

# Eastern Oregon University

## Access and Participation

### Total Credit Enrollment

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Actual	2,784	2,978	3,418	3,287	3,338	3,533	3,425	3,433	3,666

Headcount of all students enrolled during fall term, regardless of course load.

### New Undergraduate Enrollment

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Actual	744	810	918	769	862	823	794	799	880

Headcount enrollment of newly admitted undergraduates, including both full- and part-time students and regular and extended studies enrollment.

### Explanation of Performance Trend

In 2008-09, there was an increase in online enrollments of 18% and a decrease of on-campus enrollments of 5.4%. This would equate approximately to a 6.36% increase in unduplicated headcount of all students enrolled during Fall 2008 compared to Fall 2007. Headcount for newly admitted undergraduates increased 9.21% overall in Fall 2008 compared to Fall 2007. Convenience, multiple-audience marketing, and early indications of a downturn in the economy may account for significant increases in students choosing online education. Despite repeat high school visits in mission-specific counties, targeted Native American recruitment, attractive financial aid packages, and more visible marketing efforts, tuition + fees + room and board continue to pose barriers to access for rural Oregonians.

### Campus Initiatives & Significant Accomplishments

New recruitment initiatives and strategies in the Division of Enrollment Services and Marketing account for increases in online and transfer student enrollments in Fall 2008. High-touch advising at regional centers, pride grants, and other remission-based incentives recently extended to online students have yielded positive enrollment gains. Repeat high school visits in mission-specific counties, targeted Native American recruitment, and attractive financial aid packages will continue to be part of EOU's portfolio for on-campus recruitment initiatives. Given recent downturns in the economy and affordability factors among competitors, EOU's accessibility is enhanced for the biennium.

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## Student Progress & Completion

### Freshman Retention

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	64.9%	65.4%	65.6%	66.2%	68.5%	65.4%	64.4%	54.1%					
Targets				70.4%	72.0%	70.0%	70.0%	70.0%	70.0%				
				66.4%	67.0%	65.0%	65.0%	65.0%	65.0%	66.0%	66.0%	67.0%	67.0%

Percentage of first-time, full-time freshmen who entered and returned to the same OUS institution for a second year.

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

### Explanation of Performance Trend

Fall 2007 recruitment yielded a higher proportion of late first-time full-time freshmen than usual, and EOU lost 46% of those students by Fall 2008. Early intervention mechanisms were not in place to identify students before they were at warning and probationary thresholds and may account for the drop in retention. There was no First Year Experience (FYE) program in place for all first year students, and CORE 102—an academic affairs/student affairs team approach to acclimating entering freshmen to the university environment—was in development phase. Increasing economic pressures for freshmen combined with intentions to transfer after the first year such that a higher percentage of first year freshmen either dropped out, stopped out, or transferred out.

### Campus Initiatives & Significant Accomplishments

EOU expects similar performance trends for 2008-2009. CORE 102 for at-risk students was not piloted until Winter 2008. In Spring 2008, EOU developed a two-term FYE seminar for all on-campus first year students. An equivalent offering was also made available to the online student population. This was implemented in Fall 2008 and resulted in nearly an 8% increase in retention from Fall to Winter over the previous year (93.5% retention F to W) and a 13% increase from Winter to Spring (88.5% at this point in time). Also implemented was rolling advising and a new advising structure for first year students in 2009 with more one-to-one pre-advising of students. EOU also implemented an early intervention policy so that when it is apparent a student is failing, it is incumbent upon the faculty member to notify the student.

### Rationale for Targets to 2013

As FYE on campus and online gain traction and the rolling advising takes effect, EOU expects to gain back ground lost in 2007 and exceed targets for first year retention numbers beginning in Fall 2009. At the same time, EOU's targets through 2013 are conservative as demographics indicate increased first year enrollments of low income, minority, and other underserved students who are particularly at risk and in need of high impact practices that enhance student success and increase retention rates.

## Freshman Retention within OUS

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	68.4%	68.0%	67.5%	69.2%	70.0%	68.7%	68.9%	58.0%

Percentage of first-time, full-time freshmen who return to any OUS institution for a second year.

## Graduation Rate

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	30.1%	24.6%	27.6%	32.8%	30.2%	33.3%	28.5%	26.6%

Percentage of first-time, full-time freshmen entering and graduating from the same institution within six years.

## Graduation Rate within OUS

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	46.8%	37.4%	42.9%	45.1%	41.8%	40.2%	37.5%	38.5%

Percentage of first-time, full-time freshmen entering and graduating from any OUS institution within six years.

## Explanation of Performance Trend

Students who begin at EOU as first-time, full-time, on-campus freshmen disproportionately intend to transfer after their first year (30-40%). Students under economic pressures typically transfer to community colleges. Tuition increases in OUS have also created an increasingly competitive market with colleges and universities in border states. A proportion of campus-based students begin as full-time freshmen but run out of money during the first year, proceeding at a slower pace thereafter. First-time, full-time freshmen enrolling in online courses also progress towards graduation at a slower pace, often stopping out due to finances, life issues, and/or changes in the workforce environment, and are thus not captured in the six-year window.

## Campus Initiatives & Significant Accomplishments

Several Division of Enrollment Services initiatives around providing access, affordability, marketable degrees and certificates that students want and the region needs may begin impacting retention and graduation rates by Fall 2011. Those who are close to graduation are given last lap scholarships to encourage degree completion. Retention at the freshman and sophomore years are being addressed by a new First Year Experience program for all freshmen and professional development initiatives for faculty around high impact pedagogy.

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## Academic Quality and Student Success

### Graduate Satisfaction

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	88.3%		84.8%		92.5%		81.9%						
Targets					88.0%		89.5%		90.0%		90.0%		90.0%
					83.0%		84.5%		85.0%				

Percentage of recent bachelor’s degree recipients rating the quality of their overall experiences as “very good” or “excellent” on a 5-point scale.

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

### Explanation of Performance Trend

The *One Year Later* survey of EOU graduates yielded a sample size that was lower than desired, resulting in a larger margin of error. This may account for some of the decline in comparison to the previous survey. Interestingly, 2007 NSSE results correlate closely to the OYL study in that 81% of seniors would choose EOU again if they could start their college career over. In addition, 17% of seniors report not talking to advisors about careers or other significant interactions with faculty—in this regard, EOU moderately lags behind Carnegie peers. Active and collaborative learning opportunities moderately lag behind peers, while the level of academic challenge moderately exceeds peers. Seniors and freshmen report that EOU moderately lags behind in providing a supportive campus environment and quality relations with other students, faculty, administrative offices.

### Campus Initiatives & Significant Accomplishments

EOU overhauled the advising system to install developmental advising that provides students with skills, motivation, and the confidence to interact with faculty. Student Affairs has engaged in collaborative learning opportunities for students in partnership with Academic Affairs in the development of curriculum for FYE seminars funded in part by the Rural Access initiative to improve support for student success in the first year.

### Rationale for Targets to 2013

EOU expects to return to previous levels of student satisfaction among graduates in the next OYL reporting cycle.

## Graduate Success

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	99.2%		97.8%		99.2%		95.7%	

Percentage of bachelor's degree recipients, surveyed approximately one year following graduation, who report that they are employed, continuing their education, volunteering, or working at home.

## Internships

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual					93.2%		94.7%	

Percentage of bachelor's degree recipients who participated in at least one type of internship or experiential learning opportunity.

## Student to Full-Time Faculty Ratio

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Actual	27.3	28.7	28.6	28.0	26.7	26.0	23.9	23.5	24.3

The ratio of fall FTE student enrollment (calculated as full-time plus one-third part-time headcount) to full-time faculty headcount.

## Explanation of Performance Trend

Employment one year following graduation with a baccalaureate degree remains high among graduates. Internships and other high impact applied learning opportunities remain high due to internships embedded in most degree programs.

## Campus Initiatives & Significant Accomplishments

EOU restructured Academic and Career Advising for a more integrated approach and seamless transition from degree completion to achievement of career goals in the workforce. Adoption of LEAP outcomes and alignment of general education curriculum (GEC) and degree program outcomes with those outcomes deemed essential by employers will continue to help EOU graduates remain competitive in career fields.

# Eastern Oregon University

## Educated Citizenry and Workforce Development

### Total Degrees Awarded

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	448	458	580	660	607	611	673	701					
Targets				432	470	720	740	760	760	670	670	690	690
				416	460	680	700	720	720				

Total number of bachelor's and master's degrees awarded annually.

### Degrees in Designated Shortage Areas

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual		15	33	27	17	23	10	20					
Targets										25	25	25	25

Total number of teaching endorsements in mathematics and science awarded in a given year.

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

### Explanation of Performance Trend

**Total Degrees Awarded:** EOU experienced a significant increase in full-time, first year enrollments in 2004-05, some of whom completed degrees in 2008; in both 2005-06 and 2006-07, there was an increase in transfer students who typically graduate within two or three years, accounting for significant increases in degrees awarded in 2007 and in 2008.

**Endorsements in Shortage Areas:** Increases between 2002 and 2004 reflect years in which students were prepared and endorsed in two content areas. In 2004-05, EOU ended its program in Bend, and in 2005-06 experienced a slight increase in “transitional license teachers” who completed the program that year. In 2006-07, EOU had fewer candidates for endorsement and students were prepared in a single subject only. Endorsements in shortage areas doubled in 2007-08 compared to the previous year, with greater than 25% of students seeking multiple endorsements (2-3 endorsements). In 2008-09, EOU completed reconfiguration of its Math Studies degree to meet regional needs for the teaching endorsements in Mathematics.

## Rationale for Targets to 2013

**Total Degrees:** Nearly 75% of online students are transfer students. Increasing online enrollments combined with smaller first-year enrollments indicate that by 2009-10 and going forward, total degrees awarded should begin to stabilize according to targets.

**Shortage Areas:** Targets correlate to total number of teaching endorsements (not degrees) awarded in math and science in any given year. EOU does not have the capacity to award more than 20-30 teaching endorsements in math and science in any given year. Targets for 2009-2013 reflect constant capacity and a probability that 25% of students will seek multiple math/science endorsements.

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## Knowledge Creation and Resources

### Sponsored Research Expenditures

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual	\$2.1	\$3.3	\$2.6	\$3.4	\$3.2	\$3.6	\$2.5	\$2.6					
Targets				\$2.5	\$3.5	\$4.0	\$4.5	\$5.5	\$6.0	\$3.0	\$3.5	\$3.5	\$3.5
				\$2.3	\$3.0	\$3.5	\$4.0	\$4.5	\$5.0				

Expenditures for sponsored research and other activities (\$ in millions) using grant funds from external sources (e.g., federal and private). Includes teaching/training grants, student services grants, and similar support.

Note: Universities established high and low targets prior to 2008 (for years through 2008-09)

### Explanation of Performance Trend

EOU's performance was steady with sponsored research and external grant funds.

### Campus Initiatives & Significant Accomplishments

Data reflect modest faculty accomplishments in competing for teaching and applied learning grants.

### Rationale for Targets to 2013

Targets for 2009-2013 are calibrated to mission and faculty focus.

## Philanthropy

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	\$1.8	\$2.1	\$2.7	\$2.4	\$2.7	\$3.0	\$3.7	\$4.1

Net assets of campus affiliated foundation as reported in the OUS audited financial statement (\$ in millions).

## Faculty Compensation

Non-Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
Actual	87.2%	82.8%	84.0%	87.4%	86.0%	96.0%	93.7%	90.4%

The average faculty compensation (salary plus benefits) as a percentage of the average compensation among peer institutions.

### Explanation of Performance Trend

EOU Foundation received a large anonymous gift in 2008.

Faculty compensation continues to lag behind peers despite 5+% salary increases in 2007-2008.

### Campus Initiatives & Significant Accomplishments

EOU Foundation received an anonymous gift that will enable the university to provide scholarship opportunities to women and minorities.

EOU/OUS negotiated an additional 7% salary increase for faculty effective 2008-2009, which should raise the percentage of average compensation compared to peers.

# Eastern Oregon University

## Mission-Specific Indicators

### Transfer Students Attending EOU

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual							101.3%	107.3%					
Targets										108.0%	110.0%	112.0%	112.0%

Number of transfer students who attend EOU, represented by the percent of the base number (2005-06) of transfer students from seven designated community colleges. The seven partner Oregon community colleges are Blue Mountain, Chemeketa, Mt. Hood, Rogue, Southwestern, Treasure Valley, and Umpqua. 2005-06 is the baseline for % increase

Note: Data have been corrected following a definition review to ensure consistent reporting

### High School Graduate Yield

Targeted Measure

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13
Actual						5.7%	5.9%	5.2%					
Targets										7.0%	8.0%	8.0%	8.0%

Proportion of 12-county high school graduates who attend EOU, represented by the percent of students from twelve eastern Oregon rural counties who attend EOU. The twelve eastern Oregon counties include: Baker, Gilliam, Grant, Harney, Malheur, Morrow, Sherman, Umatilla, Union, Wallowa, Wasco, and Wheeler

Note: Data have been corrected following a definition review to ensure consistent reporting

### Explanation of Performance Trend

**Transfer Students:** Transfer students who attend EOU have fluctuated by 40-60 students every other year until 2005, when numbers began to stabilize and then increase. The baseline year of 2005-06 coincides with development of a data warehouse from which consistent data is drawn going forward from that date. Steady increases since 2005 are due to initiatives supporting transfer that were implemented in 2006, including new, updated, or student accessible transfer articulation agreements with listed community colleges (ATLAS project). Regional advisors provide students with up-to-date information on new pathways to four-year degrees, which also explains steady increases.

**High School Yield:** Numbers of high school graduates attending EOU reflect limited recruiting capacity and diminished repeat visits 2005-2007. Going forward, EOU expects greater return on High School Graduate Yields from twelve designated regional counties due to Rural Access recruitment initiatives installed during the Fall-Winter recruitment season 2007-08.

## Campus Initiatives & Significant Accomplishments

**Transfer Students:** Degree programs continue to develop and will begin aggressively marketing pathway programs for all degree programs at EOU by Fall 2009. Seed money to complete this pathway project has been made available by AAC&U's Tri-State Compass Project. Selected as a Beta campus, EOU is developing a best-practice model for transfer and pathway that may be replicated by campuses in other systems. EOU has been providing more scholarship opportunities for transfer students since Fall 2008 and will expect to see increased transfer yields by Fall 2009.

**High School Yield:** Beginning early in the recruitment season of 2007, EOU enhanced recruitment capacity in twelve regional counties through Rural Access funds provided by the state. Recruitment has been particularly aggressive in the counties listed, including repeat visits, President's Receptions, 12-county scholarship awards that are applied to residence life costs, and bilingual financial literature for parents.

## Rationale for Targets to 2013

**Transfer Students:** Online enrollments during 2008-09 continue to increase, and 75% of online students are transfer students. EOU expects to meet the 2009-10 target, with targets to 2013 remaining aspirational.

**High School Yield:** Based on data corrections made in 2009, targets from 2010-2013 have been adjusted to more realistic percentages while remaining aspirational.