at EOU](#) requires that students demonstrate that they are responsible and reflective students appropriately prepared to succeed at the graduate level. Admission application policies for the MAT [Elementary](#) and [Secondary](#), [MBA](#), [MFA](#), and [MS](#) detail the individual requirements that students must achieve to be admitted.

Students may transfer up to 15 credits of approved graduate level work that applies to the course of study in the MS and MFA programs. Transfer requests are reviewed by the graduate program faculty to determine if they appropriately fit into the course of study. Since both the MAT and MBA programs are prescriptive and sequential, transfer of credits is not generally approved.

Students admitted into the graduate programs must maintain a 3.0 GPA throughout the program. In cases where a student receives a "D" or lower they must retake the class. A "C" grade is acceptable as long as the overall GPA remains 3.0. If not, then the course receiving a "C" must be repeated.

2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.

The [MAT program](#) is an initial teacher licensure program where students are engaged in clinical practices throughout the entire course of study, and EOU grants graduate credit for clinical practices that are an integral part of the MAT program. The full-time intensive teacher-preparation program blends professional knowledge gained through experience in classroom settings with continuing academic preparation. In order to acquire a variety of experiences and to increase future job opportunities, students normally participate in placements at two levels of authorization in public school classrooms. Students begin their placements at the beginning of the school year at assigned school sites generally located in central and eastern Oregon and progress through a full-time apprenticeship.

The MBA program does not grant credit for internships, field experiences, or clinical practices that occurred prior to enrollment in the program, though some of these experience may figure in the students' Masters project. The MFA and MS do allow internships, field experiences, or clinical practices, but they are designed as specific credited activities that are monitored and assessed by program faculty.

Credit for prior experiential learning is not accepted into EOU graduate programs.

2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal

expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

The MFA requires a creative thesis prepared under the supervision of faculty mentors. The thesis is a book-length original work in the student's major genre and is based on creative work undertaken during the previous residencies and mentorship periods.

One of the core outcomes of the MS program at Eastern Oregon University is the development of thoughtful and knowledgeable teacher researchers. Successfully conducting a school- or classroom-based research project enhances the individual's ability in identifying important issues, formulating questions to be investigated, and making data-driven decisions based on thoughtful analysis. It is the desire of the College of Education faculty that the MS graduates not only demonstrate the above abilities, but do so by selecting research questions that are both meaningful to the individual and that have relevance and application in the individual's professional context.

Within the MAT program, MAT students complete a classroom-based research project during their "A" and "B" placements as part of course requirements. During the "A" placement, students learn how to gather data, synthesize information, and use the APA format for writing a research document. During the "B" placement, students put their learning into practice by completing a classroom-based research project.

Students in the MBA prepare a [masters project](#). The objectives of the MBA project are to communicate clearly the interrelationships between the core concepts learned in the MBA curriculum; demonstrate application of the core concepts learned in the MBA curriculum by developing and completing a meaningful project related to a specific area of management; demonstrate essential managerial and organizational skills and techniques combined with the capacity to develop, plan, organize, successfully complete, and document results of a major task.

Graduate research conducted in the EOU graduate programs are intended to prepare students for careers in which they will be consumers of research as well as researchers themselves. They should have the skills to understand and conduct research within the practical sphere in which they work, but only some will pursue further graduate work and higher degree expectations.

2.D Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

The institution creates effective learning environments to support student learning needs through a wide variety of venues. [The Learning Center](#), located on the second floor of Loso Hall, houses programs designed to support learning needs through tutoring options available at no cost to students both on campus and off campus (online). [Individualized](#) and small [group tutorials](#) are available for a broad range of disciplines including biology, chemistry, math, psychology, Spanish and statistics. Help for all levels of math is available approximately 50 hours per week on a drop-in basis in the [Math Lab](#). The [Writing Center](#) offers students in every discipline the opportunity to have their written work read and responded

to by peer writing tutors. Tutorials in all disciplines are available for online students and are accessible through the [Western eTutoring Consortium](#).

[The Disability Services Office](#) provides accommodations for students with documented disabilities as defined by the Americans with Disabilities Act (ADA). Through providing tutoring and other academic support services to qualified students on campus and online, the Disability Services Office upholds federal law by ensuring that students with disabilities are given equal access to educational opportunities available to all students attending EOU.

The University has a multi-faceted approach to supporting the transition of first year students from high school or the work place into the university learning environment. The [First Year Experience](#) (FYE) program provides students the options of enrolling in either 1-credit [HUM 101/102](#) courses or the Integrated Studies Program (ISP). The ISP is designed to support students in developmental writing classes by linking WR 115 with a CORE 101 seminar that helps students enhance their skills in reading and analyzing college-level texts, conducting basic research, and utilizing campus resources. The second course in the sequence, CORE 102, is designed to help students discover and research their aptitudes and strengths in the context of exploring academic disciplines and majors. A variable topic-based [Living-Learning Community](#) (LLC) is offered each year for entering first year students interested in participating in a social and intellectual community of learners interested in a specific topic area.

General purpose [student computer labs](#) are available across campus. Students have access to networked computers during the day, evening, and weekend hours. The labs are staffed by trained assistants who help students [access](#) EOU's student portal through WEBSTER, their email accounts, and Blackboard. By licensing and [supporting](#) the [Blackboard: Learn](#) Learning Management System, the institution is able to meet the needs of students enrolled in online and/or hybrid classrooms. When used in conjunction with the suite of [Google services](#) provided by the institution, students are able to access instructor-generated course content, take assessments, collaborate, and participate in either synchronous or asynchronous interactions at any time from any computer connected to the Internet, including hand-held devices and tablets.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

EOU treats violation of law on its premises as a serious matter. University officials report violations of the law to local and state law enforcement agencies and maintain a close working relationship with the La Grande Police Department, the Union County Sheriff's Office, and the Oregon State Police. When a life threatening incident or medical emergency occurs, all students, faculty and staff are instructed to call 911 before notifying Campus Security if possible. [Campus Security Officers](#) do not have peace officer status; however, they do work to insure a safe and secure campus environment for students, faculty, staff and visitors by patrolling campus grounds, buildings, and other EOU properties; providing safe escort during the evening hours upon request; providing emergency access to campus buildings; responding to reports of crimes occurring on campus property; enforcing campus policies and regulations; responding to life threatening incidents and cooperating in criminal investigations with local and state authorities. There are four Blue [security phones](#) located across the campus; with the push of a button, callers dial directly into Campus Security.

Students, faculty, and staff who are victims of a crime, or are aware of a crime that has occurred, are encouraged to report to Campus Security or a member of the [Student Success and Engagement](#) staff who

will then assist with the process of reporting the crime to an appropriate agency. In most instances, crime reports are made to the La Grande Police Department. In the event of a crime or emergency occurring at one of the EOU onsite locations such as Treasure Valley Community College, Blue Mountain Community College, or Mount Hood Community College, local law enforcement agencies are contacted.

The [Director of Student Relations](#) is responsible for the collection, reporting, and dissemination of all crime statistics and other disclosures, including the [Annual Campus Security and Fire Safety Report](#) in conjunction with the annual Jeanne Clery Reporting requirements. The Director is also responsible for the administration and management of the Student Conduct Program and the reporting of Code of Conduct violations and associated sanctions, ensuring procedural fairness for all complaining and responding students.

Crisis communication is coordinated through the University Advancement Office. The [Crisis and Issues Management Plan](#) is reviewed by the members of President's Cabinet each year. An *ad hoc* campus committee, known as the Emergency Planning Group, is currently drafting an Active Shooter Response Plan/Policy with input and ongoing communication with first responders, particularly the La Grande Police Department. The committee has been charged with developing a policy and identifying a training program for faculty, staff, and students. The [draft plan](#) provides clear and succinct actions for individuals to take in the event of such an emergency. The target date for policy approval and subsequent training is Fall 2013.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Connecting Oregon's rural regions with the wider world and providing an accessible and affordable education to students from those regions are central to EOU's [mission](#), values, and core themes. EOU is a regional, public liberal arts university with a strong history of serving students where they are. EOU's special mission responsibility is to provide distance learning and outreach opportunities to rurally situated students who might not otherwise be able to access and benefit from higher education. A majority of EOU students come from small rural communities and are more price sensitive as they seek an accessible educational institution that fits their learning style and background. The University's Admissions team strives to [recruit](#) and admit those students who identify best with EOU and its characteristics. To heavily recruit students with a preference for the amenities of a large urban area or the offerings of a metropolitan or research-oriented institution runs counter to the persistence and success of students who enjoy the "size and shape" of Eastern.

Recruiting and admitting students who wish to earn degrees available on campus, online, and/or onsite requires a wide variety of outreach efforts. These include local, regional, and statewide advertising, several high school visits, one-on-one meetings, campus visits, online orientations, college fairs, presence on community college campuses, name purchases, alumni connections, and hosted campus events. From initial inquiry through matriculation, information in print and in electronic / interpersonal formats are carefully timed to coincide with students' enrollment progress. Communications are designed to orient students to the university's programmatic offerings and available modalities (on campus, online, onsite) as well as point to requirements and procedures for [admission](#), [enrollment](#), [advising](#), [graduation](#), and [transfer](#). The admission [viewbook](#) (sample, Figure 2.D.3), [online/onsite course guide](#), and [EOU catalog](#) are all provided to meet practical information needs and orient students early-on to the requirements of their programs.

Both general and specific programmatic requirements are published in [catalog](#) and made available to students through college websites in [Business](#) , [Education](#), and [Arts and Sciences](#). Directing students to these resources is reinforced through the admissions and registration communication plan. Each of the communication components is sent to the student directly and additional pieces are also sent to the family and/or parents to ensure every effort is made to provide clear and accurate information on programs and requirements. For example, after students have applied, they are sent an admission [checklist](#) via email and ground mail from information obtained through the application. The admission checklist serves as a key reference point in tele-counseling sessions and also as a tool to engage students in conversations or answer questions. The checklist includes timely reminders to students to make an enrollment deposit, to contact an advisor, or to apply for housing and financial aid. Supporting these communication components to prospective and admitted students are emails, print pieces and in-person conversations.

For traditional, on-campus students, [Mountaineer Registration Days](#) serves as a key orientation activity tailored to student programmatic interests. Staff work with students in groups or one-on-one during the campus visit to ensure they have the necessary information resources to understand program, graduation, and transfer requirements. [Online and onsite](#) students also have access to information specific to the guidelines, requirements, and process for taking classes at a distance through EOU, including a [checklist](#) specific to online/onsite students and a fully developed [online orientation](#). Over 16 [Regional Center offices](#) throughout Oregon enable advisors at each location to work directly with local students. These advisors also work with online students who access EOU's online degree programs from other states and even other countries.

When “**The Phantom of the Opera**” opened here in 2010, EOU became the first university in the U.S. to produce an amateur version of Andrew Lloyd Webber’s iconic musical!

Visual & Performing ARTS



Whether taking the stage as a performer, showcasing your talents in a gallery exhibition or joining the audience for a great show, **EOU will fuel your creativity!**

Students in our music, art and theatre programs are accomplishing phenomenal work and being guided by skilled faculty that support, challenge and prepare them for many professional ventures, including graduate school.

Each year, EOU presents several major theatre and musical productions.



www.eou.edu/art

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

EOU’s Provost’s office initiates and the Deans and Associate Deans manage communication with students in the event of degree program elimination or a significant change in program requirements that impact students currently enrolled in the affected program. The communication includes working with the Associate Vice President for Academic Affairs, Institutional Research, the Registrar’s Office, and program faculty to identify declared students eligible to complete the degree and a reasonable timeframe during which to complete outstanding degree requirements. Once the Provost’s Office has communicated with the Registrar and informed campus and online advisors of the need to develop student plans for timely completion of degree requirements, the Oregon University System is informed of the elimination, and the Northwest Commission on Colleges and Universities is notified and provided teach-out plans.

Through the reflective practice of the self-study, the institution is codifying teach-out practices in procedural language published in the Education Policy and Curriculum Committee Handbook under [Section IV. Current Procedural Overview](#). The procedural language was forwarded to the Faculty Senate

for discussion in June 2013. Faculty Senate recommended that EPCC revise the language to include explicit opportunity for faculty input on administrator-initiated program elimination through the governance process (it already occurs through Article 2 of the EOU-AAP Collective Bargaining Agreement). Revised procedural language will come before EPCC for approval on 24 September 2013 and will be forwarded to Faculty Senate for action in early October 2013 in compliance with the Commission's Teach-Out Policy.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: a) institutional mission and core themes, b) entrance requirements and procedures, c) grading policy, d) information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings, e) names, titles, degrees held, and conferring institutions for administrators and full-time faculty, f) rules, regulations for conduct, rights, and responsibilities; g) tuition, fees, and other program costs, h) refund policies and procedures for students who withdraw from enrollment. i) opportunities and requirements for financial aid and j) academic calendar.

The institution publishes a printed and online [academic catalog](#) every two years (even year). The mission of the University is published in the catalog (p. 6), and is featured prominently along with Core Themes on the [strategic planning](#) website. In addition, a project is underway to create and display Core Themes on banners throughout classroom buildings on campus, in template-based communications including press releases, presentation templates, and other support materials.

Admission requirements are presented to students in the [application process](#) and on the [freshman admissions](#), [international admissions](#), and [transfer admissions](#) websites; graduate admissions requirements for the Master of Science in Education, the Master of Arts in Teaching, and the Master of Business are available on the [graduate admission website](#); and admission requirements for the [Master of Fine Arts](#) are detailed on the MFA website. The institution's standard Grading policy is available in the [academic policies](#) section of the [academic catalog](#), and individual faculty members set and communicate thresholds and expectations for achieving grade levels through the [course syllabus](#) available to students in seated and online courses. The academic catalog also describes degree program and associated minors as well as certificate programs. Each degree program provides clearly delineated learning outcome expectations, institutional requirements, degree requirements, and sample curriculum plans involving course sequencing and scaffolding for advising purposes. Links to partner programs are provided on the [Academics](#) website. Names, titles and corresponding information on administrators and full-time faculty are published at the end of the online and print catalog.

The [EOU website](#) prominently displays a "Students" header, giving public access to current and accurate student information found in the online [Student Handbook](#) regarding the [student code of conduct](#), which articulates student rights and responsibilities. Links for student resources, student life, online education, services and programs, and course offerings may all be accessed from this single page. EOU's mission places the university in the position of working with a great many first-generation college students who are sensitive to the costs of higher education. For this reason, [Financial Aid](#) information is a primary link on the main website homepage. Tuition, fees, program costs and opportunities, and the requirements for financial aid are made available to prospective students and their families through the Financial Aid website. Fees related to supplies or travel associated with specific program costs are connected to specific courses, are noted in the registration process, and are identified in the syllabi and/or course description. Refund policies and procedures are documented within the [academic policies](#) section of the [academic catalog](#) and are accessible online through [Student Accounts](#) and the [Registrar's](#) websites. A two-year academic calendar is also published on page 2 of the [academic catalog](#).

2.D.6 Publications describing educational programs include accurate information on: a) national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; b) descriptions of unique requirements for employment and advancement in the occupation or profession.

The University's [Academic Catalog](#) is EOU's major publication, supported by program websites that describes accurate information about programs. Programs in the *College of Arts and Sciences* have no requirements for licensure or professional education and training beyond satisfaction of program and degree requirements. Descriptions for unique requirements and advancement in occupations or profession are shared by specific programs on departmental websites.

[The College of Education](#) ensures that legal "eligibility" rules related to education are communicated through the [Teacher Standards & Practices Commission \(TSPC\)](#), Oregon's teacher licensing agency that also reviews and approves each college's programs for eligibility to recommend candidates for teacher licensing. Because of EOU's required alignment with TSPC, interested students are made aware of these state eligibility requirements early in their admission process if they have indicated their intent to major in teacher education. Personal communication is made during Preview Days sessions with education faculty and/or advisors, Mountaineer Orientation Days pre-registration programs, direct telecounseling and advising calls and campus visits and tours where the program requirements and licensure are reviewed and explained. The [catalog](#) and [check sheets](#) also support these information sessions as do publications including the [CUESTE \(Curriculum for Undergraduate Elementary School Teacher Education\) handbook](#), and [English Speakers of Other Languages \(ESOL\)](#) brochure, serving as additional communication tools.

As a state agency, TSPC makes rules (Oregon Administrative Rules--OARs) based upon legislative statutes (Oregon Revised Statutes--ORSs), and any changes to those rules must proceed through a regular public hearing process. OARs are first proposed at a commission meeting, and then go to public hearing before adoption. The University not only has an opportunity to observe the process but also participate in it. When a new rule is adopted, TSPC sends out a listserve announcement, which several College of Education personnel subscribe to. The College of Education filters the necessary information down to responsible parties for inclusion in web and print-based documents through regular meetings within the College of Education. These documents are also reviewed for accuracy prior to each year's admission opening. The College of Education's academic advisor also makes a presentation about the process and next steps after licensure to all students in the education program.

The College of Business [Fire Services Administration](#) observes requirements for certifying firefighters. The [Oregon Department of Public Safety Standards and Training](#) (DPSST) is responsible for certifying firefighters and notifying them of requirements. The National Fire Protection Association (NFPA) Standard 1021 is what every state uses for certification standards. Although some states only officially recognize Firefighter I & II, Oregon also recognizes Firefighter III and Firefighter IV as required for upper level officers. EOU's Fire Services Administration Program Coordinator monitors the [EOU Fire Services website](#) to ensure it is linked to the DPSST website so students have access to the most current information at all times. This administrator also ensures that EOU retains a strong partnership with DPSST and provides them with our current Fire Services courses that they accept for each level of certification. The program administrator also represents EOU at the Oregon Fire and Emergency Services Higher Education group and ensures EOU's Fire Services courses are updated according to the needs expressed. Information on program requirements and descriptions of advancement and occupation in the profession is shared in the department's [newsletter](#), on the website, and through direct communication and presentations.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

The security of student records follows procedures governed by policy established by the OUS through [OAR 166-475-0005](#). The [General Schedule](#) prescribes the retention periods for public records created and maintained by the institutions of the OUS. Retention periods apply to the record copy of all public records, regardless of medium or physical format, created or stored by the specific agencies. Permanent records must be stored indefinitely and include student grades, transcripts, and registration records. Older paper records are microfilmed and stored in fire safe file cabinets. More recent records are being digitized and stored online. Current files are stored in paper format in fire-proof cabinets within the Registrar's Office.

After review of the limitations on campus-based servers and storage, the University is working with the OUS and in the early stages of implementing an enterprise-wide scanning and digitizing system where student records may be archived digitally and securely off-site while still remaining accessible. This multiple-redundancy of storage and backup will greatly improve single-level backup systems and is expected to be operational in late 2013.

Confidentiality and release of student records follow the Family Educational Rights and Privacy Act (FERPA), are documented on the university website and managed by the [Office of the Registrar](#). Requests made outside federally mandated release of records to military or others, by media outlets, organizations, or individuals are received by [University Advancement](#) (EOU's public information office). Requests are reviewed as to purpose and types of data requested and then screened by legal counsel or fulfilled. General directory information is provided as public record following FERPA guidelines.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

EOU's location, mission, and values place the university in the position of serving many traditional and non-traditional students from rural areas where many are first-generation, high need, and low income. With upwards of 80 percent of students receiving financial assistance, the university *must* manage an effective and accountable program of financial aid. To conduct a formal assessment and review of student aid resources, the university convened a Student Aid Task Force led by the Vice President for Finance and Administration and made up of staff from admissions, financial aid, institutional research, budget, athletics, and the Vice President for Admissions and Advancement. The group worked to realign the awarding of fee remissions for specific groups such as university scholars, by widening the requisite grade point averages, to address need versus merit awards to support enrollment goals and needs, to build student persistence and provide better funds to continuing students, and to better track and allocate remissions used for specific programs.

Beginning in the fall of each year, information is published through Admissions and Financial Aid in print and [online](#) formats to inform students of the various types of financial assistance. Each fall, both current and prospective students are encouraged to prepare or update their [Free Application for Federal Student Aid](#) as soon as possible after the New Year and have it submitted. Students are also encouraged to apply for [institutional and private funds](#) through the EOU Foundation and other resources. Institutional funds, primarily in the form of fee remissions, are used to work with federal and state financial aid and

grants, scholarships, work-study as well as loans are all taken into consideration with the students' financial need as estimated by the FAFSA and other resources. Throughout the recruitment process for prospective students, information is shared on a regular basis through email, telecounseling, campus visit programs and printed materials to ensure students and their families receive accurate and timely information about the costs of attendance. The [Financial Aid Office](#) website is heavily promoted and has been simplified and reorganized to improve student access and provide information to all students – on campus or off-campus – on items such as [types of aid](#), [reviewing your award](#), [scholarship information](#), and [managing loans](#). The Financial Aid staff also have a goal of responding to phone calls and messages with 24 hours.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

To ensure students receiving financial assistance are informed of any repayment obligations, the EOU [Financial Aid Office](#) takes a proactive role in communicating with students. Admission recruitment materials, promotional emails, campus visit meetings and event presentations, and one-on-one meetings help to share important financial information with students and families. Staff members in admissions, academic advising, registrar, and student accounts are also cross-trained to assist as needed and help student understand pertinent information. Easily accessible and linked off the main EOU homepage, the Financial Aid Office website presents key resources for students, including [repayment obligations](#), [loan information](#) for new and current students, [consortium agreements](#), and other [resources](#).

EOU is currently working on adopting the [Federal Financial Aid Shopping Sheet](#) to promote more clear communications with students regarding financial aid and borrowing (beginning Fall 2013). The shopping sheet provides students a consistent presentation of estimated costs for tuition and fees, housing, meals, books and supplies, transportation and the funds to pay for college such as grants and scholarships, work, loans and other resources. Students at EOU receive loans based on credit hours taken (1/2 time is 6 credits, 3/4 time is 9 credits, full time is 12 credits) along with [mandatory entrance and exit loan counseling](#), a [net price calculator](#), and financial literacy incorporated into new student orientation, high school nights, and preview days. In 2013-14, EOU will be identifying academic programs most closely associated with student loan debt difficulty and develop a targeted strategy to educate those students on loan repayment.

EOU is also part of an OUS-wide team that is addressing responsible borrowing and student debt. The OUS Inter-institutional Council of Enrollment Managers (ICEM) will initiate – and each campus will develop – a pilot early warning system to identify and intervene with students at financial risk. The strategy complements OUS initiatives already in progress to reduce student costs and thus the need for loans for which EOU already has dual credit programs, credit for AP coursework, and credit for prior learning (APEL) policies in place in the [academic catalog](#). A statewide symposium on the topics of affordability and managing/addressing student debt is scheduled for fall 2013 and includes community colleges, K-12, ASPIRE, and other key stakeholders.

EOU and the OUS closely monitor the institution's loan default rate, which is now being tracked on three-year cycles in compliance with the U.S. Department of Education. Climbing default rates are a growing problem with many universities, and EOU is actively engaged in tracking the student default rate, which currently stands at 7.8%, and is proactively promoting healthy borrowing through Financial Aid resources available to students; in addition, the Student Aid Task Force is working to understand the correlation between financial aid categories of award and persistence. EOU's core themes and values as a public university focus on providing an accessible and affordable education. With statewide mandates such as [Oregon's 40-40-20](#), where the goal is for 40% of adult Oregonians to hold a

bachelor's or advanced degree, 40% to have an associate's degree or a meaningful postsecondary certificate, and all adult Oregonians to hold a high school diploma or equivalent by the year 2025, there are an increasing number of high-need students to educate, requiring the university to manage institutional risk against student financial need.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

EOU recognizes that academic advising is a critical component of the undergraduate educational experience. EOU's advising systems allow students to work collaboratively with academic advisors in order to define and implement sound educational plans consistent with a student's personal values, goals, and career plans. While academic advising occurs most visibly in these individual relationships, a broad network of professional advisors, faculty, and staff supports EOU's advising mission. This network of support recognizes that advising takes place not only during formal meetings with a faculty member or professional advisor, but also occurs with coaches, residence hall assistants, online with a frontline staff person or in the student accounts or the admissions office. Cross-training with these members of the university community helps build awareness and better support for students.

Advising at EOU takes place in two ways to accommodate students' modality as on campus or online/onsite. On campus central advising works with freshmen/exploratory students while college advisors work with student who have declared majors. Online/onsite students work with regional advisors in person if they are located near one of EOU's 16 Regional Centers, or they receive online advising by regional advising staff located at the Centers.

Upon admission to EOU, each student is categorized as declared or undeclared in terms of major area of interest. Each declared student is assigned a personal academic advisor who works directly with the student to create a college plan in the intended major area of study. On-campus students who declare a major are assigned an advisor in the appropriate college or program area (e.g., Arts & Sciences, Education, Business, or Liberal Studies). Online/onsite declared students work directly with their regional advisor in person and with a faculty advisor online throughout their academic career at EOU to help retention and reinforce a connection to the university from a distance.

Undeclared students have not yet selected a major. On-campus undeclared students are assigned to the freshman/exploratory advisor to pursue a broad-based course of study. Once students reach sophomore status and declare majors, they are typically assigned specific faculty advisors in their major areas. Online/onsite undeclared students work directly with their regional advisor in person or online throughout their academic career at EOU; at the point where an undeclared online/onsite student is prepared to declare, faculty advisors in program areas help reinforce students' connection to the university from a distance.

This system of advising was implemented in conjunction with Admissions, Academic Affairs, Student Success and Engagement, and the Student Learning Center to meet the needs of those students who need more time to develop or explore their interests (undeclared) and those students who are prepared to engage with advisors in their program majors (declared).

Faculty and professional advisors meet regularly with students as they progress through their academic career, assisting with course selections, credit evaluation, transfer credentials, and graduation requirements. Contact with students for information, to set reminders, and to make advising appointments

occurs through the classroom or during office hours—in person and online—and through email campaigns. Students can also log on to the [Webster](#) portal to connect with their academic advisor, as well as their department and college offices.

Professional advisors are housed within the colleges and report directly to the deans to strengthen the relationship between the university's academic programs and student advising. The college advisors attend departmental and college-wide meetings and are involved in day-to-day interactions with faculty to maintain a high level of currency with academic curriculum and graduation requirements and to be aware of proposed changes in an academic area that may impact student advisement.

The central intake advising office, which coordinates university-wide advising efforts, interfaces with college advisors and the Director of Regional Operations and meets biweekly with all professional advisors, both on campus and off, as the Provost's Advising Council, to share information about enrollment, administrative updates, and student information system updates. All professional advising staff have the opportunity to participate in professional development by attending conferences and webinars. The Director of Enrollment Operations, who oversees intake advising and the Registrar, also attends Dean's Council with the Provost and members of the academic affairs division to ensure advising staff is prepared and informed of activities that may impact advising. On a larger scale, the Vice President for Admissions and Advancement convenes a quarterly "Enrollment Summit" to provide information updates and to facilitate discussions with all enrollment services staff, including academic advising as a key element in the continuity of student enrollments and retention. Staff and advising systems are evaluated annually through performance evaluations, weekly dialog with the Provost and other senior staff managing admissions, the Learning Center, Student Success and Engagement, and faculty. Retention reports generated by Institutional Research with comments added by each advisor are utilized to adjust advising loads and track when and how students are being advised and enrolled.

Early contact with students is made in the recruitment and enrollment process during [preview days](#), [campus visits](#), and [online orientation](#) and through email and print communication to all students. Once admitted, students are assigned an advisor who contacts the student to establish a relationship and begin the advising process. EOU's central advising office is developing a new publication for print and web distribution to introduce the advising staff, present EOU's advising model, and share requirements and student responsibilities. A second piece in this series is planned to be a "user's manual" for students, with additional information on career advising, financial aid, graduation requirements, and best practices.

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

EOU provides a variety of co-curricular activities through the [Center for Student Involvement](#) (CSI). The Center works closely with the [Division of Student Success and Engagement](#) to ensure its [mission, goals](#), and programs are aligned with the institutional mission, core themes, and programs. The Center is overseen by the Interim Director of Student Involvement who works closely with student clubs, organizations, and advisors. The [policies](#) that govern the functioning of the Center and the student clubs/organizations are reviewed on an [annual basis](#) and those reviews include individuals from Student Success and Engagement as well as relevant expertise from Risk Management and Business Affairs. Additionally, CSI offers support and provides [advisor trainings](#) to faculty and staff, who serve as advisors for clubs and organizations, by assisting them with EOU policies and procedures. CSI also provides assistance in a variety of ways that serve students online and on campus, including consulting on event management, personnel issues, budget development and management, billing, purchasing, fundraising and contracting.

There are ample opportunities for student and faculty engagement in community development and service through activities such as the Annual Leadership Week Beautification Day, [Alternative Spring Break](#), and the City Wide Clean-up, which is a collaboration between the city of La Grande and the [Associated Students of Eastern Oregon University](#). Faculty and business leaders also provide leadership opportunities for individuals to serve on campus steering committees or participate in internships and a wide variety of campus and community events.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

The Housing and Residence Life [mission](#) explicitly supports the mission of the Division of Student Success and Engagement as well as the institutional mission. This is accomplished through a variety of initiatives including living learning communities (LLCs), in-hall tutoring, and a variety of programming efforts that promote both educational outcomes and student engagement with faculty outside of the classroom. Additionally, students are encouraged to foster partnerships in the campus and surrounding communities by participating in civic engagement events. In supporting the holistic growth of residents, [Housing and Residence Life](#) is committed to, and holds as a primary purpose, the academic success and growth of residents.

In connection with these purposes, Housing and Residence Life works closely with a contracted food service provider to provide a quality dining experience for the campus community. EOU Dining Services has also worked with our First-Year Experience program, for example, to enhance the learning in academic courses with a cultural exploration through food. The Interim Director of Housing and Residence Life is a member of the [University Council Student Affairs Committee](#) (UCSAC), which is comprised of students, faculty, administrators, and classified staff. The UCSAC provides input and guidance to Housing and Residence Life on a wide variety of topics including rates, policies, and strategic direction. The department utilizes EBI/ACUHO-I Assessment as a tool to measure progress towards meeting goals and to make improvements to existing programs. The EBI/ACUHO-I Assessment Notebooks are available in the Housing and Residence Life Office.

The [Eastern Oregon University Bookstore](#) contributes to the intellectual climate and the quality of the learning environment of the University in a variety of ways. Since Winter 2011, the bookstore has been offering a student rental program to on-campus students. Exploring opportunities for textbook rental to online students is in the planning stages. Provision of eBooks or digital books is also being researched. The bookstore's copy service continues to provide faculty publications and DVDs for resale to students both on campus and online. Within the next two years, all DVDs will be streamlined onto Blackboard for easier access.

Additional benefits to students include a book buyback program, the availability of [book voucher](#) services for students receiving financial aid, and the donation of two \$200 book voucher scholarships per term. The bookstore contributes to the campus culture by providing an array of merchandise that promotes EOU. The Mountaineer Market, a storefront in downtown La Grande, heightens community awareness of the University.

The bookstore management is currently partnering with the College of Business on developing an internship for a marketing student. This intern will assist the manager with a marketing plan and development of an advertising plan utilizing social media.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

Eastern Oregon University Athletics is committed to overseeing that Intercollegiate Athletics is an integral part of the overall educational experience at the institution. The athletic program strives to connect the University's student athletes with the region. Student athletes are expected to maintain a high standard of scholarship, sportsmanship, fair play, and involvement in the community. Athletics is dedicated to a philosophy of firm institutional control within athletics as well as unquestioned integrity of academics and financial accountability.

The athletic department recruits student athletes using the guidelines set forth by the University and the Director of Admissions in conjunction with input from the Director of Athletics. All [admission standards](#) are strictly adhered to for student athletes, just as they are for the entire student body. In addition to admission standards, all student athletes are held to [NAIA academic requirements](#) to ensure the integrity of the student athletes in the classroom as well as in play.

Eastern Oregon University Athletics follows the [NAIA guidelines](#), Article II, Section B (p.33) in awarding any financial assistance to student athletes. These guidelines are then used in tandem with the guidelines for the institution, which explain eligibility for types of financial aid at the [Financial Aid Office's website](#). Student athletes who hold academic scholarships or other forms of financial assistance are required to meet the same quantitative and qualitative standards of academic performance as required of all other recipients. The expectations for maintaining aid are outlined in the University's [Satisfactory Academic Progress](#) (SAP) policy, and in EOU's [Division of Athletics and Recreation Policy and Procedure Manual](#) (pp.118-119).

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Students applying to EOU must sign their [application](#) to certify the information on the application is correct and complete. This signature signifies confirmation from the student that they are who they say they are and the information they provided on the application is correct. Upon admission to the University, each student is assigned a unique 9-digit student identification number that is directly tied to their social security number in EOU's student information system and is the student's official form of identification throughout their EOU educational career. Students in distance education courses utilize their student ID and unique login for testing and verification of achievements. Student ID numbers are used to track all electronic student records. There is no additional fee for students to receive their student ID number.

A portion of EOU online courses require students to take exams under [proctored supervision](#). A proctor is a person who meets EOU qualifications and has been approved via the [EOU Testing Center](#). The proctor's responsibility is to provide a public location for students to test and verify the student's identity by checking the student's picture ID prior to allowing them access to the appropriate exam. Information regarding EOU's verification processes for students at a distance is available online with the Test Center.

University IT staff working with Blackboard and online course management platforms are currently evaluating options for additional online identify verification that may track IP logging to verify computer location, to utilize web cameras to monitor student activity, and/or lock down browsers during tests and exams.

2.E Library and Information Resources

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

Pierce Library collections and services reflect the EOU mission and core themes by supporting the complete array of EOU liberal arts programs and professional programs; by providing personal and student-centered services to students on campus, on site, and online; and by promoting and supporting partnerships which address regional needs.

Pierce Library's physical and online collection may be viewed at the [Library OPAC](#). The collections include [databases](#), [journals](#), [federal government documents](#) and [Oregon State documents](#). Pierce Library also maintains and indexes several unique [special collections](#).

Numerous mechanisms are in place to ensure that collections are relevant to EOU programs and mission. Collection currency and breadth are analyzed via the [OCLC collections analysis tools](#), which are used to develop summary reports describing the collection. These reports show that our book collection is generally not current, and is heavily biased toward materials from the 1960s and 1970s, particularly in the call number range for American Literature. As a result of this evaluation, we started a focused weeding project on our American Literature collection, which we expect to complete by the end of 2013.

Collections in particular disciplines are assigned to specific librarians, who take responsibility for ensuring that materials in that discipline are of appropriate currency and depth. Collections of specific material types (for example, maps, or government documents) are also curated by a librarian. In most cases the discipline liaisons have an educational background appropriate to their assigned subject areas, allowing them to communicate effectively with faculty on collections decisions. Many disciplines ensure a strong undergraduate focus by prioritizing the purchase of the relevant Choice OAT - Outstanding Academic Titles. These make for a substantial core undergraduate collection, and Summit borrowing and Inter-library loan are then available for specialized topics or more advanced students (more on Inter-Library Loan in section 2.E.4).

Collection depth is enhanced for key disciplines as warranted by EOU programs. The Library provides assessments of library holdings for programs with separate professional accreditation requirements ([Business](#) and [Education](#)) who need to demonstrate detailed assessments of library resources specific to those programs.

As part of the Educational Policy and Curriculum Committee new course review process, course proposals are reviewed by the appropriate discipline librarian. The librarian analyzes the collection to ensure that the library can adequately support the proposed course, and identifies materials that should be purchased to bring library collections support to a sufficient level. In addition to this process, there is also a librarian designated to serve on the EPCC.

To ensure appropriate collection breadth, the collections budget is allocated across all the disciplines taught at EOU. The criteria that affect the budget distribution are the number of declared majors and minors in each discipline, the number of faculty in each discipline, the usage of the materials in each discipline, and the average cost of materials in different disciplines. The [budget spreadsheet for 2012/13](#) shows the most recent example of how the budget was divided amongst disciplines.

Statistics describing library holdings are collected annually. The most significant collections trends shown by these statistics are a shift away from print materials and towards online materials and a dramatic decrease in serials holdings (44% decrease over 5 years). The shift towards online holdings is in keeping with the EOU mission, as online materials can be accessed around the clock, and access is just as straightforward for students at a distance as for those on campus. The decrease in serials holdings is driven by rising costs and static budgets, and is adversely affecting the library's capacity to support the EOU mission, despite considerable efforts to manage serials collections efficiently.

As a founding member of the Sage Library System of Eastern Oregon, Pierce Library contributes significantly to the EOU Core Theme of acting as the educational, cultural and economic engine of eastern Oregon. The Sage Library System is a consortium of approximately 70 libraries (primarily public libraries) throughout eastern Oregon. Sage members share in the costs and management of an integrated library system (Evergreen) and courier services. The efficiencies and economies of scale realized from working together and sharing a library system allow EOU to benefit from a more sustainable system, and allow many libraries in eastern Oregon to have a system that they could not otherwise afford. EOU serves as the fiscal agent for Sage and dictates the human resources infrastructure for Sage staff. Pierce Library houses the technical infrastructure for the Sage ILS, serves as a courier hub for library materials, and manages the system.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Planning at Pierce Library is guided by extensive statistical data, which is collected monthly and compiled annually. The most relevant sources of data are holdings data, circulation data, cataloging data, access and usage data for online library collections, reference statistics, gate counts, patron counts, and interlibrary loan counts. Pierce Library also has communication mechanisms in place to encourage staff to regularly share and discuss less quantitative and more narrative information. Much of this information is in the form of user feedback, which is encouraged via comment cards, rather than through formal surveys, and generally received on an ad-hoc and unpredictable basis. Comments received on comment cards are transcribed and saved ([example](#)). Both quantitative data and narrative user feedback are used to inform long term planning and nearer term operating decisions.

The Library engages twice a year in an inclusive, library-wide strategic planning process designed to encourage and incorporate staff and faculty input and feedback. The [strategic plan goals and aims](#) include measurable indicators of progress, so that accomplishments can be documented. Available data (both quantitative and qualitative) is used to evaluate progress on the current strategic plan and, when warranted, incorporate new or altered strategic directions and initiatives into the plan.

The circulation and online usage data used to inform collections decisions is quantitative data, but it also constitutes a form of direct user feedback. Below are some specific examples of how this data is used (Note that data relating to Inter-Library Loan is discussed in section E.2.4):

- Circulation data for individual items is used to in combination with publication date, material condition, and other factors to make decisions on weeding materials from the collection. Two recent

examples from 2013 are our [review of books in the P through PN call number range](#) and our review of the [videocassette collection](#).

- Circulation data as a whole (Password protected: most recent FY at P:\\Statistics\\2012 Statistics\\CircAnnCum 11-12.xlsx) is used to provide insight into the overall relevance of the collection to Library users. Consistently high circulation statistics from the past four years demonstrate that the library collection remains a cornerstone of the EOU degree process.
- Usage data for online resources is used in combination with price information to get data on price per use, which is then used to make decisions on cancelling journal subscriptions, or switching from one product to another. Annual price increases necessitate large scale serials reviews across the whole collection every 3 or 4 years. Librarians work closely with faculty on these assessments and faculty feedback plays an important role in the final decision made. The most recent large scale [serials review](#) was in 2010.

Pierce Library gathers, organizes and maintains a substantial amount of data on occupancy levels in the Library. Security gates at both of the entrances count the number of entries and exits; and student workers take patron counts hourly at numerous locations within the library. The data is stored in an Access database. Occupancy counts taken prior to the Library renovation were very useful in designing the renovated Library – the data helped the architects evaluate which areas of the library were the most popular and appreciated by patrons, and which areas with low usage gave evidence for particular problems (such as climate control). A sample compares usage levels at different times of the day, and compares [usage levels](#) for different library areas. Results show that mornings are the busiest time of day, and that study rooms and computers are the most used library areas.

Since September 2012, Pierce Library has been using a tracking program called Gimlet (Fig. 2.E.2) where reference statistics are compiled and tracked. The reference statistics are used to allocate librarian and staff time devoted to reference and to help us refine the reference service delivery model. The Library offers reference services on a tiered model, with student workers providing the first tier of service, passing more complex questions on to staff or Librarians. This model is effective given our reference profile, which shows large swings in volume and a relatively high proportion of directional questions.



Figure 2.E.2

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The EOU mission, core themes, and objectives assign a high priority to instruction (Objective 1. Foster and assess student learning) and also address the importance of using appropriate technology to reach students, especially students who access Pierce Library at a distance (Objective 4. Adopt and enhance appropriate educational technologies). Accordingly, a high proportion of Library resources are channeled into the provision of instruction, and this instruction is offered in a variety of formats in addition to face-

to-face classroom-based instruction, allowing library faculty to address the needs of faculty and online, on site and on campus students.

Pierce Library offers instruction in the form of web-based tutorials and guides, credit-bearing courses, and bibliographic instruction sessions, all of which are intended to be part of a consistent larger pedagogical plan. Pierce Library has created and maintains a detailed [instruction plan](#) in order to ensure that all library instruction forms part of this cohesive design, in alignment with the EOU mission and core themes.

The following [web based instruction](#) is available on the library website:

- Guides following a standardized template developed with LibGuides software. This includes both general subject guides and more narrowly focused course-specific guides.
- Tutorials covering general skills including the proper ways to cite sources, avoid plagiarism, and use Zotero to organize references. Also a series of selected CLIP tutorials, designed to help students develop particular information literacy skills.
- An overview pathfinder designed to introduce students to the library research process.

Pierce Library also offers three credit bearing courses in information literacy (LIB 127, LIB 307, and LIB 327). These courses include lower division and upper division courses, are offered on campus as well as online, and two of the three qualify for General Education credit. Librarians work closely with advising staff to encourage students, particularly incoming freshmen, to enroll in LIB courses, as the library has, over the years, received numerous comments from students indicating how useful they find the courses and how helpful they are for success in their other courses.

Enrollment statistics for credit-bearing courses offered by the Library are gathered annually, the most recent being [2012](#). Table 2.E.3 shows enrollment in library courses (on campus and online) for the most recent three years, compared to the number of new freshmen (on campus and online) for those same three years. The numbers indicate that almost every enrolled student is taking a library course in achieving their degree.

	Library Course Enrollment	# New Freshmen
Academic Year 2012	362	426
Academic Year 2011	463	385
Academic Year 2010	307	461

Table 2.E.3

Pierce Library additionally offers bibliographic instruction sessions specific to the discipline of the course and tailored to the needs of the requesting faculty. Such sessions allow library faculty to put the information literacy skills into a context and give them greater relevance for the students. The library also delivers information literacy instruction to particular groups—for example, student athletes, students taking HUM 101, and student tutors from the Writing Center.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Pierce Library has a number of mechanisms in place to regularly and systematically evaluate resources and services.

Resource quality is evaluated through processes such as [systematic evaluation of links](#) to online resources (link-checking) to make sure that links are live and current. Instructional quality is evaluated by the EOU student surveys that are given at the end of every course, and the quality of other library services is inferred from patron comments.

Resource security is evaluated through an ongoing collections inventory process, as well as a targeted project to assess the status of materials currently coded as missing. Pierce Library has alarmed security gates at both exits, as well as video cameras to help discourage theft.

Pierce Library resource adequacy and utilization are evaluated by looking at usage statistics, and by comparing these statistics with the Summit borrowing statistics and with inter-library loan usage. Summit borrowing is the ability for students to request circulating items from any library in the Orbis Cascade Alliance through the [Summit](#) catalog. This catalog offers access to a significant body of materials, as the Orbis Cascade Alliance consists of 37 universities, colleges, and community colleges in Oregon, Washington and Idaho. Inter-library loan services provide students with library materials which are not found in the shared Orbis Cascade Alliance Summit catalog.

A listing of the [Summit titles borrowed by EOU students in 2012](#), ordered by call number, shows healthy but not overwhelming usage of Summit borrowing by EOU patrons, with requests for titles covering a balanced mix of disciplines.

The [Orbis Cascade Alliance](#) offers numerous programs which allow Pierce Library to provide additional resources and services to Library patrons.

- Summit borrowing is expedited via an efficient [courier service](#), and a load balancing algorithm ensures that, over the long run, no library in the Alliance is either a net borrower or a net lender.
- The Alliance [electronic resources](#) program offers participants the option of purchasing online library resources at group discounts. This program allows Pierce Library to realize significant cost savings - savings totaling \$81,673 in FY 2011/12. Data showing institutional cost savings for electronic resources can be seen in the [Orbis Cascade Electronic Resources Program Annual Report](#).
- The recently implemented Demand Driven Acquisitions program is aimed at creating a shared electronic book collection. The project, which is gaining significant attention in the academic library arena, allows library patrons to directly influence electronic book purchasing decisions. The program is evaluated continuously by the Orbis Cascade Alliance e-book working group, based on [usage reports and expenditure reports](#).

Evaluations of Orbis Cascade programs show that Pierce Library derives a significant benefit from membership, with the most influential programs being the electronic resources purchasing program and Summit borrowing program.

NWCCU Year Three Evaluation Team Review Report on Standards 2C, 2D, and 2E

In October of 2013, the NWCCU assigned an evaluation team to review EOU's Year Three Self-Study Report and evaluate the quality of our educational degree programs and our institutional integrity. Relative to the methodology described above for tracking degree quality, the final Year Three Review

Report from the NWCCU articulates the following affirmation of EOU's quality relative to Standard 2C (Education Resources), 2D (Student Support Resources), and 2E (Library and Information Resources).

Standard 2.C: Education Resources

Educational resources available at EOU appear to be consistent with institutional mission. Faculty and students report that technology supports are adequate for classroom and online instruction. (2.C.1)

The EOU publishes learning outcomes for its degree programs in its catalog. Learning outcomes are not developed for minor programs. There is some inconsistency in how the outcomes are stated, but generally they satisfy the intent of the NWCCU standards. EOU is concluding its second four-year cycle of assessment. The assessment team reports that 2010 curriculum mapping process contributed to better understanding of how to achieve learning outcomes within programs, which has led to better data and higher faculty engagement. (2.C.2)

In recognition of the growing overlap of technology assisted instruction and wider use of distance technologies in on-campus instruction, EOU reorganized its Division of Distance Education and decentralized responsibility for oversight of distance coursework, programs, and services. Sixty percent of EOU students are served at a distance via online or onsite coursework. On campus academic departments are responsible for ensuring that distance courses meet established learning outcomes. Assessment of online and onsite courses and programs is accomplished by capturing learning outcomes data from the GEC and program portfolio samples. Capture of the data is enabled by use of TracDat. (2.C.3)

The majority of EOU's academic programs demonstrate a coherent design with appropriate breath, depth, sequencing of courses, and synthesis of learning. The Liberal Studies degree program represents an exception. Although recognized as meeting the needs of a large number of students and resulting in the second highest number of degrees awarded annually, the Liberal Studies degree program is vulnerable to weak academic oversight, a potential paucity of senior-level credits, and inadequate number of faculty to oversee capstone experiences. It should be noted that the deans and provost universally acknowledged the need to refocus assessment efforts on the Liberal Studies program. (2.C.4 and Policy 2.2)

The Educational Policy and Curriculum Committee (EPCC) reports to the Faculty Senate and is authorized to review educational programs and course offerings, develop and review curricular policy, and to recommend the implementation of these programs and policies to Faculty Senate. The EPCC is also authorized to initiate proposals in order to improve the educational development and programs at EOU. The EPCC oversees the General Education Council curricular review process. Membership of the EPCC and GEC is comprised of faculty, staff, and administrators. EOU faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation and revision of the curriculum. Through the learning outcomes expressly defined for the GEC program and approved by the EPCC, faculty take responsibility for fostering and assessing student achievement (2.C.5)

There is adequate evidence that a wide variety of library resources is available to students and that students receive instruction on how to access the resources. Library faculties teach three general education course offerings (LIB 127, 307, 327) and provide library workshops to Gateway courses upon request. The library courses and workshops ensure that students achieve the intended GEC learning outcomes of critical thinking, inquiry and communication. (2.C.6)

Prior learning credit is available to students who demonstrate college-level mastery in a faculty reviewed portfolio. The process and policy for prior learning credit is published in the academic catalog. Portfolio development occurs in a required portfolio development course, APEL 390. Students may apply no more

than 45 prior learning credits to a degree, which complies with NWCCU standards. EOU does not award prior learning credits for graduate programs. (2.C.7)

The university's transfer credit policy is published in the academic catalog and on its website. The policy is liberal in accepting recognized general education coursework from institutions in Oregon, Washington and Idaho. EOU also maintains transfer articulation agreements with many other domestic and international institutions. (2.C.8)

Undergraduate Programs

EOU students are required to complete a 60-credit general education curriculum (GEC). The GEC includes 6-20 credits of aesthetics and humanities, 6-20 credits of natural, mathematical and informational sciences, 6-20 credits of social sciences, 6-20 credits of artistic process and creation, and up to 15 credits of gateway courses. The GEC curriculum reflects an integrated course of study that develops students' breadth and depth of intellect. EOU provides supporting evidence that the program is designed and assessed by faculty. The Educational Policy and Curriculum Committee (EPCC) has responsibility for review of the GEC program and new course proposals. The committee's makeup and policies are described in EPCC Handbook. As part of regular program review, the EPCC undertook a systematic review of the entire GEC in 2010-2011. The review included a curricular mapping exercise to aid its assessment of GEC learning outcomes. (2.C.9)

EOU's GEC learning outcomes are consistent with higher education standards for undergraduate programs and they cover the essential areas of inquiry, communication, critical thinking, and civic engagement. These outcomes are consistent with the institution's mission to provide integrated, high-quality liberal arts and professional programs that lead to responsible and reflective action in a diverse and interconnected world. (2.C.10)

Graduate Programs

EOU offers four graduate programs—a Master of Arts in Teaching (MAT), a Master of Science (MS) in Education, a Master of Business Administration (MBA), and a Master of Fine Arts (MFA) in Creative Writing. Each program is a natural scholarly progression from the university's baccalaureate degrees and is consistent with the university's mission of providing high quality graduate-level studies in professional programs. The graduate programs require greater depth of study and increased demands for intellectual or creative capacity, knowledge of the field, and appropriate professional practice. (2.C.12)

General admission requirements for graduate programs are published in the academic catalog. Specific application and admission requirements for the MAT and MS programs are published on the College of Education website. The MFA program was approved after the 2012-2014 academic catalog was published. MFA program application and admission requirements are published on the university website. The self-study provides an explanation of transfer policies for the MFA and MS programs. Transfer credits are generally not accepted for the MAT and MBA programs. (2.C.13)

EOU does not award prior experiential learning credit for graduate programs. Clinical practices embedded in the MAT program do award credit and are supervised and assessed by program faculty. The MFA and MS programs also grant credit for internships, field experiences, or clinical practices, but these experiences are designed as credit-bearing activities that are supervised and assessed by program faculty. (2.C.14)

EOU's graduate programs are intended to prepare students for professional practice. Program curricula lead to higher levels of knowledge and performance within the teaching, business and writing professions. Students in the MAT and MS programs must complete classroom-based research projects. Students in the

MFA and MBA programs must complete original theses. (2.C.15)

Standard 2.D: Student Support Resources

Consistent with the nature of its programs and delivery methods, the university provides appropriate services to support student success. The La Grande campus hosts a variety of support offices ranging from counseling and disability services to a learning center, math lab, and writing center. The campus also offers a First Year Experience (FYE) program. Roughly two thirds of EOU's student population attend classes online or onsite at one of the regional centers. EOU staff are available at each of the regional centers and provide advising and support services. Regional center staff report strong connections to EOU and receive a lot of support from the La Grande campus. Regional center staff further report that recent availability of online tutoring has been a huge benefit to students and is well received. (2.D.1)

The Director of Student Relations is responsible for collecting and reporting crime statistics for the campus. The reports include incidents at the main campus and the regional centers. The campus security and fire reports from 2010 through 2012 are available on the campus website. Sexual misconduct reports for 2010 and 2011 are available on the campus website—the 2012 report has not been posted. Safety and security on La Grande campus is monitored by campus security officers. Law enforcement is provided by the La Grande Police Department. The regional sites are largely located on community college campuses, which provide safety and security services. (2.D.2)

EOU is an open enrollment institution with the mission to provide regional access to liberal arts and professional programs and to promote the economic, social, and cultural development of eastern and rural Oregon. To realize that mission, staff make an effort to “meet students where they are.” Advisors work with students to transfer credits from other institutions and provide personal advising. EOU makes program, transfer, and graduation information readily available in its academic catalog and on its website. The university offers formal orientation and welcome events (Mountaineer Registration Days and Week of Welcome). Since 2011, the university has also developed the Eastern Promise program. Several components of the Eastern Promise reach out to K12 students to generate enthusiasm and to provide early college orientation—Academic Momentum (5th grade) and Success 101 (9th grade).

Compliment 2: *The evaluation team compliments EOU on the Eastern Promise program as an exemplary effort to orient students to higher education and provide timely, useful, and accurate information. (2.D.3)* Procedures for program changes are outlined in the EPCC Handbook. During preparation of the self-study, EOU realized the EPCC Handbook required changes to differentiate faculty- and program-initiated changes from administration-initiated program deletions. The new language states that teach-out arrangements for deletions of stand-alone minors and degree program will be initiated by the provost and managed by the dean or dean's designee. The proposed changes are currently being reviewed by the EPCC, Faculty Senate, and the administration. (2.D.4)

The academic catalog does not specify licensure requirements for teachers, but it does state which education programs lead to licensure consistent with Oregon's Teacher Standards and Practices Commission. Likewise, certification standards for firefighters are not specified, but links to appropriate certifying agencies are published. (2.D.6)

Policies and practices designed to protect the security of student records are described in the self-study. EOU's procedures are governed by OUS policy. In collaboration with the OUS, the university is developing new digital processing of student records to create multiple-redundancy of storage and backup. The university reports adherence with meeting FERPA requirements, the evaluator did not verify the self-report. (2.D.8)

Financial aid policies, procedures, opportunities and resources are clearly described on the Financial Aid Office website. Students who receive financial aid must attend mandatory entrance and exit loan counseling and are informed of their repayment obligation. EOU's student loan default rate is currently at 7.8%. (2.D.9)

EOU maintains robust academic advising services that utilize face-to-face and online delivery modes. The extent and thoughtful integration of services is of particular note because of the need to service such a large off campus student population.

Compliment 3: *The evaluator compliments EOU on its advising services. (2.D.10)*

The self-study reports ample opportunities for on-campus students to engage in extra-curricular activities that are in keeping with the university's mission. (2.D.11)

Equivalent extra-curricular programming opportunities are not available for nearly two-thirds of the student population who attend online or at one of the regional centers. Regional center staff report that onsite and online students tend to be more non-traditional and do not request the same level of extra-curricular programming. As the university further develops civic engagement learning outcomes in GEC offerings, there may be greater need to extend extra-curricular programming to Regional Centers. The self-study supplies evidence that auxiliary services support the institutional mission of the campus and contribute to the intellectual climate. The recent restructure of Student Affairs to the Division of Student Success and Engagement provides additional evidence of auxiliary services contributing to the intellectual climate of the campus. The restructure was proposed with the goal of rejoining academic support with student affairs in an effort to enhance student persistence and contribute to student diversity. (2.D.12)

EOU is a member of the National Association of Intercollegiate Athletes (NAIA) and, as evidenced in the self-study, follows the NAIA guidelines for admission procedures, academic standards, degree requirements, and financial aid awards. (2.D.13)

EOU distance education courses and programs follow standard student verification processes for online courses and proctored exams. The university's IT staff are currently evaluating options for additional online verification, which include IP logging, web cameras, and lock down browsers. (2.D.14)

Standard 2.E: Library and Information Resources

The self-study and head librarian report that EOU's Pierce Library collections and services are sufficient to support the EOU's academic mission and core themes. Students have ready access to physical and electronic collections, which include databases, journals, federal government documents, and Oregon State documents. Collection analysis tools indicate the book collection is biased toward 1960s and 1970s American Literature. The American Literature holdings are currently being culled to rebalance the collection. There is a decrease in serial holdings due to the rising cost of institutional subscriptions and an increase in student use of online references. Pierce Library belongs to the Orbis Cascade Consortium. The consortium includes 37 libraries in Oregon, Washington, and Idaho that share material collections via interlibrary loan. (2.E.1)

The library uses an allocation formula to fund departmental collections. The allocation formula includes and weights program statistics such as the percent of total faculty in a department, the number of degree majors and minors, the percent of degrees awarded, the percent of circulation by discipline, and average title costs by discipline. EOU librarians also track holdings data, circulation data, cataloguing data, access

and usage data for online collections, reference statistics, gate counts, patron counts, and interlibrary loan counts. Planning for the library and information resources appears to be guided by appropriate measures to ensure departmental equity and is data driven. (2.E.2)

Library staff who hold faculty rank have teaching responsibilities. Library faculties teach three general education course offerings (LIB 127, 307, 327) and provide library workshops to GEC Gateway courses upon request. The library courses and workshops ensure that students acquire necessary skills to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources. (2.E.3)

Pierce Library utilizes a variety of mechanisms to evaluate the quality, adequacy, utilization, and security of library and information resources. Several of these mechanisms have already been addressed in response to Standards 2.E.1 and 2.E.2. Security of material library resources is achieved through inventory control, alarmed security gates, and video monitoring. (2.E.4)

In closing this section of the business plan, relative to the NWCCU's Year Three Review of EOU's educational degree program quality and institutional integrity, it is relevant to note the four commendations that the evaluation team articulated concerning EOU:

Commendations

1. The evaluation team commends EOU for its deep sense of commitment to serving the rural regions of the state, including Eastern Oregon. High levels of commitment to meeting students where they are and contributing to community economic development were voiced by faculty, staff, and administrators from all sectors of the university.
2. The evaluation team commends Eastern Oregon University for its faculty-driven academic program assessment approach, which has transformed a process-based approach to one which facilitates reflection and program improvement based on the expertise of its faculty members.
3. The evaluation team commends Eastern Oregon University for its robust, open and inclusive tuition setting process. This process utilizes a broad spectrum of relevant data elements and is truly participatory with active involvement throughout the process from a cross-section of campus including students, staff and faculty via the Tuition Advisory and Budget and Planning Committees as well as through university-wide open forums. The positive impact of this process is evident in the level of student support for proposed increases and complimentary feedback at the Oregon University System level.
4. The evaluation team commends EOU's aggressive, visionary, and proactive leadership to streamline operations, reduce costs, and improve services, aided by insights gained from the self-evaluation process. Leadership actions have led to reorganization of regional operations, student success and engagement, and information technology, as well as development of a long-term sustainability plan.