

Year Seven Peer-Evaluation Report

Eastern Washington University

Cheney, Washington

May 4-6, 2015

*A confidential report of findings prepared for the
Northwest Commission on Colleges and Universities*

Table of Contents

| | | |
|-------|--|----|
| I. | Evaluators | 4 |
| II. | Introduction | 5 |
| III. | Assessment of the Self-Evaluation Report and Support Materials | 5 |
| IV. | Topics Addressed as an Addendum to the Self-Evaluation Report | 5 |
| V. | Eligibility Requirements | 6 |
| VI. | Mission, Core Themes and Expectations | |
| | Standard 1.A Mission | 6 |
| | Standard 1.B Core Themes | 8 |
| VII. | Resources and Capacity | |
| | Standard 2.A Governance | 8 |
| | Standard 2.B Human Resources | 16 |
| | Standard 2.C Education Resources | 17 |
| | Standard 2.D Student Support Resources | 21 |
| | Standard 2.E Library and Information Resources | 26 |
| | Standard 2.F Financial Resources | 27 |
| | Standard 2.G Physical and Technological Infrastructure | 30 |
| | Standard 3.A Institutional Planning | 33 |
| | Standard 3.B Core Theme Planning | 34 |
| | Standard 4.A Assessment | 35 |
| | Standard 4.B Improvement | 36 |
| | Standard 5.A Mission Fulfillment | 39 |
| | Standard 5.B Adaptation and Sustainability..... | 40 |
| VIII. | Commendations and Recommendations | 41 |

I. Evaluators

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II. Introduction

III. Assessment of the Self-Evaluation Report and Support Materials

The Eastern Washington University self-evaluation was well written and organized according to the sequence of accreditation standards. The self-evaluation identified areas of institutional strengths. Its content however, was weak in terms of providing evaluators with evidence that the institution met the standards. Where provided, a significant number of electronic links were non-functional. There were multiple instances where the report simply restated the standard with a statement that the standard was met. In some cases, evidence did not support the conclusions stated or implied. In many cases, more evidence was found during the evaluation team's on-site visit that supports mission fulfillment than was outlined in the Self-Evaluation Report (especially Core Theme three). Evaluators had to verify statements in the self-evaluation report by searching Eastern Washington University's website or specifically asking for examples or documents. Future reports should focus on succinctly presenting the evidence and documentation for statements made by the institution.

IV. Update on Recommendations from a Previous Evaluation

The ad hoc peer evaluation report resulting from the NWCCU site team's visit to Eastern Washington University in 2012 included the following recommendation:

Recommendation 1: Eastern Washington University has made significant progress in defining mission fulfillment. Each of its institutional indicators now has a benchmark. However, mission fulfillment is defined in terms of fulfillment of objectives. The peer evaluation committee is uncertain precisely how the institution proposes to use the achievement or non-achievement of benchmarks for indicators to determine the ratings of objectives. The committee recommends that Eastern Washington University further clarify how performance on indicators determines mission fulfillment. The committee is also concerned that the weighting of each objective equally does not necessarily reflect the purpose and mission of the institution. The committee recommends that Eastern Washington University consider how, or to what degree, each of the objectives relates to institutional purpose.

In response to this recommendation, Eastern Washington University determined that mission fulfillment would require meeting the criteria of a good or excellent rating of six of the twelve Core Theme Objectives (Objective 1.1: persistence and progress toward educational goals and its indicators #1 through #4 must be met). Each Core Theme objective is rated by the Accreditation Steering Committee as excellent, good, fair, or poor. An objective is met if it is rated excellent or good.

There remains a concern that the primary emphasis for mission fulfillment is heavily predicated on the requirement that Objective 1.1, Indicators 1-4 must be achieved, regardless of the performance on all others indicators. For objectives other than Objective 1.1, there is a 50-90% achievement required to obtain a "good" rating, and that achievement often consists of a "maintain" benchmark to reach a "good" rating. In most cases, in order to receive an "excellent", all of an objectives' indicators must be met, and in many of those instances the benchmark is simply to increase. The evaluation committee continues to be concerned that "Eastern Washington University's definition of mission fulfillment is not completely articulated. Further, as the committee understands that definition, Eastern Washington University's definition of mission fulfillment may not be consonant with its mission and purpose (1.A.2, 1.B.2)" as indicated in the 2012 NWCCU Year Three findings.

While progress has been made regarding the previous Recommendation, the Year Seven evaluation committee determined Eastern Washington University still needs to define mission fulfillment in the context of its purpose, values, and characteristics with expectations that represent an acceptable threshold or extent of mission fulfillment.

V. Eligibility Requirements

Eastern Washington University meets the eligibility requirements of Student Achievement (#22, addressed in Standard 2.C.1) by having learning outcomes for degrees and certificate programs. It has an assessment strategy to validate student learning outcomes. Eastern Washington University has evaluation and planning procedures and the infrastructure to assess its institutional effectiveness, Core Themes and strategic plan and use assessment results to improve institutional effectiveness (#23 addressed in Standard 4). The institution monitors metrics of its strategic plan and has the ability to respond to internal and external changes. Eastern Washington University has sufficient operational resources and infrastructure to fulfil its mission and Core Themes now and in the foreseeable future (#24 addressed in Standard 5.B).

VI. Standard One – Mission, Core Themes, and Expectations

1.A. Mission

- 1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Eastern Washington University has a widely published mission statement (“Expand opportunities for personal transformation through excellence in learning.”), but it has not been formally approved by its governing board. The strategic plan, which includes the institution’s mission was presented to the board on 9/18/2011 but there has not been formal approval of the plan or the statement of mission by the Board of Trustees.

In the Comprehensive Self-Evaluation report there are instances where different statements of the institution’s mission are cited.

- Eastern Washington University’s mission is to prepare students to pursue culturally enriched and economically sustainable lives beyond the institution. Outreach to and engagement with the diverse communities outside the university is essential to Eastern Washington University’s success as a public regional comprehensive university. (pgs. 26, 128)
- In this way, the unit operates to serve constituencies with programming appropriate to the university mission of community engagement and outreach. (pg. 68)
- Eastern Washington University’s mission states that the university is committed to providing opportunity for students and supporting their success. (pg. 109)
- The university continues its mission of providing professional development opportunities for faculty and staff. Indeed, results from the most recent administration of the campus climate surveys indicate that faculty and staff view the institution more positively than was the case during a previous administration of the survey. (pg. 137)

Having multiple and inconsistent statements of mission and the lack of Board of Trustee approval leads to confusion.

The Eastern Washington University mission statement articulates that the institution's purpose is to expand opportunities for personal transformation. The mission also suggests that the manner in which it will accomplish opportunity expansion is through excellence in learning. Neither the mission nor Core Themes define or assess excellence in learning or its linkage to personal transformation. The idea that learning is transformative appears to be a much more narrow aspiration than the institution has for itself.

During the evaluation team's visit, various members of the campus community articulated aspects of Eastern Washington University's mission as determined by State mandates, Board of Trustees priorities, what it values (page 16 of the Self-Evaluation Report). They also explained that the institution provides opportunities (access and student support) for all students, the lives of whom are transformed by their educational, capstone, and co-curricular experiences (personal transformation), and further that completion of a program of study/degree, and achieving student learning outcomes are measures of "excellence" in learning. Faculty also suggest that their program of general education opens the minds of students to broader world views and is thus transformative. These conversations suggest that Eastern Washington University has a strong educational tradition, knows itself and its role in the region, and has a vision for educating students for the future. If this is their operational definition, their statement of mission could more clearly reflect those themes.

The evaluation committee was concerned that the institution focuses primarily on inputs (multiple initiatives that should enhance student success), while the statement of mission focuses on outcomes (personal transformation through excellence in learning) that are not well defined or directly assessed.

The Core Themes, supporting objectives, and indicators identified in the Year Seven Self-Evaluation are not prominent in any documentation other than the Year Seven Self-Evaluation Report; rather the Strategic Plan Goals and the Board of Trustees' Goals appear to be the driver for objectives and assessment utilized and understood across the University.

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Eastern Washington University has a process to evaluate mission fulfillment. Each Core Theme objective is rated by the Accreditation Steering Committee as excellent, good, fair, or poor. An objective is met if it is rated excellent or good. Mission fulfillment is deemed to be satisfied when six objectives have been met. Of the six objectives, Objective 1.1, and its indicators #1 through #4, must be met." There are 12 objectives and outcomes and each outcome has an indicator. Core themes 2 and 3 do not align well with the stated mission.

An Accreditation Committee sets the indicators and evaluates the outcomes. Except for the indicators in Objective 1.1, the metrics for determining successful outcomes, and thus mission fulfillment, are vague and depend on criteria such as percentage of, rate of, maintain, expand or increase. The vagueness leads to characterizing accomplishment without an understanding of whether trends, changes or impacts on achieving the mission are significant.

While Eastern Washington University has not demonstrated fulfillment of its stated mission, the evaluation team notes that it is an institution that effectively educates an appropriate array of students with a mix of programs that are consistent with its Carnegie classification.

1.B. Core Themes

- 1.B.1 The institution identifies Core Themes that individually manifest essential elements of its mission and collectively encompass its mission.

Eastern Washington University identified three Core Themes: student learning experience and success, academic community engagement and development, and community engagement. Student success is an expected Core Theme for an institution with Eastern Washington University's Carnegie classification. Core Theme 2 and 3 do not clearly articulate with Eastern Washington University's stated mission but are in alignment with goals of Board of Trustees, higher education and institutional priorities.

Eastern Washington University's mission is to "Expand opportunities through personal transformation through excellence in learning." The mission components of "personal transformation through excellence in learning" has a level of abstraction that has not been defined, therefore making it challenging to determine how the Core Themes, especially Core Themes 2 and 3, are manifestations of or collectively encompass the mission.

- 1.B.2 The institution establishes objectives for each of its Core Themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its Core Themes.

The institution has established intended outcomes and institutional indicators for its core themes. The rationale for these selections is not always clear and the indicators themselves are sometimes vague—for example "demonstrate an increase" or an "increasing trend from the fall 2011 baseline."

The institution presents persistence and degree attainment as the primary objectives and the key measures of student success. Programmatic mission alignment and academic vision are demonstrated through the number of graduates in high demand majors; student participation in university sponsored activities; students engaging in internships, community service and experiential learning activities; and through student learning outcomes assessment.

The Institution has established 12 objectives and 44 indicators for the Core Themes, however many of the indicators identified for the objectives have been identified as on-going so no benchmark has been established, do not support the objectives, or have no mechanism to determine accomplishment. Additionally, achievement can be reached simply by maintaining the status quo. In some cases a level of excellence can be achieved by simply increasing performance, but there is no benchmark or threshold for the level of increase necessary. For example, under Objective 1.3: Supportive environments for learning and living, six out of six indicators simply require an increasing trend from the Fall 2011 baseline but do not establish a threshold for such an increase.

Standard Two – Resources and Capacity

2.A. Governance

- 2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

A Board of Trustees provides oversight for Eastern Washington University. The relationship between the president and the Board of Trustees is described by public statute and in university policy. The president is officially the Board Secretary. Her duties as Secretary are largely symbolic. The president's administrative assistant is responsible for recording and drafting the meeting minutes.

Shared governance responsibilities are articulated in institutional policy. Faculty are involved in curriculum development and approval occurs in meetings of the Faculty Senate. Administrators consult with the Faculty Organization through the Faculty Senate and its standing committees. The president and provost meet regularly with leadership of the faculty union (United Faculty of Eastern). The Board of Trustees has recently restructured their regular meetings to include more interaction with the campus leadership team, students and the local community through highlighted reports and social time.

The institution's primary committees for accomplishing the work of the university are the President's Cabinet, and the President's Executive Committee, Associated Students of Eastern Washington University Council, and the Faculty Organization (for which the Faculty Senate is the decision making body). There is also broad constituent representation on the campus' budget and accreditation committees.

Students, faculty and staff are members of most institutional committees. The budget process includes open forums with campus constituencies as opportunities for feedback. The student governance group provides students opportunities to fill committee slots across campus.

- 2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Eastern Washington University is a single unit governance system. The Board of Trustees is independent and responsive to general higher education policies established by the state legislature. There are clear institutional policies that can be applied equitably.

- 2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

Eastern Washington University faculty, classified employees, and some exempt employees are represented by unions (United Faculty of Eastern, Washington Federation of State Employees, and Public Schools Employees of Washington, respectively) that have clear collective bargaining agreements. The president (and provost) meet routinely with union leadership. A State of Washington lawyer serves on the bargaining teams and ensures that the Collective Bargaining Agreements are in compliance with commission standards, laws and policies.

Governing Board

- 2.A.4 The institution has a functioning governing board* consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

The membership of the Board of Trustees is specified by statute and reflected in Board policy. None of the

eight members are employees of Eastern Washington University.

- 2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

Board of Trustees meetings are open to the public and agendas and minutes are available on the university website. Although executive sessions may be convened, the Board of Trustees takes action only during open meetings. The Board chair acts upon approval from the Board. The Board recently restructured its committees to increase its reliance as committee of the whole. They found that most board members were serving on most committees so the change increases Board efficiency and effectiveness. External audit and investment committees remain.

- 2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

The Board of Trustees reviews its own policies and bylaws at annual, facilitated retreats. They also review and approve university policy revisions as necessary. The Board is provided with dashboards regarding top institutional priorities. The Board also considers and takes action on recommendations from the campus.

- 2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

Eastern Washington University's new president was appointed by the Board on August 1, 2014. She has not yet participated in the annual review process and therefore does not yet have established annual goals. The president has the support of the board and has sufficient authority and responsibility to manage and lead the institution as well as administer board-approved policies related to the operation of the institution. The committee asked the board to share an example of a President's annual goals but none were forthcoming.

- 2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Beginning in 2000, the Board of Trustees has conducted a self-evaluation process as part of its annual retreat in June. That retreat is led by a facilitator to assist with self-assessment, to set goals and to discuss long term issues and revision of bylaws. In addition to reviewing their performance, the Self-Evaluation Report indicated that the Board of Trustees establishes yearly goals that are published with each of its meeting agendas. The committee asked that the trustees provide an example of their most recent Board goals that are published with each of its meeting agenda (as suggested in the Self-Evaluation Report) but none were forthcoming.

Board of Trustees offers new member orientation and on average, one trustee attends the Association of Governing Boards conference each year.

Leadership and Management

- 2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Administrators are selected through national searches with search committees consisting of faculty, staff, students and community constituents as appropriate. A web verification of appropriate background and credentials for a significant sample of administrative positions confirms that administrators are appropriately credentialed, qualified, and have appropriate experience for their leadership roles. Administrators appear to be appropriately charged with managing their units. Relatively low administrative turnover has resulted in stable leadership.

- 2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an *ex officio* member of the governing board, but may not serve as its chair.

The Eastern Washington University President previously served as President of Southern Oregon University. She was recently inaugurated into her role as President of Eastern Washington University and currently enjoys the support of the faculty, staff and external constituents.

- 2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its Core Theme objectives.

A review of the organizational chart for Eastern Washington University indicates an appropriate structure for accomplishing the institution's mission and Core Theme objectives and a review of the credentials of a selected number of administrators indicates that their background and skills are appropriate for their current roles. Conversations with faculty and administrators indicate that a sufficient number of administrators are on the staff and providing effective leadership. The Collective Bargaining Agreement specifies administrative staffing of departments in terms of overall size of the unit.

Individuals reporting to the president are reviewed annually. Deans are reviewed annually by the provost with written reviews occurring at the end of their contract period (often multi-year). The Faculty Organization provides input to administrator reviews through summaries of the results of anonymous surveys of faculty.

Policies and Procedures

Academics

- 2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Academic policies are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

- 2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

The Libraries' website lists various policies relating to use of buildings, collection development, equipment, circulation, and conduct. In two cases, there are links listed for policies pertaining to the Federal Depository Library Program (FDLP). However, these links lead to the main website for the FDLP rather than

the actual policies. A review of the policy for “Controversial Materials,” approved in 1999 by Eastern Washington University Libraries Faculty, may demonstrate a need to update this policy in accordance with the existing process directed by the Dean of Libraries.

- 2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

Eastern Washington University participates in the Intercollege Relations Council and the Joint Transfer Council, which are statewide bodies that oversee transfer policies. Transfer policies are published in the University catalog and available on-line and in hard copy to all campus constituents.

Students

- 2.A.15 Policies and procedures regarding students’ rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities— are clearly stated, readily available, and administered in a fair and consistent manner.

Policies and procedures regarding students’ rights and responsibilities are available in the catalog and on-line. Policies and procedures regarding academic honesty, appeals, grievances and accommodations for persons with disabilities are readily available on-line. All policies and procedures appear to be applied in a fair and consistent manner.

- 2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution’s expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

All policies regarding admission to the institution, continuation in and termination from its educational programs, appeals and readmission policies are available in the Graduate and Undergraduate Course Catalog and on the Eastern Washington University website. Policies regarding continuation in and termination from its educational programs are established locally and approved through the board of trustees. All policies were observed to be administered in a fair and timely manner.

- 2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

The University has an established policy regarding its relationship with student publications and other student media. Eastern Washington University also has clearly published policies which state its relationship to co-curricular activities such as Greek letter organizations.

Human Resources

- 2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

Policies and procedures regarding human resources are maintained on the Human Resources, Rights and

Risk website. Policies are reviewed on a three to five year cycle depending on changes in laws and other requirements.

- 2.A.19 How employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

Every employee goes through an orientation process in which Human Resources staff review specific conditions of employment, as well as applicable policies, and policies. Employees also receive criteria for evaluation and termination as a part of this process. Employees can also access this information on the Human Resources, Rights and Risk website.

- 2.A.20 The institution ensures the security and appropriate confidentiality of human resources.

Human Resource files which are not maintained in the Banner system are maintained in a secure location with limited access.

Institutional Integrity

- 2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

The institution has a reasonable external presence. The catalog was relatively easy to use. The web pages are relatively consistent in look and feel. Students indicate that their academic programs are relatively easy to understand. They indicate that syllabi for their courses include student learning outcomes.

- 2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

There are clear grievance processes. For faculty grievances to be advanced to the administration, the union leadership must agree to put forward those grievances and only violations of the Collective Bargaining Agreement can be grieved. Students have clear processes for grievances through the student code of conduct (through student affairs) and for academic grievances (through academic affairs). Grade appeals are common and the decision process ends with the dean. Academic dismissal appeals go through a formal appeals committee.

The complaint process for students is outlined clearly in Washington State Legislation Student Code 172-121 <http://access.ewu.edu/osrr/osrrpolicies/conductcode#rights> outlines the rights of students and how complaints (including Title IX) should be filed.

Standards for ethical conduct are addressed in new employee orientations. Ongoing training on the state ethics code is provided by the Office of Human Resources. Expectations for ethical conduct for faculty are also included in the Collective Bargaining Agreement as a Faculty Values Statement.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

Eastern Washington University has a number of policies that address conflicts of interest, either financial or relationship-based. These are easily found on the Eastern Washington University website. The Eastern Washington University's Foundation has a conflict of interest policy related to relationships with the Board of Trustees.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

Policies exist and are clear. While the IP link provided in the Self-Evaluation Report did not work. A web search yielded Eastern Washington University policy 302-04. An intellectual property policy is specified in the faculty Collective Bargaining Agreement

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

The representation is appropriately used.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

Contracts with external entities are appropriately monitored and executed.

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth.

Moreover, they allow others the freedom to do the same.

- 2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Faculty leaders expressed confidence regarding academic freedom. An example is the drama professor who stated that she has never been faced with censorship. There are policies and procedures in place to support an environment that encourages independent thought. Faculty are enthusiastic regarding the Faculty Commons, Summer Research, and programs in place to support faculty development (e.g., Grants Office).

Finance

- 2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

Eastern Washington University has appropriate controls for the oversight and management of its fiscal resources.

2.B Human Resources

- 2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.
- 2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.
- 2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

A review of personnel files of classified and exempt staff reveals a staff which is balanced in terms of experience and academic preparation. Staff members are to be evaluated annually and job descriptions reviewed at that time. This evaluator noted missing evaluations in three of the four staff files reviewed. Professional development opportunities are funded within each department for staff.

All faculty receive \$1,200 each year for professional growth and development activities and can apply for summer development funding. Several faculty commented how beneficial the summer development funds were to advance their research/scholarship/creative activities.

Staff commented they felt overworked and many positions were unfilled. In some cases, staff reported positions had been unfilled for more than a year. Information presented by the Office of Human Resources and Budget Office show the number of staff and faculty has increased over the last several years. This information included vacant faculty and staff positions. It was unclear whether vacant positions were

intended to be filled during the current budget period. Staff moral appeared low in some cases as a result of this issue.

- 2.B.4 Consistent with its mission, Core Themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.
- 2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.
- 2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

A review of personnel files of faculty reveals faculty who are appropriately qualified. Faculty evaluations are administered based on his / her employment status. The Collective Bargaining Agreement specifies the appropriate workload level expected and the evaluation process of faculty. All personnel files reviewed seemed to be up-to-date with respect to evaluations.

Some faculty commented that workloads were higher as a result of increased enrollment. While some faculty expressed an increase in work load, there appeared to be sufficient faculty to fulfill the mission of the institution.

2.C Education Resources

- 2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.
- 2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.
- 2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

- 2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

The institution has clearly identified student learning outcomes for programs that lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study. Program Learning Outcomes are identified in the on-line Graduate and Undergraduate catalog (<http://www.ewu.edu/academics/catalog.xml>). Eastern Washington University credits and degrees are based on documented student achievement and awarded in a manner consistent with institutional policies that generally reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

- 2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Eastern Washington University Faculty exercise a major role in the design, approval, implementation, and revision of the curriculum through such entities as the Undergraduate Course and Program Approval Council, the Undergraduate Affairs Council, the Graduate Affairs Council, and the Faculty Organization.

- 2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The Libraries contribute to student success. Library and information resources are appropriately incorporated into the learning process. Faculty members expressed satisfaction with the responsiveness of Eastern Washington University librarians and their efforts to provide library instruction in a variety of forms. There are ongoing efforts to integrate information literacy concepts into the campus curriculum. General education courses, the first-year experience, and classes emphasizing a research component are key targets of library instruction efforts. The library liaisons collaborate with departments and programs to teach classes as well as workshops. They make themselves available for individual consultations in person, by phone, and by email and develop and deliver interactive, web-based tutorials and guides as needed. More than 170 LibGuides created by Eastern Washington University librarians direct students and faculty to discipline-specific resources and identify contact information with the appropriate library liaison.

The active participation of library faculty in various university and shared governance bodies and committees indicates that Eastern Washington University librarians are not only maintaining awareness of policies and procedures related to academic programs but also participating in the development of policies as well as their planning and review.

Students taking online courses through Extended Campus offerings have full access to resources licensed and purchased by Eastern Washington University Libraries. A customized library website serves as a guide and portal for library services and resources available for distance education and off-campus programs. Library liaisons use available technology to provide library instruction to these students and occasionally will provide face to face instruction.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Eastern Washington University has established policies and procedures regarding credit for prior experiential learning consistent with the requirements of this standard.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Eastern Washington University participates in the Intercollege Relations Council and the Joint Transfer Council, which are statewide bodies that oversee transfer policies. Transfer policies are published in the University catalog and available on-line and in hard copy to all campus constituents.

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those

areas.

The general education core requirements currently support an integrated course of study. This program is being updated and a new model is being designed focusing on critical foundations, the freshman experience, and reducing the number of required credits. Learning outcomes that are assessable and support the university's mission are in place. New initiatives are linked to strategic planning. Assessment plans need strengthening. Faculty development is supported and encouraged. There is a clear connection between resource allocation and planning.

Graduate Programs

- 2.C.12 Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.
- 2.C.13 Graduate admission and retention policies ensure that student qualifications and expectations are compatible with the institution's mission and the program's requirements. Transfer of credit is evaluated according to clearly defined policies by faculty with a major commitment to graduate education or by a representative body of faculty responsible for the degree program at the receiving institution.
- 2.C.14 Graduate credit may be granted for internships, field experiences, and clinical practices that are an integral part of the graduate degree program. Credit toward graduate degrees may not be granted for experiential learning that occurred prior to matriculation into the graduate degree program. Unless the institution structures the graduate learning experience, monitors that learning, and assesses learning achievements, graduate credit is not granted for learning experiences external to the students' formal graduate programs.
- 2.C.15 Graduate programs intended to prepare students for research, professional practice, scholarship, or artistic creation are characterized by a high level of expertise, originality, and critical analysis. Programs intended to prepare students for artistic creation are directed toward developing personal expressions of original concepts, interpretations, imagination, thoughts, or feelings. Graduate programs intended to prepare students for research or scholarship are directed toward advancing the frontiers of knowledge by constructing and/or revising theories and creating or applying knowledge. Graduate programs intended to prepare students for professional practice are directed toward developing high levels of knowledge and performance skills directly related to effective practice within the profession.

Graduate programs are appropriate in scope, level and number and are consistent with the institution's Carnegie designation. The administration of graduate policies and procedures is appropriate.

- 2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

Eastern Washington University's Extended Campus is responsible for administering the University's credit and non-credit continuing education programs as well as other special programs such as Running Start. The range of programs offered is consistent with Eastern Washington University's status as a regional comprehensive university.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

Because credit courses offered by Eastern Washington University's Extended Campus are the same approved courses as taught in traditional face-to-face sections, the same processes are used to review and approve them. This process is described in 2.C. 4 of the Self-Evaluation: "New and revised programs and courses are designed by departments/department curriculum committees and reviewed by the chair of the originating department, the chairs of supporting or related departments, the dean of libraries (new programs or courses), the dean of the originating unit, the Faculty Organization's Course and Program Approval Committee, the General Education Coordinating Committee (if applicable), and the Undergraduate Affairs' Council or Graduate Affairs' Council, as appropriate."

Online credit courses have the same student learning outcomes as their face to face counterparts, and so are assessed as a part of Eastern Washington University's ongoing effort to validate student achievement within its degree and certificate programs. A hybrid faculty committee, the Academic Systems Advisory Committee (ASAC), advises several units on the standards, guidelines, policies, and planning that supports the use and investigation of technology to enhance the quality of teaching and learning. The director of Extended Campus serves as an ex officio member on this committee and is a member of another hybrid faculty committee, the Assessment Committee. There is not a separate or distinct faculty committee or subcommittee that provides advice or oversight regarding online or distance education curriculum priorities, development, standards, and evaluation or to monitor academic quality standards for these offerings.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

The Summer and Continuing Education unit within Eastern Washington University's Extended Campus maintains and administers policies for the granting of continuing education units (CEU). The granting of credit for CEUs meets all components of 2.C.18. Eastern Washington University's Extended Campus grants CEUs based upon contact hours with the students. Typically 10 hours of contact/instruction equals 1 CEU, unless there is guidance from accrediting bodies. The 10 hour/1 CEU measurement actually matches the CEU norm established by the International Association for Continuing Education and Training (IACET).

2.C.19 The institution maintains records which describe the number of courses and nature of learning

provided through non-credit instruction.

Eastern Washington University's Extended Campus maintains records on non-credit courses including information on participation, number of students attending, rosters, course titles, dates, times, and course evaluations. Data about non-credit instruction (in the aggregate) is compiled and reported to the Office of Community Engagement. Reporting this data is not a requirement of the self-evaluation, but the Executive Director of Extended Campus did provide data about the average number of courses and student enrollment since summer quarter 2012. This data does indicate they are contributing to the core theme objective #3 in response to ascertaining and meeting demands of local and regional communities.

2.D Student Support Resources

- 2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Eastern Washington University recruits and enrolls a large number of first-generation and low-income students. Eastern Washington University has been very deliberate in creating learning environments to assist these students in being successful. The Learning Commons was recently created as a single location for students to access multiple academic support resources. Located on the first floor of the JFK Library, the Learning Commons houses tutoring, the Writer's Center, Career Services, Academic Advising and other success resources. Eastern Washington University also has a TRIO Student Support Services and McNair Scholars programs to assist first-generation, low income students.

Monroe Hall which houses the various academic cultural studies programs, serves as a quasi-multicultural center. In talking with students, they would like to see a dedicated multicultural center and are hoping to have this space created in the PUB renovation.

Housing and Residential Life has established eight living-learning communities which provide residential students opportunities to interact with faculty and form study groups with students around like academic interests.

- 2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Eastern Washington University has a fully commissioned police force. Each residence hall has an officer assigned to it who works with the hall for programming and educational efforts. The campus has emergency phones located throughout campus. Eastern Police frequently offers programs in self-defense and other training programs to increase safety on-campus. Students, faculty and staff commented they feel safe on-campus. All disclosures required under federal and state regulations are made available in accordance with those regulations. Crime statistics for the institution seemed comparable to other institutions of similar size and composition.

- 2.D.3 Consistent with its mission, Core Themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful,

and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Admission to Eastern Washington University is based on a student's high school GPA (2.0 minimum) and completion of specific curriculum in high school. Students who have a 3.3 high school GPA and have completed all of the College Academic Distribution Requirements (CADR) receive automatic admission to Eastern Washington University. As stated earlier, Eastern Washington University has a large number of students who are first-generation students and from families with low-income. Students below a high school GPA of 3.3 are admitted based on their potential to benefit from the learning environments Eastern Washington University has established.

Eastern Washington University offers orientation programs for both undergraduate and graduate students. The "firstSTEP" program is offered for undergraduate students during the summer and allows students to meet with professional advising staff, learn about academic requirements, register for courses, and gain general information about the University. Eastern Washington University also offers orientation to new students the five days preceding the start of fall term, called Welcome Week. This program acclimates students to campus, provides additional information regarding academic and university expectations, and generally prepares students for the start of classes.

Graduate student orientation consists of a one-day orientation program at the beginning of fall term and is program based. Some graduate programs may provide additional orientation on an informal basis.

- 2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Eastern Washington University has a written policy regarding program elimination and requirement changes. Any such changes must be approved by the Provost, President and Board of Trustees.

- 2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:
- a) Institutional mission and Core Themes;
 - b) Entrance requirements and procedures;
 - c) Grading policy;
 - d) Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings;
 - e) Names, titles, degrees held, and conferring institutions for administrators and full-time faculty;
 - f) Rules, regulations for conduct, rights, and responsibilities;
 - g) Tuition, fees, and other program costs;
 - h) Refund policies and procedures for students who withdraw from enrollment;
 - i) Opportunities and requirements for financial aid; and j) Academic calendar.

- 2.D.6 Publications describing educational programs include accurate information on:

- a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;
- b) Descriptions of unique requirements for employment and advancement in the occupation or profession.

The Eastern Washington University Graduate and Undergraduate Course Catalog is available on-line and in printed format. All of the elements listed above are published in the Course Catalog. With very few exceptions, all of the above information is also available on different department websites. Information regarding licensure and unique requirements for employment and advancement are also outlined in the catalog and on program websites.

- 2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Student records are maintained on a secure student information system, Banner. Paper documents processed as part of a student's file are scanned using a document imaging system. All paper documents which are not in electronic format are maintained in a fire-protected safe. The University has clearly articulated policies and procedures regarding retention of records and follows those policies accordingly.

Eastern Washington University follows FERPA procedures and provides training to faculty and staff several times annually regarding proper FERPA procedure.

- 2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

- 2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Over 70% of Eastern Washington University students receive some form of aid. Almost all of the financial aid distributed is need based. Only a small portion of aid is merit based. Since many students have unmet financial need, the institution has increased the amount of institutional aid to better meet the student population it serves. Students can learn about all of the available scholarships from the financial aid website. Students who receive financial aid also receive counseling regarding the repayment process of student loans. Eastern Washington University student's loan default rate is declining and significantly lower than the national average and other comparable institutions which suggests the counseling is effective.

- 2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. advising requirements and responsibilities are defined, published, and made available to students.

New students with less than 45 credit hours must meet with an academic advisor every term through the Academic Advising Center. Once a student has declared a major, the student is assigned an advisor in their major of study. Some students voiced concern regarding academic advising, but overall seemed satisfied.

Staff in the Academic Advising office are well qualified and adequately prepared to advise students. Requirements and responsibilities are published in the catalogue and available on-line.

2.D.11 Co-curricular activities are consistent with the institution's mission, Core Themes, programs, and services and are governed appropriately.

Eastern Washington University offers a wide variety of co-curricular activities which support the institution's mission and core themes. Programs and services have professional staff who oversee the operation of the programs and ensure it is governed appropriately.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Eastern Washington University offers on-campus housing, dining services, and operates a bookstore at both the Spokane and Cheney campuses. In addition, the Pence Union Building (PUB) operates as an auxiliary service.

Housing and Residential Life offers eight living-learning communities in which partnerships are established with various academic units. Students can choose to live in a community which supports their academic interests or live in communities which do not have a direct academic relationship. Living-learning communities provide additional contact with faculty and greater opportunities to connect with students who have similar interests. Research also supports higher retention rates for students who live in the residence halls than for students who do not. Housing and Residential Life also provide programs throughout the year which engage students academically, socially, emotionally and physically.

A new residence hall, Snyamncut, was recently completed adding 354 additional beds. The \$25 million dollar project, state of the art building also houses the Housing and Residential Life Office.

The PUB serves as a central campus meeting location for students. Besides providing food service venues, the PUB houses Associate Students of Eastern Washington University, a student computer lab, meeting space, and the Eastern Washington University Bookstore. Students recently voted in favor of a \$35 million dollar renovation project for the PUB. The renovation is intended to improve the flow of foot traffic through the building, and group food service outlets and other services within the building.

The Student Union Board of Control (SUBOC) is composed of students, faculty and staff who provide feedback with regards to the services and operation of the Bookstore, PUB and Dining Services. Housing and Residential Life utilizes the Residence Hall Association, the governing body of the residence halls, as a method to obtain feedback and input on services and room rates.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

The Eastern Washington University athletics program operates under the same admission requirements

and procedures, academic standards, degree requirements and financial aid awards as for other Eastern Washington University students. While no data was available as to the participation rates of student-athletes in co-curricular programs, the programs are open to participation from all athletes and encouraged when possible. Since being a student-athlete is already a significant time commitment, it is difficult for student-athletes to participate in co-curricular programs when their sport is in season.

The athletic program relies on several different funding sources: student fees, fundraising, corporate sponsorships, and general fund. The athletic department maintains and participates in the budgeting process as any other department on-campus and complies with all university policies and procedures.

- 2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Only students enrolled in on-line courses receive access to Canvas, the on-line course management system. Each student receives a unique password to access the system. Depending on the course, students can complete exams or assignments via in-person proctoring at a number of locations throughout Washington, or utilize ProctorU, a web-based, proctoring service. Eastern Washington University also implements features through the “Locked Down Browser” tool on Blackboard which prevents users from accessing other programs or webpages while taking tests. An informal self-reporting review of students showed 3% of students in on-line courses engaged in academic dishonesty as compared to 9% of face-to-face instruction students.

2.E Library and Information Resources

- 2.E.1 Consistent with its mission and Core Themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution’s mission, Core Themes, programs, and services, wherever offered and however delivered.

Appropriate library and information resources are in place for Eastern Washington University to support the University’s mission and achieve the goals of academic programs that require library support. Library faculty are involved in the approval process for new courses and programs to ensure that relevant and important library and information resources are available or will be purchased to support new programmatic efforts. Collections are kept current through the acquisitions of databases as well as electronic books and journals. There is an appropriate balance among their allocations (FY15) for salaries (57%), acquisitions (29%), and supplies and services (14%). In conversations with the Dean of Libraries it was determined that the Library has been able to stay ahead of persistent library materials inflation that typically confronts academic libraries. The Library may occasionally draw on funds derived from fundraising efforts that include special projects and events, including Oktoberfest, the Libraries’ annual fundraising event.

Collaborative regional library consortia arrangements like Orbis Cascade Alliance, have allowed the Eastern Washington University libraries to leverage existing collections funding so faculty, students and staff can borrow materials directly from any Alliance member library. The Alliance partnership allowed the recent implementation of a new discovery system to provide a 24/7 gateway to more than 185 academic

databases, 120,800 electronic books and 82,000 e-journals.

Library services at the main campus in Cheyney are provided at the JFK Library. In March 2015, the JFK Library increased its hours of operation. Distance education and off-campus programs in both Spokane and Bellevue also benefit from library services. MOUs in place provide for onsite access to library and information resources at these partnership locations. At the Cheyney campus, the JFK Library offers flexible learning spaces for individual and group study. In 2012, the Eastern Washington University Learning Commons opened in the JFK Library and began providing access to a suite of academic support services. These services include the Multi-Media Lab, the Writers' Center, and the Program Leading to University Success (PLUS). The co-located, central access to these services complements the library instruction and reference services provided by librarians. The creation of this active hub of learning and engagement is a superb example of Eastern Washington University's overall commitment to student success.

- 2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate faculty, staff, and administrators.

The Eastern Washington University Libraries have recently deployed LibQual+, a suite of services that capture and report users' perception about library resources and services. LibQual+ is used nationally to assess and improve library services and plan for improvement. Data derived from LibQual can inform the planning for library and information resources but the Libraries just completed the 2015 survey so data analysis and synthesis remains underway.

The Dean of Libraries is leading efforts to develop a new strategic plan for the Libraries. The current planning process engages faculty and staff in the Libraries but there are plans to vet future drafts with external constituents. By interacting with users in the planning process and conducting frequent user assessments, the Eastern Washington University Libraries can determine critical needs of the University and demonstrate how the Libraries support the University's mission and Core Themes.

- 2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Appropriate library instruction and support is provided for all Eastern Washington University communities regardless of location. Comments provided by Eastern Washington University faculty confirmed that Eastern Washington University faculty are pleased with the instructional efforts of the librarians. Librarians work with departmental faculty to incorporate information literacy concepts into a variety of courses, including general education. Librarians also make multiple online tutorials and guides, listing the best available discipline-specific information resources.

- 2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

Eastern Washington University Libraries conduct ongoing informal and formal assessment and evaluation of services and collections. The recent expansion of the JFK Library schedule by 14 hours per week resulted

from user feedback. The Libraries are engaged in creating a deeper and broader culture of assessment. On a library-wide level, Eastern Washington University Libraries have participated in LibQual+ to gather faculty and student opinions about library services in 2004, 2007, 2010, and 2015. Feedback from LibQual is used to improve services and collections. LibQual+ survey reports are available to appropriate constituents via the website. LibQual results are not easily understood by the average library user so it is recommended that the Libraries develop a comprehensible summary of findings to communicate results and proposed improvements.

The Libraries have also created an innovative library student liaison position. A student worker connects library services and events to the needs of students thus providing an important user perspective while engaging in an experiential learning opportunity that develops acumen related to organizational planning, event planning, and marketing and promotion of library services. Library instruction is regularly assessed via feedback from students. Feedback about library instruction is also formally solicited from faculty who partner with librarians to teach discipline-specific classes and workshops.

2.F Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Eastern Washington University has taken a conservative approach to allocation of financial resources and as a result has sufficient funds available for Board of Trustees short and long term obligations. In addition to maintaining a reserve of ten percent of annual core operating budget expenditures as required by Board of Trustees policy, they also have significant central reserves used to meet one-time and unforeseen funding issues. This level of reserves is reflected in the institution's growing net position as seen in its most recent financial statements. The institution also presents a comprehensive financial review to its Board of Trustees each year covering resource sufficiency and flexibility, operating results, financial asset performance, debt management and financial outlook. This information is then used along with data related to enrollment management and other trends impacting funding projections when developing future financial plans.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The institution uses a modified zero base budgeting model for the development of its annual and biennial budgets. This process includes close examination of revenue streams including its primary sources of operating funds (state funds and tuition) as well as auxiliary and scholarship funds. This is summarized in the annual financial review presented to the Board of Trustees and is used to inform the next budget cycle. The institution has initiated a new Strategic Enrollment Plan process which will provide a more data driven and targeted approach to enrollment growth and resulting tuition revenue estimates.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Eastern Washington University has a robust, transparent and inclusive budget setting process. The University Budget Committee (UBC) which is comprised of faculty, staff and students plays a key role in

budget development. This committee reviews stable budget, budget reduction and budget increase proposals depending on the funding outlook (requests for budget reductions generally only occur during times of funding declines). These proposals include an assessment element where units describe what they have accomplished with current funding to ensure that proposed outcomes are being met. The UBC reviews these proposals and makes recommendations for funding to the President.

University administration strives to get campus input as part of the budgeting process. In addition to the UBC, the university holds open forums each spring to update the campus on budget status and plans and to gather community feedback. A Budget Primer is published by the Division of Business and Finance educating the campus community on key elements of the operating budget and capital budgeting process. Also, a budget survey is administered each biennium by Institutional Research. This tool collects input from faculty and staff on what the highest priorities are within the strategic plan focus areas as well as where reductions should be made if necessary. The results of this survey then feed into the budget development process, giving all faculty and staff the opportunity to help guide the allocation of resources. The final results of the budgeting process are then distributed to campus via email during the fall term.

- 2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

The institution uses Ellucian's Banner as its enterprise resource planning (ERP) system with Oracle Discoverer for reporting. These tools allow trained staff across campus to run financial reports in a timely manner to actively manage their financial resources. The general ledger and sub-ledgers within Banner reflect generally accepted accounting principles and the system along with sufficient and trained financial staff ensure adequate internal controls. In addition internal controls are part of the annual audit process performed by the state auditor's offices

- 2.F.5 Capital budgets reflect the institution's mission and Core Theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Eastern Washington University's capital budgeting process as evidenced in its biennial state capital budget request clearly aligns the institution's capital plans with Eastern Washington University's strategic plan to "ensure that Eastern's facilities support the university's mission, vision and objectives." This budget request document includes current funding and authority requests as well as a longer-term ten year capital plan which ties to the institution's campus master plan. Major capital project requests include funding for equipment and furnishings.

In addition to capital funding the institution requests operation and maintenance funding for new and renovated space as part of the operating budget process. These requests are customized to the individual building and are often developed with guidance from consultants involved with the capital project. While the state has historically been relatively consistent in at least partially funding operations related to new space, recent economic downturns have resulted in significantly reduced or no new funding. To date the university has been able to absorb the relatively low cost of new buildings into its existing funding and can continue to submit unfunded requests in future budget cycles; however, any continued decline in state

capital funding does present a major issue for the future as these new facilities begin to age and the cost of maintenance increases.

Eastern Washington University has a well-defined debt policy approved by the university's Board of Trustees. This policy requires that debt capacity be evaluated at least bi-annually. This requirement is met via an annual debt compliance report presented to the Board of Trustees. This report provides information on outstanding debt, internal practices, credit ratings, key ratios, auxiliary-funded debt as well as a review of the debt policy.

- 2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The institution clearly and separately accounts for auxiliary enterprise funds within its accounting system. In addition, the above mentioned Budget Primer document not only provides a comprehensive overview of the budgeting process, but also defines each of the funds on campus including those that make up the general education budget and the various business enterprises (auxiliary enterprise) funds. These auxiliary funds pay an overhead charge of five percent of revenue to the university, but no general education funds are used to support auxiliary enterprises.

- 2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

Eastern Washington University is audited each year by the state auditor's office and has received an unmodified opinion in each of the last three fiscal years. The auditor communicates with the President's Executive Committee and the Board of Trustees at the start of the engagement and upon completion, ensuring leadership is informed of the audit plan and the results. In addition to the state's annual audit, the institution also engages an outside firm to perform audits on selected auxiliary units as well as agreed upon procedures work for intercollegiate athletics per NCAA requirement. This additional audit work includes internal control reviews of significant systems, process and transaction cycles, and audit results are provided to university leadership and the Board of Trustees.

- 2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Eastern Washington University is compliant, professional and ethical in its fundraising activities and University Advancement's strategic plan lists as two of its values transparency and accountability, and ethical action. The institution has a written memorandum of understanding with its foundation, Eastern Washington University Foundation. This MOU clearly defines the relationship between the entities including their roles and responsibilities. The policies and procedures of the Foundation are available on their website and clearly describe the purpose of the Foundation as well as the various policies which may be of interest to donors such as fee, asset management and disbursement policies.

2.G Physical and Technological Infrastructure

Physical Infrastructure

- 2.G.1 Consistent with its mission, Core Themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

Like many state-funded institutions of similar age Eastern Washington University is faced with a growing backlog of deferred maintenance. As part of the biennial capital budget request process and per state law requirements, the institution submits a strategic plan for reducing deferred maintenance targeted at preservation, stabilizing and prioritizing maintenance needs and establishing maintenance level standards. A comprehensive facilities study was completed in 2009 and the results of this analysis which scored facilities on a scale of 5 (needs improvement; marginally functional) to 1 (superior) serve as the basis for identifying top deferred maintenance priorities. Information from this process coupled with data from the institution's computerized maintenance management system have allowed Eastern Washington University to establish a cost estimate of approximately \$255 million to bring all facilities up to a score of 2 (adequate). While the university seeks to reduce this backlog through increased state appropriations it does feel that under current funding levels it has been and continues to be able to meet critical needs, which if not addressed might threaten mission fulfillment; however, as indicated above, continued reduced state capital funding is a concern of the university.

Despite the challenges regarding deferred maintenance and recent state funding reductions, Eastern Washington University provides a safe, secure and accessible campus that is sufficient to meet the needs of its students, a key element to its mission. While the campus has experienced enrollment growth, and plans for continued but slower growth into the future, it has not faced capacity issues. A recent evaluation of classroom space indicated capacity to accommodate two percent growth per year for 10 to 15 years and as a result the institution is considering repurposing its oldest classrooms to be used to meet demand for student services space and other needs. It has been able to make significant investments in its facilities including the new Snyamncut Residence Hall and the newly renovated Patterson Hall, the institution's largest general classroom building, and has plans to start a major renovation of its student union building. Overall it is clear that the institution takes great pride in its campus and the evaluation committee compliments Eastern Washington University for its beautiful grounds and facilities.

- 2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

Environmental Health and Safety provides online access to policies and procedures related to the safe use, storage and disposal of hazardous or toxic materials. In addition, they provide training to individuals who manage these materials and review documentation on a regular basis to ensure it reflects current best practice and addresses any new hazardous or toxic materials being used on campus. Environmental Health and Safety and Facilities and Planning also work together closely to address areas of potential risk related to the renovation of current or construction of new space on campus, including issues related to abatement.

- 2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, Core Themes, and long-range educational and financial plans.

Eastern Washington University engaged an outside consultant several years ago to assist in an extensive review and update of its campus master plan. The goal of the new plan is to reflect a more dynamic academic environment allowing the institution to do more frequent but smaller updates to the master plan as priorities evolve. It takes into consideration the institution's plans for growth and any potential future impact on academic spaces, housing and other facility needs. The campus master plan refers in several places to its role of supporting the institution's mission and the goal of a campus that reflects Eastern Washington University's "DNA" of access, opportunity and personal transformation.

- 2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of Core Theme objectives, and achievement of goals or intended outcomes of its programs and services.

Overall Eastern Washington University has the equipment it needs to meet its mission; however, the institution does face some challenges related to aging equipment, especially in its maintenance fleet. It has met this challenge through the use of one-time reserves within the university and taking advantage of opportunities to purchase used equipment from other institutions. In addition, the institution has been able to procure some major equipment as part of state-funded capital projects when extensive use of such equipment is required for the project. This equipment is then retained by Eastern Washington University and can be used to meet other campus needs.

Technological Infrastructure

- 2.G.5 Consistent with its mission, Core Themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

The Information Technology (IT) Division as well as IT services campus-wide have undergone major structural changes in the past eight years. IT staff had been decentralized with 25 independent "islands" in addition to four central IT units. The new structure, part of IT's 2008-2011 strategic plan centralized all information technology functionality and resources which has resulted in increased efficiency and effectiveness. This in turn allowed IT to continue investing in infrastructure and systems during times of budget reductions elsewhere on campus ensuring that students, faculty and staff have the systems and infrastructure needed to achieve their goals and the goals of the institution.

IT's current as well as the two preceding strategic plans are comprehensive documents outlining the goals, strategies and actions needed in order to stay current or ahead of changes in information technology. This document is part of a continuous planning process focused on providing the technology tools necessary for Eastern Washington University to achieve its mission and the plan's alignment with the institution's strategic plan is clearly evident.

In addition to the Cheney campus Eastern Washington University has a presence on the campuses of several other institutions. The Riverpoint Campus in Spokane which is owned and managed by Washington State University – Spokane is the primary of these remote locations. The information technology structure at Riverpoint has undergone major changes in recent years. Eastern Washington University's IT Division has worked to build a collaborative relationship with Washington State University and as a result the current structure clearly defines the roles and responsibilities of each institution with the overarching goal of seamless information technology presence and support for students at the Riverpoint campus. In

addition to Riverpoint, Eastern Washington University does have a presence at several other locations including Bellevue College, Everett Community College and Lower Columbia Basin Community College. Information technology infrastructure and services at these locations are provided by the home institutions; however, Eastern Washington University IT staff do visit periodically to troubleshoot issues as needed.

- 2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

As noted above IT was able, through gained efficiencies, to invest in information technology infrastructure even during the economic downturn. This is also the case with instruction and support, especially in the area of classroom technology and faculty support. IT is in the final stages of a major renovation of their primary location, Huston Hall. This renovation was self-funded through savings related to gained efficiencies and salary savings. As part of this renovation, a significant amount of space has been dedicated to giving faculty access to the latest in classroom and other instructional technology. Faculty can come to IT to learn how to use existing technology as well as to test and provide feedback on new technology IT is exploring. In addition IT has specialized training rooms as well as mobile carts which allow them to take the training and technology to the faculty member. The overall structure is aimed at providing assistance from basic to advanced depending on the wants and needs of the individual faculty member. In order to ensure that faculty are aware of the extensive opportunities available through IT, the Division participates in new faculty orientation and offers a summer boot camp for faculty which has seen tremendous demand and positive feedback. IT states that its mission is to enable and empower the university and this is evident in its commitment to providing tools and services to faculty.

The IT Division also provides a wide array of training options for staff. The training opportunities include Microsoft Office and Banner as well as customized training based on individual staff needs. IT provides “tips of the month” and hosts monthly brownbag workshops aimed at ensuring staff have the tools and training needed to perform their jobs in the most effective and efficient manner possible.

Student information technology resources are separately funded through the technology fee which is set by the students. IT’s technology fee team manages and implements projects funded by these resources but students play the lead role in determining how the funds will be used. Student investment in technology through the fee has led the way for key projects across campus.

- 2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Eastern Washington University’s information technology planning receives input from several committees, each with a defined focus including administrative technology, student technology and academic technology. This multi-committee structure is aimed at ensuring all campus information technology users have adequate opportunities to provide input. Each committee receives input specific to its focus. Initiatives from the Student Technology Advisory Committee are prioritized and addressed under the student technology fee process. Needs identified by the administrative technology committees (Data Management Committee and Digital Media Advisory Committee) and the Academic Systems Advisory Committee are prioritized and managed through an information technology project process with final decisions regarding resource allocation then being made by the executive team.

- 2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

Eastern Washington University has developed standards for all user technology across campus including computers, servers, printers and other peripherals, classroom technology, tablets and cell phones. In support of this the institution has a fully funded computer replacement plan for tenured and tenure track faculty. This replacement plan is on a five-year cycle and currently funds relatively high end equipment. IT is exploring more mainstream equipment alternatives that would allow them to expand this plan to more faculty or to reduce the replacement cycle back to the four year cycle it was on prior to recent budget reductions. Replacement of equipment for employees outside the faculty replacement plan is currently the responsibility of individuals units; however IT does keep an updated inventory in order to identify equipment that is no longer supported and also to reallocate machines replaced by one area but newer than those owned by another. IT has a long term goal to establish a campus-wide funded replacement plan for all employees but this has been put on hold due to budget constraints.

Standard Three – Planning and Implementation

3.A Institutional Planning

- 3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

The institution has a planning process. The most recent strategic plan was developed in 2011/12. The institution had an executive committee comprised of senior administrators who take advice from a planning committee and the Board of Trustees. The planning committee is an advisory group of 21 individuals: 9 faculty, 4 staff, 2 community members, and 2 students and senior administrators. A variety of sources of input were used in plan development. Since the plan was developed, there have been annual reports and annually developed action items. With a new president, the plan was updated in 2014. A comprehensive master plan was developed to align with the university's strategic plan.

Although an annual strategic plan report is produced and posted on the institution's website, it addresses highlights of accomplishments, not a comprehensive report of the status of all metrics and outcomes.

- 3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

An all-campus strategic planning conference is held annually since the strategic plan was developed. The strategic plan is discussed at this conference. Poster sessions demonstrating effective initiatives are presented (e.g., engagement, general education, McNair scholars) A nationally known speaker participates in the events.

As part of the budget planning process, open forums are held annually. Budget hearings occur every two years. Reports on the status of the budget and detailed budget proposals are presented at these meetings.

- 3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

There are a number of planning efforts. There is an Accreditation Steering Committee that has broad membership. It monitors strategic planning data that is generated by the Office of Institutional Research, Demography and Assessment, and the Office of Academic Planning. The peer evaluators received different answers when institutional constituencies were asked which group was responsible for overall planning for the campus. It was unclear to the evaluators whether the President's Executive Council or the President's Cabinet was the priority planning group.

The institution participates in national surveys such as the National Survey of Student Engagement (NSSE) and the Cooperative Institutional Research Program (CIRP).

There are sufficient resources and infrastructure to support the collection and analysis of institutional data in support of evaluating the institution's strategic plan and fulfillment of mission.

- 3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

A University Budget Committee is an advisory group to the president with presidential appointees from all campus constituencies (students, faculty, staff, and administrators). The committee makes recommendations on the strategic plan and reviews budget proposals for internal and legislative consideration. The university's budget is approved in May by the Board of Trustees in a two meeting process.

- 3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

The institution has a comprehensive Emergency Management Plan that will soon be updated. Annual table-top and live training simulations are conducted. The roles and responsibilities of the leadership team should an emergency occur are clearly articulated.

3.B Core Theme Planning

- 3.B.1 Planning for each Core Theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the Core Theme's objectives.

Eastern Washington University has identified three key areas of focus where overlap exists between the Core Theme designations and strategic plan goals. An example of this can be found on page 17 of the Self-Evaluation Report. The key areas identified primarily address three constituent groups: students, faculty/staff, and community. However, the indicators of success identified in the strategic plan do not align with the institutional indicators identified in the Self Evaluation Report.

There is a lack of consistency with the institution's comprehensive strategic plan and the Core Themes assessed in the Self-Evaluation Report. For example, six indicators are identified in the Strategic Plan under *Goal 2: Institution of Innovation*, and 16 indicators are identified under *Core Theme 2: An Academic Community that Supports and Engages Faculty and Staff throughout their Careers*. Of the 22 total indicators, only one indicator is similar between the two documents: *Core Theme Indicator 2.1.2: Number and percentage of students and faculty mentors participating in the Student Research and Creative Works Symposium show an increasing trend from the 2010-2011 academic year baseline*, overlaps with Strategic

Plan Goal 2: Number of students involved in the undergraduate research symposium.

- 3.B.2 Planning for Core Theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.
- 3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of Core Theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

There is no evidence that the data collected as part of the Self-Evaluation Report is utilized for planning for programs and services, nor is it integrated into the larger institutional Strategic Plan that is evaluated on a more regular basis.

A detailed description of Eastern Washington University's process for planning for each respective Core Theme is largely absent from section 3.B of the Self-Evaluation Report (pp 104-105). For example, section 3.B.1 of the report is limited to the indicators for first Core Theme and its first objective, thus not providing sufficient understanding of what was considered and who was involved in the planning for Core Themes 2 and 3. While the focus on student success seems appropriate for Eastern Washington University, it is not sufficient to address this standard.

Onsite conversations provided greater insight into the process. For instance, it became clear that the indicators chosen for the Core Theme 1 were driven by the state legislature's demands for Washington's higher education institutions to demonstrate their success in retention, persistence, and graduation rates.

Initially, the existence of a University strategic plan informed the Accreditation Steering Committee's development of Core Themes, objectives, indicators. However, when a new University strategic planning process was initiated, there was concern about the impact of a new strategic plan or new initiatives related to the pre-existing core themes, especially core theme 3. However, the biggest gap appears to be with Core Theme 2 and its relationship with the institution's strategic plan.

While there was considerable work completed to align the Core Themes with the new strategic initiatives, as well as the Board of Trustees' goals, Eastern Washington University has not ensured that all of its Core Themes are consistent with the strategies and initiatives emphasized in the normal planning framework. Likewise, an adequate description of how Core Theme objectives are aligned with program unit planning (3.B.2), and the collection of assessment data (3.B.3) is missing.

Standard Four – Effectiveness and Improvement

4.A Assessment

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

Eastern Washington University participates in national surveys such as the National Survey of Student Engagement (NSSE) and the Cooperative Institutional Research Program (CIRP), and as part of its strategic

planning efforts regularly collects and reports progress on that data to the campus and the Board of Trustees. However, core theme planning and evaluation of accomplishments in relation to the strategic plan is absent from the processes.

There are sufficient resources and infrastructure to support the collection and analysis of institutional data in support of evaluating the institution's strategic plan and fulfillment of mission.

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

Eastern Washington University Policy 303-40 was approved by the Academic Senate on March 14, 2014 and adopted by the University President on May 21, 2014. It will become effective Fall Quarter, 2015. This policy prescribes the standards and procedures for academic program review.

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

The institution has clearly identified student learning outcomes for programs that lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study. Program Learning Outcomes are identified in the on-line Graduate and Undergraduate catalog (<http://www.ewu.edu/academics/catalog.xml>).

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

There is no evidence to substantiate that Eastern Washington University holistically evaluates the alignment of the campus strategic plan with the integration of the Core Theme assessment conducted as part of the Year Seven Comprehensive Self-Evaluation. Additionally, it does not appear that the Accreditation Steering Committee, who is responsible for the indicators of achievement for Core Theme Objectives, has limited if any overlap, with the President's Cabinet who is responsible for the oversight and input into the University's Strategic Plan.

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

4.B Improvement

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

Core Theme 1: Student Success

Student success is a natural Core Theme for Eastern Washington University with its goals and purpose as a regional comprehensive university. Objectives include progress toward educational goals, program alignment with mission and vision, and supportive learning environments.

Objective 1.1 Progress toward educational goals—Measurements from the indicators show progress in all areas. Eastern Washington University is making gains with its comprehensive approach to access, especially for under-represented and Pell-eligible students, and its overall focus on student success.

Objective 1.2 Program alignment—The intended outcome for this objective is to support student achievement in rigorous programs that serve the state and community. The first two indicators align well with this outcome and data indicate that progress is being made. The institution is to be complimented for its efforts to create and communicate student learning outcomes with students, even though the Self-Evaluation Report, and the evaluation committee agrees, that not all programs have developed meaningful student learning outcomes. It remains unclear how student learning outcomes are being used for continuous improvement of academic programs.

Objective 1.3 Supportive learning and living environments—Eastern Washington University has made progress on this objective given the indicators measured. Their greatest success is improved student utilization of university facilities and physical spaces. The Learning Commons is not mentioned under this objective though it has obviously proven a successful initiative. Rather, the focus was on the creation of a new residence hall *Syyamncut* with its 17 collaborative learning centers.

Core Theme 2: Academic Community that Supports and Engages Faculty & Staff

The discussion about Core Theme 2 in the Self-Evaluation Report ties it to Core Theme 1 and to the statement of mission. This demonstrates a consistent and strong emphasis on student success, but the discussion and measurement of the objectives indicators do not reflect this alignment. For example, it is unclear how the increased scholarly and creative output of faculty ties to student success. Also, throughout this Core Theme, most objectives and their indicators focus on faculty while staff engagement and support are barely addressed.

Objective 2.1 Campus culture of participation and engagement that recognizes and supports faculty and staff— This objective is intended to demonstrate how Eastern Washington University has increased the number of engaged students, faculty, and staff. The first indicator considers faculty scholarly and creative output as identified in faculty activity plans. (The same is true for indicator 4 except it measures service). The discussion of evidence for indicator 1 however, focuses on how scholarly productivity results in the achievement of tenure and merit pay, not a culture of engagement. The second indicator is narrowly focused on participation in the Student Research and Creative Works Symposium, but increases in student and faculty participation does indicate progress. The third indicator measures work products resulting from faculty research grants and shows this productivity has remained steady. (Actually, the goal is to maintain or increase the number and despite fewer work products in 2012-2013, the decision was that the indicator has been achieved.) There are no indicators that focus on Eastern Washington University staff participation and engagement.

Objective 2.2 Institution that supports research and creative activities through grants and contracts—The intended outcome of this objective is to support research. The Self-Evaluation Report provides a rationale for this objective that tries to connect the intended outcome to student engagement. Basically, as faculty get more grants (indicator 1), especially in comparison to IPEDs peers (indicator 3) and hire more students

on grants (indicator 2), they are making progress toward Core Theme 1. However, there is no analysis of how these indicators are demonstrating progress toward Core Theme 2.

Objective 2.3a Hiring practices are aligned with mission and academic goals—The intended outcome of this objective is to diversify the faculty of Eastern Washington University. Various conversations revealed that the institution has struggled to maintain funding to fill existing open positions and to create new ones. However, when Eastern Washington University was able to recruit, they did make progress on diversifying faculty and staff.

Objective 2.3b Recruit, hire, and retain well qualified faculty and staff—The emphasis for all indicators for this objective remains on measuring faculty performance and development. The lone exception among 4 indicators is indicator 3 which seeks to demonstrate that the number of professional development opportunities for faculty and staff has remained stable if not improved. Indicator 1 measures whether a statement about performance expectations for teaching and assessment of learning is added to all job postings. The increased number of such postings however, does not demonstrate that Eastern Washington University has actually hired well-qualified faculty.

Core Theme 3: Institution-wide Commitment to Local, National, and International Community Engagement and Awareness that benefits the University and the Region

This Core Theme ties to the strategic goal of creating environments for personal transformation that enrich the lives of individuals, families, communities, and society.

Objective 3.1 University engagement with local and regional communities—This objective is intended to show how Eastern Washington University responds to local and regional needs. Indicators 1 and 2 measure the increased engagement of advisory boards in the colleges and departments and the increased engagement of faculty and students with local board, civic groups, etc. Indicator 3 measures the increase in support for Eastern Washington University research and expertise by local and regional organizations. Actual data to show progress is significantly lacking, even when requested the institution could not demonstrate they had met the benchmarks. The establishment of an Institute for Community Engagement provides good evidence that Eastern Washington University is making progress on indicator 4 above the 2011 baseline.

Objective 3.2a University exposure to national and international communities—The first indicator intends to measure international relationships and partnerships through the establishment of the Office of Global Initiatives (OGI). This indicator has been achieved. Indicator 2 provides evidence of the success of establishing the OGI as the institution has increased its international exchanges of faculty and students.

Objective 3.2b This objective attempts to encourage study abroad programs, increase international student enrollment as well as engagement with national and international partners via affiliations with national institutions, for research grant opportunities, visiting scholars, and internships, practicums, and field experiences for students. The number of students studying abroad has actually decreased. Discussions on-site revealed that the institution is developing new strategies to promote greater awareness of study abroad opportunities and to communicate the actual costs of study abroad programs so students and their families can make more informed choices. International student enrollment increased by 30 percent between 2011 and fall 2014 so this is clearly progress. There is no increasing trend in engagement with national and international partners when analyzing grant application results. However, Eastern Washington University's Self-Evaluation Report makes the case that compared to their peers, the institution is garnering more of its core revenue from government grants and contracts. Data indicate an increasing trend for all internships.

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

The assessment of student learning is intended to inform academic and learning support planning. Assessment is centrally located. It is infused throughout programs, although overall assessment plans need strengthening. Data indicating success of high demand areas, freshman retention, graduation rates, Latino students and Pell students is readily available. The state requires a dashboard be presented to the Board of Trustees that includes yearly measurements.

Programmatic outcomes would be more evident if they were clearly identified along with the ways in which they are assessed. Although the self-evaluation report states that indicators are achieved, further evidence of achievement would be valuable.

Eastern Washington University makes a concerted effort to attract and serve a diverse population of students and faculty. CAMP, McNair and Trio programs contribute to student support. Students state that they have been successful in a positive learning environment that supports their progress toward graduation. The Learning Commons is beneficial for academic support.

Concerns were expressed regarding a plan for managed growth. The plans for Critical Foundations are being piloted to replace the traditional and outdated general education core requirements. Aligning courses to outcomes and new initiatives to strategic planning is essential. Interdisciplinary work is taking place to break down silos and boundaries within disciplines.

Standard Five – Mission Fulfillment, Adaptation, and Sustainability

5.A Mission Fulfillment

- 5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

Eastern Washington University has the staff and infrastructure to track standard metrics related to their strategic plan. Some of them are reported through national surveys (e.g., NSSE). They have the capability in institutional research to identify and track institutional, regional, and national trends. While Eastern Washington University has a number of planning efforts, and an annual event focused on assessment, it does not yet have a regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

- 5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

Because the Eastern Washington University mission is loosely coupled to Core Themes and criteria for determining mission fulfillment, direct measures of personal transformation and excellence in learning are lacking or are indirect. The institution clearly welcomes a diverse array of students and produces graduates who serve the region but the disconnections between the statement of mission, core themes, and planning hinders the accomplishment of mission fulfillment. Further hindering the determination of

mission fulfillment are the choice of metrics, many of them qualitative, and level to which they specify desired outcomes.

The evaluation committee found incomplete communication of the results of assessment of core themes and strategic planning to relevant constituencies and the public. The data collected for Core Theme assessment is an internal document that is not made publicly available to the campus community, and while the Strategic Plan goals and indicators are listed on the University website, neither contain assessment data.

5.B Adaptation and Sustainability

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its Core Theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

In the context of the mission as it is understood on campus it is evident that the institution regularly reviews its financial resources to ensure adequacy and capacity to fulfill its mission. In addition to the zero base budget process the Division of Business and Finance prepares an annual Financial Review for the Board of Trustees which covers resource sufficiency and flexibility, operating results, financial asset performance, debt management and the financial outlook including the impact of changes in enrollment, revenue, investments and costs. This document depicts a sound financial position as the foundation for achieving the mission and vision of the institution and is used to inform the next budget request and resource allocation cycle.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

The institution has the personnel, infrastructure and ability to align its efforts for comprehensive planning and budgeting.

The institution's zero base budgeting process requires units not only to link current requests to the university's strategic plan, but also to provide an assessment of how resources previously allocated have been expended and whether intended outcomes were achieved. It is unclear whether a failure to achieve desired outcomes has resulted in any funding changes.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, Core Themes, Core Theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

Eastern Washington University monitors its external environments. It follows State trends through Office of Finance and Management. Advisory Boards exist for most professional programs (e.g., new MPH programs) and for all colleges. Advancement just developed a state alumni survey. President Cullinan is a member of local and regional economic development boards and has just initiated a regional advisory

council.

The Division of Business and Finance provides an annual Financial Review to the Board of Trustees to assess its financial position and to inform future investments. The new Strategic Enrollment Management plan will be aimed at a more intentional data driven and targeted growth plan which takes into account changes in the external environment such as increasing and decreasing graduating seniors in various demographic groups (i.e. increased number of first generation, undocumented, English as a second language students as opposed to flat or decreasing traditional students in the region).

VII. Commendations and Recommendations

Commendations 1. The evaluation committee commends Eastern Washington University for its commitment to student success. Examples of initiatives in this area include the PLUS program, the learning commons, and the Office of Community Engagement’s programs for students—especially community service. The institution’s retention and completion rates are noteworthy, especially in light of the number of first generation students and those who are Pell eligible.

Commendation 2. The evaluation committee commends Eastern Washington University for its robust, inclusive and transparent budgeting process.

Commendation 3. The evaluation committee commends Eastern Washington University’s Division of Information Technology for its comprehensive strategic planning process and the resulting investments in technology which provide faculty the opportunity to explore and incorporate innovative technology into the learning experience.

Recommendation 1. The evaluation committee recommends that Eastern Washington University seek formal approval of its mission statement by its governing board. (1.A.1).

Recommendation 2. The evaluation committee recommends that Eastern Washington University clarify Core Themes so that they individually manifest essential elements of its mission and collectively encompass its mission (1.B.1)

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

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