



***UNIVERSITY PLANNING FOCUS AND IMPLEMENTATION PRIORITIES***

***PREPARED BY***

***PRESIDENT DAVIES***

***FOR***

***PRESIDENT'S STAFF DISCUSSION***

***ON***

***OCTOBER 1, 2012***

***PRESIDENT'S CABINET***

***ON***

***OCTOBER 15, 2012***

## ***EASTERN OREGON UNIVERSITY MISSION, VALUES AND CORE THEMES***

### ***Our 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.

### ***Our Values:***

**Access**—EOU provides students from eastern Oregon and beyond the most felicitous 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 students learning and that enhance the economic, cultural and civic life of the region.

### ***Our Core Themes and Goals***

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

Goal 1: Foster and assess student learning

Goal 2: Ensure faculty and staff success

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

Goal 3: Serve students where they are

Goal 4: Make excellence inclusive

Goal 5: Adopt and enhance appropriate educational technologies

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

Goal 6: Foster Partnerships

Goal 7: Ensure a fiscally and environmentally sustainable university environment

Goal 8: Provide programs and resources to respond to high demand regional needs

**Theme 4:** EOU provides personal, student-centered experience in both the curricular and co-curricular programs.

Goal 9: Ensure access and success for all students

Goal 10: Provide opportunities for students and faculty to engage with their community

To actualize EOU's Mission, to live our values, and to reach our stated goals of our institution and to meet our obligations to the State of Oregon and her citizens, we will focus our planning, implementation and execution of our efforts in the follow six focal areas:

- Persistence—from application to graduation, ensuring our students are able to navigate a pathway that supports their goals;
- Financial Sustainability—remaining sustainable and viable and allocating resources appropriately;
- Diversity—creating an inclusive community comprised of individuals with varied cultures, beliefs, and backgrounds;
- Seamless K-20 Pipeline —creating a college going culture throughout the entire region;
- External Engagement—increasing private support and legislative advocacy; and,
- Partnerships—increasing the importance of our connections to the communities we serve.

Each of these focal areas is critical to the success of our core themes and supporting our mission and values. Each one also is directly coupled with our Performance Compact with the State of Oregon. While each focal area will require a coordinated effort among all of our divisions and units, a single person is empowered to assemble the requisite team members and will be responsible for providing leadership for the focal area by assembling the proper team, making recommendations of any necessary changes, initiating tactics, coordinating resources, etc. The stated goals of each focal area is based on EOU's current Performance Compact, OUS Performance Measurers or based on other previously accepted EOU planning outcomes. (In the following pages, if current figures are known, they will be placed in parenthesis.)

Focal Area	Persistence
Ultimate Goal	Increase the number of EOU graduates
Charge to the Team	From Application to Graduation—increase the number of admitted and enrolled students (first time freshman and transfers) and ensure progress towards degree is occurring at all levels, analyze and remove any and all unnecessary barriers; restructure and/or redesign programs aimed at freshman retention as needed; increase sophomore to junior transition efforts; develop and implement strategies to engage students to select majors and pathways by Junior year; ensure hindrances to graduation are identified early and rectified; recommend changes necessary in educational technology and systems; as needed, focus curricular changes to meet direct needs of students to obtain their chosen degree; examine co-curricular offerings to ensure relevancy and to increase student engagement; and make recommendations on any overriding structural changes to ensure student success.
Goals Directly Impacted:	1,2,3,4, 5, 8, 9, and 10
Team Leader	Provost—Steve Adkison

Additional and supporting goals, ratios and areas of consideration in supporting the Persistence focus includes, but not limited to, the following:

- Number of Applications for First Time Freshman and Transfers
- Yield: Percent of Applications who enroll and matriculate at EOU (FTF and Trans)
- First Time Freshman (Primarily on campus) and:
  - Matriculated First Time Freshman—goal of 425 minimum per year (438)
  - Freshman Retention Rate—goal of 75 percent (64%)
  - Number (and percent) of Freshman who reach Sophomore Status within 4 terms
  - Number (and percent) of Sophomores who reach Junior Status within 8 terms
  - Number (and percent) of Juniors who reach Senior Status within 12 terms
  - Increase 6 Year Graduate Rate (31 percent)
- Transfers to EOU:
  - Number of Transfers to EOU from Oregon community colleges (526)
  - 2, 3, 4, 5 and 6 year graduation rates (44%, 60%, 69%, 72%, and 72%)
  - Increasing the number of students from underrepresented groups
- Total Students
  - Increase total students to 6,000 by 2020
  - Increase total students on campus to 2,500 by 2020
  - Increase the number of students from underrepresented groups (622) and to 20 percent (15%) of total student population
  - Increase the percentage of non-resident students who enroll as compared to those who apply (23%)
  - Increase non-resident students (505)
  - Utilize NSSE/FSSE data to increase number of students and faculty interactions outside of classroom in first year (NSEE 48%, FSSE 23%) and senior year (NSEE 48%, FSEE 43%)
- Student-Life

- Develop strategies to increase the connections between and among students, faculty and staff—Utilize NSSE and FSEE data to set benchmarks
- Provide programming and other engagement opportunities to meet changing student demands and needs
- Increase and broaden the concept of “Living-Learning Communities”
- Strengthen the use of traditions and other symbols of student life to create community and connection
- Set clear benchmarks and exceptions on an going basis
- Financial Considerations:
  - Maintaining moderate tuition increases (5% or less)
  - Financial aid performance measures (14% of unmet need)
  - Increasing privately funded scholarships (\$300K)
  - Increase the number of international students (57) and non-resident students
- Regional Strategic Plans
  - The finalization of the Regional Operations Plan which will provide overall direction for the 16 sites and centers (with expansion and retrenchment as needed)
  - Specific strategic plans that will address academic program offerings, expected enrollments, graduation, revenues and costs for:
    - Hermiston
    - Pendleton
    - Ontario
    - Baker City
    - Mt. Hood
    - University Center at SWOCC
- Create an “exit interview” system for students who drop or step out of EOU

### ***EOU Compact Measures***

- Number of bachelor’s degrees awarded to Oregonians (Total and broken down by under-represented groups)
- Number of bachelor’s degrees awarded to rural Oregonians (Total and broken down by under-represented groups)
- Number of advanced degrees awarded to Oregonians (Total and broken down by under-represented groups)
- Number and percentage of newly admitted Oregon freshmen entering with HS dual credit or other early college credit (Total and broken down by under-represented groups)
- Number of bachelor’s degrees awarded to transfer students from Oregon community colleges (Total and broken down by under-represented groups)

Other considerations that must discussed and included in this area include student life for on-campus students, the expansion of co-curricular activities for all students (distance and on-campus), the role of EOU’s sites and centers in all of these activities and functions (recruitment, retention and graduation) and thus the necessity for the conclusion of the Regional Operations plan, furthering our admission and recruiting efforts, enhancing and integrating the communication plan to new students and expanding to current students, monitoring the changes in advising, continual analyzing of first year programs and expanding beyond this time frame, etc.

Focal Area	Financial Sustainability
Ultimate Goal	Exceed OUS Board Mandate of 5 percent fund balance while providing a transparent and logical process of allocating resources.
Charge to the Team	Ensure the financial sustainability and viability of EOU
Goals Directly Impacted:	2, 7, 8 and 9
Team Leader	VP of Finance & Administration—Lon Whitaker

Additional and supporting goals, ratios and areas of consideration in supporting the Financial Sustainability focus includes, but not limited to, the following:

- Ensure implementation, and the monitoring, of the Sustainability plan and to track amendments and impact on costs/revenues
  - Recommend and implement adjustments needed to meet the key ratios discussed in the Sustainability Plan (pg. 28)
  - Ensure all OUS policies and OARs regarding financial performance, effectiveness, efficiencies of the university is being met and/or surpassed
  - Recommend any structural changes that will increase the efficiency of the business operations of the university
- Create a budgeting process that includes:
  - The creation of core budgeting and allocation principles;
  - A agreed upon set of budgetary priorities for future investments;
  - A process to include the Budget & Planning Committee to provide input following a discussion with the leader each major unit;
  - Through direct input from students, propose increases in tuition and fees (student incidental, health, building, room & board, etc.) that will ensure financial sustainability as well as preserving access and affordability
  - Present, by June 15<sup>th</sup> of each year, a finalized annual budget, by major unit;
  - Create a rolling five-year budget model based on logical assumptions of revenues.
- Oversee the development of long-term financial plans for Residential Life (Student Housing), Food Service Contracts, the EOU Bookstore, the Gilbert Center and other areas as needed and ensure the accountability of those responsible for the financial performance of these entities
- Develop a strategy to explore opportunities for shared services within OUS or with other partners
- Through proper shared governance coordination, propose capital projects and funding alternatives

Focal Area	Diversity
Ultimate Goal	Achieve, at a minimum, 10 percent (5.7%) of our faculty and 10 percent of our staff (5.8%) self-report a minority/racial/ethnic identify. Have, at a minimum, 20 percent (15.5%) of our students self-report a minority/racial/ethnic identify.
Charge to the Team	Create a rich and inclusive educational community that is based on the diversity of its members. This will include, the combined efforts of the Diversity Committee, the President’s Commission on Women and the various efforts of student organizations and affiliated efforts. EOU will also work with local organizations to broaden the discussion of diversity and inclusion within the community.
Goals Directly Impacted:	1, 2, 3, 4, 5, 8, 9 and 10
Team Leader	President—Bob Davies (Director of HR may be substituted in the future)

Additional and supporting goals, ratios and areas of consideration in supporting the Diversity focus includes, but not limited to, the following:

- Revisit the 2011-13 Diversity Strategic Plan and determine if any aspect needs to be altered or changed and set a course to implement the plan immediately
- Increase the graduation rates of African-Americans (33.3%), Native-Americans (0%), Asian/Pacific Islander (57%) and Hispanic/Latino (12.5%)
  - Develop strategies of mentoring, tutoring, scholarship programs, etc.
- Increase the number of students who are African-Americans (88), Native-American (87), Asian (87), Pacific Islander (58), or Hispanic/Latino (231) to levels that are above the average of the regional universities in the system.
  - Increase specific and targeting recruiting efforts of under-represented groups
  - Translate materials and media in Spanish
  - Create a resource of \$15,000 in fee remissions available to up to three students who will specifically and significantly assist in the recruitment and retention of students representing diversity. These students will be selected by the admissions team and will, on a quarterly basis, report to the President on their activities and provide recommendations.
- Increase and maintain the diversity of faculty and staff through targeted and aggressive recruitment, retention and professional development programs.
  - Increased emphasis in the diversity initiative on all search committees
  - Increased advertising in media that will reach diverse audiences
  - Have at least one member of the diversity committee or the PCSW serve on the search committee of any university wide leadership position
  - Have a member of the diversity committee (or HR Director if appropriate) provide a “Diversity Charge” (similar to the “ethics charge”) to every search committee
  - Develop a professional development program for all faculty and staff on issues and benefits of diversity
- Develop partnerships with community leadership to leverage the discussions and create opportunities for additional exchanges, commerce and other benefits.
- Increase NSSE scores (52% First Year and 66% Senior Year) and FSSE (52% lower division and 58% upper division) on writings and assignments on diversity; discussion with students from a different race (NSSE 36% and 36%; FSSE 32% and 44%) and Religion (NSSE 49% and 49%; FSSE 47% and 53%)

**EOU Compact Measures**

- Number of bachelor’s degrees awarded to Oregonians (By under-represented groups)
- Number of bachelor’s degrees awarded to rural Oregonians (By under-represented

- groups)
- Number of advanced degrees awarded to Oregonians (By under-represented groups)
  - Number and percentage of newly admitted Oregon freshmen entering with HS dual credit or other early college credit (By under-represented groups)
  - Number of bachelor's degrees awarded to transfer students from Oregon community colleges (By under-represented groups)

Focal Area	Seamless K-20 Pipeline
Ultimate Goal	To significantly increase the number of students from rural high schools attending college.
Charge to the Team	To develop partnerships and programs with K-12, Community Colleges and EOU to change the college going culture by working together and collaboratively to remove barriers, to change perceptions and to increase expectations that college is an attainable goal.
Goals Directly Impacted:	1, 3, 4, 5, 6, 8, 9 and 10
Team Leader	Eastern Promise Executive Director—Dan Mielke

Additional and supporting goals, ratios and areas of consideration in supporting the K-20 Seamless Pipeline focus includes, but not limited to, the following:

- Implement the primary strategies driving the Eastern Promise include the following:
  - Early College credit programs — Credit by Proficiency, Dual Credit & Expanded Options, Advanced Placement, with Credit by Proficiency specifically constructed for statewide scalability.
  - Faculty Professional Learning Communities (PLCs) — Secondary, Community College, and University faculty set standards and evaluation processes, building faculty relationships crucial to K-20 success.
  - “Local and Focused” based solutions to student success — Eastern Promise activities and Early College credit offered in areas of demonstrated need for specific school districts.
  - Pre-college activities beginning in 5<sup>th</sup> Grade and aimed at creating a college-going culture with both students and their families.
  - Excepted outcomes of the Eastern Promise include:
    - Increase the number of students from Eastern Oregon who are prepared for and attend college directly from high school
    - Increase the number of students who obtain the Oregon Transfer Model (OTM) and/or the Associates of Art Oregon Transfer (AAOT) degrees
    - Increase the number of BMCC and TVCC students who earn degrees or certificates and remain in the region
    - Increase the number of BMCC and TVCC students who successfully transfer to EOU or other four-year institution
    - Increase the number of EOU students who graduate with a bachelor’s or advanced degree and live in the region
    - Provide a scalable model for pre-college and early college collaborative programming for K-12, community colleges, and universities throughout Oregon
- Additionally, explore the viability:
  - of the “Eagle Cap Academy Concept” as an alternative entry point for students to EOU
  - of a high school academy focusing on students from the region who represent significant opportunities and who are also are equally disadvantaged (emphasis of new Chief Education Officer is charter schools on college campuses).

**EOU Compact Measures**

- Number of bachelor’s degrees awarded to Oregonians (Total and broken down by under-represented groups)
- Number of bachelor’s degrees awarded to rural Oregonians (Total and broken down by under-represented groups)

- Number and percentage of newly admitted Oregon freshmen entering with HS dual credit or other early college credit (Total and broken down by under-represented groups)
- Number of bachelor's degrees awarded to transfer students from Oregon community colleges (Total and broken down by under-represented groups)

Focal Area	External Engagement
Ultimate Goal	To significantly increase the private support for EOU. To increase capital investment, education and general funds, and to prevent undesirable bills from passing.
Charge to the Team	To develop and implement strategies to increase private support. To engage appropriate campus leaders, faculty and staff in the identification, cultivation, solicitation and stewardship of private gifts. To respond to the needs of the university with appropriate fundraising efforts. To implement the most recent discussed campaign without delay. To implement legislative advocacy strategies on behalf of the university. To work with and to utilize ASEOU's political advocacy efforts as necessary and appropriate.
Goals Directly Impacted:	1, 3, 4, 5, 6, 8, 9 and 10
Team Leader	VP of Advancement/Admissions—Tim Seydel

Additional and supporting goals, ratios and areas of consideration in supporting the External Engagement focus includes, but not limited to, the following:

- For Private Support:
  - The implementation of the Capital Campaign strategic planning efforts
  - The raising of \$1 Million in calendar year 2012
  - The raising of \$1.5 Million in calendar year 2013
  - The raising of \$2 Million in calendar year 2014
  - Increase the available funds for Scholarships from the current \$300,000 to \$600,000 by 2014
  - Create a sustainable annual fund
  
- For Legislative Affairs:
  - Proactively engage ASEOU in the legislative process
  - Secure \$2 Million in capital projects for 2013-2015
  - Defeat the WGU Measures
  - Position EOU for \$20 Million in capital funding in 2015-2017
  - Defeat any legislative actions that will result in consolidation of universities
  - Continue to have EOU be viewed as an exemplary State asset
  - Create opportunities to have legislator visit EOU on a regular basis

Focal Area	Partnerships
Ultimate Goal	To significantly increase the importance and level of EOU's partnerships with community efforts and
Charge to the Team	To aggressively pursue partnerships with organizations that will provide a benefit to students, faculty and the university as a whole. This includes partnerships with educational entities, public and organizations, or business that will: ensure student success through the transferring of credits; lead to student and faculty engagement for research and internship opportunities; promote civic and democratic engagement, and; provide new resources for curricular and co-curricular activities inline with EOU's goals and mission.
Goals Directly Impacted:	1, 4, 6, 8, and 9
Team Leader	Provost—Steve Adkison

Additional and supporting goals, ratios and areas of consideration in supporting the Partnerships focus includes, but not limited to, the following:

- Develop or renew articulation agreements with each of the 17 community colleges in Oregon
- Develop or renew articulation agreements with the appropriate community colleges outside of Oregon that will enhance the recruitment of students
- Further EOU's engagement the Regional Solutions Center through a continual line of communication and exchange of ideas (20 internships)
- Explore the notion of a business incubator on campus
- Further the partnership with the Small Business Development Center in La Grande as well as in the locations of our sites/centers
- Continue to refine curricular offerings that are inline with regional needs
- Create new research and new internships based on the 309 and 409 course models
- Utilize NSSE/FSSE data to increase number of students and faculty utilizing high impact practices in the area of service learning (64% in lower division and 55% in upper division)
- Increase NSSE and FSSE scores on participation in community based projects in the first year (NSEE 5% and FSSE 16%) and senior year (NSSE 13% and FSSE 26%)

***EOU Compact Measures***

- Number and percentage of newly admitted Oregon freshmen entering with HS dual credit or other early college credit (Total and broken down by under-represented groups)
- Number of bachelor's degrees awarded to transfer students from Oregon community colleges (Total and broken down by under-represented groups)
- Percent of graduates unemployed in Oregon compared with the percentage of workforce unemployed in Oregon
- Employer satisfaction
- Alumni satisfaction