

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

A PLAN JOINTLY CREATED BY

PRESIDENT BOB DAVIES,  
PROVOST STEVE ADKISON,  
THE PRESIDENT'S EXECUTIVE CABINET,  
& OUR LARGER EOU COMMUNITY

PRESENTED ON  
***JUNE 6, 2011***

## INTRODUCTION

In my opening speech and “State of the University Address” this past September, I discussed the “three rivers of change” that will force the academy, and the institutions that make up the academy, to significantly change their approach to long term viability. These three rivers were made up of the advances and application of technology, the growing voices for accountability, and the dramatic shifting of financial resources. While the direct impetus of this plan, *Positioning Eastern Oregon University for Mission Fulfillment and Financial Sustainability*, is predicated on the financial impacts of a significant decrease in state appropriations, for us to be successful, we must in fact look broadly about the mission, goals, and objectives of EOU and ask ourselves, “what are we, the university, now” and just as importantly, “what do we want our university to be?”

These changes, the three rivers, have created our “new reality,” as they are not temporary changes—but permanent and very real. As such, to remain viable, Eastern Oregon University must also adapt and change to meet the new demands and challenges brought on by the new realities.

This plan is not just a “cost cutting plan” or an exercise in balancing the budget from one year to the next. This is a plan that must focus on the larger picture of how to position EOU to:

- Meet the needs of our students
- Meet the demands of our region—economically, culturally, socially
- Be financially viable over the long term

This is about who Eastern Oregon University is, who we are to become, and how we dedicate our financial resources to those goals and ambitions. As the Associated Academic Professionals (AAP) wrote in response to the original draft plan, none of the decisions and recommendations can be taken in isolation—we must weigh everything in regards how does each program and activity support our overall

mission and goals. We cannot, and did not, take things in isolation as we are a complex organization and everything must work together.

In preparing this plan, it is evident that we must focus on our core themes and programs, build on our core strengths and remain true to our values. These are the hallmark qualities that provide EOU its unique niche and place in the academy.

In reaching the recommended conclusions contained in this draft plan, we followed a process that was based on many factors, including the AAP's response to the BART Plan, *Flying the Plane While Rebuilding the Engine*. This response was written in a very different economic environment and, while EOU was in a very different set of circumstances, several very valuable points were made that remain pertinent today. In particular, it called for direct faculty [and staff] involvement in the process and to "seriously engage" the stakeholders in an interactive process; tying financial data to expected outcomes and our mission; utilizing shared governance as much as possible; remaining committed to our shared mission; and committing, namely by administration, to carry through on the plans and have the fortitude to remain focused through to the end. These have in fact been guiding principles and ideas for us in all of our discussions and deliberations as we have developed the draft plan.

Through the development of this plan, we have diligently pursued a process as open to ideas, suggestions and feedback as possible. The ideas that are being presented have arisen through both the administrative unit review process and the academic program review process. In addition, I have received numerous suggestions through our on-line suggestion box and from over 30 formal (and countless spontaneous) meetings held since January discussing the issues we face. Since the release of the draft plan on May 2, 2011, between the provost and I, we have fielded nearly 200 emails, participated in nearly 50 meetings, and held countless conversations regarding the plan. We are extremely appreciative of the feedback and the support we have received regarding the plan. While nobody relishes the idea of reducing or eliminating programs and activities, the discussions have been

productive and forthright. I am, in particular, very thankful for the support of our shared governing bodies—the Faculty Senate, the University Council, the Associated Students of EOU, and Budget & Planning—for their support and dedication to this plan. I am also very grateful to AAP, SEIU leadership team and the Administrative Faculty Executive Committee for their comments and commitment to the planning process and the plan itself.

While not everyone will agree with the final decisions—it would be an unrealistic expectation to achieve that level of unanimity—we are pleased with the level of commitment by the university to embrace the need to change our paradigms and move EOU in a direction that will become more self-reliant and in control of our own destiny.

In all of our interactions, they have been free flowing, and many ideas and thoughts about EOU, our core mission, our strengths and opportunities, as well as the challenges we face have been discussed. In the end, we must recognize that we have limited resources, and for our university to remain strong and viable, we need to focus our resources on programs and activities that serve our students, meet the needs of our community and support our mission. We cannot “do all things for all people,” and difficult choices have to be made. The insights I have received from the university community are reflected in these recommendations. Through this process, and as articulated in *Flying the Plane While Rebuilding the Engine*, we must also develop a plan that, once implemented, will keep us from facing this same situation in subsequent years. We cannot continue to live and work in an environment that is continually rebalancing its budget every two years and waiting for the next budget crisis and accompanying axe to fall. We must develop a mindset and accompanying disciplined approach that provides stability for proper planning, the execution of those plans, the assessment and monitoring of the plans, and the modification of strategies as necessary. As mentioned in the AAP paper, we cannot continue to live in a house of cards; rather, we must plan for our future and set ourselves in motion to achieve our goals.

It is with this intent this plan was developed and it is now ready to begin being implemented. This will not be easy; in fact, aspects of it are downright painful. However, I believe it sets the proper framework and direction for us to move toward achieving sustainability for our university. As such, I fully expect over the next several weeks, to receive considerable feedback, guidance, and even criticism, for the plan and the details. As stated in *Flying the Plane While Rebuilding the Engine* (pg. 12), “In time of crisis, we cannot run away to the comfort of the way we’ve always done things. If we do not take charge of our future, it will be determined for us.”

This is our mandate: to take charge of our future. We must have the determination and focus to see it to the end, and in doing so, remain committed and disciplined to the approach we have taken.

Sincerely and Respectfully,  
Bob Davies

## EXECUTIVE SUMMARY

Eastern Oregon University is a regional university that prides itself on a personalized attention to our students, serving the region, excelling in undergraduate teaching and learning, providing a safe and secure environment for our students, and reaching out to our students across geographic boundaries. We are a small community of people connected to one another through our work and our commitment to student success. We have created a robust community of scholars and dedicated professionals. We have an environment that is as beautiful as it is enriching. We have a history of entrepreneurship in discovering new ways to deliver our instruction, and we have an attitude, based on the rural Western values, of working hard and dedicating and committing ourselves to the goals and objectives we have set forth. We do not tire easily and take on challenges that get in the way of our goals with a vigor and zest that cannot be matched.

It is important to state this at the beginning of this plan because it is important to know who we are and what we are as a community. This document is entitled *Positioning Eastern Oregon University for Mission Fulfillment and Financial Sustainability* purposely because it is NOT a cost cutting exercise nor is it a restructuring plan. It is a setting forth of our vision, confirming our mission, dedicating ourselves to our core themes, and adhering to our set of inherit values that make us a unique university—a community of learners and scholars. We must find ways to maintain and sustain those core values and broaden ourselves to achieve our mission. However, to do that, we must develop the financial means — the sustainable financial means — to avoid budget-cutting exercises every two years. The goal of this document is to reinforce who we are, what we want to become, and to provide the financial plan to achieve those aspirations.

In reaching the conclusions presented in this plan, an extensive and inclusive process was developed and utilized. As part of this process, a special ad hoc committee was purposely not used. Instead, we created processes that were

inclusive of the faculty, staff, and students and focused on the utilization of our existing shared governance bodies. Multiple forums were used to present ideas and to gather feedback. The academic and administrative departments provided invaluable information and thoughts to guide this process and, ultimately, the decisions. The university community, through the electronic suggestion box, provided many ideas and suggestions. Additionally, the president, vice presidents, and other members of the university leadership team were approached with many valid thoughts, ideas and concerns. All of these were fully discussed and many of them addressed in the plan.

It must be noted that the response of the university to the economic crisis has been progressive and proactive, not one of retrenchment or the turning a blind eye and ignoring the facts. We, as a community, have come together and are looking for long-term solutions and not an immediate quick fix by putting a band-aid on a severed artery. It would have been much easier to “cut across the board;” however, such actions would not lead to a sustainable university, nor provide strategic focus and commitment to our mission. Nor would such approaches allow us to address some of the fundamental shifts in our paradigm that must occur. In all likelihood, such approaches would have saved us for a year, maybe two, and then we would be back to this same position, again.

While the strategic approach we are taking is more painful now, the results of our efforts have produced a planning document, but more importantly, a framework, for guiding EOU into the future and along a pathway to meet our goals and achieve our mission.

Our current statewide and national economic conditions set forth a landscape of financial devastation for EOU. While the precipitating event is the forthcoming budget reduction from the State of Oregon to the Oregon University System, and thus to EOU, the actual factors at play in this bleak landscape are our inherit revenue and cost structures, structures based on models that have drastically shifted. These

models were not bad—in fact they are common and used by a majority of public universities in the United States. The rules of the game changed, though, and we now must change our models and paradigms in response. And this is an extremely important point that we must acknowledge, and to a large extent, embrace. The financial crisis we face is not due to anything EOU has done or has not done. Under former conditions and financial models, we would be financially stable. Yes, we would be incurring some “ups and downs” based on enrollments and other factors; however, under the previous conditions, our financial books would be balanced. What has occurred, and continues to occur, is a shifting and changing of the financial world. Therefore what we need to do is establish a new institutional paradigm that is adaptable and responsive in meeting the current conditions as well as future shifts.

Several of rules of this new paradigm include:

- We must discontinue our reliance on state appropriations at the level we have in the past.
- We must develop new revenue streams to not only replace state funding, but to provide additional funds for programs and expansion.
- Our budgeting and forecasting must have a “two legislative” biennium approach.
- To manage our costs structure much more vigorously, we must develop key financial ratios as leading indicators to initiate change sooner rather than later.
- And, as stated in the AAP document, *Flying the Plane While Rebuilding the Engine*, we must have a plan in which we live within our means at all times.

The creation of this plan, and the ideas and paradigms reached in it, is based on the approach to provide a financial foundation of decision making to support our shared vision, mission and core themes. It is guided by the philosophy that we should not be going through a budget reduction of this magnitude every other year.



From a multitude of discussions, the plethora of planning and work conducted by the university has resulted in plans that reduce our cost structures in significant and lasting ways. It has also produced plans that logically and conservatively project increased revenues in a planned manner. In addition, it has developed mechanisms that will involve shared governance, especially the Budget & Planning Committee, in a more robust and proactive manner.

On the revenue side, the plan calls for growth in our enrollments based on projections that have recently been agreed to by the Oregon University System. It must be noted that these projections are higher than what was originally projected at the Board Retreat in January. Additionally, in 2012 we will initiate a non-resident tuition rate that is two times the resident tuition rate. This rate will be applied to all students who are entering EOU in the fall of 2012 and not from the Oregon, Idaho or Washington. Starting in Fall 2011 we will be initiating an out of country tuition level that is three times the resident rate and this will be applied to all students from foreign countries who are admitted after May 1, 2011. The two non-resident rates, combined, for the biennium represents over \$1.3 million in new revenues based on a modest enrollment projection of 50 non-resident students and 30 international students. The plan is also projecting an increase in tuition rates that, while modest compared to our peers and competitors, is slightly higher than our normal increases. These include the following: 5.5 percent for on-campus resident undergraduate; 5 percent for our on-line, and; 4 percent for our graduate programs. The combination of these actions increases our total revenues for the university by just over \$3 million for the biennium ending 2013, as compared to 2011.

The plan reduces our cost structure, on a budgeted foundational basis, by \$3.9 million. The majority of these reductions, \$3.5 million, are in salary and workforce reductions. Please note, that some of these savings will be implemented at the beginning of the first year, some throughout the first year, and others in the second

year of the biennium. However, it is important to note the total budgeted decrease of this plan.

It must be noted that the easy way to reach these costs reductions and savings would have been to do an “across the board” cut to all divisions. However, this is neither prudent nor sustainable. We are a growing university and we must ensure success of our students and faculty as well as provide adequate tools for our staff. An across the board cut would prevent us to prepare for the forthcoming growth in our Junior and Senior classes that will necessitate increased capacity at the 300 and 400 level course level; nor would it take into account the work and dedication of past efforts in reducing services; and would it not provide for a foundation for increased student demands of important services and access to educational tools. As discussed by the AAP in their memorandum regarding the initial draft plan, we must continually analyze all of our programs in the context of the great division, college and university—we cannot think and act on each line and/or union independently as the cascading of events is real and we must manage to this effect. As such, all division and units were investigated for cost reductions and savings—from athletics and advising to university advancement. The primary matrix used in all of this was the tie to our mission and four key themes. Administrative units, through the administrative review process, were analyzed further through the lens of how the unit or division contributed to the success of the university through many items that included, for example, student recruitment and retention, funding sources within and outside of the university, impact on our goals and use of total resources, the impact on student success and access, the assistance to other academic units, projecting long-term goals and needs of students, to eliminate and/or reduce risk, to meet legal requirements (i.e., Title IX) and many other factors contributed to this final decisions. The academic programs, through the academic program review process, were mapped regarding their unique program strength, connection to the four themes, and their ability to meet the needs of the region. None of our programs are necessarily “weak” and easy to list as a reduction. However, we must focus our efforts and resources to meet the new economic and

fiscal realities. As was commented by a leading member of the AAP, “there is no fat to be trimmed” so the goal is be surgical and precise in how we do in fact reduce ourselves to be fit for the future. These saving are realized in the following manner:

- Reductions in non-instructional activities: \$1.742 million
  - Flattening of Administrative Positions \$585,000
  - Administrative Unit Review Salary Reductions \$513,000
  - Elimination of Non-Essential Overtime \$130,000
  - Implementation of Energy Audit Finding \$ 64,000
  - Campus Closure for Energy Conservation \$450,000
  
- Reductions in instructional related activities: \$1.838 million
  - Early Retirement Program and Adjustments to the On-Line Adjunct Salary Scale \$1,000,000
  - Academic Program Review Salary Reductions \$838,000
  
- Total Reduction in Service & Supply \$292,000
  
- Total Annual Cost Reductions \$3.872 million

The cost reductions and revenue increases are only one part of this plan, and while most likely to receive the most discussion, are only the first step. We are, in effect, both crash dieting to get us to a proper weight, at the same time we are creating healthy lifestyle to ensure that we do not end up gaining back our weight and have to go through this whole crisis again. This plan requires us to change our planning paradigm by aligning our budgeting and financial planning efforts to: 1) always live within our means; 2) provide us the leading indicators to anticipate changes and alter our strategies; and 3) to have the financial flexibility to meet unpredicted changes without significant cost reductions. This will be accomplished, by working with the Budget & Planning Committee in the monitoring and use of financial ratios that will guide all financial decisions. These ratios are to be used in addition to the

ratios already used to gauge academic success and quality (i.e., student to faculty ratio, graduation rates, average class size, etc.).

These financial ratios, with suggested ranges, include:

Revenue Ratios:

Percent of State Funding to Total	30-35%
State Funding Per Student FTE	\$3-4K
Non-Regional FTE to Total FTE	5-15%
Percent Growth in Student FTE	2-7%
Percent Growth in Non Res. Tuition	TBD

Cost Ratios:

Percent of Personnel Cost to Total Revenue	75-78%
Personnel Cost to Student FTE	\$9-10K
Increase in Fund Balance	0-5%
Net Operating Income	0-5%
Cost Per FTE	<\$11,200

Flexibility Ratios:

Total Fund Balance/Total Expenditures	0-5%
Net Income to Revenue	0-5%

These ratios, used singularly as well as by creating a Composite Financial Health Index, will be utilized to assist the university, working with the Budget & Planning Committee, in preparing a budgeting process that will encompass at a minimum two legislative cycles (four or five years depending upon the biennium) instead of just looking at the following fiscal year. This long-term approach will enable the university to dedicate resources in a sound strategic manner as well as provide the tools necessary to make adjustments based on changes and results instead in a proactive manner instead of resorting to reacting in a defensive posture.

The plan in of itself is just that, a plan. It is a series of words expressing thoughts and ideas on how to accomplish a task or a goal. It is up to us, each of us collectively and individually, to have the fortitude and focus to see this plan become reality. As part of this process, it must be a living document utilized by our university. The Budget & Planning Committee, along with the Finance Committee of OUS, will review it annually and the results will be published on the President's website. The transparency that created the document is also key to ensuring its continued viability.

This is our moment to seize our future, or as stated in the *Flying the Plane While Rebuilding the Engine*, our future will be determined for us. This is a defining moment in our university's history, a moment to set forth on a course that will enable us to maintain and to strengthen our commitment to our mission and purpose and present the means to deliver on our promises.

## SITUATIONAL ANALYSIS

Eastern Oregon University, by many accounts, is achieving our goals and the expectations laid out for us by the Oregon State University System, the State Legislature, our accreditation body, our core themes, and our constituency. The body of evidence that points to this includes, but is certainly not limited to:

- Growth in Enrollment and Graduates
  - 4.75%, 12.3% and 6.65% growth for the last three successive years
  - Record number of “first-time first year students” for the last two years (474 and 463 respectively)
  - Total enrollment at an all-time high (4,225 Fall 2010 headcount)
  - Retention rates above 70% for the last two years
  - Continued growth in the number of graduates (701, 633, and 685 for the last three years)
  - Next year’s first-time first year students is projected to 525 with a total enrollment headcount of 4,492, or a 6.3 percent increase.
- The accomplishments of our students:
  - A Truman Scholarship
  - A “Freedom Rider” award recipient
  - Nearly 50 Academic All-Americans
  - The production of “The Phantom of the Opera” and being among the first universities to achieve this
  - The honors EOU received during the Mathematical Contest in Modeling sponsored by the Consortium for Mathematics and its Application (COMAP)
- The accomplishments of our faculty:
  - The numerous (over 100) papers and presentations by our faculty at regional, national and international levels in all disciplines.
  - The accolades of the Oregon Writing Project
  - The out reach of faculty for projects like:
    - Lego Robotics
    - Girls in Sciences
    - SMILE Program aimed at 5<sup>th</sup> graders to excite them in sciences and math disciplines
- Our outreach to the region and community:
  - Our involvement in the restoration of the Liberty Theater
  - Assisting and partnering with economic development agencies throughout the region
  - Our assistance with countless community projects from “Crossing the Blues” to Art Walks to Shelter from the Storm

These are but a few of many accomplishments that occur because we are committed to serving our students, our region and making a significant difference in our world.

And, during this time, we followed a financial model that allowed us to follow these paths and achieve the goals we set forth. Over the past three years, since the implementation of the Budget and Reposition Team report (BART) we have met our financial projections — we ended the years with a fund balance at or above the 5 percent minimum amount set by OUS policy. And, this year, even with a mid-year state allocation decrease, we will again meet that standard.

Therefore, with significant growth in enrollments, and the numerous achievements of our faculty, staff, and students, one must ask why we are discussing and projecting the significant budget decrease for the next two biennia.

The answer is very simple: the State of Oregon is in a financial crises of its own, and with our high level of dependence on state funding (as a percentage of total revenues) our fiscal model is not adequate to absorb this decline without considerable changes in our financial paradigm.

The financial projections from the OUS Vice Chancellor's Office of Finance (see Appendix 1) demonstrate the impact on EOU of the proposed budget decreases, as of January 4, 2010. Since these projections, the Governor's Recommended Budget, along with preliminary projections from the Ways and Means Committee, has been made public. The changes from the original projection from OUS to these reports are negligible and have no appreciable impact on EOU's state budget allocation forecast.

In making the forecast, the Vice Chancellor took into account many considerations and assumptions and presented the two forecasts—the "Base Case" and the "Reset Case." The issues involve several key variables that still have not yet been

determined, and these focus primarily on employee benefits (health care and retirement).

In both cases, EOU at the end of the first biennium is in serious and unsustainable financial condition.

These financial projections are real, and we must deal with the consequences. As an agency of the State of Oregon, we are not alone. Other state agencies — K-12 Education, Community Colleges, Department of Corrections, Department of Human Services, Department of Transportation, etc. — are all receiving monumental and drastic cuts to their base budgets.

The current financial crisis we face is not just an EOU issue — it isn't because we over committed or didn't reach our enrollment forecasts. It is based on the economic crisis that has engulfed our nation and state.

What the crisis has brought to light for us, and the numerous of other universities that are reliant on state funding, is that our financial model must change and become more flexible for us to continue to financially support our mission and goals.

At a recent meeting of presidents at the American Association of State Colleges and Universities it was pointed out that universities that are heavily reliant on state funding (defined as 30 percent or more of revenues coming from the state) or more are the most severely impacted by the decreases. These are the universities that are reducing or eliminating programs and activities wholesale across the board and going through considerable workforce reductions. The universities that have between 15 percent and 30 percent of their revenues coming from state appropriations are definitely impacted but do not need to resort to program elimination or reductions, although workforce reductions are occurring. The universities that have less than 15 percent revenues from the state are able to



reallocate funds without significant work force reductions but again, they too must reallocate funds and make decisions based on limited resources.

We are at a historic and momentous point in Eastern Oregon University's history. We are at a point where we can take this time to plan carefully, to ask ourselves what are true values and mission are and carefully and strategically plan on how to achieve those goals. Or, we can sit by idly and hope that the economic conditions change. And, if (and that is a very big "IF") they do, we can ride on and wait for the next time a downturn occurs and go through this entire process again.

Or, we can take the necessary steps and recreate a financial model and planning process that will take into account the subsequent "ups and downs" and put us on a pathway that will provide us stability and enable to put our efforts to planning our future and fulfilling our mission instead of always dealing with fiscal challenges.

**UNDERSTANDING THE FISCAL HYDRAULICS LEADING TO OUR BUDGET CRISIS  
AT EASTERN OREGON UNIVERSITY**

Eastern Oregon University (EOU) for the past four years has been a remarkable turnaround story. Marred by the decisions of a previous administration, the university community came together and faced the hard truth and facts. It had a smeared community reputation, its enrollments were declining faster than ever before — admissions were at an all-time low coupled with a retention rate that was substandard, and the budget allocations were based on inflated revenue projections and unrealistic and unsustainable spending patterns.

The result was that the interim president was faced with nearly a \$4 million budget imbalance. She initiated a plan; referred to as the BART Plan (the “Budget and Repositioning Team” was made up of the four vice presidents, representatives of the three colleges and the Division of Distance Education).

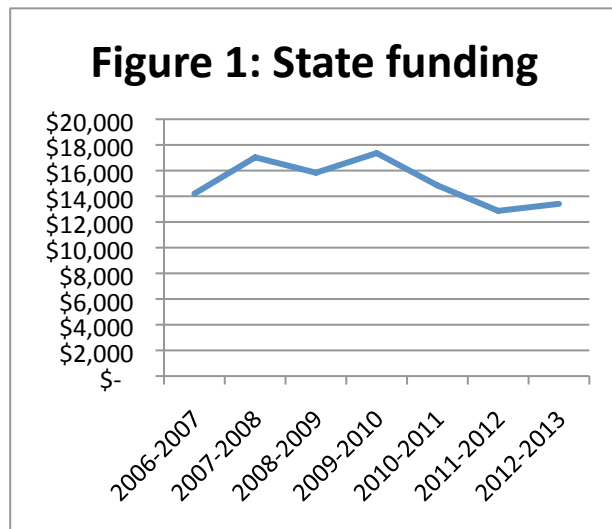
Today, we are faced with a similar charge — to deal with a significant budget imbalance. However, an important distinction must be made between what occurred four years ago and today. The previous budget crisis, by many accounts, was an internal EOU issue in that the problems arose from various and multiple management decisions and the expected results were not realized.

The situation we face today is not unique to EOU — we are caught in a phenomenon that is clearly rooted in the macroeconomic issues of state, national and global circumstances. By many accounts, if it were not for the economic crisis, we would not be going through such a radical restructuring based on financial considerations. In fact, we would be looking to make investments in programs and expanding many options. However, we are not in that situation, and it is important to understand the dynamics and hydraulics of our financial situation so that we can plan strategically and adapt to the new realities. In doing so, we must change our financial paradigms and plans so that, in the long-term as well as in the immediate biennium, EOU can be

financially sustainable. We must analyze our financial models; both from the revenue and expense side.

The first hydraulic of our revenues is state revenues. EOU is a public university and always will be a public university. As such, we need and deserve to have investment by the state to meet our mission of serving the public good. That cannot be disputed and is not. However, the challenge and question becomes of “how much” should that support be in real dollars, and then an even more important question, how much of total revenues should that be. The answer to the later question will determine the velocity and variance we will have over the coming years while the first should only be setting the baseline standards for our goals and activities.

First, we will discuss the budget allocation from the State of Oregon to EOU and then the velocity issues associated with these fluctuations. The Governor’s Recommended Budget (GRB) calls for a reduction in Education and General (E&G) funding for the Oregon University System (OUS) of nearly 12 percent. It is extremely important to note that this reduction is based on two significant factors: 1) the base is the previous biennium level of funding AFTER the mid-year reduction mentioned previously and 2) does not include any American Reinvestment and Recovery Act (ARRA) funds. Therefore, in total, the budget reduction for OUS, and EOU, is closer to 22 percent. During the 2009-11 biennium, EOU received \$28,450,000 from the state plus an additional \$3,703,000 in ARRA funding for a total of \$32,153,000. In an early forecast, it was estimated for EOU for the 2011-13 biennium, the total state allocation would be \$26,287,000 or a difference of \$5,866,000 (a decline of 18%). It is this dramatic decrease that is one of

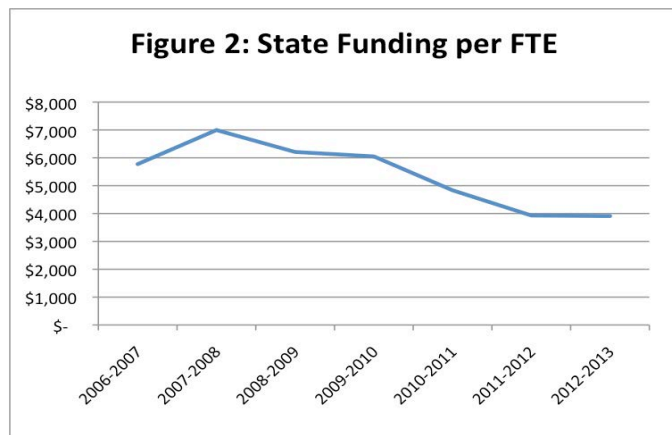


the hydraulics that is causing the budgetary crisis at EOU. However, of great importance is to understand the velocity that this decrease in funding has on the long-range planning of EOU.

For the last five years, EOU's state appropriation has fluctuated greatly. In 2006-07, it was \$14,202,000, then increased to \$17,033,000 in 2007-08, decreased to \$15,834,000 in 2008-09, and then increased to \$17,362,000 in 2009-10. In 2010-11 the projection for the year was to have a flat funding base; however, mid-year budget reallocations reduced this amount to \$14,845,000. Figure 1 is a graphic representation of the peaks and valleys of our state-funding model. It also shows the projection for the next biennium will be at the lowest funding level EOU has had in the last five previous years. From 2006 to the present, this same time, in order to demonstrate the importance of the velocity of the state funding allocations, a percentage of our total revenues represented by the state allocation started the five year time frame at 50 percent before increasing to 55 percent and then started a steady descent to the current level of 45 percent.

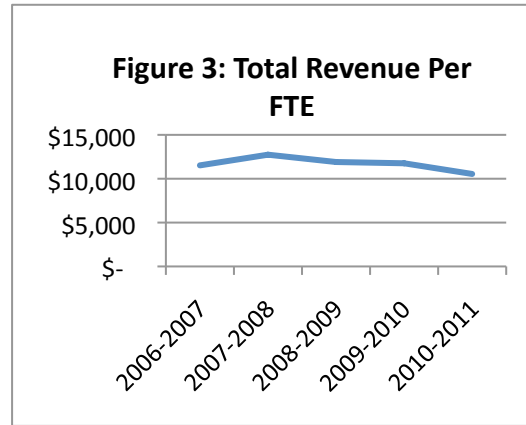
These shifts in state funding, because of our heavy reliance on it, cause significant alterations in our efforts and does not allow for sound planning. This can be demonstrated by the state funding per full-time equivalent student in figure 2.

From 2006 to the present, state funding per student went from \$5,773 to a high of \$6,995, and dropped steadily to the current \$4,834 per full-time equivalent student. During this same time, we grew from 2,460 full-time equivalent students to 3,071 and in each year, despite the



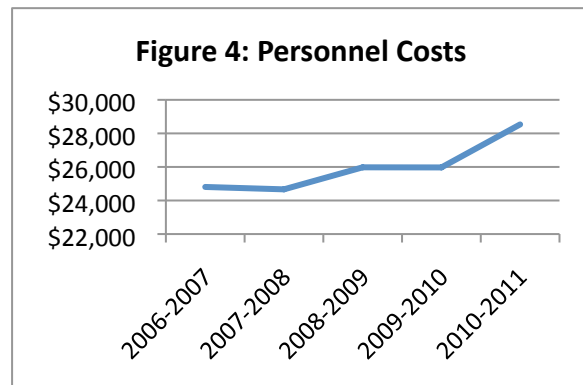
fluctuations of the state allocation, our enrollments increased. The projection for the next two years continues this negative trajectory with a decrease to \$3,909 of state funding per student FTE.

Because in each of these years our tuition increases were very modest, our total revenue mirrored the changes and shifts in our state allocation. Again, as demonstrated in figure 3, a shift in state funding causes significant changes in total revenues per student FTE, thus causing EOU to constantly be shifting and changing, to be budget cutting and then investing, then reducing and reallocating. And the cycle continues . . .

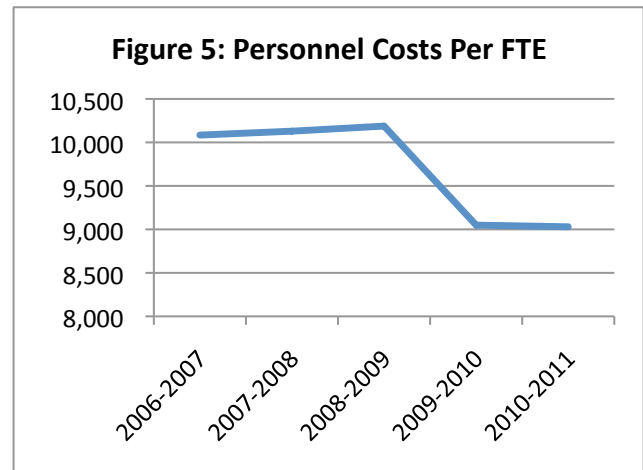


As we plan for the forthcoming two biennia and in order to instill a true planning process, we must diversify our revenue streams and lower our dependence and reliance on state funding. And this statement is never more important than what is the projection for state funding for public higher education in the next biennium. The prospects, in the near term, for increased state funding for higher education is not positive. However, we do have the tools necessary now to make significant changes in our paradigms of how we think about our funding models and in this planning effort, we must take the steps to reduce this reliance and add stability to our university.

We cannot only look and analyze our revenues to isolate and fix the problems. We must also fully understand our expenses and the interplay they have. We have two major expense categories:



Personnel and Service & Supply (S&S). We are in an industry that is based on personal service — as such; our personnel costs are always going to be a significant cost driver as a percentage of revenues. In real terms, as depicted by Figure 4, our personnel costs have risen over the past five years. And, in light of our enrollment figures, budget reallocations, and shift of state allocations, the increase come in leaps, plateaus, declines, and leaps again cycles. This is not uncommon for universities that are defined as financially stressed. In addition, our personnel costs represented 88 percent of our revenues at the beginning of this time period, decreased to as low at 77 percent and are currently at 85 percent.



In further analyzing personnel costs, it is important to look at them in relationship to changes in student FTE.

For the same time frame, total personnel costs increased \$3.5 million, or 14.2 percent. During this time

	2005	2006	2007	2008	2009	2010	% Change
<b>Classified Avg FTE</b>	102.49	111.17	111.04	112.51	116.71	121.45	18.50%
<b>Faculty Avg FTE</b>	100.51	103.78	104.7	104.8	104.37	107.91	7.36%
<b>Admin Faculty Avg FTE</b>	89.05	94.77	94.21	84.75	86.19	85.44	-4.05%
<b>Executive Avg FTE</b>	6.00	6.00	6.00	6.00	6.00	6.00	0.00%
<b>Total</b>	298.05	315.72	315.95	308.06	313.27	320.8	7.63%

frame, we have seen a significant increase in our student FTE levels. By calculating our personnel costs by student FTE, it has decreased from \$10,084 to the current level of \$9,227 — a decrease of \$857 or 8.5 percent.

In drilling further down, the allocation of our personnel costs among faculty, administrative faculty and staff is also important. From Table 1, administrative

faculty over the five years have declined in total FTE allocation while faculty and classified staff FTEs have climbed slightly. It goes without saying that raw numbers provide some guidance, but the real question is where these FTEs are allocated within the university and how the positions are expected to impact our mission and goals.

By understanding the hydraulics that have led EOU to the current position, there are several clear conclusions that can be reached. The first and most important one is that EOU must, to reach a level of sustainability without dramatic variability, decrease our dependence on state appropriations. As stated clearly by many leading higher education financial experts, the new financial paradigm for public universities must include the diversification of revenue streams and reduce the dependence on state funding. This can be, and typically is, measured by the percent of state funding of our total revenues. For the last five years, this ranged from a high of 55 percent to the current level of 45 percent. The new plan should strive to lower this level to 30 percent or less. It also should be incumbent on OUS to not allow this amount to drop below 20 percent and/or some base level of funding per FTE.

An antithesis to our personnel costs being a high percentage of total revenues, and cost structure, is that our second major category of expenses, Services and Supplies (S&S), is relatively small. In this fiscal year, it represents \$5.2 million or 15 percent of total revenues. Of this amount, nearly 35 percent, or \$1.9 million, is used for utility costs and other assessments that we cannot control. This leaves \$3.2 million available for reduction and/or reallocation. In the BART plan, significant cuts were made to S&S budget lines and therefore, our degrees of freedom are very limited in this respect.

The second hydraulic that must be monitored is our personnel expenses. Over the past five years, this has ranged from 75 percent to 88 percent and ranged from a high of \$10,187 per FTE to the current low of \$9,030 (which, must also be pointed

out that at this level, the total personnel costs as a percentage of revenue is at 85%, which is among the highest levels.)

The combination of these two — state funding and personnel costs — hydraulics point to the necessity of new strategies to increase revenues outside of the state funding model as well as controlling our personnel costs in a strategic and comprehensive manner.



**EASTERN OREGON UNIVERSITY MISSION & STRATEGIC DIRECTIONS:  
MISSION FULFILLMENT GUIDED BY OUR CORE THEMES & GOALS**

Eastern Oregon University has a proud history of serving citizens and communities throughout the state of Oregon and in the surrounding region. Established in 1929 as a teachers college, EOU today serves as a regional center for education, culture, and scholarship throughout eastern Oregon and other rural areas of the state. Long an essential part of the fabric of northeast Oregon, EOU plays a unique role as the educational, cultural, and economic engine of the region through our La Grande campus as well as our sixteen regional centers.

EOU's current mission notes that

*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.*

This mission guides who and what we are as an institution. Our understanding of this mission and how it relates to the current and evolving needs of our students and our surrounding communities have led to three shared values that set our current strategic direction. These values are access, affordability, and engagement. These are the values that will help ensure our youth and citizens of the opportunities for education that drive economic and personal success. And, as we position our institution for the future, we should remain mindful that these values underscore our long-term sustainability.

We have articulated these values as follows:

**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 student learning and that enhance the economic, cultural and social life of the region.*

These shared values set our current strategic direction and help us understand how to fulfill our mission. What mission fulfillment means and how we accomplish it have begun taking concrete shape through our four core themes and related goals. When our regional accreditor, the Northwest Commission on Colleges and Universities, notes that core themes “individually manifest essential elements of [our] mission and collectively encompass [our] mission,” they provide the understanding that our core themes both guide us in how we operationalize our mission-driven efforts and in how we allocate resources to those efforts.

As such EOU’s four core themes and the ten goals and related aims underlying the themes are crucial to our understanding of how to best position our institution to meet our current and future challenges effectively and, most importantly, in ways that lead to our long-term sustainability.

While the more detailed version of our strategic plan is available at <http://www.eou.edu/pres/documents/EOUStrategicPlan2010-2011.pdf>, a brief summary of our four core themes and the ten goals underlying the themes is helpful in understanding how the recommendations in this plan work together to bring EOU toward a sounder long-term footing for success.

## **EOU 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 cocurricular programs.

*Goal 9:* Ensure access and success for all students

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

Taken together, our four core themes and ten goals help us understand in concrete terms how to navigate the three rivers of change which our institution faces.

The recommendations that follow in this plan have been either tied directly to specific core themes and goals or shaped directly through an understanding of how these four themes interact in terms of bounding how our institutional resources can be best applied to fulfilling our mission.

## **FINANCIAL STRATEGIES TO MEET OUR NEW REALITIES**

To meet the new realities brought on by the state fiscal crisis, we must shift and rethink many of our financial models and planning processes. In order to create a financially sustainable EOU, we must new ideas about our planning in addition to making changes, in order to meet the immediate fiscal challenges, to increase our revenue streams and reducing our expenditures.

### ***Budgeting, Planning and Contingency***

Regarding planning, we must develop a process that provides the flexibility needed to make changes in strategies and tactics in a timely manner. In order to do that, the budget and planning process must develop a concerted effort to have a time horizon beyond the next academic year. In addition, to highlight and create leading indicators in this process, the focus solely on fund balance must evolve and encompass more deliberate planning techniques using a set of financial and performance ratios. The proper planning horizon, based on the political cycle, must include two complete legislative terms. Therefore, the planning cycle will alternate between four and five years based on this cycle. In each planning cycle, the budgeting process will focus on the immediate succeeding year based on projections and assumptions. These assumptions and projections will be forecast out over the remaining cycle (three or four years). The key indicators of enrollment growth, personnel costs, service and supply budgets, etc. will be based on the Higher Education Price Index (a modified version of the CPI specific to higher education), the OUS enrollment projections that are created each April, and other assumptions based on information known at that time. It goes without saying that the variability of each later year in the cycle increases and therefore the accuracy of the last year is not as good as the first year in the cycle. However, by creating this rolling budgeting approach, the decisions of today are at least projected, and their impacts discussed, in subsequent years. Furthermore, by forecasting and planning ahead, it will provide additional degrees of freedom so that that intermittent change can be made in order to prevent fiscal crisis based on our own planning and efforts.

To assist in these efforts, a “Composite Financial Index” will be created and analyzed by the Budget & Planning Committee along with the President, Vice President of Finance and Administration, and other members of the Cabinet. The CFI is designed to incorporate multiple ratios that need to be analyzed not only singularly (as shifts, trends, and changes in each one represents change and needs to be fully understand) but collectively as well because each one, on their own, cannot inform the entire picture. Furthermore, ratios by themselves are just mathematically equations. Therefore, the trend of the ratios and the comparison, when applicable, peer institutions are essential. The following ratios, and their suggested target range are as follows:

<u>Revenue Ratios:</u>	<u>Target Range</u>	<u>Scale</u>
Percent of State Funding to Total	30-35%	15
State Funding Per Student FTE	\$3-4K	5
Non-Regional FTE to Total FTE	5-15%	10
Percent Growth in Student FTE	2-7%	15
Percent Growth in Non Res. Tuition	TBD	10
<u>Cost Ratios:</u>		
Percent of Personnel Cost to Total Revenue	75-78%	15
Personnel Cost to Student FTE	\$9-10K	5
Increase in Fund Balance	0-5%	15
Net Operating Income	0-5%	15
Cost Per FTE	<\$11,200	5
<u>Flexibility Ratios:</u>		
Total Fund Balance/Total Expenditures	0-5%	15
Net Income to Revenue	0-5%	15

In applying the CFI, the scale is used to determine a point level for that particular ratio. If the target range is reached, or in some cases, exceeded, the points are granted. If the range is not met, the points do not accumulate. In the end, a percentage of the total points (130) can be calculated to provide a number of the total financial condition and sustainability of EOU. Over time, through the Budget & Planning Committee, the ratios and scales can be altered to reflect the changing

environment and needs of the university. We operate in a dynamic environment, and our planning and assessment needs to reflect this.

It is important to note that this index does not replace OUS Board Policy that states EOU must maintain a minimum fund balance of 5 percent of revenues and no more than 15 percent with a target of 10 percent. These ratios are also used along with other key financial ratios used by OUS that include, primary reserve, liquidity, etc. These ratios also do not replace those that are used to measure expected outcomes of EOU. These include, for example, retention from the first year to second year, graduation rates, student per faculty, etc. The CFI, and the corresponding ratios, are being utilized to measure our ability to meet the unique nature of EOU and are addressing the complex issues of our own financial sustainability situation.

The CFI, along with the corresponding ratios will be updated quarterly and placed on the budget web site that is linked to the President's web site.

Along with planning, it is important for EOU to build into its budgeting process a line item for Contingency Planning and Initiative Investments. All good plans, in their implementation meet unexpected results. Sometimes, these are positive while most the time they are not. EOU needs to have this flexibility built into its budget. Additionally, as the University is presented with opportunities, it needs to have a source of funding that can be allocated to this without creating a long-term commitment. The creation of this fund, and listing it as an expense category puts this into practice and allows for these investments, and contingencies, without compromising the fund balance. This figure is set at 1% of projected revenues each year.

### ***Revenues***

Currently, EOU relies on two sources of revenues for its Education and General budget: The state appropriation process and tuition. As discussed, 45 percent of these revenues come from the state. As such, when this amount fluctuates, it creates

a series of waves throughout the entire financial model. Therefore, in light of future reductions especially, EOU must develop new revenue streams. The implementation of the plan will increase revenues by just over \$3 million in the upcoming biennium by increasing enrollments and adoption of a non-regional tuition model.

As our primary goal is that of educating students, we must look to our tuition modeling and paradigm. Without limiting access, we must determine what our “pricing strategy” needs to be to reach a point of sustainability. Two levers therefore must be utilized. One, increases in resident tuition at the graduate and undergraduate levels as well as on-campus and on-line. The second is the implementation of out-of-region tuition levels.

*Resident Tuition and Enrollment Projections:*

Over the next four years, the proposed resident tuition increases for each year are:

- 5.5 percent increase for on-campus
- 5 percent for on-site
- 5 percent for on-line
- 4 percent for graduate

The projected growth rates, in FTE, for the next four years are:

	2011-2012		2012-2013		2013-2014		2014-2015	
	% Growth	FTE	% Growth	FTE	% Growth	FTE	% Growth	FTE
On Campus								
Resident	6.19%	1435	2.97%	1,478	2.48%	1,515	2.48%	1,552
On Site	1.83%	222	1.04%	224	1.29%	227	1.29%	230
On Line	7.25%	1361	4.97%	1,429	3.20%	1,474	3.20%	1,521
Graduate	3.47%	240	2.21%	246	1.56%	249	1.56%	253

As described in the planning section, the earlier the year in the cycle, more definite we are able to make projections. As the time increases, we are making more assumptions but the key factor is to have this longer term horizon in planning and meeting the needs of the increased number of students—or potential decline if the climate changes.

## Non-Resident Tuition and Enrollment Projections for On-Campus Students:

(NOTE: non-resident tuition does not apply to on-line or on-site programs)

Starting in the Fall of 2011, all new international students (defined as students who apply and are admitted after May 1, 2011) will pay a “three times” the resident tuition level (all international students currently enrolled, and those who have been admitted under the “no out of state” model will be grandfathered in and allowed to graduate in a timely manner). The determination of this strategy follows several circumstances. One, financially speaking, it enables the university to lower its reliance on the state for funding. Secondly, it provides a revenue stream that can be used to offset the budget imbalance being presented by the decline in state funding. Third, the impending discontinuation of funding from the state for non-resident students and the removal of the Oregon Administrative Rule allowing EOU to not charge the full amount will force this strategy. A planning document on the implementation of recruiting international students is attached (see Appendix 2).

The goals of this program are very modest and include increasing the number of out-of-country tuition paying students by 15 each year for the next four years. This is an extremely modest goal; however, in estimating revenues, it is imperative to be conservative and surpass the goal rather than aggressive and not reach the goal.

A second change in our tuition model will occur in Fall of 2012 in which we will begin charging all new “non-region” students a “two times” resident tuition level. Non-region students are defined as students who do not have legal residence in Oregon, Idaho or Washington. All non-region students, regardless of state residency, who are enrolled prior to Fall Term 2011 will be allowed to continue to graduation under the “no out of state tuition” model.

Our Admissions team — including the Provost and the Vice President for Advancement and Admissions — is developing the specific plans for the recruitment of non-region students with specific emphasis towards are traditional marketing



segments of Alaska, Arizona, California, Hawaii, Montana, Nevada, Utah, etc. The goal, again very modest, is to have 25 non-regional students in 2012 and increase each year by 30 percent.

The total revenue projections, for each segment is as follows (number in 1000s):

	2011-12	2012-13	2013-14	2014-15
On Campus Resident	\$8,041	\$8,736	\$9,445	\$10,211
On Campus Non Regional	\$0	\$295	\$405	\$556
On Site	\$1,456	\$1,545	\$1,643	\$1,747
On Line	\$9,487	\$10,457	\$11,331	\$12,278
Graduate	\$2,293	\$2,438	\$2,575	\$2,719
International Student	\$252	\$532	\$1,122	\$1,775

While not discussed in this plan, one issue that will need to be addressed in the next year is the discrepancy of tuition levels for our on-campus students who also take on-line classes. This issue was raised during last year’s Tuition Committee meeting and it was furthered raised at a subsequent OUS meeting. EOU will need to develop a strategy to address this issue as it not only impacts tuition setting policy, but also the application of fees. This will be discussed widely during the next academic year and positioned for implementation in the 2012-13 academic year.

***Auxiliary Services***

Currently, auxiliary services (dining, residential halls, bookstore, fitness center, etc.) contribute at a minimal level to the E & G budget. As part of our overall financial planning, a separate plan will be developed to increase the overall contribution from these services to the E & G budget. At a fully implemented scale, it is normal to have a 12 percent return from auxiliary services to the respective university. Currently, EOU does not enjoy this return for many reasons. A separate five-year plan will be forthcoming and will be incorporated in the review of this plan following the 2011-12 academic year.

### ***Cost Reductions***

It is impossible to balance the budget on revenues alone. This would be an untenable task; therefore, we must decrease our base budget by reducing costs. As previously discussed, our Education and General (E & G) Budget has two significant categories: Service & Supply (S&S) and Personnel.

#### *Service and Supply Budget Reductions:*

The S&S Budget for the current fiscal year is approximately \$5.2 million and represent less than 15 percent of our total revenues. Of this amount, nearly \$2 million is used for utilities and other state mandated assessments that we have little, if any, control over. Additionally, previous budget reductions plans, BART as well as on-going budget adjustments, have looked to the S&S budget lines first. As a result, we already have a very lean operating budget base for the core functions of the university.

Over the course of developing this plan, many suggestions have arisen to decrease our S&S budget expenditures. Over the next year, these will begin to be implemented as possible by each of the divisions. Just to name a few, not all, of the ideas that will be implemented as part of our routine:

- Encouraging a “paperless” university:
  - Decrease the use of printed syllabi for courses by posting them on-line (Blackboard or Google Documents)
  - Putting course handouts on-line (Blackboard or Google Documents) instead of printing
  - Having each administrative office rely on “cloud computing” such as the web based tool “Drop Box” or Google Documents
- When appropriate, use rental cars from Legacy Ford or Goss Motors instead of personal or state cars for travel (\$40 per day and unlimited mileage instead of \$0.55 per mile). A rough calculation is that this would decrease the mileage costs from \$270 for a two-day trip to Portland to \$140 (\$80 plus gas) for the rental car.

- Changing our computer policy from keeping computers on at night for upgrades to turning all of them off which would reduce our energy bill by \$10,000

Beyond these measures, through the Administrative Unit Review and supplemented by the Academic Program Review process, \$292,000 will be reduced from the base S&S budget. Each of the offices has direct plans to implement these reductions without severely reducing the goals of student and faculty success.

These reductions include:

- President's Office: \$20,000
- Provost's Office: \$25,000
- Athletics: \$20,000
- University Advancement: \$11,000
- Division of Finance and Administration: \$30,000
- Student Affairs: \$5,000
- College of Arts & Sciences: \$30,000
- Colleges of Business and Education: \$25,000
- Enrollment Services: \$100,000
- Information Technology Services: \$12,000
- Library: \$9,000

Though the university community has stepped up repeatedly to maintain effective functionality and services, services and supplies budgets in most areas are at or very near the point at which no further reductions are practicable given current needs and/or business practices. However, EOU has a clear need to protect both direct and indirect instructional capacity so that our rising enrollments can be effectively served (and leveraged) in our decreasing budget scenarios.

### ***Personnel Cost Reductions***

It must be stated that over the past decade, EOU has absorbed many cost reductions and asked our faculty and staff, on a repeated basis, to do more with less; to take on new tasks without the reduction of existing duties; and to “go without” something for now in the hopes of having it in the future. This, unfortunately, has become a normative process in many respects. A primary aim of this plan is to reverse this cycle and create a not only a financially sustainable EOU, but one that is also sustainable for our most critical asset: our people.

With that said, however, given the current financial realities, and the imperative to change our cost structure, it is impossible to balance the budget and not decrease our workforce. In doing so, we must also acknowledge that we cannot be “all things to all people” and therefore we must reduce or eliminate some of our practices, programs and activities.

In making these difficult choices, the information and data gathered through the Academic Program Review Process and the Administrative Unit Review Process provided the foundation for discussion. All of this information was framed in the context of our mission and four guiding themes. Careful consideration was given to our core values of being a personal, close knit and intimate student learning centered university that cares about ALL of its people. To that end, the goal of these decisions are to preserve, and enhance, all of our efforts and in that vein we had to balance this altruistic view with the reality that we cannot be everything and do everything.

#### ***Flattening Administrative Structures:***

The first effort was to flatten our administrative structure. The goal of this is to empower those on the front lines to be in a position to serve and fulfill their duties. Therefore, wherever possible, we looked at the top of the organization chart first. As a result of functional reviews and related efforts, combined with our overall administrative unit reviews, we have gained a more detailed and concrete

understanding of the range of administrative and student services offered throughout EOU. This detailed understanding has led to insights that have offered better integration and more efficient business functions on the one hand, and leaner, flatter and more responsive administrative functions on the other. The recommendations listed under this section have either resulted from these efforts directly or been suggested by parallel considerations in similar areas. In total, this represents a decrease in our base budget of \$595,000. These reductions will be implemented over the first fiscal year of the next biennium so the full savings will not occur until the second year.

Division of Enrollment Services Dean — In mid-Fall term of this year (Fall 2010), Academic Affairs undertook a functional review of the Division of Enrollment Services, aimed at understanding how the student services and administrative services in the division functioned both in part and as an integrated whole. Though a search was begun for a new Dean of Enrollment Management, the combination of increasing certainty in terms of our budget challenges and increasing progress in terms of our admissions and enrollment processes led to the suspension of the dean search. After careful review of functional processes in admissions and enrollment and the areas that housed them, the decision was made to shift some administrative managerial down an administrative tier to the unit level and shift several others up a level to the Provost's office. Concurrent with these shifts came the decision to move the Office of Admissions into university relations and marketing under the vice president of university advancement. The sum total of these administrative and organizational shifts led to the cancellation of the dean search altogether, and an administrative savings of approximately \$120,000.

College of Arts & Sciences Dean — Early in Winter term this year (Winter 2011), the long-time Dean of Arts & Sciences accepted a position at Central Washington University and left EOU, effective February 1, 2011. Though consideration was given to eliminating the dean position in CAS and moving to a single dean of instruction structure, subsequent discussions with CAS faculty resulted in the naming of EOU's

Associate Vice President for Academic Affairs as acting Dean of the College, a position she had filled with distinction on a prior occasion. Maintaining the dean position in CAS has provided for consistency in leadership and advocacy as the college has continued working to resolve a number of questions revolving around the functional role and administrative responsibilities of both division chairs and discipline representatives. While the current intent remains to search for a new dean of the college, the college's leadership is now stable under the acting Dean and making progress in terms of meeting college-specific challenges. This recommendation focuses on extending this leadership arrangement for another year so that a clearer picture of how budget pressures will affect the discussions of a dean search can emerge this next fall without falling under immediate budget pressures, and allowing for the discussion of potential alternatives for the administrative structures and leadership of all three of EOU's academic colleges. This recommendation presents a savings of approximately \$130,000.

Financial Aid Director — EOU's Financial Aid Office has struggled under uncertain and transient leadership for much of the past decade, held together throughout this period by a highly capable and dedicated line staff. Though the office has been served capably over multiple occasions by the current interim director (retired from Portland State University), EOU has been unable to bring a search for a new director to a successful conclusion. One of the primary factors in this inability centers on the salary level allocated to the position. Market conditions nationally and in our surrounding region suggests an appropriate salary level which is not currently within EOU's means to allocate to the position. Discussions of several alternatives have led to the decision to build on internal technical experience and expertise within the office, as well as the management and leadership experience in offices closely allied to Financial Aid. While the specific organizational and operational details are still under discussion, the current clear recommendation is to cancel the search for a new director in Financial Aid and integrate leadership of the office with other administrative units, with the assumption that thorough and deep training be implemented as soon as possible for those administrative faculty who will be

assuming new duties relative to Financial Aid. This recommendation presents a savings of approximately \$90,000.

Information Technology Director — During Winter term of this year (Winter 2011), consistent with the functional reviews undertaken in the Division of Enrollment Services, EOU asked the Manager of OUS Administrative Computing, located in Corvallis, Oregon, to conduct a functional and organizational review. The specific focus of the review centered on assessing the communication and human resource assets that serve Eastern Oregon University's technology needs, to identify barriers to success and, finally, to provide recommendations for improvement. While the review made it clear that EOU's needs are well-served by a highly capable and committed IT staff, the key recommendation of the review focuses on the disconnect between IT leadership and EOU's executive leadership, which has historically led to difficulties in terms of overcoming both strategic planning and tactical execution. Another key finding focuses on the separation of the programming structure between the Provost and the Vice President of Finance and Administration, which creates a structural challenge to the creation of a unified IT direction and appropriate allocation of resources, further exacerbated by the longstanding gap between executive and operational levels of thinking relative to IT. While potential solutions to address these issues are numerous, given EOU's current level of resources available to allocate to Information Technology, the recommendation that best serves the institution's immediate needs while still allowing for strong strategic positioning over the long term involves eliminating the IT Director position and creating a stronger connection between IT functions and the office of the Vice President for Finance and Administration. Eliminating this position will allow the same flattening of organizational structures and integration of administrative services and functions that are being undertaken in Enrollment Services, with a clearer and more immediate functional connection to EOU's cabinet-level planning and decision making. Details of the shift remain under discussion and will need to be finalized this summer and into early fall. This recommendation presents a savings of approximately \$90,000.

Career Advising — Though the Career Advising Center was combined in Academic Advising as a result of EOU's BART processes and resulting recommendations, resources available for allocation to career advising still fall far short of what the institution needs to ensure a robust and effective career advising function. Much of the effort that goes to maintain the current functions are assigned to staff who have additional responsibilities in other areas as well, with the result that there is a constant tension in terms of balancing how the time and effort should be spent. Until a greater level of resources is available that would allow the University to develop this function more effectively, the recommendation is that the academic advisor time assigned to Career Advising be reassigned completely to Academic Advising and that the classified staff position in Career Advising be eliminated. Minimal maintenance of existing materials and other resources will be reassigned within Enrollment Services as well with the Director of Human Resources. This recommendation presents a savings of approximately \$45,000.

College Business Center — The efforts to better understand the range of business functions within the units of the Finance and Administration division and other areas of EOU's business and administrative infrastructure suggest that a number of efficiencies are to be gained through consolidating business functions common across several units. The concept springs originally from a similar effort undertaken at a much larger scale at Oregon State University. Though EOU's size obviates much of the savings due to scale that OSU has seen, our size does make it easier to see and take advantage of integrating business and other clerical practices that remain siloed and discrete in the three academic colleges at EOU and in several areas of central finance and administration. Opportunity to examine this approach occurs upon the retirement of the long-time College of Arts and Sciences executive assistant this summer, coupled with an emerging understanding of how many responsibilities within CAS might be reassigned more effectively to division-level office specialist staff in one direction and, temporarily, to administrative faculty in the Provost's office in the other. Though delayed for spring and much of summer, discussions of



operational structures for how this approach might be implemented across all three colleges in a common college business center will take place early in fall term 2011. Discussions concerning possible structuring of a college business center will also be linked to the larger discussions of potential alternatives for the administrative structures and leadership of all three of EOU's academic colleges. While the potential for long-term savings for this recommendation are as much as \$120,000, the immediate actual savings would be approximately \$85,000.

*Administrative Unit Review Reductions:*

Through the Administrative Unit Review process, recommendations were presented regarding the functionality of positions and where resources can be allocated differently. The reduction, or elimination, of the following positions decreases our personnel costs (net of an additional S&S or other costs) by \$546,000 and an additional \$644,000 in other savings when the plans are fully implemented.

*Campus Security and Parking:*

EOU prides itself on a safe and secure environment for our students, faculty, staff and guests. Most of our protocols are based on our very positive relationship with the La Grande Police Department, located right next to campus, and other emergency response teams within the community. This relationship, and the documenting of our current practices, eliminates the need for a Director of Campus Security and Parking and one security position. The current administrative duties and risk management responsibilities of the Director of Campus Security and Parking will be shifted to the assistant director for facilities. Other duties of this area can be managed within the existing facilities staff. The assistant director of facilities, along with the vice presidents of Finance & Administration and Student Affairs will be tasked with working with the Chief of Police of the La Grande Police Department, through the already existing safety committee and the Community Collation, to enhance the protocols that we already have to ensure continued safety of our students, faculty, staff and guests. In addition, all buildings that are regularly scheduled to open early or close late (i.e., Hoke Student Union Building and Pierce

Library) have been taken into consideration for the scheduling of officers to ensure safety of the employees. Finally, over the course of the next year the President's Cabinet, led by the new Vice President for Finance and Administration, will complete a comprehensive survey of campus environmental safety functions, aimed at identifying further efficiencies and possible additional savings. Total projected savings of the elimination of the director's position, one security position, along with other functional reviews and anticipated efficiencies, will save approximately \$178,000.

*Budget Analyst:*

Currently, there are two Budget Analysts within the division of Finance and Administration who monitor and report on various aspects of the financial well being of EOU with primary focus on the Education and General and Capital budgets. However, we have not truly focused our efforts on another important financial arm of EOU and this is our auxiliary services—dining, residence halls, bookstore, etc. One of the budget analysts will be moved to this function and will be paid strictly out of the auxiliary services. This saves the E&G budget approximately \$90,000 per year and provides a very important function that has not been provided in the past.

*Campus & Grounds:*

The position of Groundskeeper II will be eliminated through attrition. The duties will be absorbed by other means as detailed by the Administrative Unit Review recommendation and includes the reassignment of duties within the unit and the contracting with City Garbage service. Total net savings is \$25,000.

*Human Resources:*

The position of Assistant Director of Human Resources will be reduced to a 9-month .5 FTE position and all student assistants will be eliminated. This represents a savings of \$23,000.

*Director of Major Gifts:*

This position, which is vacant, will not be filled at the present time. In the future, when the potential of a major capital campaign is further in its implementation along with the specific plans for donor cultivation, solicitation and the acceptance of gifts, the discontinuation of this position will be re-analyzed. This represents a savings of \$67,000.

*Director of Alumni Giving and Alumni Relations:*

This position will be removed from the Education and General budget of EOU and supported by private support through the Foundation for EOU. This represents a \$64,000 savings.

*Administrative Support in Admissions:*

The current OS1 position in the Office of Admissions will not be filled. The duties associated with this position will be combined with the duties of the OS1 position within the Welcome Center. This is a \$45,000 savings.

*Administrative Support for Student Affairs:*

The administrative support person for the Vice President for Student Affairs and a portion of the salary for the Student Union Building Facility/Scheduling Manager will not be funded through the E&G budget. These positions, because of their scope of work, will be moved to auxiliary services budget. This represents a cost reduction for EOU's E&G budget of \$54,000.

*Overtime:*

Overtime for non-essential work will be eliminated. This includes the possibility that campus openings, due to inclement weather, may be delayed. In addition, a proactive scheduling practice of staff must occur at all levels. This is a cost reduction of \$130,000.

*Energy Savings:*

As part of EOU's commitment to energy conservation, the La Grande Campus will be closed for one entire week in December. In the past, this time frame for the campus closure was typically between December 26<sup>th</sup> and January 1<sup>st</sup>. However, due to the need for many staff members to be present and at the campus in preparation for the beginning of the Winter Term, the time frame for this closure will be moved up one week. Therefore, this year the campus will be closed from December 19-23, 2011. This practice will continue for at least the next four years. The primary goal of this is for energy conservation. University offices only will be open based on approval of the respective vice president and the President. If successful, the university may also institute an energy savings closing during the summer months.

In addition to this practice of energy conservation, the facilities staff will be implementing the recommendations of a recently conducted energy audit from Systems West Engineers, Inc. The results of this will be an estimated annual savings of \$64,000. A secondary benefit of the weeklong closure for energy conservation, we will not only see a reduction in energy usage, we will also reduce our vacation liability. While in the first year, the net savings will not necessarily be realized; the payroll savings (of \$450,000 per week) will make a significant difference in future years.

The total cost reduction, from the Administrative Unit Review process, is \$1.74 million, or 45 percent, of the total cost reduction.

***Academic Program Review and Academic Program Recommendations***

EOU's academic program review and the larger discussions that the review efforts are feeding into are intended to help focus increasingly precious institutional resources on mission fulfillment through the University's primary purpose: the academic enterprise. The program review itself has been aimed at understanding how our overall set of academic program offerings relate to the institution's current mission and strategic plan for mission fulfillment. For instance, the Mission

Criticality data for a given program show how the program curricula, resources, and activities connect to EOU's current mission, as articulated through our Core Themes. Similarly, the Program Strength data for a given program show how program & institutional resources are allocated to fulfilling this mission, again through our Core Themes. The results of these efforts offer a clear understanding of how each of our current academic programs relates to EOU's mission and those core themes and related goals and aims which help ensure that institutional resources are focused effectively on mission fulfillment.

A second and related aim of our program review and larger discussions has been focused on gaining an understanding of under-enrolled course and curricular areas across the colleges that represent opportunity for reducing the scheduling and instructional commitments for existing program faculty, ensuring that our current program faculty are focused as efficiently and effectively as possible on those program offerings core to our current set of academic programs. Beyond these concerns regarding how best to connect precious faculty expertise with our instructional capacity, these ongoing discussions also will provide concrete guidance for faculty hiring in strategic program areas over the coming decade, as a large segment of our current senior faculty moves into retirement.

The general approach of our academic program review and subsequent larger discussions follows from **Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance, Revised and Updated**, by Robert C. Dickeson (2010), incorporating where appropriate data sources and criteria from EOU's existing program portfolio assessment. The general factors for considering how to prioritize program needs and the allocation (or reallocation) of resources to those needs include the following:

1. Program history and expectations
2. Demand for program from external sources
3. Demand for program from internal sources
4. Quality and degree of inputs to program

5. Quality and degree of outputs of the program
6. Size, scope, and productivity of the program
7. Revenues associated with the program
8. Costs of the program
9. Total impact and justification of the program
10. Future challenges & opportunities of the program

Certain difficulties with obtaining accurate institutional and program-level data that is detailed to a sufficiently granular degree hamper a comprehensive understanding of how these factors might apply to all programs or to given programs specifically. However, enough sound data does exist, combined with the experience and knowledge of the deans and division chairs in all three colleges, to arrive at a sound understanding of how these factors interact with respect to specific programs.

**NOTE:** No magic formulas exist, either conceptually or in practice, here at EOU or anywhere else that offer any valid clarity with respect to comparing specific academic programs with each other across a given institution. While there are tools and processes available for comparing academic programs at a given institution with peer *programs* at *other* institutions, such comparisons are beyond both the scope of our current planning needs, as well as the scope of institutional resources required to employ them. The recommendations below were arrived at through careful consideration and thorough discussion of a number of interrelated factors as noted above. These final recommendations have resulted from this same careful consideration and discussion of the draft recommendations across our program areas and the wider university community.

*Recommendations for Majors:*

While a number of EOU's majors and minors serve our students where they are — oncampus, onsite, and online — through the effective leveraging of technology aimed at accessibility and effective instruction, many other programs are behind the curve in terms of their ability to serve student needs and community engagement regardless of location. A major focus of EOU's sustainability will be to ensure that major programs are developing instructional models and methods that address

these needs over the long term. Given that an increasing large percentage of EOU's students and their related communities will be at a distance over the next five years, programs will need to further explore ways to engage both students and their communities away from the central La Grande campus. Blending face-to-face, hybrid, and online modalities as appropriate for effective instruction, academic programs will work increasingly closely with EOU's Regional Center directors to engage EOU's rural communities at a distance. Key pieces of this larger strategy will likely entail building more focused relationships with community college partners and K-12 school district partners, with the attendant development of more concrete articulation and transfer agreements with these partners. Other potential avenues to explore will include greater development of onsite adjunct instructional pools with our community college partner faculties, as well as potential joint appointments aimed at offering a greater range of programs onsite through our network of regional centers. Each academic program faculty will need to carefully consider how to most effectively leverage technology and consideration of specific adjunct and joint faculty appointments to achieve these ends, given the discipline-specific needs of a given academic program.

Art — The Art program faculty have done sound work in terms of concentrating their major curriculum effectively and integrating it with larger university academic requirements, most specifically with respect to EOU's general education curriculum. The Art program also is very effective at engaging our larger community through a variety of means, both with respect to Art students as well as the program faculty. However, the program's efforts are almost entirely bounded by the physical La Grande campus. Given the need to extend the reach of the program and related courses to our students and communities at a distance, the program faculty will need to develop plans aimed at serving our students where they are, whether through development of online approaches (where pedagogically appropriate) or through the development of onsite approaches. Additionally, given the looming retirement of a senior faculty member in 2014, the program faculty will need to ensure that their plans for serving students where they are remain intact. Finally,

the Art faculty, in conjunction with the Theatre faculty, will be asked to engage the larger campus-wide discussion of environmental safety over the course of the next year, with the aim of absorbing the Loso Hall shop technician's duties into the existing faculty workload, with the potential savings of \$45,000 by the end of the next biennium. This recommendation may change given overall student recruitment and EOU's fiscal position.

Business Administration — Given the recent failed search in the College of Business for a Marketing faculty member, as well as the upcoming curricular review in preparation for the College's IACBE (International Assembly for Collegiate Business Education) accreditation, the decision has been made to hold that position vacant and not fill it with either tenure-track or fixed term faculty, pending the results of the College's curricular review. Marketing courses not already covered by the two existing marketing faculty members will need to be reassigned or re-evaluated for offering over this year. Completion of the College's curricular review should either validate the need for filling this vacant position or reallocating it to better serve curricular needs elsewhere in the program or in other academic programs. The savings for this next year will be 1.0 FTE (approximately \$85,000 in total salary and benefits) and contingent on overall student recruitment and EOU's fiscal position.

Biology — Develop minimal model for curricula, including every-other-year scheduling of some low-demand 300-400 level courses. Examine possible streamlining of curricula. Reduce .82 FTE fixed term position and absorb workload across remaining faculty positions. Consistently low enrollments across many upper division courses for major and those offered for other programs suggest that offering of certain courses every year restricts instructional capacity needed at other levels, including lab sections at lower division levels.

Chemistry — Examine possible streamlining of curricula, as well as lab section scheduling and capacity, specifically with respect to reducing or canceling certain lower-division lab requirements for some specific 100-level courses (this discussion



will engage SMT faculty overall, as well as faculty from our partner programs—OSU, OHSU, and ODS). Cancel the 6 credit hours of Chemistry Excel support; cancel the Chem 412 lab next year and move it an alternate year schedule; cancel Chem 402, and move Chem 437 to alternate year offerings. Ensure that Chem students engaged in undergraduate research opportunities register for Chem 401, so that such instruction can be accounted for in terms of faculty workload and student enrollments (which have heretofore been largely lost). Finally, engage with larger campus-wide environmental safety survey over the course of the next year. While a reduction of .4 fixed-term FTE is currently recommended, this reduction is pending the discussion of 100-level lab requirements and the environmental safety survey as well as overall student recruitment and EOU's fiscal position.

Computer Science/Multimedia — To minimize the effect of one retiring and one resigning faculty member, the program should offer the minimum number of computer science classes in 2011-2012 to serve currently enrolled students and entering freshmen. Leverage reserve and continuing ETIC funds to develop and utilize a stable pool of adjunct faculty with industry ties to provide freshman course sequence in Umatilla and, potentially, Morrow counties. With guidance from the Industry Advisory Board, continue efforts to recruit new majors from the region, including from the Confederated Tribes of the Umatilla Indian Reservation. Utilize both retired faculty member and current Physics faculty member with CS expertise to fill course load needs through the next year. While the recommendation now is for the reduction of 1.0 faculty FTE outright, the program faculty should develop a plan articulating the need to hire and maintain the second vacant FTE, once the Physics faculty member is no longer available to teach in CS after next year. The second FTE is contingent on not only the action plan benchmarks being achieved, but also the overall fiscal condition of EOU.

English/Writing — Building on recent curricular revision, develop action plan for extending the revised curriculum to all majors, both those on- campus and those away from campus. Given the high percentage of majors at a distance, the current

online major offerings must be protected, particularly in the face of a pending faculty retirement whose FTE has supported the online majors, as well as the possible phased retirement of an additional faculty member. Review of Anthropology/Sociology efforts in this regard might suggest methods and directions that hold similar potential for English/Writing. Enrollments in upper division course offerings in certain areas suggest instructional capacity inefficiencies which should be closely examined, particularly with respect to frequency of such course offerings. Additional aspect of action plan should include benchmarks for recruiting students into program areas to support upper division courses in those areas, potentially through careful consideration of relationship building with community college partners aimed at transfer students. Additionally the program faculty should consider potential specific adjunct and joint faculty appointments to achieve these ends, given the discipline-specific needs of the various pieces of their curriculum. Recommended reduction of 2.0 fixed term faculty FTE beginning in 2012-2013, with associated workload absorbed by cancelling under-enrolled upper division courses while action plan and related efforts are being implemented.

History — Develop action plan, including benchmarks and timeframe, for offering program online/at-a-distance. Review of Anthropology/Sociology efforts in this regard might suggest methods and specific directions that hold similar potential for History program.

Mathematics — With a gain of a partial FTE from reassignment of Physics faculty for the next year, Mathematics will see a reduction of three partial fixed term FTE. Examine possible every-other-year scheduling of some low-demand 300-400 level courses. Cancel Math Excel support offerings.

Modern Languages and Global Culture — Based on enrollments and related program strength and resource factors, the MLGC major and related certificates should be suspended and no new majors should be accepted into the program. Pending the development of an action plan for a minimal model, every-other-year

approach to a minor program this next fall, Modern Languages should alternatively focus in the near term on a proficiency only model for Spanish course offerings (lower division only, no upper division), similar to the same shift already effected for German course offerings (and which have resulted in consistently strong enrollments in those remaining courses). Recommended reduction of .8 fixed term FTE, with associated workload absorbed by cancelling major-specific courses for 2012-2013, except those courses required for major teachout.

Music — Develop minimal rather than maximal model for curricula, including every-other-year scheduling of low-demand courses. Specific consideration should be given to reducing the requirements across the Music Pedagogy & Music History and Literature curricular areas. Refocus program curricula to streamline major and concentrations and adjust need for faculty and other instructional resources to align with streamlined curricula. Additionally, the program faculty should discuss the nature of the program's relationship with community entities and the concomitant requirement for university resources, with the aim of creating efficient and sustainable relationships. Finally, carefully examine opportunities for integrating program requirements for both major and minor with larger university academic requirements (GEC), as has been accomplished by the Art program. Recommended reduction of 1.0 equivalent fixed term faculty FTE (constituted from three partial: .13 FTE, .53 FTE, .25 FTE) with associated workload either absorbed by other program faculty or suspended, pending results of curricular re-examination.

Theatre — Develop action plan to maintain progress begun with recent curricular revision and condensing of concentrations. Continue to examine scale of program requirements, both breadth and depth, with a specific discussion of folding the existing Design concentration into the larger Theatre core. The action plan should include absorption or cancellation of workload associated with the loss of .45 faculty FTE, moved to Communication. Elective courses associated with this position would be re-examined and either suspended, deleted, or reassigned inload to other Theatre faculty, depending on whether the courses remain program requirements

or are electives. The action plan should include implementation of current plans as described by the Theatre program faculty for the following:

1. Implement a schedule for 2012-13 to teach on-line courses in-load. The approach is not to offer the same course both on-line and on-campus during the same term or alternate the courses every other year so on-campus and the on-line community can be served efficiently and campus students have options. This would save funding for overload credit hours.
2. The Theatre program will evaluate and propose new and or existing courses for online delivery with the main aim to supply APC credit to our online community.
3. The Theatre program will evaluate and propose an on-line Theatre minor in conjunction with above efforts.

Finally, in conjunction with the Art faculty, engage the larger campus-wide discussion of environmental safety over the course of the next year, with the aim of absorbing the Loso Hall shop technician's duties into the existing faculty workload, with the concomitant potential savings mentioned above.

*Recommendations for Minors:*

The recommendation that most stand-alone minor programs develop an action plan stems from the need to closely question our institution's ability to dedicate unique faculty FTEs to stand-alone academic minor programs. While the best practice approach in many cases would be to support these programs in just such a way, EOU's current and projected envelope of resources may not make such an approach sustainable. As noted below, minor programs will be expected to constitute an advisory committee and to develop plans for integrating the program with current major and minor programming in other areas and to develop robust, efficient, and cost-effective online/at-a-distance capabilities. (Close attention to efforts accomplished in other areas in all three colleges provides abundant examples to consider.) Additionally, all program plans will need to include concrete benchmarks that must be met within a specified timeframe over the course of the next academic year. Conceptual plans—including benchmarks and timeframe—should be completed by mid-November of Fall 2011 and will be subject to discussion and

approval with the relevant dean and the provost. Exemplary progress has been made in exactly this regard by the Gender Studies minor program during this past academic year. Guided by an advisory committee, program faculty have worked to develop a viable business/action plan that suggests both ways to integrate the program into current programming in other areas, as well as how to develop robust, efficient, and cost effective online/at-a-distance capabilities. The Gender Studies plan provides a sound example for how other minor programs — indeed, other programs in general — might approach conceptualizing themselves relative to our institutional needs and strategic planning.

Environmental Studies — Develop action plan with benchmarks and timeframe as described above. Current primary emphasis on hard science only limits ability of program to consider what might be needed connections with other areas, including the social sciences. Re-examine minor relative to larger sustainability discussion and possible connections with Public Administration and Geography programs. No dedicated faculty FTEs are attached to this program.

Gender Studies — Continue development and implementation of current action plan; benchmarks and time frame need to be articulated concretely. Close attention should be paid to re-establishing the program's role in terms of larger campus advocacy, particularly with respect to the student-run Women's Resource and Research Center. Additionally, close attention should be paid to developing four-year advising plans pairing the requirements of the minor with advising plans in major programs. As advising tools, these plans can assist professional and major advisors to help students see options and pathways early in their college career. Examples of extant four-year plans include those already in place that pair Anth/Soc Sociology concentration and Engl/WR English Studies major plans with Gender minor plans. The ultimate aim for these efforts should be to fully encapsulate the Gender Studies minor program requirements and GEND specific courses within larger majors, as is the case with the current Physics minor. The program faculty — the director and advisory committee — should collaborate and build relationships

across other academic program areas and those program faculty that will enable the larger academic faculty to more effectively carry out specific aspects of the university's diversity requirement, specific aspects of the Diversity Committee's strategic planning, and to assist the President's Commission on the Status of Women in its proposed activities related to campus climate. Finally, as a campus advocacy program, the Gender Studies program, the director and associated faculty, in conjunction with the offices of admissions and human resources, develop strategic initiatives to recruit and retain students, faculty and staff, from under-represented groups. Strong, very strong, program potential exists to build on a positive enrollment trend over the past five years, if current action plan is executed soundly and according to concrete benchmarks. Precautionary reduction of 1.0 faculty FTE, pending results of action plan as well as overall student recruitment and EOU's larger fiscal position.

Geography — Develop action plan with benchmarks and timeframe as described above. Re-examine minor relative to larger sustainability discussion and possible connections with Public Administration, Environmental Studies, and Biology programs. Exploration of how GIS and other directions may provide fruitful connections is also warranted. Precautionary reduction of 1.0 faculty FTE, pending results of action plan as well as overall student recruitment and EOU's larger fiscal position.

Geology — Suspend minor and accept no new minors for 2011-2012. Develop action plan with benchmarks and timeframe as described above. Pending results of action plan, offering only 100-200 level courses for 2012-2013, no upper division courses. Current weak enrollments do not support need for dedicating instructional capacity to upper division course scheduling. Elimination of .63 fixed term FTE, with remaining faculty to absorb lower division workload in geology and general science courses.

Native American Studies — Develop action plan with benchmarks and timeframe as described above. Re-examine minor relative to larger sustainability discussion and possible connections with Public Administration and Environmental Studies, particularly in the context of our Memorandum of Understanding with the Confederated Tribes of the Umatilla Indian Reservation.

Physics — Retain minor fully encapsulated by other SMT majors and maintain Physics courses required for Chemistry and Biology programs; in collaboration with larger science faculty, examine shifting from mathematics-based approach to 200-level Physics sequences to discipline-based approach. Examine every-other-year scheduling for 100-200 level courses. Until pending retirement of faculty member in 2012-2013, Physics faculty workload will be reassigned as needed/appropriate to either Mathematics or Computer Science. Elimination of 1.0 faculty FTE by 2013, leaving encapsulated minor coverage by sole remaining faculty FTE.

Religious Studies — Suspend minor and accept no new minors for 2011-2012. Develop plan with benchmarks and timeframe as described above. Pending results of action plan, no Religious Studies courses will be offered for 2012-2013. Workload scheduled for any courses will be reassigned as appropriate, including close examination of minor/course support through instructional overload. Generally weak enrollments do not support need for dedicating instructional capacity to lower or upper division course scheduling.

### ***Other Recommendations***

#### *Early Retirement Incentive Program:*

EOU has developed and implemented a one-time early retirement incentive plan for qualifying tenured faculty. This program is designed to accomplish two goals. The first is assisting the University in realigning staffing in support of the institution's strategic goals and operational strategies. The second is assisting tenured faculty considering early retirement by providing financial assistance to offset health care costs. The eligibility rules – age 58 and 5 years of service – were developed to

provide a significant subsidy that would be available to the most retirees and also be affordable by EOU. While past ERIPs have offered a cash benefit, those programs proved very expensive and achieved far fewer economic benefits to the University than was necessary. The EOU program as conceived represents an attractive and affordable proposition to all parties. Though the potential savings to the University over the seven-year period are more than \$2,000,000, given the expected enrollment of the 21 eligible faculty, this program is projected to gain EOU approximately \$200,000 over the next biennium.

*Online Adjunct Salary Scale Revision:*

Though EOU's current salary scale for online adjunct/non-bargained faculty was instrumental in originally building and maintaining a strong pool of instructional faculty for serving EOU's at-a-distance student and online programming needs, that goal has long since been accomplished. Unfortunately, certain aspects of the current scale tend to disincentivize effective online pedagogies and encourage over-enrolling courses. The salary scale needs to be reviewed and adjusted to maintain continuing market advantage for our instructional faculty adjunct pool and to redirect student revenues to EOU's larger academic enterprise and supporting services. More details of this proposed recommendation to this draft plan (see Appendix 3), though complete fuller details are still under discussion. As the final structure of the salary plan takes shape, implementation of this non-bargained salary scale over the next year is projected to redirect approximately \$750,000 per year to EOU's revenue stream.

*Online Overload/Inloading & Course Scheduling Efficiencies:*

EOU's academic deans and provost will continue to examine online overloads so that we are more efficient and effective in terms of inloading those courses with consistently high demand and of high utility to university graduation and program requirements. While it may be practicable to let courses with consistently low enrollments run under certain circumstances, we need to do a better job of watching how chronically under enrolled courses—particularly at the upper division—are



scheduled and loaded. Quite aside from the issue of using instructional capacity inefficiently, this set of concerns also is fundamentally an issue of equity in terms of how instructional workloads are distributed among colleagues both across specific programs and the larger university. Since academic programs in the Colleges of Business and Education are generally much closer to actual minimal curricular models than many of the CAS academic programs, greater immediate opportunity exists for examining how these efforts can be undertaken. Given that, the Business and Education colleges are well positioned to push forward with these efforts and should aim for gaining efficiencies that return a target of \$100,000 per year to the EOU revenue stream.

*GEC Credit Reduction Examination:*

EOU's current General Education Core requires 60 total credits distributed across four categories (five, including Gateway courses). While the overall structure of the GEC and the general structure of the four categories is sound and carefully articulated in terms of expectations for learning, the question remains how well EOU's current slate of GEC courses maps onto those specific expectations and the general overall structure. Once current curricular mapping and related assessment efforts are completed, EOU's academic faculty should closely examine both the distribution and amount of credits required across the GEC. Seeking further streamlining in both respects has the potential to speed student progress into their majors, with the attendant effects on retention AND degree completion, as well as the ability to create additional instructional capacity at both the lower and upper divisions, and to create space for faculty to attend more closely to recruiting and developing more robust major enrollments in many program areas. While no specific immediate savings attach to this recommendation, the potential gains in EOU's ability to focus precious faculty expertise more sharply are considerable, as are the potential gains in student retention and degree completion.

## CONCLUSION

“In time of crisis, we cannot run away to the comfort of the way we’ve always done things. If we do not take charge of our future, it will be determined for us.”

(From *Flying the Plane While Rebuilding the Engine*, pg. 12)

This is a moment in the history of Eastern Oregon University that will define it for generations to come. We can, as suggested by the AAP statement, take charge of our future, define what we are and who we want to be, and set the path to reach and realize those goals and ambitions. If we don’t do this now, our fate will be decided for us.

The first draft of this plan was presented to the university community on May 2, 2011, and as we expected, the university community took the charge seriously and provided invaluable insights and alternative solutions. All of these suggestions were heard and contemplated, and many of them, but not all, led to changes in the original draft. For those discussions and insights, we are grateful as they provided for a rich dialogue and discussion of not only where EOU is now, but where we are heading over the next 5, 10 and 15 years.

We have much work to be done—not only in the implementation of this plan for our financial sustainability, but also in our efforts to fulfill our mission. This begs the question, as many of you are asking, “Where do we go from here?”

As I stated in my opening address, and again presented the analogy at the beginning of this document, we are very much at the confluence of three strong rivers of change: the shifting of resources; advancements in technology; and increased calls for accountability.

As we implement our plans and develop our action steps to position EOU for future success, we must always be mindful of these rivers and how we will be shaped by them—or, better yet, how we in fact bend the rivers to our or own preferences.

In order for EOU to in fact bend and shape these rivers, we will rely on our most important asset—you. I have stated many times that EOU is not about buildings or infrastructure. It is not about our physical place and space that we occupy. It is about the people. It is about those who come to work, come to study, come to learn, come to engage in pedagogy; those who come to truly make a difference in the many lives of who we serve now as well in the future. In these very difficult times, we rely on those who have scarified in the past—and unfortunately, not to far in the distance past—to once again put forth a Herculean effort for a cause that is bigger than each one of us can singularly imagine. We need to bend these rivers and we can do so by pushing and straining together. This is a time when, regardless of our classification as staff or faculty, we must work together and use the forces of these rivers to our advantage and not to harm our great university.

We are, at our core, an extraordinary undergraduate university that focuses on teaching and learning. We must continually reinforce that through our actions and activities. We value scholarship and scholarly activities, as these are contributors and a foundation to excellent teaching. EOU is founded on and known for this focus and we must continue these efforts—regardless of the modality. We must, through the converging for our resources, our time and energies, must highlight and focus our commitment to our excellence in teaching and learning.

In doing so, we must focus on the trends of our future students and how we serve them best. Today, we serve a bi-modal distribution of “on-campus” and “on-line” students and that is how we define them—by the modality of courses. As part of this, we also serve two populations of students—our traditional aged students and an ever-growing non-traditional student—and these students are not neatly packaged for our “on-campus” and “on-line” segments. We must realize that our

growth population will not always want to come to La Grande to study and we must be ready to serve more and more students at a distance. At the same time, we need to concentrate efforts on creating a sustainable La Grande campus that maximizes our physical, and technological, capacity. In the past, we have allowed the modality to determine and define our students. In the future, and not too distant, the modality is not the determining factor; rather, it is the student's goals and needs that are the defining attribute. As such, we must begin to remove in our mindset the differences between these two modalities as the definition of our students; rather we need to focus on the needs of our students and how do we meet those needs the best.

We must develop plans that will build on our nationally acclaimed technology levered instructional methods. We cannot rest on our laurels in these efforts. The work of Dr. Clements and Dr. Harris in creating the summer seminar series to assist in furthering our expertise in on-line instruction is just the start. We must make continual learning, for all of us, a natural part of our mindset and work.

Concurrently, we must continue to build a university that brings together various cultures and ideas that create our own marketplace of ideas and imagination. We must support the arts, the sciences, the humanities that build and create an ethos and an ethic of community and service. These efforts support our professional programs and create in our graduates a full and rich understanding of logic, decisions and the consequences of our choices. Throughout our history, we have always balanced being a liberal arts college that offers very successful professional programs. We must continue that balance and focus. One cannot outweigh the other. It is not an "either or" proposition—we are a liberal arts university AND we offer exceptional professional programs.

Learning and educating is the fundamental purpose of our enterprise. In order for us to achieve these goals and continue to serve our great state and region, we must have a dedicated staff who carries out the administrative duties of the university. In my 16 years in higher education, at five different universities (both professionally

and as a student), I have never been associated with a more dedicated group of individuals than here at EOU. I am continually amazed as I walk our campus and see the tireless work that is being done—from our maintenance and grounds crew to those working in the Learning Center to our Welcome Center and to our support staff in our regional centers. All of you have, and continue to, support this university in ways that you cannot imagine. As this plan is implemented, we must find ways to invest in your expertise and leverage it for the betterment of our university and students. We must provide you the space to focus on your duties and allow you to demonstrate your expertise in problem solving and leadership. The “flattening” that is occurring throughout this plan is not about adding duties, it is about removing barriers between those that impact students and upper management to create a more free flowing of ideas and information. It is not about “doing more”, it is actually about, in some cases, to stop doing things so that we can focus on the core essentials and allow you to focus on those duties and tasks that will make a significant difference.

This plan is about the future. It is not about surviving—it is about thriving in the new realities we face. As such, this is not a document that will be put away and shelved. It is, and always will be, discussed on our university and throughout our community. It is intended, while specifically addressing the economic and fiscal challenges of today, to provide us a common and systematic method for us to continually analyze and assess ourselves on who we are measuring up to our goals and expectations. It provides us the foundation to have a stable, predictable and sustainable financial foundation from which we can plan for the long term instead of a mere year in advance. We should also, through these planning efforts, avert our need to continually respond to challenges—this provides us the means to get ahead of them and prepare for them.

The challenges before us are not easily overcome. We must change our practices and mindset on many things. We must develop new revenue streams where they once did not exist. This will not be easy but we can, by planning and executing

proper strategies do this. This will reduce our reliance on state funding levels and this will enable us to have a much more stable and predictable funding source. We also must be extremely disciplined in our allocation of resources to ensure that they are going towards programs and activities with the largest return. We must also build in our plans opportunities for growth and additional programs that will add value to our university in reaching our mission—and do so in a way that protects our fund balance and allows for us to remain financial sound.

EOU is an extremely fine academic institution. It deserves, our students, faculty, and staff deserve, the opportunity to flourish and achieve the grandest of goals and ambitions. We have the tools and the determination. Now, we are putting in place a financial paradigm that will allow for us to exercise that might and to reach, and surpass, the high standards we have set.

We are here to serve the region, to build bridges of understanding, and to infuse in our students and those who we serve with a sense of confidence in themselves and an attitude of lifelong exploration and learning. We have, for 82 years, been a beacon in Eastern Oregon that shines a sense of pride, of enlightenment, and a sense of hope. We must continue in this vain and spirit. We are not about to give in to the challenges ahead of us. We symbolize all its history and tradition. And we very much represent the future of this region.

We are in fact rebuilding our engine as we fly the plane. We are also committed to building a better engine that will in fact propel us further than we can imagine.

**APPENDIX 1**

**OUS POWERPOINT PROJECTING  
EOU'S FINANCIAL ISSUES  
FOR THE NEXT TWO BIENNIA**

Achieving Financial Sustainability  
in an  
Era of Declining State Resources  
and  
Challenging Governance Structure

OUS Board Retreat  
January 6, 2011



# Modeling Assumptions

- Two scenarios modeled:
  - Base case – assumes business as usual, no changes in benefit programs
  - Reset Case – assumes total compensation increases 3% per year with significant changes in PERS and PEBB programs – this saves \$87.8M in 2011-13
- Both scenarios use identical enrollment, tuition, fee remission, State General fund and other revenue assumptions

# Compensation Assumptions

## Base Case

- Salaries – 2% + 2%
- PERS – from 14% to 20%
  - 43% increase in contribution
  - No change to IAP (6% employee pickup)
- PEBB – 10% + 10%
  - Inflationary increases picked up by employer
  - No plan changes
- All furloughs end as of 7-1-11

## Reset Case

- Total Compensation - 3% + 3%
- Salaries - 3.35% + 3.35%
- PERS – no change
  - IAP (employee pickup) eliminated (-6%)
  - Contribution (+6%)
  - Offsetting actions
- PEBB – no change
  - Plan inflation offset by plan design/scope of coverage changes
- Saves \$87.8M from base case
- All furloughs end as of 7-1-11

# EOU Issues and Highlights

- Recovering from earlier enrollment decline, funding challenges and leadership issues
- Due to its enrollment and lack of non-resident tuition State General Fund (plus ARRA) comprises 45% of E&G revenues in 2010-11
- EOU remits 11.3% of total tuition revenue for aid
- Considering implementation of some type of non-resident tuition rate to bolster revenues
  - Fall 2010 - 11% of EOU students are non-residents
- Projections indicate that EOU will have financial challenges in either the base or reset case

# EOU Enrollment

		<b>Annual FTE</b>	<b>% Change</b>
<b>Actual FTE</b>	<b>2005-06</b>	2,609	
	<b>2006-07</b>	2,460	-5.70%
	<b>2007-08</b>	2,435	-1.02%
	<b>2008-09</b>	2,550	4.75%
	<b>2009-10</b>	2,870	12.53%
<b>Projected FTE</b>	<b>2010-11</b>	3,061	6.65%
	<b>2011-12</b>	3,165	3.42%
	<b>2012-13</b>	3,252	2.74%
	<b>2013-14</b>	3,319	2.06%
	<b>2014-15</b>	3,359	1.20%
	<b>2015-16</b>	3,374	0.45%
	<b>2016-17</b>	3,420	1.35%

# EOU Base Case Projections

<b>Base Case</b>	<b><u>2009-11</u></b>	<b><u>2011-13</u></b>	<b><u>2013-15</u></b>
<b>Revenues</b>			
State General Fund	\$28,450	\$26,287	\$29,692
ARRA Funding	\$3,703	\$0	\$0
Tuition Net of Remissions	\$32,633	\$38,556	\$44,152
Other	<u>\$1,591</u>	<u>\$1,793</u>	<u>\$1,865</u>
Total Revenues	\$66,377	\$66,635	\$75,709
<b>Expenditures</b>			
Salaries and Wages	\$38,131	\$41,986	\$45,224
Other Payroll Expenses	\$16,376	\$21,671	\$26,116
Services and Supplies	\$10,410	\$10,811	\$11,248
Other	<u>\$1,484</u>	<u>\$1,154</u>	<u>\$1,200</u>
Total Expenditures	\$66,401	\$75,621	\$83,788
<b>Change in Fund Balance</b>			
	(\$24)	(\$8,986)	(\$8,079)
Fund Balance at Beginning of Biennium	\$2,055	\$2,031	(\$6,955)
Fund Balance at End of Biennium	\$2,031	(\$6,955)	(\$15,034)
<b>5% Fund Balance</b>			
6-30-12		\$1,614	
6-30-13 if tuition is increased		\$1,935	
<b>Amount Need to Come Back to 5%</b>			
6-30-12		\$4,350	
6-30-13		\$4,540	
<b>Added Tuition Increase to Achieve 5% FB</b>			
2011-12		23.49%	
2012-13		18.62%	

# EOU Reset Case Projections

<u>Reset Case</u>	<u>2009-11</u>	<u>2011-13</u>	<u>2013-15</u>
<b>Revenues</b>			
State General Fund	\$28,450	\$26,287	\$29,692
ARRA Funding	\$3,703	\$0	\$0
Tuition Net of Remissions	\$32,633	\$38,556	\$44,152
Other	<u>\$1,591</u>	<u>\$1,793</u>	<u>\$1,865</u>
Total Revenues	\$66,377	\$66,635	\$75,709
<b>Expenditures</b>			
Salaries and Wages	\$38,131	\$42,828	\$46,429
Other Payroll Expenses	\$16,376	\$17,891	\$21,443
Services and Supplies	\$10,410	\$10,811	\$11,248
Other	<u>\$1,484</u>	<u>\$1,154</u>	<u>\$1,200</u>
Total Expenditures	\$66,401	\$72,683	\$80,320
<b>Change in Fund Balance</b>	(\$24)	(\$6,048)	(\$4,611)
Fund Balance at Beginning of Biennium	\$2,055	\$2,031	(\$4,017)
Fund Balance at End of Biennium	\$2,031	(\$4,017)	(\$8,628)
<b>5% Fund Balance</b>			
6-30-12		\$1,614	
6-30-13 if tuition is increased		\$1,866	
<b>Amount Need to Come Back to 5%</b>			
6-30-12		\$2,978	
6-30-13		\$2,905	
<b>Added Tuition Increase to Achieve 5% FB</b>			
2011-12		16.08%	
2012-13		12.62%	

## **APPENDIX 2**

### **INTERNATIONAL STUDENT RECRUITING STRATEGIES**

International Student Recruiting  
Planning and Implementation Schedule  
—Working Document—

International student recruiting at EOU, for the most part, has not been a concerted university wide effort or priority. EOU has enjoyed the benefits of particular faculty members, who have gone abroad for scholarship and research activities, and during this time made significant contacts and relationships that have developed into international students attending EOU. However, when the faculty member retired and/or discontinued the scholarship activities, the steady stream of international students waned. Now, many of our international students are based on the legacy effect of these efforts.

There are very valid reasons why international recruiting has not occurred at EOU. Primarily, there has not been a financial incentive. Under the BART plan, for example, the international students office was significantly reduced because it did not produce extra revenues and the number of international students has been declining in past years.

However, there are two significant reasons why a university, and EOU in particular, should invest in international student recruiting. As part of EOU's strategic planning process, we have adopted the following themes, and goals, and many directly support this effort:

**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 cocurricular program.

Goal 9: Ensure access and success for all students.

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



As such, the two primary objectives of EOU's international student recruiting efforts, in association with these two themes are:

- 1) To continue increasing and promoting the concept of internationalization and diversity across the campus, and to improve intercultural communication and understanding among EOU's students, faculty and staff, as well as to support and enhance interaction with our university.  
(Supporting Theme 1 and goals 1 & 2; Theme 3, goal 8; Theme 4, goal 10)
- 2) To enhance EOU's financial stability by developing a revenue source that is not dependent on state appropriations (Supporting Theme 3, goal 7).

To achieve these stated objectives, we must design and implement programs with the strategic goals of:

- Promoting globalization and diversity at EOU (Theme 1 and goal 2; Theme 2, goals 4 & 5, Theme 3, goal 8; Theme 4, goal 9)
- Explore and execute cooperative programs with international institutions (Theme 1, goal 2; Theme 2, goals 4 & 5, Theme 3, goals 6, 7 & 8; Theme 4, goals 9 & 10)
- Assists international students in the pursuit of their personal, academic and professional goals while providing unique learning experiences for our own students from our primary region (Theme 1, goals 1 & 2; Theme 2 goal 3, 4 & 5; Theme 3, goal 6 & 7; Theme 4, goal 9 & 10)
- Facilitate personal and cultural transitions that occur when we have domestic and international students study and learn together (Theme 1, goals 1 & 2; Theme 2 goal 4; Theme 3, goals 6 & 7; Theme 4, goal 9 & 10)
- Strive to increase international enrollment at EOU (Theme 1, goals 1 & 2; Theme 2, goals 4 & 5; Theme 3, goals 6, 7 & 8; Theme 4, goals 9 & 10)

For comparison sakes, EOU has 43 students who are considered international students. Western Oregon has 298 and Southern Oregon has 121. Both of these universities have initiated a dedicated and concerted effort to recruit international students for both financial reasons as well as for the diversity of the university. SOU's strategic effort was initiated two years ago. WOU's efforts are well documented and have been proven to be successful and provide us, along with SOU's efforts, a road map to follow.

### ***Immediate strategies and action steps for EOU***

The following action steps are based on discussions with the leadership at WOU, SOU along with conversations with the Vice Provost of International Students at the University at Buffalo (which has the distinction of the most international students per capita) and various other sources and organizations that specialize in international student recruitment efforts.

1. Institutional Leadership: The President of the University must be committed to international recruiting both in terms of leadership and time. The

- President must commit extensive time and energy to this endeavor. The President must be ready and willing to travel to China to meet with university presidents to establish agreements, potential students, government officials, embassy officials, etc. The President must also meet with the consortium leaders to establish a relationship and communicate the commitment to the program. The major cost outlay of this will be travel.
2. Consortium/Partnership—Clearly, EOU cannot have a “day to day” presence in China. A common practice is to become a “contributing member” to a pre-existing consortium that will provide this constant exposure and contact. The consortiums have also become the standard for universities, high schools and families in China to contact to learn more about American universities. WOU is a member of the Sino-American Education Group, LTD (SAEG). President Minahan highly suggests that EOU become a contributing member of the group. The SAEG provides a constant presence in key markets year around. Furthermore, as EOU looks to offer on-line programming, SAEG will be instrumental in providing space and marketing efforts.
  3. Promotional Materials—printed brochures and a web site is an immediate need for this effort. These materials must be in both English and Chinese (Mandarin). The cost of this will be minimal and there are several students, whose first language is Mandarin, have been approached to assist in this effort in exchange for fee remissions.
  4. Admissions—a bulk of the admissions for international students will be between June and September. It is imperative that we have a streamlined and quick process of admissions. It was stressed that we must be proactive in responding to questions from students and make admission decisions quickly. These students must interview for Visas and other documentation requirements and we must respond quickly. WOU has a turnaround on international student applications within 24 hours and this is done electronically. Therefore we must address our transcript evaluation process. WOU requires a TOFEL score and a writing sample in addition to their international application.
  5. Programs—WOU has extensive relationships with Chinese universities that are in the form of 2+2, 1+3, 3+1 and full 4 years at WOU. EOU will need to offer these same programs and also the possibility of adding an MBA to the mix. Dean Jaeger, through a former faculty member who is Chinese, is exploring numerous options in China for exchanges as well as offering graduate programs in China.

In addition to these action steps, the role of Ms. Janet Camp (International Student Services Coordinator) is being evaluated and altered. Currently, this position reports to academic advising. It might be more prudent and effective to have this position report to the Vice President of Advancement and Admissions due the level and nature of work and efforts that will be required. In addition, a strong organizational tie with the Multicultural Center is necessary (there is a solid working relationship, but this effort may need to be much stronger and tighter). Ms.

Camp will be responsible for coordinating many of the administrative, admission and student life plans and practices. She has been charged in developing new plans, based on our existing plans for international students, by utilizing best practices from WOU and other universities. This will also include orientation, mentoring, advising, etc.

### ***Immediate Goals and Outcomes***

Goal Number 1: Establish partnership with Western Oregon University. WOU has extensive relationships in four key provinces of China and President Minahan has agreed to assist EOU in establishing our own relationships. Presidents Davies and Minahan will be traveling to these provinces in June to begin to establish these relationships. Desired Outcomes: Formalized agreements with higher educational institutions; membership in a consortium; 15 registered students.

Goal Number 2: Continue and expand partnerships with China institutions over the next four years. Increase the number of students annually by, at a minimum, of 30 each year. (Note, this is a very modest goal and our actual results should be closer to 50 per year; however, we intend to be modest given the revenue projections.)

Goal Number 3: Create a true “International Student and Scholars Office” that incorporates the goals of globalization, diversity, and international studies and scholarly activities at EOU and our community. This will not require additional staff, rather the reconfiguration of existing staff. This will formulate as the program expands and EOU attracts more international students.

### ***Budget Allocation and Revenue Generation***

The following is listing of anticipated additional annual expenditures in recruiting international students:

Travel:	\$20,000
Consortium:	\$20,000
Marketing:	\$ 5,000
Additional Postage/Phone	\$ 1,000
Misc:	<u>\$ 4,000</u>
Total:	\$50,000

We are not adding staff at this time. Staffing levels will utilize existing personnel and change their duties to meet the demands and needs of these efforts. At some point, like WOU and others have done, additional staff maybe required but this will only be done if revenue projections and sustainability of the program are assured.

The revenue associated with this effort is the additional tuition amount generated by international students. (Fees and other revenues are not being considered as

they automatically offset additional costs associated with those fees.) Should the goal of 15 students in the first year be realized, this would be an additional \$252,000 in tuition revenues. More importantly, it assists the university in generating new revenues that will slowly decrease the percentage of state appropriations as a percentage of our total revenues. Per the enrollment projections, international student tuition is \$532,000, \$1,122,000, and 1,775,000 for the remaining three years of the next two biennium's with enrollments of 30, 60 and 90 respectively. These enrollment projections are very modest and it is our expectation to see higher numbers.

### ***Challenges and Exit Strategies***

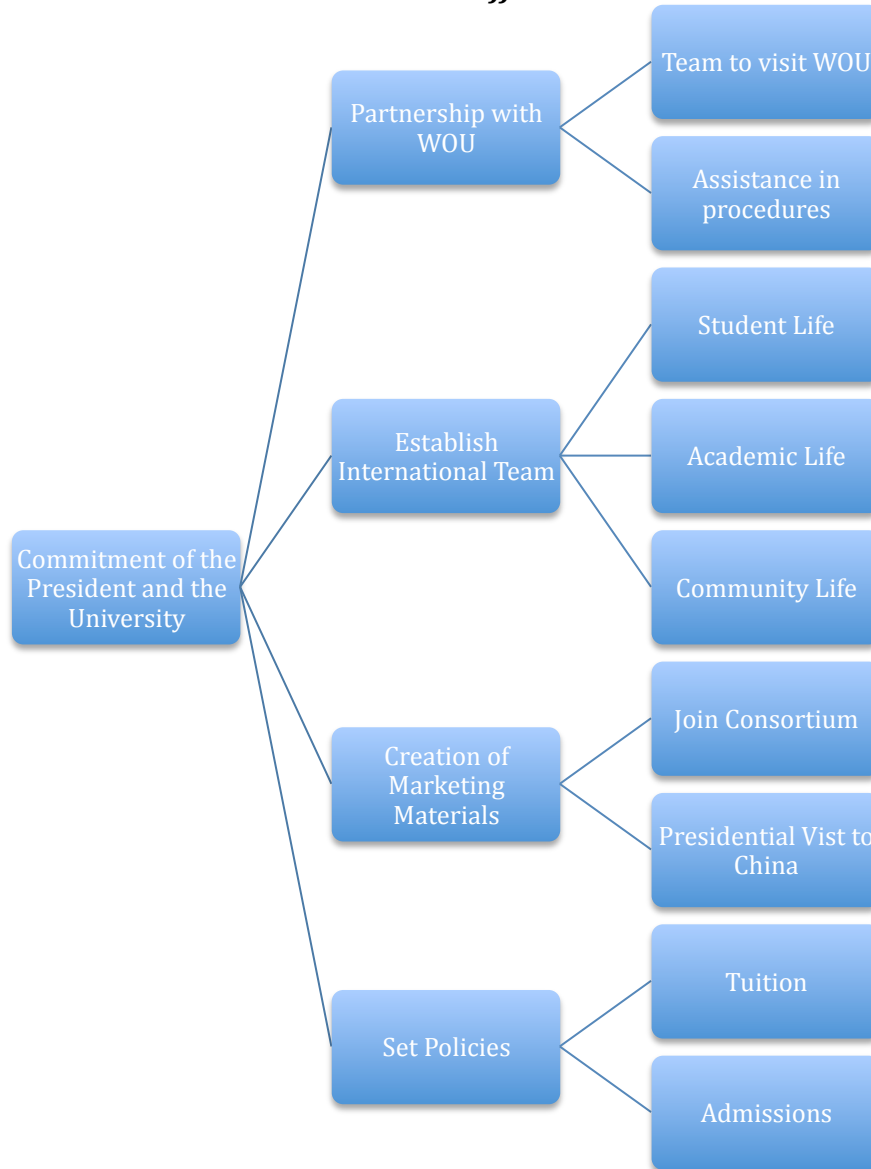
Two primary challenges are consistently brought forward: location and English as a second language.

Regarding the location of La Grande (too far from an airport, too rural, etc.) I talked directly with President Minahan about La Grande's physical presence and distance from airports. His comment was that this will not be an issue at all. He stated that Portland International Airport is 1 ½ hours from Monmouth, and with Boise Airport being 2 ½ hours will not pose an issue. He stressed that EOU must be at the airport to pick up the students, as does WOU, but this will not be an issue. He pointed out that Montana State Billings is even more of a remote area and this has not hindered their efforts. Regarding our rural atmosphere, in talking with multiple people, including to a president of a Japanese university and a president of Chinese university, our rural environment will actually be very appealing to many students, especially if combined with a "Western" marketing appeal.

English as a second language is becoming less and less of an issue, especially with Chinese students as they are taking ESOL programs in their home area. These students are driven and the competition to get into a Chinese university is extremely intense and competitive. As such, these students are preparing themselves to attend an American university and they know that to be competitive here, they must come with a high TOFEL score and therefore are taking these course in preparation for that. In addition, should we need ESOL, we have two partners to work with: BMCC as well as WOU. Both have confirmed that they will be able to assist. It should be noted too that WOU's ESOL program is shrinking because of the fact that more and more students are coming prepared.

Our exit strategies for this program are very simple. We are not hiring additional staff and the budgetary commitments can be discontinued if the desired goals and outcomes are not being reached and it is deemed that the model is costing more than it is generating.

**Working Flow Chart of Goals, Objectives of the International Student Recruitment Effort**



## **Exit Strategies and Contingency Planning**

What If: Can't Partner with WOU?

Still can proceed with Consortium in China

What if: We do not get 15 students in the first year?

With costs of \$50,000, we need three students to break-even by tuition dollars.

Three other relationships can be formed with consulting partnerships (cost at most is \$5,000)

What if: We do not get 30 students per year.

Cost to run the program is minimal in grand scheme and can be discontinued quickly.

What if: The students are not prepared

We have the relationship with BMCC if need be. SOU and WOU have not had this experience.

As long as 15 new students are added per, it is an extra \$250,000, or nearly the equivalent of an 1% increase of fundbalance

The Learning Center will be impacted and they are part of the planning team and we will monitor this closely.

What if: This is totally succesful, will it force Oregonians not to enroll at EOU?

This effort will not replace Oregonians. We have capacity up to approx. 2,500 students and we have 1,933 now. We can grow.

As it grows, as does our total enrllment, we will look at existing policies regarding housing, for example, and make changes when needed.

What if: We don't do this?

We must generate new revenues so that we are not dependent entirley on the state. This is just one way of doing that.

The "Risk/Reward" of this venture is small. Expend \$50K to earn \$250 is not bad. Should it not work AT ALL, the exit strategies are easy to implement.

# EOU International Student Recruitment Components





**APPENDIX 3**

**ON-LINE SALARY REVISIONS FOR NON-BARGAINED ADJUNCT POSITIONS**



Proposed Policy for  
Online Pay Structure  
Adjunct/Non AAP Personnel

Aim

The purpose of this policy is to reduce the overall costs of online, adjunct instruction to 1) better align actual per section costs to competitive rates, and 2) to redirect instructional costs for online to other needs of the University. The intentions of this policy would be to a) preserve the quality of instruction of online courses, b) retain strong faculty members, c) recruit new adjuncts to reduce the overload burden on campus-based faculty members.

Background

Currently, all online instruction that is not designated “inload” is taught at a per student, per credit basis. This includes regular faculty overload and adjunct, non-AAP faculty members. The current rate is \$47.50 per student per credit regardless of rank or step. Graduate is higher, but is not as critical to this discussion.

For any one credit class, here are how the pay rates roll-out based on variable enrollment:

Number of students	1	5	10	15	20	25	30	35	40
Pay	\$47.50	\$237	\$475	\$712	\$950	\$1187	\$1425	\$1662	\$1900
5 credit class					\$4750		\$7125		\$9500

In comparison, the rate of pay for selected steps of faculty are as follows:

Instructor,	Step 5,	\$34,316	\$762/credit
Senior Instructor,	Step 10	\$37,239	\$827/credit
Assistant Professor,	Step 5	\$42,737	\$1187/credit
Associate Professor	Step 10	\$50,175	\$1393/credit
Full Professor,	Step 14,	\$58,533	\$1626/credit

The threshold, or break-even for paying for a section by a flat rate is at the 15<sup>th</sup> credit or so. Thereafter, the faculty adjunct can earn as much as a full professor or more dependent on the enrollment. The pay rate for 28 students, for instance, is effectually better than half the regular faculty currently enjoys. This just underscores the amount of institutional resources that could be reallocated elsewhere in the academic enterprise.

## **Plan**

Based on the premise that we are paying some adjuncts too much for teaching a section of online students, the question becomes, what should be the amount we pay per section size? The factors to consider are the rates we pay our regular faculty per credit hour and the rates that others pay outside EOU and OUS. We have to remain competitive and lure the best faculty members to teach our courses. We shouldn't low-ball our rates like some private, for profits do.

Another consideration is the fact that we must engage in a hybrid model not unlike the policies of summer pay. The way this operates is that a risky course pays per student per credit to a maximum guaranteed rate. The faculty member has an incentive to have students because we pay \$47.50 per student per credit up to the guaranteed rate of \$800 per course credit—regardless of enrollment thereafter.

We cannot afford to lose money by paying a fixed rate for small courses and we can't afford not to offer the small-enrolled courses. So, the solution is to set the standard pay, say \$800 per credit with a sliding scale of per SCH on the way to that cap. We could consider a staged incentive program where the rate would increment based on enrollment. This may drive faculty to retain/recruit students:

### **Variable/Fixed Plan with cost savings**

For a 1 credit class:	Savings from what it currently costs:
1 student \$47.50	0 savings
5 students \$237.00	0 savings
10 students \$475.00	0 savings
15 students \$712.00	0 savings
16 students \$760.00	0 savings
17 students \$800.00	\$7.50
18 students \$800.00	\$55.00
20 students \$800.00	\$150.00
25 students \$900.00	\$287.00
30 students \$1000.00	\$425.00

Matrix

Jaeger 2/3/11; slight revisions, Adkison 4/4/11.

Based on a threshold of 17 and a base rate of 800/credit, here is a pay matrix by credit, by course.

Number of Students	1 Credit	2 Credits	3 Credits	4 Credits	5 Credits
1	\$48	\$95	\$143	\$190	\$238
2	\$95	\$190	\$285	\$380	\$475
3	\$143	\$285	\$428	\$570	\$713
4	\$190	\$380	\$570	\$760	\$950
5	\$238	\$475	\$713	\$950	\$1,188
6	\$285	\$570	\$855	\$1,140	\$1,425
7	\$333	\$665	\$998	\$1,330	\$1,663
8	\$380	\$760	\$1,140	\$1,520	\$1,900
9	\$428	\$855	\$1,283	\$1,710	\$2,138
10	\$475	\$950	\$1,425	\$1,900	\$2,375
11	\$523	\$1,045	\$1,568	\$2,090	\$2,613
12	\$570	\$1,140	\$1,710	\$2,280	\$2,850
13	\$618	\$1,235	\$1,853	\$2,470	\$3,088
14	\$665	\$1,330	\$1,995	\$2,660	\$3,325
15	\$713	\$1,425	\$2,138	\$2,850	\$3,563
16	\$760	\$1,520	\$2,280	\$3,040	\$3,800
17	\$808	\$1,615	\$2,423	\$3,230	\$4,038
18	\$808	\$1,615	\$2,423	\$3,230	\$4,038
19	\$808	\$1,615	\$2,423	\$3,230	\$4,038
20	\$808	\$1,615	\$2,423	\$3,230	\$4,038
21	\$808	\$1,615	\$2,423	\$3,230	\$4,038
22	\$808	\$1,615	\$2,423	\$3,230	\$4,038
23	\$808	\$1,615	\$2,423	\$3,230	\$4,038
24	\$808	\$1,615	\$2,423	\$3,230	\$4,038
25	\$808	\$1,615	\$2,423	\$3,230	\$4,038
26	\$808	\$1,615	\$2,423	\$3,230	\$4,038
27	\$808	\$1,615	\$2,423	\$3,230	\$4,038
28	\$808	\$1,615	\$2,423	\$3,230	\$4,038
29	\$808	\$1,615	\$2,423	\$3,230	\$4,038
30	\$808	\$1,615	\$2,423	\$3,230	\$4,038
31	\$855	\$1,710	\$2,565	\$3,420	\$4,275
32	\$903	\$1,805	\$2,613	\$3,468	\$4,323
33	\$951	\$1,900	\$2,660	\$3,515	\$4,370
34	\$998	\$1,995	\$2,708	\$3,563	\$4,418
35	\$1,046	\$2,090	\$2,755	\$3,610	\$4,465

### Recruitment

We can recruit new faculty on this basis and attract quality folk. What we need to attend to are the threshold rates that will hold us competitive over other providers. We can offer them a fixed rate when there is ample evidence that the class will make at the threshold. Many adjuncts would rather take what they know rather than what it could be based upon fickle enrollment.

## **APPENDIX 4**

### **DATA FOR GRAPHS DISCUSSING THE FINANCIAL HYDRAULICS FOR EOU**

	2006-2007	2007-2008	2008-2009	2009-2010	Projected 2010-2011	Projected 2011-2012	Projected 2012-2013
State funding	\$14,202	\$17,033	\$15,834	\$17,362	\$14,845	\$12,866	\$13,412
FTE	2460	2435	2550	2870	3071	3274	3431
State Funding per FTE	\$5,773	\$6,995	\$6,209	\$6,049	\$4,834	\$3,930	\$3,909
State Funding % of total Revenue	50.11%	54.91%	52.16%	51.44%	44.56%		
Personnel Costs	\$24,807	\$24,665	\$25,978	\$25,971	\$28,335		
Personnel Costs % of total Revenue	87.52%	79.52%	85.58%	76.95%	85.06%		
Personnel Costs Per FTE	10,084	\$10,129	\$10,187	\$9,049	\$9,227		
Total Revenue	\$28,343	\$31,018	\$30,355	\$33,749	\$33,313		
Total Revenue Per FTE	\$11,522	\$12,738	\$11,904	\$11,759	\$10,848		

## **APPENDIX 5**

### **BUDGET PROJECTIONS**

EOU 2011-15 Planning (\$ in thousands)	Enrollment projections per EOU IR 4/14/11			Enrollment projections per EOU IR 4/14/11			Enrollment projections per EOU IR 1/14/11			Biennium Forecast 2013-15
	Actual 2009-10	Forecast 2010-2011	Biennium Forecast 2009-2011	Forecast 2011-2012	Forecast 2012-2013	Biennium Forecast 2011-2013	Forecast 2013-2014	Forecast 2014-15	Biennium Forecast 2013-15	
Assumptions:										
State Appropriations										
EOU share OUS 25% Cut										
Projected State GF & Federal Stimulus										
OUS % of State General Fund (incl. Fed. \$)				4.41%	4.41%		4.41%	4.41%		
EOU % Share of OUS State General Fund (incl. Fed. \$)				4.29%	4.29%		4.29%	4.29%		
Approximate RAM Funding (In thousands)		\$3		\$3.00	\$3.00		\$3.00	\$3.00		
For Non-Resident										
<b>Enrollment Growth</b>		7.60%	FTE	6.65%	FTE	4.86%	FTE	3.72%	FTE	3.72%
On Campus Resident	54577	11.45%	1,352	6.19%	1,435	2.97%	1,478	2.48%	1,515	2.48%
On Campus Non Resident				0.00%	0		25	30.00%	33	30.00%
On Site	11092	-11.60%	218	1.83%	222	1.04%	224	1.29%	227	1.29%
On Line	52339	9.10%	1,269	7.25%	1,361	4.97%	1,429	3.20%	1,474	3.20%
Graduate	8480	-1.40%	232	3.47%	240	2.21%	246	1.56%	249	1.56%
International					15	100.00%	30	100.00%	60	50.00%
	126,488		3,071		3,274		3,431		3,558	3,689
<b>Tuition</b>										
On Campus Resident		2.60%	\$5.25	5.50%	\$5.60	5.50%	\$5.91	5.50%	\$6.23	5.50%
On Campus Non Resident		2.60%	\$5.25	5.50%		5.50%	\$11.82	5.50%	\$12.47	5.50%
<u>Non-Resident Tuition (In thousands)</u>										
Number of Non-Regional (Excluding ID, WA,OR)				0		25		33		42
On Site		2.16%	\$6.40	4.93%	\$6.72	5.00%	\$7.05	5.00%	\$7.40	5.00%
On Line		2.16%	\$6.40	4.93%	\$6.72	5.00%	\$7.05	5.00%	\$7.40	5.00%
Graduate		1.22%	\$10.50	4.00%	\$10.92	4.00%	\$11.36	4.00%	\$11.81	4.00%
International					\$16.80	5.50%	\$17.72	5.50%	\$18.70	5.50%
<u>International Tuition (In thousands)</u>										
Number of International Students				15		30		60		90
Salaries										
Furloughs				0.00%		0.00%		0.00%		0.00%
Cost of Enrollment Growth				1.66%		1.66%		2.00%		2.00%
<u>Salary Increases</u>										
Classified				3.00%		3.00%		3.00%		3.00%
Faculty				3.00%		3.00%		3.00%		3.00%
Administrative Faculty				3.00%		3.00%		3.00%		3.00%
Other				0.00%		0.00%		0.00%		0.00%
Benefits										
Retirement (Rate increase from 09-11)				6.00%		6.00%		3.00%		3.00%
Healthcare (cost increase)				10.00%		10.00%		10.00%		10.00%
General Inflation of S&S, CO, etc.				4.00%		4.00%		4.50%		4.50%

State General Fund	\$15,703	\$13,377	\$29,080	\$12,886	\$13,412	\$26,297	\$14,554	\$15,148	\$29,703
Federal Recovery Act	\$1,659	\$1,150	\$2,809	\$0	\$0	\$0	\$0	\$0	\$0
SELP		\$318	\$318			\$0			\$0
Possible RAM settle up enrollment		\$0	\$0						
Possible RAM settle up Non-Resident				(\$45)	(\$165)	(\$210)	(\$278)	(\$397)	(\$674)
On Campus Resident	\$5,566	\$6,997	\$12,563	\$8,041	\$8,736	\$16,777	\$9,445	\$10,211	\$19,656
On Campus Non Resident				\$0	\$295	\$295	\$405	\$556	\$961
On Site	\$1,531	\$1,363	\$2,894	\$1,456	\$1,545	\$3,001	\$1,643	\$1,747	\$3,390
On Line	\$7,502	\$8,430	\$15,932	\$9,487	\$10,457	\$19,944	\$11,331	\$12,278	\$23,609
Graduate	\$2,041	\$2,131	\$4,172	\$2,293	\$2,438	\$4,731	\$2,575	\$2,719	\$5,294





## **APPENDIX 6**

### **ACADEMIC PROGRAM REVIEW SCORES**

Program	Score %	
	MC	PS
Majors		
Anthro/Sociology	75%	80%
Art	56%	39%
Biology	46%	50%
Business Admin	63%	78%
Business Econ	-7%	-8%
Chem/Biochem	75%	52%
CS/MM	35%	32%
CUESTE	93%	88%
English/Writing	86%	65%
Fire Services Admin	48%	52%
History	47%	56%
Liberal Studies	25%	32%
Mathematics	47%	46%
Media Arts	63%	50%
Music	41%	25%
MLGC	48%	29%
PHYSH	64%	67%
PPE	63%	63%
Psychology	76%	76%
Public Admin	36%	29%
Theatre	56%	38%
MBA	32%	42%
MAT	95%	84%
MS	77%	84%

\*MC=Mission Criticality, PS=Program Strength

Program	% Scores	
	MC	PS
Minors		
Environ. Studies	-4%	9%
Gender Studies	40%	-4%
Geology	56%	48%
Native Amer. St.	39%	36%
Physics	-16%	-23%
Religious Studies	17%	18%

Program	% Scores	
	MC	PS
AA/Certificates		
AA Admin. Mgt.	2%	39%
AA Education	42%	41%
ED Certificate	51%	26%
ESOL Endorsement	82%	92%
Grad Reading	72%	83%
Grad Spec. Ed.	89%	68%
Office Mgt. Cert.	12%	48%

These score percentages represent the percentage of points each program response attained during the evaluation process, calculated as follows:

Mission Criticality: 11 criteria, with a range of total possible points from -11 to 12, with 12 being the highest total available for a given reader.

Program Strength: 4 criteria, with a range of total possible points from -4 to 5, with 5 being the highest total available for a given reader.

Each response was evaluated by five independent readers—the provost, two deans, and two outside chairs. Individual scores that were outside the norm or deemed not applicable by a given reader were dropped out and subtracted from the total points possible for that criteria. Points for Mission Criticality and Program Strength were totaled and divided by total possible (maximum of 60—12 times 5 readers) for the program percentage score.

**WHAT THESE SCORES ARE NOT: THESE PROGRAM PERCENTAGE SCORES ARE IN NO WAY AN EVALUATIVE RANKING OF PROGRAMS RELATIVE TO EACH OTHER OR ACROSS PROGRAM AREAS.**

**WHAT THESE SCORES ARE: THESE PROGRAM PERCENTAGE SCORES ARE A SUMMARY OF HOW EACH PROGRAM CONNECTS TO EOU'S 4 CORE THEMES AND ASSOCIATED GOALS AND AIMS, AS CONCRETELY REPRESENTED BY THE PROGRAM REVIEW CRITERIA. NO MORE, NO LESS.** The Mission Criticality data for a given program show how the program curricula, resources, and activities connect to EOU's current mission, as articulated through our Core Themes. The Program Strength data for a given program show how program & institutional resources are allocated to fulfilling this mission, again through our Core Themes.

AA Admn Mgt	R1	R2	R3	R4	R5	Total Score	Median Score
MC1	-1	NA	-1	0	0	-2	-.5
MC2	1	1	0	0	1	3	.6
MC3	NA	-1	NA	-1	NA	-2	-.5
MC4	1	1	1	1	1	5	1
MC5	-1	-1	-1	-1	0	-4	-.8
MC6	-1	-1	NA	-1	NA	-3	-.6
MC7	1	1	NA	-1	NA	2	1
MC8	0	0	NA	-1	0	-1	-.25
MC9	0	2	0	0	1	1	.25
MC10	1	1	0	0	1	3	.6
MC11	0	0	0	-1	0	-1	-.2
<b>Mission Total</b>	<b>1</b>	<b>1</b>	<b>-1</b>	<b>-4</b>	<b>4</b>	<b>1/49</b>	<b>2%</b>
PS1	1	1	0	0	1	3	.6
PS2	1	1	1	1	1	5	1
PS3	0	2	0	0	1	1	.2
PS4	0	0	NA	0	0	0	0
<b>Strength Total</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>9/23</b>	<b>39%</b>

<b>Anth/Soc</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	0	1	1	1	4	.8
MC2	1	1	1	1	1	5	1
MC3	1	1	1	1	1	5	1
MC4	1	1	1	1	1	5	1
MC5	1	1	1	1	1	5	1
MC6	0	0	0	1	1	2	.4
MC7	0	0	1	1	1	3	.6
MC8	0	0	0	0	1	1	.2
MC9	1	1	1	1	2	6	1.2
MC10	1	1	0	1	1	4	.8
MC11	1	1	1	1	1	5	1
<b>Mission Total</b>	<b>8</b>	<b>7</b>	<b>8</b>	<b>10</b>	<b>12</b>	<b>45/60</b>	<b>75%</b>
PS1	1	1	1	1	1	5	1
PS2	1	1	1	1	1	5	1
PS3	1	1	1	1	2	6	1.2
PS4	1	1	1	0	1	4	.8
<b>Strength Total</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>20/25</b>	<b>80%</b>

<b>Art</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	1	1	1	.5	4.5	.9
MC2	1	1	1	1	1	5	1
MC3	0	0	0	-1	1	1	.25
MC4	0	0	0	-1	1	1	.25
MC5	1	1	0	0	1	3	.6
MC6	0	0	0	0	1	1	.2
MC7	0	1	0	1	0	2	.4
MC8	1	1	1	1	1	5	1
MC9	1	0	1	0	1	3	.6
MC10	1	1	1	1	1	5	1
MC11	0	0	1	0	1	2	.4
<b>Mission Total</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>5</b>	<b>9.5</b>	<b>32.5/58</b>	<b>56%</b>
PS1	1	1	1	1	1	5	1
PS2	0	0	0	-1	1	1	.25
PS3	1	0	1	0	1	3	.6
PS4	0	NA	0	0	0	0	0
<b>Strength Total</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>9/23</b>	<b>39%</b>

<b>Biology</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	1	1			3	1
MC2	1	1	-1			2	1
MC3	0	0	0			0	0
MC4	0	0	1			1	.33
MC5	1	0	1			2	.67
MC6	0	0	-1			-1	-.33
MC7	0	-1	0			-1	-.33
MC8	0	0	0			0	0
MC9	1	1	2			4	1.33
MC10	1	1	1			3	1
MC11	1	1	1			3	1
<b>Mission Total</b>	<b>6</b>	<b>4</b>	<b>6</b>			<b>16/35</b>	<b>46%</b>
PS1	1	1	-1			2	1
PS2	0	0	1			1	.33
PS3	1	1	2			4	1.33
PS4	0	0	0			0	0
<b>Strength Total</b>	<b>2</b>	<b>2</b>	<b>3</b>			<b>7/14</b>	<b>50%</b>

<b>BusAdmn</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	1	1	0	0	3	.6
MC2	1	1	-1	1	1	4	1
MC3	1	1	1	1	1	5	1
MC4	1	0	1	0	1	3	.6
MC5	1	1	1	0	0	3	.6
MC6	0	0	0	0	1	1	.2
MC7	1	1	1	1	1	5	1
MC8	0	0	0	1	0	1	.2
MC9	1	2	2	0	1	6	1.5
MC10	1	1	1	0	1	4	.8
MC11	0	0	1	-1	0	1	.25
<b>Mission Total</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>4</b>	<b>7</b>	<b>36/57</b>	<b>63%</b>
PS1	1	1	-1	1	1	4	1
PS2	1	0	1	0	1	3	.6
PS3	1	2	2	0	1	6	1.5
PS4	1	1	1	1	1	5	1
<b>Strength Total</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>2</b>	<b>4</b>	<b>18/23</b>	<b>78%</b>



<b>BusEcon</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	0	-1	0	0	0	-1	-.2
MC2	0	0	0	0	0	0	0
MC3	1	-1	1	1	1	4	1
MC4	-1	-1	-1	0	0	-3	-.6
MC5	0	-1	0	-1	-1	-3	-.6
MC6	0	0	0	1	1	2	.4
MC7	0	0	-1	0	-1	-2	-.4
MC8	0	0	0	0	0	0	0
MC9	0	0	0	1	0	1	.2
MC10	-1	0	-1	1	0	-2	-.5
MC11	0	0	0	0	-1	-1	-.2
<b>Mission Total</b>	<b>-1</b>	<b>-3</b>	<b>-2</b>	<b>2</b>	<b>0</b>	<b>-4/58</b>	<b>-7%</b>
PS1	0	0	0	0	0	0	0
PS2	-1	-1	-1	0	0	-3	-.6
PS3	0	0	0	1	0	1	.2
PS4	0	0	0	0	0	0	0
<b>Strength Total</b>	<b>-1</b>	<b>-1</b>	<b>-1</b>	<b>1</b>	<b>0</b>	<b>-2/25</b>	<b>-8%</b>

<b>Biochm/Chm</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	1	1	1	1	5	1
MC2	1	1	1	1	1	5	1
MC3	0	0	0	0	1	1	.2
MC4	1	1	1	1	0	4	.8
MC5	1	1	1	0	0	3	.6
MC6	1	1	1	1	1	5	1
MC7	1	1	1	1	1	5	1
MC8	1	1	1	1	0	4	.8
MC9	1	1	1	1	0	4	.8
MC10	1	1	1	1	1	5	1
MC11	1	0	1	1	1	4	.8
<b>Mission Total</b>	<b>10</b>	<b>9</b>	<b>10</b>	<b>9</b>	<b>7</b>	<b>45/60</b>	<b>75%</b>
PS1	1	1	1	1	1	5	1
PS2	1	1	1	1	0	4	.8
PS3	1	1	1	1	0	4	.8
PS4	0	0	0	0	0	0	0
<b>Strength Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>1</b>	<b>13/25</b>	<b>52%</b>

<b>CS/MM</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	0	0	1	0	0	1	.2
MC2	1	1	1	1	1	5	1
MC3	0	0	0	0	1	1	.2
MC4	0	0	0	0	1	1	.2
MC5	0	0	1	0	1	2	.4
MC6	1	1	0	0	1	3	.6
MC7	0	1	0	0	1	2	.4
MC8	0	0	0	0	0	0	0
MC9	1	1	1	0	1	4	.8
MC10	0	1	0	0	1	2	.4
MC11	0	0	0	0	0	0	0
<b>Mission Total</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>8</b>	<b>21/60</b>	<b>35%</b>
PS1	1	1	1	1	1	5	1
PS2	0	0	0	0	1	1	.2
PS3	1	1	1	0	1	3	.6
PS4	0	0	-1	-1	0	-2	-.4
<b>Strength Total</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>8/25</b>	<b>32%</b>

<b>CUESTE</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	1	1	1	1	5	1
MC2	1	1	1	1	1	5	1
MC3	1	1	1	1	1	5	1
MC4	1	1	1	1	1	5	1
MC5	1	1	1	1	1	5	1
MC6	1	0	1	1	1	4	.8
MC7	1	1	1	1	1	5	1
MC8	1	1	1	1	1	5	1
MC9	1	1	2	2	1	7	1.4
MC10	1	1	1	1	1	5	1
MC11	1	1	1	1	1	5	1
<b>Mission Total</b>	<b>11</b>	<b>10</b>	<b>12</b>	<b>12</b>	<b>11</b>	<b>56/60</b>	<b>93%</b>
PS1	1	1	1	1	1	5	1
PS2	1	1	1	1	1	5	1
PS3	1	1	2	2	1	7	1.4
PS4	1	NA	1	1	1	4	1
<b>Strength Total</b>	<b>4</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>21/24</b>	<b>88%</b>

<b>ED AA</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	NA	NA	NA	-1	0	-1	-.5
MC2	0	1	0	0	0	1	.2
MC3	0	-1	1	-1	0	-2	-.5
MC4	1	1	1	1	1	5	1
MC5	1	0	1	0	1	3	.6
MC6	0	0	NA	-1	0	-1	-.25
MC7	1	1	NA	0	1	3	.75
MC8	0	0	1	1	0	2	.4
MC9	1	2	1	0	1	5	1
MC10	1	1	1	1	1	5	1
MC11	1	NA	1	-1	1	3	1
<b>Mission Total</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>6</b>	<b>23/55</b>	<b>42%</b>
PS1	0	1	0	0	0	1	.2
PS2	1	1	1	1	1	5	1
PS3	1	2	1	0	1	5	1
PS4	NA	-1	NA	-1	NA	-2	-1
<b>Strength Total</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>9/22</b>	<b>41%</b>

<b>ED Cert.</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	NA	NA	NA	-1	NA	-1	-1
MC2	0	0	0	-1	0	-1	-.2
MC3	1	-1	1	1	1	4	1
MC4	1	1	1	0	1	4	.8
MC5	1	0	1	0	1	3	.6
MC6	NA	-1	NA	-1	NA	-1	-1
MC7	NA	1	NA	0	1	2	.67
MC8	1	1	1	1	1	5	1
MC9	1	2	1	0	1	5	1
MC10	1	0	1	1	1	4	.8
MC11	1	NA	1	-1	1	3	.75
<b>Mission Total</b>	<b>7</b>	<b>3</b>	<b>7</b>	<b>-1</b>	<b>8</b>	<b>24/47</b>	<b>51%</b>
PS1	0	0	0	-1	0	-1	-.2
PS2	1	1	1	0	1	4	.8
PS3	1	2	1	0	1	5	1
PS4	0	-1	NA	-1	0	-2	-.5
<b>Strength Total</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>-2</b>	<b>2</b>	<b>6/23</b>	<b>26%</b>

Engl/Wrtng	R1	R2	R3	R4	R5	Total Score	Median Score
MC1	1	1	1	1	1	5	1
MC2	1	1	-1	1	.5	3.5	.88
MC3	1	1	1	1	1	5	1
MC4	1	1	1	1	1	5	1
MC5	1	0	1	0	1	3	.6
MC6	1	1	1	1	1	5	1
MC7	1	1	1	1	1	5	1
MC8	1	1	1	1	.5	4.5	.9
MC9	1	1	2	1	1	6	1.2
MC10	1	1	1	1	1	5	1
MC11	1	1	1	0	1	4	.8
<b>Mission Total</b>	<b>11</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>51/59</b>	<b>86%</b>
PS1	1	1	-1	1	.5	3.5	.88
PS2	1	1	1	1	1	5	1
PS3	1	1	2	1	1	6	1.2
PS4	0	0	0	1	0	1	.2
<b>Strength Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>2.5</b>	<b>15.5/24</b>	<b>65%</b>

<b>Env. Studies</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	NA	NA	NA	NA	NA	NA	NA
MC2	0	-1	-1	1	0	-2	-.5
MC3	0	-1	0	-1	0	-2	-.4
MC4	1	1	0	-1	1	3	.75
MC5	0	0	-1	0	1	1	.25
MC6	0	-1	0	0	1	1	.25
MC7	0	-1	-1	-1	0	-3	-.6
MC8	0	0	0	0	1	1	.2
MC9	0	0	-1	0	1	1	.25
MC10	0	0	0	-1	0	-1	-.2
MC11	NA	NA	0	-1	0	-1	-.33
<b>Mission Total</b>	<b>1</b>	<b>-2</b>	<b>-2</b>	<b>-4</b>	<b>5</b>	<b>-2/55</b>	<b>-4%</b>
PS1	0	-1	-1	1	0	-2	-.5
PS2	1	1	0	-1	1	3	.75
PS3	0	0	-1	0	1	1	.25
PS4	NA	NA	NA	0	NA	0	0
<b>Strength Total</b>	<b>1</b>	<b>0</b>	<b>-1</b>	<b>0</b>	<b>2</b>	<b>2/22</b>	<b>9%</b>



<b>ESOL</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	NA	NA	NA	0	0	0	0
MC2	1	1	1	1	1	5	1
MC3	1	1	1	1	1	5	1
MC4	1	1	1	1	1	5	1
MC5	1	1	1	0	0	3	.6
MC6	1	0	1	1	1	4	.8
MC7	1	1	1	1	1	5	1
MC8	1	1	1	1	1	5	1
MC9	2	2	2	1	2	9	1.8
MC10	1	1	1	1	1	5	1
MC11	0	0	1	1	1	3	.6
<b>Mission Total</b>	<b>10</b>	<b>9</b>	<b>11</b>	<b>9</b>	<b>10</b>	<b>49/60</b>	<b>82%</b>
PS1	1	1	1	1	1	5	1
PS2	1	1	1	1	1	5	1
PS3	2	2	2	1	2	9	1.8
PS4	1	0	1	1	1	4	.8
<b>Strength Total</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>5</b>	<b>23/25</b>	<b>92%</b>

<b>Fire Svcs Adm</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	0	0	0	-1	0	-1	-.2
MC2	0	0	0	0	0	0	0
MC3	1	1	1	0	1	4	.8
MC4	0	0	1	1	0	2	.4
MC5	0	0	1	-1	0	1	.25
MC6	0	0	0	0	0	0	0
MC7	1	1	1	1	1	5	1
MC8	1	0	1	0	0	2	.4
MC9	2	2	2	2	1	9	1.8
MC10	1	1	1	0	0	3	.6
MC11	1	0	1	1	-1	3	.6
<b>Mission Total</b>	<b>7</b>	<b>5</b>	<b>9</b>	<b>4</b>	<b>3</b>	<b>28/58</b>	<b>48%</b>
PS1	0	0	0	0	0	0	0
PS2	0	0	1	1	0	2	.4
PS3	2	2	2	2	1	9	1.8
PS4	0	1	0	0	1	2	.4
<b>Strength Total</b>	<b>2</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>13/25</b>	<b>52%</b>

<b>Gender Studies</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	0	NA	0	0	0	0	0
MC2	0	0	0	-1	0	-1	-.2
MC3	1	1	0	-1	1	3	.75
MC4	1	0	1	0	1	3	.6
MC5	0	0	0	1	1	2	.4
MC6	1	1	0	0	1	3	.6
MC7	NA	NA	0	0	1	1	.33
MC8	1	1	1	1	1	5	1
MC9	0	0	0	-1	-1	-2	-.4
MC10	1	0	1	0	1	3	.6
MC11	1	NA	1	1	1	4	1
<b>Mission Total</b>	<b>6</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>8</b>	<b>22/55</b>	<b>40%</b>
PS1	0	0	0	-1	0	-1	-.2
PS2	1	0	1	0	1	3	.6
PS3	0	0	0	-1	-1	-2	-.4
PS4	0	-1	0	0	0	-1	-.2
<b>Strength Total</b>	<b>1</b>	<b>-1</b>	<b>1</b>	<b>-2</b>	<b>0</b>	<b>-1/25</b>	<b>-4%</b>

<b>Geology</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	NA	1	1	1	4	1
MC2	1	0	1	1	1	4	.8
MC3	0	NA	0	1	1	2	.5
MC4	0	1	0	1	1	3	.6
MC5	0	<del>1</del>	0	0	1	1	.25
MC6	1	1	0	0	1	3	.6
MC7	0	1	<del>1</del>	0	1	2	.5
MC8	0	0	0	1	0	1	.2
MC9	1	1	0	1	1	4	.8
MC10	1	1	1	1	1	5	1
MC11	0	NA	0	1	1	2	.5
<b>Mission Total</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>8</b>	<b>10</b>	<b>31/55</b>	<b>56%</b>
PS1	1	0	1	1	1	4	.8
PS2	0	1	0	1	1	3	.6
PS3	1	1	0	1	1	4	.8
PS4	0	0	0	0	1	1	.2
<b>Strength Total</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>12/25</b>	<b>48%</b>

<b>Grad Spec Ed</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	NA	NA	NA	1	1	2	1
MC2	0	0	0	1	1	2	.4
MC3	1	1	1	1	1	5	1
MC4	1	1	1	1	1	5	1
MC5	1	1	1	1	0	4	.8
MC6	1	0	1	1	1	4	.8
MC7	1	1	1	1	1	5	1
MC8	1	1	1	1	1	5	1
MC9	2	2	2	2	1	9	1.8
MC10	1	1	1	1	1	5	1
MC11	1	NA	1	1	1	4	1
<b>Mission Total</b>	<b>10</b>	<b>8</b>	<b>10</b>	<b>12</b>	<b>10</b>	<b>50/56</b>	<b>89%</b>
PS1	0	0	0	1	1	2	.4
PS2	1	1	1	1	1	5	1
PS3	2	2	2	2	1	9	1.8
PS4	0	0	0	0	1	1	.2
<b>Strength Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>17/25</b>	<b>68%</b>

<b>Grad Reading</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	NA	NA	NA	-1	0	-1	-.5
MC2	1	1	-1	1	1	4	1
MC3	1	1	1	1	1	5	1
MC4	1	1	1	0	1	4	.8
MC5	0	0	0	0	NA	0	0
MC6	0	0	1	1	1	3	.6
MC7	1	1	1	1	1	5	1
MC8	0	0	1	1	1	3	.6
MC9	2	2	2	1	1	8	1.6
MC10	1	1	1	0	1	4	.8
MC11	1	NA	1	-1	1	3	1
<b>Mission Total</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>5</b>	<b>9</b>	<b>38/53</b>	<b>72%</b>
PS1	1	1	-1	1	1	4	1
PS2	1	1	1	0	1	4	.8
PS3	2	2	2	1	1	8	1.6
PS4	1	0	1	1	1	4	.8
<b>Strength Total</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>20/24</b>	<b>83%</b>

<b>History</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	0	1	1	1	4	.8
MC2	1	1	1	0	1	4	.8
MC3	0	0	0	0	1	1	.2
MC4	1	0	1	0	1	3	.6
MC5	0	1	0	1	0	2	.4
MC6	1	1	0	1	1	4	.8
MC7	0	-1	0	0	-1	-2	-.4
MC8	0	0	0	0	0	0	0
MC9	1	1	1	1	1	5	1
MC10	1	1	0	1	1	4	.8
MC11	1	0	1	0	1	3	.6
<b>Mission Total</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>28/60</b>	<b>47%</b>
PS1	1	1	1	0	1	4	.8
PS2	1	0	1	0	1	3	.6
PS3	1	1	1	1	1	5	1
PS4	0	0	0	1	1	2	.4
<b>Strength Total</b>	<b>3</b>	<b>2</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>14/25</b>	<b>56%</b>

<b>Librl Studies</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	0	0	0	0	0	0	0
MC2	0	0	0	0	1	1	.2
MC3	1	1	1	1	1	5	1
MC4	1	1	0	-1	1	4	1
MC5	-1	-1	-1	0	1	-3	-.75
MC6	1	1	-1	-1	1	3	1
MC7	0	0	0	1	1	2	.4
MC8	0	0	0	0	0	0	0
MC9	0	0	0	-1	1	1	.25
MC10	1	1	1	0	0	3	.6
MC11	0	-1	0	0	0	-1	-.2
<b>Mission Total</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>6</b>	<b>14/55</b>	<b>25%</b>
PS1	0	0	0	0	1	1	.2
PS2	1	1	0	-1	1	3	.75
PS3	0	0	0	-1	1	1	.25
PS4	0	NA	1	0	1	2	.5
<b>Strength Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>4</b>	<b>7/22</b>	<b>32%</b>



<b>MAT</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	1	NA	1	1	4	1
MC2	1	1	1	1	1	5	1
MC3	1	1	1	1	1	5	1
MC4	1	1	1	1	1	5	1
MC5	1	1	1	1	1	5	1
MC6	1	1	1	1	1	5	1
MC7	1	1	1	1	1	5	1
MC8	0	1	0	1	1	3	.6
MC9	2	2	2	2	1	9	1.8
MC10	1	1	1	1	1	5	1
MC11	1	NA	1	1	1	4	1
<b>Mission Total</b>	<b>11</b>	<b>11</b>	<b>10</b>	<b>12</b>	<b>11</b>	<b>55/58</b>	<b>95%</b>
PS1	1	1	1	1	1	5	1
PS2	1	1	1	1	1	5	1
PS3	2	2	2	2	1	9	1.8
PS4	0	0	0	1	1	2	.4
<b>Strength Total</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>21/25</b>	<b>84%</b>

<b>Mathematics</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	0	1	0	1	3	.6
MC2	1	1	0	1	1	4	.8
MC3	1	-1	1	1	1	4	1
MC4	0	0	0	1	1	2	.4
MC5	0	0	0	0	1	1	.2
MC6	1	1	0	1	0	3	.6
MC7	1	1	1	0	1	4	.8
MC8	0	0	0	0	0	0	0
MC9	1	1	0	0	2	2	.5
MC10	1	1	1	0	1	4	.8
MC11	0	0	-1	0	0	-1	-.2
<b>Mission Total</b>	<b>7</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>9</b>	<b>27/58</b>	<b>47%</b>
PS1	1	1	0	1	1	4	.8
PS2	0	0	0	1	1	2	.4
PS3	1	1	0	0	2	2	.5
PS4	0	0	0	0	1	1	.2
<b>Strength Total</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>5</b>	<b>11/24</b>	<b>46%</b>

<b>MBA</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	0	-1	0	0	0	-1	-.2
MC2	0	0	0	1	1	2	.4
MC3	1	1	1	1	1	5	1
MC4	0	0	0	0	0	0	0
MC5	0	-1	-1	0	-5	-2	-.5
MC6	0	0	0	1	1	2	.4
MC7	1	0	1	1	1	4	.8
MC8	0	0	0	0	0	0	0
MC9	1	2	0	0	1	4	.8
MC10	1	1	1	1	1	5	1
MC11	NA	NA	0	NA	-1	-1	-.5
<b>Mission Total</b>	<b>4</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>18/56</b>	<b>32%</b>
PS1	0	0	0	1	1	2	.4
PS2	0	0	0	0	0	0	0
PS3	1	2	0	0	1	4	.8
PS4	1	NA	1	1	1	4	1
<b>Strength Total</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>10/24</b>	<b>42%</b>

<b>Media Arts</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	1	1	1	1	5	1
MC2	0	1	0	1	0	2	.4
MC3	0	0	0	1	0	1	.2
MC4	1	1	1	1	1	5	1
MC5	0	0	0	0	0	0	0
MC6	1	1	1	1	0	4	.8
MC7	0	1	0	1	0	2	.4
MC8	1	0	1	0	1	3	.6
MC9	1	1	2	1	0	5	1.25
MC10	1	1	1	1	1	5	1
MC11	1	1	1	1	0	4	.8
<b>Mission Total</b>	<b>7</b>	<b>8</b>	<b>8</b>	<b>10</b>	<b>4</b>	<b>37/59</b>	<b>63%</b>
PS1	0	1	0	1	0	2	.4
PS2	1	1	1	1	1	5	1
PS3	1	1	2	1	0	3	.6
PS4	0	NA	0	1	0	1	.25
<b>Strength Total</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>11/22</b>	<b>50%</b>

<b>MLGC</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	1	1	1	1	5	1
MC2	0	0	-1	1	1	2	.5
MC3	0	0	0	0	1	1	.2
MC4	0	1	-1	1	1	3	.75
MC5	0	0	0	1	1	2	.4
MC6	1	1	0	1	1	4	.8
MC7	0	0	0	0	1	1	.2
MC8	0	0	0	0	0	0	0
MC9	0	1	-1	2	1	2	.67
MC10	1	1	1	1	1	5	1
MC11	0	0	0	1	0	1	.2
<b>Mission Total</b>	<b>3</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>9</b>	<b>26/56</b>	<b>48%</b>
PS1	0	0	-1	1	1	2	.5
PS2	0	1	-1	1	1	3	.75
PS3	0	1	-1	2	1	2	.67
PS4	0	-1	0	0	0	-1	-.2
<b>Strength Total</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>2</b>	<b>3</b>	<b>6/21</b>	<b>29%</b>

<b>MS</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	NA	1	1	0	3	.6
MC2	1	1	1	1	1	5	1
MC3	1	1	1	1	1	5	1
MC4	1	1	1	1	1	5	1
MC5	0	-1	-1	0	0	-2	-.4
MC6	1	1	0	1	1	4	.8
MC7	NA	NA	NA	NA	NA	NA	NA
MC8	0	0	1	1	1	3	.6
MC9	2	2	2	2	1	9	1.8
MC10	1	1	1	1	1	5	1
MC11	1	NA	1	1	1	4	1
<b>Mission Total</b>	<b>9</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>8</b>	<b>41/53</b>	<b>77%</b>
PS1	1	1	1	1	1	5	1
PS2	1	1	1	1	1	5	1
PS3	2	2	2	2	1	9	1.8
PS4	0	1	0	0	1	2	.4
<b>Strength Total</b>	<b>4</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>21/25</b>	<b>84%</b>

<b>Music</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	1	1	0	0	3	.6
MC2	1	1	1	1	1	5	1
MC3	1	0	1	1	-1	3	.75
MC4	0	0	0	1	1	2	.4
MC5	1	1	1	1	1	5	1
MC6	0	0	0	1	-1	1	.25
MC7	0	0	0	0	-1	-1	-.2
MC8	0	0	0	0	0	0	0
MC9	0	1	0	1	0	2	.1
MC10	0	0	0	1	0	1	.2
MC11	1	1	1	0	0	3	.6
<b>Mission Total</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>7</b>	<b>2</b>	<b>24/58</b>	<b>41%</b>
PS1	1	1	1	1	1	5	1
PS2	0	0	0	1	1	2	.4
PS3	0	1	0	1	0	2	.4
PS4	0	-1	0	1	-1	-2	-.5
<b>Strength Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>6/24</b>	<b>25%</b>

<b>NA Studies</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	0	NA	0	0	0	0	0
MC2	1	0	0	1	1	3	.6
MC3	1	1	1	1	1	5	1
MC4	1	1	1	1	0	4	.8
MC5	1	1	1	1	1	5	1
MC6	0	0	0	0	0	0	0
MC7	0	NA	0	0	-1	-1	-.25
MC8	1	0	0	1	0	2	.4
MC9	1	0	1	1	0	3	.6
MC10	1	1	1	0	0	3	.6
MC11	NA	NA	-1	-1	-1	-3	-.6
<b>Mission Total</b>	<b>7</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>1</b>	<b>22/56</b>	<b>39%</b>
PS1	1	0	0	1	1	3	.6
PS2	1	1	1	1	0	4	.8
PS3	1	0	1	1	0	3	.6
PS4	0	0	0	0	-1	-1	-.2
<b>Strength Total</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>0</b>	<b>9/25</b>	<b>36%</b>



<b>Off. Mgt. Cert.</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	0	NA	-1	-1	0	-2	-.5
MC2	1	1	1	0	1	4	.8
MC3	-1	-1	-1	-1	-1	-5	-1
MC4	1	1	1	<del>1</del>	1	4	1
MC5	-1	-1	-1	-1	0	-4	-.8
MC6	0	0	0	-1	NA	-1	-.25
MC7	NA	0	NA	-1	NA	-1	-.5
MC8	0	1	0	1	1	3	.6
MC9	1	2	1	0	1	5	1.25
MC10	1	0	1	1	1	4	.8
MC11	NA	NA	NA	-1	NA	-1	-1
<b>Mission Total</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>-4</b>	<b>4</b>	<b>6/49</b>	<b>12%</b>
PS1	1	1	1	0	1	4	.8
PS2	1	1	1	<del>1</del>	1	4	1
PS3	1	2	1	0	1	5	1.25
PS4	0	-1	0	-1	0	-2	-.4
<b>Strength Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>-1</b>	<b>3</b>	<b>11/23</b>	<b>48%</b>

<b>PHYSH</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	1	1	1	1	5	1
MC2	1	1	-1	1	1	4	1
MC3	1	1	1	1	1	5	1
MC4	1	1	1	1	1	5	1
MC5	0	1	0	0	0	1	.2
MC6	1	1	0	1	1	4	.8
MC7	1	1	1	0	1	4	.8
MC8	0	0	0	1	0	1	.2
MC9	1	1	1	2	1	6	1.2
MC10	0	0	1	1	0	2	.4
MC11	0	0	1	0	0	1	.2
<b>Mission Total</b>	<b>7</b>	<b>8</b>	<b>7</b>	<b>9</b>	<b>7</b>	<b>38/59</b>	<b>64%</b>
PS1	1	1	-1	1	1	4	1
PS2	1	1	1	1	1	5	1
PS3	1	1	1	2	1	6	1.2
PS4	0	0	0	0	1	1	.2
<b>Strength Total</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>4</b>	<b>16/24</b>	<b>67%</b>

Physics	R1	R2	R3	R4	R5	Total Score	Median Score
MC1	NA	NA	NA			NA	NA
MC2	0	1	0			1	.33
MC3	0	0	0			0	0
MC4	-1	<del>1</del>	-1			-2	-1
MC5	0	0	0			0	0
MC6	0	1	NA			1	.5
MC7	-1	-1	-1			-3	-1
MC8	NA	NA	NA			NA	NA
MC9	0	-1	NA			-1	-.5
MC10	0	0	0			0	0
MC11	NA	NA	0			0	0
<b>Mission Total</b>	<b>-2</b>	<b>0</b>	<b>-2</b>			<b>-4/25</b>	<b>-16%</b>
PS1	0	1	0			1	.33
PS2	-1	<del>1</del>	-1			-2	-1
PS3	0	-1	NA			-1	-.5
PS4	0	0	-1			-1	-.33
<b>Strength Total</b>	<b>-1</b>	<b>0</b>	<b>-2</b>			<b>-3/13</b>	<b>-23%</b>

<b>PPE</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	0	1	1	1	4	.8
MC2	0	0	-1	1	1	2	.5
MC3	1	1	1	1	1	5	1
MC4	1	1	1	1	1	5	1
MC5	0	1	0	0	0	1	.2
MC6	0	0	0	1	1	2	.4
MC7	1	0	1	1	1	4	.8
MC8	1	0	1	1	1	4	.8
MC9	1	1	1	0	1	4	.8
MC10	0	1	0	0	0	1	.2
MC11	1	1	1	1	1	5	1
<b>Mission Total</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>37/59</b>	<b>63%</b>
PS1	0	0	-1	1	1	2	.5
PS2	1	1	1	1	1	5	1
PS3	1	1	1	0	1	4	.8
PS4	1	1	1	1	0	4	.8
<b>Strength Total</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>15/24</b>	<b>63%</b>

<b>Psychology</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	1	1	1	1	1	5	1
MC2	1	1	1	1	1	5	1
MC3	1	1	1	0	1	4	.8
MC4	1	1	1	1	1	5	1
MC5	1	1	1	0	1	4	.8
MC6	1	1	0	1	1	4	.8
MC7	1	0	1	1	1	4	.8
MC8	1	0	1	0	1	3	.6
MC9	1	1	1	1	1	5	1
MC10	1	1	1	1	1	5	1
MC11	0	-1	0	0	1	1	.25
<b>Mission Total</b>	<b>10</b>	<b>8</b>	<b>9</b>	<b>7</b>	<b>11</b>	<b>45/59</b>	<b>76%</b>
PS1	1	1	1	1	1	5	1
PS2	1	1	1	1	1	5	1
PS3	1	1	1	1	1	5	1
PS4	1	0	1	1	1	4	.8
<b>Strength Total</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>19/25</b>	<b>76%</b>

<b>Public Admn</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	0	0	NA	1	0	1	.25
MC2	0	0	-1	1	-1	-2	-.5
MC3	1	0	1	1	1	4	.8
MC4	1	1	0	1	0	3	.6
MC5	0	1	-1	0	0	-1	-.25
MC6	0	0	0	0	1	1	.25
MC7	0	0	0	0	0	0	0
MC8	1	1	1	1	0	4	.8
MC9	0	1	NA	1	0	2	.5
MC10	1	1	1	1	0	4	.8
MC11	1	1	1	1	0	4	.8
<b>Mission Total</b>	<b>5</b>	<b>5</b>	<b>2</b>	<b>7</b>	<b>1</b>	<b>20/56</b>	<b>36%</b>
PS1	0	0	-1	1	-1	-2	-.5
PS2	1	1	0	1	0	3	.6
PS3	0	1	NA	1	0	2	.5
PS4	NA	NA	NA	NA	NA	NA	NA
<b>Strength Total</b>	<b>1</b>	<b>2</b>	<b>-1</b>	<b>3</b>	<b>-1</b>	<b>5/17</b>	<b>29%</b>

<b>Relig. Studies</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>Total Score</b>	<b>Median Score</b>
MC1	NA	NA	NA	0	0	0	0
MC2	0	0	0	0	0	0	0
MC3	1	1	1	0	1	4	.8
MC4	1	1	1	0	1	4	.8
MC5	0	0	-1	-1	0	-2	-.4
MC6	1	1	0	1	1	4	.8
MC7	0	NA	-1	0	NA	-1	-.33
MC8	-1	-1	-1	-1	-1	-5	-1
MC9	0	1	0	0	1	2	.4
MC10	1	1	1	0	1	4	.8
MC11	0	NA	-1	0	0	-1	-.25
<b>Mission Total</b>	<b>3</b>	<b>4</b>	<b>-1</b>	<b>-1</b>	<b>4</b>	<b>9/54</b>	<b>17%</b>
PS1	0	0	0	0	0	0	0
PS2	1	1	1	0	1	4	.8
PS3	0	1	0	0	1	2	.4
PS4	NA	-1	NA	-1	NA	-2	-1
<b>Strength Total</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>-1</b>	<b>2</b>	<b>4/22</b>	<b>18%</b>

Theatre	R1	R2	R	R4	R5	Total Score	Median Score
MC1	1	1	1	1	0	4	.8
MC2	1	1	0	0	0	2	.4
MC3	1	0	1	0	1	3	.6
MC4	1	1	0	1	1	4	.8
MC5	0	0	0	0	1	1	.2
MC6	1	1	1	0	1	4	.8
MC7	1	0	1	0	0	2	.4
MC8	1	0	1	0	1	3	.6
MC9	1	1	0	-1	1	3	.75
MC10	1	1	0	0	1	3	.6
MC11	1	1	1	0	1	4	.8
<b>Mission Total</b>	<b>10</b>	<b>7</b>	<b>6</b>	<b>2</b>	<b>8</b>	<b>33/59</b>	<b>56%</b>
PS1	1	1	0	0	0	2	.4
PS2	1	1	0	1	1	4	.8
PS3	1	1	0	-1	1	3	.75
PS4	0	0	0	0	0	0	0
<b>Strength Total</b>	<b>3</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>9/24</b>	<b>38%</b>



## **APPENDIX 7**

### **PUBLICATIONS USED IN THE PREPARATION OF THE DRAFT PLAN**

## PUBLICATIONS USED IN THE PREPARATION OF THE DRAFT PLAN

AAP Executive Council—Kerry Loewen, Linda Jerokfe, Greg Monahan, Laura Mahrt and Kathleen Dahl. *Flying the Plane While Rebuilding the Engine: Promoting a Successful Academic Turnaround at Eastern Oregon University*. La Grande: 2008.

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Yeager, John L., Glenn Nelson, Eugenie Potter, and John Weidman. *ASHE Reader on Finance in Higher Education, 2<sup>nd</sup> Edition*. Boston: Pearson Custom Publishing, 2001.