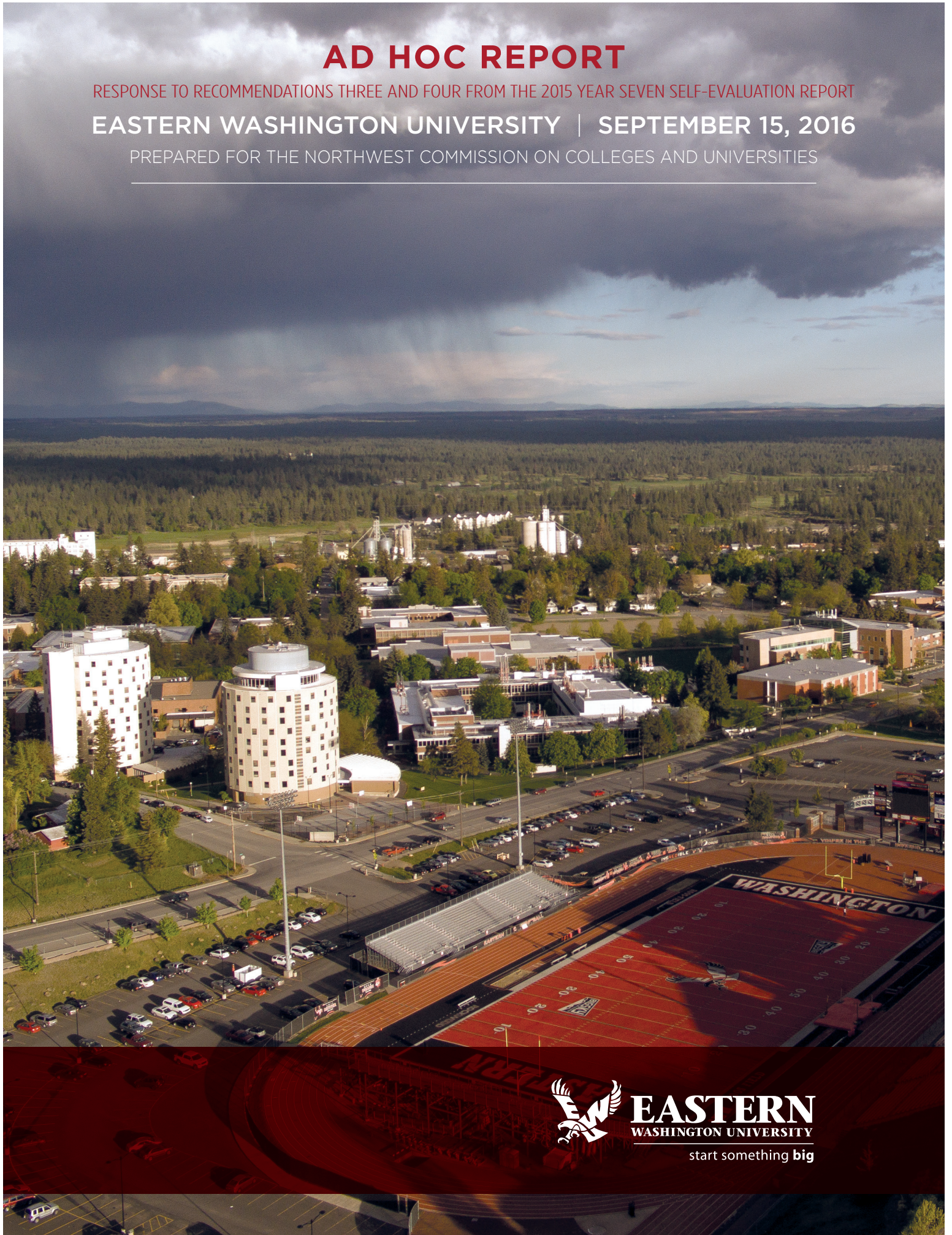


AD HOC REPORT

RESPONSE TO RECOMMENDATIONS THREE AND FOUR FROM THE 2015 YEAR SEVEN SELF-EVALUATION REPORT

EASTERN WASHINGTON UNIVERSITY | SEPTEMBER 15, 2016

PREPARED FOR THE NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES



EASTERN
WASHINGTON UNIVERSITY

start something big

Table of Contents

Introduction 1

Response to Recommendation Three..... 2

 Assessment Plan Development and Overview 2

 2015-16 Assessment Activities and Future Plans 5

Response to Recommendation Four 12

 Assessment and Alignment of Core Themes and Indicators 12

 Other Assessment Activities 15

 Capacity, Communications and Decision-Making 15

Conclusion..... 17

References 18

APPENDICES 19

 Appendix A - EASTERN WASHINGTON UNIVERSITY FACULTY SENATE FACULTY GOVERNANCE OF
 ACADEMIC ASSESSMENT 20

 Appendix B – EASTERN WASHINGTON UNIVERSITY ASSESSMENT COMMITTEE PLAN 23

 Appendix B.1 – EASTERN WASHINGTON UNIVERSITY PROGRAM STUDENT LEARNING OUTCOMES
 MAPPING 28

 Appendix B.2 – EASTERN WASHINGTON UNIVERSITY CRITICAL FOUNDATIONS SLO’s 29

 Appendix B.3 – NWCCU STANDARDS AND PROCEDURES STANDARD FOUR: EFFECTIVENESS AND
 IMPROVEMENT 30

 Appendix B.4 – EASTERN WASHINGTON UNIVERSITY LIST OF PROGRAMS WITH EXTERNAL
 ACCREDITATION 31

 Appendix C – EASTERN WASHINGTON UNIVERSITY ASSESSMENT COMMUNICATION PLAN 32

 Appendix D – EASTERN WASHINGTON UNIVERSITY TIMELINE FOR ACADEMIC ASSESSMENT 33

 Appendix E – EASTERN WASHINGTON UNIVERSITY MISSION AND CORE THEMES ALIGNMENT 34

Introduction

In May 2015, the Northwest Commission on Colleges and Universities (NWCCU) completed its Year Seven Comprehensive Self-Evaluation Peer Review site visit at Eastern Washington University (EWU). On July 20, 2015, NWCCU, while reaffirming the University's regional accreditation, made four Recommendations.

Recommendation One was addressed in an ad hoc report submitted August 27, 2015. Recommendation Two was addressed in the EWU Year One Self-Evaluation Report, submitted March 1, 2016. This Ad Hoc report addresses Recommendations Three and Four and how EWU will improve performance on the related standards.

NWCCU's Recommendation Three asked that EWU "engage in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments, and that it document through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however, delivered, achieve identified course, program, and degree learning outcomes (Standards 4.A.3 and 5.A.1)."

NWCCU's Recommendation Four asked that EWU's core theme assessments and results of assessments of programs and services be: "a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by forming planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner" (Standard 4.B.1).

This report addresses each recommendation as well as significant capacity developments at EWU to ensure the improvement and sustainability of a meaningful assessment program.

Response to Recommendation Three

Recommendation 3. The evaluation committee recommends that the institution engage in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments, documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes (Standards 4.A.3 and 5.A.1).

This section of the ad hoc report describes the following:

- Assessment Plan Development and Overview
- 2015-16 Assessment Results and Future Plans

Assessment of Core Themes and non-academic programs and units will be discussed in our Response to Recommendation Four.

Assessment Plan Development and Overview

Pilot Plan and Lessons Learned

In 2014-15, the university created an Assessment Committee that brought together administrators and faculty to prioritize and address issues around academic assessment. Currently, the Assessment Committee membership consists of representatives from Academic Affairs administration and faculty representatives from each college. It is a hybrid committee owned jointly by the administration and Academic Senate, reflecting the active system of shared governance at EWU.

As the university entered year one of its new accreditation cycle, work began to address NWCCU recommendations identified in the Year Seven Evaluation. A pilot assessment project focused on Core Skills Literacies (reflected within general education curriculum) launched in fall 2015, with the goal of evaluating this pilot in winter quarter 2016. Ongoing discussions followed with the Assessment Committee, the Academic Senate, the Provost, and other campus constituencies concerning the scope, assessment team membership, communication, and engagement about assessment. As a result, the membership of the committee was expanded to include all Faculty Organization committees that dealt with curriculum and programs, including the GE Committee/Critical Foundations Council. The new members not only brought valuable knowledge and experience, but also helped improve communication between the Assessment Committee and Academic Senate.

As the pilot continued, dialogue led to the realization that focusing on a new set of degree learning outcomes, such as the Core Skills Literacy pilot, was not aligning as well as expected with the existing Student Learning Outcomes (defined by majors and programs) and with the developing new general education program (Critical Foundations). Furthermore, stakeholders realized that the Core Skills Literacy assessment did not encourage or promote faculty-led assessment efforts or innovation that would ultimately serve to strengthen curricula, either in general education or program assessment.

Evaluation of the pilot continued during this transitional period at the same time as the Assessment Committee identified improvements and proposals for a new plan. The initial goal for the Core Skills Literacy assessment was for 25% of departments to complete this pilot assessment. This goal was exceeded in both winter (28% completed) and spring (30%) quarters, even as the university was actively evaluating this project and planning for an improved system.

One of the outcomes of this dialogue and introspection was a statement adopted by the Academic Senate reaffirming the faculty's commitment to assessment (see Appendix A). Ultimately, in spring 2016 the Assessment Committee and Academic Senate approved a new plan that did not include the Core Skills Literacies.

The campus's ability to evaluate the effectiveness of the pilot and to make changes demonstrates a commitment to meaningful and adaptable assessment, consistent with a maturing assessment program and a strong commitment to shared governance.

New Assessment Plan Overview

As noted above, substantial campus-wide discussions occurred around the development and design of an Assessment Plan that would build on existing strengths but also forge new ground to reinforce efforts. This EWU Academic Assessment Plan (hereafter referred to as the Assessment Plan—see Appendix B) was approved by the Academic Senate on May 23, 2016, and will serve to address NWCCU recommendations. The new Assessment Plan builds on the existing participatory model for programmatic assessment of student learning. In it, program faculty lead the process, from identifying the SLOs to designing meaningful assessment of student achievements and reporting. The Assessment Plan does not dictate how programs are to assess their SLOs. Instead, it sets minimum standards for what programs need to address in their own assessment plans, to ensure that all EWU programs will meet the NWCCU standard of “regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.”

The Assessment Plan is designed to:

- Require systematic and comprehensive assessment plans from the academic program level to the university level;
- Incorporate systematic review of student learning outcomes;
- Strengthen assessment system reporting to encourage reflection on teaching, student learning, and communication of assessment findings to the university community;
- Encourage innovation in the measurement and evaluation of student learning;
- Document efforts at all levels; and
- Use assessment data to inform academic planning, curriculum reform(s), and enhanced student learning.

To ensure effective and consistent communication across campus, the Assessment Committee drafted an Assessment Communication Plan (see Appendix C). In this plan, communication related to assessment matters across the university flows from and to the Assessment Committee. This

communication plan has been approved by the Assessment Committee and accepted by the president and provost. The purpose of the communication plan is to ensure that assessment information is disseminated consistently across campus. The Assessment Committee has also created a timeline to guide the assessment process (see Appendix D).

Four highlights of the new Assessment Plan include:

1. *The Assessment Plan promotes an environment that encourages authentic assessment and continuous improvement.*

It outlines the traits to foster a culture of assessment, such as:

- Assessment is driven by meaningful questions about teaching and learning.
- Faculty and programs are not penalized for identifying areas that need improvement in their courses or programs.
- Assessment results are used to generate program, departmental, and institutional dialogue and exchanges on teaching and learning.
- Resources and support for ongoing faculty development in assessment activities are available and adequate.
- Assessment results of student learning are shared broadly and used widely in meaningful ways.

2. *The Assessment Plan sets minimum standards for SLOs and the process of program assessment.*

All programs must have up-to-date SLOs that are content-specific, measurable, used to improve student learning, and mapped to EWU's mission and goals. Additionally, every course must have a syllabus with course SLOs, with at least one of the SLOs mapped to the program or general education SLOs. As a result, programs will be mapped to EWU mission, core themes, course-level SLOs, and program-level SLOs.

Each Program Assessment Plan will include, in part:

- A process for loop closure – the identification and implementation of curricular changes to improve student achievement of SLOs;
- The mapping of how program SLOs are met in courses;
- Specific procedures for how the program will assess SLOs; and
- How programs will collaboratively review assessment results

All degree programs that include online, hybrid, and distance education components will explicitly address how they are going to assess courses in those modalities as part of their program assessment.

3. *The Assessment Plan requires annual and comprehensive reporting of assessment results.*

Each program will report annually on their assessment efforts (including loop closure), as well as reporting every five to seven years on assessment results for all their SLOs over that period. Programs that are accredited by external professional commissions are encouraged to coordinate their annual and

periodic assessment reports with the requirements and schedule of their external accreditation reports. Review and dissemination of these results is discussed further below.

4. The Assessment Plan promotes alignment between student learning outcomes and university mission and goals.

Student learning outcome assessment will be one of the major avenues for EWU to measure its success towards mission fulfillment in terms of personal transformation and excellence in learning. Alignment between student learning outcomes and university mission and goals is emphasized.

2015-16 Assessment Activities and Future Plans

Recommendation Three suggests, in part, that institutions should engage in and document “through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes (Standards 4.A.3 and 5.A.1).”

In response to Recommendation Three, EWU has done the following: established college assessment committees, completed an inventory and review of existing program-level SLO assessment reports; reviewed college-level summary reports; created a system for improved analysis of the program-level SLO reports and college-summary reports; and begun work on a modified plan that will assess the proposed new Critical Foundations general education.

College Assessment Committees and Other College-Level Changes

College-level assessment committees have been established to develop best approaches to fit the size, structure, and disciplines represented within each college. This approach has supported each college’s transition toward stronger faculty-led assessment and will assist in annual college assessment reporting. The following are examples of models adopted and activities conducted within the colleges.

The College of Arts, Letters and Education (CALE) encompasses a variety of academic and professional programs, four of which are accredited externally. Previously the college assessment activities were coordinated through the dean’s office. In Fall of 2015, the college assessment committee was formed for the purpose of having a single point of contact in each department to assist in gathering data which resulted in an excel database of each program mapped to their associated courses, SLOs and the university core literacies. As a result of the new university assessment plan, the college is in the process of reforming its assessment committee, with representatives from all departments. The committee will oversee assessment activities in the college, review assessment plans and provide feedback for each program, ensure program revisions are based on evidence collected, as well as support and communicate the needs of the central university assessment committee. The college also currently has a Director of Assessment, who primarily assists Professional Educator programs (Teacher Endorsement areas, Principal Program, School Counselor, and School Psychologist) with assessment and data reports

to the Washington State Professional Educator Standards Board (PESB). The Director of Assessment has worked collaboratively with the Office of Information Technology and the Department of Education to develop a high-impact, sustainable assessment system that provides strong communication tools for timely response to candidate- and program-level data.

The College of Business and Public Administration (CBPA) committee consists of faculty representatives from all programs under AACSB accreditation. The committee coordinates assessment activities, reviews assessment results, and makes recommendations on undergraduate and graduate program curriculum modifications. Assessment is conducted in core courses, with each learning goal assessed once or twice each academic year.

The College of Health Science and Public Health (CHSPH) consists primarily of professional programs at the graduate level. With the exception of the undergraduate program in Health Services Administration, all college programs are nationally accredited or in the process of becoming nationally accredited. Each program's assessment plan is formulated by the requirements of accreditation. In 2015-16, the CHSPH assessment committee facilitated assessment activities, including the Core Skills Literacy assessment and the annual student learning outcomes assessments. This committee also provided feedback on drafts of the university's Assessment Plan. In 2016-17, the CHSPH assessment committee will develop a college assessment plan that accommodates the requirements of the university's Assessment Plan while integrating the common elements of the programs' assessments around individual program accreditation requirements.

The College of Social Sciences (CSS) consists of a variety of departments and programs, some of which are externally accredited. The six members of the newly formed college-level assessment committee were chosen for their respective expertise in educational assessment, institutional research, institutional as well as disciplinary accreditation, and both quantitative and qualitative research methods. The committee functions primarily as an advisory body, supporting assessment efforts with the goal of promoting a positive assessment culture in the college. In 2015-16, members of the CSS college assessment committee reviewed previous assessment reports to determine the state of assessment in the college. In summer 2016, the committee members developed a draft of college assessment policies and procedures for faculty vote.

The College of Science, Technology, Engineering, and Mathematics (CSTEM) coordinates assessment activities through the college council of chairs. Several programs within the college are externally accredited (e.g. ABET) and follow assessment guidelines from their external accrediting body. Assessment for programs without external guidelines are coordinated through the council of chairs and implemented at the departmental level. During the summer of 2016 and in preparation for the new school year, the council of chairs is reviewing program-level student learning goals and developing comprehensive curriculum maps for degree programs housed in the college. In 2016-17 the college will form a new college Assessment Committee that will use the revised curriculum maps to inform the development of formative and summative assessments for programs within the college.

Moving forward, all college assessment committees will provide an important support structure for the implementation of the new university Assessment Plan, ensure alignment of college plans to institutional mission and goals, promote a culture of assessment, and provide recommendations for

curriculum modifications to improve student learning.

Strengthening Student Learning Outcomes (SLOs)

In 2015-2106, the Assessment Committee, Undergraduate Affairs Council, Graduate Affairs Council, and the Critical Foundations Council initiated a process to ensure continuous review of SLOs. This process will ensure that students who complete educational courses, programs, and degrees, wherever offered and however delivered, will achieve identified course, program, and degree learning outcomes.

The Undergraduate Affairs Council (UAC) began this process by evaluating SLOs published in the 2015-16 academic catalog. The evaluation determined SLOs were present for every program. The UAC contacted programs with SLOs that were determined to be weak and encouraged them to consider revision in preparation for developing new program assessment plans. Under the new Assessment Plan, all programs will be required to have or develop program assessment plans, beginning in 2016-17.

In the future, SLO review will be an integral part of the approval system for new or revised courses and programs. This system is organized through the Course and Program Approval Committees (CPACs) associated with each of the committees mentioned above. Beginning in fall 2016, CPACs will review SLOs to ensure that SLOs are suitable, appropriately mapped, rigorous, and measurable.

Program-Level SLO Assessment Reports

In 2015-16 the Assessment Committee focused on creating the new assessment plan. As reported above, that process was participatory and comprehensive; it required the entire academic year to complete. As a result, the Assessment Committee elected not to change the current practice of requiring programs to annually assess at least one SLO. Since 2012-13, the template for the program SLO reports has included a closing-the-loop analysis for the purpose of demonstrating how assessment-related adjustments to courses or programs have impacted student learning, instruction, or curriculum. Programs continued to follow this practice, assessing at least one SLO, demonstrating loop-closure, and submitting their reports in the fall quarter. The reports are available on an [assessment webpage](https://access.ewu.edu/academic-planning/academic-planning/faculty-support/student-learning-assessment) located at: (<https://access.ewu.edu/academic-planning/academic-planning/faculty-support/student-learning-assessment>). The website also features college-level synthesis reports and other related resources. As noted elsewhere in this report, efforts are underway to improve access and usability of assessment information.

The core of EWU's prior method of academic assessment was program-level SLO assessment reporting, with reports submitted annually by every major and certificate program. In 2014-15, 88% of undergraduate programs reported on assessment activity (N=130), and 66% of graduate programs reported (N=35). This is a significant increase from the 40% undergraduate rate and 18% graduate rate of program SLO assessment reporting in 2010-11.

In addition to tracking report submission, the Assessment Committee has reviewed the program-level SLO assessment reporting for 2014-15. This assessment reporting is variable in quality for both measurements used and in how systematically SLOs are assessed and reassessed. Based on issues

identified in this review, the new assessment webpage will continue to incorporate exemplars of reports and will add rubrics along with information on best practices to assist programs in improving the quality of assessment and reporting. In addition to the webpage, a compiled report of suggestions and recommendations will be shared with each college and each program. The Assessment Committee members will make themselves available to programs to discuss any of the suggestions and recommendations in order to build on our collective strengths and continue moving the university culture in a positive direction around assessment.

The Integration of Institutional Research Data in SLO Assessment

One of the topics that emerged from discussions on assessment is the use of institutional data in SLO assessment. Ongoing discussions have identified areas where institutional data should be used in assessment. New administrative models for institutional research and data storage are currently being explored, as are ways faculty development will support and enhance more effective use of these data. Faculty are interested, for example, in using data from the National Survey of Student Engagement (NSSE).

Critical Foundations (General Education) Assessment

Critical Foundations is the name for the proposed new general education curriculum. The Critical Foundations committee will be reworking general education assessment, in part, by replacing existing general education assessment with more manageable goals and outcomes. While the former general education program assessed dozens of goals and outcomes that are unique to particular classifications, the new Critical Foundations identifies six SLOs, based on the AAC&U LEAP¹ project. These SLOs will anchor student learning from the first year through the capstone experience. (See Appendix B.2 for a list of the Critical Foundations Student Learning Outcomes.)

For inclusion in Critical Foundations, each course will be required to submit a plan for meeting and assessing the SLOs for which it is responsible. Courses must submit assessment findings as part of a five-year re-approval cycle. This system will create a constant stream of assessment data around Critical Foundations SLOs, courses, and student learning in general education. The Critical Foundations director will summarize assessment activity annually, submit that summary to the Assessment Committee, and share with the campus community.

Pilot implementation of the Critical Foundations SLOs in courses is currently underway. In 2015-16, six sections of First Year Experience (FYE) were developed. Student learning was assessed via assignments, surveys, focus groups with students, and conversations with instructors. The findings were used to modify the second-year FYE pilot, which has been expanded to 17 sections, serving roughly 20% of 2016-2017 first-year students.

¹ Retrieved July 28, 2016, from <https://www.aacu.org/leap/essential-learning-outcomes>

In addition to the FYE, upper-level capstone courses are being assessed with new outcomes, focusing on setting baselines and identifying assignments and rubrics that fit into the existing curricula. Extending and expanding the Critical Foundations assessment into other categories of general education courses is planned, following full approval.

Streamlining and Integrating Processes for Assessment

During the 2016-2017 academic year, members from both the Assessment Committee and Program Review Committee are facilitating an analysis to determine how the new Assessment Plan aligns with academic program review.

In addition, analysis of how the new Assessment Plan will work with the course and program approval process will also be undertaken. Seamless integration of the new Assessment Plan will reinforce faculty buy-in and enable faculty to focus on meaningful assessment, using results for improved teaching and learning. In the coming academic year, the Assessment Committee will continue to work with, administrators and Information Technology staff to ensure that efficient information and data storage systems are implemented to support the changes being ushered in by the new Assessment Plan.

Information Technology

To facilitate the use of assessment findings in decision-making, an assessment management software package will likely be a necessary tool, as it would allow the university to easily document and track assessment activity. For the Core Skills Literacy assessment conducted this past academic year, an in-house system was developed for the collection of assessment reports. This pilot provided the opportunity to evaluate the feasibility of building and maintaining an in-house assessment management system. A subcommittee of the Assessment Committee evaluated third-party assessment management software such as LiveText, eLumen, and WEAVE, during Summer 2016; their report will be considered by the Assessment Committee in fall 2016, so a recommendation can be made regarding a system that best meets assessment needs.

Information Technology staff worked with faculty members to identify how they can use existing tools within Canvas, our learning management system, for assessment purposes. The spring 2016 Information Technology Showcase featured faculty workshops on Canvas rubric development and use as well as on other student outcomes tools. The Summer 2016 Teaching and Technology Boot Camp provided additional professional development opportunities for faculty in using technologies to improve student learning and support effective and efficient instructional strategies and management practices.

Enhancing Assessment Resources and Professional Development

While EWU has provided ongoing faculty development opportunities around assessment, more targeted efforts are needed to facilitate the development of program assessment plans under the new Assessment Plan. Faculty development in assessment will be integrated into new initiatives such as Critical Foundations and the new Faculty Commons (professional development center). The following are some examples of professional development efforts currently underway or planned:

Assessment Day: The Assessment Committee is working with the President and Provost to establish a University Assessment Day during the 2016-2017 academic year. Assessment Day will include emphasis on areas such as “closing the loop,” using assessment findings to improve student learning, and employing curricular changes for continuous improvement in student learning. In addition, work sessions will be held for faculty to collaborate on developing program assessment plans.

Assessment Conferences: Three members of the Assessment Committee attended the AAC&U General Education and Assessment Conference in February 2016 to learn about best practices in general education and degree assessment. Several administrators and department chairs attended assessment workshops at Gonzaga University. The chair of the assessment committee attended two AACSB Assurance of Learning Seminars in January 2016.

As resources allow, we will send faculty to assessment-related conferences, workshops and webinars. In addition, an interdisciplinary team of faculty and Academic Affairs’ staff applied for and was accepted to attend the inaugural *Teaching and Learning National Institute: Using Evidence for Improvement*, hosted at Evergreen State College in August 2016. The institute invited “participating campus teams [to] develop evidence-based action plans aimed at improving effective instructional practices, student engagement, and student learning and success.”² The Institute emphasized the role of assessment in student learning and the use of NSSE data and new faculty mentoring to improve teaching, learning and assessment. The team of faculty and staff included members of the Faculty Commons Task Force of the Student Success and Retention Committee.

The attending team will present their plans in fall 2016 for discussion and implementation during 2016-17. There are currently around 15-20 additional faculty and staff who have demonstrated interest in this project and have indicated commitment to its success.

Faculty Resources on Assessment: The Assessment Committee is building a comprehensive assessment website to meet a number of purposes: 1) provide centralized resources on assessment; 2) provide a greater array of current resources; 3) reduce redundancies; and 4) find and remove outdated assessment material. Currently, the committee plans to link the site to the Provost and Faculty Commons websites. Assessment resources will include exemplars of annual SLO assessment reports, rubrics used by faculty, information on best practices, and other resources designed to assist programs in assessment. In addition, the EWU Libraries have started to systematically build its collection of assessment resources. Currently, there is an assessment resource page with links to items available that

² Retrieved July 27, 2016, from <http://www.evergreen.edu/washingtoncenter/tlni/index.html>

will be connected to the new assessment website. The Faculty Commons and the EWU Library have recently purchased books on assessment for faculty and administrator use.

Professional Development for Administrators: Administration plays an integral role in promoting a culture of assessment at Eastern Washington University, so the university continues to encourage professional development on assessment for administrators. To promote this culture of assessment, senior-level administrators have committed to faculty efforts in using assessment results to improve curricula and encourage assessment as a form of scholarship in teaching and learning. In addition, administrators will continue to articulate the importance of assessment in improving the teaching and learning process. Assessment training is also a regular part of professional development within support units outside of Academic Affairs.

To encourage the use of assessment results in decision-making at various levels, information that facilitates program, college and university-level decision making will be widely available and distributed. Finding new ways to synthesize or aggregate assessment findings to support innovation and planning will be an ongoing project of the Assessment Committee.

Response to Recommendation Four

Recommendation 4. The evaluation committee recommends that Eastern Washington University's Core Theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner (Standard 4.B.1).

This section of the Ad Hoc Report describes the following:

- Assessment and Alignment of Core Themes and Indicators
- Other Assessment Efforts
- Capacity, Communication and Decision-Making

Assessment and Alignment of Core Themes and Indicators

EWU's Year-One Self-Evaluation Report identified core themes and measurements to be used to promote university mission fulfillment. The themes were developed through an iterative process that began with the work of a Blue Ribbon Task Force on Accreditation and Institutional Alignment, appointed by the President. The task force consisted of faculty and staff from a variety of areas including Academic Affairs, Student Affairs, and Information Technology. The vice presidents then expanded upon their work. Three themes emerged:

- *Student Academic Achievement*
- *Student Support and Development*
- *Faculty Support and Development*

The core themes have been approved by EWU's Board of Trustees at their February 26, 2016 [meeting \(https://www.ewu.edu/Documents/Administration/BOT/2016/022616_BOT_Minutes.pdf\)](https://www.ewu.edu/Documents/Administration/BOT/2016/022616_BOT_Minutes.pdf).

Each core theme is guided by lines of inquiry to focus reflection, with indicators linked toward assessing effectiveness. These themes and indicators are aligned directly with Eastern's mission and strategic planning. The graphic in Appendix E demonstrates how this alignment is achieved between the mission and core themes. Of particular note, indicators have direct linkages to key initiatives within strategic planning. Pursuit of these initiatives will naturally lead to the ability to assess effectiveness as scoped through the inquiry questions and indicators for each core theme.

While new indicators are more specific and have a clearer rationale than the indicators in the previous accreditation cycle, Eastern recognizes that some indicators reflect assessment efforts that are more mature than others. The goal is to improve and to bring all efforts and indicators to a highly developed level. Since submission of the Year One Self-Evaluation in the spring, Eastern has made steady progress in planning, evaluating and implementing systems to assess the desired outcomes of programs and services toward demonstrating satisfactory mission fulfillment.

For the first core theme, Student Academic Achievement, two areas of inquiry are identified:

- Quality Academic Programs: How well do our programs prepare students to achieve success in general literacies (in addition to subject matter competencies) and chart their course for graduation?
- Undergraduate Student Research: How effectively do we engage undergraduates in research opportunities?

Indicators under this theme focus on graduation rates, First Year Experience, advising, assessment, faculty engagement, and undergraduate research. These are reflective of [strategic planning](https://sites.ewu.edu/universityinitiatives/?utm_source=JFY) initiatives (https://sites.ewu.edu/universityinitiatives/?utm_source=JFY), in particular the Graduation Project and Faculty/Staff Support initiatives.

Measurement of core theme indicators identified in the Year One Report has begun already. For example, in 2016-2017, the First Year Experience will enroll 425 first-year students, well over the projected 20% of incoming students. These numbers exceed the Year One Self-Evaluation Report's metric of "15 sections of FYE, enrolling approximately 25 students in each section" (page 9) for a total of 375 students. The expected enrollment exceeds the projected metric by 13.3%.

As discussed in the response to Recommendation Three, a major effort has been to begin a dialogue toward the creation of a meaningful and useable academic assessment. To this end, the campus experimented with Core Skills Literacy assessment in winter and spring of 2016. Over 25% of academic departments completed the assessment, which was the goal for the initial roll-out. Evaluation of the data collected is underway. What was learned importantly was that there was not universal buy-in from stakeholders and that the assessment metrics selected were not perceived to be meaningful by many faculty. As a result, a new assessment process was created under the leadership of Academic Affairs and Faculty Senate. This may influence the indicators that were previously identified in the Year One Report related to Academic Assessment. This adaptation is consistent with best practices in assessment, as articulated through Standard 5.

Additionally, assessment was conducted with students who took part in the National Conference of Undergraduate Research (NCUR) and the EWU Student Research and Creative Works Symposium. Of those students surveyed, 88% reported gains in their ability to speak publicly. This is both a Core Skills Literacy and part of the Critical Foundations student learning outcome to *Communicate Effectively*.

For the second core theme, Student Support and Development, two areas of inquiry are identified:

- Co-curricular Engagement: How effectively do we engage students in learning outside the classroom while integrating their curricular and co-curricular experiences in meaningful ways?
- Support Programs: How effectively do we support a diverse population in identifying and achieving academic goals?

Indicators for this theme focus on co-curricular programs that engage students with faculty and career preparation, as well as on academic support programs for the diverse EWU student population.

As with the first core theme, this theme reflects strategic planning and is rolling out in a multi-pronged method, with leadership across campus, working collaboratively. In particular, the Graduation Project is directly linked to this theme. One key partner in all these themes, but particularly theme two, is the Student Success and Retention Committee (a hybrid committee of faculty, administrators, and students that was launched by the Faculty Organization).

EWU is presently compiling the results of the annual alumni survey (*Life After Eastern*) and will continue assessment of the Career Mentoring program, which will assist in further improving professional readiness opportunities for students as described in this theme. The Living-Learning Communities program is mobilizing to ensure a more robust assessment program in the coming year. Changes to the organizational structure in Housing and Residential Life now provide higher level management support for this critical program. Additional re-organization in Academic Affairs will ensure that academic support programs will receive similar high level leadership support and accountability. All these changes have taken place since the submission of the Year One Self Evaluation. And, finally, conversations have commenced within the Student Success and Retention Committee to study graduation gaps among disaggregated demographic groups.

For the third core theme, Faculty Support and Development, two areas of inquiry are identified:

- Intellectual Community: How effectively do we develop faculty learning communities that promote excellence in research, scholarship, and creative activity?
- Professional Development: How well do we deliver the tools and resources for faculty professional development?

Indicators in this theme focus on supporting faculty scholarship and professional development. Like the indicators for core themes one and two, the indicators for core theme three are more specific and better aligned with our strategic planning than the indicators in our previous accreditation cycle. Our strategic planning initiative of Faculty/Staff Support is critical to achieving the indicators we have identified. Much of the activity described within the indicators will be driven by our newly launched [Faculty Commons](https://sites.ewu.edu/facultycommons/about/) (<https://sites.ewu.edu/facultycommons/about/>). The Commons is now configured with faculty leaders to guide assessment, as well as a designated Director to provide leadership for the coordination of this core theme. These are new additions to the university organization since the submission of the Year One Self-Evaluation.

A powerful commitment to creating a culture of assessment is enabling individual faculty, academic programs, and the university as a whole to determine points of strength and “inform decisions that affect student learning” (Walvoord, 2010). Importantly, the university has been building the capacity to engage in the level of assessment program that will truly inform decision making. The above examples demonstrate that Eastern is making good progress in engaging stakeholders in the assessment process and in creating the infrastructure possible to sustain our efforts.

Other Assessment Activities

Assessment work across the university in non-academic divisions takes varied forms depending upon the purposes and functions of the units. The goal of each assessment program is to reinforce the work of the division toward achieving the mission of the institution.

In addition to specific work on University Initiatives and the Core Themes, the support units have a variety of assessment programs to ensure the integrity of their services toward mission fulfillment. General descriptions are listed below. For examples of specific assessments, see each unit's home page.

Student Affairs (<https://www.ewu.edu/about/administration/student-affairs/cas-assessment-standards>) has created a strong assessment program that contributes to operational effectiveness and supports student learning. The division has in the past used the Council for the Advancement of Standards (CAS) instrument to conduct a comprehensive review. Student learning outcomes are developing at the department, program and activity level utilizing the domains developed through the work of ACPA and NASPA, as articulated in *Learning Reconsidered*.

Since 2015, the division has focused on three domains of Humanitarianism, Practical Competence, and Intra/Interpersonal Competence, as they were well aligned with the Core Skills Literacies being undertaken by Academic Affairs. An Assessment Team provides training, consultation and communication for departments to promote a culture of meaningful assessment.

The Division of Business and Finance undertakes regular assessments to ensure the sustainability and effectiveness of the university's financial and physical infrastructure to support student success. A variety of assessments is employed, such as data analysis, benchmarking, customer demand and satisfaction surveys, and external reviews (from specific accrediting bodies and the State of Washington). One example of how the division uses assessment is their work to assess sustainability measures (e.g., water conservation, waste reduction, and air pollution through a number of efforts such as landscaping improvements, water-bottle filling stations, recycling and composting and commute trip reduction).

The Information Technology (IT) Division is developing an overarching assessment plan with measures on IT's effectiveness in supporting the university. This new plan will be completed in fall 2016 and implemented in January 2017. This overarching assessment plan will correspond with the three-year IT Strategic Plan. Areas assessed include services, systems and constituent support and satisfaction. In addition, IT assists faculty when requested in the development of assessments for online offerings.

Capacity, Communications and Decision-Making

Capacity: For assessment to guide decision-making, results must be shared, data must be understandable and accurate, and stakeholders must engage purposefully. This is facilitated through an organization with capacity to collect, analyze and assist in assessment measurements. The accreditation process has enabled EWU to evaluate its infrastructure to achieve these goals. As a result, EWU is pleased to share the new initiatives and organizational supports that strengthen our assessment capacity and promote a culture of inquiry:

- Enhanced Assessment Resources and Professional Development (discussed in response to Recommendation Three)
- Enhanced Technology Support for Assessment (discussed in response to Recommendation Three response)
- Faculty Commons (spring 2016)
- New Office of Institutional Effectiveness, which will be critical in supporting meaningful and accessible data (summer 2016)
- Data and report management project (a 2-year project beginning summer 2016)
- Academic Assessment Committee (spring 2016)
- Student Success and Retention Committee charge (spring 2016)

Communications: The university is presently working on several fronts to improve communication about assessment. This includes the work of the Assessment Committee to create a helpful web site and the work of the communications team in Advancement to support overall communications about planning and initiatives. Presently, these efforts are highlighted on campus webpages (noted earlier) and updates pushed out regularly through our 24/7 faculty and staff newsletter.

Decision Making: As the university comes to the end of the 2012-2017 Strategic Plan (Inspiring the Future), the next planning effort is already underway. This effort (Eastern Inspires) will be grounded in and regularly supported through assessment. Below are just a few examples of how the campus uses assessment in decision-making:

- The new phase for strategic planning kick-off with the Board of Trustees will involve environmental scanning, using internal and external data and available assessment information.
- Reviews underway as described in the Core Themes will help to guide efforts as the strategic plan rolls out. The university views the strategic planning process as a one of continuous improvement that can adapt to data and trends as it progresses.
- Resource allocation: the university has traditionally used assessment in the resource allocation process. For example, the 2017-2019 Biennial Budget package to support STEM and to increase outreach to particular populations (Hispanics, Native Americans, Veterans) is based on national trends and on institutional data.
- The campus is enhancing resources for campus climate, to include a VP for Diversity, multicultural center, and cultural competency investments. These decisions are based on previous campus surveys and vigorous qualitative focus group processes. They are outlined on our strategic planning initiatives website.
- EWU is re-inventing academic advising, based on assessments and evaluation of best practices. This includes the addition of numerous staff, a new location, new technology, and policy improvements.
- Enhancements to faculty support, e.g. through our Faculty Commons, are based on assessments and evaluation of best practices.

Conclusion

Eastern Washington University's Year Seven Evaluation Team Report gave the university an opportunity to focus strategically on evaluating fulfillment of mission through development of a more comprehensive Assessment Plan that positions EWU to more effectively assess student learning, identify academic accomplishments, and continue curriculum reform to strengthen all academic programs. This process has also resulted in the development of meaningful core themes. Importantly, core themes, planning, and initiatives are all aligned with mission.

Campus-wide discussions and deliberate planning are enabling us to better assess student learning and curriculum design, moving the institution toward continuous improvement. In addition, the campus has a renewed focus on measuring and documenting how EWU students "achieve identified course, program, and degree learning outcomes."

Assessment provides a lens through which the campus can focus work and promote a culture of inquiry among all constituencies. Recognizing that assessment efforts are at various stages throughout the campus, EWU is mobilizing to make sustained improvements, as demonstrated through recent significant investment of resources. In particular, the campus is optimistic about the renewed Academic Assessment Plan, which has strong faculty leadership, and which outlines a clear vision to promote a culture of evidence and improvement.

A new sense of energy and purpose is evident across campus as efforts are underway to improve student learning, embrace a more comprehensive curricular review, and collaborate across the core themes within the umbrella of the EWU strategic plan.

All of these efforts support our mission to provide opportunities for personal transformation through excellence in learning.

References

Walvoord, B. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. San Francisco, CA: Jossey-Bass.

APPENDICES

Appendix A

EASTERN WASHINGTON UNIVERSITY FACULTY SENATE FACULTY GOVERNANCE OF ACADEMIC ASSESSMENT

BACKGROUND

This is the EWU Faculty Senate's statement on the faculty governance of course, program, and general education assessment for Eastern's campuses as developed by the Faculty Organization's Assessment Committee. The Faculty Senate established the Assessment Committee in 2014 as a standing committee responsible for assessment policy. The Office of Academic Planning, Graduate Programs, Grants and Institutional Research serves as the information gathering and reporting arm of assessment efforts.

PURPOSE

The purpose of this statement is to provide broad guidelines for conducting course, program, and general education assessment at EWU and to ensure faculty governance of the process. Specifically, these guidelines (a) provide direction and boundaries for assessment practices, (b) adequately address the requirements of the NWCCU (the accreditation agency), and (c) provide a foundation for the work of the Faculty Organization Assessment Committee.

The purpose of academic assessment is to help programs recognize ways in which they can improve, particularly in student learning. The Faculty Senate agrees that course, program, and general education assessment results are not to be used to evaluate faculty members, and results by themselves are not used for high-stakes decisions such as program closure.

STATEMENT ON GOVERNANCE

1. Program assessment defined

In this document, *assessment* refers to *course, program, and general education assessment*, which is different from individual course, student, and teacher evaluations. Assessment is an ongoing process that can be used to improve student learning and strengthen programs. It builds on (a) the long history in higher education of grading student work by looking at student achievement within and across courses and by looking at cumulative learning in students; (b) the rich body of literature about program assessment and evaluation; and (c) research about effective teaching and assessment methods.

2. The purpose of assessment is to help programs, including the Critical Foundations general education program, recognize ways in which they can improve, particularly in student learning

- A. Assessment results are used to improve student learning and to improve programs and courses.
- B. Programs engage in a continuous improvement cycle.

- C. A program uses assessment results to make informed decisions while taking its resources, context, and other sources of evaluative information into consideration.
- D. Colleges, departments and programs are encouraged to provide resources to faculty to conduct meaningful assessment.
- E. Programs can use assessment to communicate program standards, celebrate program successes, and identify resource needs.

3. Student learning outcomes help students

- A. Student awareness of course and program learning outcomes enable students to understand better what they can expect to learn, what they are learning, and what they have learned at the course, program, and institutional levels.
- B. Student learning outcomes set forth the anticipated or achieved results. They can be demonstrated by such indicators as student knowledge, skills, performance, and attitudes.
- C. The alignment of course, program, and institutional student learning outcomes is a crucial part of a coherent, cohesive student learning experience.

4. Faculty govern all phases of program assessment

Program assessment is a faculty-initiated, -driven, and -supervised process.

- A. *The faculty in a program identify appropriate program student learning outcomes; faculty apply learning outcomes to specific courses.* Faculty determine student learning outcomes at all levels, and they communicate them to students. Professional accrediting agencies may shape some programs' outcomes.
- B. *The faculty in a program select or design instruments and methods to collect evidence of student learning, including, but not limited to, evidence of students' overall levels of achievement.* Programs determine which instruments and methods are used to assess their programs' student learning outcomes and support faculty in assessing course student learning outcomes. Instruments and methods will vary depending on the context. In regards to general education and institutional outcomes, faculty participate in selecting and developing instruments and methods.
- C. *The faculty in a program collect evidence of student learning.* In order to interpret and use assessment results, background information about students is often needed while ensuring that conscientious attention is given to the confidentiality of collected evidence. Faculty ensure that all assessment reports maintain the confidentiality of the individuals involved. Programs secure the physical and electronic files that contain assessment data and destroy all personally identifiable information when the information is no longer needed.
- D. *The faculty in a program evaluate and interpret that evidence.* Faculty utilize course assessment to improve teaching and learning. Programs develop an improvement plan or a plan for the next cycle of assessment studies that is grounded in evidence-based discussions of student learning or concrete data.
- E. *The faculty in a program report and use results to guide program decision-making and changes if needed.* Programs decide the extent to which they will make raw data or overall, summarized assessment results available to non-faculty audiences.
- F. *The faculty in a program make recommendations for resources necessary to enhance assessment efforts and outcomes.*

Programs are encouraged to collaborate with faculty members of the Faculty Organization Assessment Committee to improve their assessment practices.

5. Faculty and programs report on assessment efforts

- A. Faculty and programs submit assessment reports to the Office of Academic Planning, Graduate Programs, Grants and Institutional Research, reports that are grounded in evidence-based discussions of student learning or concrete data. The reports describe their assessment process, improvement or assessment plan(s), use of results, and the impact of previous improvement plan(s). The Office of Academic Planning, Graduate Programs, Grants and Institutional Research summarizes the reports and makes the reports available in order to support EWU's case for re-accreditation as required by NWCCU.
- B. Programs' assessment reports become part of their departments' program review self-study documents.

Appendix B
EASTERN WASHINGTON UNIVERSITY
ASSESSMENT COMMITTEE PLAN

Introduction

The primary purpose of academic assessment is to enhance student learning throughout their experiences within a major discipline and through the degree requirements of undergraduate programs. To that end, each department or program that offers a curriculum leading to a certificate, major, or degree must create, and maintain as current, a Program Assessment Plan that explains how they assess each curriculum offered and report that assessment to the University. (Minors do not need a Program Assessment Plan.) The Critical Foundations program must also create and maintain a Program Assessment Plan. (To simplify the language, this document will hereafter refer to a department or program – including Critical Foundations – as “program”.) Each Program Assessment Plan should be based on the requirements of their accreditor or the practices of their discipline. As Program Assessment Plans are used for University planning and reporting on the University’s seven-year schedule of accreditation, it is necessary for accredited as well as non-accredited programs to create Plans and report on them.

EWU recognizes the importance of promoting an institutional environment of openness and trust that encourages authentic assessment and continuous program improvement. Such an environment for assessment has the following features:

1. Assessment is driven by meaningful questions about teaching and learning.
2. Faculty and programs have the autonomy to design a Program Assessment Plan that enables them to investigate student learning in ways that help inform their pedagogies and curriculum.
3. Faculty and programs are not penalized for honestly identifying areas that need improvement in their courses or programs.
4. Assessment results are used in programmatic decision-making processes such as Academic Program Review, strategic planning, and curriculum revision.
5. Assessment results are used to generate intra-departmental and institutional dialogues and exchanges on teaching and learning.
6. Resources and support for ongoing faculty development in assessment activities, such as the use of assessment results in improving teaching and learning, are available and adequate.
7. Assessment processes and results are transparent and visible at the institutional level.
8. Assessment results of student learning are shared broadly and used widely in consequential ways.
9. Assessment policies and processes are continuously evaluated and updated to reflect institutional needs and current best practices (i.e. assessment of assessment).

Assessment is not grading students nor evaluating faculty. It’s critically examining our curriculum and pedagogy to make sure that students are learning what we want them to be learning.

Background

In the summer of 2015, as part of our accreditation review, the Northwest Commission on Colleges and Universities (NWCCU) made strong recommendations for improvement; two of the four explicitly dealt with assessment. Our response to these recommendations will be carefully examined at our next review, and we must show substantial progress over the next few years in order to meet their expectations. The recommendations that are relevant to assessment are:

- [The evaluation committee recommends that Eastern Washington University] engage in regular, systematic participatory, self-reflective, and evidence-based assessment of its accomplishments, and that it documents through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes (Standards 4.A.3 and 5.A.1); and
- [The evaluation committee recommends that Eastern Washington University] ensure core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by forming planning, decision making and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner (Standard 4.B.1).

This plan responds to these concerns by:

- Strengthening assessment plans from the program level to the university level that are effective, regular, and comprehensive
- Creating a system of reporting that encourages self-reflection on teaching, student learning, and assessment findings, and then communicates it to the university community
- Encouraging innovation in the direct measurement and evaluation of student learning
- Documenting our efforts at all levels using assessment data to inform academic planning and enhance student learning achievements

The complete NWCCU standards for assessment and the complete recommendations and responses by our accreditation team regarding assessment are found in Appendices A and B respectively.

In February 2016, the Faculty Senate charged the Assessment Committee with developing a faculty-driven plan that would be submitted for approval by the faculty. This plan is a response to that charge and the statement passed by Faculty Senate regarding Faculty Governance of Academic Assessment (see Appendix A).

Office of Institutional Research, Demography and Assessment

The Office of Institutional Research, Demography and Assessment (OIRDA) plays an integral role in the assessment efforts of the University. The Office informs department and programs what data are available and how they can be utilized in program assessment. It collects data, provides summary reports and prepares data for specific analyses to meet program-specific assessment needs. The University Assessment Committee advises the office on communication of assessment information with the Faculty Senate and the campus community.

OIRDA reports annually to the University Assessment Committee, which will incorporate that information into the annual report about the state of assessment at the university. University-level data to be included in the report can be:

1. Non-classroom-based data (e.g. student high school GPAs, current GPAs, retention, graduation rates, time to graduation, etc.), for a variety of student populations

2. Results from NSSE and other student surveys (e.g. freshmen survey, transfer student survey, and alumni survey)
3. Additional information as identified by the Assessment Committee, colleges, and programs as useful to assessment efforts at the university

Student Learning Outcomes (SLOs)

The first step to strong assessment is clearly defined Student Learning Outcomes, so that students and faculty alike have a clear expression of what their goals are. Therefore:

Program SLOs

Each program must have up to date SLOs; these are published in the catalog. Program SLOs are content-specific, measurable, and are used to improve student learning. For reporting to our accreditors, program SLOs must be mapped to the University-level mission and goals. Draft language that may be used to do this can be found in Appendix B.1..

Critical Foundations SLOs

Critical Foundations has measurable goals used to assess student learning. The Critical Foundations proposed SLOs are in Appendix B.2; they will be published in the catalog. They will be reviewed regularly by the Critical Foundations Council.

Course Level SLOs

Every course must have a syllabus with course SLOs. Any course that is part of the curriculum of a program, including Critical Foundations (as a program), must have at least one course SLO mapped to the Program SLOs.

Program Assessment Plans

Different programs have different philosophies of assessment and different requirements from external bodies. To allow for that, programs are given flexibility in creating their own plan for assessment, within certain constraints:

- all programs SLOs must be assessed within a 5 to 7-year period
- assessment must include loop closure – the identification and implementation of changes to improve student achievement of SLOs,
- the mapping of how program SLOs are located in courses must be kept up to date.

One important aspect of assessment needs to be *continuous improvement* of student performance on the SLOs, rather than simply demonstrating a certain level of proficiency. (See Appendix B.3., Standard 4: Effectiveness and Improvement from NWCCU's Standard and Policies for information on its assessment requirements.)

Every program and Critical Foundations must have a Program Assessment Plan approved by the program (generally by a vote of the faculty in the program), the college, and the University Assessment Committee in collaboration with the Provost's Office.

Accredited programs may submit their accreditation assessment plan in fulfillment of the Program Assessment Plan. (See Appendix B.4. for a list of externally accredited programs).

- For non-accredited programs, the Program Assessment Plan should be based on the practices of their disciplines.

Requirements of Program Assessment Plans

The Program Assessment Plan must include, at a minimum:

- The current program SLOs
- Mapping of how courses and their relevant course SLOs fit in the program SLOs
- A timeline for assessing all the program SLOs within a 5-7 year period, including a plan for loop closure (changes to how an SLO is taught/achieved, and a second review to see how well those changes worked)
- Procedures for assessing program SLOs: how data for assessment will be collected, reported, and analyzed; what classes or students will be the focus for each SLO assessment; any forms and templates developed to collect or report assessment results that might be of broader interest; etc.
- A timeline for collaboratively reviewing course SLOs, program SLOs and the course mapping of the SLOs to keep them up to date
- Procedures for collaboratively reviewing the results of assessment results and having programmatic discussions about the findings and changes to be implemented
- Procedures for annual reporting of assessment activity, including loop closure
- Procedures for a comprehensive report of all assessment activity over the 5-7 year cycle of assessing all program SLOs

Annual Assessment Reports

Program Level

Each program reports annually on their assessment activities, their results, and progress in completing their approved Program Assessment Plan. They should also report on the state of classroom assessment activity in their program and incorporate any important assessment activity in their program beyond the specific work required in their Plan.

Each program also reports assessment activity in a more comprehensive way, including information on assessment of all SLOs, every 5-7 years in accordance with their Plan. This usually will be the section of their accreditation report or Program Review focused on assessment. These reports are submitted to their college and to the Provost or designee. Deadlines for reporting on assessment will be established by Academic Affairs on an annual basis.

College Level

Each college reviews program reports as delineated in the college policy and procedures on assessment. Each college must write a summary of the assessment activity in their college, identifying points of strength and places where there is room for improvement, and identifying work for the next year. The college may ask for additional supporting materials if necessary. The college report is submitted to the university Assessment Committee and to the Provost or designee.

Critical Foundations

The Critical Foundations Director reports on the results of the SLO assessment and plan completion annually. This report is submitted to the Critical Foundations Council, the university Assessment Committee, and the Provost or designee. More comprehensive reporting is done as necessary for preparing materials for external bodies and internal review of the program.

University Level

The University Assessment Committee reviews the annual college assessment summaries and the annual Critical Foundation assessment report. Any concerns are shared with the appropriate college-level Assessment Committee or Critical Foundations Director. The committee may ask for additional supporting materials if necessary. The University Assessment Committee and administrators working on assessment write an annual report about the state of assessment at the University to be submitted to the Provost and President. This report is also distributed to the university community.

Appendix B.1

EASTERN WASHINGTON UNIVERSITY

PROGRAM STUDENT LEARNING OUTCOMES MAPPING

Mapping – that is, making explicit the ways in which our curriculum, at the course, program, and university level reflect our goals – is an important part of showing that our assessments are doing something meaningful. In a perfect world, we can map from our university mission statement all the way down to course outcomes. The remainder of this appendix is language that can be used to map most program and course goals to our university mission and themes.

Our mission states: “EWU expands opportunities for personal transformation through excellence in learning.” We do this through three core themes that we use in accreditation:

- Student Academic Achievement
 - o Quality Academic Programs
 - o Undergraduate Student Research
- Student Support and Development
 - o Co-curricular engagement
 - o Support programs
- Faculty Support and Development
 - o Intellectual community
 - o Professional development

For academic programs, the first core theme – student academic achievement – is the main theme that we are carrying out, mostly in the form of the objective of quality academic programs. To do that, each program identifies a set of SLOs that define how students achieve academic success in their program, thereby showing the quality of the program. [Some programs also use undergraduate student research as an SLO.]

Appendix B.2
EASTERN WASHINGTON UNIVERSITY
CRITICAL FOUNDATIONS SLO's

The six Critical Foundations outcomes proposed by the Critical Foundations Council are:

1. **Examine Thoughtfully:** Think critically in an open-minded, informed, logical, and creative manner.
2. **Analyze Quantitatively:** Evaluate and analyze quantitative information to come to well-reasoned conclusions.
3. **Communicate Effectively:** Communicate purposefully, appropriately, and effectively to particular audiences using a variety of delivery methods (written, oral, visual, artistic, multimedia, etc.).
4. **Live Responsibly:** Use sound and ethical judgment to work effectively towards goals related to health, finances, citizenship, creative expression, and well-being.
5. **Engage Locally:** Work collaboratively and with a multicultural awareness at all levels of community to engage with social issues, achieve civic aims, enhance the arts, and resolve conflicts of interest.
6. **Think Globally:** Engage with complex, interdependent global systems in a manner that considers sustainability, equity, and the perspectives of others.

Appendix B.3

NWCCU STANDARDS AND PROCEDURES STANDARD FOUR: EFFECTIVENESS AND IMPROVEMENT

The institution regularly and systematically collects data related to clearly defined indicators of achievement, analyzes those data, and formulates evidence-based evaluations of the achievement of core theme objectives. It demonstrates clearly defined procedures for evaluating the integration and significance of institutional planning, the allocation of resources, and the application of capacity in its activities for achieving the intended outcomes of its programs and services and for achieving its core theme objectives. The institution disseminates assessment results to its constituencies and uses those results to effect improvement.

4.A – Assessment

4.A.1: The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

4.A.2: The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3: The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

4.A.4: The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

4.A.5: The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

4.A.6: The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

4.B – Improvement

4.B.1: Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

4.B.2: The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

Appendix B.4

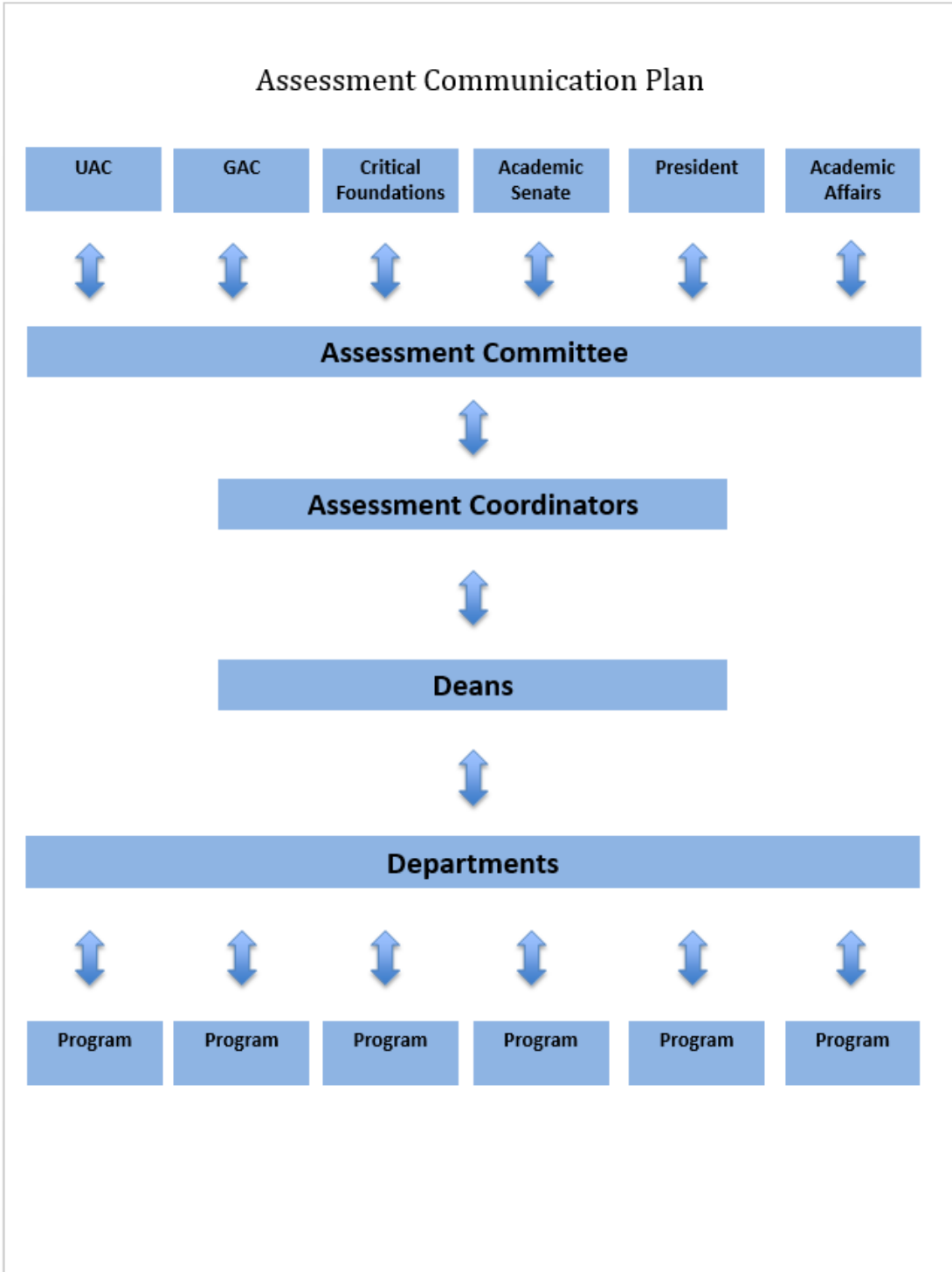
EASTERN WASHINGTON UNIVERSITY

LIST OF PROGRAMS WITH EXTERNAL ACCREDITATION

1. Commission on Accreditation of Allied Health Education (CAAHEP)
2. Commission on Accreditation of Athletic Training Education (CAATE)
3. Accreditation Board for Engineering and Technology, Inc.(ABET) (4) for Electrical, Mechanical, Engineering Technology, Mechanical Engineering and Computer Science
4. Association to Advance Collegiate Schools of Business (AACSB)
5. Commission on Dental Accreditation, American Dental Association
6. American Chemical Society (ACS)
7. National Association of School Psychologist
8. Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA)
9. Accreditation Council for Occupational Therapy (ACOTE), American Occupational Therapy Association, Inc.
10. State of Washington Professional Educator Standards Board (2) for Degrees and Certificates
11. Collegiate Commission on Nursing Education (CCNE)
12. Network of Schools of Public Policy, Affairs and Administration (NASPAA)
13. National Recreation and Park Association/American Association for Leisure and Recreation
14. Council on Social Work Education
15. Planning Accreditation Board
16. National Association of Schools of Music
17. Association of University Programs in Health Administration (AUPHA)
18. Council for Accreditation of Counseling and Related Educational Programs (CACREP)
19. Commission on Accreditation in Physical Therapy

Appendix C

EASTERN WASHINGTON UNIVERSITY
ASSESSMENT COMMUNICATION PLAN



Appendix D

EASTERN WASHINGTON UNIVERSITY

TIMELINE FOR ACADEMIC ASSESSMENT

September 15, 2016 – Programs turn in their Program SLO Report to Dr. Helen Bergland and their Dean.

October 2016 – EWU holds campus-wide assessment workshop, with a speaker in the morning, and time for programs to develop their Program Assessment Plan (Program SLOs, course mapping, assessment procedures, etc.) during the day.

Fall 2016 – Programs collaboratively work on developing their Program Assessment Plans; these Plans must be approved by the program faculty.

November 2016 – Program SLO revisions due to CPAC (UAC or GAC).

January 31, 2017 – Programs will turn in their Program Assessment Plan to the University Assessment Committee (as a central location). The University Assessment Committee will give the Plans to their respective colleges for approval.

February 28, 2017 – Colleges forward approved Program Assessment Plans to the University Assessment Committee, or return to the program for revisions any Plans that are not approved. Plans that are returned for revisions are due back to the colleges March 31, 2017.

March 31, 2017 – The University Assessment Committee forwards approved Program Assessment Plans to Administration for final approval, and a report to Senate. Plans that are returned for revisions are due back to the colleges on April 30, 2017. Any Plan that has not been acted upon by Administration by that date is considered approved.

Revised plans follow a similar timeline, beginning one month after they have been returned.

Going forward...

October 1st – Annual Assessment Reports are due to their respective college and the University Assessment Committee (to be posted on the website).

December 15th – College Assessment Reports and the Critical Foundations/General Education Report are due to the Dean and the University Assessment Committee.

January 31st – University Assessment Committee report is due to the Provost and Senate.



EASTERN WASHINGTON UNIVERSITY MISSION AND CORE THEMES

Appendix E

EWU expands opportunities for personal transformation through excellence in learning.

Fostering excellence in learning through quality academic programs, undergraduate and graduate student research, and individual student-faculty interaction

Students extend their learning beyond the classroom through co-curricular programs, life skills development, internship programs, volunteering, and service learning
Creating environments for personal transformation that enrich the lives of individuals, families, communities, and a global society

Expanding opportunity for all students by providing critical access to first-generation students, underserved populations, place-bound students, and additional students who may not otherwise have the opportunity for higher education

Developing faculty and staff by growing and strengthening an intellectual community and supporting professional development

CORE THEME: STUDENT ACADEMIC ACHIEVEMENT

An Eastern Washington University education delivers relevant learning opportunities that prepare graduates for their chosen profession or graduate education, while preparing them to be responsible citizens in an increasingly diverse world. This core theme explores two critical facets in the mission statement related to quality academic programs and undergraduate student research.

Quality Academic Programs | How well do our programs prepare students to achieve success in general literacies (in addition to subject matter competencies) and chart their course for graduation?

Undergraduate Student Research | How effectively do we engage undergraduates in research opportunities?

CORE THEME: STUDENT SUPPORT AND DEVELOPMENT

The University recognizes that student success is aided through a holistic approach, where learning extends beyond the classroom through experiences, as well as meaningful and effective support programs. This core theme explores two critical aspects reinforced in the mission statement related to co-curricular engagement and support programs.

Co-curricular Engagement | How effectively do we engage students in learning outside the classroom, while integrating their curricular and co-curricular experiences in meaningful ways?

Support Programs | How effectively do we support a diverse population in identifying and achieving their academic goals?

CORE THEME: FACULTY SUPPORT AND DEVELOPMENT

A key factor of student success is the quality of the faculty in the classroom. This core theme explores support for faculty engagement in research, scholarship and creative work, key activities in ensuring a vibrant intellectual community. We also will study through this theme professional development for faculty related to teaching and technology.

Intellectual Community | How effectively do we develop faculty learning communities that promote excellence in research, scholarship and creative activity?

Professional Development | How well do we deliver the tools and resources for faculty professional development?