

Eastern Washington University
Third-Year Focused Interim Report
Prepared for the Northwest Commission on Colleges and Universities
Spring 2009

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Introduction

Eastern Washington University (EWU) underwent a full comprehensive evaluation visit by the Northwest Commission on Colleges and Universities in spring 2006. The University received a Comprehensive Evaluation Report containing six recommendations. The letter accompanying the Comprehensive Evaluation Report, dated July 24, 2006, requested that EWU prepare a focused interim report, and host a Commission representative in spring 2009, to address Recommendations 1, 2, 4, and 5 of the Report. EWU's response to these four recommendations follows.

Recommendation 1

The Committee recommends that the University proceed quickly and steadily with the implementation of the Strategic Plan. An early essential step will be to bring unit goals and plans, as well as resource allocations, into alignment with the goals of the Strategic Plan (Standard 1.B).

Eastern Washington University has taken several steps to implement the *Strategic Plan* and to bring unit goals and plans, as well as resource allocation, into alignment with the goals of the *Plan*. The Strategic Planning Council (SPC) was created in the 2005-06 academic year to implement a process for supporting strategic initiatives across the institution as well as a process for developing unit-level strategic and action plans that align with the institutional *Strategic Plan*. The University has linked the internal budget process to the *Strategic Plan* through a new budget model and developed a process for establishing budget priorities. It has also developed biennial budget proposals to the State that fund initiatives that clearly align with the institution's strategic priorities.

Strategic Planning Council Efforts

The SPC, whose membership extends across constituent groups at the University and whose function is to “oversee effective, ongoing strategic planning at the University – planning that includes implementation, assessment and refining of our goals and strategies” is responsible to the President’s Cabinet (Cabinet). To assist in the implementation of projects in direct support of strategic planning goals, the Board of Trustees (BOT) pledged to provide a pool of dollars – the Strategic Planning Pool (Pool) – from the institutional budget toward strategic planning initiatives. The SPC is responsible for overseeing the use of Strategic Planning Pool dollars.

One of the first actions of the SPC was to issue a call for proposals to the EWU community to use Pool dollars to implement projects in direct support of strategic planning goals. The grant proposals were required to incorporate actions that aligned with Eastern’s Academic Strategic Planning goals and either of the priorities of Student Success or Faculty and Staff Roles in supporting a student-centered environment. Funding criteria included alignment with Eastern’s strategic planning goals, collaboration across two or more departments or programs, innovation and cost-effectiveness, matching funds, and an assessment plan. Thirty-one grant proposals were submitted requesting \$817,778. The SPC funded fifteen of the proposals ranging from a diversity initiative to bring former Black Panther David Hilliard to the Cheney campus (\$4,000) to an initiative to revise three General Education courses to use e-Portfolios (\$53,400). The total amount awarded was \$269,915. The principal investigators for the funded projects included faculty, staff and students. The projects were to be completed by September 30, 2006.

All but one of the projects funded for 2005-2006 were completed on time while the remaining project requested and received an extension of the completion date. Examples of completed projects include students Nicholas Russ and Tekdet Andeberham coordinating an evening with David Hilliard on February 28, 2006, the object of which was to expand the notion of diversity to encompassing opinions as well. Professors J. William Youngs, History, and Douglas Orr, Economics, organized eighteen presentations during February and March of 2006 as part of their “Difficult Dialogues” program. Four responders from the Writers’ Center were trained as advisors for new and transfer students, enriching Eastern’s retention efforts. The Spokane Guilds’ School was selected as the nonprofit that benefited from a design competition by area artists as part of an outreach program organized by student Lance Kissler. And Dr. Prakash Bhuta, Professor of Biology, enlisted five other faculty in introducing “clicker” technology into classrooms for the purpose of increasing student engagement in the learning process.

During spring 2006, the SPC issued a second call for proposals designed to implement projects in direct

support of strategic planning goals for the period July 1, 2006 through June 30, 2007. A maximum of \$200,000 was made available to support these efforts. Grant proposals were required to incorporate actions that were aligned with Eastern's Strategic Planning goal of fostering an academic environment that promoted student learning and student success. Projects over \$25,000 had to include some portion of funding from a source other than the grant, such as a department, college, or external agency. Twenty-seven grant proposals were submitted requesting \$558,494. The SPC funded fifteen proposals ranging from a project to support conversation groups in the Writer's Center (\$4,000) to a project in the Library to support the development of a new vision (\$20,000). The total amount awarded was \$137,915. These proposals included \$100,475 of matching funds. The funded projects, again, included projects lead by faculty, staff, and students.

During the 2006-2007 Academic Year, Deirdre Almeida, Director, American Indian Studies, arranged activities focusing on indigenous people for American Indian Awareness Week in April 2007. Native Hawaiian scholar Dr. Haunnani-Kay Trask was a featured speaker. Patricia Kelley, Dean of Libraries, lead a year-long project whose purpose was to reinvent the library to make it more relevant and integral to the life of the university. The group of faculty from across the colleges developed a new vision statement upon which the library's strategic and action plans are now based. Jane Lane, Mathematics, lead the effort that resulted in a redesign of Math 103, Basic Algebra for College Students, a development mathematics course with a very low success rate. The redesign included an increased use of technology in the class and a new approach to preparing the graduate assistants who are used to teach the break-out groups. Early results indicate that this redesign has improved student success in this class. Student Romeal Watson's project focused on multicultural practices across the curriculum. Dr. Derald Wing Sue, Columbia University, was brought to campus November 2006 for two days to conduct workshops for faculty and students on improving diversity and multi-culturalism in the curriculum.

A major thrust for 2006-07 was to bring unit goals and plans into alignment with the goals of the University's *Strategic Plan*, a project in which the SPC provided a great deal of leadership. The alignment process was accomplished through two mechanisms. First, each unit developed a strategic plan with goals and action steps in alignment with the University's *Strategic Plan*. Then each unit created action plans with specific measurable outcomes for 2007-08. All unit strategic and action plans were to be posted to the online Accreditation, Strategic Planning, and Assessment Data Collection and Reporting Portal (portal) by the end of June 2007. To assist the units with the development of strategic and action plans, the Provost's Advisory Committee on Assessment, Institutional Effectiveness, and Accountability (AIEA) reviewed each of the plans and provided feedback to the unit. This feedback proved to be especially useful in helping the units identify *measurable* outcomes in the action plans.

In consultation with the President's Cabinet, the SPC set the following planning goals for 2006-07:

- Enable all faculty and staff to participate in creating Eastern's future
- Engage faculty and departments in advancing Eastern's strategic goals
- Create measurable **action plans** to link the strategic plan to budget

The SPC identified three measurable outcomes related to these goals:

- Department strategic plans that align with institutional and college plans
- One-year action plans with measurable outcomes
- Comprehensive online planning and assessment tool

The following table contains the timeline for Strategic Planning for 2006-2007.

Timeframe	Action
Summer 2006	Deans, Vice Presidents and Division heads begin to outline college and division priorities
October 10, 2006	All-Campus Retreat. Divisions, departments and colleges begin to develop and/or refine strategic goals and strategies together
Oct-Dec 2006	Departments draft department strategic plans, with goals and strategies for reaching them, in collaboration with deans
Jan-Feb 2006	Department and college plans reviewed and refined
Feb-May 2007	Departments and colleges complete <i>action plans</i> with specific measurable outcomes
June 2007	All plans posted to online portal for 2007-08

To continue this one approach to bring resource allocation into alignment with the University Strategic Plan, the SPC again called for proposals for grants in support of enhancing individual unit action plans. Approximately \$200,000 was available to fund these grants for the period July 1, 2007 through June 30, 2008. Funding for this round of grants was awarded only to departments or non-academic units, colleges or divisions with completed strategic and action plans. Individuals could not apply. In order to enhance institutional commitment at the unit level, all grant applications had to identify a source of matching funds, in any amount, from the college or division. Fourteen grant proposals were submitted requesting \$152,888. The SPC funded nine proposals ranging from providing continuing education for Dental Hygiene faculty (\$4,500) to a project to support and strengthen the Curriculum Integration Project in the College of Social and Behavioral Sciences (\$20,000). The total amount awarded was \$102,315. These proposals included \$69,386 in matching funds. The funded projects were lead by faculty and staff.

During this grant period, Dr. Jonathan Middleton – Music – completed a two-year project to develop instructional software that can be used as a teaching tool in music classes. Dr. Middleton also designed a curriculum for a new undergraduate degree program in Music Informatics during this period. The College of Arts and Letters used the grant funds to fund half of an advisor position in the college, with the college funding the other half for 2007-2008 and assuming full funding beginning with the 2008-2009 fiscal year. This advisor provides an intermediate advising step to bridge the gap between entry-level advising by the General Undergraduate Academic Advising office and major advising in the academic departments in the college. Lisa Bilich, Assistant Professor, Dental Hygiene, developed a DVD containing a continuing education course for practicing dental hygienists. The class includes both classroom and clinical skills/technique instruction and is provided to alumni for continuing education credits for a course fee. Dr. Dana Elder, Director, Honors Program, used his grant funds to bring three external visiting scholars to campus to interact with Eastern’s Honors learning community. Each of these scholars also spent two or three days interacting with Honors students. The visiting scholars focused on their primary research or creative works in both formal seminars and informal workshops.

The Strategic Planning Timeline for 2007-2008, shown below, indicates that units revised, if needed, their Strategic Plans for 2008-2010. Then, based on the revised Plans, the units developed two-year action

plans for the period 2008-2010. Quarterly progress reports on the 2007-2008 Action Plans were required, as was a final Action Plan report.

Strategic Plans

Timeframe	Action
Nov 1, 2007	Strategic Planning Retreat
Dec 31, 2007	2007-08 Revised Action Plans Due in the Portal

Action Plans

Timeframe	Action
Nov 21, 2007	2007-08 Action Plan Fall Quarter Reports Due in the Portal
Feb 27, 2008	2007-08 Action Plan Winter Quarter Reports Due in the Portal
Mar 1, 2008	2008-10 Two Year Action Plans Due in the Portal
May 21, 2008	2007-08 Action Plan Spring Quarter Reports Due in the Portal
Jul 2008	2007-08 FINAL Action Plan Report Due in the Portal
Oct 1, 2008	2008-10 Revised Two Year Action Plans Due in the Portal (2nd chance to revise based on results of 2007/08 Action Plan)

Division, college, department and all other units' Strategic Plans were to be reviewed, refined and finalized by the end of February, 2007. A total of 103 division/college/department/unit plans were input into the online portal. Division/college/department/unit action plans for 2007-08, with measureable outcomes, were to be posted to the online portal by the end of June 2007. The division / colleges / departments / units were provided an opportunity to revise the action plans with the revised plans due in the portal by December 31, 2007. Thus, ninety-eight 2007-08 action plans are documented in the online portal. So 96% of those divisions/colleges/departments/units that had submitted strategic plans also submitted an action plan.

Each division / college / department / unit was asked to prepare a final action plan assessment report. These were due in the portal by the end of July 2008. The divisions / colleges / departments / units were reminded again during fall quarter, 2008, that these reports were due and that the deadline was January 31, 2009. Thirty-eight of the 98 divisions/colleges/departments/units with 2007-08 action plans submitted assessment reports for a 39% response. At the beginning of spring 2009 the divisions / colleges / departments / units that have not yet submitted assessment reports will be again reminded that these reports are needed and given a May 8, 2009, deadline.

A sampling of the assessment results is included in Appendix A.

For the 2008-09 academic year, the SPC again called for proposals for grants in support of enhancing individual unit action plans. Approximately \$200,000 was available to fund these grants for the period July 1, 2008 through June 30, 2009. Funding for this round of grants was again to be awarded only to

departments or non-academic units, colleges or divisions with a completed Action Plan for 2008/10. Individuals could not apply. All grant applications had to identify a minimum of 10% grant match from the college or division. Twenty-one grant proposals were submitted requesting \$268,324. Nine proposals were funded with amounts ranging from \$4,500 for a web-based tutorial on the appropriate use and interpretation of institutional data to \$30,000 to support student recruitment and retention in the College of Arts and Letters and in the College of Social and Behavioral Sciences. The total amount awarded was \$100,670. These proposals included \$42,316 of matching funds. The funded projects included projects lead by faculty and staff.

Regarding the future of our Strategic Planning efforts, the State of Washington has not escaped the downturn in the economy. On August 6, 2008, Governor Christine Gregoire imposed a freeze on hiring to fill new vacancies, a freeze on non-emergency out-of-state travel, a freeze on purchasing equipment costing more than \$5,000, and a freeze on signing non-emergency personal service contracts (e.g., consultants). Governor Gregoire lifted these freezes when she submitted her 2009-2011 biennial budget to the Legislature in December, 2008. However, the Legislature re-instituted these freezes on February 18, 2009. One of the ramifications of the freezes is that six of the funded Strategic Planning Grants that were to receive a total of \$55,030 of funding, have been put on hold. Three of the funded projects with (\$45,640 of funding) are moving forward. Thus, the freeze has impacted what we had planned to do to an extent. But we will continue to move forward. The environment has changed, making strategic planning even more important.

The Internal Budget Process and its Link to the *Strategic Plan*

In the past, EWU's budget process has been largely incremental with some limited funding tied to strategic initiatives and enrollment. While this approach may have served the University well in times of increasing enrollments, it does not allow for sufficient flexibility in times of stable or declining enrollments. The University will be facing increased competition for enrollment in the coming years. In such an environment, the campus must develop a resource allocation process that enables it to reallocate funds to support expanded and new initiatives.

In this environment, in fall 2007 President Arévalo appointed the Resource Allocation Task Force (RATF) to develop an allocation model to assist EWU in managing its financial resources in an increasingly competitive higher education environment.

After review and consideration of various approaches, the RATF determined that a modified zero-based (ZBB) model would best serve the University. The principal advantages of this approach are (1) it allows for reallocation of funding to support key initiatives, both new and continuing; (2) it curbs "mission creep" by re-evaluating past budgeting commitments and requires justification of spending in accord with the University *Strategic Plan*; and (3) it is responsive to changing circumstances. Most important, the approach allows for a direct link between budgeting and the *Strategic Plan*. The modified ZBB provides for campus and community input by:

- Reviewing the University's *Strategic Plan* and key initiatives with the campus community
- Identifying funding priorities for policy-based funding
- Establishing and communicating timelines for budget process
- Providing a consistent approach for making budgeting proposals
- Establishing budget priorities that can be vetted by the University Budget Committee, Cabinet and Board of Trustees

The May 21, 2008, *Resource Allocation Task Force Final Report* is available as an exhibit.

In addition to development of a new budget model that aligns resource allocation with the *Strategic Plan*, the University has developed a process to set funding priorities. The University Budget Committee (UBC) is an advisory group consisting of representation from faculty, classified staff, exempt staff, students and administrators. This body is advisory to the President and all members are appointed by the President based on recommendations from appropriate constituencies. *The UBC works with the President to establish priority funding recommendations based on the University's Strategic Plan.* The Budget Committee reviews new budget proposals. In time of budget reversions, the committee will review budget reduction plans.

Under the budget model, each dean or division head prepares the necessary planning forms to submit to the VP of the appropriate division for consideration through the divisional budget process. Budget proposals are then forwarded to the University Budget Committee. The UBC holds hearings in which the units may justify their proposals. These hearings are open to the campus community. The UBC makes a preliminary recommendation to the President.

Biennial Operating Budget Requests and the Link to the *Strategic Plan*

An important part of Eastern's continuing efforts to implement the *Strategic Plan* is to seek funding from the State of Washington to support Eastern's Strategic Planning Goals and the priorities identified by the Cabinet. Student recruitment and retention, enhanced student learning, providing graduates in areas of need in the State, and academic quality have all been identified as priorities. Part of the biennial operating budget request process is the submission of decision packages which request funding in support of University initiatives.

The process to submit a biennial operating budget request to the Governor of Washington requires the transmission of the long-term strategic plan for Eastern Washington University. This plan represents Eastern's university-wide efforts to focus on its mission to prepare broadly educated, technologically proficient, and highly productive citizens.

University-wide strategic planning efforts focus on the three major goals identified in the *Academic Strategic Plan, A Commitment to Action*:

- I. A rigorous and engaged student learning experience
- II. An academic community culture that supports and engages faculty throughout their careers
- III. An institution-wide commitment to community engagement that benefits our students, the University, the region and the world

Objectives, performance measures, and strategies for active implementation are identified for each of the goals. The 2007-2009 Biennium Strategic Plan and the 2009-2011 Biennium Strategic Plan are available as exhibits.

Eastern did submit a decision package around student success with its 2007-2009 biennial operating budget request. The Washington State Legislature (Legislature) provided Eastern with \$1,125,000 for FY08 to implement the proposed student success strategies.

Some of this funding enabled Eastern to expand support for TRIO-eligible students. This funding which Eastern is calling WaTEP (Washington TRIO Expansion Program), provided \$250,000 each year of the biennium to expand the highly effective educational best practices in place in the Student Success

Strategies project. The funding supports Eastern's mission by providing a student-centered learning environment to prepare broadly educated, technologically proficient, and productive citizens.

WaTEP program objectives include:

- At least 250 eligible participants were selected for the program as required by the state legislation. Eligibility is based on a status of low-income, first generation, or having a registered disability as defined by the Higher Education Act.
- 85% (212) of the participants will be retained as required by the state legislation. Retention is defined here as persistence measured by continuing enrollment or graduation of participants from one academic year to the next.
- 250 participants will receive a minimum of 5-10 contact hours per academic year through the activities identified.
- A tracking system will be used to distinguish the state funded students and the services they receive from the SSS students and the services they receive.

In FY2008, Eastern exceeded all program objectives. As of June 30, 2008, the total number of Eastern WaTEP students who received five or more hours of service was 251. Two hundred and thirty-six students were in good standing at the end of the 2007-08 school year, which is 94% of total WaTEP participants. The average overall GPA for WaTEP participants at the end of Spring quarter was 3.077. Participants received 3,294.25 total hours of service, which averages out to 13.12 contact hours per participant. As of July 31, 2008, 198 WaTEP participants are registered Fall 2008, five students transferred to other institutions of higher education, and 20 participants graduated, which gives WaTEP a retention rate of 88.8%.

The Eastern WaTEP program has provided assistance to participants through staff tutoring; peer and staff facilitated collaborative study groups; professional mentoring; disability support services; the Financial Management and Scholarship Writing Seminar; major, career, and grad school counseling; leadership/tutor training; computer and printing lab access; and laptop checkout.

Eastern used another \$700,000 of the student success funding for FY08 to create the Eastern Advantage Program. Eastern Advantage is a "one stop" academic and personal support program to help first-generation college students find the resources needed to be successful. The program provides a \$1,500 scholarship for the student for the freshman year, college mentors to support and assist the student with academic and social concerns, a series of year-long classes including orientation and career exploration, academic advising and support services, and the Summer Bridge Program to introduce the student and his/her family to the EWU community. The Eastern Advantage brochure is included in the exhibits.

The 2007 Legislature authorized for Eastern \$390,000 for 50 high-demand enrollments in FY08 and an additional \$390,000 for 50 more high-demand enrollments in FY09. The high demand programs identified for this purpose were Health and Life Sciences, Engineering and Engineering Technology, Secondary Education, Computer Science and Mathematics.

To increase high demand program FTES by 50 in 2007-2008 and an additional 50 in 2008-2009 utilizing these funds, Eastern used three strategies. These strategies also supported Eastern's strategic planning priorities of student success and providing graduates in areas of need in the State. First, tuition waivers were awarded to students declaring their major in these high demand programs. Second, additional sections of high demand courses were funded for 2007-2008 and four full-time faculty positions in high demand programs were created for 2008-2009. Third, a Student Success Center was created on Eastern's Riverpoint campus to better serve students in high demand programs.

The 2007 Legislature also funded \$501,000 in FY08 for start up costs for eight Dental Hygiene students beginning FY09 as Eastern's portion of a cooperative program with the University of Washington School of Dentistry. Ongoing program costs of \$520,000 were funded in FY09. The Regional Initiatives in Dental Education (RIDE) allows students to register their first year at EWU and then transfer to the University of Washington School of Dentistry.

In FY08, funds were used to hire staff and to procure equipment, instructional resources, distance learning and simulcast equipment to access the expertise of educators at the University of Washington, School of Dentistry. Eastern purchased digital radiographic and other state-of-the-art dental diagnostic equipment that will prepare the RIDE students to go out on rotations serving the underserved communities of eastern Washington. The following positions were filled in the RIDE program: Program Director; Operations Manager; IT Specialist; and Dental Laboratory Technologist. In 2009, faculty will be added to the existing positions in the program. Some are coming from other departments within the university (Biology, Dental Hygiene, Physical Therapy), and others, due to their unique areas of expertise, will come from the local community of practitioners. Still others with unique expertise will be traveling on a regular basis to the Riverpoint campus from Seattle (UW) and Pullman (WSU).

A diverse group of eight students, all of whom are passionate regarding outreach opportunities in eastern Washington, were admitted to the RIDE program for fall 2008. This represents the current capacity of the program. The stated purpose of the program is to place these students, who are committed to eastern Washington, in underserved locations during their pre-doctoral years. RIDE students will participate in community service opportunities during their rotations in the final three years of their pre-doctoral education. RIDE is part of an inter-professional agenda which combines UW medical and dental students in classrooms and clinical situations together and remains an important focus of the program. The RIDE program is making historical inroads by providing collaborative dental education in the state of Washington and by providing underserved eastern Washington communities with dental health care.

Summary

Eastern created the Strategic Planning Council to oversee the process of bringing unit goals and plans, as well as resources into alignment with the goals of the *Strategic Plan*. Division/college/department/unit strategic plans that are aligned with the University *Strategic Plan* are in place. Action Plans, aligned with division / college / department / unit strategic plans and the University *Strategic Plan* for 2007-2008 were also developed, revised, and entered in the portal. One-hundred three division / college / department / unit strategic plans are in the portal. Ninety-six percent of the divisions/colleges/departments/units with strategic plans also have 2007-2008 action plans. Thirty-nine percent of the divisions / colleges / departments / units with action plans submitted assessment reports on those plans. Revised two-year action plans for 2008-2010 were due in the portal October 1, 2008. The Provost's Advisory Committee on Assessment, Institutional Effectiveness and Accountability ably assisted the various units along the way as strategic plans and action plans were developed and finalized. Clearly, unit goals and plans have been aligned with the goals of the *Strategic Plan*.

The Strategic Planning Pool grant program is one way that university resources have been directed to support the implementation of the *Strategic Plan*. From 2005-2006 through 2008-09, a total of 48 grant requests were funded with a total of \$510,815 awarded. The budgeting process at Eastern has been revised and a University Budget Committee has been established. This committee works with the President to establish funding recommendations based on the University's *Strategic Plan*. Eastern's Biennial Operating Budget requests to the Legislature need to be accompanied by a long-term strategic plan for Eastern that identifies objectives, performance measures and strategies for active implementation of each of the goals of the plan. Thus, resource allocation at Eastern is very clearly aligned to the *Strategic Plan*.

Recommendation 2

The University has made a promising start in instituting plans for program assessment. However, assessment implementation is inconsistent across the University. The Committee recommends that the University implement its emerging formal assessment process. This process needs to be systematic, encompass all its educational programs, lead to improvement of teaching and learning, and be integrated into its overall planning and evaluation (Standard 2.B.1 and 2.B.3).

Eastern approaches “assessment” from a broad perspective that extends beyond traditional boundaries of academic learning outcomes and the classroom environment. Assessment activities are regarded as integral functions and embedded within key institutional processes, including strategic planning, academic program development, budgeting, and accountability reporting. The University provides an infrastructure to support assessment activities across the institution with particular support for academic programs. The response to this Recommendation reviews (1) the infrastructure developed to ensure systematic incorporation of assessment into educational programs, (2) progress in academic assessment, and (3) integration of results in decision-making processes and evaluation at the university.

Infrastructure for Assessment

The Provost’s Advisory Committee for Assessment, Institutional Effectiveness and Accountability (AIEA), a nine member, cross-divisional group of faculty and staff, monitors and facilitates activities related to assessment for the university. The composition of the committee is an intentional reflection of Eastern’s view that assessment is a university-wide effort. Since the 2006 NWCCU site visit, the committee has made substantial progress in actuating its goals and broad scope of responsibilities. To date, committee members have:

- reviewed all existing strategic and action plans annually. The committee provided feedback on the nature and quality of the assessment activities contained within the plans and prepared development materials to assist units in the wording of outcomes or goals and the creation of assessment strategies.
- served as an assessment resource to all units during budget development processes. As part of its final recommendations to the President, the Resource Allocation Task Force (described in the response to Recommendation 1) incorporated assessment plans and outcome reports in the budget process. To facilitate that work, the Director of Institutional Research, Demography and Assessment (a member of AIEA) served as an institutional resource for units needing help with plan development.
- visited departments and programs regarding updates on assessment reports. The committee created college-specific liaison teams whose role was to make personal contacts with departments and programs regarding their activities on assessment.
- finalized its work on the University Assessment Plan. The committee has drafted a comprehensive plan for assessment across the university including assessment in non-academic units and is prepared to begin the discussion of the plan with leadership, faculty and staff.
- conducted the search for a full-time Assessment Coordinator. A subset of the committee reviewed 23 applications and conducted campus interviews with four people. Unfortunately, the position finalist refused the job offer and the position was later “frozen” as part of the state’s budget crisis. To offset this loss, the AIEA’s scope of responsibility and authority has been increased by the Provost.
- conducted two annual Winter Showcase(s) on Assessment. The *Winter Showcase on Assessment* is a development opportunity for all members of the university community, sponsored by the Provost’s Office and the office of Institutional Research, Demography and Assessment and organized by AIEA. Dr. George Kuh, the 2007 keynote speaker, focused on EWU’s results of the *National Survey of Student Engagement*. His keynote and workshop drew approximately 125 attendees from across the university. In 2008, Dr. Vincent Tinto spoke to the university community on student success and retention efforts. Over 150 enthusiastic participants from the university and around the state attended his presentation and workshop. In the current budget environment, AIEA is rethinking its approach to

the Showcase to draw upon local and regional resources. For example, the committee is organizing annual themes, such as student writing or critical thinking, to interconnect both the *Winter Showcase* with divisional and/or college-specific forums/workshops to be implemented during the 2010-2011 academic year. This more focused perspective will provide the opportunity to develop discipline-specific student learning outcome (SLO) strategies and serve as a common platform for university-level discussions.

- initiated the *Summer Institutes for Teaching, Learning & Assessment*. Supported in part by a strategic planning grant, AIEA held its first *Summer Institutes for Teaching, Learning & Assessment* (or SITLA) during the summer of 2007 and drew approximately 45 faculty and student affairs staff attendees. The SITLA were designed as development events to guide participants through published resources on student outcomes assessment and the use of rubrics provided at the workshop. Participants also received specific information about the necessary steps in the assessment process and use of the AIEA data portal. Of the four workshops delivered, two focused on academic programs, one focused on general education assessment, and one focused on assessment in student affairs units. A second SITLA will be conducted during summer 2009 with a more limited set of participants who will conduct reviews of student writing gathered during spring 2009 as part of our preparation for the 2010-2011 focus on writing.
- provided financial support for faculty mini-grants on assessment. During the 2007-2008 academic year, four faculty worked jointly on a mini-grant assessment project pertaining to the unique challenges of conducting student learning outcome assessment in Eastern's undergraduate Humanities program. This program is interdisciplinary in nature with courses, many of which are cross-listed, spanning across 14 possible areas of study. The mini-grant provided an initial, narrow focus on the relationship between SLOs in the Humanities courses and their cross-listed partners in the Africana Education Program.
- expanded the functionality of the AIEA data portal. At the point of the 2006 NWCCU site visit, the committee was developing a data portal to collect both strategic planning and student learning assessment information. Since that time, the strategic planning portion of the portal has been completed and has been used for the past two action planning cycles. The assessment portion of the portal will be fully operational by the end of spring 2009. A full-time employee in the office of Institutional Research, Demography and Assessment has been trained in the programming language and is assigned to portal development.
- expanded its communication on assessment. The committee has established a website (see <http://www.ewu.edu/x54068.xml>) devoted to its charge which provides a point of information access for the university community. More recently, assessment-related issues have been made part of a new monthly newsletter produced by the office of Institutional Research, Demography and Assessment.

The committee continues to look to the future in its planning and implementation efforts. For example, the committee is recommending to the Provost that its mission and even its name be changed to *Committee on Student Learning and Institutional Effectiveness* to reflect a deeper emphasis on student learning as opposed to simply assessment. Additionally, the committee believes that its membership should be expanded to include representatives from the Teaching and Learning Center and the General Education Coordinating Committee as they support pedagogical practices and innovation along with student learning outcome assessment. Finally, during spring 2009 and academic year 2009-2010, the committee will conduct focus groups with departments and programs that have not responded to requests for student learning outcome data. The purpose of the focus groups is to develop workable strategies for systematic assessment of student learning at the point of graduation.

Student Learning Outcome Assessment in Programs and General Education

The university continues to address specific assessment activities within its academic programs and general education requirements. Two formally recognized bodies have been charged with facilitating and monitoring assessment: AIEA and the General Education Coordinating Committee (GECC), a sub-committee of the Undergraduate Affairs Council in the Faculty Organization structure. Both bodies have communicated expectations to academic departments that some type of assessment needs to occur annually, and GECC has facilitated that process by identifying specific SLOs to be addressed during certain annual cycles. In addition, some colleges, such as Business and Public Administration and Education and Human Development, have organized assessment committees and have identified an assessment coordinator. Similarly some departments, such as Psychology, have curriculum committees who lead the process. The Office of Institutional Research, Demography and Assessment provides personnel and financial assistance and serves as support to AIEA and others on campus that need help with assessment-related activities.

As a result of its efforts to address the University's 2006 Self Study, AIEA has raised questions about the uneven implementation of student learning outcome assessment across the academic departments. In order to better understand the factors that are contributing to this inconsistency, an assessment engagement analysis was conducted and several observations are worth noting in this interim report:

- 116 programs and/or program/option combinations fit criteria requiring them to develop student learning outcomes (SLOs)
 - Of the 116 programs, 113 (97.4%) have published student learning outcomes, consistent with the Commission's expectation that assessment must "encompass all...educational programs"
 - 60 programs (51.7%) engage in extensive assessment required by disciplinary accrediting bodies and each of those programs are up-to-date in their annual reports to those bodies
 - 70 programs (60.3%) have submitted recent reports regarding their students' progress on SLOs
 - Of the 56 programs not accredited by a disciplinary body, nearly all are housed in departments or programs that provide the bulk of the general education delivery and assessment responsibilities for the university. However, only 17.9% are current in their program assessment obligations. At the same time, these departments and programs produce two-thirds of the university's state-funded full-time equivalent students annually, much of which occurs in general education and demonstrate student-to-faculty ratios higher than the university average.

Supporting analysis table

College/School	Disciplinary Accredited Programs			Non-accredited Programs			General Education Assessment
	Number of programs	Number w/ SLOs documented	Number w/ current annual accred. report	Number of programs (exclud. certs)	Number w/ SLOs documented	Number w/ current program assess. report	Number of departments involved in General Education assessment (number of courses involved)
<i>Arts & Letters</i>	9	9	9	16	14	5	4 of 5 (35 courses)
<i>Business & Public Administration</i>	10	10	10	2	2	0	2 of 3 (5 courses)
<i>Education & Human Development</i>	18	17	18	4	4	2	2 of 3 (3 courses)
<i>Science, Health & Engineering</i>	19	19	19	17	17	2	8 of 11 (45 courses)
<i>Social & Behavioral Sciences</i>	2	2	2	17	17	1	9 of 10 (51 courses)
<i>Social Work & Human Services</i>	2	2	2	0	n/a	n/a	0 of 1
Total	60	59	60	56	54	10	

Note: undergraduate and graduate certificates are not included in the non-accredited program counts listed above.

This analysis deepened understanding of where problem issues are occurring. In particular, it raised awareness of the pressing relationship between high levels of general education delivery and assessment expectations as well as inconsistent program assessment implementation and reporting. Informed through several sources of information – trends and recurrent feedback from faculty in those areas that they are overburdened with workload, reporting obligations stemming from the faculty union contract, strategic planning and assessment – AIEA is better prepared to move ahead with its planned focus groups on student learning in spring 2009 and the academic year 2009-2010.

Implementing Program Assessment

The principles of continuous improvement and student growth have been underlying themes at the university now for several decades. As national and regional accountability movements increased, so to have the breadth and depth of assessment strategies at the university. Eastern’s best examples of fairly mature assessment efforts, complete with multi-faceted sets of assessment strategies, are demonstrated well by those programs which have achieved disciplinary accreditation. For example, the College of Business and Public Administration became an associate member of the American Assembly of Collegiate Schools of Business (AACSB) in 1969 and the business programs – undergraduate and graduate – have been continuously accredited by AACSB since 1981. Within the university, this college stands out as an exemplar with a long history of outstanding assessment efforts. The College has developed an organized infrastructure for assessment through a clearly identified, representative College Assessment Committee and a required annual cycle of course and program-based assessment activities. Members of the college meet on a routine basis to review their findings and discuss implications for program revision. The College supplements these results with the Major Field Test for business (required of all graduating majors), annual alumni surveys, observations from their Advisory Board, and the Individual Development and Education Assessment Center (IDEA) evaluation of learning form.

Dental Hygiene – a department from the College of Science, Health & Engineering – enlists similar activities but explicitly points to its use of exit interviews and survey feedback from students and employers as well as

National Board and Western Regional Board examination pass rates as key parts of its assessment process. Other disciplinary-accredited programs, including Communication Disorders, Occupational Therapy, Physical Therapy and Athletic Training, also incorporate student pass rates on national exams as evidence of successful student learning within their programs. Finally, our department of Education has made extensive revisions to its assessment strategies by hiring an Assessment Coordinator for its teacher education programs, incorporating student self-assessments which can be compared with supervising teacher ratings of the student, and adding evidentiary portfolios to its already extensive set of evaluations of students conducted throughout the teacher education curriculum.

Although EWU's disciplinary-accredited programs represent its best examples of student learning outcome assessment, the programs which are not affiliated with disciplinary accrediting bodies have developed their own assessment toolkits or strategies to fit departmental or programmatic needs. For example, in the Physical Education, Health and Recreation department, students participate in group service learning projects and are evaluated by their site evaluators. The department also incorporates competency-based course progression such that students must demonstrate proficiency in skills before moving on to the next course. The Counseling, Education and Developmental Psychology department bases its assessments of student performance on papers and in-class presentations as well as rubric-based skills observation and analysis of student journals and activity logs. The department also incorporates field-based assessment, involving feedback from cooperating teachers as criterion for student success. Other departments rely on various forms of standardized testing such as the *Area Concentration Achievement Test*, usually administered in senior Capstone courses, for information on students which can be compared to similar students at other universities. The Technology program, which is part of Engineering and Design, incorporates student portfolios as an assessment strategy. Additionally, many programs rely on course-embedded assessment exercises as part of their assessment toolkit.

Findings and Resulting Actions

As noted earlier, only a portion of academic programs have submitted SLO progress reports. However, those that have reported have used those results to initiate program or pedagogy changes as needed. In some cases, those changes involved revision in required courses or course content. For example, after observing that some graduate students were not making satisfactory progress on their projects, the Counseling, Education and Developmental Psychology department moved the completion of the Institutional Review Board (human subjects) process earlier in the curriculum and increased the amount of coursework pertaining to research. When the History department observed that majors did not have sufficient knowledge of research methods in their discipline, faculty members redesigned major course requirements and the HIST 300 course to focus more deeply on historical sources of data. Social Work determined that a new textbook, one more compatible with its SLO on research and evidence-based practice, was needed in their Research Methods course and has since adopted that text.

Changes in pedagogy have also occurred as a result of SLO observations. Examples of these changes follow. In Business Education, an instructor noted repeated writing errors in take-home assignments. As a result, an "error tally sheet" was developed so students could record instructor feedback on documents and then research the writing convention that was in need of correction. One professor in Psychology noted similar problems with writing and critical analysis in student papers and worked with the Teaching and Learning Center to provide students with a scoring rubric. The rubric is used both before and after assignments are completed to assist in the development of the paper and comparison with instructor feedback. Marketing faculty included additional discussion sessions pertaining to a required formal marketing plan and a new handout was developed to highlight the relationships between target markets and positioning strategies. Noticing a gap in the curriculum in Finance, another professor sought approval to develop a new one-credit course. The Film department has incorporated peer evaluation of Capstone papers. Social Work has assisted some faculty by providing them with reading lists of appropriate, new information to expand or refocus

curriculum upon the advice of their accrediting body. They also have revised field practicum curriculum and developed a new practicum learning contract with input from faculty field instructors and agency field instructors.

Some changes have been of a pragmatic or operational nature. For example, Social Work has developed a database to better track student progress in practica and to provide useful and timely feedback to all parties involved, thus, helping to ensure a stronger learning experience. In addition, the department of Education asked Institutional Research, Demography and Assessment to develop a series of progress reports to be used for determining appropriate student placement in courses.

Assessing the General Education Curriculum

The General Education Curriculum Committee has organized its assessment activities around three annual cycles that cover assessment of (1) university competency courses in English, Math and Computer Literacy, (2) core subject areas in Humanities/Fine Arts, Social Sciences, and Natural Sciences, and (3) graduation requirements in Senior Capstone, International studies and Gender/Diversity studies. In 2006-07, the normal schedule of assessment was suspended to allow departments to focus on the new requirements to develop strategic and action plans. In 2007-08 and 2008-09, the cycle was reinstated with reports due from the core subject areas. The following objectives were selected for assessment during this cycle:

Humanities/Fine Arts: “Students should be able to describe the context of at least one philosophical, artistic, or literary example from a non-Western civilization.”

Examples of findings: Using a rubric scoring system for student papers, faculty in Philosophy found that 40-48% of students “needed more work” on their paper. Faculty plan not only to spend more class time on non-Western sources of information but also to adjust assessment instruments so they better measure the SLO. In English, students wrote essays on short stories involving non-Western perspectives and 83% scored “satisfactory” or higher based on a rubric that focused on student ability to define examples, provide evidence from a text, and explain connections between evidence and the definition.

Social Sciences: “Students will be able to identify the strengths and weaknesses of selected data and/or information-gathering techniques and research methodologies.”

Examples of findings: Sociology and Psychology both assessed this goal but through different strategies. In Sociology, student knowledge was assessed through embedded test questions and the instructor found that most students could identify appropriate research methods but had more difficulty distinguishing non-scientific methods. She recommended providing more detail on research than was provided solely from the textbook. Psychology used a series of test-retest techniques to measure both mastery and retention of knowledge. The instructors found that, while most students performed well on mastery tests, they struggled with retention of knowledge in subsequent tests. Faculty have, thus, altered the schedule of exams such that students must take more time between tests before they are allowed to take follow-up tests to ensure more time for studying the topics.

Natural Sciences: “Students will demonstrate their understanding of the difference between observation and inference.”

Examples of findings: Chemistry assesses this SLO in a lab-based course. Most students scored above 80% on the laboratory assignment and therefore no recommendations for change were made. In an Honors section, students developed a research project and gave a poster presentation. The instructor noted in her report that providing an example paper boosted student performance and that students required

more time to conduct thorough literature reviews for their project. She also plans to have a librarian participate in instruction about how students can find appropriate materials for literature reviews.

Additional Assessment-Related Activities

Along with the assessment work the university conducts related to disciplinary accreditation and program/general education assessment, EWU gathers information about student preparation and experience from other sources. Those sources include student surveys and special institutional studies involving transcript analysis as described below.

Use of Surveys and Student Feedback

The university participates in three national student surveys including the *National Survey of Student Engagement* (NSSE), the *Survey of Student Opinions* (SSO) and the *Beginning College Survey of Student Engagement* (BCSSE).

Eastern Washington University		
Cheney, WA		
Survey year: 2007		
Institution type: Master's Colleges and Universities (larger programs)		
Public		
NSSE BENCHMARKS	First-year students	Seniors
■ This school ■ Institutional type avg.		
Level of academic challenge Definition	49.2 51.1	53.6 55.6
Active and collaborative learning Definition	38.4 41.2	51.4 50.6
Student-faculty interaction Definition	29.7 32.9	37.0 40.6
Enriching educational experiences Definition	23.4 25.8	38.0 37.4
Supportive campus environment Definition	53.3 59.7	50.5 57.0

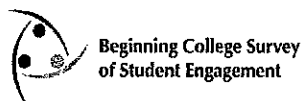
Eastern is in the fourth year of participation in the NSSE, which gathers information from first year students and Seniors in five benchmark areas to compare how EWU students perform relative to similar students at other comprehensive universities. Although the data are cross-sectional, the report also allows the University to approximate the level of improvement or gain from over the course of students' time at the university. In general, Eastern finds that both Freshman and Seniors are on par with national norms and that Seniors report higher scores than Freshman on all areas except "supportive campus environment." These results are shared with the university community at various venues and are part of the *Campus Profile* reporting as participants in the national *Voluntary System of Accountability*. The *Profile* is posted on Eastern's

website for viewing by anyone with web access and is intended to provide potential students and their parents with summary information about the university.

Service area (examples)	Average EWU responses (3 yr. ave.)	National norm
Career Planning	3.2	3.5
Student Employment	3.4	3.5
Recreation/Intermural	3.8	3.6
Student Health	3.8	3.6
Financial Aid	3.7	3.8
Residence Halls	3.4	3.3
College Orientation	3.6	3.6
Computer Support	3.8	3.7
Parking	2.8	2.9

The *Survey of Student Opinions* is conducted annually and assesses student use of and satisfaction with various services on campus. Again, Eastern finds that its student responses are generally similar to those gathered nationally. Historically, these data have been shared with the classified union and senior administration as part of the merit pay system for that union. However, these data will be shared more broadly with staff in the areas related to the have information.

Beginning in fall 2008, the university conducted its first administration of the BCSSE in fall orientation sessions. This survey can be used as a stand-alone effort or as a companion to the NSSE as it measures students' previous behavior in high school as well as their expectations of what will happen during the first year at the university in the same domains as measured by the NSSE. Results from this initial administration follow but Eastern will also be receiving a report from the NSSE administrators comparing expectations (BCSSE) with experiences (NSSE) following the completion of the spring 2009 administration of the NSSE survey instrument. The University is particularly interested in the comparisons in the BCSSE on first generation/non-first generation students since other institutional data indicates that approximately 50% of EWU's undergraduate student body are first-generation students. As this report is relatively new, it has not yet been shared broadly but will be during spring term 2009.



BCSSE Scales ^a	First-Generation ^d Comparisons			
	Means		Tests of mean differences	
	FG	Non-FG	Sig ^b	Effect size ^e
High School Academic Engagement (HSE) <i>Engagement in educationally relevant behaviors during the last year of high school.</i>	5.30	5.37		-.05
Expected Academic Engagement (EAE) <i>Expected engagement in educationally relevant behaviors during the first year of college.</i>	5.78	5.68		.07
Expected Academic Perseverance (EAP) <i>Student certainty that they will persist in the face of academic adversity.</i>	7.40	6.93	**	.32
Expected Academic Difficulty (EAD) <i>Expected academic difficulty during the first year of college.</i>	5.09	5.06		.02
Perceived Academic Preparation (PAP) <i>Student perception of their academic preparation.</i>	7.17	6.86	*	.20
Importance of Campus Environment (ICE) <i>Student-rated importance that the institution provides a challenging and supportive environment.</i>	7.51	7.11	**	.27

Eastern also gathers student feedback on programs and services through a variety of structured as well as locally developed survey methods. For example, this past fall the University replaced the present method of gathering student evaluations and is now using the Individual Development & Evaluation Assessment (IDEA) *Student Ratings of Instruction* system. IDEA involves the use of end-of-course evaluations but combines responses with the intended learning goals of a particular course. Faculty identify course objectives in six groups including basic cognitive background, application of learning, expressiveness, intellectual development, lifelong learning, and team skills. Eastern received its first term's results in February and the feedback is being analyzed for application.

Other traditional assessment techniques, alumni and employer feedback surveys, are also conducted. For example, our Dental Hygiene program recently received the following feedback from its alumni:

- 66% agreed with: “I completed the program within the planned time span”
- 88% said it would be “Extremely likely” or “Very Likely” to choose EWU again for an undergraduate education:
- 83% indicated “Extremely likely” or “Very Likely” to recommend EWU to other undergraduate students:

- Over 70% selected “*Very High*” or “*High*” ratings on *skills change* as a result of being in the program in areas such as professional ethics, readiness for a career, defining and solving problems, recognizing responsibilities, rights and privileges as a citizen, understanding and appreciating different philosophies and cultures, learning independently

Highlights drawn from their 2007 employer survey include:

- 100% answered “yes” to “Based on your professional experience, will you continue to hire EWU graduates?”
- 71% rated their “Overall satisfaction with the EWU Dental Hygiene Program” as excellent and 29% rated it as good.

Finally, the university has used survey research to gather information from students on significant topics of interest regarding student success. Two major efforts were conducted recently. First, in 2007, an Undergraduate Student Scheduling Survey was administered to the entire undergraduate student population to determine what factors contributed to problems with course scheduling. The most common problem tended to be that courses were scheduled at overlapping times. Using the results of this survey, a scheduling committee of administrators and faculty developed new guidelines on course scheduling and all departments have identified a designated scheduling coordinator to handle course scheduling. Second, the Enrollment Management Team (EMT) conducted a retention survey during summer 2008 in which Freshman students from spring 2008 who had not reenrolled for fall 2008 were questioned about the reasons they had not reenrolled. Results showed that many students planned on enrolling but either didn’t realize there was a good reason to do so early or just were waiting to enroll once fall term started. Others indicated that they were not returning but often for reasons that the University could not affect. In conjunction with the survey results, the Team conducted detailed academic transcript analyses of each survey respondent to determine if any particular course taking patterns were related to attrition. One major finding was that if a student received more than one “F” during their first term, they were very likely not to return for their Sophomore year, but were likely to remain at the university for the remainder their Freshman year. This trend revealed that the University must intervene with students of this type and, thus, the EMT is incorporating this information into its strategic enrollment management plan as it relates to an early warning system.

Institutional Studies

Last, the University is keenly aware of its obligations for accountability. To that end, it routinely provides student success data to the Washington state Higher Education Board through decennial program review and annual accountability reports that focus on degree attainment, time-to-degree, and retention. It also participates annually in the *Consortium for Student Retention Data Exchange (CSRDE)* and reports continuation and graduation rates on first-time, full-time students, transfer students and STEM majors. These reports are broadly shared internally and comparisons are made with data from peer institutions. Eastern has also conducted retention analyses broken down by academic majors for internal reporting. The university has recently become a charter member in the national member of the Voluntary System of Accountability and reports on student success via the College Profile. As part of that membership, Eastern administered the *Collegiate Assessment of Academic Proficiency (CAAP)* tests on writing and critical thinking. University findings indicate that many of the tested Freshmen and Senior participants exceeded national norms in both areas but that little progress appeared to be occurring from Freshman to Senior year on writing. This provided additional impetus for focusing on writing in the upcoming 2009-2010 year and the 2009 *Summer Institutes on Teaching, Learning & Assessment*.

The University has engaged in several institutional studies of student success related to progress in courses. For example, the office of Institutional Research, Demography and Assessment now routinely runs a “gateway course” report and supplies it to academic deans. Through observations that many of the courses with high “F” and “withdraw” outcomes tend to occur in the Sciences and Math, our dean of Science, Health

and Engineering has been working with those departments to uncover the source of this trend. In light of these data and student complaints about mathematics, the Mathematic Department collaborated with the Teaching and Learning Center to develop a Scholars Learning Community (SLC) on Math Retention. Other members of the SLC include the College of Science, Health and Engineering; Academic Support Center; Undergraduate Studies; Disability Support Services; and General Undergraduate Academic Advising. The SLC has investigated (1) student background and motivation, (2) improvement of math instruction, and (3) EWU policies regarding mathematics. The SLC's initial research revealed that students who fair poorly in mathematics at the university had often not done well in their last high school math course. To help compensate for poor – or lacking – math preparation, the Mathematics department now assigns master teachers to the developmental math courses instead of graduate students and has changed the course sequencing to satisfy the general education math requirement. The department has also suggested a change in policy regarding fees for withdrawing from non-credit math courses. The SLC on Math Retention is currently hosting a math survey to gather additional student-centered feedback and data.

Summary

The University has made substantial progress in integrating assessment into its critical functioning. Assessment processes are now routinely incorporated into strategic planning and the budgeting process in addition to being a common expectation for academic programs. Although Eastern still finds that some programs are not responding to requests for program assessment data, all but three programs have published student learning objectives and, through recent efforts, the University has gathered empirical data that helps direct specific attention and assistance to areas of need. Eastern employs an infrastructure of committees devoted to assessment that works well and will be more effective with increased communication between them. Overall, assessment results have led to changes in courses (both content and delivery), programs and processes at the University.

Recommendation 4

The Committee recommends that clear and accurate advising is available for students at all locations. All advisors, both general and departmental, need to help students make appropriate decisions concerning academic choices. Regularly updated and specific advisor responsibilities should be defined, published and made available to students and advisors (Standard 3.D.10).

The university has taken several steps to improve the quality and availability of advising. Specifically, EWU is providing improved access to advisors and advising, using assessment to improve advising and utilizing better tools and training for advisors. Specific, updated expectations for advisors are now published and are available to students. These steps have been taken to support the methods of delivering successful advising to EWU students. Multiple modes of advising, in various sites, provided by faculty and professional advisors, are necessary to serve EWU's diverse student population. Together, these steps move EWU to better alignment of high expectations for advisors with a higher quality of advising of our students.

Defined Roles and Responsibilities for Advising

Faculty have specific contractual responsibilities for advising. *As part of their professional responsibilities, tenure and tenure-track faculty are expected to advise students who are declared majors in their department on department, college and University requirements and career opportunities in their disciplines* (EWU/ UFE Contract 2006-2009 at 10.4.5 Advising). Faculty advising is supplemented by college-based professional advisors in Education and Human Development (1 FTE employee); Arts and Letters (.5 FTE); Social and Behavioral Sciences (.5 FTE) assigned from General Undergraduate Academic Advising; Science, Health, and Engineering (2 FTE); Business and Public Administration (2 FTE); and School of Social Work and Human Services (2.75 FTE). College and program advising staff serve current students who declare a major, particularly students who are required to complete pre-major requirements, and provide liaison services to other offices on campus. College-based professional advisors assist faculty advisors by serving as a bridge back to general advising or another college in cases when students change majors or return to undecided status.

General advising is provided by professional staff in General Undergraduate Academic Advising, a central office serving primarily new and undeclared students. Specific position responsibilities exist for college-based advisors located in Cheney and Spokane, as well as staff with advising responsibilities at off-campus locations in Washington. Expectations for all professional advisors (both general and college based) are part of position descriptions and are utilized for performance evaluations.

Increased Access to Advisors and Advising

Besides delivery of advising at the Cheney campus and for the numerous academic programs based nearby in Spokane, advising services are provided at off-campus sites, including Bellevue Community College, where Eastern has five undergraduate programs. Other undergraduate program coordination and advising is in place in Vancouver, Washington, and South Seattle for Engineering and Design (Applied Technology) and in Pierce Community College, Shoreline Community College, and Clark College for Dental Hygiene. A web site link is provided for off-campus dental hygiene students to access a program advisor. EWU also has on-site program coordinators for the Master of Social Work programs in Yakima, Vancouver, Everett, Pasco, and Spokane who provide direct advising services, both for academic purposes, especially about program requirements and course sequences, as well as general advising on university resources.

Technology is used as part of the multiple access points for advising at EWU. For example, the College of Science Health and Engineering provides an online video introduction from advisors and links for

students to ask questions and make appointments. The college's web sites are informative and well designed. The College of Arts and Letters and the College of Social and Behavioral Sciences offer regular posted hours and a resource center. Students are generally expected to initiate arrangements for advising, especially when faculty are the primary advisors. New students are provided guidance on how to take this initiative. More intrusive advising practices are used as appropriate. Programs at EWU for first-generation students (50% of EWU's new freshman and nearly the same percentage of new transfers are first generation) require students to meet regularly with professional program advisors. For example, students in the Academic Support Center – a program that primarily serves low-income, first-generation college students – are required to meet with an advisor three times per quarter. Required advising also occurs in the Eastern Advantage program, a scholarship and mentorship program for first-generation students and for the College Assistance Migrant Program and Washington Achievers program. In all cases, professional staff have been selected who are well-prepared to provide effective advising as part of their duties. Staff are evaluated in part based on their ability to provide quality advising and mentorship.

The various changes to increase access to advising at EWU have raised the level of engagement with students to help them make appropriate decisions about their academic programs.

College-based advisors help fill gaps that naturally occur in faculty advising. For example, college-based advisors are an available, reliable resource for new faculty who take on advising responsibilities and need to learn Eastern's requirements and campus resources. As academic programs are revised – particularly, complex academic programs – college-based professional advisors provide continuity for students and faculty to help maintain a high level of advising information and access.

The linkage of college-based advisors who are on the General Undergraduate Academic Advising staff raises awareness in both the central office and the college of student needs, faculty questions about advising, and changes in curriculum and policies. The overall improvement in communication and information raises the level of advising in both places. Faculty in the College of Social and Behavioral Science, for example, have spoken very enthusiastically about the benefits of having an on-site professional advising resource, even on a part-time basis, especially as complex advising situations arise. College-based advisors are knowledgeable about the various programmatic offerings and combinations of majors and minors that can best suit students' needs and interests. They are also well-positioned to assist students who have decided to transition to another college or program.

Professional advisors can also help college decision makers gauge students' course scheduling needs and capacity needs for gateway and required classes. This analysis improves overall advising at the university by matching course availability to student needs. It improves predictability and regularity of course patterns.

Assessment and Improvements to Advising

The College of Arts and Letters conducted an ACT survey of academic advising in April 2008. 176 students participated, with some 56 % reporting they had a college advisor, 21% a general advisor and 17% reported not having an advisor.

This latter number raised concerns. The college has instituted an informational assessment for required English composition courses, which virtually all new freshman and many new transfer students will take at EWU. Students are asked to identify their advisor. This is one means for instructors, and as appropriate, the college-based advisor to help ensure that students are being advised.

Results of the ACT survey led EWU to establish a .5 college advisor that had initially been part of a pilot program to assign one-half of a general advisor's time to the college. Survey findings indicated that students rarely received information on financial aid from their advisor, but this was an important topic,

especially given the high percentage of EWU students who receive such funding. The intricacies of financial aid are outside the realm of what the vast majority of faculty advisors will know, but a college based-professional advisor can be an excellent general resource on these questions, both for students, and for faculty, and for knowing where to refer financial aid questions. The experience of the other college-based advisors similarly shows that they are in a better position than faculty to provide this type of assistance.

Another specific example of improvements in student advising is the restructuring of pre-nursing advising at EWU. Pre-nursing advising had been provided by a staff person with a split position that included teaching responsibilities. Advising hours and access were inconsistent, as was the information students received. Now pre-nursing advising is designated as a key responsibility for one of the full-time positions in the central Undergraduate Academic Advising office. Moreover, all general advising staff are now trained on the nursing application process and are available to assist students. Group advising of pre-nursing students to provide detailed assistance to interested students in advance of application deadlines is also now provided. Advising aids are in place that clearly identify requirements and inform students of time-lines for applications and important financial aid information. This helps provide a check for advisors in General Advising as well as for students. While these aids have improved advising, instances of inconsistent implementation of these advising tools have required on rare occasion special follow-up and correction of incomplete information.

Overall, systematic evaluation of advising at EWU along the lines of the ACT survey or other instrument needs to be improved. Further steps can be taken to use assessment to make specific improvements in advising.

Improvements in Training and Advising Tools

General Undergraduate Academic Advising provides a regular series of workshops on topics such as career services, summer programs and orientation, put on by staff in those departments, that helps advisors across the university be well informed about university resources. The outreach of Career Services, for example, helps students see the connections between their academic programs and work opportunities after graduation. In addition, General Undergraduate Academic Advising provides campus-wide resources for advising, including an academic planner and academic performance agreement.

EWU has also implemented a degree audit functionality called SOAR (Student Online Academic Review) that can be used for general education requirements. General education requirements are very familiar topics for professional advisors, but can be an area where many faculty are not well versed. A roll-out of SOAR functionality to the colleges has been strongly endorsed by the academic deans and is underway, to help ensure that faculty and general advisors use this tool, show students how to use it, and thus improve the accuracy of academic planning.

As new programs are being developed, and as existing programs are being considered for online delivery, such as our undergraduate Children's Studies program and our graduate certificate in School Psychology, planning includes how to ensure that effective advising is provided. The integration of advising and academic planning has become more systematic at EWU.

Specific, Updated, and Published Expectations for Advisors

The findings of the ACT survey reinforced the importance of developing clear university wide-expectations for all advisors and making them known to students. The following statement has been adopted on advisor expectations. It was developed collaboratively by Enrollment Services, General Undergraduate Academic Advising and academic leaders in the colleges.

Effective advising contributes to student success and is a vital part of Eastern's commitment to a rigorous and engaged learning experience. Advisors assist students with developing academic programs consistent with their goals, interests, aptitudes and needs. Advisors will be informed about university programs, policies, procedures and services. Advisors will have particular areas of expertise, depending upon their scope of responsibilities in a program, department, college or a general advising office. All advisors will know when and how to refer students to other resources on campus as appropriate.

All advisors will be regularly available to students and will keep records of their advising appointments and the progress of their advisees. To be effective, advisors must genuinely care about the welfare and development of students. Advisors therefore will take the initiative to reach students as needed while also conveying to students their responsibility for selecting and pursuing their academic program, progress toward academic and career goals, knowledge of policy and procedures and development of class schedules.

To facilitate the development of the shared responsibility for learning in an advising relationship, advisors will provide tools for assisting students with curricular and career planning, strategies for resolving academic difficulties, referrals and resources for opportunities to advance and resolve problems. Advisors will learn and use the various student information related technology available to fulfill their responsibilities. They will also model how to use the university catalog, web based resources and print resources to make informed decisions. Advisors will also engage in cross department and cross divisional efforts to understand and adopt best practices for effective advising at EWU.

Specific programmatic, departmental, college advisor responsibilities will be developed, disseminated and made public as determined by each academic area, under the supervision of the appropriate dean or student affairs administrator. These administrators will collaboratively and regularly provide workshops and resources to orient, support, implement and assess university advising practices.

This statement has been published on the university web site for general advising at:
<http://www.ewu.edu/x656.xml>.

Summary

The publication of the expectations for advisors and improved delivery, both in person and via electronic sources, will help EWU ensure that clear and accurate advising is available for students at all locations. Access to college-based advisors varies, as needed by location and by mode of delivery, and has clearly improved since 2006. Particularly for at-risk student populations, the university has committed advising resources to promote engagement with students and reduce barriers to needed information. Good tools, such as SOAR, and training are available to faculty and professional advisors. Collectively, these steps have helped students raise their ability to take responsibility for their own academic planning and achieve their goals.

Recommendation 5

The Committee recommends that the University develop a long-term staffing and resource plan that enables it to attract and retain faculty for the effective delivery of its educational programs in its well-established student-centered learning environment (Standard 4.A.4).

Eastern Washington University has taken a distributed, data-driven approach to develop long-term staffing and resource planning. This model enables the university to attract and retain quality faculty for the effective delivery of the educational programs in its well-established student-centered learning environment.

Data-Driven Faculty Staffing and Implementation of Proactive Hiring Timelines

The Provost has implemented a newly modified staffing model to reallocate faculty positions through a formula based on the Delaware Cost Study data. This model will be used to determine the need for new faculty positions based on productivity of faculty in the same disciplines at similar institutions as determined in the Delaware Cost Study data set. The formula allows for unique situations such as new program startups, programmatic accreditation, and changes in enrollment patterns.

In concert with the Delaware-driven approach to staffing, a new and proactive planning timeline has been implemented for the normal (non-emergency) recruiting and hiring of faculty. The timeline allows for departments and colleges to plan and submit requests to the Provost's office for early review and approval so that positions can be advertised in a timely manner and ample pools of applicants can be developed. All faculty search committee members are required to attend diversity training and use the advocacy approach when considering applicants. Diversity training includes a review of position descriptions and postings for inclusive language that will appeal to a diverse pool of applicants. It also suggests a review of departmental hiring processes for inclusiveness. For example, some departments may choose to include a visit with members of a community group of the applicant's choice in the on-site interviews. Using the advocacy approach, each search committee member advocates for individual qualified applicants, focusing on why the applicant should be included in the next phase of the search, rather than focusing on reasons to exclude the candidate. This approach to faculty hiring is similar to the review process for tenure and promotion in which departments advocate for retention of faculty members. The effectiveness of this approach can be seen in the number of faculty with a diverse background that were hired for 2009-10. Eight of the 28 (28.6%) tenure/tenure track faculty hires for Academic Year 2008-2009 were diversity hires. The College of Science, health and Engineering had an exceptional success rate with 6 of the 12 hires in the College diversity hires. Overall, 10.8% of the faculty at EWU come from a diverse background.

Beyond the hiring of diverse candidates, Provost Mason has instituted a faculty mentoring program in order to assist with the success and retention of our faculty. The Provost has asked the Teaching and Learning Center to help develop a mentoring program, and several positive steps have been taken. For example, a diverse group of faculty – self-named *Mosaic* – was formed during 2009-09 and has been meeting informally on a regular basis to develop a sense of community and support for its members. In addition, a Scholars Learning Community (SLC) on Diversity has been active since 2003, and as a result of participation in the SLC, faculty regularly report having a stronger sense of connection to Eastern as well as a renewed interest in contributing to the teaching, learning, and research around diversity issues.

Commitments to Faculty

All faculty salary increases are negotiated between Eastern Washington University and the United Faculty of Eastern. The raises for the 2006-07 through 2008-09 academic years are specified in the 2006 Collective Bargaining Agreement (CBA). The CBA specifies a \$1,200 annual faculty development

allocation for all tenure/tenure-track faculty. An additional \$250,000 is allocated by the CBA for a faculty research and development grant program. These grants are awarded through a competitive university-wide review process. The CBA also includes a process through which merit salary increases are awarded. In addition, budget resources can be allocated to faculty positions and additional resources, if needed, identified. Beyond monetary items, the CBA details the policies and procedures for the following:

- Academic Organization
- Appointment, Assignment, Rank and Promotion
- Compensation and Benefits
- Department Chairs
- Discipline
- Grievance
- Leaves
- Nondiscrimination and Affirmative Action
- Professional Rights and Responsibilities

Each individual college has developed its own policy and procedures' manual that clearly outlines any college procedures in implementing the CBA. Staffing needs and unique resource needs are determined at the college level.

Technological Enhancements for Teaching Effectiveness

Access to technology in the classroom and training for using the technology effectively in teaching and learning is a high priority for faculty. Eastern has made a commitment to improved and consistent access to instructional technologies and training around their usage. For example, the Office of Information Technology and the Teaching and Learning Center have partnered to provide consistent and seamless support and resources for faculty as they incorporate technologies into their teaching and student learning. In addition, expertise from both the Disability Support Services and the Center for Disability Studies and Universal Access programs helps inform not only the pedagogical approaches to learning but also the access to learning spaces and tools, whether they are technologically enhanced or not.

Many general-use classrooms are equipped with enhanced technology, and faculty may request these for their use. Enhanced classrooms are upgraded on a regular schedule, and additional classrooms are brought on-line each year. In addition, many departmentally assigned classrooms contain discipline-specific technologies for use in teaching.

Programs may also request funding from the Student Technology Fee Committee (STFC), a student committee that determines the distribution of funds generated by the Student Technology Fee. Successful proposals demonstrate direct delivery of technology resources to students. Several academic departments have enhanced access to instructional technologies within their classrooms through the STFC program.

Faculty Planning at the State Level

Planning for faculty staffing and resources at Eastern Washington University has been committed to and communicated to state-level agencies through both the university's current Strategic Plan and Performance Agreement.

The Eastern Washington University Strategic Plan, submitted to the State of Washington / Office of Financial Management as part of the university's biennial budget, includes the following faculty resource goals.

- Aligning faculty and academic administrative staff salaries with peer institutions

- Increasing university grant programs for faculty
- Increasing the dollar amount of investments in research and creative works

The Eastern Washington University Performance Agreement, submitted to the State of Washington / Higher Education Coordinating Board, commits Eastern Washington University to:

- Aligning faculty salaries, support and performance to the 75th percentile of the Global Challenge Peer group
- Increasing underrepresented faculty by 25%
- Increasing support of faculty teaching, research and service activities
- Increasing the technology available to faculty
- Providing new computers to faculty on a three-year replacement cycle

Summary

Eastern's distributed, data-driven staffing model allows long-term planning to begin at the departmental level and assures adequate staffing in all areas. The negotiated CBA allows for faculty input into all phases of the policies and procedures involving faculty working conditions and compensation. Eastern has taken measured steps to attract and retain all faculty, including diverse faculty. Faculty are well supported through annual faculty development allocations, merit pay, substantial research grant pools, and mentoring programs. Faculty have access to technologically enhanced classrooms, along with the training and support they need to feel comfortable in employing technology to help advance student learning. From the specifics of faculty salaries and technologically enhanced classrooms to the facilitation of state-level planning, Eastern Washington University's faculty staffing model ensures the university's ability to attract and retain quality faculty who can deliver exceptional educational programs to the university's students.

Concluding Statement

Recommendation 1

The Committee recommends that the University proceed quickly and steadily with the implementation of the Strategic Plan. An early essential step will be to bring unit goals and plans, as well as resource allocations, into alignment with the goals of the Strategic Plan (Standard 1.B).

Eastern Washington University has made significant progress in bringing unit goals and plans into alignment with the goals of the *Strategic Plan*. A structure was created that has guided the process. Division/college/department/unit strategic plans that are aligned with the University *Strategic Plan* are in place. Action Plans for 2007-2008 and 2008-2010 have been developed, revised, and entered in the portal. These action plans are that are aligned with division / college / department / unit strategic plans and the University *Strategic Plan*.

Divisions / colleges / departments / units were asked to submit a year-end report assessing the progress made on reaching the goals in their 2007-2008 action plans. To date, only thirty-nine percent of the divisions / colleges / departments / units have submitted these reports. Efforts are underway to obtain the assessment reports from the remaining sixty-one percent.

Eastern Washington University has also made significant progress in aligning resource allocation with the goals of the *Strategic Plan*. From 2005-2006 through 2008-09, a total of 48 requests for funding from the Strategic Planning Pool were funded with a total of \$510,815 awarded. The budgeting process at Eastern has been revised and a University Budget Committee has been established. This committee works with the President to establish funding recommendations based on the University's *Strategic Plan*. Eastern's Biennial Operating Budget requests to the Legislature need to be accompanied by a long-term strategic plan for Eastern that identifies objectives, performance measures and strategies for active implementation of each of the goals of the plan.

Recommendation 2

The University has made a promising start in instituting plans for program assessment. However, assessment implementation is inconsistent across the University. The Committee recommends that the University implement its emerging formal assessment process. This process needs to be systematic, encompass all its educational programs, lead to improvement of teaching and learning, and be integrated into its overall planning and evaluation (Standard 2.B.1 and 2.B.3).

Eastern Washington University has made substantial progress in implementing a formal assessment process that is systematic, encompasses all educational programs, and has lead to improvements in teaching and learning. Assessment processes are now routinely incorporated into strategic planning and the budgeting process in addition to being a common expectation for academic programs. Although Eastern still finds that some programs are not responding to requests for program assessment data, all but three programs have published student learning objectives. Eastern employs an infrastructure of committees devoted to assessment that works well and will be even more effective with increased communication between them.

Recommendation 4

The Committee recommends that clear and accurate advising is available for students at all locations. All advisors, both general and departmental, need to help students make appropriate decisions concerning academic choices. Regularly updated and specific advisor responsibilities should be defined, published and made available to students and advisors (Standard 3.D.10).

Eastern Washington University has made significant progress in making sure that clear and accurate advising is available for students at all locations. Expectations for advisors are published. The delivery of advising, both in person and via electronic sources, has been improved. Access to college-based advisors varies, as needed by location and by mode of delivery, and has clearly improved since 2006. Particularly for at-risk student populations, the university has committed advising resources to promote engagement with students and reduce barriers to needed information. Good tools and training are available to faculty and professional advisors. Collectively, these steps have increased the students' ability to take responsibility for their own academic planning and achieve their goals.

Recommendation 5

The Committee recommends that the University develop a long-term staffing and resource plan that enables it to attract and retain faculty for the effective delivery of its educational programs in its well-established student-centered learning environment (Standard 4.A.4).

While Eastern Washington University has not developed a long-term staffing and resource plan per se, the University has made good progress in the efforts to attract and retain faculty. Eastern's distributed, data-driven staffing model allows long-term planning to begin at the departmental level and assures adequate staffing in all areas. Eastern has taken measured steps to increase the diversity of the faculty as well through a revised search process. The negotiated Collective Bargaining Agreement allows for faculty input into all phases of the policies and procedures involving faculty working conditions and compensation. Faculty are well supported through annual faculty development allocations, merit pay, substantial research grant pools, and mentoring programs. Faculty have access to technologically enhanced classrooms, along with the training and support they need to feel comfortable in employing technology to help advance student learning.

Appendix A – Examples of College/Department/Unit Strategic Planning Action Plans

Unit: Academic Support Center

Unit Goal: Expand the capacity of the Academic Support Center to provide direct retention and graduation services to students. Help provide students with a learning environment that enables them to establish and work towards educational and career objectives.

Outcome: Increase number of students participating in collaborative learning groups.

Strategic Planning Goal: 1 - Foster rigorous and engaged student learning experience

Activity: Beginning Fall 2007, Academic Support Services will be expanded to Riverpoint campus. Additional one-on-one tutoring and collaborative learning groups will be held at the Riverpoint campus. Additional PLUS collaborative learning groups will occur on EWU's main Cheney campus.

Success Target – Number of EWU students participating in collaborative learning group will increase (based on comparison to the 2005-2006 baseline data for number of students participating in PLUS collaborative learning groups).

Measurement – Number of EWU students participating in collaborative learning group will be at or above 1,359 by the end of spring quarter 2008. Facilitators will turn in attendance sheets each quarter with number of students attending.

Assessment Result – Beginning Fall 2007, the Academic Support Services expanded to the Riverpoint campus. Eleven groups were held serving 121 students at the new location. Additional PLUS collaborative learning groups occurred on EWU's main Cheney campus. A total of 1,362 students were served by the PLUS program in 2007-2008.

Interpretation – All PLUS Activity Goals were met or exceeded.

Unit: College of Arts and Letters (CAL)

Unit Goal: 4. Enhance dialog about complex, conflicted, cultural, and interdisciplinary issues by engaging students even more deeply in: -critical thinking -close reading of historically-embedded, multi layered texts -written communication -cross-disciplinary and inter-media collaboration to achieve curriculum integration and interdependency

Outcome: Outcome 3 Faculty advising enhances and assesses students' development as critical thinkers, readers, writers and artists.

Strategic Planning Goal: 1 - Foster rigorous and engaged student learning experience

Activity: CAL advisors will train faculty to accurately and effectively use electronic information systems to access student information.

Success Target – All faculty can access student academic records on Banner and EagleNet and transfer records on Acorde.

Measurement – Chairs report that all faculty are equipped to use these systems.

Assessment Result – College advisor has been working effectively with the two largest departments – English and Music – to promote access and accuracy in advising. The ACT survey, however, indicates that we have a distance to go before students perceive this as a definite change.

Interpretation – This work must continue, and students need to be able to see the difference. The work has to be embraced by faculty members.

Unit: Department of English in CAL

Unit Goal: The department will enhance its ability to advise students and prepare them for careers related to its majors and options.

Outcome: Department will collect accurate information about our majors (both current and graduated).

Strategic Planning Goal: 4 - Grow resources and capacity to enhance Eastern's academic quality

Activity: Develop a formal process for tracking students through our program, including working with the office for institutional research

Success Target Measurement – Ability of department to report accurate information about majors and minors. Ongoing, sustainable database

Assessment Result – As previously noted, a request for support to develop a database was denied. Request for information from the office of institutional research have all been ignored or received no response. We have, however, undertaken a review of all our files to verify numbers of majors and begin the process of collecting data. Faculty have also agreed to the development of a more systematic advising process. It is through advising that we hope to gather more information about our students and their progress through the majors. We are also developing two-year scheduling plans to make advising easier and to improve time to graduation rates.

Unit: College of Business and Public Administration (CBPA)

Unit Goal: Expand outreach activities that promote sustainable economic and community development.

Outcome: Increased faculty, student, and administrative involvement in community outreach

Strategic Planning Goal: 3 - Support an institution-wide commitment to community engagement that benefits the university, the region and the world

Activity: Prepare and submit reaccreditation documents for the Planning Accreditation Board.

Success Target – Successful reaccreditation by the PAB

Measurement – Peer review recommendation

Assessment Result – PAB accreditation successful—4 year review

Unit: MBA Program in CBPA

Unit Goal: Provide a learning environment that supports and encourages students to engage in life-long learning

Outcome: Courses are sequenced in a way that allows a progressive learning experience and timely completion of program requirements

Strategic Planning Goal: 1 - Foster rigorous and engaged student learning experience

Activity: Revise the curriculum to include greater engagement of the regional community and enhance the value of the degree

Success Target – 50% of courses include outside visitors, site visits or community project. Curriculum is restructured to reflect current trends of integrating application and knowledge

Measurement – Approved by the CBPA Graduate Faculty

Assessment Result – Curriculum has been revised to reflect current needs. The appropriate program change paperwork has been submitted to GAC for approval. New offerings begin in winter 09.

Unit: College of Education and Human Development (CEHD)

Unit Goal: The College of Education and Human Development will support a diverse and multicultural environment by recruiting students, faculty and staff who represent a variety of geographic, ethnic, and economic backgrounds.

Outcome: Underrepresented groups of students will increase 5-10% over the next three years. CEHD will retain 90% of the underrepresented groups over the duration of their course of study.

Strategic Planning Goal: 2 - Create an academic community culture that supports and engages faculty and staff throughout their careers

Activity: Hire a recruiter/advisor in CEHD to increase recruitment and retention of students with a special emphasis on underrepresented populations

Success Target – Increase majors in CEHD by 5%

Measurement – Declared majors

Assessment Result – CEHD was able to fund a graduate assistant to assist the college in recruiting and marketing. Last year our part time recruiter visited over 2 dozen community colleges and high schools throughout Washington making over 3200 personal contacts. Special emphasis was placed up and down the eastern slope of the Cascades to target underrepresented populations. At this time we have been unable to cross reference our list with a university list to assess the capture rate of these contacts. Also, we lack the ability to track if in fact the number of majors in our programs have increased by the 5% as stated in our goal.

Interpretation – Our College FTES numbers have increased for the first time in at least 3 years this quarter. For the first time in 5-6 years we have seen an increase of 32 FTES in our Department of Education. I (Dean Coelho) would make the connections that our recruitment efforts have increased our FTES numbers for fall 2008.

Unit: Department of Counseling Educational and Developmental Psychology in CEHD

Unit Goal: The Department of Counseling, Educational and Developmental Psychology (CEDP) will allocate resources, capacity and people to support its mission, vision, policies and procedures.

Outcome: Professional development in research, writing and presentations by students will increase and will be encouraged and supported by CEDP through a formula to adequately compensate faculty for supervision of student research.

Activity: 1) The department of CEDP will create a formula for compensation of faculty supervising students enrolled in CEDP 600, 601 and 491. 2) Faculty who supervise students enrolled in CEDP 600, 601 and 491 will be expected to participate in a series of forums that facilitate the dissemination of information regarding research activities in psychology, special education and counseling. Students will be encouraged by their research advisors to attend the forums. 3) Faculty and students will participate collaboratively in the forums by co-preparing and co-presenting research in the form of lecture-based presentations and/or poster presentations.

Strategic Planning Goal: 5 - Allocate resources, capacity and people in support of EWU's mission and academic goals

Success Target – The formula for research supervision reimbursement will be developed and implemented by the beginning of fall quarter, 2007. The weight of teaching assignment for research supervision (based on the reimbursement formula) will be documented on each faculty member's course assignment sheet. CEDP and the Research Seminar Coordinator will schedule 4-5 seminars per quarter for a total of 12-15 seminars for 2007-2008. CEDP and the Research Seminar Coordinator will collect data on attendance and participation in the seminars. Faculty and students will submit manuscripts and proposals for publication and presentations on the regional and national levels as a result of having participated in the seminars.

Measurement – The formula for research supervision reimbursement will be developed and implemented by the beginning of fall quarter, 2007. The weight of teaching assignment for research supervision (based on the reimbursement formula) will be documented on each faculty member's course assignment sheet. CEDP and the Research Seminar Coordinator will schedule 4-5 seminars per quarter for a total of 12-15 seminars for 2007-2008. CEDP and the Research Seminar Coordinator will collect data on attendance and participation in the seminars. Faculty and students will submit manuscripts and proposals for publication and presentations on the regional and national levels as a result of having participated in the seminars.

Assessment Result – During the 2007-08 academic year, CEDP was in period of leadership transition and as result unable to complete action plan and assessments as specified. In addition, CEDP did have the resources available for faculty assigned time to manage and oversee the undergraduate research initiative as proposed. Because the CBA specifies a reimbursement rate

for 600/601 classes in which undergraduate research could be encouraged that is insufficient, faculty participation is discouraged.

Interpretation – Instability and leadership has since been resolved, however, due to current financial exigencies future action plans and assessments are further delayed.

Unit: College of Social and Behavioral Sciences (CSBS)

Unit Goal: To be recognized by the university and the region as the premier unit providing a rigorous culturally diverse and international education to EWU students both through strong traditional disciplines and interdisciplinary programs thereby providing major potential to attract, retain and graduate students at the undergraduate and graduate levels.

Outcome: Engage faculty to develop appropriate new interdisciplinary certificate programs and minors that are carefully planned, well supported, and have a high likelihood of success.

Strategic Planning Goal: 1 - Foster rigorous and engaged student learning experience

Activity: New programs will be considered and developed. Departments and programs will submit feasibility and concept papers in order to begin development on the following new programs: Public History joint-appointment with Washington State Archives. Institute for Middle East/Central Asia Studies with appropriate degrees, programs or certificates. Three to five new certificate programs in interdisciplinary areas. Programs that have the potential to use the R2R model or some other innovative approach to course delivery. Center for Social Justice (to replace the existing Farm Safety Center) Applied Ph.D. in Psychology. BA in Psychology offered at Bellevue Community College.

Success Target – Feasibility studies (including concept papers) will be reviewed for potential new programmatic areas already identified. Feasibility for future programs will be solicited in the spring of each academic year.

Measurement – College will have received concept papers with feasibility studies on all new programs. basis evaluate and add programs into the planning and development cycles. Capitalize on all of these events to leverage them for future enrollments, growth and resources. Development will have begun on new programs approved in 2006-2007

Assessment Result – Public History/State Archives is now an established program; concept paper and feasibility study for Middle East/Central Asia Studies is in process; 2 new interdisciplinary certificates have been established; there has been no expansion of the R2R delivery system to other programs; the concept study for a PhD in Psychology was discouraged at the Presidential level; the BA in Psychology in Bellevue is now established

Interpretation – The development of new programs has been uneven because not all new programs proposed fit with the strategic directions of the college or university. Further, new programs need to be sound financially in order to come to fruition in these tight economic times.

Unit: Department of Sociology/Criminal Justice in CSBS

Unit Goal: Solidify the academic foundation and increase the focus on issues relating to social justice in the Criminal Justice major.

Outcome: Increased opportunities for students to participate in experiential learning where education is applied.

Strategic Planning Goal: 3 - Support an institution-wide commitment to community engagement that benefits the university, the region and the world

Activity: Establish relationship with local non-profit and community organizations to enhance internship opportunities for students to apply knowledge in their chosen field of study.

Success Target – Most of our majors will have completed an internship (or a senior thesis) by graduation.

Measurement – Number of organizations providing internship opportunities to our majors
Number of majors who have completed internships

Assessment Result

Implementation of the action plan is still in process. 28 students were enrolled in criminal justice internship (CRIM495) in 2007-2008.

Unit: College of Science, Health and Engineering (CSHE)

Unit Goal: CSHE related goal. We will provide experiential learning opportunities and support for them within and across departments, with and across colleges and the outside of the university.

Outcome: 1. Recruit and admit qualified students to the College.

Strategic Planning Goal: 1 - Foster rigorous and engaged student learning experience

Activity: 1. Create more student attractive web pages for departments and programs. 2. Create electronic media recruiting materials. 3. Distribute electronic media recruiting materials to prospective students. 4. Place electronic media recruiting materials in public venues.

Success Target – 1. All department web pages have been revamped. 2. Electronic recruiting materials have been produced. 3. Students have received the new recruiting materials. 4. New material in public venues.

Measurement – 1. Number of web pages changed. 2. How many different materials are completed. 3. How many students have received the new materials. 4. Which public venues have our new recruiting materials?

Assessment Result

1. Number of web pages changed.
 - a. All 12 home web pages (college and each of the 11 departments) were changed over to the new format. Additionally, five home pages included a video introducing the unit. A web page for the RIDE program was added.
2. How many different materials are completed?
 - a. Movie ads were created for the College and Computer Science, DVDs were created for two departments (Communication Disorders and Physical Therapy), newspaper ads for community colleges, new brochures were made for all of the Health Sciences Programs and the RIDE program.

3. How many students have received the new materials?
 - a. Unknown as there was no accounting of how many brochures or DVDs went out, however FTES is up in Computer Science and Communication Disorders.
4. New material in public venues.
 - a. Movie ads for the College and Computer Science appeared in 30 theaters across the state during the summer of 2008. Newspaper ads were distributed to ten community colleges in the state. Health Science brochures went out to numerous high schools and middle schools visiting EWU and visited by CSHE recruiters.

Interpretation – The College was quite successful in getting the more information to prospective students through a number of avenues. The improvement of College and departmental web pages provided better information on programs and provided messages, videos and contact information from our advisors/recruiters. The creation of DVDs for the Health Sciences departments plus the new paper brochure provides better profiles and up-to-date information on these programs. We were very successful in getting ads to 30 movie theaters to highlight the College and the Computer Science department. We feel that our efforts in the area of student recruiting have been successful through the actions which the College has taken.

Unit: Department of Computer Science in CSHE

Unit Goal: Improve the quality of graduate education.

Outcome: Provide graduate students with additional opportunities to participate in professional level writing and presentations.

Strategic Planning Goal: 1 - Foster rigorous and engaged student learning experience

Activity: Pilot a graduate colloquia course, and adopt as an MSCS requirement in 08/09 if student/faculty feedback is positive.

Success Target – Completion of pilot offering and collection of feedback from constituents

Measurement – Go/no-go decision on adoption

Assessment Result – The course was successfully piloted in Spring 08. GCPAC forms were processed and the course is now listed in the catalog and required of graduate students as of the 08/09 academic year.

Interpretation – Successful completion.

Unit: Libraries

Unit Goal: EWU Libraries will contribute to program excellence through integration of information literacy at all levels of the curriculum.

Outcome: Students find relevant resources in topics they're researching

Strategic Planning Goal: 1 - Foster rigorous and engaged student learning experience

Activity: Maintain EWU Libraries' collections to meet core student needs for all academic programs

Success Target – Formal funding request for increased university funding. Proposal for external funding

Measurement – Acquisitions budget (current costs + inflation factor + costs for program changes and new programs)

Assessment Result – Obtained \$10,000 matching funds from School of Social Work to purchase monographic materials based on assessment. Expended \$21,108 on materials for Social Work (17 e-books, 241 books, 39 DVDs). Completed collection assessment for accounting materials. Expended \$2,619 on monographic materials (47 books) to develop the accounting collection based on recommendations in collection assessment.

Unit: Bookstore

Unit Goal: The University Bookstore will provide student employment opportunities including supervisory positions to support the University's purpose of preparing individuals to be successful contributors to society.

Outcome: The bookstore will train student employees in all aspects of retail business management while providing opportunities for the application of their classroom knowledge.

Strategic Planning Goal: 1 - Foster rigorous and engaged student learning experience

Activity: The bookstore will develop a training program designed to provide applied business experience to every student employee of the store. The intent will be to provide skills that can be listed on their resumes and will be beneficial in their future careers. A department team including staff and students will meet throughout the rest of this year and the summer to develop a training outline. The training program will be implemented starting fall of 2007. The initial format is for students to focus on one of four segments of our business depending upon their class standing and time spent with the bookstore. Each of our students, currently 13, will participate in five hours per quarter in one of the four training segments. The initial four segments will be: o Budgeting and Cash Management o Marketing and Advertising o Inventory Management including buying and receiving o Interviewing skills Each of these segments will be coordinated by one of our store's management team, Patty Ambrosi, Devon Tinker, Lynn Junge, John Austin or Bob Anderson.

Success Target – An outline of training program will be developed for the start of fall 2007. This will include suggested focus for each segment and the time allocated to each.

Measurement – Training for each of our 13 students will be documented and at the end of each quarter a review of each student's training will be conducted to make sure they have completed a 5 hour segment.

Assessment Result – Student Training Assessment Update – November 25, 2008 Since the start of our Student Training program we have developed 13 individual training segments. We have had 18 students participate in 45 individual training segments for a total of 225 scheduled hours devoted to student training. We have had two students leave the bookstore and each of them were

given a document listing the training received at the bookstore. This document is meant to be an addition to their resume. We currently have six active segments that will be completed by the end of this quarter with 12 students participating in these. We have started two students in a segment that will continue through winter quarter. This training program will continue to evolve and will not be completed since we will have new students start working at the bookstore. Each segment will be reviewed and improved as we receive input from our students and trainers.

Unit: Counseling and Psych Services (CAPS)

Unit Goal: Create an enhanced safety-net for EWU students with mental health problems/concerns.

Outcome: Implement suicide prevention initiatives.

Strategic Planning Goal: 4 - Grow resources and capacity to enhance Eastern's academic quality

Activity: Formulate and implement the EWU Self-Harm Response Plan and obtain the necessary endorsement of university personnel. This activity will involve: a) Creation of Self-Harm Response protocols and documents for use by the Eastern community. b) Formation of the Self-Harm Prevention Team (SPT) through the Dean of Students' Office. c) Distribution of necessary documents for Self-Harm Response Plan implementation. d) Designation of CAPS sessions for completion of Mandated Safety Assessment protocol. e) Promotion of faculty, staff, and student awareness of the Self-Harm Response process regarding referral of 'students of concern' to the Self-Harm Prevention Team.

Success Target – EWU Self-Harm Prevention Program in place and information regarding the protocol disseminated to campus community (via EWU Assess progress toward full implementation of Self-Harm Response protocol. Is the plan implemented and website; faculty orientation; etc.). Self-Harm Prevention Team meetings are regular and attended. Self-Harm Incident Reports are being received from faculty/staff/students. Students referred for mandated safety assessment are being effectively served through CAPS.

Measurement – Assess progress towards full implementation of Self-Harm response Protocol. Is the plan implemented and accessing referrals from the university community? Document number of students served through the program annually (i.e., #SPT meetings held, #SIR reports processed, and number of students referred for mandated safety assessment through CAPS or community resources).

Assessment Result – Eastern's Self-Harm Prevention Program was implemented during fall quarter 2007. Self-Harm Prevention Team (SPT) meetings are scheduled as needed, and typically convene immediately following Monday Campus Alert Team meetings (within the Dean of Students Office). Thus far, four SPT Meetings have been held during fall quarter 2008, with three student referrals for mandated safety assessments through CAPS (or other mental health services).

Interpretation – The basic structure of the Self-Harm Prevention Program has been effectively implemented. However, more promotion of the program appears necessary, as many university constituents remain unaware of the resource and available services. Future marketing avenues may include brochures regarding the protocol; orientation of faculty, staff, and students; and web resources more directly visible under the Dean of Students Office.

Unit: Enrollment Services

Unit Goal: Enrollment Services will lead one of the most highly effective and integrated enrollment managements systems in the region.

Outcome: Consistently achieve optimal enrollment mix.

Strategic Planning Goal: 4 - Grow resources and capacity to enhance Eastern's academic quality

Activity: Establish optimal enrollment mix targets through the EWU Enrollment Management Structure.

Success Target – Inclusive process has identified optimal enrollment targets.

Measurement – Targets clearly identified and communicated across campus.

Assessment Result – Enrollment goals have been established for the coming year. Development of optimal enrollments over a longer planning horizon calls for implementation of Strategic Enrollment Management (SEM), which is designated as a key goal for the next strategic planning cycle in Enrollment Services. SEM implementation is contingent upon budget allocation.

Interpretation – Freshman and transfer enrollment targets for fall 2008 were developed and provided to President Arévalo fall 2007 based largely on the efforts of Shannon Carr and the Office of Undergraduate Admissions. Updates of enrollment projections have been provided using the resources of Mark Wagner from the IPPEA as well as from historical data and reports maintained in Enrollment Services. Work is underway for enrollment projections through the next biennium and up to 2012.