



Eastern Oregon University

Mid Cycle Self-Evaluation Report

Containing

**EOU Responses to Components 1 through 5 of the
Mid-Cycle Evaluation Guidelines**

Submitted August 20, 2020

Part 1 – Mission Fulfillment

NWCCU Guidance:

Part 1. Mission Fulfillment – The institution provides an executive summary of no more than three pages, which describes the institution’s framework for its ongoing accreditation efforts. This might include evidence of institutional effectiveness, Core Themes, or other appropriate mechanisms for measuring fulfillment of its mission.

EOU Response:

An inclusive, university-wide strategic planning and goal-setting process culminated in 2007 with the EOU approval of our [mission statement](#). The mission was approved by the Oregon State Board of Higher Education (OSHBE) in October 2008, and reaffirmed by EOU’s Board of Trustees in November 2016. The mission remains unchanged and continues to accurately reflect EOU’s purpose to provide regional access to liberal arts and professional programs and to promote the economic, social and cultural development of eastern and rural Oregon.

The university community has been developing a shared, robust understanding and interpretation of the mission and how it relates to the present and evolving needs of EOU. To this end the University Council managed a process that engaged the campus community in articulating a set of [core values and principles](#) intended to guide our behavior and actions. The resulting shared values and principles were approved by the Board of Trustees in April 2017.

Based on the mission statement and the shared values and principles, and further informed by a detailed SWOT analysis as well as multiple rounds of feedback from stakeholders, EOU then developed a strategic planning framework. This document, [The Ascent 2029](#), was adopted by the Board of Trustees in May 2017 and will serve as a guide through to EOU’s centennial in 2029.

At the time of the [Year Seven Mission Fulfillment and Sustainability Self-Evaluation Report](#) (fall 2018) EOU was using the following definition for mission fulfillment.

[Mission fulfillment is demonstrated through meeting or exceeding the majority of thresholds for each core theme. We interpret mission fulfillment as engaging in a continuous cycle of planning, assessment and improvement of the objectives, indicators and measures associated with our core themes and guided by our institutional values and principles.](#)

Recommendation #1 from the [Mission Fulfillment and Sustainability Peer Evaluation Report](#) asked EOU to reconsider its definition of mission fulfillment. The [Response to Recommendation #1](#) was accepted by the Commission and is summarized below. After submission of the report, EOU continued the process of reflecting upon and evaluating

its definition of mission fulfillment, and has made some further changes. Some of these changes are reflected in the statement itself, which has been updated, and some of them are reflected in changes to our institutional evaluation processes, including both the introduction of new processes as well as encouraging a more deliberative emphasis on existing processes.

EOU's mission fulfillment definition from 2018 encompassed two parts, with the first part of the definition stating how mission fulfillment is demonstrated. This sentence has the merit of being straightforward, and EOU wanted to retain this feature, as it allows mission fulfillment to be ascertained "at a glance" without any need to go through complex visualizations or calculations. This makes awareness of EOU's mission fulfillment status easy to communicate widely throughout the institution.

In responding to Recommendation #1, the accreditation coordination committee wanted to make sure that its use of a simple definition did not in any way engender overly simple attainment of the mission. Therefore significant effort was put into defining the measures, indicators and thresholds that provide the foundation for the definition, which allows EOU to ensure that asserting mission fulfillment equates to quality achievements.

More recently, EOU has continued to clarify the processes that actualize the second part of the mission fulfillment definition -- the interpretation of mission fulfillment. The institutional processes referred to in the second part of the definition ensure that EOU does not accept poor performance on fundamental indicators or measures, but rather that we engage in robust analyses of data to clearly differentiate between a near miss versus a very poor performance.

These processes can be summarized as follows: All thresholds for mission fulfillment are defined such that meeting or exceeding a threshold demonstrates either full or substantive achievement; Progress reviews are triggered by any indicator that does not meet the threshold, or that shows a downward trend over three cycles of data collection (even if meeting the threshold). In cases where thresholds are continuously exceeded by a substantial margin, the measure and indicator are examined for meaningfulness.

Thus, the achievement of mission fulfillment requires continued commitment and energy from the campus community. In-depth reviews of indicators are triggered under three circumstances:

- The indicator does not meet the threshold;
- The indicator shows a downward trend; or
- The indicator continuously and significantly exceeds the threshold over three cycles.

This engagement with mission fulfillment as a process ensures that EOU takes a deep look at the vital indicators that we use to assess our performance, in particular for indicators where the performance might be substandard or where the thresholds are exceeded so substantially that they lose meaningfulness. By spending time and effort

setting thresholds and basing these thresholds on clearly defined data sets or generally accepted guidelines, EOU ensures our institutional outcomes represent an acceptable threshold of mission fulfillment.

EOU's response to Recommendation #1 as described above was [accepted by the Northwest Commission on Colleges and Universities](#) on July 22, 2020. Further refinements have since been made to the definition of mission fulfillment as well as those responsible for the cyclical assessment processes. These refinements were made as part of EOU's transition away from Core Themes as a basis for institutional assessment.

EOU currently uses the following definition of mission fulfillment:

Mission fulfillment is verified by identifying a key subset of objectives from The Ascent 2029 Strategic Planning Framework; defining KPIs and thresholds that demonstrate expected progress towards these objectives; and establishing that EOU meets or exceeds a majority of the identified thresholds. We interpret mission fulfillment as engaging in a continuous cycle of planning, assessment and improvement relative to the objectives and KPI measures associated with our strategic planning framework goals and guided by our institutional values and principles.

This definition is clear and straightforward, and retains the qualities of being data-driven as well as closely tied to our strategic plan. The key differences in this updated definition from the previous definition are that the Core Theme objectives have been replaced by Strategic Plan goals, and that this definition further highlights the underlying process that is a part of mission fulfillment. When NWCCU dropped the requirement to frame mission fulfillment around Core Themes, EOU decided that moving forward we will focus on Strategic Planning goals and objectives rather than Core Theme goals and objectives. There was already a significant amount of overlap between Core Theme objectives and strategic planning objectives, and EOU was using [a crosswalk](#) which was developed to show the relationship between the Core Themes and the Strategic Plan. In order to effect a seamless transition to using only Strategic Plan Goals, the Core Theme measures were brought into alignment with the strategic plan KPIs over the last three years -- at this juncture there are no differences and the Core Theme measures are no longer necessary.

The responsibility for selecting and evaluating the key measures, indicators and thresholds used to be taken on by the Core Theme Teams; now this responsibility falls to the [sponsors and leaders charged with each Goal](#), and is incorporated into the annual reporting process. Similarly, the responsibility for any in-depth reviews triggered (either by indicators not meeting thresholds, exceeding thresholds substantively, or showing a downward trend) is now the purview of the teams and/or units identified as having primary responsibility for the measure. These responsibilities are thus fully incorporated into the institutional effectiveness cycle.

Part 2 – Student Achievement

NWCCU Guidance:

Part 2. Student Achievement – The institution provides a brief overview of the student achievement measures it uses as part of its ongoing self-reflection, along with comparative data and information from at least five institutions it uses in benchmarking its student achievement efforts. In providing the overview, the institution may consider including published indicators including (but not limited to) persistence, completion, retention, and post-graduation success student achievement measures. Additionally, the report must include the widely published indicators disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, Pell status, and any other institutionally meaningful categories that may help promote student achievement and close equity gaps, i.e., barriers to academic excellence and success amongst students from underserved communities.

EOU Response:

EOU's Institutional Effectiveness process has as its foundation [The Ascent 2029 strategic planning framework](#) and the objectives and KPIs derived from the strategic goals. These KPIs, the institutional monitoring metrics, are key to ensuring that our decision making process remains thoughtful and data-driven. Data for the most recent three years of institutional monitoring metrics is readily available on the institutional effectiveness website:

[EOU Institutional Monitoring Metrics – AY18](#)

[EOU Institutional Monitoring Metrics – AY19](#)

[EOU Institutional Monitoring Metrics – AY20](#)

These are information-dense tables. Each metric includes a link to core theme and/or strategic plan goals, the data for that metric for the previous six years, a brief indication of when and how the data is gathered, long term strategic planning targets and more immediate mission fulfillment targets for the metric, and an indication of whether or not the mission fulfillment target has been met.

Because they are intended to help us monitor progress on the strategic plan, EOU's institutional monitoring metrics are numerous and cover progress in all aspects of the strategic plan. For the purposes of ascertaining mission fulfillment, a smaller subset of [mission fulfillment metrics](#) has been identified comprising those key measures that contribute most directly to mission fulfillment. The following are the indicators that are monitored for mission fulfillment, along with the strategic plan KPI that they measure:

- Graduates engage in high impact experiential learning (SP 1.1.1)
- Faculty provide meaningful student-faculty interactions (SP 2.1.1)

- Faculty use effective teaching practices (SP 2.1.2)
- Students demonstrate learning in general education and program outcomes (SP 2.2.1)
- Faculty ensure graduates demonstrate readiness for a diverse and interconnected world (SP 2.2.2)
- Retention -- First-time freshman cohort; Transfer students (SP 3.2.1 & 3.2.2)
- Graduation Rate -- Undergraduate: 4-yr; Transfer student: 2-yr (SP 3.3.1 & 3.3.2)
- % Student cultural / ethnic diversity (SP 4.2.1)
- Maximize credit articulation (SP 5.1.1)
- Regional High School matriculation (SP 5.1.2)
- Fund balance (SP 6.1.1)

The first KPI (Graduates engage in high impact experiential learning) pertains to the first objective under Strategic Goal One -- Student Success. This KPI employs a direct measure of how many EOU completers have participated in experiential learning. The percentage is high and has been steadily increasing in recent years. One of EOU's ongoing initiatives, described further in Section 4 of this document, is to further increase experiential learning so that it is expected of all graduates, and this KPI will help measure our success in that endeavor.

The next four mission fulfillment measures/KPIs are all indicators of performance on Strategic Plan Goal 2 -- Transformational Education. Two of these KPIs relate to Objective 1, "Excellence in teaching and scholarship" and two of them relate to Objective 2, "Graduates possess the essential learning outcomes employers seek". The measurement process for the KPI on student learning in General Education Learning Outcomes (GLOs) and Program Learning Outcomes (PLOs) is described in detail in Part 3. The other KPIs from the Strategic Plan Goal 2 are measured using data that is obtained from the National Survey of Student Engagement (NSSE). This survey is administered on a biennial basis in spring term, to senior students who are in a position to reflect on their experience with instruction at EOU. The measures on meaningful student-faculty interaction and on effective teaching practices are based on a set of survey questions which are scored on a 60 point scale; the measure on demonstrating readiness for a diverse and interconnected world is based on a single survey question, and indicates the percentage of respondents indicating "very often" or "often".

NSSE survey results are an indirect measure of teaching quality and can therefore be subject to misinterpretation, but the advantage of using NSSE data is that this is a nationally administered survey. The validity of NSSE data has been a subject of intense debate among the faculty, and as a result EOU moved away from NSSE for a cycle. In addition EOU deliberately decided not to administer the NSSE survey in 2020, due to too much pandemic-related disruption. NSSE data has been maintained as a key metric for mission fulfillment because it allows for detailed benchmarking against a peer group, and the survey has been re-instituted for spring 2021.

[Comparator institutions](#) for the NSSE are those with similar location, size and percentage of Pell grant recipients. Thresholds for mission fulfillment for these KPIs are defined based on the average responses from the comparator institutions. The NSSE measures also serve to focus attention on those areas of teaching and learning needing improvement or further investigation. The Center for Teaching Learning and Assessment advisory group (CTLA) analyzes the NSSE results in order to identify areas where professional development opportunities can address items of concern.

The subsequent four KPIs (first-time freshman retention, transfer student retention, undergraduate graduation rate and transfer student graduation rate) are all indicators of EOU's performance on Strategic Goal Three -- Grow the Number of Lives Impacted. The data used for these KPIs are all internal, direct measures. EOU's definition of first time freshman retention is in alignment with the IPEDS definition, and therefore our retention data can be benchmarked against a peer group. The IPEDS peer group as shown in our [list of comparator institutions](#) consists of institutions that have similar size, Carnegie classification, geographic remoteness (ie rural), and percentage of Pell-eligible students. The peer group average is used to set an appropriate threshold for success. Thresholds and targets for the other KPIs in this group are set by looking at EOU's historical success rates, and our desired end point, and plotting a path between the two.

The next KPI is % student cultural / ethnic diversity, which measures progress related to Strategic Plan Goal 4 -- Thriving University Community -- and more specifically Objective 2 under this Goal, "Support intercultural competency, inclusiveness and diversity". The KPI measures the % diversity of the on campus student body, and the target is set to be as high or higher than the diversity of the Oregon population. This KPI is a direct measure. We do have the option of benchmarking this KPI against our peer group, but upon reflection it made more sense for EOU to set the target based on a more locally relevant measure, chosen to be the state population.

The following two KPIs (Maximize credit articulation and Regional high school matriculation) are related to Strategic Plan Goal 5 -- Relevance and Interconnection - - and to Objective 1 under this Goal, "Educational partnerships are cultivated". Credit articulation is important because it eases the pathway from community colleges to university. Educational partnerships with community colleges help ensure that students can get credit for courses taken at a community college whenever it is merited. Maximizing the number of credits from their college experience that can be articulated makes it easier for these students. The KPI measuring matriculation from regional high schools is an internal, direct measure of market saturation.

And the final KPI from our key subset, fund balance, is a measure of performance on Strategic Plan Goal 6 -- Financial Sustainability. This is a standard measure used to establish financial health, and is an internal, direct measure of performance.

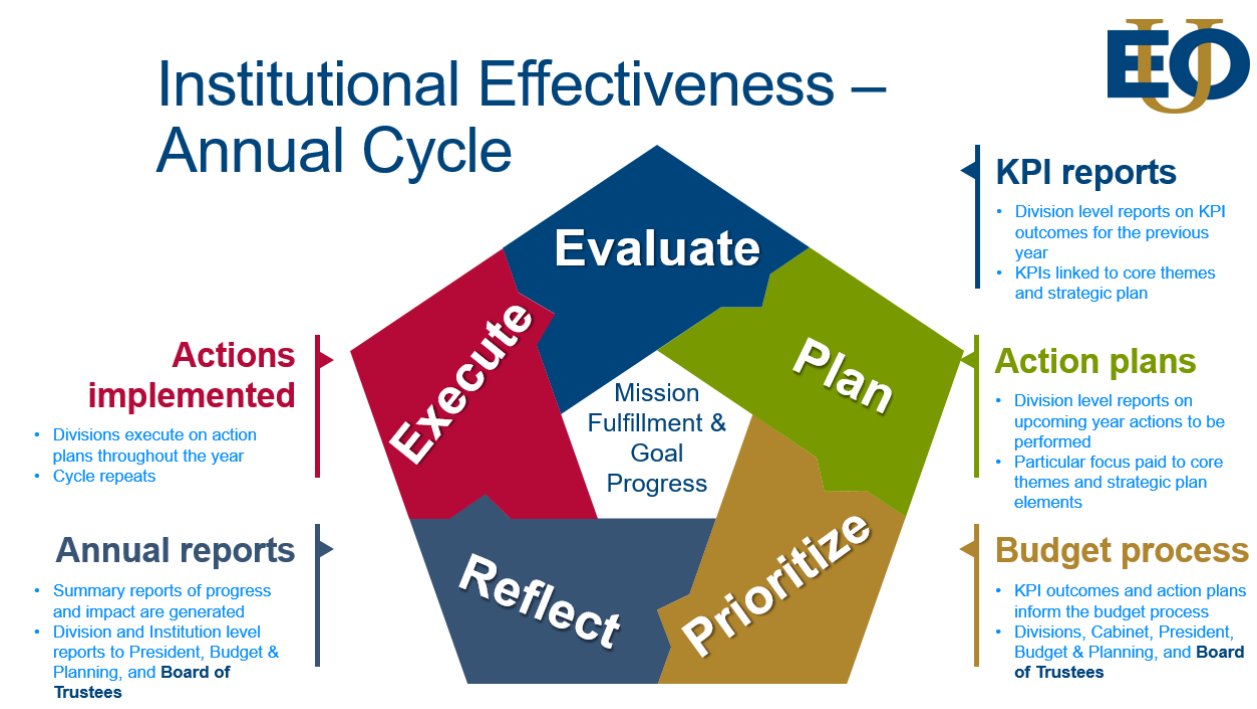
Through analysis of the mission fulfillment metrics, EOU has derived the following broadly applicable observations:

- Consistent and continuous achievement of mission fulfillment over the decades demonstrates that EOU is filling its niche, maintaining its accreditation, and serving its constituents.
- The diversity of the student body increased precipitously over the past several years, and currently the EOU student body is more diverse than the population of Oregon. This is a testament to the success of EOU's institution-wide initiatives aimed at increased retention efforts for diverse students, recruitment efforts with local Latinx student populations and reinvigorating recruitment from the Pacific islands and changes in scholarship funding. Given this level of achievement, it may soon be an appropriate time to broaden the measure to include faculty and staff diversity.
- The target for experiential learning has also been consistently exceeded. This KPI could be more useful in terms of highlighting areas for improvement if the definition of experiential learning is tightened. With an initiative in progress that includes discussion of the definition of experiential learning (described in Section 4, Moving Forward), it is likely that this KPI will undergo some refinement and redefinition in the future.
- KPIs derived from our NSSE data (the first 3 on the list) are on track by a narrow margin. A new NSSE survey was administered in spring 2021 which will give EOU more recent data to work with.
- The data shows retention and graduation to be two primary areas for improvement. EOU has created the Strategic Enrollment Leadership Team (SELT) to strategize and implement initiatives that could help in this area. The two working groups for this team have been given very specific focused targets based on the KPIs. Their work is discussed further in Section 4, Moving Forward.
- Small public universities often struggle financially, and EOU has faced challenges to financial sustainability in the distant past. However in recent years, since the current president started in 2015, EOU has exceeded targets for its financial metrics.

Institutional Effectiveness Process

At EOU, the evaluation of progress towards the strategic plan and the evaluation of mission fulfillment are expectations embedded into the annual effectiveness process. This process, depicted below, includes Key Performance Indicator Reports (KPIs) at all program levels that are then moved up to the division levels. The KPIs are evidence-based and explicitly linked to strategic plan goals. Where KPIs do not achieve targets or show downward trends, action plans are developed. Action plans are tied to budget requests, which are reviewed by the Budget and Planning Committee as well as the President's Cabinet. These reviews help to ensure that allocations are aligned with the strategic plan goals. The final budget is approved by the Board of Trustees.

The process is cyclical and repeated annually, as the programs and divisions across the university evaluate the previous year's work, identify successes and challenges, and again set goals and determine KPIs. This cycle is inclusive, evidence-based, and iterative, and allows EOU to stay focused on its mission and strategic goals.



Annual Reports help facilitate monitoring of continuous improvement for each unit. The data in these reports is used to help prioritize resource allocation, and to help university administration gain an overall picture of institutional accomplishments vis-a-vis the strategic plan and university mission. The effectiveness report template indicates that each report should have two main sections, mission alignment and performance improvement. The mission alignment section lists unit objectives and their connection to strategic plan goals. The performance improvement section expands upon the unit objectives through the inclusion of planned actions, key performance indicators, and analysis of progress.

Departmental level reports are used to inform the Division annual reports. These reports are based on Goals and KPIs selected by each department with guidance from EOU's Manager of Organizational Transformation, and expected to be in alignment with EOU's mission and strategic plan. Starting in AY 2021, annual reports are entered into the newly-purchased Campus Labs software. The expectation is that reports will be revised regularly so that awareness of the goals and KPIs and related data becomes more integrated into department workflows. The software set-up allows division heads to easily view reports on an ad hoc basis, in addition to the regular mid-year and end-of-year updates needed for the President's Cabinet.

The KPI data describing progress on the departmental KPIs is obtained from the Office of Institutional Research. The data available includes [student enrollment data](#), [student achievement data](#), [degrees awarded](#), and [graduation and retention data](#), and it is also shown disaggregated by a number of factors of interest to the institution, including federal aid, race, sex, cultural or ethnic diversity, first generation student status, low income status, and rural location. EOU has even more detailed data dashboards available through a password-protected Tableau site, and a sample of these are shown in Appendix A. As EOU is a participant in the Post-Secondary Data Project (PDP), much of this disaggregated data will soon be available directly. This will increase the visibility of our data to multiple stakeholder groups, including potential students and parents.

The data is used for multiple decision making purposes aside from the generation of annual reports. The Strategic Enrollment Leadership Team (SELT) makes use of student achievement data to identify gaps and track progress of their targeted initiatives. The room occupancy data was used during the pandemic to help schedule appropriately sized in-person classes. The data characterizing the student body is used to help set tuition, and to help develop appropriate diversity initiatives.

An overview of the annual effectiveness process can be seen in context with all of our major assessment processes in the [Annual Planning Effectiveness and Assessment Master Calendar](#). In addition to the annual effectiveness reporting cycle described above, this calendar shows the expected accomplishments and deadlines for the budget process, the annual program review, the longitudinal program review, faculty professional development and student learning assessments.

The budget process is particularly closely entwined with the reporting cycle, as it relies on reports to provide the information necessary for data-driven decision-making to occur. The Budget and Planning Committee helps to ensure alignment by reviewing submitted budget requests -- an example for the current year shows the [detailed list](#) as well as a [summary spreadsheet](#) of 2021-22 new initiatives funding requests. The annual program review, longitudinal program review, and student learning assessment processes are all integral to programmatic assessment, and are described in detail in the following chapter.

Part 3 – Programmatic Assessment

NWCCU Guidance:

Programmatic Assessment – The institution must provide programmatic assessment of at least two programs as evidence of a continuous process of improvement. The programs should be broadly representative of institutional efforts (and as a result programs that are approved by a CHEA-recognized programmatic accreditor are discouraged for this report).

EOU Response:

EOU engages in program review processes and in student learning assessment processes. Both of these are highlighted in this response. The first section outlines EOU's program review processes and uses the economics program annual review and the AY 20/21 economics program culminating 5-year review as an example of our efforts in this area. The next section outlines student learning outcomes assessment processes and uses recent assessments of our General Education Core program as an example of our efforts in this area.

1. Academic Program Review Processes

EOU's institutional planning processes follow a consistent pattern and are embedded throughout the institution. Because different units have very different roles, the co-curricular programs and non-teaching academic units use a different reporting template than the Colleges and academic disciplines. This allows the academic programs to engage in a detailed review process which emphasizes both KPI data relating to the strategic plan and also results from student learning assessments.

For the non-teaching units, the planning and assessment process is based on the [Annual Effectiveness Report Template](#). This template is designed to facilitate the monitoring of continuous improvement for the unit. The report contains two main sections, mission alignment and performance improvement. In the mission alignment section, unit objectives are listed and the connection to institutional core themes and strategic plan goals is indicated. In the performance improvement section, objectives are expanded upon through the inclusion of planned actions, key performance indicators, and analysis of progress. The template includes examples of each section in order to assist in completion of the report.

The academic programs use the [Annual Academic Program Review Template](#) as well as the [Longitudinal Academic Program Review Template](#) for 5 year culminating reviews. These templates are based on the same student achievement data that forms the foundation of our institutional monitoring, but for the academic program reviews (APRs) the data is filtered by academic discipline. In addition to the student data,

academic programs are provided with results of student learning assessments in order to help inform their review. Both the data and the narrative reporting templates are organized by strategic plan goals. This allows progress towards each goal to be tracked and assessed.

The purpose of academic program review processes at EOU is to guide the development of academic programs on a continuous basis. Long a part of EOU's academic affairs' planning, program review has varied in criteria and duration but is always a process to evaluate the status, effectiveness, and progress of academic programs. As a recent example of the academic program review process, this report is highlighting the Economics program. As required of all EOU programs annually, the Economics program submits a cross-sectional report on its progress toward meeting university strategic plan goals that year by addressing efforts to meet specific key performance indicators. The Economics department has met these annual requirements by defining relevant outcomes and measuring progress towards those outcomes.

In AY 2020-21 and to complement this annual process, EOU introduced a substantially revised and updated 5-year longitudinal academic program review (L-APR) with its central purpose being for academic programs and its faculty to lead a review of the previous five years of performance data (both formal and informal), scan the current environment within the industry or field of study, and identify opportunities for improvement and revitalization. The intended outcome of the L-APR is to align institutional support with program implementation so that academic degree programs are able to thrive and continuously improve student success.

The Economics program was part of a limited pilot group of three EOU programs charged with conducting a self-study to review, analyze, and report on program performances and identify future direction, needs, and priorities. The faculty-driven process was introspective and permitted us to take a deep dive into that program's 5-year performance across a series of data-informed criteria. In Economics, the faculty found the process very informative and led to goals like a revised program vision, proposed instructional and curriculum changes, potential operational funding requests, and a prioritized list of goals and recommendations. An executive summary for each review will be stored on EOU's Institutional Effectiveness website as a way to promote public accountability. A final but critical output of the process was a joint debriefing by all three reviewed programs and their Deans to suggest continuous improvements to the process to benefit future cohorts and their L-APRs efforts.

Appendix B contains the most recent economics annual program review (APR) -- completed in Spring 2020; the economics longitudinal academic program review (L-APR) -- completed in Winter 2021; and the College Dean's executive summary for the economics L-APR -- completed in Spring 2021. The L-APRs are gathered and stored using the Campus Labs software, and the templates for the APRs as well as the executive summaries for each of the L-APRs are linked from the [Institutional Effectiveness website](#).

2. Student Learning Outcomes Assessment

The academic program review templates described in the previous section include summary data from student learning outcomes assessment, which is the primary assessment tool used by faculty to monitor and evaluate student learning. EOU has been engaging in a consistent and robust program of student learning outcomes assessment since spring 2008, when the Education Policy and Curriculum Committee (EPCC) developed, approved, and piloted the first cycle of General Educational Core (GEC) learning outcomes. The pilot phase for the first assessment cycle was undertaken from Spring 2008 to Spring 2010, and was followed up with revisions to all GEC rubrics, which were approved by the Faculty Senate on May 31, 2011. Since 2011, EOU conducted two additional assessment cycles (2010-2018) preliminary to a Comprehensive Evaluation by NWCCU in 2018.

After the fall 2018 year seven mission fulfillment visit, the Accreditation Coordination Team engaged in reflective discussions which ultimately prompted an overhaul to the management of EOU's student learning assessment cycle. The new processes result in assessments that are more data driven, more consistent across colleges and programs, and easier for faculty or administrators to access and use.

The new procedures and cycle are in their first year and are still being articulated even as they are moving ahead. As with other institutions, the pandemic response forced EOU to engage in a rapid migration to online teaching in spring 2020, which consumed a great deal of faculty and administrative time and effort. The faculty work of updating our assessment processes has been proceeding nonetheless and more detailed documentation will be forthcoming.

Under the old paradigm assessment processes were managed by the AVP for Academic Quality (who was also a member of Accreditation Coordinating Team). This structure -- a dedicated individual who could work with faculty groups across campus -- allowed EOU to make large strides towards implementing a culture of assessment. It was limiting however, in that it treated assessment as the purview of a single office, rather than something for which all faculty and administrators were responsible. Upon retirement of the AVP for Academic Quality, assessment processes were made the purview of a newly reorganized steering committee for the Center for Teaching, Learning and Assessment (CTLA). To make sure that responsibility for assessment processes were well understood, the CTLA steering committee uses as its foundation a [document on organization of the CTLA](#) that clearly defines the roles and responsibilities of committee members.

Another significant change is the purchase and implementation of Campus Labs, a software management solution for collecting and organizing institutional assessment data and strategic planning data. The Campus Labs software was purchased in AY 2019/2020, and at this point it is set up and contains EOU's student learning assessments, strategic planning and reporting efforts, and accreditation management efforts. Now that EOU is using the Campus Labs software, there is more consistent

reporting across all units, due to the clear templates in place, and there is easy access for administrators to run and share reports on the data. These factors mean that assessment and planning data can be shared widely across the institution, and used as intended to help generate action plans and make budgetary decisions.

A final change in procedures is that the schedule for completion of assessment cycles has been updated. The cycle has been shortened and more assessments have been added. The shorter cycle allows for more frequent assessments, which keeps the results at the forefront of everybody's mind, allowing any changes based on these assessment results to be implemented more quickly. The new schedule also allows for additional institutional assessments to be worked in if desired. These could be university graduation requirements such as Difference Power and Discrimination (DPD) or the University Writing Requirement (UWR); or they could be cross curricular skills such as Information Literacy or Quantitative Literacy.

Student Learning Outcomes Assessment -- The Foundation

As part of the newly revised assessment process, EOU faculty will utilize AAC&U rubrics in the assessment of the University Learning Outcomes (ULOs), adapted from the AAC&Us Essential Learning Outcomes. ULO assessment occurs in general education curriculum and designated program courses mapped to the ULOs. Assessment activities of Institutional Learning Outcomes (ILOs) are also conducted in courses designated as such and include Writing (UWR) and Diversity, Power, and Discrimination (DPD).

EOU's assessment of student learning is based on these foundational components:

1. Curricular goals broadly establish what students obtain from their major or minor curriculum. They indicate the department/program intentions from which learning outcomes should be developed. A good example are the curricular goals for EOU's General Education Curriculum (GEC), which are listed as Program Objectives in our [GEC Rubric and Alignment Language document](#).
2. Learning outcomes are at the heart of student learning. They specify precisely what students should know and be able to do at the end of a course or program of study. General Education learning outcomes are available at the [Assessment website](#) and academic program learning outcomes are specified by discipline in the [2020-2021 EOU Academic Catalog](#); course learning outcomes are specified in the course syllabus, which are gathered together on the [Colleges Master Syllabus website](#).
3. [Curricular maps](#) are created at the general education and program levels in order to ensure the core learning outcomes are taught in required courses and students are meeting these outcomes.

Student Learning Outcomes Assessment -- The Process

1. Each year program faculty and deans identify four classes in each program that will be part of the curriculum assessed for ULO outcomes. The curriculum of these courses contribute to the overall learning outcomes of the university and are required by all students in the program. When possible, lower and upper division courses will be assessed.
2. Every fall, CTLA members will conduct assessment training and departmental norming of the AACU rubrics to be used in their courses to assess ULO outcomes. The norming process allows for consistent discipline-based benchmarking and application of rubric criteria.
3. During Fall Orientation, the CTLA membership will also invite faculty participants in assessment to an assessment workshop. This workshop will focus on the purpose of assessment, the university outcome to be evaluated, and the processes and timelines for data collection, analysis, and closing the loop statements. On the first day of class, faculty review with students the learning outcomes of the course and share with them the rubric that will be used in scoring the late-term assignment.
4. Faculty then apply the GEC or program rubric to the assignment (or set of assignments) and aggregate the results, selecting an evidence sample that represents each score possible for the rubric used. The AVP of Institutional Effectiveness provides the aggregated and disaggregated results of the ULO assessment data to the CTLA members at the end of each term. The CTLA reviews the aggregated and disaggregated results of the sampling with participating faculty members in order to make recommendations for revision or refinement to better meet ULO outcomes.

Student Learning Outcomes Assessment -- The Schedule

Previous to AY21, one GEC learning outcome (GLO) was assessed annually, beginning with data collection in the Fall term, data analysis in the Winter term, and closing the loop in Spring term, with all GLOs assessed within a four-year cycle and GLO recommendations made at the end of every four-year assessment cycle.

Starting in AY20-21, with the integration of GEC and program-specific rubrics into the Canvas LMS shells and purchase of Campus Labs software to manage assessment data university-wide, the pace and frequency of assessment cycles will increase to one ULO and one ILO being assessed each academic year.

The first cycle of the new schedule began in the fall of 2021 academic year with the assessment of Communications and DPD outcomes. During this academic year, course assessments were conducted, data were analyzed, and a professional development plan for the next academic year was created. During the second year of the cycle, professional development is offered in the areas for suggested growth. The third year allows time for instructors to implement what they have learned during the professional development experiences. During the fourth year, the assessment is again conducted, data are analyzed and compared with the first year baseline, and a professional development plan for the next academic year is created.

The following schedule and legend shows how this assessment will proceed for both future ULO and ILO assessments.

Assessment Year	CTLA ULO Assessment - Fall and Winter Terms	CTLA ILO Assessment - Fall and Winter Terms	Assessment Review and Closing the Loop Activities	Associated Professional Development Activities	Implementation of PD into Courses	Reassessment
AY 20-21	COM	DPD	Spring Term 21	AY 21-22	AY 22-23	AY 23-24
AY 21-22	CT	DPD	Spring Term 22	AY 22-23	AY 23-24	AY 24-25
AY 22-23	INQ	UWR	Spring Term 23	AY 23-24	AY 24-25	AY 25-26
AY 23-24	CE	UWR	Spring Term 24	AY 24-25	AY 25-26	AY 26-27
AY 24-25	CK	IL OR QL	Spring Term 25	AY 25-26	AY 26-27	AY 27-28
AY 25-26	COM	IL or QL	Spring Term 26	AY 26-27	AY 27-28	AY 28-29
AY 26-27	CT	IL or QL	Spring Term 27	AY 27-28	AY 28-29	AY 29-30
AY 27-28	INQ	IL or QL	Spring Term 28	AY 28-29	AY 29-30	AY 30-31

Legend:

COM – Communications; CT - Critical Thinking;
 INQ – Inquiry; CE - Civic Engagement; CK - Content Knowledge;
 IL - Information Literacy QL - Quantitative Literacy
 DPD - Difference Power and Discrimination
 UWR - University Writing Requirement

Student Learning Outcomes Assessment -- The Example

As an example of student learning outcomes assessment, EOU would like to highlight the General Education Core program assessments that have been done over the past three years (AY 18/19 through AY 20/21). This will help demonstrate how the new updated approach to assessment differs from the old approach. Since the new process started in AY20/21, it is expected that it will need some refinements – for this reason the assessments undertaken during this year should be thought of as pilot studies and opportunities to improve rather than results of fully articulated processes.

In AY 18/19 and in AY 19/20 the Civic Engagement outcome was assessed, and the [results can be seen here](#). There are 4 disciplines participating in the assessment, with a composite report that sums up the results overall. The AY19/20 results focus on narratives and qualitative observations, rather than student achievement data. This is due to the Covid pandemic, during which lockdowns made it very difficult to do our established civic engagement activities, and as a result most of them were cancelled.

In AY 20/21, the Communications outcome was assessed. The process involves using a culminating assignment to assess student learning, which means that the assessments are conducted towards the end of the term. Each faculty assesses each student using the standard rubric for the Communications learning outcome, and using Canvas to input the results. Once grades are final, the Office of Institutional Research extracts the data from Canvas into Campus Labs and creates a [detailed dashboard \(linked here\)](#) which includes disaggregated data based on student achievement level, student classification, course subject area, and underserved status. The dashboard is shared with CTLA, College Deans, and all faculty, so they can review the visualizations and discuss early in the following term. Those discussions result in plans for improvement and change in assignments, instructional approaches, as well as refinements to the assessment process and rubrics.

Part 4 – Moving Forward

NWCCU Guidance:

Part 4. Moving Forward – The institution must provide its reflections on any additional efforts or initiatives it plans on undertaking as it prepares for the Year Seven Evaluation of Institutional Effectiveness Report.

EOU Response:

Looking ahead to the NWCCU peer review and evaluation of institutional effectiveness expected in fall 2025, EOU is making ambitious plans in a number of areas closely related to our strategic planning goals.

Strategic Plan Goal One

The pervasive institutional focus on student success (Strategic Plan Goal One) includes an objective to have all graduates engaged in high impact experiential learning activities. To help make substantive progress on this objective, a team was formed in late fall 2019, charged with producing an initial plan for further integrating experiential learning into the curriculum. The project background, deliverables, and key milestones are described in [this Scope Document](#).

The team was charged with producing an expansive definition of high impact practices that opens up possibilities for faculty to engage students in real-world learning throughout the curriculum—not limited to internships and capstones. Follow-up activities to this work include researching and modeling ways to operationalize experiential learning throughout the curriculum as well as tracking and documenting students' demonstration of experiential learning.

The team did significant work in the first two quarters of 2020, which meant that this important initiative was somewhat overshadowed by the upheaval surrounding the global Covid-19 pandemic. At this point in the process, the Faculty Senate has expressed support for the end goal of the project, but has not endorsed a specific path forward.

One promising avenue that will be explored further is to partner more explicitly with the recently launched Center for Rural Engagement and Vitality (REV). The REV plays a large role in facilitating partnerships that include experiential learning, and their newly formulated [pathways for engagement processes](#) can help broker or supplement necessary partnerships as well as helping to refine the definitions and criteria necessary for partnerships in this regard.

Strategic Plan Goal Two

EOU's focus on academic quality and intellectual vitality (Strategic Plan Goal Two) includes the objective to maintain excellence in teaching and scholarship. The Center for Teaching, Learning and Assessment (CTLA), reorganized and revitalized in the fall of 2020, is taking responsibility for creating and shepherding a number of new initiatives designed to encourage excellence in teaching and scholarship. Three of the four newly defined CTLA goals speak to this area:

Community of Practice:

- A. Redesign the CTLA website to provide a centralized location for professional development and create awareness and identity for CTLA. AY 20-22
- B. CTLA faculty leaders will engage and communicate with their college faculty to inform and seek participation in CTLA's activities. AY 20-22
- C. Recognition of participation in professional development and excellence in teaching and learning activities. AY 21-22
- D. Establish a Teaching Award/Recognition/Celebration of Teaching for EOU AY 21-22.
- E. Increase professional development participation by 25% first year and by 50% the second year. AY 20-22

Professional Development:

- A. Survey faculty on professional development needs and preferences. AY 20-22
- B. Redesign the professional development opportunities at EOU for teaching and learning. AY 20-22
- C. Facilitate professional development identified as priorities by EOU. AY 20-21
- D. Provide professional development identified as priorities by CTLA through assessment. AY 21-22
- E. Provide annual closing the loop updates on the impacts of professional development activities. AY 21-22
- F. Establish Faculty Professional Development Fund/Award for training outside of EOU. AY 21-22

Innovation:

- A. Define innovation in teaching and learning at EOU. AY 21-22
- B. Determine interest and leadership in innovation in teaching and learning at EOU. AY 21-22
- C. Develop models for and support collaborative and cross-disciplinary work at EOU. AY 22-23
- D. Foster incubation for innovation through direct faculty support of course development.

CTLA has started actualizing their plans by developing structures and processes that provide faculty with learning opportunities that are relevant to their responsibilities, and that help to encourage faculty engagement. Annual priorities are established by evaluating campus assessment data, institutional and program metrics, and current

needs identified by faculty surveys. Professional development opportunities at EOU are offered throughout the year in a variety of delivery methods and timeframes to provide multiple entry points and opportunities for faculty to engage. Faculty engagement is encouraged via stipends for participating in professional development opportunities, for developing or designing courses, or for initiating or leading professional development for their peers. CTLA is also interested in establishing a professional development award fund for faculty who wish to pursue professional development opportunities outside of the institution.

For AY 20-22 the following professional development activities have been scheduled:

- CTLA Assessment Workshops - small trainings to build a culture of assessment and develop program-driven design and practice
- Software/Technology awareness - trainings with a focus on how to use technology for teaching effectiveness
- Adjunct mentorship - a new program to help promote quality adjunct instruction.
- Teaching Roundtables - informal weekly sessions where faculty can share best practices
- DPD Training - The Cornell Certificate Program has been selected as it is specific to the classroom/teaching/ curriculum and will enhance rather than interfere with the DEI efforts of the University Council and Diversity Committee.
- New Faculty Summer Institute - for new faculty only, designed to help with preparation for fall term courses and promote success at EOU and for EOU students.

In future years additional professional development items will be added or other modifications made as CTLA engages in an annual evaluation of professional development based on needs identified via assessment activities and gaps identified from annual effectiveness data.

Strategic Plan Goal Three

EOU's Strategic Plan goal three is to grow the number of lives we impact by focusing on enrollment, retention and graduation. Monitoring and advancing progress in these areas is the purview of the [Strategic Enrollment Leadership Team](#). This team manages two sub-teams: the [Strategic Enrollment Management and Retention Action Team](#) (SEMRAT) and the [Graduation Action Team](#) (GAT). These teams have generated and continue to generate and implement numerous ideas for improving our KPIs in this area. An example of a recently implemented initiative that was generated by the SELT is the summer bridge program aimed at increasing the preparedness of high school graduates so that they are more likely to thrive in their first year at EOU. Some examples of recently generated recruitment and retention ideas that the group will be considering as we move forward are:

- Using the data in Degreeworks to identify and increase course scheduling efficiencies
- Mandating support systems for students on academic probation
- Providing avenues to encourage faculty communication with potential students
- Refining our scholarship offerings to emphasize retention
- Emphasizing the recruitment possibilities of dual-credit pipelines from high schools

Strategic Plan Goal Four

EOU's Strategic Plan goal four is to sustain a thriving university community. This is a broad mandate, with objectives encompassing fostering a university culture that supports EOU's values and principles as well as supporting intercultural competency, inclusiveness and diversity. Two recent major accomplishments relating to Diversity Equity, Inclusion and Access (DEIA) have spurred widespread interest and ongoing involvement at EOU.

1. At their November 2020 meeting, the EOU Board of Trustees voted to remove the name "Pierce" from the Eastern Oregon University Library. The Library name has been contentious for some time due to concerns raised regarding Walter Pierce's connections to the Klu Klux Klan (KKK). A committee was convened in 2018 and directed to proceed with a comprehensive evaluation of the Pierce Library name. Committee work, profiled in the [Library Naming Website](#), represented a productive collaborative effort between faculty, students and community members. Despite the fact that the report was slightly delayed by the global pandemic (access to relevant archival materials was unavailable), the committee efforts and Board of Trustees endorsement have raised the profile of diversity equity and inclusion at EOU.
2. In January 2021, following review by shared governance and the Cabinet, EOU adopted the [Diversity, Equity, Inclusion and Access Strategic Plan, 2020](#). This plan provides details regarding the steps the university will take to achieve Goal 4, Objective 2 of [The Ascent 2029](#): "Support intercultural competency, inclusiveness, and diversity." as well as fulfilling the requirements of House Bill 2864 (2017).

Recognizing the paramount importance of EOU's ongoing DEIA efforts, the Board of Trustees voted to create an Ad Hoc Committee on Diversity, Equity, and Inclusion at its August 2020 retreat. An Ad Hoc Committee of five Trustees was appointed by the Chair of the Board, and the committee held its first meeting in November 2020. The charge of the Ad Hoc Committee is to do the initial work of developing recommendations for board action on DEI matters. The work of the committee is framed around four tasks:

- a. Reviewing the current activities of the university concerning diversity, equity, and inclusion,

- b. Reviewing the range of DEI work that higher education governing boards typically engage in,
- c. Discussing the appropriate role of a governing board in setting the tone and goals of university DEI work, and
- d. Making recommendations to the EOU board of trustees regarding what DEI work the Board should prioritize.

The Ad Hoc Committee on Diversity, Equity, and Inclusion will return recommendations to the full Board of Trustees at the May 2021 meeting of the Board.

In addition to the above Ad Hoc BoT Committee, the recently endorsed DEIA Strategic Plan is spurring increased institutional level activity. At this juncture stakeholder groups across campus are going through the plan and identifying areas where they can contribute. Because EOU has such a plethora of ongoing DEI-related initiatives in departments and programs spread across the whole institution, the DEIA Strategic Plan has also prompted the development of frameworks and processes to coordinate and promulgate these widespread efforts.

Major contributors to EOU's DEIA initiatives are:

- The University Council, which has identified Strategic Plan goal four as a top priority for goal-oriented action.
- The [Office of Student Diversity and Inclusion](#)
- The [Diversity Committee](#), a shared governance committee reporting to the University Council, with elected representatives from across the institution
- The Diversity Council, a standing advisory group that provides ongoing support for initiatives in order to ameliorate the effects of the frequent turnover experienced in shared governance committee membership.

To start building a foundation for coordinated projects, the University Council has organized work sessions with all of the above groups, including representation from the Board of Trustees Ad Hoc Committee on Diversity, Equity, and Inclusion. These work sessions aim to provide updates on current efforts and visions to make sure the various groups working on DEI efforts are aligned, are using the recently adopted DEIA strategic plan, and are all 'pulling in the same direction'.

Strategic Plan Goal Five

Partnerships are an important feature of the initiatives that EOU has in place in response to Strategic Plan Goal Five - to serve as the educational, economic and cultural engine for rural places. Partnerships with community colleges are a continued area of focus, and partnerships with high schools are a renewed area of emphasis for EOU in coming years. An initiative that has very recently been set into motion to do work in this area is the Eastern Promise redesign. Eastern Promise is a collaborative effort that offers high school students an opportunity to obtain college level credits while still attending high school. The program offers significant financial savings to

participants, and has the overall goal of encouraging college attendance directly after high school graduation.

At this early point in the redesign, EOU is preparing by engaging in stakeholder feedback and review of outcomes. This timeline is for the work to begin in FY21, be finalized in FY22, with implementation beginning in FY23. A targeted outcome of this work, based on historic participation and matriculation data, is to achieve a 30% matriculation rate of participating high school seniors to EOU within 16 months of receiving their HS diploma.

EOU is particularly proud of our recent designation as Oregon's Rural University and eager to start cultivating new partnerships to make good on this claim. The [Rural Engagement and Vitality Center \(REV\)](#) was launched in January 2020 by Eastern Oregon University and Wallowa Resources with the mission of creating and facilitating partnerships between EOU and communities and organizations in eastern Oregon to enhance the vitality of the region and develop tomorrow's rural workforce and leaders.

During the first year of the program, the REV supported five collaborative projects in reaching their goals through leveraged connections to EOU and other regional resources. In addition, the REV facilitated six paid student internships, placed two students in volunteer leadership and learning experiences with regional partners, and integrated a water quality monitoring project into an EOU Environmental Science course. The projects supported by the REV engage students in meaningful internships and experiential learning projects with community partners and bring together students, faculty and community expertise to work collaboratively and find solutions to complex rural issues.

Looking ahead, the REV is gearing up for increased activity as we emerge from the pandemic. They have refined their [expectations and procedures for participation](#) and are raising understanding of their role at EOU and in our local rural communities.

Strategic Plan Goal Six

There are several important initiatives that will take place over the next few years relating to our institutional focus on financial sustainability (Strategic Plan Goal Six). With the nation gradually recovering from the effects of the global pandemic, we are anticipating challenges in this arena. In spring of 2021 EOU recently reorganized the Department Finance and Administration to help meet these challenges. The department now has an Associate Vice President position in place to oversee all financial functions of the university, including budget, payroll, accounting, accounts payable, and accounts receivable, and is searching to fill a newly created Controller position. The reorganization will allow for greater communication and cohesiveness across the finance functions.

EOU's contract with Barnes and Noble for campus bookstore services will be expiring in April 2022. A [campus bookstore future committee](#) with strong representation from

faculty and students has been charged with assessing possible alternatives moving ahead. The basis for the evaluation is not only financial, but also is strongly concerned with ensuring equitable student access to textbooks and course materials. The expectation is that given the proliferation of Open Educational Resources, digital textbooks, and alternative textbook procurement models, the committee will be able to identify some innovative ways for EOU to move ahead in a financially sustainable fashion.

EOU's contract for our Enterprise Resource Platform (Banner by Ellucian) expires at the end of June 2024. The decision to stay with Banner or move to a different ERP has large cost implications as well as major effects on staff time and efficiency, both in terms of the staff using the system as well as for IT staff supporting the system. EOU has created an [Enterprise Resource Platform \(ERP\) Oversight Team](#) that is charged with making a decision as to whether or not EOU will move to a new Enterprise Resource Platform. Their decision is expected by the end of June 2021, which will allow time for project preparations so that EOU is ready to move forward when the current Ellucian contract expires.

The team is making a decision based on the assessment of multiple factors -- the expected cost escalation when the current contract expires; current support costs and support effectiveness (ROI of the support system); whether or not the modules in use at EOU have been able to evolve as EOU modernizes its systems; and the amount of time and effort spent on software "add-ons" needed to compensate for inadequacies in the system.

To help inform the decision, the ERP Oversight Team has developed and issued a [Request For Information](#) for alternative ERP systems, and received multiple responses which they are now evaluating. The team administered a survey to EOU employees about the Banner contract and alternatives and are analyzing those responses also. In addition, they have applied for a grant to help support and evaluate partnerships for the development of new and modernized ERP systems, and have met with [Campus Consortium](#) in this regard.

An area of strength for EOU, receiving a commendation in the [2018 mission fulfilment and sustainability peer evaluation report](#), is our production of enhanced data products and analyses which are readily accessible and are helping inform decision-making processes. The Office of Institutional Effectiveness continues to make upgrades to improve the decision-making process and further enhance EOU's efficiency and sustainability:

- EOU is now making use of Campus Labs software to track planning, assessments, and accreditation related work. As this software becomes more fully integrated into campus workflows, it will become a platform that allows departments throughout the campus to easily access data as well as upload their own data and reports.

- EOU uploaded their data to the Post Secondary Data Project (PDP) in January 2021. Access to data, in particular disaggregated data on student performance, will be enhanced as the EOU takes advantage of the PDP and the dashboards that this project will help us supply.
- The Office of institutional Effectiveness is active in helping departments select appropriate and meaningful KPIs -- over the next few years they will be encouraging sustainable processes by emphasizing the use of efficiency measures, rather than simple productivity measures.

Addendum

Addressing Recommendations #3 and #4 from the Mission Fulfillment and Sustainability Peer Evaluation Report.

In Fall 2020 EOU submitted a [Response to Recommendations #3 and #4](#) from the Year Seven Peer Evaluation Report, and the response was [accepted by the NWCCU](#) in January 2021. The main features of the response are summarized here, followed by an outline of relevant improvements that have been implemented since this report was submitted. EOU has been staying on track with all program evaluations and assessments, even during the past two years when higher education activity has been diverted and sometimes derailed by the global pandemic.

The Response to Recommendations #3 and #4 describes the following components of EOU's assessment and evaluation processes:

Each academic program at EOU has defined specific program learning outcomes (PLOs) and is expected to engage in assessment of their PLOs, analysis of their results, and recommendations for improvements. The results of these student learning outcome assessments from 2009 forward can be seen on the [Academic Program Assessment](#) site.

The General Education Core program is assessed via the [assessment of General Education Learning Outcomes](#) (GLOs), which EOU has chosen as Communication, Critical Thinking, Inquiry, and Civic Engagement. GLO assessments parallel the PLO cycle, with the results becoming part of the annual Academic Program Review in each discipline. The GLOs are assessed and evaluated on a rotating basis, mirroring the same outcomes assessed in the annual PLO cycle.

For both PLO and GLO assessments, faculty members are expected to emphasize their analyses and evaluations via a Closing the Loop Statement, to which is added an evaluative note from the Vice Provost for Academic Quality (VPAQ). The faculty conducting the assessments share their reports with their program faculty so everyone aligns with the plans for improvement. At the end of the academic year, upon completion of the assessment of a particular outcome, the VPAQ writes a Composite Report, aggregating the data from all the programs, summarizing the results, highlighting strengths revealed in the data, noting gaps and recommending improvements. The academic program improvement plans are entered into the annual Academic Program Reviews (APRs) for follow through the next academic year, when Improvement Reports are submitted. In these ways, evaluation with an emphasis on teaching and learning improvement is continuous.

In addition to the academic assessment processes described above, EOU engages in program planning and evaluation for all units across the institution. This process follows an annual cycle and is centered around our individual and collective progress towards our strategic plan, [The Ascent 2029](#). There are multiple opportunities for

evaluation and analysis woven into the institutional effectiveness process, ensuring that the priorities articulated in The Ascent 2029 will serve to guide decisions on resource allocation and the application of institutional capacity. The places where evaluation most clearly occurs are:

- Annual Departmental Reports. Each department or unit monitors and reports on unit KPIs (which are self-selected and not the same as The Ascent 2029 KPIs) for the major functions that unit has identified. Departmental reports follow a [report template](#) in which each of the unit goals must be related to a Goal from The Ascent 2029. Informed by data on current performance, each unit evaluates their achievements and identifies actions to improve performance.
- Budget requests. Units are expected to modify their internal resource allocation in order to implement improvements that will help progress toward departmental and ultimately institutional goals, as measured by the unit and institutional KPIs. Units may also request additional resources by submitting a [Scope Document](#) to the responsible Vice President. The [Scope Document template](#) incorporates an evaluative process by including a description of the need, the plan for improvement, and the expected outcomes in terms of the KPIs. The highest priority requests are incorporated into the annual budget cycle.
- Budget & Planning Committee review. The Budget and Planning Committee makes recommendations concerning [institutional budget requests](#) to the University Council, which provides recommendations to the Executive Cabinet. The Budget & Planning Committee is expected to review and analyze data on the institutional KPIs and to ensure that their recommendations are aligned with the EOU mission, Core Themes, Objectives, and The Ascent 2029.
- Executive Cabinet review. The Executive Cabinet, based on Budget & Planning Committee input and their own review of performance, undertakes another evaluative process as they prioritize requests and make recommendations to the President, who in turn approves the final budget request that is submitted to the Board of Trustees.

Since the response to Recommendations #3 and #4 was submitted (fall of 2020), some changes have been made to EOU's processes as described above. The current processes are described in detail in the mid-cycle report parts 1 through 3. The main changes relevant to Recommendations #3 and #4 can be summarized as follows:

Academic Program Reviews continue to be done annually, with a comprehensive longitudinal assessment every five years. These reviews now follow updated templates (the [Annual Academic Program Review Template](#) and the [Longitudinal Academic Program Review Template](#)) that specify the data elements for the review. Data is provided by the Office of Institutional Research; program reviews are managed by the relevant College Dean, and structural organization and access is gained through the use of the Campus Labs software.

In lieu of the Vice Provost for Academic Quality, the Advisory Committee for the Center for Teaching Learning and Assessment (CTLA) has been restructured ([link to new](#)

structure doc) and is now responsible for overseeing student learning assessments. This year CTLA focused on the processes for Program Learning Outcomes assessment and General Education Learning Outcomes Assessment. They have made these assessments more ubiquitous by shortening the evaluation cycle so that assessments occur more frequently, and they have streamlined the evaluation processes by using Campus Labs software and by making rubrics readily available in Canvas. The CTLA is now starting to incorporate new assessments into the cycle, such as assessment of EOU's Diversity coursework (the [Difference, Power and Discrimination Program](#)).

The annual schedule for reviews and assessments can be seen together in context with processes that make use of that data. This is shown in our [Annual Planning, Effectiveness and Assessment Calendar](#). Two examples of processes that make explicit use of assessment data to aid in decision making are the budget request process and the CTLA plans for upcoming faculty professional development, and to aid in clarity the schedules for both of these processes can be seen adjacent to the assessment schedules.

The assessment and evaluation processes continue to follow best practices already established at EOU: specific training for faculty involved in the assessment processes to ensure meaningful and compatible results, continued focus on closing the loop and moving ahead with improvements based on results, and ubiquitous faculty sharing and discussion of results.