



SELF-EVALUATION REPORT | Spring 2015

Prepared for the Northwest Commission on Colleges and Universities



EASTERN
WASHINGTON UNIVERSITY

start something **big**

Northwest Commission on
Colleges and Universities

YEAR SEVEN SELF-EVALUATION REPORT

Submitted by
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President, Eastern Washington University

March 1, 2015



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Institutional Overview

More than 100 years ago, the transportation industrialist Benjamin P. Cheney made a donation that helped the citizens of Cheney, Washington, fulfill their dream of building an institute of higher learning. In 1882, the Benjamin P. Cheney Academy opened its doors to more than 200 students. Within just seven years, the academy became the State Normal School at Cheney. The school was designated as an institution “for the purpose of instruction of persons, both male and female, in the art of teaching the various branches that pertain to a good common school.” The school was a fully accredited four-year degree-granting institution, offering majors in numerous subjects, when it became Eastern Washington School of Education in 1937. The campus grew rapidly in size and program offerings and, as a reflection of these changes, in 1961, it was renamed Eastern Washington State College. As regional needs for professionals in many fields grew, the institution added a wide range of undergraduate and graduate degree programs. In 1977, the state legislature changed the school’s status to a regional, comprehensive university and renamed it Eastern Washington University (EWU).

EWU’s main campus is located on a 329-acre site in Cheney, with approximately 150 acres developed. In 1983, the EWU Higher Education Center was opened in Spokane to provide selected programs in downtown Spokane and better serve Spokane residents. In 1996, EWU’s College of Business and Public Administration relocated from Cheney to Spokane’s Riverpoint Campus, which EWU shares with Washington State University. In 2007, the EWU Higher Education Center was closed, and programs located there were moved to the Riverpoint campus, consolidating EWU’s offerings in Spokane at Riverpoint.

EWU also has several off-campus sites at community colleges in Washington. In 2002, EWU opened a location on the campus of Bellevue College in Bellevue, Washington. EWU offers five undergraduate degree-completion programs at the Bellevue location. In 2013-2014, EWU opened a site for undergraduate programs at Lower Columbia College in Longview, Washington.

In response to requests to expand access throughout the state to higher education opportunities, EWU partners with Pierce College, Clark College, South Seattle Community College, Lake Washington Institute of Technology, and North Seattle Community College to offer baccalaureate degree-completion programs at these locations. At the graduate level, EWU offers its Master of Social Work degree program in Everett and Vancouver.

EWU is led by President Mary Cullinan and the President’s Cabinet, which includes the vice presidents of Academic Affairs (provost), Advancement, Business and Finance, Student Affairs, and Information Technology; the directors of athletics, government relations, and EO/AA/ADA compliance; the associate to the president, the college deans, the dean of libraries, and the dean of students. Additional President’s Cabinet members include the presidents of the Faculty Senate, the United Faculty of Eastern, the Washington Federation of State Employees (American Federation of State, County, and Municipal Employees Local 93), the Public School Employee Union, and the Associated Students of Eastern Washington University (ASEWU). EWU units that deliver academic courses and programs are organized into the library and five colleges, each of which is led by a dean. Programs offered at the Riverpoint campus in Spokane and off-campus locations are overseen by the deans of the colleges in which the respective programs reside.

EWU is committed to providing access, opportunity, and excellence to the residents and communities it serves. This commitment is demonstrated by the student population served, which clearly mirrors the population of the region. Many of EWU's students come from low-income families, with approximately 75 percent of students receiving financial aid in the 2014-2015 academic year.

Enrollment at EWU for fall 2014 was 13,453 students (headcount). The overall underrepresented population of the student body is 25 percent (using the Public Centralized Higher Education Enrollment System definition); 90 percent of students are Washington residents, and 49 percent are first-generation college students.

EWU provides significant opportunity for its students. EWU offers six bachelor's degrees (BA, BS, BAB, BAE, BM, BFA) in more than 100 fields of study, nine master's degrees in 33 fields of study, 13 undergraduate certificates, ten graduate certificates, an educational specialist degree in School Psychology, and an applied doctoral degree in Physical Therapy. Students can earn baccalaureate or master's degrees in fields such as the health sciences, life and natural sciences, social sciences, arts and humanities, business, and education. EWU also participates in NCAA Division I athletics with 315 student-athletes participating on eight women's and six men's intercollegiate teams as of fall 2014.

EWU's commitment to excellence is demonstrated in part by having 20 programmatic accreditations (<http://access.ewu.edu/Institutional-Research/EWU-Factbook/FactBook-Level-I.xml>) in programs from each of the five colleges. Examples include the Bachelor of Science in Dental Hygiene, the only such program in the state. Other examples include EWU's engineering degrees, both mechanical and electrical, and the applied doctoral program in Physical Therapy. Of all undergraduate degrees granted in recent years, about 20 percent were in STEM (science, technology, engineering, and mathematics) fields.

EWU's mission statement captures the institution's commitment to access, opportunity and excellence:

EWU expands opportunities for personal transformation through excellence in learning.

The core themes contained in this report, their objectives, and their outcomes collectively express the university's values, mission, vision, strategic goals, and the goals of the Board of Trustees. The institutional indicators describe how effectively EWU fulfills its objectives and illustrate the impacts that the university experience has on students' lives and the communities the university serves.



Northwest Commission on Colleges and Universities

Basic Institutional Data Form

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Eastern Washington University

Address: Office of the President, 214 Showalter Hall

City, State, ZIP: Cheney, WA 99004

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: _____

Type of Institution: Comprehensive Specialized Health-centered Religious-based

Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal

Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term

Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Athletic Training	Baccalaureate and Master's	CAATE; Commission on Accreditation of Athletic Training Education	September 2009
Business	Baccalaureate and Master's	Association to Advance Collegiate Schools of Business (AACSB)	2008
Chemistry and Biochemistry	Baccalaureate	American Chemical Society (ACS)	2009
Communication Disorders	Master's	Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA)	September 2011
Computer Science	Baccalaureate	Accreditation Board for Engineering and Technology, Inc. (ABET) Computing Accreditation Committee	September 2009
Dental Hygiene	Baccalaureate	Commission on Dental Accreditation, American Dental Association	May 2011
Electrical Engineering	Baccalaureate	Accreditation Board for Engineering and Technology, Inc. (ABET)	September 2013
Mechanical Engineering	Baccalaureate	Accreditation Board for Engineering and Technology, Inc. (ABET)	September 2012
Engineering Technology: Mechanical Engineering	Baccalaureate	Accreditation Board for Engineering and Technology, Inc. (ABET)	September 2009
Mental Health Counseling and School Counseling	Master's	Council for Accreditation of Counseling and Related Educational Programs (CACREP)	March 2008
Health Services Administration	Baccalaureate	The Association of University Programs in Health Administration (AUPHA)	2012
Music	Baccalaureate and Master's	National Association of Schools of Music	2008

Education	Baccalaureate and Master's	State of Washington Professional Educator Standards Board	2014-15
Nursing	Registered Nurse, Baccalaureate in Nursing, Master's in Nursing	Collegiate Commission on Nursing Education (CCNE)	2014
Occupational Therapy	Master's	Accreditation Council for Occupational Therapy and The American Occupational Therapy Association	March 2008
Physical Therapy	Applied Doctorate (DPT)	Commission on Accreditation in Physical Therapy Education	May 2007
School Psychologist	Educational Specialist (Ed.S.)	National Association of School Psychologists (NASP)	February 1, 2015
Recreation and Leisure Services	Baccalaureate	National Recreation and Part Association/American Association for Leisure and Recreation	May 2012
Social Work	Baccalaureate and Master's	Council on Social Work Education	2008
Urban and Regional Planning	Baccalaureate and Master's	Planning Accreditation Board	2011-2012

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: For course levels 100 through 499: (Course credits * Enrollment headcount)/15; For course levels 500 and above: (Course credits * Enrollment headcount)/10)

Official Fall 2014 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Fall 2014	One Year Prior Dates: Fall 2013	Two Years Prior Dates: Fall 2012
Undergraduate	10,941.79	10,504.45	10,315.3
Graduate	1,309.22	1,358.48	1,450.57
Professional			
Unclassified	3.47	3.67	15.47
Total all levels	12,254.47	11,866.60	11,781.33

Full-Time Unduplicated Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall 2014 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Fall 2014	One Year Prior Dates: Fall 2013	Two Years Prior Dates: Fall 2012
Undergraduate	12,402	11,672	11,336
Graduate	1,042	1,113	1,227
Professional			
Unclassified	9	6	24
Total all levels	13,453	12,791	12,587

Numbers of Full-Time and Part-Time Instructional Faculty & Staff and Numbers of Full-Time (only) Faculty & Staff by Highest Degree Earned. Include only professional personnel who are primarily assigned to instruction or research.

Total Number of Full Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	139					12		127
Associate Professor	91					10		81
Assistant Professor	85					10		75
Instructor	56				3	47		6
Lecturer and Teaching Assistant	91	204	1		5	57		28
Research Staff and Research Assistant								
Undesignated Rank								

Number of instructional staff added for current year:
Number of instructional staff who were employed previous year but not reemployed:

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Staff.

Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	\$92,920	21.1
Associate Professor	\$72,681	9.7
Assistant Professor	\$69,307	2.4
Instructor	\$52,500	12.7
Lecturer and Teaching Assistant	\$51,820	1.9
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information

Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: 2014		
Reporting of income:	Cash Basis	Accrual Basis X
Reporting of expenses:	Cash Basis	Accrual Basis X

Balance Sheet Data

ASSETS	Last Completed FY Dates: 2014	One Year Prior to Last Completed FY Dates: 2013	Two Years Prior to Last Completed FY Dates: 2012
CURRENT ASSETS			
Cash and Cash Equivalents	33,338,489	35,580,778	47,771,095
Short Term Investments	21,210,098	29,133,079	18,163,189
Deposits with State of Washington	7,813,974	7,041,613	5,681,074
Accounts Receivable, net	9,897,193	12,227,696	11,307,682
Student Loans Receivable, net	121,306	125,277	153,377
Inventories	1,236,285	1,299,612	1,398,124
Other Assets	3,201,336	2,652,792	1,313,030
Total Current Assets	76,818,681	88,060,847	85,787,571
NONCURRENT ASSETS			
Endowment Investments	9,464,446	8,417,708	7,677,507
Other Long- Term Investments	61,885,211	46,703,677	49,345,784
Student Loans Receivable, net	4,847,638	4,841,405	4,860,896
Other Non-Current Assets	115,286	121,588	127,890
Capital Assets, net of depreciation	304,789,957	293,311,309	265,951,678
Total Noncurrent Assets	381,102,538	353,395,687	327,963,755
TOTAL ASSETS	457,921,219	441,456,534	413,751,326
DEFERRED OUTFLOWS OF RESOURCES	41,442	51,193	60,944

LIABILITIES AND NET POSITION	Last Completed FY Dates: 2014	One Year Prior to Last Completed FY Dates: 2013	Two Years Prior to Last Completed FY Dates: 2012
CURRENT LIABILITIES			
Accounts Payable	7,601,333	9,462,131	6,483,146
Accrued Liabilities	3,604,434	3,168,758	3,025,850
Compensated Absences	14,983	9,373	751
Deposits or funds held for others	70,205	405,107	1,072,190
Unearned Revenue	4,647,462	4,386,014	5,479,992
Long-term liabilities, current portion	2,083,471	1,870,389	1,366,255
Total Current Liabilities	18,021,888	19,301,772	17,428,184
NONCURRENT LIABILITIES			
Compensated Absences	6,528,495	5,965,374	5,630,487
Unamortized premiums on debt issues	661,450	509,345	534,045
Long-term liabilities	60,344,913	59,952,650	60,816,620
Total noncurrent liabilities	67,534,858	66,427,369	66,981,152
TOTAL LIABILITIES	85,556,746	85,729,141	84,409,336
NET POSITION			
Net Investment in capital assets	248,640,936	243,238,794	229,879,996
Restricted for:			
Nonexpendable:			
Endowments	5,333,245	5,333,195	5,331,195
Charitable gift annuities	604,851	476,242	267,940
Expendable:			
Loans	8,700,755	8,473,398	8,319,916
Capital Projects	9,345,348	7,557,567	5,237,129
Endowments and Other	4,971,995	4,094,439	3,160,071
Unrestricted	94,808,785	86,604,951	77,206,688
Total net position	372,405,915	355,778,586	329,402,935

Current funds, revenues, expenditures, and other changes

REVENUES	Last Completed FY Dates: 2014	One Year Prior to Last Completed FY Dates: 2013	Two Years Prior to Last Completed FY Dates: 2012
OPERATING REVENUES:			
Student tuition and fees, net of scholarship allowance	89,280,475	88,337,483	81,427,807
Federal grants and contracts	4,376,723	4,772,494	5,474,488
State and local grants and contracts	24,175,889	21,799,934	19,534,889
Nongovernmental grants and contracts	3,193,917	3,391,483	2,688,546
Sales and services of auxiliary enterprises			
Housing and dining services, net	11,592,433	10,890,432	10,249,340
Other auxiliary enterprises, net	9,324,027	9,276,647	8,856,252
Other operating revenues	1,894,818	2,097,073	1,758,276
Total operating revenue	143,838,282	140,565,546	129,989,598
EXPENSES			
Operating expenses:			
Salaries and Wages	92,676,207	84,277,584	82,224,769
Benefits	28,493,779	26,110,666	26,986,764
Scholarships and fellowships	21,923,012	21,520,206	20,493,131
Utilities	4,916,971	4,369,073	4,150,414
Supplies and materials	36,802,052	35,963,203	32,149,624
Non-capitalized facility improvements	2,196,327	3,655,175	710,925
Other	5,173,033	4,497,152	3,978,616
Depreciation	11,356,948	10,232,989	10,700,989
Total operating expenses	203,538,329	190,626,048	181,395,232
Operating Loss	-59,700,047	-50,060,502	-51,405,634
NON-OPERATING REVENUES (EXPENSES)			
State Appropriations	40,069,834	36,534,907	34,830,415
Investment income, gains and losses	5,058,333	3,683,279	3,435,075
Interest on capital asset-related debt	-2,194,887	-1,450,923	-2,214,887
Gifts	87,397	999,694	0
Pell Grant Revenue	19,994,226	19,425,030	19,048,947
Net non-operating revenues	63,014,903	59,191,987	55,099,550
Gain before other revenues, expenses, gains or losses	3,314,856	9,131,485	3,693,916
State Appropriations- capital	13,312,473	18,584,148	13,561,153
Gifts to permanent endowments	0	2,050	29,481
Special items- loss on sale of capital asset	0	-1,342,032	0
Total other revenues and expenses	13,312,473	17,244,166	13,590,634
Increase in net position	16,627,329	26,375,651	17,284,550
NET POSITION			
Net Position, beginning of year	355,778,586	329,402,935	312,118,385
Net Position, end of year	372,405,915	355,778,586	329,402,935

Institutional Indebtedness

Total Debt to Outside Parties	Last Completed FY Dates: 2014	One Year Prior to Last Completed FY Dates: 2013	Two Years Prior to Last Completed FY Dates: 2012
For Capital Outlay	56,442,512	56,755,560	58,089,643
For Operations			

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic coursework is offered.

Degree Programs – list the names of degree programs that can be completed at the site.

Degrees Awarded – report the number of degrees (by program) awarded at the location last year.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (headcount) of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites Within the United States

Location of Site Name, City, State, ZIP		Degree Programs	Degrees Awarded	Academic Credit Courses	Student Headcount	Faculty Headcount
Bellevue College Bellevue, Washington, 98006	BA	Business Administration	34	60	70	4
	BA	Children Studies	11	60	28	4
	BA	Interdisciplinary Studies	30	60	65	7
	BA	Psychology	31	65	68	4
	BS	Applied Technology	8	46	3	0 (Webinar Based)

Clark College Vancouver, Washington 98663	BS	Applied Technology	8	46	3 - 5	0 (Webinar Based)
	BA	Social Work	None: Cohort Model	73	23	1.53
	MA	Social Work	42 (June 2015)	73	42	1.53
Lower Columbia College, Longview, Washington, 98632	BA	Business Administration	0 (Started W15)			
	BA	Interdisciplinary Studies	1	60	5	1
	BS	Applied Technology	0	0	12	0 (Online Program)
	BS	Applied Technology		46	3	0 (Webinar Based)
North Seattle College, Seattle, Washington 98103	BS	Electrical Engineering	10	69	38	3 (Use ITV delivery for one course)
South Seattle College, Seattle, Washington 98106	BS	Applied Technology	7	46	4	0 (Webinar Based)
Everett Community College, Everett, Washington	MA	Master of Social Work	46	73	45	1.53 (Cheney-Based Faculty Commute to Instruct)

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases.

Degree Programs – list the names of degree programs that can be completed at the site.

Degrees Awarded – report the number of degrees (by program) awarded at the location last year.

Academic Credit Courses – report the total number of academic credit courses offered at the site.

Student Headcount – report the total number (headcount) of students currently enrolled in programs at the site.

Faculty Headcount – report the total number (headcount) of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Courses offered at Sites outside the United States

Location of Site	Degree Programs	Degrees Awarded	Academic Credit Courses	Student Headcount	Faculty Headcount
None					

Summary Update of Institutional Changes

Institutional changes occurring at EWU after its 2012 Year Three report to NWCCU (March 1, 2012) are shown below.

On August 1, 2014, Dr. Mary Cullinan became the twenty-sixth president of Eastern Washington University, replacing Dr. Rodolfo Arévalo, who retired from the president's position on July 31, 2014.

In the Division of Student Affairs, Dr. Amy Johnson was hired as the associate vice president for student life and dean of students in August 2012. Dr. Neil Woolf was hired as the associate vice president for enrollment services in August 2013.

In the Division of Academic Affairs, Dr. Martine Duchatelet was hired as dean of the College of Business and Public Administration (CBPA) and executive dean of EWU-Spokane in 2012. In 2013, Ms. Suzanne Milton was selected as the dean of libraries. Dr. Roy Sonnema became the dean of the College of Arts, Letters and Education (CALE) effective July 2014, and Dr. Laureen O'Hanlon will start as dean of the College of Health Science and Public Health (CHSPH) in July 2015.

The 2011 reorganization of the Division of International and Educational Outreach (DIEO) resulted in the creation of two new sub-units within the Academic Affairs' Division: the Office of Global Initiatives (executive director Ms. Catherine Dixon) and the Extended Campus (executive director Dr. Ben Meredith). Another divisional reorganization resulted in the creation of the Office of Undergraduate Studies and Student Success and the position of vice provost for this unit. Dr. Colin Ormsby served as interim vice provost from January 2012 to July 2013. Dr. Chuck Lopez was hired as vice provost for undergraduate affairs and student success in summer 2013.

Dr. Ron Dalla, Accreditation Liaison Officer to NWCCU and Vice Provost for Graduate Education, Research, Academic Planning and Evaluation, retired from the university on July 1, 2014. Prior to Dr. Dalla's retirement, the unit was reorganized to encompass academic planning, graduate programs, grants, and institutional research. Dr. Colin Ormsby assumed the role of NWCCU accreditation liaison officer upon Dr. Dalla's retirement and was appointed as vice provost for academic planning, graduate programs, grants, and institutional research in fall 2013.

Response to Topics Previously Requested by the Commission

The ad hoc peer evaluation report resulting from the NWCCU site team's visit to EWU 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 EWU 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 EWU consider how, or to what degree, each of the objectives relates to institutional purpose.

In response to this recommendation, EWU determined that mission fulfillment would require meeting Objective 1.1: Persistence and progress toward educational goals. Specific indicators of Objective 1.1 follow.

Increase six-year graduation rates and maintain strong graduation efficiency rates.

- Six-year completion for first-time full-time freshmen
- Three-year completion for transfer students
- Six-year completion for under-represented students
- Six-year completion for Pell-eligible students
- Six-year completion for graduate degree and certificate students
- Student completion of undergraduate degrees within 125 percent of credits required for the degree

In addition, EWU revised the method for measuring mission fulfillment and detailed this revision in its "Response to Recommendation 1 of the Spring 2012 Year Three Resources and Capacity Peer-Evaluation Report." This response was submitted to the Commission on March 1, 2013. In 2013, the President's Executive Committee and the university adopted the following method for measuring mission fulfillment.

To determine mission fulfillment, each core theme objective will be rated by the Accreditation Steering Committee as excellent, good, fair, or poor. An objective will be met if it is rated excellent or good. Mission fulfillment will be reached when six objectives have been met. Of the six objectives, Objective 1.1, and its indicators #1 through #4, must be met.

The values for the measures assigned to each indicator have been provided by the appropriate university sources. These include, but are not limited to, the Office of Institutional Research; the Office of Human Resources, Rights and Risk; the offices of the deans of the colleges and the library; the Office of Academic Planning; The Undergraduate Studies and Student Success unit; the Division of Student Affairs; and the Enrollment Services' unit.

To ensure that university constituencies have had sufficient ownership in the planning and evaluation of the core themes, the Accreditation Steering Committee (ASC), made up of representatives across campus, devised a campus-wide campaign to solicit input and to evaluate the core themes.

Further, to inform a variety of institutional program and service initiatives, the university uses national assessment instruments to collect and benchmark EWU data with that of its peers. Examples include the CIRP survey of incoming freshman, with norms published by the Higher Education Research Institute (HERI); the National Survey of Student Engagement (NSSE) to assess student satisfaction at EWU; and a Noel-Levitz suite of surveys to assess EWU's campus climate.

CHAPTER ONE

Eligibility Requirements 1 – 3

Standard One: Mission, Core Themes, and Expectations

Chapter One – Standard One: Mission, Core Themes, and Expectations

The institution articulates its purpose in a mission statement, and identifies core themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

Eligibility Requirement 1: Operational Status

The institution has completed at least one year of its principal educational programs and is operational with students actively pursuing its degree programs at the time of the Commission accepting an institution's Application for Consideration for Eligibility. The institution has graduated at least one class in its principal education program(s) before the Commission's evaluation for initial accreditation.

Eastern Washington University has been accredited by NWCCU, then-known as the Northwest Association of Secondary and Higher Schools, since 1919. For details, please see the NWCCU website: <http://www.nwccu.org/Directory%20of%20Inst/State%20Map/Washington/Washington.htm>.

Eligibility Requirement 2: Authority

The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Title 28B RCW (Revised Code of Washington), Higher Education, designates Eastern Washington University as a regional university and authorizes EWU to offer undergraduate and graduate education programs including master's degrees, educational specialist degrees, and applied doctoral-level degrees in Physical Therapy (<http://apps.leg.wa.gov/rcw/default.aspx?cite=28B.35&full=true>).

Eligibility Requirement 3: Mission and Core Themes

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

EWU's mission emphasizes the university's commitment to instruction at a number of academic levels, success of all students in pursuit of their higher education goals, and service to diverse peoples and communities. The mission honors the university's normal school tradition by providing access for the citizens of Washington. The Eastern Washington University Board of Trustees reviewed and approved the revised EWU mission, which was rewritten as part of the development of the EWU Strategic Plan 2012-2017, inspiring the future, on November 18, 2011 (<http://www.ewu.edu/inspiringthefuture.xml>).

EWU's purpose is to serve the educational interests of its students, and its principal programs lead to recognized degrees. EWU devotes a substantial portion of its resources to support its educational

mission and the core themes. A total of 79 percent of the university operating budget (education and general—62.6 percent; and scholarships and fellowships—16.4 percent) is dedicated to supporting the educational mission and the core themes. See EWU's operating and capital budgets for the 2013–2015 biennium (EWU Budget Services 2013-2015 Budget Book page 5):

<http://access.ewu.edu/budget-services/resources-and-archives/2013-2015>.

Standard 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.

Having received Board of Trustees' approval on November 18, 2011, the EWU mission statement—"EWU expands opportunities for personal transformation through excellence in learning"—has been the keystone of university-wide strategic planning efforts for the past four years. The mission statement has been published in all strategic planning documents and occupies a prominent position on the president's website: (<http://www.ewu.edu/about/administration/president/mission>).

In October 2014, EWU President Mary Cullinan, in an e-mail to the university community, requested that the mission statement be printed on the back of EWU business cards, added to the university's letterhead, and included as a routine part of daily university operations in e-mail signatures, meeting agendas, marketing materials, newsletters, and web pages.

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

Eastern Washington University expands the expectations of its mission through its dedication to key institutional values, its strategic plan, and the NWCCU core themes, all of which are prominently posted on the university website. The university's values, mission, and vision are further supported through posted Board of Trustees' goals, which are reviewed regularly (<http://www.ewu.edu/about/administration/bot>).

The president's website also includes criteria for mission achievement/fulfillment:

Eastern Washington University achieves [its] mission by:

- Fostering excellence in learning through quality academic programs, undergraduate and graduate student research, and individual student-faculty interaction. Students extend their learning beyond the classroom through co-curricular programs, life skills development, internship programs, volunteering, and service learning.
- Creating environments for personal transformation that enrich the lives of individuals, families, communities, and society at large.
- Expanding opportunity for all students by providing critical access to first-generation students, underserved populations, place-bound students, and other students who may not have the opportunity for higher education.
- Developing faculty and staff by growing and strengthening an intellectual community and supporting professional development.

(<http://www.ewu.edu/about/administration/president/mission>).

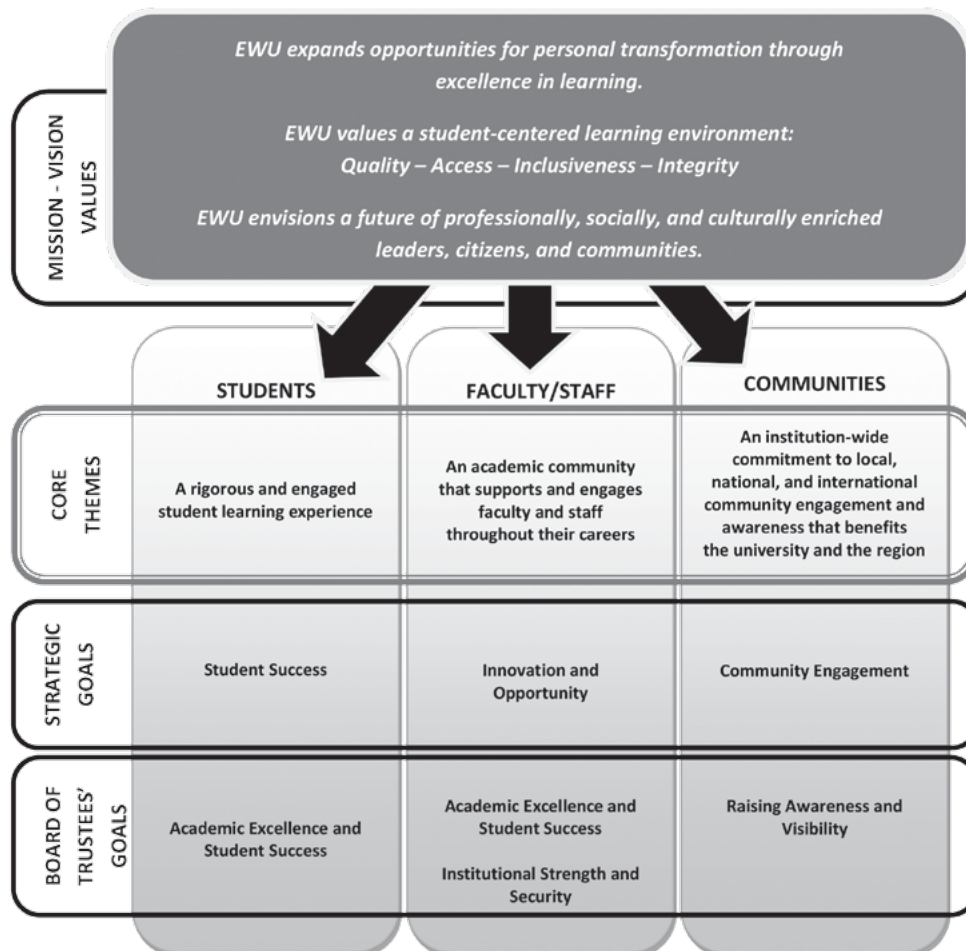
Eastern Washington University's Three Core Themes

The core themes, their objectives, and their outcomes collectively express the university's mission, strategic goals, and the goals of the Board of Trustees. The institutional indicators describe how effectively EWU fulfills its intentions and illustrate the impacts that the university experience has on students' lives and the communities the university serves.

EWU's core themes align with the university mission, the goals of the EWU strategic plan 2012-2017, inspiring the future, and Board of Trustees' goals. Core themes were developed with wide participation and review over the period January 2010-February 2011, approved by the President's Executive Committee in fall 2011, reviewed as part of a five-phase strategic planning process, and reaffirmed by the Board of Trustees on November 18, 2011. Each core theme leads to specific objectives for the institution as a whole and for those units that contribute to its success. Core themes follow.

1. A rigorous and engaged student learning experience;
2. An academic community that supports and engages faculty and staff throughout their careers; and
3. An institution-wide commitment to local, national, and international community engagement and awareness that benefits the university and the region.

The following diagram illustrates the linkages among the core themes, university mission, strategic goals, and Board of Trustees' goals.



EWU's Mission and Goals as Related to the Core Themes

Evaluating Eastern Washington University's Mission Fulfillment

The three core themes include indicators of productivity, reflecting, in part, the state legislature's concern with higher education degree production in Washington. Thresholds for productivity contained in the institutional indicators have been established in discussions with the Accreditation Steering Committee (which has university-wide representation); the Academic Affairs' Council (chaired by the provost and vice president for the Division of Academic Affairs and whose membership consists of the deans; associate deans; vice provosts; the executive director of the Office of Global Initiatives; and the executive director of the Extended Campus); and the President's Executive Committee, whose membership consists of the vice presidents, the associate to the president, and the directors of athletics, EO/AA/ADA compliance, and government relations.

To determine mission fulfillment, each core theme objective will be rated by the Accreditation Steering Committee as excellent, good, fair, or poor. An objective will be met if it is rated excellent or good. Mission fulfillment will be reached when six objectives have been met. Of the six objectives, Objective 1.1, and its indicators #1 through #4, must be met.

Standard 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.

The core themes, their objectives, and their outcomes collectively express the university's mission, strategic goals, and the goals of the Board of Trustees. The institutional indicators describe how effectively EWU fulfills its intentions and illustrate the impacts that the university experience has on students' lives and the communities the university serves.

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.

Core Theme #1: A Rigorous and Engaged Student Learning Experience

EWU Mission and Strategic Plan: Eastern Washington University partially achieves its mission by "fostering excellence in learning through quality academic programs, undergraduate and graduate student research, and individual student-faculty interaction. Students extend their learning beyond the classroom through co-curricular programs, life skills development, internship programs, volunteering, and service learning."

Strategic Plan Goal: Create an environment where students succeed at their highest level.

Description of Core Theme #1: Eastern Washington University's ability to engage students effectively throughout their academic careers is a central point of the university's mission and accountability plan. EWU offers academic programs at the baccalaureate level, master's degrees, educational specialist degrees, and an applied doctorate-level degree. Programmatic rigor is demonstrated in part by maintaining specialized accreditations. EWU has specialized accredited programs in twenty distinct areas with accreditation from such entities as AACSB, ABET, CODA, CACREP, NASM, and Social Work (see page

5 of the 2014-2015 catalog for a complete list, <http://www.ewu.edu/academics/catalog>). While setting a high standard for students, the institution seeks to continually identify and reinforce institutional and pedagogical practices that keep students focused and successful, not only while attending EWU but also afterward as graduates and citizens of the region, state, and nation. EWU enrolls and educates a high percentage of first-generation and Pell-eligible students; faculty and staff take on a special responsibility to engage all students actively in ways that foster the accomplishment of their educational goals and equip them with the skills, knowledge, and ability to succeed in their careers.

Core Theme #1: Objectives, Intended Outcomes, Institutional Indicators, and Rationale

Objective 1.1: Persistence and progress toward educational goals (This objective must be achieved.)

Intended Outcome:

Increase six-year graduation rates and maintain strong graduation efficiency rates.

- Six-year completion for first-time full-time freshmen
- Three-year completion for transfer students
- Six-year completion for under-represented students
- Six-year completion for Pell-eligible students
- Six-year completion for graduate degree and certificate students
- Student completion of undergraduate degrees within 125 percent of credits required for the respective degree

Metrics for Institutional Indicators:

Excellent: Achieve five of the following six indicators (#1 through #4 must be achieved)

Good: Achieve four of the following six indicators (#1 through #4 must be achieved)

Institutional Indicators:

1. Retention and six-year completion rates of first-time, full-time freshmen increase by two percentage points by fall 2014 from the fall 2011 baseline;
2. Retention and three-year completion rates of transfer students increase by two percentage points by fall 2014 from the fall 2011 baseline;
3. Retention and six-year completion rates of under-represented students as compared with Integrated Post-Secondary Education Data System (IPEDS) peers and Washington State public regional universities increase by two percentage points by fall 2014 from the fall 2011 baseline;
4. Retention and six-year completion rates of Pell-eligible students (as an indicator of low socio-economic status) increase by two percentage points by fall 2014 from the fall 2011 baseline;
5. Numbers of graduate degrees and certificates earned within six years of initial graduate enrollment increase by two percent by fall 2014 from the fall 2011 baseline; and
6. Percent of students completing their degrees within 125 percent of credits required for the respective degree will remain above 93 percent.

Rationale:

An indicator of the university's success is the percentage of students completing degrees or academic programs in a timely manner. EWU is committed to increasing its six-year graduation rates in the coming years. EWU does well compared to its IPEDS peers in graduation rates and seeks to make significant improvement with data-driven decisions to help current and future students become more successful in completing their chosen degrees at EWU.

EWU also seeks to improve the efficiency of its degree production. EWU is committed to providing undergraduate students with the academic and co-curricular support they need to complete their degrees within 125 percent of credits required for the respective degree. Satisfying this indicator demonstrates that students are following well-defined degree paths and that graduation requirements are being met in an effective manner.

Objective 1.2: Programs aligned with mission and academic vision

Intended Outcome:

Support student achievement in rigorous, relevant academic and co-curricular programs that serve the state and the community.

- Graduates in high-demand majors
- Students participating in university-sponsored activities that support student achievement
- Students engaging in internships, community service activities, and experiential learning activities
- Student learning outcomes (SLOs) assessment data used for program improvement

Metrics for Institutional Indicators:

Excellent: Achieve four indicators

Good: Achieve three indicators

Institutional Indicators:

1. The continued production of graduates in high-demand majors as measured by the state of Washington and EWU remains stable or shows an increasing trend from the fall 2011 baseline;
2. The percentage of students engaged in the campus community, as measured by participation in university-sponsored activities and programs to support student achievement, shows an increasing trend from the fall 2012 baseline;
3. EWU will establish a baseline for the percentage of students engaged in the community as measured by internships, community service activities, and experiential learning activities by fall 2014; and
4. Data collected from the assessment of program student learning outcomes (SLOs) will continue to be used for the continuous improvement of academic programs as shown through the annual assessment of these SLOs.

Rationale:

EWU is committed to providing a quality education by delivering academic programs that prospective and current students wish to pursue to reach their educational and life goals. As a regional state university, EWU has a responsibility to provide both the eastern Washington region and the state with well-educated graduates ready to enter the workforce and advance in careers, particularly in high-demand fields.

As part of this regional commitment, EWU will continue to be responsive to market demand and economic indicators when developing and revising its academic programs. Moreover, these programs will engage students in an array of out-of-classroom learning experiences that support their integration with the workforce. To provide these desired outcomes, EWU recognizes the importance of encouraging collaboration between faculty and students for increased scholarship and the promotion of student achievement. EWU continues to encourage its students to become responsible citizens. EWU also expects its students to be engaged broadly in their own education and will increase the number of opportunities for students to participate in community activities as well as experiential learning. These efforts directly and deeply involve the entire university community in furthering

student learning, while actively partnering with local communities to advance their goals. To ensure that academic programs and co-curricular learning opportunities are aligned with student, university, and regional goals, EWU will continue to adjust its program array and program relevancy through its program review and audit processes.

Objective 1.3: Supportive environments for learning and living

Intended Outcome:

Foster enhanced facilities, resources, and services support.

- Institutional support for academic scholarships
- Facilities, including housing, to enhance the student learning experience
- Support services for curricular and co-curricular success
- Students, faculty, and staff undergoing campus climate training
- Enhanced classrooms using latest technology
- Courses using a learning management system

Metrics for Institutional Indicators:

Excellent: Achieve six indicators

Good: Achieve four indicators

Institutional Indicators:

1. Institutional and private support for academic scholarships shows an increasing trend;
2. The utilization of university facilities and physical spaces, including university-provided housing arrangements, to enhance the student learning experience shows an increasing trend from the fall 2011 baseline;
3. The quantity and type of support services provided to students for their curricular and co-curricular success show an increasing trend from the fall 2011 baseline as measured by contacts or contact hours;
4. The proportion of students, faculty, and staff who have undergone the Green Dot, LGBT, or other campus climate training opportunities shows an increasing trend from the fall 2011 baseline;
5. The proportion of enhanced classrooms having the latest technology available shows an increasing trend from the fall 2011 baseline; and
6. The proportion of courses using a learning management system shows an increasing trend from the fall 2011 baseline.

Rationale:

Although classroom instruction is at the core of students' experience at the university, learning also occurs in a wide array of co-curricular settings. EWU realizes that to successfully achieve its mission and serve a diverse student population, it is necessary to provide learning and living environments that encourage students to explore new ideas, develop their interests, establish professional relationships, and ultimately prepare for life after graduation. To that end, EWU will provide a rich set of co-curricular learning experiences to include student transition programs, student leadership opportunities, living and learning communities, student activities, and related programs. Moreover, EWU will assess student services, activities, and support programs with a goal of ongoing improvement and effective resource and facility use. One aspect of this effort is the wise use of different means to deliver curricula to students. Realizing that students who attend EWU range in age, interests, and geographic proximity to the university's main campus, EWU will strategically employ technology in order to meet the needs of students. To that end, EWU commits to providing quality academic and student services' support to all EWU students.

Core Theme # 2: An Academic Community that Supports and Engages Faculty and Staff throughout their Careers

EWU Mission and Strategic Plan: Eastern Washington University will partially achieve its mission by “developing faculty and staff by growing and strengthening an intellectual community and supporting professional development.”

Strategic Plan Goal: Continue to strengthen EWU’s reputation by raising the visibility of EWU’s high-quality academic programs, community engagement, and innovation (<http://www.ewu.edu/inspiringthefuture/strategic-plan>).

Description of Core Theme #2: Since the publication of its strategic planning document “A Commitment to Action: 2004 Report on the Learning Environment,” Eastern Washington University has been developing an integrated academic experience rich in opportunities for exploration, discovery, and learning by the entire Eastern Washington University community. Current research in post-secondary education shows a positive correlation between student success and student contact with supportive adults inside and outside the classroom. The second core theme is fundamental to creating such an environment.

EWU faculty and students engage in research and creative activities that improve the quality of life for citizens of the Inland Northwest and the state of Washington, as is appropriate to the university’s role as a regional comprehensive institution. For example, in 2014, 138 EWU faculty members mentored the 479 undergraduate and graduate students who participated in the annual EWU Research and Creative Works Symposium. From April 16-18, 2015, EWU will welcome more than 3,000 student participants and 400 faculty mentors from nearly all 50 states, the District of Columbia, Puerto Rico, additional U.S. Territories, Canada, and other countries worldwide to participate in the National Council on Undergraduate Research symposium (NCUR). These activities are evidence that EWU is “fostering excellence in learning through quality academic programs, undergraduate and graduate student research, and individual student-faculty interaction.”

For EWU to develop an academic community that supports and engages faculty and staff throughout their careers, the institution must: (1) create a campus culture of participation and engagement that recognizes and supports faculty and staff; and (2) align hiring, recruiting, and retention practices with the mission and academic goals. These two components are the objectives for Core Theme #2.

Core Theme #2: Objectives, Intended Outcomes, Institutional Indicators, and Rationale

Objective 2.1: A campus culture of participation and engagement that recognizes and supports faculty and staff

Intended Outcome:

Increase the number of engaged faculty, staff, and students.

- Scholarly/creative output in faculty activity plans (FAPs)
- Student Research and Creative Works Symposium
- Work products developed through faculty grants
- Service identified in FAPs
- Staff responses on the campus climate survey

Metrics for Institutional Indicators:

Excellent: Achieve five indicators

Good: Achieve three indicators

Institutional Indicators:

1. Scholarly and creative output identified by faculty in faculty activity plans is achieved;
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;
3. Number of work products developed by faculty receiving faculty grants for research and creative works remains stable or shows an increasing trend from the 2010-2011 academic year baseline;
4. Service to the department, college, university, or community identified by faculty in faculty activity plans (FAPs) is achieved; and
5. As measured by the campus climate survey, the number of all measures that have risen from negative to neutral or positive shows an increasing trend.

Rationale:

EWU has a long tradition of engaging students in creative and scholarly work with faculty. This tradition deepens and enriches student learning. In many cases, these works are also related to the required capstone experience that is part of EWU's general education program. EWU garners a higher percentage of its resources from grant activity than its IPEDS peers. Grants support faculty research and often include opportunities for student participation. Finally EWU embraces its role as a regional comprehensive university through its commitment to faculty and staff engaged in service activities.

Objective 2.2: An institution that supports research and creative activities through grants and contracts.**Intended Outcome:**

Support research and creative activities with grants and contracts.

- Grant and contract proposal submission
- Grants and contracts procured
- Student employment on grants and contracts
- Grant and contract dollars procured

Metrics for Institutional Indicators:

Excellent: Achieve four indicators

Good: Achieve three indicators

Institutional Indicators:

1. Number of grants and contract proposals submitted by the colleges shows an increasing trend from fall 2011 baseline;
2. Number of grants or contracts procured by the colleges shows an increasing trend from the fall 2011 baseline;
3. Number of students employed on grants and contracts awarded to the university shows an increasing trend from the fall 2011 baseline; and
4. Total grant and contract dollars procured by the university are comparable to its IPEDS peers when comparing averages.

Rationale:

The more an institution invests itself in the success of its employees, the more the employees invest themselves in the success of the institution. Moreover, student engagement (Core Theme #1) depends on faculty and staff engagement. Thus, “professionally accomplished faculty who are strongly committed to student learning” are those who are supported in their disciplinary research, their commitment to creative pedagogy, and their efforts to work in service to university goals beyond the confines of discipline and department. When faculty and students partner in research, both the faculty members and students benefit, and such partnerships provide a richer learning experience.

Objective 2.3: Hiring, recruiting, and retention practices aligned with mission and academic goals**Intended Outcome for 2.3.a:**

Ensure that faculty and staff reflect the diversity of Washington.

- Share of faculty and staff
- Job postings
- Minority applicants

Metrics for Institutional Indicators:

Excellent: Achieve three indicators

Good: Achieve two indicators

Institutional Indicators:

1. Share of faculty and staff of diversity increases from the fall 2011 baseline;
2. Percentage of EWU job postings placed in targeted venues to attract a broad pool of applicants is maintained at 100 percent; and
3. Percentage of minority applicants for faculty and staff positions relative to the diversity of labor markets as established in EWU’s affirmative action plan shows an increasing trend from the 2010-2011 academic year baseline.

Rationale:

To prepare EWU faculty and staff to contribute to a culturally diverse society, it is important for the university to reflect the diversity of the region, the state of Washington, and the nation. Use of established standards, advertising in diverse venues, and monitoring the diversity of applicant pools will provide information on the university’s commitment to this objective. To ensure that faculty and staff are able to serve as model professionals, engaged citizens, and leaders, the university supports the development of cultural competency in faculty and staff with the goal of fostering increased respect for cultural differences.

Intended Outcome for 2.3.b:

Recruit, hire, and retain faculty and staff who are well qualified for their positions and who demonstrate the ability to meet performance expectations.

- Faculty and staff postings
- Merit pay awards
- Professional development opportunities for faculty and staff
- Faculty with terminal degrees

Metrics for Institutional Indicators:

Excellent: Achieve four indicators

Good: Achieve three indicators

Institutional Indicators:

1. Percentage of faculty position postings that include a statement of performance expectations for teaching competence and assessment of learning shows an increasing trend from the fall 2011 baseline;
2. Percentage of faculty recognized for teaching effectiveness, scholarship and creative activities, and service through merit pay awards remains stable;
3. Number of professional development opportunities for faculty and staff remains stable or improves; and
4. Percent of faculty with terminal degrees remains stable.

Rationale:

The university has identified employing “a professionally accomplished faculty who are strongly committed to student learning” as a strategy for achieving its mission. Teaching serves as the primary function of faculty at the university. Potential faculty members must be fully informed of the expectations of highly effective teaching, student learning, and engagement in their disciplines. Providing “exceptional student support services” is another strategy the university uses to achieve its mission. Hiring and retaining qualified faculty and staff who support and enhance the student learning experience supports EWU’s mission by “fostering excellence in learning through quality academic programs, undergraduate and graduate student research, and individual student-faculty interaction.”

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

EWU Mission and Strategic Plan: Eastern Washington University will partially achieve its mission by “creating environments for personal transformation that enrich the lives of individuals, families, communities, and society at large.”

Strategic Plan Goal: Increase community engagement through active participation of students, staff, and faculty with community groups, businesses, organizations, and government (<http://www.ewu.edu/inspiringthefuture/strategic-plan>).

Description of Core Theme #3: EWU’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 EWU’s success as a public regional comprehensive university.

The objectives for this core theme reflect engagement with regional, national, and international communities. Engagement with the local community occurs through community participation on EWU advisory boards and the strategic representation of faculty, staff, and students in community organizations. Engagement with national communities is reflected in EWU’s participation in national efforts such as providing educational opportunities for first-generation and underserved communities. EWU furthers this objective through internships and learning opportunities such as undergraduate and professional research conferences, as well as by encouraging faculty participation in seeking and receiving grant opportunities that involve students and respond to research interests beyond the region. Engagement of students and faculty with the international community takes place on EWU’s campus, through visiting scholars and students, as well as on the campuses of partner institutions outside the United States when EWU students and faculty engage in travel, research, learning, and teaching abroad.

Core Theme #3: Objectives, Intended Outcomes, Institutional Indicators, and Rationale

Objective 3.1: University engagement with and responsiveness to the needs of local and regional communities

Intended Outcome:

Engage partners to ascertain and respond to regional needs and to increase the university's visibility.

- Advisory boards
- Local boards, civic groups, professional societies, and media
- Local and regional organizations
- Institute for Community Engagement

Metrics for Institutional Indicators:

Excellent: Achieve four indicators

Good: Achieve three indicators

Institutional Indicators:

1. Advisory boards' strategic participation in the governance and direction of the colleges/ departments is demonstrated in the minutes of the advisory board meetings;
2. Evidence of participation of faculty, staff, and students with local boards, civic groups, professional societies, and media will be collected;
3. Number of faculty and staff supported by local and regional organizations to conduct research and provide technical assistance to meet local and/or regional needs shows an increasing trend from the 2011-2012 academic year baseline; and
4. An Institute for Community Engagement will be operational by fall 2012.

Rationale:

A healthy relationship between the institution and its surrounding communities requires a rich flow of information. Administrators and faculty who create advisory boards that include local constituents ensure that the community perspective is heard and considered in shaping the university's programs. Faculty, staff, and students who participate in a broad range of local organizations such as boards, civic groups, professional societies, and media demonstrate that EWU is responsive to local community needs and that the community is aware of EWU's presence in and support of local and regional economic, educational, social, artistic, political, and scientific health and vitality. Members of the faculty and administration respond to local and regional needs through a variety of mechanisms, including curricular change and program creation.

Objective 3.2: University exposure to and engagement with national and international communities

Intended Outcome 3.2.a:

Promote activities within the existing international partnerships.

- Revised Memoranda of Understanding
- Exchanges with partner institutions

Metrics for Institutional Indicators:

Excellent: Achieve two indicators

Good: Achieve one indicator

Institutional Indicators:

1. Existing institutional relationships and partnerships with institutions having similar missions and focus areas are strengthened, as demonstrated by revised Memoranda of Understanding; and
2. International exchanges of faculty and students with partner institutions and others show an increasing trend from the 2011-2012 academic year baseline.

Rationale:

The value of international partnership is in the richness of the interactions that occur among faculty, staff, and students on the EWU campus and on the campuses of partner institutions. By strategically aligning with institutions similar in mission, faculty and students are more likely to find ways to collaborate with EWU's existing international partners. These experiences will form the basis for expansion of international partnerships that will include scholar and student exchanges. International scholars and students on EWU's campus enrich existing programs, curricula, and campus life.

Intended Outcome 3.2.b(1):

Encourage student participation in study abroad.

Metrics for Institutional Indicator:

Excellent: Achieve the indicator

Good: Maintain the number of EWU students participating in study abroad when compared to the 2011-2012 academic year baseline

Institutional Indicator:

1. The number of EWU students participating in study abroad shows an increasing trend from the 2011-2012 academic year baseline.

Rationale:

An understanding of and appreciation for diverse ideas and perspectives obtained through study abroad brings a richness and depth to the student experience that cannot be easily achieved domestically. Returning from abroad, students communicate new knowledge and cultural competence to faculty, staff, and other students through both formal and informal means, positively affecting even those who have not gone abroad and enriching the entire campus community. Many of these approaches are outlined in the Office of Global Initiative's strategic plan (http://access.ewu.edu/Documents/Institutional%20Research/accreditation/FINAL_ogi_13_1_%20plan.pdf).

Intended Outcome 3.2.b(2):

Increase international student enrollment at EWU.

Metrics for Institutional Indicator:

Excellent: Achieve the indicator

Good: Maintain the proportion of international students in the EWU student body when compared to the 2011-2012 academic year baseline

Institutional Indicator:

1. The proportion of international students in the student body at EWU shows an increasing trend from the 2011-2012 academic year baseline.

Rationale:

Having international students join EWU's community is an opportunity for faculty, staff, and students to engage the international world without leaving campus. International students at EWU hail from a variety of diverse cultural backgrounds. The integration of these students and their perspectives into the EWU community, through opportunities both inside and outside the classroom, provides students, faculty, and staff the opportunity to understand other cultures better and to reflect on their own cultural perspectives and values.

Intended Outcome 3.2.b(3):

Engage with national and international partners in educational, research, and teaching opportunities for faculty, staff, and students.

- Affiliations with national institutions
- Grant applications
- Visiting scholar programs
- Internships, practicums, and field experiences

Metrics for Institutional Indicators:

Excellent: Achieve four indicators

Good: Achieve three indicators

Institutional Indicators:

1. Affiliations with national institutions on campus are documented;
2. Grant applications for national and international projects and activities show an increasing trend from the 2011-2012 academic year baseline;
3. Participation in teaching, research, and visiting scholar programs, such as Fulbright, shows an increasing trend from the 2011-2012 academic year baseline; and
4. Students' engagement in internships, practicums, and field experiences with national organizations shows an increasing trend from the 2011-2012 academic year baseline.

Rationale:

International and national partnerships and engagement opportunities provide faculty, staff, and students with opportunities beyond their local and regional cultures and perspectives. EWU students, faculty, and staff historically have been very involved with these opportunities, and it remains important for EWU to continue that involvement and to use what has been developed to provide new opportunities to engage with and respond to broader communities in both education and research.

Summary:

EWU's mission emphasizes the university's commitment to instruction at a number of academic levels, success of all students in pursuit of their higher education goals, and service to diverse peoples and communities. To summarize, EWU's mission statement captures the institution's commitment to access, opportunity and excellence:

EWU expands opportunities for personal transformation through excellence in learning.

The core themes contained in this report, their objectives, and their outcomes collectively express the university's values, mission, vision, strategic goals, and the goals of the Board of Trustees. The institutional indicators describe how effectively EWU fulfills its objectives and illustrate the impacts that the university experience has on students' lives and the communities the university serves.

CHAPTER TWO

Eligibility Requirements 4 – 21 Standard Two: Resources and Capacity

Eligibility Requirement 4: Operational Focus and Independence

The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

EWU is a public, comprehensive university that offers bachelor's and master's degrees, an educational specialist degree, and an applied doctorate. EWU's programs and services focus on higher education.

President Mary Cullinan leads the university with guidance from the Board of Trustees (BOT). The BOT is the major policy-making body of the university, and it ensures that the policies are enforced. EWU is sufficiently independent organizationally and operationally to be held accountable and responsible for meeting the Commission's standards and eligibility requirements.

Eligibility Requirement 5: Non-Discrimination

The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its core themes.

EWU is responsive to the educational needs of the state and all of its students. The university's five-year strategic plan, inspiring the future, builds on the mission of expanding "opportunities for personal transformation through excellence in learning." EWU achieves this mission by providing critical access and high-quality education to all students, including first-generation students, underserved populations, place-bound students, and others who may not historically have had opportunities for higher education.

EWU's mission and the BOT goals support respect for all individuals. Moreover, EWU's policies are in accord with federal and state laws related to discrimination. The university has an Office of Equal Opportunity and Diversity that reports directly to the president (<http://www.ewu.edu/about/equal-opportunity-and-diversity>).

Eligibility Requirement 6: Institutional Integrity

The institution establishes and adheres to ethical standards in all of its operations and relationships.

EWU adheres to ethical standards in all of its operations and relationships. As state employees, all university employees are subject to the statute regarding ethical conduct as stipulated in Chapter 42.52 of the Revised Code of Washington. Ongoing training regarding state ethics codes is conducted by EWU's Office of Human Resources with assistance from the Attorney General's Office.

Fair treatment of students is ensured by policy and procedures as described in Washington State Administrative Code 171 (<http://app.leg.wa.gov/WAC/default.aspx?cite=172-121>) and the EWU Policies and Procedures. The BOT has acknowledged in regulation that the "university has a special responsibility to create and maintain an academic environment that promotes freedom of inquiry and expression while protecting the rights, opportunities and welfare of students, faculty, staff and guests." University regulations on student conduct and discipline are outlined in WAC 172-121. These regulations and their procedural implementation serve as the framework for the protection of student rights while also communicating student obligations and expectations as members of the university community.

Eligibility Requirement 7: Governing Board

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

The Board of Trustees is ultimately responsible for the quality and integrity of the institution. The BOT establishes broad institutional regulations and policies and delegates to the chief executive officer the responsibility to implement and administer these policies.

The Board is established by and receives its authority from Chapter 28B, Revised Code of Washington (RCW). In addition, the BOT is subject to all the general laws governing state agencies. The eight members of EWU's BOT are appointed by the governor and confirmed by the Washington State Senate. BOT members have no contractual or employment relationship or personal financial interest with EWU.

Eligibility Requirement 8: Chief Executive Officer

The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

President Mary Cullinan is the chief executive officer of EWU. Dr. Cullinan was appointed by the BOT to this full-time position. The chair of the BOT is elected from within the BOT membership, none of whom is an executive officer of EWU.

Eligibility Requirement 9: Administration

In addition to a chief executive officer, 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 achievement of its core themes.

In addition to President Cullinan, EWU employs five vice presidents and a director of athletics, all of whom provide effective leadership and management for EWU's six major units. Through the President's Executive Committee, these six administrators work collaboratively with the president to foster fulfillment of EWU's mission and achievement of the core themes.

Eligibility Requirement 10: Faculty

Consistent with its mission and core themes, the institutions employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

The university employs approximately 462 full-time and 204 part-time faculty members with 99.4 percent of full-time faculty holding terminal degrees. The university expects each academic unit to recruit the most highly qualified faculty available. Typically, national searches are undertaken on all tenure-track faculty positions. Part-time and full-time faculty for on-campus, off-campus, and online programs are screened for appropriate expertise during the hiring process.

Regular evaluation of faculty is prescribed by the collective bargaining agreement (CBA). Individual expectations are outlined in faculty activity plans (FAPs) for all tenure-track faculty members. Expectations for lecturers and senior lecturers are outlined in their appointment letters. Performance review includes reviews by the department personnel committee, department chair, college personnel committee, dean, and provost. Reviews are based on each tenure-track faculty member's achievements related to his or her FAP and department and college /library expectations as described in their respective policies and procedures' documents. This process produces a professionally accomplished faculty who are strongly committed to student learning.

Eligibility Requirement 11: Educational Program

The institution provides one or more educational programs which include appropriate content and rigor consistent with its mission and core themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields.

EWU has a clear mission statement that guides the development of the programs it offers. The content and rigor of the degree and certificate programs offered by EWU are consistent with the mission. Every degree and certificate program offered by EWU has identified student learning outcomes that indicate what students will be able to do after completing their programs. The outcomes for student learning apply to all EWU programs.

Degree designations at EWU are directly tied to program content and are appropriate for the field of study. The description of the intellectual skills, creative capabilities, methods of inquiry, and career preparation needed for each program are of mixed depth and detail.

Eligibility Requirement 12: General Education and Related Instruction

The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of General Education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted 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. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

EWU does not offer associate degrees. All bachelor's and graduate degree programs offered by EWU require a major specialization or concentration. Students who complete baccalaureate degrees or certificate programs of 45 quarter credits or more at EWU must demonstrate mastery of the student learning outcomes (SLOs) in EWU's general education courses, which represent the areas of mathematical reasoning, English composition, computer literacy, humanities and fine arts, social sciences, natural sciences, cultural and gender diversity, and international studies. General education courses provide the foundation of general competencies needed to meet the specific academic disciplinary requirements of the majors. Completing general education courses before many of the major requirements ensures that the necessary foundation is in place. The general education experience culminates with a "capstone" course designed to provide opportunities for students to employ their integrative and problem-solving skills both within and beyond their disciplines and to work effectively in collaborative venues on shared issues and concerns.

Eligibility Requirement 13: Library and Information Resources

Consistent with its mission and core themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

The EWU Libraries support the curricula and the scholarly activities of individual members by providing access to information and promoting the knowledge about and practice of research and information literacy skills. The libraries are a shared utility for the entire university community and consist of the John F. Kennedy Library, located at the center of the Cheney campus; the Riverpoint Campus Library, located in Spokane; and anytime/anywhere access via the web. All EWU students at each partnership location have physical access to library holdings and remote access to EWU Libraries' holdings. EWU Libraries' faculty and staff provide open access to information, reference, and instructional services and are actively involved in research and service to the university and community.

EWU Libraries serve the needs of EWU students, faculty, staff, and the community at physical and virtual locations with support from approximately 14 FTE faculty, 19 FTE staff, and 9 FTE student workers. The Libraries' catalog includes 1.53 million item records and provides access to approximately 185 databases, 120,800 electronic books, and 82,000 electronic journals. It serves as a selective U.S. government depository with the largest collection of federal documents in Spokane County. In 2014, the EWU University Libraries acquired the EWU Digital Commons, an online platform and suite of services (institutional repository) to promote and to preserve high-quality intellectual output of EWU faculty and students. Located on the lower level of JFK Library are two special collections: the University Archives/Special Collections and the Curriculum Center. The University Archives hold inactive university records of continuing historical and administrative importance. The archives also hold personal papers and business records of significance to this geographical region. Online access to digital versions of photographs, drawings, lithographs, maps, facsimile documents, and oral history transcripts is provided through EWU Digital Collections. The Curriculum Center holds more than 39,000 children's books and K-12 materials.

Eligibility Requirement 14: Physical and Technological Infrastructure

The institution provides the physical and technological infrastructure necessary to achieve its mission and core themes.

EWU provides a high-quality and safe physical campus for its students, faculty, staff, and community members. Facilities' role is a key element in providing a quality instruction environment where EWU's students can succeed in their academic disciplines. In addition, the physical and technological infrastructure is pivotal in providing students with comfortable living, recreational programs, and superior academic learning spaces.

Of EWU's strategic plan goals, effective use of technology is a key component of all of them:

- Technological proficiency is a stated goal for the education of EWU's students as the university prepares them for the highly technological world in which they will live and work;
- Faculty members are encouraged to use instructional technology to create a dynamic learning environment for students;
- Staff members depend upon information technologies to perform administrative work and to offer services to students on campus and at a distance; and
- Planners expect efficiencies and some types of cost savings as well as improved services and teaching to result from investments in technology.

EWU students, staff, and faculty have access to the technological systems, infrastructure, tools, and support necessary for students to succeed academically; for faculty to engage in scholarly pursuits; and for staff to perform their management and operational functions and support services.

Eligibility Requirement 15: Academic Freedom

The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

EWU's strategic plan, mission, and values clearly support an environment in which the campus community is free, encouraged, and expected to develop intellectually and explore disciplines from various (and possibly conflicting) perspectives. For example, the mission is carried out through "fostering excellence in learning through ... undergraduate and graduate student research and individual faculty-student interaction." The mission is also carried out in part by "developing faculty and staff by growing and strengthening an intellectual community and supporting professional development." Key values at EWU include "Inclusiveness," reflecting the focus on including diversity—including diversity of thought—and the value of "Integrity," fostering "a culture of respect, commitment, and honesty"

(http://www.ewu.edu/Documents/Strategicplanning/strat_plan_doc_webres.pdf).

Eligibility Requirement 16: Admissions

The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

Admission information for undergraduate students is found on pages 18 and 19 in EWU's 2014-2015 Graduate and Undergraduate Course Catalog. Admission information for graduate students is found on pages 30 and 31 in the 2014-2015 Graduate and Undergraduate Course Catalog. The catalog is available at <http://www.ewu.edu/academics/catalog.xml>. Student admission information also can be found at <http://www.ewu.edu/Admissions.xml>.

EWU adheres to its student admission procedures and practices.

Eligibility Requirement 17: Public Information

The institution publishes in a catalog and/or on a website current and accurate information regarding: its mission and core themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

EWU publishes in the catalog (<http://www.ewu.edu/academics/catalog.xml>) current and accurate information regarding EWU's mission; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct and rights and responsibilities of students (both contained in the Student Conduct Code); tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar. Current and accurate information can also be found on the EWU website regarding EWU's core themes (<http://access.ewu.edu/provosts-office/ewu-accreditation-home-page.xml>); admission requirements and procedures; grading policy; information on academic programs and courses; rules and regulations

for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Eligibility Requirement 18: Financial Resources

The institution demonstrates financial stability with sufficient cash flow and, as appropriate, 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 long-term financial sustainability.

As of June 30, 2014, the university was financially stable, increasing net position by 4.7 percent over the prior year. Revenues increased as well due to additional enrollment and tuition increases for nonresident and graduate students, while expenditures were managed at a sustainable level. EWU continues to maintain an operating reserve at 10 percent of annual core operating budget expenditures.

The university's planning process centers on realistic revenue projections, supported by enrollment projections and corresponding tuition revenue. In each biennial cycle, planning includes two-year revenue projections, analysis of appropriate reserves, and consideration of current and future obligations of the university. This deliberate and thoughtful planning process ensures that EWU operates within available resources each biennium. The campus-wide budgeting process is presented in more detail in Standard 2.F.

Eligibility Requirement 19: Financial Accountability

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 governing board.

The university undergoes an annual financial statement audit performed by the Washington State Auditor's Office. The internally prepared financial statements, management discussion and analysis, and notes to financial statements are available to the auditors within approximately five months after the fiscal year end. The financial report, including the independent auditor's opinion, is issued in a timely manner after completion of the audit. These reports are publicly available on EWU's website at <http://access.ewu.edu/general-accounting/financial-reports>. The auditors meet with the executive and senior leadership and the BOT Audit Committee at the beginning of each audit to communicate the engagement work. When the audit is completed, the auditors meet again with representatives from the university's executive leadership and BOT to communicate the results of the audit, including any findings or management letter comments. EWU has received an "unqualified" opinion on the financial statements and has rarely received audit findings or management letter comments.

Eligibility Requirement 20: Disclosure

The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

EWU accurately discloses to the Commission all information the Commission might require to carry out its evaluation and accreditation functions.

Eligibility Requirement 21: Relationship with the Accreditation Commission

The institution accepts the Standards and related policies of the Commission and agrees to comply with these Standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

EWU accepts the NWCCU standards for accreditation and related policies of the Commission. EWU agrees to comply with these standards and policies as currently stated or as modified in accordance with Commission policy. EWU also agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding EWU's status with the Commission to any agency or members of the public requesting such information.

Standard 2.A: Governance

Overview

Eastern Washington University's system of governance facilitates the successful accomplishment of its mission and goals and promotes the periodic review and revision of the mission. The governance system includes representatives from all stakeholders, thereby ensuring that the mission is responsive to the changing needs of Washington. The university's mission, goals, and system of governance are dynamic. As a public institution, the university must implement its mission and goals within its legislatively authorized state support, tuition revenue, and state policy initiatives.

President Mary Cullinan leads the university and is responsible to the eight members of EWU's Board of Trustees. The governor of the state of Washington appoints the eight trustees for six-year terms except for the student trustee, who serves a one-year term. The president relies on assistance from both the President's Cabinet and the President's Executive Committee (PEC) to govern EWU. Governance of the university is shared with EWU's Faculty Organization and Academic Senate, bodies of faculty elected by their colleagues. The president and members of the PEC regularly consult with the Faculty Organization through the Academic Senate and its standing committees. The Associated Students of Eastern Washington University (ASEWU) represent the interests of currently enrolled undergraduate and graduate students. ASEWU regularly communicates with the president, members of the PEC, Cabinet, the Faculty Organization, and BOT.

EWU considers its governance process to be strong and to function well within the mission of the institution. All members of the EWU community are expected to consider the university mission when planning for EWU's future success.

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 provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.*

Public statute describes the authority and responsibility of the university's Board of Trustees and president. EWU's enabling legislation delegates specific responsibilities to the BOT (<http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.35.100>).

The university's governance system is constituent-based and is accountable to the BOT. The EWU Policies and Procedures contain information and regulations describing the authority, responsibilities and relationships among various university constituencies. BOT authority is described in EWU Policy 101-02 (http://cfweb.ewu.edu/policy/PolicyFiles/EWU_101_02.pdf). Faculty, staff, and students share in the governance of the university. Faculty, staff, or students participating in shared governance are empowered by the BOT to carry out their shared governance responsibilities to the best of their abilities without interference or fear of reprisal.

The Board of Trustees, which meets regularly throughout the year, is the major policy-making body for the university. The university president; the provost and vice president for the Division of Academic Affairs; the vice presidents for the Divisions of Business and Finance, Student Affairs, University Advancement, and Information Technology; the president of the Faculty Organization; the president of the Associated Students of Eastern Washington University (ASEWU); and the presidents of the classified, professional staff, and faculty unions attend BOT meetings and regularly report to the BOT. The BOT fulfills its role in the governance process by setting appropriate policies and ensuring that the university enforces them.

The president is directly responsible to the Board of Trustees. The president is the principal administrative officer and is authorized to act on behalf of the university in all matters except those requiring Board action. (http://cfweb.ewu.edu/policy/PolicyFiles/EWU_101_02.pdf). The president is also responsible for the daily operations of the university.

Board of Trustees

The Board of Trustees is ultimately responsible for the quality and integrity of the institution. It selects a chief executive officer (president), considers and approves the mission of the institution, is concerned with the provision of adequate funds, and exercises broad-based oversight to ensure compliance with institutional policies. The BOT establishes broad institutional policies and delegates to the chief executive officer the responsibility to implement and administer these policies.

The university's Board of Trustees is established by and receives its authority from Chapter 28B, Revised Code of Washington. In addition, the BOT is subject to the general laws governing state agencies. The BOT is responsible for the selection of the university president. As noted above, the eight members of EWU's BOT are appointed by the governor and confirmed by the Washington State Senate. The BOT meets throughout the year to discharge its obligations, which include setting policy, approving the mission of the institution, approving the university's capital and operating budgets, approving and selecting contractors, and awarding public work contracts. In addition to attending BOT meetings and BOT committee meetings, the trustees regularly attend university functions such as commencement and musical, theatrical, and athletic events.

The Board's mission, adopted on October 23, 1998:

The Board of Trustees of Eastern Washington University will assure students, their families, and the citizens of the State of Washington that the University will provide high quality, student-centered education and service programs. Promoting excellence, the Board will further assure that the University is accountable, both academically and financially. The Board will serve as an advocate for the University, as a steward of the public trust, and as a participant in charting the future course of Washington post-secondary education.

The Board of Trustees is effectively organized, and independent oversight is ensured based on state law. The BOT as a whole engages in regular self-reviews and professional development to ensure functional changes as needed.

The BOT has the authority to establish rules and delegate responsibility to the president to implement and administer appropriate decisions and policies. See EWU Policy 101-02: (http://cfweb.ewu.edu/policy/PolicyFiles/EWU_101_02.pdf).

President's Cabinet

An advisory committee to the president, the President's Cabinet is comprised of the five vice presidents, the directors of government relations and athletics, the associate to the president, the director of EO/AA/ADA compliance, the college deans, the dean of libraries, and the dean of students. Additional President's Cabinet members are the presidents of the Faculty Organization, the Associated Students of Eastern Washington University, the United Faculty of Eastern, the Washington Federation of State Employees, American Federation of State, County, and Municipal Employees Local 931, and the Public School Employees of Washington. President's Cabinet, which meets monthly, reviews and makes recommendations on administrative policy decisions.

President's Executive Committee

The President's Executive Committee (PEC), whose membership consists of the vice presidents, the associate to the president, and the directors of athletics, government relations, and EO/AA/ADA compliance, typically meets twice per month throughout the year to advise and take direction from the president on matters affecting the university. Each major university division brings matters to the PEC for deliberation.

Associated Students of Eastern Washington University (ASEWU) Council

The Board of Trustees recognizes the ASEWU as the representative student government. The ASEWU council constitution has been approved by the BOT, and the ASEWU's role is recognized in EWU Policy 502-02, http://cfweb.ewu.edu/policy/PolicyFiles/EWU_502_02.pdf. The council has orientation and training on the role of ASEWU at its annual leadership retreat and has a mentoring program that pairs council members with university administrators. The council actively fulfills its role of representing students in the governance process. Clearly defined means are provided for student input on university policies affecting academic and/or student affairs. Students serve as members of the Academic Senate's standing and special committees that are concerned with policies and issues that affect academic and student affairs. ASEWU members also serve on university committees, and student representatives attend and participate in BOT meetings.

When the need arises to fill vacant seats for students on committees, the president of the ASEWU is contacted. The ASEWU president then advertises for students who might be interested in committee work and nominates students for vacant committee seats. The ASEWU conducts the nomination process for the governor-appointed BOT student trustee, and the process is carried out in conjunction with EWU's Division of Student Affairs and a member of the BOT.

Recommendations from university governance bodies are subject to approval by the president. The President's Executive Committee and President's Cabinet review and recommend action on policy decisions. The president transmits recommendations from the Academic Senate and from the ASEWU to the Board of Trustees for action. Based on existing policy and procedure, training and educational opportunities have been created to familiarize the governing board, administrators, faculty, staff, and students with their roles and responsibilities.

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.*

EWU is not governed by a multi-unit governance system. EWU is governed by its Board of Trustees, and general higher education policies are set by the state legislature. The Washington Student Achievement Council (WSAC) was established in 2012 as a cabinet-level state agency. Its main role is to "provide strategic planning, oversight and advocacy to support increased student success and higher levels of educational attainment" (<http://www.wsac.wa.gov/>).

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.*

EWU faculty members are represented by the United Faculty of Eastern (UFE), classified employees are represented by the Washington Federation of State Employees (WFSE), and selected exempt employees are represented by the Public Schools Employee of Washington (PSE). Accreditation standards are considered when negotiating bargaining agreements with represented employees and the management bargaining team includes representatives from across the university divisions. The collective bargaining contracts are in compliance with all laws and policies.

The Washington Federation of State Employees (WFSE) represents classified employees who are not excluded by designation as confidential employees, as defined by RCW 41.80 (i.e., administrative exempt employees, faculty, students, and temporary employees working fewer than 350 hours in a year). Approximately 550 classified and hourly employees are represented by WFSE. The university recently entered into a collective bargaining agreement with Public School Employees of Washington, which represents approximately 80 professional exempt employees. The university continuously monitors compliance with contracts in effect. The most recent collective bargaining agreements may be found at (<http://access.ewu.edu/hrrr/labor-relations/contracts>).

The UFE represents all faculty in the following ranks: professor, associate professor, assistant professor, senior lecturer/senior library associate/senior clinical associate, and lecturer/library.

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, RCW 28B.35.100, and implemented into Board policy (EWU Policy 101-02). There are eight BOT members. None of the BOT members is an employee of the institution, and BOT terms of service are staggered to ensure continuity. Upon completion of their terms, members may be re-appointed, or a new BOT member may be chosen.

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' procedures are outlined in the EWU Policy 101-02. The BOT meets periodically throughout the year, both in committees and full meetings, and BOT agendas and minutes are public documents, which are available at (<http://www.ewu.edu/about/administration/bot/bot-committee-agendas-and-docs>).

All BOT meetings are governed by the state's Open Public Meeting Act and, except for executive sessions, are open to the general public. The BOT is required to take action only in open session (RCW 42.30.060). Executive sessions are authorized for narrowly defined purposes such as the evaluation of personnel or real estate acquisitions. The BOT chair serves as spokesperson but does not take action without approval from the BOT.

The BOT meets as a committee of the whole and holds workshop sessions in order to facilitate in-depth consideration of proposed action. The BOT also has two committees: the audit and investment committees.

The duties and responsibilities for members of the Board of Trustees are established by RCW Chapters 28B.10 and 28B.35 and university policy 101-02 (http://cfweb.ewu.edu/policy/PolicyFiles/EWU_101_02.pdf). The ethical conduct requirements for BOT members are contained in Chapter 42.52 RCW. The BOT publishes its organizational charts and operating procedures annually or when needed. It adopts a meeting and committee schedule on an annual basis, and BOT meeting agendas and minutes are published on the university website (<http://www.ewu.edu/about/administration/bot/bot-committee-agendas-and-docs>).

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.*

Policy Review and Oversight

The university's review of its policy is an ongoing function. At its meetings, the EWU Board of Trustees regularly reviews, approves, or sunsets official university policies. The BOT's role in the development of university policy is outlined in EWU Policy 201-01 (http://cfweb.ewu.edu/policy/PolicyFiles/EWU_201_01.pdf). The BOT also reviews and approves all new program proposals and substantive changes in the institutional policies as described in RCW 28B.35.120 (<http://apps.leg.wa.gov/RCW/default.aspx?cite=28B.35.120>).

The Board of Trustees oversees the organization of the university through committees and through activities as a committee of the whole.

Human Resource Management

The Board of Trustees has delegated all personnel actions to the president except for the award of faculty tenure. Hiring authority for classified staff has been delegated by the BOT to the appropriate vice presidents and deans (<http://www.ewu.edu/about/administration/president/policies>). As part of the annual operating budget, the BOT approves university-wide staffing. Personnel changes such as hiring and terminations are reported to the BOT on a periodic basis.

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.*

The university's Board of Trustees is responsible for the selection of the president (CEO) of the university. Dr. Mary Cullinan was appointed president by the BOT on August 1, 2014.

The president is responsible for the management of the institution. Through adoption of policies, the BOT delegates authority for their enforcement to the president. Every year the president and the BOT develop the president's goals for the year. Each June, the BOT evaluates the president. The president's goals for the next year are developed based upon BOT annual goals.

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

Beginning in 2000, the Board of Trustees began a self-evaluation process as part of its annual retreat. In addition to reviewing their performance, the BOT establishes yearly goals that are published with each of its meeting agendas. BOT members are able to take advantage of professional development through organizations such as the Association of Governing Boards.

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.*

The university clearly defines job responsibilities through job descriptions and annual goals. Ethical standards are established in RCW 42.52 and in EWU's Standard of Conduct Policies and Procedures 901-01:

(<http://www.ewu.edu/about/administration/president/policies>).

Expected to act in a manner consistent with these standards, administrators receive ongoing training and professional development.

The university develops job descriptions for administrators. EWU generally hires its administrators through national search processes that include a search committee consisting of faculty, staff, students, and community members (when appropriate). The university seeks qualified candidates through advertisements in local, national, and specialized publications. In addition, vacant and new positions are posted on the university's webpage. Individuals hired must have the requisite education, experience, and personality traits necessary for effective leadership.

All administrative officers are evaluated annually. The president evaluates the university's senior administrators. Each senior administrator develops annual goals tied to the president's goals as well as the EWU mission and strategic plan. The president uses the goals developed by senior administrators to evaluate their performance. The president also requires that senior administrators annually evaluate their administrative staff.

Administrators establish timelines for decision-making processes and communicate those timelines to the campus community. For example, key personnel deadlines are posted annually on the Office of Human Resources' website. As a part of the budget process, the Budget Office posts budget information on its website and also informs departments of their expected budget levels through e-mails and attached documents.

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 EWU presidency is a full-time position, contractually obligated to the university. When seeking a president, the Board of Trustees establishes job requirements that include extensive administrative and leadership experience in a higher education setting. For example, prior to her appointment as EWU president, Dr. Cullinan served as the president of Southern Oregon University, and she has held numerous leadership positions in Texas and California.

The chair of the Board of Trustees is elected from its voting membership and, by definition, cannot be the university president. The president is not a member of the BOT; however, he or she serves as the secretary to the BOT.

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.*

EWU's administrative structure can be found at <http://access.ewu.edu/HRRR/Org-Charts.xml>. It shows that a senior administrative officer leads each division. In addition, administrators who provide oversight and support for the division lead the sub-units and departments. For example, each college has a full-time dean who is supported by faculty who serve as associate dean(s) and department chairs. The number of administrators varies by the size and complexity of each college. Similarly, the faculty contract specifies the amount of administrative time devoted to academic departments, based on the overall size of each unit.

Collaboration across divisional units is encouraged through the work of the President's Executive Committee. For example, e-learning initiatives require the cooperation of three divisions: Academic Affairs, Student Affairs, and Information Technology. Likewise, student success efforts require close collaboration between professionals in the Divisions of Academic Affairs and Student Affairs. Moreover, each division is engaged in cooperative projects that span the boundaries of the respective divisions. In support of EWU's strategic planning initiatives, President Cullinan appointed representatives from the Divisions of Academic Affairs, Student Affairs, Business and Finance, and Information Technology to address advising. Other projects include representatives from numerous divisions.

Further collaboration is evident through numerous additional activities such as the following:

- Annual student orientation programs, which involve every division of the university in delivering services to support the successful transition of new students.
- Staff training such as regular advising workshops that cover general advising, program advising within the colleges, and advising for special student populations (disabled students, ethnic diversity programs, scholarship students, etc.).
- Strategic planning, which includes representation from all divisions on campus and purposeful campus-wide involvement.
- Special events such as commencement, convocation, open houses, and homecoming, which are facilitated by the Division of Student Affairs with active participation from every division on campus.

Policies and Procedures

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 posted to a university website with a defined process for creation and revision (<http://www.ewu.edu/about/administration/president/policies.xml>). Oversight of policy management is coordinated by the President's Office, and notices of updates, revisions, and new policy proposals are communicated regularly to the university campus through e-mail and posting to an online campus news site, *Eastern 24/7* (<http://sites.ewu.edu/Eastern247/>). The Academic Senate proposes and/or reviews and recommends policies to the president for approval.

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 Eastern Washington University Libraries operate under rules, policies, and procedures enumerated on appropriate university websites. Multiple links are provided from the EWU Libraries' site (<http://www.ewu.edu/Library.xml>) to guide users in accessing and using library and information resources. All policies are aggregated at <http://www.ewu.edu/Library/About-Us/Library-Policies.xml>. Policies are enforced through the use of integrated library system features, online authentications to proprietary materials and/or services, and automated links to the official university photo-ID (EagleCard) for circulation, fines, and fees, and library staff at physical and virtual service points.

All EWU Libraries' rules and policies are reviewed, revised where necessary, or eliminated where obsolete. The process is directed by the dean of libraries with participation where appropriate and prescribed in revision/amendment policies from EWU Libraries' faculty and staff, the university policy administrator, and library users (students, faculty, staff, consortia members and affiliates, and/or community members). Library policies are codified in the Washington Administrative Code (WAC), and revisions are applied as appropriate.

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.*

EWU is an active participant in the Intercollege Relations Council (ICRC <http://www.washingtoncouncil.org/icrc.htm>) and the Joint Transfer Council (JTC <http://www.washingtoncouncil.org/icrcdocuments.htm>), the statewide bodies that oversees transfer policies. EWU has established a transfer center that serves as a central point of contact for the establishment of course equivalencies and program-to-program articulation and transfer agreements. This office is housed in the Division of Academic Affairs and provides approval and assurance that agreements comply with statewide standards. In addition, through membership in the National Association for College Admission Counseling, and the American Association of Collegiate Registrars and Admissions Officers, EWU's professional staff maintains agreed-upon standards for the transfer of credit. These policies are described in the university catalog, which is made available to all members of the university community online and in hard copy. The sections on transfer are found on page 20 in the hard copy catalog and through the admission-through-graduation link, which may be accessed at <http://www.ewu.edu/Academics/Catalog.xml>. Credential evaluators in the Office of Undergraduate Admissions determine the admissibility of transfer students. These staff members determine which credits from students' previous institutions

are transferable to EWU and how those credits apply to EWU degree and major requirements. Some courses must be evaluated by an academic department or the transfer center to determine transferability. Eligible transfer credits are then entered into EWU's degree audit system, Student Online Academic Resource (SOAR). SOAR reflects faculty-agreed-upon transfer for general education requirements as well as courses in majors across the university.

EWU participates in various studies to track mobility of students statewide and consistently meets or exceeds the minimum levels of access for two-year transfer students. EWU also partners in the development of programs to facilitate transfer, both through EWU's active role in statewide transfer initiatives and also through programs and formal agreements with community colleges. As noted by a 2011 study by the Higher Education Coordinating Board (now the Washington Student Achievement Council), EWU met or exceeded its target transfer rate of 29 percent in each year between 2001-2002 and 2008-2009.

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.*

The university regularly revises the student conduct code, most recently in 2013. The review process involves various stakeholders across campus and culminates in Board of Trustees' approval (<http://access.ewu.edu/osrr/osrrpolicies/conductcode>).

Student discipline cases are reviewed by the dean of students and the vice president for the Division of Student Affairs to assess consistency, equity, and trends. In addition, an annual report from the Student Affairs' Division is made available and published on the Student Affairs' website: <http://www.ewu.edu/about/administration/student-affairs/annual-report>.

The student conduct code is discussed during orientation and is available on the university website (<http://access.ewu.edu/osrr/osrrpolicies/conductcode>). The Office of Student Rights and Responsibilities also provides workshops to various student, faculty, and staff groups about community standards and maintains a website with helpful information about student conduct policies (<http://access.ewu.edu/osrr.xml>). Appeals are available for all student conduct matters per the code of conduct.

The Office of Disability Support Services (DSS) is led by a full-time director and includes several support staff and is dedicated to the coordination of appropriate and reasonable accommodations for students with disabilities. Information on these services is found at <http://access.ewu.edu/disability-support-services>.

DSS serves more than 700 students annually. Specific student rights and responsibilities are published by DSS for students at <http://access.ewu.edu/disability-support-services/srr>. Recommended language on academic integrity and disability support services for course syllabi is provided to faculty so as to communicate widely about these standards. In addition, formal presentations on these services and expectations are provided to new students through three methods: new student registration, held each summer; new student orientation, held each fall; and the university handbook and catalog. New faculty orientation also includes information about these services. Appeals and complaints regarding accommodations are handled per the Americans with Disabilities Act through the campus ADA compliance coordinator (the EEO officer) and can be found at <http://access.ewu.edu/disability-support-services/grievance>.

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.*

Undergraduate Admission

Admission to the university is governed by a set of state standards jointly developed by the higher education community through the Washington Student Achievement Council (WSAC). These standards focus on a set of core course requirements, college academic distribution requirements (CADRs), minimum high school GPAs, and submission of standardized test scores (either SAT or ACT). These standards are located at <http://www.wsac.wa.gov/sites/default/files/MCAS-Overview-StudentsParents.pdf>.

Each university in Washington is allowed to admit up to 15 percent of new freshmen students who do not meet minimum standards. EWU adheres to these standards and is consistently below the 15 percent threshold of students enrolled under the exception provisions. EWU also tracks exceptional admits throughout the recruitment, admit, and enrollment cycle to ensure compliance with state admission standards.

Five-Year Percentage of Freshmen Enrolled Under Exception Provision (Source: Admissions’ Office)

	Fall 2014	Fall 2013	Fall 2012	Fall 2011	Fall 2010
Number of New Freshmen	1598	1454	1542	1462	1543
Number of Exceptional Admits who Enroll	233	190	212	175	190
Percent of Total	14.6%	13.1%	13.8%	12.0%	12.3%

Each university also is permitted to use holistic measures to assist with determining readiness of applicants. EWU has used such an approach since 2007. Beginning in Winter Quarter 2015, EWU implemented a new application process (based on a nationally recognized model) designed to improve the student experience, establish important first expectations about the college experience, and collect accurate and meaningful data. Changes, including improved writing prompts, were made in consultation with numerous campus stakeholders, including students, faculty, and the President’s Executive Committee. The admission process is covered in several publications and the Office of Admissions website: <http://www.ewu.edu/undergrad>.

Eastern Washington University also has developed more detailed internal admission guidelines that facilitate consistent standards among the evaluating personnel. These standards are overseen by the Office of Enrollment Management and receive regular review and assessment by campus stakeholders, including the Office of Institutional Research, ensuring the university’s commitment to opportunity while promoting student success.

EWU administers policies specific to academic continuation, termination, and readmission to the university. Administered by the Office of Enrollment Management, these policies are included in the catalog as well as published on the institutional website (see <http://access.ewu.edu/academic-advising/academic-probation-dismissal-and-reinstatement>).

Academic Policies on Undergraduate Appeals and Readmission

A clearly defined process for probation, dismissal, and petition for readmission for undergraduate students is published on the university website at <http://access.ewu.edu/Academic-Advising/Academic-Probation-Dismissal-and-Reinstatement.xml>.

Faculty members develop and recommend these policies, and the administration approves them.

The general university policies are made known to students through orientations, academic and program advisors, website resources, and the university catalog, as well as through departmental and program handbooks and documents. In addition, references to these policies are included on the Financial Aid website to help educate the campus about the relationship between satisfactory academic progress for financial aid and academic probation and dismissal policies (http://www.ewu.edu/Admissions/Financial-Aid/FA_Policies.xml).

EWU's Office of General Undergraduate Academic Advising (GUAA) monitors the administration of the policies described above for undeclared undergraduate students while the offices of the respective college deans monitor administration for declared undergraduate majors. Monitoring the administration of these policies for graduate students is done jointly by the colleges' respective graduate program offices and the Graduate Studies' Office. Reports are generated quarterly to identify students in academic difficulty, and these students receive official university communications to notify them of their status and suggest options for improving their academic records.

Graduate Admission

Graduate student admission is jointly managed by the respective graduate degree programs and a central graduate studies office under the direction of the vice provost for academic planning, graduate programs, grants, and institutional research. EWU adheres to the minimum admission standards of a 3.0 GPA in the most recent 90 quarter- or 60 semester-graded credits (<http://www.ewu.edu/grad/application-procedures.xml>). Graduate program requirements vary and either meet or exceed minimum state requirements (<http://www.ewu.edu/Grad/Programs.xml>).

Each applicant for graduate studies at EWU is required to submit an application and official transcripts from all colleges/universities attended. Other supplemental materials such as standardized test scores, a writing sample, letters of recommendation, or an interview may be required by individual graduate programs.

Academic Policies on Graduate Appeals and Readmission

Policies on probation, dismissal, and reinstatement for graduate students are developed by faculty, require administration's approval, and can be found in the Graduate Affairs' Council policy manual: (<http://www.ewu.edu/Grad/Graduate-Curricula-and-Policies/Graduate-Affairs-Council.xml>).

Standards for individual programs may be more stringent than the university minimum for undergraduate and graduate students. For example, standards specifically defined for EWU's Physical Therapy program are available in a student handbook and on the EWU website: (<http://www.ewu.edu/Documents/CSHE/Physical%20Therapy/Current%20Students/Clinical%20Education%20Handbook%20Revised%202014%20Final.pdf>).

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.*

Eastern Washington University recognizes the critical role of co-curricular activities in supporting students as they pursue their degrees. Such programs exist throughout the university, embedded within the majors as well as through the numerous programs offered by Student Affairs' Division professionals. The Division of Student Affairs' mission and vision statements both affirm the importance of an integrated curricular and co-curricular experience:

Mission

We, in the Division of Student Affairs, support Eastern Washington University's mission by promoting and contributing to a university centered on student learning and success.

To accomplish this, we will:

- lead the campus in delivering purposeful programs and services that address the holistic development of the student;
- identify and respond to students' needs with personalized student services;
- create and maintain a healthy and safe environment that supports and sustains recruitment, retention, and student success;
- cultivate positive relationships among students, faculty, staff, and the broader community;
- link academic and co-curricular learning experiences;
- establish high standards that promote civic responsibility and mutual accountability;
- foster an inclusive and diverse community where civility and respect for each individual are valued and expected.

Vision: Engage students along their transformational journey to develop self-confidence, a sense of purpose, resiliency, critical thinking, and active citizenship (<http://www.ewu.edu/about/administration/student-affairs/mission>).

Evidence of the commitment to co-curricular programs is provided in an annual report by the Division of Student Affairs. The Student Affairs' Division oversees a wide variety of co-curricular programs, including those occurring through Greek organizations, intramurals, Health Wellness and Prevention Services, club sports, recreational activities, and student government (ASEWU), clubs and organizations, social entertainment (Eagle Entertainment), residential life, and counseling. There are faculty or staff advisors for all student organizations.

Student Affairs' departments have professionally credentialed and experienced directors, who oversee co-curricular programs consistent with industry best practices. Furthermore, clubs and organizations operate under policies promulgated through Student Activities, Involvement and Leadership (SAIL). An established recognition policy ensures that all student organizations are advised of and adhere to campus regulations. Processes exist for discipline of student clubs and Greek organizations with appropriate due process and sanctions.

Many of these co-curricular programs are funded wholly or largely through the Services and Activities fee, which is a component of tuition. The funding mechanism through the

Services and Activities fee process (as set forth in RCW 28.B.15.045) ensures that the funds are distributed and expended according to state law and campus policy with a high level of accountability and transparency. The campus internal guidelines were newly revised in 2011 and approved by the Board of Trustees to streamline the process and improve accountability. The Services and Activities Fee Committee provides a website with information and policies (<http://access.ewu.edu/sa-budget-services/sanda-fee-committee>).

The university newspaper, *The Easterner*, is accountable to the Board of Trustees, with its policy available at <http://web.ewu.edu/groups/provost/Easterner.pdf>. A publication board, external to *The Easterner*, provides consistent and professional advice and counsel to the student newspaper.

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 employees and students.*

All of the institution's policies and procedures are available on the university's policy website (<http://www.ewu.edu/About/Administration/President/Policies.xml>) and, in some cases, on the Human Resources, Rights, and Risk website (<http://access.ewu.edu/HRRR.xml>). Policies are reviewed and updated systematically on a scheduled three- to five-year review cycle or as needed. Supervisors and employees are informed and trained on these policies and the expectation of their application. Expectations for supervisors can be found at <http://access.ewu.edu/HRRR/Supervisor-Tools/Supervisor-Job-Description.xml>.

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

All full-time employees (classified, exempt, and faculty) participate in an orientation process. The Office of Human Resources' (HR) staff meets with classified and exempt employees to review their specific employment conditions, applicable policies, and processes. Criteria for evaluation and termination are discussed during these orientations. Employees receive a copy of the appropriate collective bargaining agreement, if applicable. HR provides supervisors with a department checklist to ensure that new employees receive job descriptions and confirmed performance expectations and that employees understand the policies or procedures of their respective departments.

HR staff meet with new full-time faculty to review employment information such as faculty appointments, conditions, policies, and processes. The Eastern Washington University and United Faculty of Eastern Collective Bargaining Agreement (CBA) is discussed, and faculty members are directed to a copy on the website, as well as to a calendar of personnel deadlines. Article 5 of the CBA details the procedures for retention, tenure, and promotion of faculty and can be found at <http://access.ewu.edu/hrrr/labor-relations/contracts>.

HR also offers a new faculty and staff policy workshop to all faculty, exempt, and classified employees to give a more detailed overview of university policies. Each college or department orients its new faculty, including quarterly faculty, to college and department policies and procedures.

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

The university is committed to safeguarding personnel and ensuring that records are treated with the appropriate level of confidentiality. Hardcopy personnel files and the electronic Banner Human Resources/Payroll system require approved access by senior leaders who are appointed as data custodians. Data custodians are responsible for the security of the personnel and payroll data and for authorizing access. The data custodian for human resource data is the director of the Office of Human Resources, Rights, and Risk. The data custodian for payroll-related information is the chief financial officer. Hardcopy personnel files are maintained in a locked space with limited access. Banner includes password protection that limits access to authorized personnel. These practices ensure that access to confidential records is secure.

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.*

University communication materials accurately reflect the nature of EWU's academic programs. Through its publications, the university details how students can complete their studies. A key publication in this regard is the university catalog. In all its publications, the university strives to represent its programs accurately and responsibly. University leadership and the governance bodies have created policies and procedures that not only endorse integrity as a key value in EWU's mission but also provide a systematic process for community members to exercise their rights.

The Office of Institutional Research, Demography, and Assessment (OIRDA) is responsible for ensuring the accurate representation of official data in its publications. In addition to its responsibilities for producing official reports for the university's external reporting obligations to the state and federal government, this unit annually provides official data to the Office of University Marketing and Communications (MarCom) for incorporation into university publications. The unit also regularly confers with and provides data support to the university's media relations' specialist for press releases/inquiries and the development of speeches made by the university president and other senior administrators.

OIRDA has paid particular attention to providing MarCom with detailed data descriptions, official data source identifiers, and dates. MarCom also receives data for publications from other units, such as the Budget, Financial Aid, or Alumni Offices, which have been charged with the production of unit-specific data.

Admission materials are vetted through official university channels and coordinated by MarCom. Every effort is made to ensure the accuracy and currency of this information through a careful drafting process. Data used in these marketing efforts are based on official reporting provided by OIRDA.

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.*

As state employees, all employees of the university are subject to the statute regarding ethical conduct as stipulated in Chapter 42.52 of the Revised Code of Washington. As part of the new employee orientation sessions, all new employees receive information regarding the expectations for ethical conduct as state employees and the use of university resources. In addition, ongoing training regarding the state ethics code is conducted by the Office of Human Resources, Rights and Risk with assistance from the Attorney General's Office.

Fair treatment of students is ensured by policy and procedures as described in Washington Administrative Code 172 (<http://apps.leg.wa.gov/wac/>) and the EWU Policies and Procedures. As part of the Board of Trustees' authority and obligation, WAC 172-120-010 stipulates that regulations must be developed to "safeguard the rights, opportunities, and welfare of students." WAC 172-121 details conduct code offenses, sanctions, and disciplinary procedures. University policy on student conduct and discipline is outlined in section 840-080 of the policies and procedures (http://cfweb.ewu.edu/policy/PolicyFiles/UGS_840_080_020.pdf). More than merely communicating to students the obligations and expectations regarding their conduct as members of the university community, these policies and their procedural implementation serve as the framework for the protection of student rights. Although the ethical treatment of students is the responsibility of all staff and faculty, the Office of Student Rights and Responsibilities and the dean of students have primary roles in the enforcement of campus policy in this area.

Beyond the expectations of the state and university policies, ethical conduct of faculty has been addressed historically in the Collective Bargaining Agreement (CBA) between the Board of Trustees and the United Faculty of Eastern (UFE) through the endorsement and incorporation into the CBA of the Statement of Professional Ethics as adopted by the American Association of University Professors (AAUP: June, 1987). In January 2004, the EWU Faculty Organization also formally endorsed and presented to the university community a Faculty Values Statement <http://access.ewu.edu/faculty-organization/principles-/faculty-values>, which concluded with the belief that ethical conduct underlies all other faculty values and should be fostered in EWU's students and modeled in faculty speech and actions. Moreover, faculty and staff, by virtue of their ties to national organizations for their disciplines or professions, are also guided by the ethics of their respective areas of training. For example, the Office of Institutional Research, Demography, and Assessment adheres to the code of ethics developed by the Association for Institutional Research; the Division of University Advancement adheres to the ethics' standards of the Council for Advancement and Support of Education (CASE); and units in the Division of Student Affairs incorporate the ethics' standards from the Council for the Advancement of Standards in Higher Education (CAS) into their day-to-day functions.

Similarly, academic departments, particularly those with disciplinary accreditation, endorse the ethics' codes of their disciplines and hold their colleagues to these standards of behavior. They also incorporate these disciplinary ethics into the academic curriculum within their majors and expect students, as emerging members of the disciplinary community, to behave within these guidelines. University policy regarding expectations for general conduct, as well as academic integrity, is communicated to students through the Student Conduct Code. The department chair is a first line of response to complaints regarding faculty, staff, and student conduct. Some departments provide an additional mechanism for ensuring ethics in research and/or professional practice and the review of complaints within the department. For example, the Physical Therapy Department has an Ethics and Professionalism course in the second year of the DPT program, and a member of the State Licensing Board in Physical Therapy presents a component of this course. The Dental Hygiene Department has an Academic Achievement and Misconduct Committee within the department to review ethical breaches by students, faculty, and/or staff and to make determinations on next steps for students who

fail to pass a Dental Hygiene class. In the Psychology Department, a faculty member and the chair review all student research proposals before they are submitted to EWU's Institutional Review Board.

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.*

EWU defines and prohibits conflict of interest through both the Washington State Code of Ethics and through university policy. Conflict of interest is defined for administrators in the Eastern Washington University Policies and Procedures, Policy 901-01, Ethical Conduct. Conflict of interest for faculty also is defined in the EWU Policy and Procedures, Policy 901-01, Ethical Conduct. Additional references are found in the United Faculty of Eastern contract; in the Association of American University Professors' Ethical Hiring Practices; in professional certification criteria; and in policies and procedures for managing conflict of interest for projects funded by the Public Health Service and the National Science Foundation. Conflict of interest for classified staff is defined in the Higher Education Personnel Board rules at WAC 251 and in the EWU Policies and Procedures, Policy 901-01, Ethical Conduct. Conflict of interest is defined for Board members in state law at RCW 42.52.20 "Ethics in Public Service." See the following URLs:

EWU Policy 901-01: (<http://www.ewu.edu/about/administration/president/policies>)

AUAP Statement of Professional Ethics: (<http://www.aaup.org/report/statement-professional-ethics>)

RCW 42.52.20: (<http://apps.leg.wa.gov/rcw/default.aspx?cite=42.52.020>)

Review of these expectations is conducted during campus-wide training sessions, and the full text of these requirements is available to the university and broader community via various links on the EWU website.

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.*

The university's Intellectual Property Management policy, (http://cfweb.ewu.edu/policy/PolicyFiles/EWU_302_04.pdf) applies to all university employees. The policy applies to intellectual property consisting of potentially patentable discoveries, trade secrets, and copyrightable works that are developed using Eastern Washington University equipment, supplies, facilities, employee time; or intellectual property that relates directly to the university's business, research, or development. The policy describes exclusions from the policy, the administration of the policy, royalty income, and the management of patents.

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.*

EWU is accredited by the Northwest Commission on Colleges and Universities, the post-secondary institutional accrediting agency for a seven-state region. EWU accurately represents the accreditation status awarded to it by the Commission. The current accreditation status of EWU is shared with current and prospective students on page five of the 2014-2015 EWU Undergraduate and Graduate Catalog (<http://www.ewu.edu/academics/catalog.xml>).

EWU maintains an accreditation website (<http://access.ewu.edu/Provosts-Office/EWU-Accreditation-Home-page.xml>), which contains documents pertaining to the current accreditation efforts. All documents are available for access by all constituents of the university and the general public.

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.*

Commercial activities at EWU are governed by state law and the Washington State Office of Financial Management. When EWU enters into contractual agreements with external entities for products or services performed on the institution's behalf, the scope of work for those products or services is stipulated in a written and approved contract that is consistent with state law and maintains the integrity of EWU. Any agreement into which EWU enters is consistent with the mission and goals of EWU and complies with the Commission's standards.

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.*

The university has approved a policy concerning academic freedom http://cfweb.ewu.edu/policy/PolicyFiles/AP_301_22.pdf that supports an environment that is free from inappropriate influence, pressures, and harassment.

Academic freedom has been recognized by adoption of "A Statement of Academic Freedom and Tenure, 1940 Statement of Principles," as a basic guideline for university policies and is included as Appendix C in the Collective Bargaining Agreement http://access.ewu.edu/Documents/HRRR/Labor%20Relations/EWU-UFE_Agreement_2013-2016.pdf.

Part Three of this appendix sets forth both the freedoms and responsibilities of research, teaching, and speaking as a citizen outside the university context. This appendix explains protection from internal pressures on academic freedom with this statement: "Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment." In addition, the appendix includes protection from external pressures that might arise from paid external work with this statement: "The teacher is entitled to full freedom in research and in the publication of his/her other academic duties, but research for pecuniary return should be based on an understanding with the authorities of the institution." Furthermore, Policy 302-05, Ethics in Research, presents ethical standards for conducting research by employees and students of Eastern Washington University (http://cfweb.ewu.edu/policy/PolicyFiles/EWU_302_05.pdf).

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.

EWU fosters an environment that supports independent thought and academic freedom. As noted above, EWU affirms and holds to the widely accepted tenants of academic freedom within higher education. Moreover, EWU's strategic plan, mission and values (http://www.ewu.edu/Documents/Strategicplanning/strat_plan_doc_webres.pdf) support an environment in which the campus community is free, encouraged, and expected to develop intellectually and explore disciplines from various (and possibly conflicting) perspectives. For example, the mission is carried out through "fostering excellence in learning through ... undergraduate and graduate student research and individual faculty-student interaction." The mission is also carried out in part by "developing faculty and staff by growing and strengthening an intellectual community and supporting professional development." Key values at EWU include "Inclusiveness," reflecting the focus on including diversity, including diversity of thought, and "Integrity," fostering "a culture of respect, commitment, and honesty."

In addition to the support of independent academic thought in the university mission, core themes, and values, the Faculty Senate adopted The Faculty Values Statement in 2004 (<http://access.ewu.edu/Faculty-Organization/Faculty-Values.xml>). This statement includes the following in reference to academic freedom: "Faculty members should enjoy the right to express views, teach, and conduct research without fear of retribution or censure."

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.*

Documents adopted by the institution and published on the website provide very specific governance of faculty ethics regarding scholarship and intellectual property. Policy 302-05, Ethics in Research (adopted in 2011; http://cfweb.ewu.edu/policy/PolicyFiles/EWU_302_05.pdf), provides guidelines regarding the behaviors required of researchers (as well as behaviors that demonstrate conflicts of interest and misconduct in research). In addition, the university adopted a policy concerning academic freedom http://cfweb.ewu.edu/policy/PolicyFiles/AP_301_22.pdf that supports an environment that is free from inappropriate influence, pressures, and harassment.

The Faculty Values Statement includes the following in reference to ethical conduct: "Underlying each of the above values is a belief in fostering ethical behavior in our students and modeling it in our own speech and actions."

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.*

The university has a well-developed process for oversight and management of financial resources. University leadership and the Board of Trustees (BOT) are involved in the financial planning function and regularly review the results of operations through informal and formal financial reports. During 2013, the Board of Trustees changed the structure of board committees, and the BOT, acting as a

committee of the whole, provides direct oversight of budgetary and financial matters. The BOT Audit Committee continues to serve as in prior years. Selected responsibilities relating to this standard follow.

- **Budget and appropriations.** The Board of Trustees reviews proposed requests for appropriations of state funds for the university's operating and capital budgets before presentation to the legislature or other state authorities.

(EWU's financial planning process is further described in Standard 2.F.3.)

- **Tuition and fees.** The BOT approves fees and charges in accordance with university policy, including charges related to auxiliary operations such as housing, dining, parking, and intercollegiate athletics.
- **Borrowing.** In accordance with university policy, the BOT approves borrowing required by the university.
- **Planning, development, and maintenance of facilities.** The BOT considers matters related to physical assets of the university. The BOT reviews the campus master plan on a cyclical basis and approves contracts for major projects over five million dollars.
- **Real property.** The BOT approves acquisition, ownership, and disposition of any real property.
- **Investments.** The BOT monitors the performance of the treasurer and other officers charged with the implementation of the university investment policies; and monitors the performance of managed funds as reported by the Investment Advisory Committee.

The role of the Audit Committee is contained in a formal committee charter, and selected responsibilities are included below.

The primary function of the Audit Committee is to assist the BOT in fulfilling its oversight responsibilities by reviewing the quality and integrity of financial reports and other financial information provided by the university; the university's systems of internal controls regarding finance, accounting, legal compliance, and ethics that management and the BOT have established; and the university's auditing, accounting, and financial reporting processes generally. Consistent with the function, the Audit Committee encourages continuous improvement of, and fosters adherence to, the university's policies, procedures, and practices at all levels. The Audit Committee's primary duties and responsibilities related to independent audits, financial reporting, and compliance are to:

- Serve as an independent and objective party to monitor the university's financial reporting process and internal control system.
- Review and appraise the audit efforts of the university's independent accountants and internal auditing department.
- Provide an open avenue of communication among the independent accountants, financial and senior management, the internal auditing department, and the Board of Trustees.
- Review the university's annual financial statements and any submitted to the public, including any certification, report, opinion, or review rendered by the independent accountants.
- Be directly responsible for the appointment, compensation, retention, and oversight of the work of any independent auditors engaged for the purpose of preparing or issuing an audit report or performing other audit, review, or attest services for the university. Each such registered accounting firm shall report directly to the Audit Committee.
- Ensure the independent accountants' ultimate accountability to the Board of Trustees and the Audit Committee, as representatives of the university, by receiving direct reports from the accountants.
- Periodically consult with the independent accountants out of the presence of management about internal controls and the completeness and accuracy of the university's financial statements.
- In consultation with the independent accountants and the internal auditors, review the integrity of

- the organization's financial reporting processes, both internal and external.
- Consider the independent accountants' judgments about the quality and appropriateness of the university's accounting principles as applied in its financial reporting.
 - Consider and approve, if appropriate, major changes to the university's auditing and accounting principles and practices as suggested by the independent accountants, management, or the internal auditing department.
 - Review the university's financial statements, reports, and other information disseminated to the public. Assess compliance with legal requirements and engage outside consultants or counsel, when necessary.
 - Review with management and legal counsel the university's system for assessing whether the university's financial statements, reports, and other financial information are required to be disseminated to the public to satisfy the appropriate requirements.

Standard 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.*

As of fall 2014, EWU employed approximately 364 exempt, 535 classified, and 158 non-student hourly staff to serve the needs of the students and the university. Recruitment procedures specify the selection processes, and all advertisements are made public. The university utilizes PeopleAdmin, a secure online application system, for applicants to enter their application materials. All positions have job descriptions that specify the qualifications required. Based on the criteria selected by the university, PeopleAdmin systematically performs the initial screening for minimum qualifications. Screening committees or managers complete the balance of the screening process and provide information and feedback to the Office of Human Resources. Once employed, exempt and classified staff receive direction on day-to-day duties and responsibilities from their supervisors.

2.B.2 *Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.*

University policies and applicable collective bargaining agreements governing administrators and staff stipulate annual evaluations, which include both written and verbal performance feedback. Evaluations are based on performance expectations and specific duties and responsibilities defined for the assigned positions. Performance expectations identify required and specific skills and behavior standards for positions.

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.*

University leadership expects employees to have adequate and ongoing professional development. Each department is responsible for funding professional development from budget allocations and ensuring that university employees have adequate training to enhance their professional skills and abilities.

As per the faculty Collective Bargaining Agreement (CBA), the university sets aside two types of

funding for faculty professional development. Faculty development allocations (\$1,200 per tenured and tenure-track faculty member) are available to all probationary and tenured faculty members and are distributed in accordance with guidelines contained within individual college/ library and department policies and procedures. A separate faculty development allocation (\$30,000) to support professional development for state-supported instructional special faculty is distributed annually from the Provost's Office.

Funding to support faculty professional development also is provided through the faculty summer research and development grant fund (\$250,000 annually). This process provides up to a maximum of \$10,000 each summer to be awarded through a competitive, university-wide faculty review process, conducted by the Research, Service, and Scholarship Committee, a sub-committee of the Academic Senate.

The EWU Foundation also supports an annual "Start Something Big" grant process, which provides support for projects in three broad areas: faculty instructional opportunities, research and creative endeavors, and campus/community events. Funded projects must show a connection to the university's strategic plan (<http://sites.ewu.edu/foundation/resources/start-something-big-grant/>).

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 education objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.*

As noted in the institutional profile, the university employs approximately 462 full-time and 204 part-time faculty with 99.4 percent of full-time faculty holding terminal degrees. The university's current student-to-faculty ratio is 22:1. A doctorate or terminal degree is required for appointment to the ranks of assistant, associate and full professor.

The university expects that each academic unit will recruit the most highly qualified faculty available. Typically, national searches are undertaken on all tenure-track faculty positions. Part-time and full-time faculty for on-campus, off-campus, and online programs are evaluated for appropriate education and professional experience during the hiring process.

2.B.5 *Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.*

The Collective Bargaining Agreement (CBA) specifies the appropriate workload level expected for faculty. Each faculty member creates an annual workload plan that specifies the assignment for teaching/librarianship, scholarly/creative activity, and service applicable to the specific position. The workload plan is reviewed by the department chair and approved by the dean. Article 7 of the CBA governs faculty responsibilities and workload. Section 7.7.5(b) speaks directly to faculty workload and management of the workload for tenure-track faculty, and section 7.7.2(c) addresses the workload for special faculty. The CBA can be found at <http://access.ewu.edu/HRRR/Labor-Relations/Contracts.xml>.

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 of improvement are identified, the institution works with the faculty to develop and implement a plan to address identified areas of concern.

The CBA specifies the faculty evaluation process. In addition to the workload agreement, each tenure-track faculty member has a specific faculty activity plan (FAP) that forms a multi-year plan to secure tenure and/or promotion. "The FAP describes the expectations regarding teaching/librarianship, scholarship/research/creative activity and service for an individual tenure-track faculty member, tenured faculty member or senior lecturer/senior library/clinical associate over a multi-year period (CBA, page 16: http://access.ewu.edu/Documents/HRRR/Labor%20Relations/EWU-UFE_Agreement_2013-2016.pdf).

Special faculty members are evaluated annually according to the terms of their contracts. Senior special faculty members with multi-year appointments (two or three years) are evaluated in the final year of their appointments.

FAPs cover a six-year period for probationary faculty, four years for tenured associate professors, and five years for tenured professors. Newly hired assistant professors have two-year contracts and are evaluated annually, starting in their second year of employment, and annually thereafter. Tenured faculty are evaluated in the final year of their FAPs, the longest of which is five years in duration (CBA 7.4.2) (<http://access.ewu.edu/HRRR/Labor-Relations/Contracts.xml>).

General faculty responsibilities are defined in the CBA, and each college and department has policies and procedures that provide greater specificity regarding faculty expectations. For faculty with assigned teaching, student evaluations and peer evaluations are considered, and the effectiveness is assessed. Review of teaching includes peer reviews and student evaluations (CBA 5.4.3(d)). The evaluation process for probationary faculty provides an assessment of faculty accomplishments in teaching/librarianship, scholarship/creative activities, and service.

Standard 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 and designators consistent with program content in recognized fields of study.*

EWU has a clear mission statement that guides the development of the programs it offers. The content and rigor of EWU's degree and certificate programs are consistent with the university's mission. Every degree and certificate program offered by EWU has identified student learning outcomes that indicate what students will be able to do after completing their programs. The standards for student learning apply to all EWU programs offered at various locations throughout the state, including online courses/programs.

The university regularly assesses the programs it offers in accordance with EWU's Academic Policy 303-40 septennial review process http://cfweb.ewu.edu/policy/PolicyFiles/AP_303_40.pdf and through disciplinary accreditations. Degree designations at EWU are directly tied to program content and are appropriate for the fields of study. The description of the intellectual skills, creative capabilities, methods of inquiry, and career preparation needed for each program are determined by the

respective faculty to meet recognized standards in the discipline.

The university continues to work towards clarifying all internal requirements and parameters for various degree designators. The current practice is to rely upon historical precedent, external reviewers, and guidelines from appropriate program accrediting bodies when proposing a new degree program. Documentation of degree goals and objectives is met through the university catalog description and submissions to the Undergraduate Affairs' Council and to the Graduate Affairs' Council, both of which require this detail. For example, the addition of the Educational Specialist (Ed.S.) degree in School Psychology was very thorough and included legislative authority to grant the Ed.S. degree. The Ed.S. degree emphasizes preparation for professional practice as compared to a more traditional or research-oriented focus Master of Science in School Psychology.

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.*

Within each academic department of the university, faculty members have identified student learning outcomes for each degree or certificate program offered. Some departments have developed supplemental documents, and other programs have accrediting-agency-mandated publication of learning outcomes. These documents are made available to students in written form in the departmental offices. In addition, all programs articulate some form of student learning outcomes in their catalog descriptions in the 2014-2015 EWU Graduate and Undergraduate Catalog (<http://www.ewu.edu/academics/catalog.xml>). Examples of student learning outcomes listed in the catalog follow.

Students will:

- Have advanced skills and knowledge to create works of art in at least one medium (Studio Art, page 69).
- Gather, prepare, and analyze information necessary to make rational business decisions (General Business Option, page 85).
- Demonstrate effective oral and written communication skills, and critical thinking skills related to the field of chemistry (Chemistry/Biochemistry, page 100).
- Demonstrate an awareness of the systems, processes, and relationships between components that comprise the criminal justice system (Criminal Justice, page 133).
- Develop appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines (Mechanical Engineering, page 170).
- Demonstrate awareness of racial, ethnic, gender, and religious dynamics in historic and contemporary political questions (International Affairs, page 235).
- Demonstrate an understanding of the interconnectedness of language, culture, history, and literature (Modern Languages and Literature, page 258).
- Apply basic principles of human occupation across the lifespan (Occupational Therapy, page 280).
- Understand the main doctrines and evaluate the arguments that underpin the ancient, modern, and contemporary periods of thought (Philosophy, page 285).

Student learning outcomes articulated in the catalog are assessed on a predictable cycle (for both on-campus and distance-delivery programs) through the end-of-program assessment process. In this process, faculty teaching in the programs target and measure at least one of the programmatic goals each year and submit the findings to the vice provost for academic planning, graduate programs, grants, and institutional research in an end-of-program assessment template.

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.*

The EWU Graduate and Undergraduate Catalog 2014-2015 (page 407) states that one quarter of credit is assigned in the following ratio of hours per week devoted to the course of study:

One quarter hour of credit is assigned in the following ratio of hours per week devoted to the course of study:

- Lecture/discussion: one hour in the classroom per week for each credit hour (two hours outside preparation expected).
- Studio (art classes): minimum two hours in the classroom per week for each credit hour (one hour of outside preparation expected per credit hour).
- Laboratory: minimum two hours in the lab per week for each credit hour (one hour of outside preparation expected per credit hour).
- Ensemble (music classes): minimum two hours per week for each credit hour (one hour of outside preparation expected per credit hour).
- Independent Study: minimum three hours of work per week for each credit hour.
- The proportion of time in each course assigned to lecture, studio, laboratory, independent study or ensemble is recommended by faculty of the department offering the course.
- The term “quarter hour” corresponds with credit, hour, or credit hour.

These requirements are consonant with EWU’s IPEDS peer institutions. EWU requires that the length of new programs be comparable to similar programs at peer institutions.

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.*

General undergraduate and graduate degree requirements are provided in the 2014-2015 EWU Graduate and Undergraduate Catalog on pages 24-29 and 31-40 respectively.

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. This level of review helps to ensure that degree and certificate programs have a coherent structure with the necessary course breadth, depth, sequencing, and appropriate synthesis of learning. Undergraduate- and graduate-level degree programs are designed in a coherent fashion that leads to student achievement of desired learning outcomes.

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.*

The collegial model of shared governance, which was adopted by EWU in 1984, formally recognizes that the planning and development of university-wide policy is a responsibility delegated by the Board of Trustees to be shared between the administration and the faculty. The administration fulfills its part of this shared responsibility through the administrative hierarchy, which is designed to administer policy and programs through EWU's system of departments, schools, and colleges.

Descriptions of faculty governance, the Faculty Organization, and shared governance can be found at <http://access.ewu.edu/Faculty-Organization/Shared-Governance.xml>. The structure shows a clear delineation of faculty responsibility for the development of academic programs and curriculum. The Organization Chart for the Faculty Organization can be found at [http://access.ewu.edu/Documents/Faculty%20Organization/Faculty_Org_Organization_Chart\[1\].JPG](http://access.ewu.edu/Documents/Faculty%20Organization/Faculty_Org_Organization_Chart[1].JPG).

EWU faculty exercise a major role in the design, approval, implementation, and revision of the curriculum through the Undergraduate Affairs' and Graduate Affairs' Councils.

The Undergraduate Course and Program Approval Committee (CPAC) reviews and makes recommendations to the Faculty Organization's Undergraduate Affairs' Council for action on undergraduate course and program proposals. Proposals must be approved by a college or school, as indicated by the signatures of the department chair and college dean, and reviewed by the Records and Registration Office. The Undergraduate Affairs' Council makes recommendations to the Academic Senate, which then sends a recommendation to the provost and vice president for the Division of Academic Affairs. The provost makes a recommendation to the president, who makes the final decision. CPAC responsibilities, membership, and review processes are contained in the CPAC charter found at <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/CPAC.xml>.

The Graduate Affairs' Council (GAC) includes two standing course and program approval Committees (CPACs), each consisting of three faculty and one graduate-student member of the full council. The CPACs share the work of reviewing graduate-level curricular proposals for revising the annual EWU graduate and undergraduate catalog. The graduate CPACs report to the GAC and recommend action on the proposals reviewed. The GAC makes recommendations to the Academic Senate, which then sends a recommendation to the provost and vice president for the Division of Academic Affairs. The provost makes a recommendation to the president, who makes the final decision.

As described in the response for Standard 2.C.2, faculty with teaching responsibilities take collective responsibility for fostering and assessing student learning outcomes and their success.

Faculty members at EWU also take an active role in the selection of new faculty. When a college obtains approval to fill a faculty position, a screening committee is formed to assist with the search. The CBA clearly defines the role of faculty in faculty recruitment:

3.4 Faculty Recruitment. The University will establish policies and procedures for faculty recruitment that are consistent with guidelines adopted by the American Association of University Professors. Departmental/library faculty members and the chair will provide their recommendations regarding faculty candidates to the dean through the selection process described in the individual department and college/library P&P.

http://access.ewu.edu/Documents/HRRR/Labor%20Relations/EWU-UFE_Agreement_2013-2016.pdf

The majority of screening committee members are faculty, from within the hiring college, who represent the discipline being sought. The committee may assist in designing the qualifications for the position and with developing the position advertisement. The committee screens the applications, conducts telephone interviews with candidates and candidates' references, and recommends to the college dean a list of candidates for on-campus interviews. The committee also prepares for the dean a list of strengths and weaknesses for each interviewed candidate.

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.*

Reference/instruction librarians at JFK Library and the Riverpoint Campus Library are assigned to work with departments to provide instruction on using library resources for classes. This instruction can take a variety of forms, from face-to-face instruction in library instruction spaces at JFK or Riverpoint to detailed online guides created for a specific class. Course instructors and the library faculty work collaboratively to determine the best delivery methods for the instruction and the content of the instruction. The complete list of library liaisons is on the web at <http://www.ewu.edu/Library/Services/Reference/Liaisons.xml>.

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.*

Since 1979, Eastern Washington University has awarded credit for prior learning through the Interdisciplinary Studies Portfolio Assessment Program. Students participating in this program are able to apply their career experiences toward elective credits in their Interdisciplinary Studies degree for a maximum of 45 quarter credits, equivalent to 25 percent of the minimum credits required for a bachelor's degree at EWU. Students prepare their career experiences for evaluation by enrolling in the ITDS 300 Portfolio Development course.

This program is designed for non-traditional students who come to EWU with professional or paraprofessional preparation and experience. Students design a 60-credit, upper-division emphasis that meets their specific goals and objectives. Specific courses are not required other than the Portfolio Development course (ITDS 201/300). The resulting portfolios are submitted to faculty members who determine the credit awards. The elective credits for prior learning experience can be applied only to the Interdisciplinary Studies degree. The catalog includes the following: "Experiential learning credit transcribed from Eastern Washington University faculty portfolio assessment." There is no duplication of credit for degree requirements in this program.

The Women's and Gender Studies' program (Bachelor of Arts) also has an experiential learning requirement of four credits. Students in this program can earn these credits through either an internship for four credits (WMST 495) or a combination of an internship for two credits and a directed study (WMST 499) for two credits. This program also has a prior learning option, in which students take the course WMST 300 Portfolio Development for four credits.

Students may earn up to 45 quarter-credit hours for military educational experiences. This includes credits awarded for *CLEP/DANTES* tests. Any student pursuing a bachelor of arts in Interdisciplinary Studies (prior learning option) will not be awarded more than 90-quarter-credit hours from a combination of military experience and prior learning block credit.

College credit, not to exceed 45 quarter credits, may be awarded for military service time. Veterans are encouraged to submit a photocopy or true copy of military separation, DD-214, or an equivalent document for credit evaluation.

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.*

As noted in the response to Standard 2 A.14, EWU is an active participant in the Intercollege Relations Council (ICRC) and the Joint Transfer Council (JTC), the statewide bodies that oversees transfer policies. EWU has established a transfer center that serves as a central point of contact for the establishment of course equivalencies and program-to-program articulation and transfer agreements. This office is housed in the Division of Academic Affairs and provides approval and assurance that agreements comply with statewide standards.

Eastern Washington University's transfer guide (<http://www.ewu.edu/undergrad/transfer/transfer-your-credits/transfer-guide>) is a tool to help students identify course equivalencies. The transfer guide is a compilation of courses that previously have been transferred to EWU. However, this guide is not a comprehensive list of all work that will transfer and should be used only as a planning tool. The guide is meant to help students determine what general education core requirements (GECRs) have been satisfied. Each academic department at EWU is responsible for determining the transferability of classes outside the GECR list. In some instances, courses have been identified with transferable equivalents. For courses that are not listed, students must contact a specific department regarding courses' transferability/equivalency.

Transfer credit is generally awarded for all work completed at an institution of higher education recognized as a college or university by a regional accrediting association. Transfer credit practices outlined by the American Association of Collegiate Registrars and Admissions Officers are generally followed. Specialized accreditation alone is not sufficient for recognition of transfer credits. Although the above principle regarding accreditation is generally followed, specific program questions are resolved by the Office of Admissions.

A maximum of 90 quarter hours of credit earned at a two-year college may be applied at admission toward the bachelor's degree at EWU; students should consult the transfer guide for information on specific course equivalencies.

Eastern Washington University participates in transfer agreements with the community and technical colleges of Washington, North Idaho College, Flathead Valley Community College, and Oregon community colleges. These institutions are sources of relatively large numbers of transfer students. The list of schools that have direct transfer agreements (DTAs) with EWU can be found at <http://sites.ewu.edu/soar/files/2012/05/SOAR-Direct-Transfer-Agreements.pdf>.

Students who have completed DTAs are admitted to EWU with junior standing and are considered to have satisfied lower-division general education requirements. The DTA also satisfies proficiencies in mathematics and writing, the computer literacy requirement, and the general education core requirements (GECRs).

The DTA does not automatically satisfy EWU's university graduation requirements in cultural and gender diversity, international studies, or the senior capstone project. However, in general, there are equivalencies for EWU's cultural and gender diversity and international studies requirements offered by each transfer institution.

Freshman students with fewer than 40 transferable credits, including credits earned through "college in the high school" programs, must meet freshman admission criteria. College in the high school courses are accepted as transfer credit if they are awarded by a regionally accredited college or university and are consistent with EWU's general transfer credit policy.

Credit for minimum scores on Advanced Placement (AP) examinations given by the College Board is awarded upon receipt of official score reports by the Office of Admissions. The AP portion of the IB/AP/CLEP chart (http://web.ewu.edu/groups/undergradadmiss/ib_ap_clep.pdf) shows current score requirements and corresponding credits awarded at EWU.

Eastern Washington University awards credit for Higher Level International Baccalaureate exam results of "5" or better. Acceptability of credits toward major requirements or GECRs is determined by the appropriate department. The IB portion of the IB/AP/CLEP chart shows current score requirements and corresponding credits awarded at EWU.

Eastern Washington University also awards credit for CLEP tests. Acceptability of credits toward major requirements or general education requirements is determined by the appropriate department. The CLEP portion of the IB/AP/CLEP chart shows current score requirements and corresponding credits awarded at EWU.

Credential evaluators in the Office of Undergraduate Admissions determine the admissibility of transfer students. These staff members determine which credits from students' previous institutions are transferable to EWU and how those credits apply to EWU's degree and major requirements. Some courses might need to be evaluated by an academic department or the transfer center to determine transferability. Eligible transfer credits are then entered into EWU's degree audit system, Student Online Academic Resource (SOAR). SOAR reflects faculty-agreed-upon transfer for general education requirements as well as for courses in majors across the university.

General Education

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.*

EWU's general education core requirements (GECRs) are designed to prepare students for expanded "opportunities for personal transformation through excellence in learning." The GECRs provide the foundation that allows the acceleration of general competencies to meet specific academic disciplinary requirements of the majors. Completion of the GECRs before many of the major requirements ensures that the necessary foundation is in place.

Courses offered at EWU reflect the GECRs, requirements of the majors, and personal enrichment courses. All students graduating or completing certificate programs of 45 quarter credits or more must demonstrate mastery of the student learning outcomes (SLOs) in the GECR courses, which represent the areas of mathematical reasoning, English composition, computer literacy, humanities and fine arts, social sciences, natural sciences, cultural and gender diversity, and international studies.

The general education experience culminates with a "capstone course" designed to provide opportunity for students to employ their integrative and problem-solving skills both within and beyond their disciplines and to work effectively in collaborative venues on shared issues and concerns.

As noted in the previous section, students who have completed DTAs are admitted to EWU with junior standing and have satisfied lower-division general education requirements. The DTA also satisfies proficiencies in mathematics and writing, the computer literacy requirement, and the general education core requirements (GECRs). However, the DTA does not automatically satisfy EWU's university graduation requirements in cultural and gender diversity and international studies.

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.*

EWU's general education program is designed to support the university mission. All areas of general education have identified assessable student-learning outcomes (SLOs). All courses in an area must assess the area SLOs on a three-year cycle. The General Education Coordinating Committee (GECC) facilitates assessment, reviews the assessment, and offers suggestions.

As noted in the catalog:

All Eastern Washington University students are expected to acquire a liberal education. EWU defines liberal education to include:

- intellectual skills and habits of mind necessary to the pursuit and transmission of knowledge;
- a broad understanding of the history, institutions and traditions that most profoundly influence our social, political, economic, aesthetic, and scientific lives; and
- a specialized knowledge in a discipline (major).

EWU has designed the general education curriculum for the purpose of preparing students with the skills, habits of mind and breadth of subject matter that characterize an educated person. Through this curriculum, EWU ensures that all students encounter the core academic disciplines, especially as they apply to major questions of our times.

Further, general education has goals and objectives for all areas: university competencies/proficiencies (computer literacy, English composition, mathematical reasoning); general education core requirements (humanities/fine arts, natural sciences, social sciences); and university graduation requirements (cultural/gender diversity, international studies, and senior capstone). Overarching goals for general education at EWU and general education goals and objectives can be found at <http://access.ewu.edu/Undergraduate-Studies/Curriculum-and-Policies/General-Education/Gen-Ed-Overview.xml>.

The goals and objectives of the general education program support the university mission: EWU expands opportunities for personal transformation through excellence in learning.

The mission is achieved, in part, by

fostering excellence in learning through quality academic programs, undergraduate and graduate student research and individual student-faculty interaction. Students extend their learning beyond the classroom through co-curricular programs, life skills development, internship programs, volunteering and service learning.

<http://www.ewu.edu/about/administration/president/mission>

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.*

All majors and certificate programs have identified student learning outcomes (SLOs) included in the university catalog and on the program websites. The SLOs reflect the requirements of the state of Washington, professional accreditation agencies, or other governing bodies, as applicable. Matrices indicate the courses that introduce or enhance each SLO and ensure that all outcomes are included in the courses offered. Each program is required to assess SLOs on a three-year cycle. The courses in these majors and certificate programs are taught or monitored by appropriately qualified faculty.

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.*

In keeping with the university's mission as a regional comprehensive institution, EWU's graduate programs are focused mainly on master's degrees, with several programs targeting professions critical to the region and the state, including business, computer science, counseling, education, health sciences, public administration, and social work. EWU also offers numerous academic programs, such as the Creative Writing and English Literature programs, that contribute directly to the regional arts and culture of the Inland Northwest. The only doctoral degree (Physical Therapy) offered by the university was approved by the state legislature after careful consideration of the needs of the region and the determination that the degree would help to meet the demand for health professionals.

The nature of graduate education includes attention to the values of the disciplines, research methodology, major disciplinary questions, and most current literature in the fields. Graduate students are expected to demonstrate a deep understanding of disciplinary literature, as well as to formulate their positions relative to their research, scholarship, creative expression, or appropriate professional experience. This level of sophistication is not widely expected of undergraduate students. Final comprehensive examinations, required of all graduate students, call for graduate students to discuss their particular research/practice, creative expression, or professional experience, and to respond to questions about their entire academic programs. Graduate students are also required to have some significant research activity appropriate to their field of study and to produce a document, portfolio, research report, or thesis. Comprehensive examinations must include one or more of the following: an oral examination, a written examination, a thesis defense, or a research report defense. Several program-accrediting requirements include national testing or satisfaction of accreditation standards. These practices serve to ensure that graduate programs are consistent with the mission of the university (http://www.ewu.edu/documents/Grad/AP_303_22.pdf).

Programs linked to specific disciplinary accreditations are attentive to the learning and performance of their students. Naturally, the rigor of classroom work, presentations for final comprehensive examinations, and terminal documents vary somewhat from program to program. However, while this is to be expected, attention to these areas is consistent both at the program level and through the governing councils of the university. Efforts to better differentiate and define expectations for students and for faculty advisors are ongoing and will continue as the institution considers how to implement the recently revised strategic plan (<http://www.ewu.edu/inspiringthefuture.xml>).

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.*

Graduate program admission policies and regulations are published in the university catalog and can be viewed online at (<http://www.ewu.edu/academics/catalog.xml>, page 30). Online links are provided from the Office of Graduate Studies website to each of the graduate programs, where additional information is provided on specific admission and policies (<http://www.ewu.edu/grad.xml>). Documentation of specific program requirements, including standardized test scores, is coordinated with staff in each graduate program.

The steps required for admission to graduate studies are described in the academic policies. The requirements for submission of standardized tests, language proficiency standards (for applicants from countries where English is not the native language), minimum GPA requirements, and exceptions to those standards are included among the academic policies.

Specific criteria for program admission are determined by faculty in each discipline and are summarized in the catalog in the section on general requirements for graduate admission (pages 32-34) and specifically outlined in graduate programs' academic descriptions within the catalog. These specific program criteria vary to include writing samples, letters of reference, standardized test scores, interviews, and other forms of evaluation of preparedness for graduate study.

Transcripts from all post-secondary schools attended, required test scores, letters of reference, various types of writing samples, and other required supplemental materials that contribute to a holistic review of applicants are typically required. Faculty in each discipline set specific requirements for each program. For example, applicants for the MFA in Creative Writing are required to submit a substantial sample of work in the genre they wish to pursue, and applicants for the Master of Education (M.Ed.) degree are required to submit three professional recommendations, including one from a supervisor. To be eligible for admission, applicants for the master's degree in Communication Disorders are required to have completed either undergraduate degrees in that discipline or a prescribed number of pre-requisite courses. The requirements for admission to the various graduate programs are periodically reviewed and modified by faculty in the disciplines to ensure that the review process identifies appropriate candidates for admission.

Faculty teaching in graduate programs are involved in establishing both general admission criteria for graduate study as well as admission criteria to specific graduate programs through the Graduate Affairs Council (GAC). Members of the GAC, consisting of graduate faculty and graduate students, are selected through a shared governance process. Among the primary responsibilities of this council are policy development and oversight responsibilities for graduate education at EWU, including:

- Curriculum and program approval.
- General admission standards.
- Determination of degree requirements.
- Program evaluation procedures and
- Academic policies development (Academic Policy 302-21—Faculty Organization and Academic Senate, Chapter 8, Section 8.3: (http://cfweb.ewu.edu/policy/PolicyFiles/AP_301_21.pdf)).

The initial evaluation of graduate transfer credits is dealt with by a program advisor at the beginning of a graduate student's program. Graduate credit transfer is formally approved at application for candidacy (typically at the mid-point of graduate work) when the faculty advisor and program director must sign off on an approved set of courses for program completion. The Graduate Studies' Office reviews these applications to ensure that candidacies comply with the standards expected for any coursework: credits are no more than six years old at the time of degree completion; are from an accredited university; and are at least at the 400 level or the graduate level and either graded or taken as pass/no credit. Approval for inclusion in a graduate degree program indicates that faculty deem prior coursework as appropriate for the discipline. Coursework taken before admission to graduate studies at EWU must not exceed twelve quarter credits.

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.*

Several graduate programs, including the Counseling, Education, Social Work, Physical Therapy, and Communication Disorders programs, incorporate some form of experiential learning such as internships, field experiences, or clinical practice. Discussion of these experiences is a part of required comprehensive examinations for these programs.

A review of EWU's graduate experiential learning opportunities shows considerable variation in the ratio of hours in internship, field experiences, and clinical practices to credits. Most of these relationships are based on programmatic accreditation standards. Faculty members in each program determine when and where internships, field placements, and clinical practices are taken, and the evaluation of those experiences varies widely, with accredited programs' typically having very specific measures for student success. Experiential learning that occurred prior to admission to EWU graduate programs cannot be applied to EWU graduate degrees. Credit also is not granted for experiential learning that occurs external to a graduate program. Oversight of internships and related experiences is subject to the same standards as other credit-bearing courses (http://cfweb.ewu.edu/policy/PolicyFiles/AP_303_35.pdf).

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 designed by qualified faculty to meet the objectives of each program. In many cases, programs are also subject to licensure and specialized accreditation expectations.

Each program insures that qualified faculty delivers the program. All graduate programs are required to have a nominating process for graduate faculty status to identify faculty who are professionally active in their disciplines, well qualified to advise graduate students, and who are, with rare exception, full-time faculty at the university. The qualifications for graduate faculty are published in Appendix A of the *Graduate Affairs Council Policy Manual*, located at <http://www.ewu.edu/Grad/Graduate-Curricula-and-Policies/Graduate-Affairs-Council.xml>.

Continuing Education and Non-Credit Programs

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

As a regional comprehensive university, EWU is committed to providing access to persons in a large geographic region. Credit-option courses provide expanded educational opportunities to individuals seeking specialized courses in a flexible and convenient alternative to the traditional classroom; EWU's Extended Campus offers more than 250 courses in forty academic areas, including GEGRs, minors, majors, and certificates. Assessment of online majors, minors, certificates, and courses helps assure that continuing education programs and other special programs are compatible with EWU's mission and goals.

Credit courses offered by EWU's Extended Campus are the same approved courses as taught in traditional face-to-face sections. Faculty members who teach online courses are selected to teach by their respective academic programs, are qualified in the content discipline, and are often the same faculty who teach the face-to-face sections. Instructional designers from the Extended Campus work individually with the faculty to develop online courses.

Non-credit courses in professional advancement for corporate clients have a proven track record of delivering learning opportunities to working professionals. Experienced practitioners collaborate and present education strategies in line with client companies' corporate objectives. Courses are available for employees at all levels and are delivered on-site or at EWU, day or evening. EWU offers two main tracks for the corporate non-credit, non-traditional professional. One track is offered at the location of the business. EWU designs programs for the corporation that requests the training. The second track makes available to the public non-credit programs that serve clients from many Spokane corporations. For example, EWU has provided courses in leadership and project management training for more than nine years.

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.*

EWU maintains the sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. EWU faculty, representing the disciplines and fields of work, are appropriately involved in the planning and evaluation of continuing education and special learning activities.

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.*

Continuing Education Units (CEUs) are offered through the Summer and Continuing Education unit, a part of EWU's Extended Campus. This unit operates under the university's strategic plan and has developed its unit goals and plans to be aligned with the strategic plan. In this way, the unit operates to serve constituencies with programming appropriate to the university mission of community engagement and outreach. Quality control is assured through reviews of the credentials and track records of individuals offering public forums or seminars under EWU's sponsorship. When content is closely related to an academic field of study, programs are reviewed and approved by the appropriate academic unit.

Each continuing education course is required to provide learning objectives and evidence of students' achievement of these objectives. Course evaluation by the participants is required for each course, and the results are reviewed by the director.

2.C.19 *The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.*

Records of non-credit offerings are maintained by EWU's Extended Campus. These records include information on participation, number of students attending, rosters, course titles, dates, times, and course evaluations. Titles, in many instances, reflect the level and nature of courses, and course-marketing materials identify the ideal participant and business industry.

Standard 2.D: Student Support Services

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.*

Of the new freshmen and transfer students that EWU historically enrolls, 50 percent are first-generation students. Engagement in activities and programs that help to integrate students into the university environment is especially critical.

A wide range of academic support programs are provided at EWU, including an academic success center that houses TRiO-funded student support services (<http://access.ewu.edu/asc>), the Ronald E. McNair Scholars' program (<http://www.ewu.edu/academics/trio-mcnair-scholar-program>) a Writers' Center (<http://access.ewu.edu/writers-center>), several computer labs, a media center (i.e., MARS lab), a math lab, and general tutoring services.

The university also has a Career Services Office (<http://www.ewu.edu/community/career-services>) and provides counseling and psychological services (CAPS) to students to support their development and academic success (<http://access.ewu.edu/caps>). The dean of students provides a direct link to students who need ombudsman assistance, and the dean's role is focused on facilitating student learning, retention, and success (<http://access.ewu.edu/student-life/deanofstudents>).

Since 2012, the university has significantly amplified its support services through the development of a Learning Commons, creation of a Veteran's Resource Center, expansion of student advocacy and support in the Dean of Students Office, enhanced staff support in Disability Support Services, enhanced parent outreach and orientation experiences, expanded career outreach, and increased counseling capacity (to include increased psychiatric support).

Co-curricular activities are a critical part of creating an effective learning environment for EWU students. EWU presently has more than 135 recognized student clubs and organizations ranging from service organizations (e.g., Circle K), sports (e.g., men's and women's hockey), academically-affiliated clubs (e.g., History Honor Society, Phi Alpha Theta), and social/cultural organizations (such as sororities and fraternities). The university also sponsors living-learning communities in the residence halls to integrate out-of-classroom experiences with areas of academic focus, such as computing and engineering sciences, leadership, the arts, and international experiences: (<http://access.ewu.edu/housing/reshalloverview/living-learning-communities>). Since 2013, the Housing and Residential Life unit has expanded academic support programs within the residence halls, actively emphasizing study and life skills necessary for success. As a result, in 2013-2014, over 30 percent of resident students made the dean's list.

To ensure relevancy and effectiveness of programs, Student Affairs conducts an array of assessment efforts throughout the year:

- departmental assessment to measure progress to annual goals;
- function-specific analysis (i.e., orientation, housing, counseling/psychological services, admission,

- etc.) to evaluate consistency with national CAS (Council for the Advancement of Standards in Higher Education) or other professional association standards;
- program assessment to gauge success in reaching initiative/event-specific student learning outcomes; and
 - cross-departmental analysis to measure progress toward shared strategic plan objectives.

In 2010-2011, the Division of Student Affairs engaged in a division-wide effort to conduct function or department-specific assessment plans in context with the standards set for the Council for the Advancement of Standards (CAS) in Higher Education. This process entailed department-managed assessments in context with the CAS standards appropriate for each unit. As a result, all departments have functionally-based assessment and action plans, which they continue to follow as reference documents in their individual strategic planning efforts.

Sutton Hall houses the primary transactional student service offices on the Cheney campus, including the Offices of Undergraduate Admissions, Financial Aid and Scholarships, Records and Registration, Student Financial Services (Bursar), Academic Advising, and Student Employment. These core functional offices support all locations where EWU offers programs across the state. A secondary location at the Spokane campus provides services such as registration, bill pay, and access to the Writers' Center, Disability Support Services, academic advising support, and Counseling and Psychological Services, as well as coordinated student activities and recreational offerings. Evidence of the number and type of Student Affairs' Division programs contributing to student success are provided at <http://www.ewu.edu/about/administration/student-affairs/annual-report>.

The Graduate Studies' Office provides general support services to graduate students, including admission, advising, policy oversight for degree requirements, and graduation services. The office is located in Showalter Hall and regularly provides student services at EWU's Spokane campus (<http://www.ewu.edu/grad>).

International students benefit from a separate Office of Global Initiatives, which provides visa assistance, general advising, referral services, and programming <http://global.ewu.edu/>.

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.*

The university has a fully commissioned police force of fourteen members, with wide experience at the national, state, and local levels. Officers are assigned to each residence hall in Cheney, and, collectively, the university police offer dozens of on-campus training programs, including self-defense classes for students, live shooter drills in conjunction with area agencies, and guidance on how to protect personal property. The university police have a dedicated website at <http://access.ewu.edu/police/police-services> with comprehensive information on services, programs, policies, and reporting. These practices ensure that disclosures are in full accordance with federal and state regulations. An E2 Campus alert system <http://access.ewu.edu/police/emergency-notification/ewu-alerts> is provided free of charge to all students and staff in case of campus emergency and has been deployed successfully when severe weather caused a school closure. The BOT has adopted university policy on campus safety, security, and crime prevention, Policy 603-01, which assigns responsibilities for campus safety and establishes requirements for crime reporting and training. There is a regular review of safety and any incidents at the EWU Spokane campus, and liaison arrangements are established with every

location where EWU programs are provided. A series of blue light emergency call stations are also located throughout campus. Students are provided with information about safety at orientation and throughout the year by the university police, the Cheney Police Department, the campus victim's advocate, and the Health/Wellness/Prevention Services team. Clery reporting is published at <http://access.ewu.edu/police/annual-safety-and-fire-report---clery-act>. Regular training is provided to campus personnel about crime reporting, campus safety, and violence prevention.

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.*

EWU recruits and admits talented students who desire and demonstrate readiness for a high-quality education. Approximately 50 percent of all undergraduates are first-generation students, and they aspire to be well prepared for career and personal advancement. The profile of EWU's student population can be viewed in the 2010 Cooperative Institutional Research Program (CIRP) survey profile of EWU Freshmen data (<http://access.ewu.edu/Institutional-Research/Freshman-Profile.xml>). Over 70 percent of EWU's undergraduates receive financial assistance, and among the public four-year institutions, EWU serves the largest percentage of first-time freshmen receiving Pell grants in the state. Nearly 90 percent of these students are Washington State residents, and the diversity of the university's overall student population continues to increase. For example, the share of students from underrepresented groups increased from 15.3 percent to 22.9 percent from the 2006 cohort to the 2010 cohort. Recruitment materials and outreach focus on cost, access, quality, and EWU's commitment to teaching and learning (<http://www.ewu.edu/admissions.xml>). EWU provides access through Ability to Benefit regulations when students do not meet state established admission standards. (See the discussion at 2.A.16.)

EWU orients new undergraduate students through a process that is generally bookended by two key programs. The first is a one-day summer program for both first-year and transfer students called "firstSTEP," which introduces incoming students to the university's academic expectations/requirements, engagement opportunities, and support resources, as well as connects them with faculty, staff, and current students. During this one-day program, students receive academic advisement and register for their fall quarter courses. Transfer students with academic majors are linked directly to appropriate programs or departments for advising, and General Undergraduate Academic Advising (GUAA) serves undeclared students. The second orientation program is an approximately five-day series called "Welcome Week," which immediately precedes the start of fall classes. Welcome Week builds upon incoming students' firstSTEP experience, focusing on student integration, engagement, and success. New student transition programs are designed to inform and involve students in campus culture, to actively engage them as constructive members of the university community, and to facilitate their retention and success. Detailed information regarding our new student transition programs is found at: <http://www.ewu.edu/nstpp>.

Previously, immediately prior to fall term, EWU offered a two-week, residential summer bridge program that focused on preparing academically at-risk students in mathematics, writing, and study skills. This program integrated leadership and community-building exercises to promote retention. Students who completed the summer bridge program participated in the general university orientation and benefited from a yearlong sequence of coursework, intensive advising, and career exploration.

As of fall 2014, the summer bridge program was modified from a two-week to a five-day residential bridge program, offered prior to fall term, for students conditionally admitted to EWU. The program (Pathways) was integrated into the campus-wide Welcome Week orientation. During Welcome Week activities, Pathways students received additional developmental support, including strategies for the math placement exam. Pathways students signed a contract to participate in at least two intensive academic advising sessions, successfully complete a university skills course, and actively participate in a coaching program for their entire first year at EWU. At the end of Fall Quarter 2014, 92 percent of EWU's Pathways students enrolled in Winter Quarter 2015.

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.*

EWU has a longstanding policy to ensure that, in cases of program discontinuance, students are provided with ample opportunity and support to complete their degree programs. Proposals for program or degree discontinuation are required to establish these provisions, and such proposals require approval of the provost, president, and Board of Trustees (<http://access.ewu.edu/Graduate-Education/Program-Audit.xml>).

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.*

The 2014-2015 EWU Graduate and Undergraduate Catalog provides all of the stipulated information and embeds references, where appropriate, to other officially maintained websites. The university mission is published on the president's website (<http://www.ewu.edu/About/Administration/President/Mission.xml>) and in the university catalog (page 2). The core themes are published on the provost's website (<http://access.ewu.edu/Provosts-Office/EWU-Accreditation-Home-page/Core-Themes.xml>).

Items b through j (see above) are available and printed in the catalog and are bookmarked in the online catalog at <http://www.ewu.edu/Academics/Catalog.xml>.

Details on each of the academic programs, course sequences, time to completion, and student learning outcomes are located online at <http://www.ewu.edu/academics/catalog.xml> as well as in

hardcopy. The frequency of course offerings is maintained through EagleNET, the online student information system that all students can access through their university identification numbers and secure sign-in. In addition, many programs have developed material to aid students in planning a four-year degree path.

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 EWU catalog and related websites provide accurate information on licensure requirements for various professional programs. Incorporated into several of these programs are courses to prepare students for the steps needed to be licensed and advance in their chosen fields. Some examples include:

- Professional Accounting majors are eligible for professional certificates upon successful completion of competitive exams and related requirements. Uniform CPA exam information must be obtained from Board of Accountancy of the state from which graduates wish to obtain licensure (<http://www.cpaboard.wa.gov/>).
- Communication Disorders provides information on licensure requirements (page 111 of the catalog) (<http://www.ewu.edu/academics/catalog.xml>).
- Occupational Therapy outlines the eligibility of graduates to sit for the National Board Certification Examination for the Occupational Therapist (NBCOT). State licenses are usually based on the results of the NBCOT certification exam (page 279 of the catalog) (<http://www.ewu.edu/academics/catalog.xml>).
- Philosophy offers an Applied Ethics and Practical Philosophy Certificate that can serve as a credential for those seeking advanced ethics training to meet licensure demands (page 285 of the catalog) (<http://www.ewu.edu/academics/catalog.xml>).
- Physical Education provides information on board certification and professional requirements in athletic training, community health, recreation, coaching, and teaching (page 289 of the catalog) (<http://www.ewu.edu/academics/catalog.xml>).
- Physical Therapy, a professional doctoral program, includes a course requirement, PHTH 536, which examines licensure issues (page 305 of the catalog). Graduates are eligible to sit for state and national licensure examinations (<http://www.ewu.edu/CSHE/Programs/Physical-Therapy.xml>).

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 hardcopy records, including transactions of schedule changes, are maintained in compliance with the state records retention schedule (<http://access.ewu.edu/records-retention-management/records-retention-schedules>). Hardcopy student transcripts that have not been converted to scanned images are stored in a Halon fire-protected safe. Paper documents processed as part of student files are scanned and maintained in a recently implemented document imaging system (Nolij). Document imaging significantly enhances the capacity, security, and management of records. Electronic student records are maintained through a secure student information system, Banner, and backed up to servers maintained by the university in a secure and modern facility. EWU's Information Security Policy (EWU policy 203-01, http://cfweb.ewu.edu/policy/PolicyFiles/EWU_203_01.pdf), as approved by the

Board of Trustees, outlines a structure in which data custodians are responsible for oversight of the policy under the general direction of the chief information officer. Additionally, the university has adopted Policy 201-02 describing procedures for the preservation and retrieval of electronically stored information, which can be viewed here: http://cfweb.ewu.edu/policy/PolicyFiles/EWU_201_02.pdf.

The university regularly reviews and provides training on the Family Educational Rights and Privacy Act (FERPA) and procedures for maintaining privacy of student records (<http://access.ewu.edu/records-and-registration/student-records/ferpa>). FERPA information is also provided to students on the Disclosure and Consumer Information web-page (<http://www.ewu.edu/community/disclosures>), in compliance with the Higher Education Opportunity Act of 2008 (HEOA). The policy for release of information form (ROI form, <http://access.ewu.edu/records-and-registration/student-records/ferpa/release-of-information/>) is also provided on the EWU webpages.

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.*

A wide range of federal, state, private, and institutional financial support is made available to students and promoted to prospective and current students. Website resources are extensive and include detailed information on how to apply, eligibility criteria, deadlines, and types of financial aid (e.g. grants, loans, scholarships, work study, tuition waivers, and veterans resources). EWU's website contains a Financial Aid and Scholarships home page, on which specific information, instructions, forms, and policies are published (<http://www.ewu.edu/admissions/financial-aid>). Additional information includes annual cost of attendance, a net price calculator for both freshmen and transfer students, consumer disclosure requirements, and EWU's online scholarship application. New to EWU for fall 2015 is an online scholarship application, which significantly improves the application and awarding processes for available scholarships. EWU assures accountability by annual reporting on all categories of financial aid via institutional, state, and federal reports. Links to these reports are available on the web in a variety of venues, including the Financial Aid webpages, the HEOA Disclosure and Consumer Information webpage (<http://www.ewu.edu/community/disclosures>), and the Office of Institutional Research, Demography, and Assessment Report Library (<http://access.ewu.edu/institutional-research/oirda-report-library>), which includes the Common Data Set and the IPEDS Financial Aid Survey.

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.*

Repayment obligations for student loans are published on EWU's admission webpages (http://www.ewu.edu/admissions/financial-aid/fa_award/fa_award_conditions), and students are mandated to complete loan counseling prior to borrowing. Students also receive loan repayment information through an exit packet upon graduation, withdrawal, or termination of studies. Policies regarding Title IV refunds and return of funds are also provided and published on the web here: <http://www.ewu.edu/Documents/FinancialAid/policies/Return%20of%20Title%20IV%20Funds%20Policy.pdf>.

Loan default rates are published in a variety of reports, including the Student Affairs' Annual Report (<http://www.ewu.edu/about/administration/student-affairs/annual-report>).

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.*

EWU uses both professional staff and faculty who also serve as advisors for undergraduate students. Initially, new first-year and transfer students begin their academic advising during an academic orientation held in the summer. Students then attend an extended orientation the first four days prior to the beginning of fall quarter. During this time, a majority of first-year and many second-year students receive advisement from professional staff in General Undergraduate Academic Advising (GUAA). Currently, students are expected to declare a major by the time they have accumulated 90 credits; however, the university is considering changing this declaration point to 60 credits. When students have been accepted into a major, they begin working with either a professional or faculty advisor at the program level. EWU also offers primary advising in programs such as TRiO, Athletics, and Honors. Additional advising support is provided to specialized student populations by advisors in EWU's ethnic studies programs, the Veteran's Resource Center, and the Office of Global Initiatives.

Faculty and professional staff advisors are highly qualified. Each professional academic advisor has at least a master's degree in a related counseling field or comparable work experience. Professional staff are knowledgeable about general education requirements and work with college liaisons to maintain a current knowledge of program changes. Professional advisors across campus are members of NACADA and have attended national, regional, and state-wide conferences. EWU also has a campus organization that meets monthly to provide critical information to the professional and faculty advisors. Professional development and academic advising resources can be viewed at <http://access.ewu.edu/academic-advising/facultystaff-advisor-support/advisingprofessional-development>.

Academic advisors have developed an institutional philosophy statement to guide advising practitioners across campus. General Undergraduate Academic Advising (GUAA) completed a CAS self-study in 2010 and conducted an outcome-based assessment from 2012-2014. The assessment measured academic advising effectiveness, internal productivity and efficiency, and student engagement in the advising process. The complete report can be found at <http://access.ewu.edu/Documents/Undergraduate%20Studies/Curriculum%20and%20Policies/Gen%20Ed/GUAA%20Assessment%202012-2014%20Final%20Report.pdf>.

Currently, campus-wide student learning outcomes are being reevaluated, and the vice provost for undergraduate studies and student success is leading an internal audit of EWU's academic advising. The institution has developed an Academic Advising Task Force to develop state-of-the-art advising for all students.

Academic advising requirements and processes are located centrally on the EWU website. Information about freshman advising, transfer advising, declaring a major, degree audits, and probation/reinstatement as well as the EWU catalog and listing of majors can be found at <http://access.ewu.edu/academic-advising>.

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

The importance of co-curricular learning is a core component of the university mission and the

mission, vision, and values of the Division of Student Affairs, led by the vice president for the Student Affairs' Division (<http://www.ewu.edu/about/administration/student-affairs/mission>). An engaged student body outside the classroom is integral to the university's commitment to student achievement. The multiple activities that help to ensure a rich learning environment for EWU students are documented in annual Student Affairs' reports (<http://www.ewu.edu/about/administration/student-affairs/annual-report/>). As mentioned in 2.D.1, EWU presently has more than 135 recognized student clubs and organizations, including service organizations, academically affiliated clubs, and social/cultural organizations. The university also sponsors living-learning (LLC) communities in the residence halls to integrate out-of-classroom experiences with areas of academic focus (<http://access.ewu.edu/housing/reshalloverview/living-learning-communities>). Participation in these programs has increased every year, with the Computing and Engineering Sciences LLC's having been awarded the NASP Gold Award for excellence in residential life in 2012: <http://www.naspa.org/images/uploads/main/NASPAPresidentRptMarch2013.pdf>.

Career Services professionals also provide co-curricular development to ensure that students are able to transition successfully to careers and to active roles in the community. The department partners directly with the colleges to provide programs that connect students with prospective employers, including co-sponsored events such as career fairs and networking activities. For the last four years, an average of 630 students have been placed annually in internships, an increase of 29 percent over 2009-2010. Career survey data show that approximately 68 percent of students earning the baccalaureate report having had career-related experience prior to graduation (three-year average from 2011-2012 to 2013-2014).

Staff in the Division of Student Affairs have extensive experience in higher education, and the various departments are led by directors or managers who are appropriately credentialed, active in their respective professional organizations, and well informed about professional standards for their programs. An active internal professional development program, initiated in 2012-2013, provides an on-boarding program for new employees to familiarize them with the field of student affairs, professional opportunities, and the division's organization and core values. In addition, staff has regular opportunities for professional development through attendance at regional and national conferences, webinars, and in-house programs sponsored several times each quarter, as well as numerous subscription services for research and trends in student affairs.

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.*

The Housing and Residential Life unit strives to provide students with safe environments that support the academic mission of the institution. The professional staff is well-credentialed, many have advanced degrees, and all have extensive training to provide students with an enriched and integrated co-curricular experience. Housing collaborates with colleagues on campus to provide a number of academic success programs in the residence halls, including tutoring, study tips, stress management, time management, and test taking strategies. Staff also reinforces residents' awareness of advising, registration deadlines, and other academic deadlines. Housing and Residential Life supports numerous hall councils and a residence hall association, all of which have a role in providing feedback on the residential experience and participating in creating meaningful programs to support student academic and personal success.

In addition, the Housing and Residential Life unit has developed and implemented living-learning communities (LLCs) to foster identification with career, academic and personal interest areas. These programs bring together students with similar interests to live, study, and learn from one another. Current partnerships are established with the Colleges of Science, Technology; Engineering, and Mathematics; Social and Behavioral Sciences and Social Work; Arts, Letters and Education; and the Office of Global Initiatives, as well as with other Student Life offices to provide eight living-learning programs that serve approximately 200 residents in 2014-2015. This is almost a 100 percent increase in participation since 2010. LLCs increase student opportunities to interact with faculty, to gain easy access to study groups in their living environments, and to participate in activities focused on students' areas of interest. These activities have included activities with faculty, art walks, mini-lectures on health topics, adventure trips, "meet and greets" with Career Services staff, study groups, community service activities, and computer coding contests.

Effective in fall 2014, Eastern Washington University implemented a live-on requirement for all new first-year students. This policy, enacted by the Board of Trustees, is intended to foster greater student engagement, retention and graduation. The policy can be found here: <http://leg.wa.gov/CodeReviser/WACArchive/Documents/2014/WAC%20172%20-130%20%20CHAPTER.pdf>. With the implementation of this policy, housing occupancy increased to over 2,000 students, the largest residential population in university history. Assessment of the impact of the policy in terms of retention, academic success, and student satisfaction will be conducted on an annual basis.

Raising the overall level of academic engagement is a cornerstone of program planning in the Division of Student Affairs, and this value is demonstrated on a daily basis in the residential life program. For a fuller discussion of the programs conducted, please see the Student Affairs' Division's annual reports. In addition to the LLCs discussed above, examples of innovative events that foster intellectual growth and improve student quality of life include the following:

- House Calls: Now in its twelfth year, this program provides a critical check-in for students in the first six weeks of the fall quarter. Faculty and staff visit each student in the evening. Residents have an opportunity to provide feedback on any aspect of their experience and get assistance with any questions or concerns they have as students. Feedback forms help to ensure that concerns are addressed and positive experiences are documented.
- Library Lights Out: A popular program that has been embraced by library faculty, this all-night event invites residents into JFK Library for a communal pizza dinner and then hours of programmed activities that help students learn about library resources while engaging in games such as a scavenger hunt, capture the flag, Wii, board games, etc., with faculty and staff.
- Moonlight Breakfast: Each quarter, faculty, staff, and community organizations stay up late to serve students breakfast from 8 PM to 10 PM during dead week prior to finals.
- Academic Initiative: Designated academic support programs are planned for each hall throughout the year. Departments identify students who live in the same residence hall and are taking the same classes. Then, study groups and activities to promote learning and skills' mastery are coordinated for these students.

EWU operates Dining Services, which provides valuable services that enhance the campus experience for the entire EWU community and guests, and features nutritious and affordable food, dining options, and convenient service. Dining Services offers nine campus locations for food and beverage services, including three coffee stands, two convenience markets, a restaurant, and a traditional dining hall. A variety of meal plans are offered and designed to give residential students optimum flexibility in dining options. In addition, Dining Services operates concessions at EWU athletic events. Dining

Services collaborates with Housing and Residential Life to provide a comprehensive and successful on-campus residential living program and a summer camp program.

Each year, Dining Services processes more than one million transactions. Dining Services is the largest on-campus employer of students, currently employing more than 300 students per week. Dining Services focuses its sustainability efforts on recycling, use of earth-friendly disposables, increased use of organic and all-natural products in the menu options, and reducing food waste

The University Bookstore works to provide diverse options for course materials to student and faculty, including new and used textbook sales, classroom and office supplies, on-line course study aids, and access to free e-books. The bookstore recently has added a rental program for course materials and enhanced the textbook website to include cost comparisons with Amazon. The University Bookstore is in compliance with the Higher Education Opportunity Act, RCW 28B.10.590, and WAC 172-132, which provide for transparent pricing and textbook requirement information, unbundled textbook purchasing, and a book buy-back program to improve affordability. The bookstore also offers students special academic pricing on computer software and peripherals for PC and Macintosh systems as well as discounts on Apple, HP, and Dell products. The bookstore provides EWU students, staff, faculty, alumni, and campus visitors with retail offerings of general book titles, magazines, apparel, and gifts. In support of the university's commitment to sustainability, environmentally friendly products are available within the merchandise mix, especially in the supply or paper product categories.

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 EWU athletic program is designed to be an integral component of the university community. The university sponsors fourteen intercollegiate sports, six for men and eight for women, both as learning opportunities for its most athletically talented students and also as an enhancement to student and community life. The university is a member of the Big Sky Conference, which is an NCAA Division I conference.

The athletic director is responsible for the management and fiscal operations of the athletic program and is under the direct supervision of the president. In addition, the athletic director is guided by input from the President's Advisory Committee on Intercollegiate Athletics (PACIA), a fifteen-member body consisting of faculty, staff, students, and community members. This reporting and advising structure ensures that the leadership of the athletic program is aligned with the strategic mission of the university as well as with campus and community concerns. In addition, an Academic Compliance Committee (ACC) meets quarterly to provide oversight for all compliance and regulatory issues pertaining to National Collegiate Athletic Association (NCAA) by-laws and governance.

NCAA regulations require intercollegiate athletics programs to be designed as a vital part of the educational system and student-athletes to be an integral part of the student body. EWU's faculty athletic representative (FAR) is a member of the faculty appointed by the president to represent the university and faculty in relationships with the NCAA and at conferences. The FAR is appointed by the president and reports directly to the president. The faculty's voice and influence regarding intercollegiate athletics are channeled primarily through the FAR. The FAR plays a key role in the oversight of athletic programs, working to ensure the academic integrity of the programs and the welfare of student-athletes. The FAR ascertains programs' academic integrity by reviewing and

reporting on student-athletes' academic preparation and performance.

The mission of the Athletic Department is "to enhance the value, image, and visibility of Eastern Washington University." The vision of EWU's Athletic Department is to be the best and most innovative Football Championship Subdivision (FCS) athletic department in the country. The department's motto is "maximizing opportunities every day." The core principles of the department follow.

- **Support:** The Athletic Department supports the University's mission of education.
- **Integrity:** Every interaction and transaction occurs with the trust to honor and uphold the dignity of the University.
- **Respect:** We comport ourselves in a manner that displays professionalism, loyalty, and caring at all times.
- **Achievement:** We nurture and develop student-athletes, coaches, and staff in order for each individual program and area to reach its highest level of success. We measure success by developing and administering resources to help student-athletes begin to reach their potential as students, athletes, and people.
- **Tradition:** We respect what makes our University special by celebrating its history, honoring its heritage, and understanding its present, while fortifying its future.

Students who participate in athletics are held to the same academic expectations as all other EWU students, including NCAA progress toward degree requirements and acceptable academic progress. The Athletic Department is committed to competing successfully at the Division I level and to the academic achievement EWU's student-athletes. This is evidenced by the department's winning the 2009-2010 Big Sky President's Cup Award (http://www.goeags.com/genrel/releases/2010_Presidents_Cup). This award is given to the university with the highest combination of academic achievement of student-athletes at Big Sky institutions and performance on the athletic field of play.

At the conclusion of the 2013-2014 academic year, the combined GPA of all student-athletes was 3.28, with 13 of the 14 programs having a cumulative GPA of 3.0 or greater. Moreover, 228 out of 315 student-athletes have GPAs of 3.0 or higher. The breakdown follows.

EWU Athletic Teams' GPAs as of Fall Quarter 2014

Sport (Men)	Fall Qtr. 2014 GPA	Cumulative GPA	Sport (Women)	Fall Qtr. 2014 GPA	Cumulative GPA
Basketball	3.08	3.16	Basketball	3.37	3.52
Cross Country	2.88	2.90	Cross Country	3.44	3.36
Football	3.09	3.11	Golf	3.28	3.25
Tennis	3.34	3.37	Soccer	3.66	3.64
Track (indoor/ outdoor)	2.98	3.07	Tennis	3.12	3.40
			Track (indoor/ outdoor)	3.38	3.38
			Volleyball	3.49	3.50
Total Averages All Teams		Fall Quarter 2014 GPA: 3.25		Cumulative GPA: 3.30	

The other metric of importance is the NCAA's academic progress rate (APR). The standard of 930 (with a maximum of 1000) on a rolling four-year average is necessary to be in good standing with the national governing body. See below for EWU's current APR status following the 2013-2014 academic year:

EWU Athletic Teams' NCAA Academic Progress Rate (APR)

Sport (Men)	Single Year (2013-2014)	Multi-Year (Four Years)	Sport (Women)	Single Year (2013-2014)	Multi-Year (Four Years)
Basketball	1000	972	Basketball	1000	1000
Cross Country	969	984	Cross Country	1000	1000
Football	948	952	Golf	1000	1000
Tennis	1000	975	Soccer	991	984
Track (indoor/ outdoor)	970	987	Tennis	1000	983
			Track (indoor/ outdoor)	930	963
			Volleyball	958	962

Eastern Washington University's admission process is uniform for all students. All student-athletes—both freshmen and transfer students—go through the same application and review process as all other EWU students. The Athletic Department plays no formal role in the admission decision-making process.

Student-athletes are in a unique position to gain additional resources to support their education through athletic grants-in-aid. Financial aid awards for student-athletes are processed in the same way as financial aid awards for other students. If a student completes a Federal Student Aid application (FAFSA), the Financial Aid Office will notify him or her of the types of financial aid available for a specific academic year (Pell grants, Plus Loans, etc.). An athletic grant-in-aid covers tuition, fees, room and board, and books. Student-athletes may receive financial aid only up to that limit. Athletic aid is entered in the same way as all other scholarships are entered into student accounts. In addition, the athletic grant-in-aid is entered on the NCAA compliance web-based software (Compliance Assistant) to ensure that student-athletes are not receiving more than the allotted grant-in-aid amount. The grant-in-aid amount for student-athletes is the same as the amounts for all other students. Funding from the Services and Activities Fee process that supports athletics and other co-curricular programs is governed by state law and campus policies (<http://access.ewu.edu/Student-Life/SandA-Fee-Committee.xml>).

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*

Eastern Washington University's online students are subject to, and must adhere to, the guidelines outlined in the Eastern Washington University Academic Integrity Policy and the Student Conduct Code. Only students officially registered in the EWU Banner student information system are enrolled in the Canvas course-management-system course sites.

Eastern Online provides a variety of approved proctoring options for students, including in-person proctoring via professional staff at a number of locations throughout Washington as well as remotely via ProctorU's web-based, proctoring service. In-person proctoring at EWU is offered on the Cheney and EWU-Spokane campuses; in-person proctoring also is offered for EWU at the campuses of Bellevue College and Lower Columbia College.

In-person proctors verify a student's identity via review of an official picture identification card, such as a state-issued driver's license or a university identification card. ProctorU verifies identity via review of an official picture identification card as well as through student responses to questions derived from a public information database.

Students schedule their proctored examination appointments via the Eastern Online website. The Office of Faculty and Student Support then coordinates with approved proctors to schedule and administer the proctored examinations. Upon a student's completion of a proctored examination, proctors complete an online Proctor Verification Form. Instructors reserve the right to administer exams, quizzes, or other evaluation assessments at their discretion and without advance notice.

Standard 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.*

The mission of the Eastern Washington University Libraries is to stimulate and support intellectual inquiry. The EWU Libraries support the curricula of the university and the scholarly activities of its individual members by providing access to information and promoting the knowledge about and practice of research and information literacy skills. The libraries are a shared utility for the entire university community and consist of the John F. Kennedy Library, located at the center of the Cheney campus and the Riverpoint Campus Library, located in Spokane. Students have access to the resources and collections of partnership locations (as contracted) and anytime/anywhere access to EWU library holdings via the web at <http://www.ewu.edu/library>. Library faculty and staff provide open access to information, reference, and instructional services, and are actively involved in research and service to the university and community.

The EWU Libraries serve the needs of EWU students, faculty, staff, and the community at physical and virtual locations with support from approximately 14 FTE faculty, 19 FTE staff, and nine FTE student workers. The catalog includes 1.53 million item records and provides access to approximately 185 databases, 120,800 electronic books, and 82,000 electronic journals. It serves as a selective U.S. government depository with the largest collection of federal documents in Spokane County. In 2014, the EWU Libraries acquired the EWU Digital Commons, an online platform and suite of services (institutional repository) to promote and to preserve high-quality intellectual output of EWU faculty and students. Located on the lower level of JFK Library are two special collections: the University Archives/Special Collections and the Curriculum Center. The University Archives hold inactive university records of continuing historical and administrative importance. The archives also hold personal papers and business records of significance to this geographical region. Online access to digital versions of photographs, drawings, lithographs, maps, facsimile documents, and oral history transcripts is provided online through EWU's Digital Collections. The Curriculum Center holds more than 39,000 children's books and K-12 materials.

The EWU Libraries broaden the currency, depth, and breadth of access to collections and services through contractual, consortia, and collaborative arrangements with other libraries, institutions, and agencies. As a member of the Washington Cooperative Library Project, the EWU Libraries expand collections through resource sharing among the six Washington public baccalaureate institutions and engage in consortia arrangements to maximize access to resources. The EWU Libraries are a

member of the Orbis-Cascade Alliance (OCA), which extends and expands access and services through participation and collaboration among 37 academic libraries in Washington, Idaho, and Oregon.

Students, faculty, and staff have 24/7 access to the EWU WorldCat catalog, more than 185 academic databases, more than 170 LibGuides (subject-oriented research guides), RefWorks (an online bibliographic citation manager), and tutorials on conducting library research. Students, faculty, and staff may also submit an Interlibrary Loan request, initiate contact with the EWU Libraries for an event or display, register a complaint or suggestion, and schedule reference or instructional services at any time. Online resources are accessible to the general public up to the point where the user request requires authentication or login with a university username and password.

JFK Library extended its hours as of Spring Quarter 2014 to 95.5 hours per week during the quarter, and the Riverpoint Campus Library is open 77 hours per week. Both sites offer computer workstations and provide laptop check-outs to students, reference and research assistance, circulation and interlibrary loan services, and photocopying, printing, and scanning equipment. "Ask a Librarian" is available through walk-in, telephone, chat, e-mail, and by appointment for more in-depth consultations. The EWU Libraries participates in a 24/7 Reference Cooperative with other Washington higher education institutions using the QuestionPoint software to answer questions for each other in real time. Distance-education students have access to guides and liaison librarians to assist in accessing local libraries and remote access to EWU resources.

EWU Libraries regularly partner with other university units to increase the accessibility and visibility of services that support student success, faculty research/teaching, and community engagement. The JFK Library serves as a major venue for university events such as public lectures, presentations, displays, and activities. In addition, EWU Libraries and related units in the Academic Affairs' Division redefined library space to create a blended learning space with a multi-media lab, the Writers' Center, and Program Leading to Undergraduate Success (PLUS) group tutorial services, all as part of the EWU Learning Commons. All of these initiatives maximized the use of space and resources while increasing access and/or removing barriers for students and faculty to the information and services they need to be successful at EWU.

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

EWU's dean of libraries reports to the provost and vice president for the Academic Affairs' Division and is a member of the Academic Affairs' Council and the President's Cabinet. In this capacity, the dean is an active participant in university planning and policy discussions.

EWU Libraries' faculty are active in the planning and governance bodies of the university and participate in a variety of policy and planning meetings within the university and between the university and outside constituents. Libraries' faculty members elect a representative to the Faculty Senate and are also active in the United Faculty of Eastern (collective bargaining unit).

EWU Libraries' faculty maintain liaison assignments to departments and programs to establish and maintain working relationships with department chairs, department representatives, and/or individual faculty. Approximately 93 percent of collections' funds are spent on core subscriptions and database licenses (designed to meet the needs of lower-division students and the most basic needs in all programs). Libraries' liaisons share approximately 4 percent of collections' funds for discretionary purchases. Librarians work closely with individual faculty members (<http://www.ewu.edu/library/>

[services/reference/liaisons](#)) and academic program directors to develop library instruction sessions and materials that teach library research skills and information literacy to students. In academic year 2013-2014, 444 instructional sessions and 17 workshops for 10,864 students (9,317 undergraduate students, including 589 Running Start students; 893 graduate students; and 654 others, including instructors, prospective students, community users, and parents) were offered.

The EWU Faculty Organization appoints members to the Library Affairs Committee. The council's charge is to advise the EWU Libraries on its services and collections. The dean of libraries and the head of collection development serve as resources for the Library Affairs Committee

The library student liaison, a library employee, acts as a voice for the student body in library matters. This student serves as a conduit for communication between the EWU Libraries and students to enhance the libraries' role in the intellectual and cultural life of EWU students. The student liaison is a paid position, and the liaison maintains regular office hours to market the libraries to students to enhance the connection between the libraries and student life; to plan, coordinate, and implement special events to bring students into the libraries; to meet with leaders of student government, student clubs, and other organizations to promote the use of the libraries and their resources; to provide a student's perspective to the libraries' planning process; to communicate libraries' policies to the EWU student community; to respond to student suggestions/complaints/concerns from suggestion boxes, e-mails, in-person, or social media outlets; and to gather information about student information needs via surveys, focus groups, discussion boards, etc., and share this information with libraries' leadership.

The EWU Libraries continue to operate efficiently in a flattened organizational structure that is a shared governance and decision-making model, using a bi-monthly library forum. Organizational and strategic planning, project implementation, and the regular evaluation of policies, procedures, and operations can be addressed by any interested stakeholder within the libraries in facilitated meetings. All libraries' employees have access to meeting agendas, documents and records, and decisions via shared electronic file storage. When suggestions or complaints are received from users, libraries' faculty and/or staff analyze these and suggest individual or systemic responses. External stakeholders are invited and asked to participate in the library forum where appropriate.

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.*

The physical spaces in the EWU Libraries provide a key learning environment outside the classroom. There are spaces for everything from having a conversation over a cup of coffee to collaborative workstations to quiet study areas. The virtual places of the libraries provide 24/7 access to a wide variety of library and information resources.

The EWU Libraries' faculty, individually and collectively, work to ensure that users know what resources are available (including how to research or find information) and how to use those resources effectively (evaluate, analyze, and synthesize information). In addition to reference services, libraries' faculty offer in-depth, one-on-one research consultations to teach students how to find high-quality information for their research. Students can receive individualized research assistance during the librarians' office hours by appointment. These research consultations are often the result of outreach activities such as library instruction sessions given by the librarians or by referral from a university

faculty member who has had a positive experience working with a libraries' liaison. Course-integrated instruction ranges across basic tours and orientations, classroom instruction (face-to-face), distance instruction, or long-term, embedded instruction. Libraries' faculty collaborate with university faculty to integrate information literacy into the curriculum. Libraries' faculty target key general education classes, such as English Composition, the first-year experience, and other areas/courses with a research component. The libraries-sponsored Student Research Skills Project introduces faculty to the major principles of information literacy. A libraries' faculty member works with a participating department to identify key courses in the curriculum for review such as introductory classes to the major, research method classes, and capstones. University faculty, facilitated by the libraries' faculty, determine information literacy learning objectives; the research skills students must acquire; specific assignments to reinforce the research skills; assessment methods; and the libraries' role in these processes.

The Libraries' faculty develop tutorials or special workshops when there is a demonstrated need. Most modular or self-paced library instruction is offered through web-based tutorials and guides. Web-based tutorials consist of explanations of the research process or specific information literacy concepts, and they include interactive components in the form of games or quizzes. Online guides consist of supplemental information for a particular class or basic information for a targeted group. Special-topic workshops focus on particular sources, single databases, new computerized products, or tools for a specialized topic. These workshops may include a hands-on component so that users gain specific skill competencies.

The EWU Libraries' faculty participate in student orientation opportunities, early entry and bridge programs, and collaborative events and activities with university colleges, programs, clubs, and organizations. They also present at new faculty orientations to create awareness of the libraries' resources and services and to begin relationships that, hopefully, lead to collaborations in the classroom.

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.*

The EWU Libraries use a variety of methods to conduct continuous and systematic evaluations of the quality, adequacy, use, and security of collections and services. Data are collected on inputs and outputs, costs, use statistics, instructional and course feedback, and user preferences. The libraries have used the LibQUAL+ protocol to gather faculty and student opinions in 2004, 2007, and 2010 and will do so again in 2015. The results of each survey and the longitudinal data provide the libraries with a means to track, understand, and act upon users' opinions of service quality. LibQUAL+ results are incorporated into the ongoing strategic planning processes of the libraries to create, eliminate, or adjust services to the university.

EWU Libraries' faculty and staff seek, build, and maintain relationships throughout the university not only to serve but also to get input on the effectiveness of the libraries' programs, projects, collections, and services. The library student liaison, the Library Affairs' Council, and representation in the Faculty Senate also provide valuable feedback.

Standard 2.F: Financial Resources

Overview

The Division of Business and Finance provides stewardship of the university's human, financial, and physical resources, all of which enhance the university's ability to achieve its mission. Successful stewardship is accomplished by providing fiscal leadership, safeguarding university assets (both financial and physical), and providing a safe, attractive, and comfortable physical environment. These services are delivered in a timely and efficient fashion to both internal and external customers. The following figures are included to provide a sense of the size of the institution and to be of assistance in reviewing this section. Additional reports or documentation are available in any level of detail that might be needed by a reviewer during the evaluation of Eastern Washington University finances.

- The university's total 2013-2015 biennial operating budget is \$496.8 million, of which \$78.4 million is state-appropriated funds.
- The total 2013-2015 biennial capital budget is \$39.2 million. The university's primary sources of revenue are state funds and tuition. Recently, due to the economic situation in the state of Washington, the university has experienced a shift in the level of reliance on state funds with an increasing reliance on increases in tuition rates. Other sources of revenue include course fees, summer session tuition, auxiliary enterprises, scholarships and fellowships, and grants and contracts.

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.*

The Division of Business and Finance is a valuable partner in the teaching, research, and outreach endeavors of the university, reflecting in its daily operation the university's commitment to a high-quality, student-centered learning environment. The division helps to ensure the institution's financial viability and helps to recruit and retain students by presenting an attractive campus.

As of June 30, 2014, the university was in a stable financial position, increasing net position by 4.7 percent over the prior year. Revenues increased as well due to additional enrollment and tuition increases, while expenditures were managed at a sustainable level. EWU continues to maintain an operating reserve at 10 percent of annual core operating budget expenditures.

The university's planning process centers on realistic revenue projections supported by enrollment projections and tuition. In each biennial cycle, the planning includes two-year revenue projections, analysis of appropriate reserves, and consideration of current and future obligations of the university. This deliberate and thoughtful planning process ensures that EWU operates within available resources each biennium. The campus-wide budgeting process is presented in more detail in 2.F.2.

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 operating budget cycle for Eastern Washington University is both annual and biennial in nature. The state of Washington provides operating resources to the university through a biennial legislative appropriations process with annual supplemental appropriations in the second year of each biennium. The legislature delegates authority for resident undergraduate student tuition rates to the Board of

Trustees. EWU collects tuition from the students and budgets the revenue locally. State appropriations and student tuition are the major sources of funding for EWU's operating budget. Other resources include dedicated local funds, service funds, auxiliary funds, scholarship and fellowship funds, and sponsored research funds. EWU's operating budget is budgeted on a biennial basis with annual supplemental adjustments.

The University Budget Committee (UBC) is included in deliberations concerning EWU's budget. The UBC is an advisory group consisting of representation from faculty, classified staff, exempt staff, students, and administrators. This body is advisory to the president, and all members are appointed by the president, based on recommendations from appropriate constituencies. The UBC works with the president to establish priority funding recommendations based on the university's strategic plan. The UBC reviews new budget proposals. In time of budget reversions, the committee reviews budget reduction plans. In addition, the committee participates in the development of university funding initiatives, which are submitted biennially to the state legislature. Committee members are expected to represent their constituencies while applying a university-wide perspective to the budget deliberations and recommendations. The committee is chaired by the vice president for the Division of Business and Finance, who has no voting rights. The Budget Office staffs the committee and maintains minutes and official records of actions. The UBC typically meets monthly throughout the year (<http://access.ewu.edu/Budget/Eastern-Budget-Resources/University-Budget-Committee.xml>).

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.*

The university biennial budgeting process begins many months before the start of the biennium. The university biennial operating and capital budget requests are submitted during August per guidelines from the Office of Financial Management, which reports to the Governor's Office. In addition to required schedules and other financial information, the university submits decision package requests for new initiative funding. These requests are developed in alignment with the university mission and goals and are reviewed by the University Budget Committee. UBC membership consists of students, faculty, and staff representing major university budget units. The UBC plays an active role in making budget recommendations to the president.

The governor releases a proposed budget in December. This budget is the starting point for legislative deliberations during the January session. Regular open forums and electronic communications from the president inform the campus community of budget priorities and state budget releases and allow for feedback as the university moves through the budget planning cycle.

The university internal biennial budget planning process provides opportunities for involvement and input to multiple constituents and stakeholders. Internal budget planning also begins nearly one year before the biennium starts. The Board of Trustees and the President's Executive Committee set university goals in alignment with the university mission, vision, and strategic plan. Priorities for the budget period are developed by the campus leadership and shared with units across the campus and the UBC. Internal unit budget planning is conducted in October and November. Each unit determines the details of its collaborative budget planning process to allow and encourage input from all who could be impacted by the budget plan. This process results in budget decisions that are aligned with the priorities of the units and of the university.

The President's Executive Committee reviews unit budget plans for alignment with biennial strategic

priorities in January and February. In addition, the UBC invites unit leaders to discuss and review unit priorities, budget requests, and reductions. After these hearings are complete, the UBC recommends biennial budgeting priorities to the president for final consideration.

Enrollment trends and issues are closely monitored during the winter months in anticipation of a spring tuition revenue projection. Recommended tuition rate increases are combined with expected enrollment levels in April to finalize the university budget for a first read and review with the Board of Trustees in May and final approval of the biennial budget from the Board of Trustees in June.

After the biennial budget is implemented, a supplemental budget process begins in order to allow for necessary second-year budget adjustments. This incremental supplemental process is similar to the previously described biennial process.

The 2015-2017 Biennial Operating Budget Request may be viewed at:
[http://access.ewu.edu/Documents/Budget/2015-17%20Operating%20Budget%20Request\(0\).pdf](http://access.ewu.edu/Documents/Budget/2015-17%20Operating%20Budget%20Request(0).pdf).

The 2015-2017 Capital Plan and Capital Budget Request may be viewed at:
[http://access.ewu.edu/Documents/Budget/2015-17%20Operating%20Budget%20Request\(0\).pdf](http://access.ewu.edu/Documents/Budget/2015-17%20Operating%20Budget%20Request(0).pdf).

The 2013-2015 Budget Book may be viewed at:
<http://access.ewu.edu/Documents/Budget/Biennial%20Budget%20Document%20New%20Format%2020140205%20SA%20Edits.pdf>.

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 business and finance functions of the university are concerned with management of an appropriate system of accounting and financial reporting; oversight and management of the operating and capital budgets; supervision of the operation and maintenance of the physical plant; procurement of supplies and equipment; the control of inventories; contract administration; and the receipt, custody, and disbursement of funds. The accounts and reports of the university are structured in an accounting system that follows the generally accepted accounting principles for colleges and universities.

The university uses the Ellucian Banner financial system, which is designed for the accurate processing of transactions through the integration of the related Banner modules that support the operating ledger. The operating ledger and general ledger transactions also reside in an operational data store that facilitates the generation of multiple levels of financial reports used for management review, tracking, and analysis of university operations, assets, and liabilities.

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 uses short-term planning that integrates into the university's long-term capital planning process. The university's capital master plan discusses the university's plans for

required changes in its facilities for a 10- to 20-year planning cycle (http://access.ewu.edu/Documents/Construction%20and%20Planning/Capital%20Planning/EWU-CCMP_All%20Sections_Web_optimized.pdf). Specific projects that meet those long-term goals are priorities are presented to the state in a ten-year capital planning document. This document outlines priority projects as they sequence through the funding requests for pre-planning, design, and construction. Each biennium, the university requests capital funds to meet the next step in the ten-year plan and the capital master plan. This process allows for making changes to meet short-term needs and the rapidly changing education market while not losing sight of the long-term overriding goals and direction of the university.

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.*

EWU clearly delineates the educational and general operations from its auxiliary enterprises. The auxiliaries are financially separate in the accounting system, and many funds have an independent financial audit conducted on an annual basis. The university has the legal authority to issue revenue bonds with the debt service supported by student fees or revenues in the auxiliary units. The education and general budgets of the university do not rely on support from auxiliary enterprises as a form of budget supplementation. The general operations of the campus may charge the auxiliaries for services provided in support of auxiliary enterprises. An example of these charges is services performed for maintenance and repair of auxiliary facilities.

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.*

The university undergoes an annual financial statement audit performed by the Washington State Auditor's Office. The internally prepared financial statements, management discussion and analysis, and notes to financial statements are available to auditors within approximately five months after the fiscal year end. The financial report, including the independent auditor's opinion, is issued in a timely manner after completion of the audit. These reports are publicly available on EWU's website at <http://access.ewu.edu/general-accounting/financial-reports>. The auditors meet with the President's Executive Committee and the Board of Trustees' Audit Committee at the beginning of each audit to communicate the engagement work. When the audit is completed, the auditors meet again with the executive leadership and the Board of Trustees to communicate the results of the audit, including any findings or management letter comments. EWU has received an "unqualified" opinion on the financial statements and has rarely received audit findings or management letter comments.

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.*

The fundraising efforts on behalf of the university are conducted by the Eastern Washington University Foundation (EWUF). The EWUF was established as a Washington nonprofit corporation in 1977. It is recognized by the Internal Revenue Service as a tax-exempt organization under Section 501(c)(3) of the Internal Revenue Service's Code of 1986.

The EWU Foundation was formed to promote and support educational programs and services affecting faculty, staff, and students at Eastern Washington University; to identify, promote, receive, and prudently manage all private gifts from individuals, corporations, foundations, and associations to Eastern Washington University; and to invest and steward the assets entrusted to it by the university and its alumni, friends, and donors. The partnership between the foundation and Eastern Washington University is a cooperative venture and uses mutual resources to accomplish the goals and objectives of Eastern Washington University and the EWUF. This relationship and the parties' responsibilities are included in a formal memorandum of agreement: (<http://www.ewu.edu/Documents/Foundation/Policy/MOAgreement-revised-EWU-Foundation-EWU-approved.6.25.09.pdf>).

The EWUF and the university are separate entities, separately governed and separately legislated. The EWUF is independent of the university, and, while its members are expected to listen to the administration of the university, independence of the EWUF is in the minds of its members, as foundation judgment must be independent. The EWUF is audited annually.

The governing board of the Eastern Washington University Foundation desires to maintain and follow best current principles and practices in connection with the investment, spending, and financial statement presentation of the EWUF funds. The EWUF adheres to the standards of care and prudence articulated in the Uniform Prudent Management of Institutional Funds Act in connection with the investment and expenditure of donor-restricted endowment funds. Transparency is a critical goal of the EWU Foundation with policies, procedures, and performance posted on-line at www.ewufoundation.com.

Standard 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.*

EWU facilities provide a vital role in recruiting new students and retaining students at the Cheney Campus. The physical campus provides a high-quality and safe environment for students to learn, live, work, and play. One look at EWU's campus will reveal the pride and commitment of the staff who maintain and operate the university campus. EWU strives to provide a high-quality and safe physical campus for its students, faculty, staff, and community members. Facilities' role is a key element in providing a quality instruction environment where EWU's students can succeed in their academic disciplines. In addition, the university's facilities play a part in providing students with comfortable living, recreational programs, and superior academic learning spaces.

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.*

Consistent with EWU's goal of creating and sustaining a safe campus, EWU's Office of Environmental Health and Safety (EHS), through certified staff, reviews university departmental use of any and all hazardous or toxic material. The unit proactively provides training for the use, handling, and appropriate disposal of any potentially harmful products. EHS also writes and monitors procedures for university staff to follow when using any potentially harmful product or material. Activities associated with the handling and disposal of hazardous materials are monitored closely by local and regional

regulatory agencies. EWU regularly works in close communication with these agencies to meet their requirements and respond to their concerns. In the rare case that staff are not experienced in a unique product, material, or event, EWU will contract with a professional consultant to evaluate and support the resolution of any issue.

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.*

Calculated planning of the physical campus is critical for EWU to meet its strategic goals. This process is accomplished by a systematic planning process that focuses on university facilities and infrastructure and how they support the academic mission. The comprehensive campus master plan (https://access.ewu.edu/Documents/Facilities-Planning/PEC_Executive%20Summary_9_27_13revision1-single.pdf) is a road map for future improvement and additions to the university campus. As projects are completed and new strategic goals are formulated, the plan is updated and reaffirmed. While the facilities' master plan defines the course for university facilities, it is also a flexible document that allows the university to respond to market changes in the academic needs of students and faculty. For this reason, the university updates the facilities' master plan on a regular basis.

Although new facilities are critical to university success, the maintenance and operation of current facilities are also important to meet university goals. When funding is diminished, the use of existing facility resources is better assigned to maximize the return on resource investment. Targeted maintenance programs ensure that the quality of the buildings and grounds remains high throughout their lifecycles. The Facilities and Planning unit uses a computerized maintenance work-order system and periodic facility surveys to document and gather information on maintenance and operations. These data allow for EWU to identify buildings and their conditions and track the deferred maintenance of facilities and building systems. With this information, available resources can be better applied to critical improvements and upgrades that extend the lifecycle of building spaces and major building systems.

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.*

To be competitive in the academic market, the university must continually plan, update, and improve facilities where students learn and live. The university recently completed a major renovation and upgrade of Patterson Hall, the university's largest academic building. Patterson Hall, which opened in January 2014, provides state-of-the-art instructional classrooms that will be used by many of the university's colleges and departments. EWU also is planning the design and construction of two new science buildings to support expanding demand for degrees in the medical and engineering fields. In addition, the university opened a new 350-bed residence hall in September 2013, the first new residence hall on campus in more than 40 years. In the past four years, the university has funded over two million dollars in equipment needs throughout the campus community.

EWU's Facilities and Planning unit is committed to the effective use of natural resources and the adoption of sustainable design and construction processes within all capital projects. Major capital projects follow Leadership in Engineering and Environmental Design (LEED) criteria. With regard to energy conservation, EWU's Facilities and Planning unit is also planning and developing potential sustainable projects, improved processes, and alternative strategies to reduce the university's carbon footprint and greenhouse gas emissions.

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.*

Effective use of technology is a key component of all four goals of the university's strategic plan. Technology plays a central role in preparing students for the highly technological world in which they will live and work. Faculty members are encouraged to use instructional technology to create a dynamic learning environment for students. Staff members depend upon information technologies to perform administrative work and to offer services to students on campus and at a distance.

The Information Technology (IT) Division has developed a three-year strategic planning cycle in which it performs a comprehensive review of technology, support, and services; and develops strategies and action initiatives to insure that the university stays ahead of technological change. The intent of this process is to create an effective and efficient information technology organization aligned with the Eastern Washington University mission, vision, values, and strategic direction. The most recent version (2013-2015) can be found at: <http://www.ewu.edu/inspiringthefuture/divisional-plans/information-technology>. The Information Technology Division is in the process of refreshing this plan and should have an updated version available early in 2015.

EWU students, staff, and faculty have access to the technological systems, infrastructure, tools, and support necessary to perform their management and operational functions, academic programs, academic research and scholarly activities, and support services.

The IT Enterprise Infrastructure and Technology Services (EITS) unit provides a variety of infrastructure, support, and troubleshooting services, including a central help desk (accessible via web, chat, walk-in, and telephone); face-to-face assistance from IT professionals; web-based FAQs (Frequently Asked Questions) and self-help materials; and computer-based instructional lessons via a campus license for professionally hosted, computer-based training (which includes lessons on hundreds of common software applications such as MS Office, web development tools, media tools, etc.). EITS provides support for administrative applications (e.g., SunGard Banner Enterprise Resource Planning, ERP), application administration, Division of Business and Finance and Office of Enrollment Services functional support, database management, identity management, and project management. EITS also manages the Data Center, infrastructure, communications, and Enterprise application support functions of EWU.

IT's Instructional Technologies, Design, Development, and Decision Support Services (ITDDDSS) unit provides support for faculty on instructional technologies, as well as the design and development of technology-based and enhanced curriculum, research, and scholarship initiatives. ITDDDSS partners with the Division of Academic Affairs in significantly enhancing EWU's online presence. The ITDDDSS unit also provides support for application and web development and decision and business intelligence support for the institution.

IT's Administrative Services unit provides divisional budget management and support and manages the campus technical training functions, providing classroom training on a regular schedule (and developed on a 'Just In Time' basis), and monthly brownbag workshops.

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.*

All EWU employees have access to a variety of support and troubleshooting services, including a central help desk (accessible via web, chat, walk-in, and telephone); in-office assistance from IT professionals; web-based FAQs and self-help materials; computer-based instructional lessons via a campus license for professionally hosted, computer-based training (which includes lessons on hundreds of common software applications such as MS Office, web development tools, media tools, etc.), classroom training provided on a regular schedule and developed on a 'Just In Time' basis, and monthly brownbag workshops.

The Instructional Technologies, Design, Development, and Decision Support Services (ITDDDSS) Unit provides support and help resources, as well as technical support services, for faculty use of eLearning tools and services. A variety of formats of support delivery includes individual consultations, an eLearning resource and methods blog site, a FAQ wiki support site, assistance via a central help desk, including in-office assistance, classroom and workshop/development offerings. The following technologies, which support academic programs (instruction), include the Canvas Learning Management System; RealNetwork's Helix streaming media server for delivery of streamed instructional content; authenticated course-related access to the iTunes U service; a suite of test and learning activity authoring tools from Respondus Corp., campus-wide lecture capture solutions (Tegrity/Panopto, which also provides a desktop screen capture service); and a media management system (ShareStream, which will provide instructors with a convenient "YouTube-like" solution for the management and deployment of video learning objects and content). In addition to eLearning technology tools, EWU provides instructors with instructional and graphic design and development services, photographer and videographer services, and technical support for faculty use of eLearning tools.

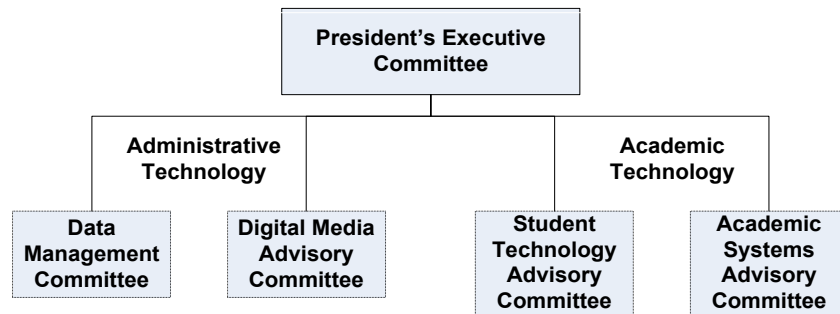
In addition, IT's Administrative Services Training and Development Department provides training to EWU faculty and staff in several university-supported software applications such as Banner Student, Banner Finance, EagleNET, and Content Management System (CMS). The department also provides user's guides, quick reference guides, and some self-paced online courses. Course scheduling assistance, training lab resources (<http://access.ewu.edu/OIT/Services/IT-Training.xml>), and consultative services are also provided.

EWU is committed to providing its students with basic computer competency skills. All new freshmen and transfer students without direct transfer, two-year (AA) degrees must satisfy computer literacy competencies. Those students transferring with AA degrees are advised to demonstrate competency or take EWU's computer literacy class to prepare for computer use in later courses. Some disciplines (e.g., Education) require demonstration of computer literacy regardless of an AA degree. For more information see <http://access.ewu.edu/CPLA.xml>.

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.*

A strong governance model is key to the success of IT at Eastern Washington University. The following governance structure provides opportunity for input.

Institutional Information Technology Governance Structure



Two advisory committees, the Academic Systems Advisory Committee (ASAC) and the Student Technology Advisory Committee (STAC), provide opportunities for faculty, staff, and students to help identify institutional technology needs and wants. The ASAC collects, communicates, and acts upon faculty technology requests and routes inputs to the Academic Senate, the Information Technology Division, and the president and President's Executive Committee. The STAC and the Associated Students of Eastern Washington University (ASEWU) host an open solicitation for student technology proposals and engage students and campus service providers (labs, student bookstore, etc.) in conversations regarding current and future technology needs of EWU students.

The Data Management (DMC) and Digital Media Advisory (DMAC) Committees provide the primary venues for constituencies to provide planning and input regarding administrative technology. DMC, comprised of EWU's data custodians and chaired by the vice president for the Division of Information Technology/chief information officer (CIO), is charged with the oversight of EWU's administrative data assets. DMAC is co-chaired by the vice presidents for IT/CIO and the Division of University Advancement, and committee membership is drawn from a broad representation of the campus community. The DMAC is responsible for developing web strategy and policy encompassing all websites that deliver content related to EWU.

Working in conjunction with the deans of the Colleges of Public Health and Health Sciences and Business and Public Administration, IT has begun the development of an additional governance group focused on IT technology, services, and support for the EWU-Spokane campus at Riverpoint: the Spokane Technology Advisory Committee (SPoTAC). Having met for the first time last academic year and once this academic year, it is expected that this committee will become a standard part of the IT governance structure in the future.

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.*

The IT strategic plan's second goal is to provide a robust technology infrastructure. The first strategy in this goal is to implement and maintain secure, highly available, scalable institutional information technology systems. The second strategy is to implement and maintain institutional technical standards. During the last few years, IT has developed standards for all user technology across campus, including standards for servers, desktop and laptop computers, printers and other peripherals, technology-enhanced classrooms, tablet computers, and cell phones.

Currently, all student computer labs are fully funded through the Student Technology Fee, and tenure and tenure-track faculty computers are funded through a faculty computer replacement plan. A fully funded, across-the-board replacement plan initiative has been recommended and supported by the administration. Although a fully funded computer replacement plan has yet to be realized due to the financial constraints caused by the economic issues of the past few years, IT has made significant progress towards achieving this goal. EWU has faced significant funding reductions over the past few years, and one result has been this across-the-board replacement plan initiative's being placed on hold. This has led to a disparity of standards campus-wide, with some departments using antiquated technology. As replacements are purchased, the new computers comply with current technical standards. IT plans to focus on this important initiative as a priority when economic conditions improve.

Summary:

EWU has documented the adequacy of its resources and its ongoing capacity to fulfill its mission, core themes, and programmatic outcomes. Moreover, EWU has well-defined governance and decision-making processes that promote the effective management and operation of the university.

CHAPTER THREE
Standard 3: Planning
Standard 3.A: Institutional Planning

Chapter Three – Standard 3.A: Planning and Implementation

The institution engages in ongoing, participatory planning that provides direction for the institution and leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent natures of the institution's operations, functions, and resources. The institution demonstrates that the plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, the institution demonstrates that its planning and implementation processes are sufficiently flexible so that the institution is able to address unexpected circumstances that have the potential to impact the institution's ability to accomplish its core theme objectives and to fulfill its mission.

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.*

EWU's planning processes are comprehensive, dynamic, and interrelated. Ongoing assessment of NWCCU core themes, university-wide strategic planning, facilities' master planning, and modified zero-based budgeting are vital elements that lead to fulfillment of the university's mission.

Core Themes

EWU's NWCCU core themes were selected to represent the essential themes of the university's mission, as elaborated through the strategic goals.

- **Core Theme #1:** A rigorous and engaged student learning experience (strategic goal: student success).
- **Core Theme #2:** An academic community that supports and engages faculty and staff throughout their careers (strategic goal: innovation and opportunity).
- **Core Theme #3:** An institution-wide commitment to local, national, and international community engagement and awareness that benefits the university and the region (strategic goal: community engagement).

As a result, EWU's core themes and strategic goals reinforce each other, and the requisite accountability that is an inherent part of both the NWCCU and strategic planning cycles serves to underscore and enhance mission fulfillment. For an expanded discussion of core themes' planning, please see Chapter Four of this document: Standard 3.B, Core Theme Planning.

Strategic Planning

Since its inception in 2002, broad-based and university-wide strategic planning has formed the keystone of EWU's planning efforts and activities. In 2012, EWU's Board of Trustees approved *inspiring the future*, the university's strategic plan for 2012-2017 (<http://www.ewu.edu/inspiringthefuture/strategic-plan>).

Prior to the plan's approval, an extensive one-year planning process, divided into five phases, was undertaken. Phase one included a community kick-off to make constituents aware of and to encourage engagement with the planning process. Phase two included data and information gathering, including university and community focus groups, key-informant interviews, and a broadly disseminated web survey. Phase three included development of the university mission, vision, values, and goals, based on information gathered and analyzed in phase two. Phase four included requesting and receiving feedback from the university community and external constituents on the draft strategic plan. All efforts culminated in phase five, the launch of *inspiring the future*, EWU's 2012-2017 strategic plan.

In August 2014, Dr. Cullinan became the President of EWU and engaged the university in a process to review and update the strategic plan. The original plan remains as a guiding document, but several changes were made.

Prominent among the revised plan's key strategies and indicators of success are the university's mission and overarching strategic goals.

University Mission (<http://www.ewu.edu/about/administration/president/mission>)

EWU expands opportunities for personal transformation through excellence in learning.

Strategic Goals (<http://www.ewu.edu/inspiringthefuture/strategic-plan>)

1. Student Success

Goal: Create an environment where students succeed at their highest level.

Students are at the center of all that Eastern does. EWU defines student success as students' ability to fulfill their goals in education, career and life. EWU has pinpointed the essential elements for student success. EWU is a national leader for successfully attracting, retaining, graduating and transforming the lives of all students, including under-represented, first-generation, nontraditional and diverse students of all backgrounds.

2. Innovation and Opportunity

Goal: Build an environment that utilizes research to identify, anticipate and respond to community and societal needs.

EWU will be a national leader both in developing multiple pathways for students to complete degrees and in designing imaginative curricula and learning experiences, research and scholarly activity that anticipate and respond effectively to shifting social and economic challenges and opportunities.

3. Community Engagement

Goal: Increase community engagement through active participation of students, staff and faculty with community groups, business, organizations and government.

A significant engine powering the state, EWU is recognized as a public university whose students, faculty, staff and alumni make profound and significant contributions to the economic and social vitality of the region. Closer relationships with business, industry and statewide communities improve EWU's ability to anticipate and respond to workforce and community needs.

Progress toward strategic goal fulfillment is informed by data and reported in a series of divisional plans, action plans, and progress reports. These plans and reports are published on the university's website (<http://www.ewu.edu/inspiringthefuture/strategic-plan>). As emphasized by EWU President Mary Cullinan in the introduction to "*inspiring the future—living the promise*," the 2014 strategic plan annual progress report, flexibility is key:

Like any effective plan, EWU's strategic plan is a living document. At its core is the unchanging goal of student success. However, priorities and success indicators will continue to change as the environment shifts and as projects and initiatives near completion. The best strategic plans are nimble and flexible. They are guides and inspirations as well as working documents.

Current discussions have centered on the following new initiatives in support of EWU's strategic goals:

1. Student Success

- Conceptualize an advising model that will be recognized nationally for providing significant support for all EWU students. Determine the cost and feasibility as well as a process for creating appropriate advising space, staffing and technology support.
- Explore opportunities to support faculty through an EWU teaching academy. Develop a long-term plan and design a pilot for spring 2015.
- Connect first-year students with faculty or staff member mentors. Conceptualize a model program and develop feasibility, a timeline and an implementation process. Create pilot programs(s) for fall 2015.
- Develop powerful alumni and donor connections through an Eagle Connect program.
- Create an aggressive plan for a scholarship fundraising campaign.
- Develop a creative plan for making EWU campus spaces more welcoming and useful. Potential spaces include the PUB, JFK Library, Brewster Hall, and the Gateway Project.

2. Innovation and Opportunity

- Create/organize pre-college programs and outreach initiatives in a coordinated manner. Develop a timeline (perhaps pilot for summer 2015). Explore grant opportunities and discuss with representatives of tribes and Hispanic communities.
- Innovative pathways to degrees: Determine collaborations and initiatives that can be underway this year (online programs? collaborations with community colleges? credit for experience?). Develop a plan and a timeline.
- Develop communications' standards and a plan; enhance usefulness of the web for internal and external users.

3. Community Engagement

- Organize and coordinate pre-college programs and outreach initiatives. Develop a timeline and explore grant opportunities; involve representatives of tribes and Hispanic communities.
- Identify collaborations and initiatives for innovative pathways to degrees. Develop a plan and a timeline for this year and beyond.
- Develop digital communications standards and a plan; enhance usefulness of the web for internal and external users.

Facilities' Master Planning

In consultation with Mahlum Architects, Inc. of Seattle, EWU has developed a new comprehensive campus master plan (CCMP). This completed project has been set to align with the university's strategic plan. Although the CCMP encompassed a wide-ranging planning process, significant focus and attention were given to these specific areas: full-time-equivalent students and

growth, academic space, housing and student life, campus utilization, utilities and infrastructure, sustainability, and parking (https://access.ewu.edu/Documents/Facilities-Planning/PEC_Executive%20Summary_9_27_13revision1-single.pdf).

EWU engages in short-term needs assessment for the campus community as well as long-term assessment for the health of the institution. For example, Eastern facilities planning continually assesses its short- and long-term planning to align with the university's strategic plan principles. EWU's facilities planning guidelines follow.

1. Carefully evaluate each project with regard to renovation versus replacement opportunities;
2. Locate and size all new replacement buildings to optimize site utilization;
3. Improve the overall character of the campus with implementation of each project;
4. Create and follow a framework that welcomes neighbors and accommodates future expansion beyond existing boundaries; and
5. Reinforce and improve the overall cohesion of the campus, especially linkages across the two distinct areas of campus.

A full list of completed and in-progress facilities' projects is posted online at (<http://access.ewu.edu/facilities/fp-projects>).

Budgeting

The university's modified zero-based budgeting model was chosen for its responsiveness to the needs of strategic planning and resource allocation in addition to its flexibility for unexpected circumstances such as state-generated budget reductions. It was also developed to align with Washington's biennial budget process. A full discussion of EWU's budgeting process can be found in this chapter, Standard 3.A.4.

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

Institutional Engagement with Strategic Planning

In 2013, renowned educator and student-success specialist Dr. Vincent Tinto led a day of university-wide strategic planning forums, to which the entire university community was invited to participate. A summary and outcomes from these forums follow.

On Thursday, September 26, 2013, Eastern Washington University held its Second Annual All-University Strategic Plan Conference, "A Big Start – An IncREDible Future," to celebrate the outstanding progress made the first year of the 2012-2017 strategic plan and to look ahead at year two actions.

Dr. Vincent Tinto, author of *Completing College: Rethinking Institutional Action* was 2013's keynote speaker. The breakout sessions that followed Dr. Tinto's speech focused on four important topics discussed in his book, the conditions for student success. The four breakout session topics included:

- Engagement/Involvement
- Assessment and Feedback
- Expectations
- Support

Breakout sessions were led by facilitators and were designed to discuss with staff and faculty strategies for enhancing overall student success, crafting new university-wide actions, and informing existing

actions (<http://www.ewu.edu/Documents/Strategicplanning/Annual%20Conference%20Breakout%20Session%20Report%20FINAL.pdf>).

In 2014, Drs. John Gardner and Betsy Barefoot, leading national scholars from the John N. Gardner Institute for Excellence in Undergraduate Education, joined EWU faculty and staff on campus for two full days to share their knowledge and expertise and to participate in a number of activities planned for the Third Annual All-University Strategic Plan Conference, "Inspiring the Future Living the Promise."

As a part of the strategic planning conference event, the university sponsored four breakout sessions for students, staff, and faculty. These sessions focused on components of Drs. Gardner and Barefoot's keynote address to the university community: "Student Success: Reaffirming and Moving Forward":

- Pre-College
- First Year
- Second Year through Completion
- Post-College

Budgeting

The university's modified zero-based budgeting model includes open forums to which all university faculty, staff, and students are invited and encouraged to provide suggestions and comments. See the flow chart on page two of the EWU budget Primer:

(<http://access.ewu.edu/Documents/Budget/Budget%20process%20primer.pdf>).

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.*

At EWU, ongoing institutional self-study activities are the primary responsibility of the university's Accreditation Steering Committee (ASC), whose membership is based on broad university representation. ASC members include a representative of the Office of Information Technology, the dean of libraries, college representatives, the vice provost for academic planning, graduate programs, grants and institutional research, the chief financial officer, the executive director of EWU's Extended Campus, and representatives from the Athletic Department and the Office of University Advancement. This committee serves not only to draft various NWCCU regional accreditation reports but also to monitor strategic planning data as generated through the Office of Institutional Research, Demography and Assessment (OIRDA) and the Office of Academic Planning (OAP), a companion entity.

In addition to activities specific to EWU's strategic plan, NWCCU and specialized program accreditation efforts, and program and general education assessment, the university engages in both systematic and focused data gathering to inform decision making for student interests and engagement, faculty and staff engagement, budgeting, and university governance.

Established in the spring of 2001, the Office of Institutional Research, Demography, and Assessment (OIRDA) is a service-oriented unit designed to coordinate the cross-divisional collection and dissemination of institutional data within the university and to external constituents. This unit also is responsible for conducting major institutional surveys as well as supporting the assessment efforts of the university (<http://www.ewu.edu/about/administration/provost/institutional-research>).

For example, OIRDA initiated a three-year cycle of national student survey implementation that includes the deploying of the following surveys: The National Survey of Student Engagement (NSSE), the Cooperative Institutional Research Program (CIRP), and satisfaction-priority assessments

developed by Noel-Levitz higher education consultants. Common datasets such as IPEDS, HEER, CSRDE and other standard reports are available on the OIRDA website (<http://www.ewu.edu/about/administration/provost/institutional-research>). OIRDA also works with the University Budget Committee (UBC) to develop an online survey, used in each budget cycle, to solicit priorities from faculty and staff. Based on survey responses, the UBC makes recommendations to the President's Executive Committee. For example, in the previous biennium, the top priorities were student success and wage increases.

Other divisions and units within the university also engage in meaningful and comprehensive data gathering to inform their progress in specific areas identified during the strategic planning process. For example, EWU's Division of Student Affairs assesses all of its departments to determine progress toward goals set by the division. In addition to general departmental assessments, assessments include function-specific analyses (student orientation, housing), program assessment of progress toward initiative-specific student-learning outcomes, and cross-departmental analyses to measure progress toward shared strategic plan objectives (<http://www.ewu.edu/about/administration/student-affairs/annual-report>). The Division of Student Affairs uses the standards set by the Council of Advancement of Standards in Higher Education (CAS) to measure departmental progress and relative efficacy.

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

In 2008, EWU moved away from its historical incremental/decremental annual budget process, which, in general, left base allocations intact and provided new funding (when available) for specific new initiatives. Then-President Rodolfo Arévalo appointed a resource allocation task force (RATF), comprised of broad university representation, to develop an allocation model that would allow for managing financial resources more efficiently in the increasingly competitive arena of higher education:

The selected modified zero-based model offered an approach that allows for reallocation of funding to support new and continuing key initiatives; curbs 'mission creep' by re-evaluating past budgeting commitments; requires justification of spending in accord with the university's strategic plan; responds to changing circumstances; and directly links budgeting with the strategic plan. The budget model continues to guide the university and provides for campus and community input by:

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

The University Budget Committee (UBC) is included in deliberations concerning EWU's budget. The UBC is an advisory group to the president and consists of representation from the faculty, classified staff, exempt staff, students, and administrators. All UBC members are appointed by the president, based on recommendations from appropriate constituencies. The UBC works with the president to establish priority funding recommendations based on the university's strategic plan. The UBC reviews new budget proposals, and in times of budget reversions, budget reduction plans. In addition, the committee participates in the development of the university funding initiatives, which are submitted biennially to the legislature. Committee members are expected to represent their constituencies while applying a university-wide perspective to the budget deliberations and recommendations. The

committee is chaired by the vice president for the Division of Business and Finance, who has no voting rights. The Budget Office staffs the committee and maintains minutes and official records of actions. The UBC typically meets monthly throughout the year (<http://access.ewu.edu/Budget/Eastern-Budget-Resources/University-Budget-Committee.xml>).

Budget steps are closely linked to strategic planning. In the budget process, proposals come forward from throughout the divisions to the respective vice presidents, who follow the protocol listed below. Budgets then move to the President's Executive Committee (PEC) and the UBC. In consultation with the UBC and executive staff, the president makes budget allocation decisions in light of strategic goals and priorities. Each May, the budget is presented to the university Board of Trustees (BOT) in a first read, with a second read and BOT approval in June.

Based on the strategic plan, funding goals and priorities and specific budget instructions for the biennium are normally distributed to the campus community no later than September.

Each unit prepares two budget proposals:

- **Stable Funding**, which includes funding-level costs for core functions, and **either**
- **Enhanced Funding**, which includes funding-level costs for basic services and additions for enhanced services/programs to constituents **or**
- **Decreased Funding**, which includes funding-level costs for reduced core services.

Each budget proposal for each unit should include:

- A brief narrative description and justification.
- Discussion of each budget proposal's support of university strategic plan goals.
- The impact of no funding or partial funding.
- Ties to key performance indicators and university accountability measures.
- A proposed assessment plan.

Budget proposals are submitted to the appropriate vice president no later than November (http://access.ewu.edu/Documents/Provosts%20Office/RATF_Final_Recommended_Budgeting_Process.pdf).

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

EWU's 2010 Comprehensive Emergency Management Plan (CEMP) (<http://access.ewu.edu/police/comprehensive-emergency-management-plan>) is a framework for mitigation, preparedness, response, and recovery activities. Designed to enhance and coordinate emergency management capabilities and responses to minimize the impacts of emergencies and disasters, the plan discusses lines of authority, functions, and responsibilities to emergencies/disasters such as 911 procedures, mass illnesses, biohazards, bomb threats and suspicious objects, bombings/explosions, person with a weapon, disruptive person, hazardous materials, fire, and pandemic flu.

The CEMP is a flexible document with responses for a wide spectrum of possible emergencies and evacuation procedures (which vary with the type of emergency). Each year, and most recently in August 2014, the EWU Police Department conducts an annual training exercise that simulates a real event. During this exercise, EWU police test and evaluate most functions of the CEMP, including the mass notification system (<http://access.ewu.edu/police/emergency-notification>).

The university's emergency management program is under the executive direction of the president, and the university's director of public safety is charged with carrying out emergency management

response tactics within the institution. In addition, the director serves as the university liaison with outside state and federal emergency management agencies and organizations. EWU's CEMP complies with planning guidance provided by the Federal Emergency Management Agency and with Washington State law pursuant to Chapter 38.52 of the Revised Code of Washington (<http://apps.leg.wa.gov/rcw/default.aspx?cite=38.52>).

Summary

EWU has documented the depth and comprehensive, interdependent nature of its institutional planning processes, as well as the adequacy and thoughtful use of its resources, all of which lead to fulfillment of the university's mission. Built-in flexibility of budget and resources enables the institution to address unexpected circumstances.

Chapter Four
Eligibility Requirements 22 and 23
Standard Three B: Core Theme Planning
Standard Four A: Assessment
Standard Four B: Improvement

Eligibility Requirement 22: Student Achievement

The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

Each academic program at EWU has published student learning outcomes (SLOs) in the catalog (<http://www.ewu.edu/academics/catalog>), and some are available online. SLOs are also available to students from each of the programs, with some programs connecting SLOs to course syllabi. All degree and certificate programs are expected to submit annual reports that indicate outcomes for their programs, how program outcomes are measured, and the results of those measures. These reports demonstrate success in student learning and highlight areas that can be improved pedagogically, via curriculum revision, or through extracurricular support programs focused on student success. Many programs carry specialized accreditation and provide assessments that address specific accreditation requirements.

College-level synthesis reports are included as part of EWU's program assessment process. These reports represent the colleges' summation of assessment in their programs and provide a broader, institutional perspective on assessment of student learning. These reports can be found at <http://access.ewu.edu/academic-planning-/faculty-support/student-learning-assessment/ewu-degree-and-program-assessment/college-level-synthesis-reports>.

Program assessment reports 1) align with discipline-specific accreditation assessment requirements; 2) align with the college-level synthesis reports; and 3) "close the loop" on student learning by including a section on the previous year's assessment, what changes, if any, have been made, and the resulting impact on student learning.

Completed assessment reports are available online at <http://access.ewu.edu/academic-planning-/faculty-support/student-learning-assessment/ewu-degree-and-program-assessment/slo-assessment-2013-14>.

Eligibility Requirement 23: Institutional Effectiveness

The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its mission and core themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

EWU regularly collects data from students, faculty, and staff to inform decision making. The university, its colleges, and several departments garner information from community partners through activities such as advisory boards and community surveys. Through the university's strategic planning process, data are collected for the core themes to determine progress towards mission fulfillment through the goals established during the accreditation process, strategic planning, and the Board of Trustee's goals. Data are used to inform the university's strategic plan, academic program development, program improvement, campus climate, and accreditation.

Each year the president, President's Executive Committee, and President's Cabinet assess progress on meeting annual goals related to the strategic plan. Progress is measured against specified outcomes such as retention and graduation rates, and this process leads to the creation of new action items for the subsequent year. The president also reports on progress in meeting the goals of the strategic plan to the Board of Trustees (BOT). For example, the university created for the BOT a set of dashboards that included annual updates on retention and graduation rates, student demographics (first-generation, ethnicity, Pell eligibility), number of degrees awarded (including STEM and high demand), and cost of attendance.

Standard Three B: Core Theme Planning

The following section provides evidence that the university utilizes assessment data to evaluate progress in meeting its goals and objectives. Moreover, decisions are vetted through an integrated planning, decision-making, and allocation process that is described in detail in Chapter Three. The core themes, objectives (and outcomes), and evidence of improvement for each core theme are also contained in this chapter.

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.*

The ad hoc peer evaluation report resulting from the NWCCU site team's visit to EWU 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 EWU 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 EWU consider how, or to what degree, each of the objectives relates to institutional purpose.*

In response to this recommendation, EWU determined that mission fulfillment would require meeting Core Theme #1, Objective 1.1: persistence and progress toward educational goals and indicators #1 through #4 specifically.

Increase six-year graduation rates and maintain strong graduation efficiency rates.

1. Six-year completion for first-time full-time freshmen
2. Three-year completion for transfer students
3. Six-year completion for under-represented students
4. Six-year completion for Pell-eligible students
5. Six year completion for graduate degree and certificate students
6. Student completion of undergraduate degrees within 125 percent of credits required for respective degrees

Objective 1.1, documentary evidence, ratings, and achievement of outcomes are shown in subsequent pages of this chapter.

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.*

Establishing the relationship of the accreditation core themes to the university's strategic directions, college and departmental planning, program planning, and outcomes' assessment is a process that is continually improving. Program review and outcomes' assessment data guide program improvements and future programming needs. The intersection of these processes allows the university to develop support programs, identify necessary resources, and manage its operations. The key contributing components specific to each core theme are outlined under the evaluation of the core themes in this chapter.

3.B.3 *Core theme planning is informed by the collection of appropriate 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.*

As a part of its response to NWCCU Recommendation #1, EWU engaged in a careful process to define and evaluate appropriate and meaningful measures and expectations for its core themes.

The indicators assigned to each objective, with supporting evidence of indicator assessment, have been provided by the appropriate university sources. These include, but are not limited to, the Office of Institutional Research; the Office of Human Resources, Rights and Risk; the offices of the deans of the colleges and the library; the Offices of Academic Planning and Undergraduate Studies and Student Success; the Division of Student Affairs; and the Enrollment Services' unit.

Further, to inform a variety of institutional program and service initiatives, the university uses national assessment instruments to collect and benchmark EWU data with that of its peers. Examples include the CIRP survey of incoming freshman, with norms published by the Higher Education Research Institute (HERI); the National Survey of Student Engagement (NSSE) to assess student satisfaction at EWU; and a Noel-Levitz suite of surveys to assess EWU's campus climate.

Standard 4.A: Assessment

This section provides a general overview of the responses to 4.A.1 through 4.A.6. As noted in the NWCCU guidelines, each core theme is evaluated in relation to Standards 3.B, 4.A and 4.B in the subsequent sections of this chapter.

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.*

The systematic collection and analysis of data is the primary responsibility of the Office of Institutional Research (OIRDA) within the Office of Academic Planning, Graduate Programs, Grants and Institutional Research. Additional data are collected by various offices such as Career Services, the Office of Human Resources, Rights and Risk; and the offices of the college and library deans. Institutional Research provides data to the Washington State Educational Data and Research Center (ERDC) and the U.S. Department of Education's Institute of Education Sciences National Center for Education Statistics (IPEDS).

Data collected through OIRDA are reviewed by multiple campus groups and are used as a vehicle to engage in continuous improvement. For example, the Accreditation Steering Committee evaluated progress in meeting each of the core themes. Similarly, the President's Executive Committee relies on data from OIRDA to develop action items and strategies in support the university's strategic plan and the core themes. Finally, as demonstrated throughout the remainder of this chapter, qualitative and quantitative data are used to evaluate the university's progress in meeting its objectives related to its mission and core themes.

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.*

In April 2014, EWU's Faculty Senate voted to approve a new policy on academic program review at EWU. This policy replaced the former longstanding program review policy. The new program review process has several key elements that contribute to better planning and sustainability of existing academic programs at the university.

This review process requires academic programs to engage in self-studies that require outside reviewers with special knowledge of programs' content and intended outcomes. Names/credentials of outside reviewers are submitted with self-studies to a program review committee (PRC). Each program is assigned a PRC member, who acts as a liaison to the program. The liaison reviews the material submitted by the academic program and engages in data gathering and meeting with the program director or chair, faculty, and students. The liaison summarizes all findings for the PRC, which reviews these documents and recommends to the Faculty Senate that the program continue without modification, that it continue with modification, that it continue for a specified period of time with yearly monitoring, or that it be discontinued. Recommendations from the PRC are reviewed by the respective dean with the provost (or designee). (http://cfweb.ewu.edu/policy/PolicyFiles/AP_303_40.pdf)

Program-level review includes assessment of programs at all locations, enrollment patterns, admission requirements, graduation requirements, assessment of SLOs, and outcomes for graduates in employment and/or graduate programs. Programs that frequently place graduates into graduate schools review the admission patterns of their graduates to discern the relative strengths and weaknesses of their respective programs. Finally, many programs have nationally standardized tests or licensure exams that allow faculty to assess their students' learning against national or regional standards.

The university's planning model involves ongoing periodic reviews at the institutional, college, program, and course level to gather additional data on educational outcomes and institutional effectiveness. For example, the strategic plan was updated to include several new initiatives in support of the university's goals in August of 2014. This process led to the following new action items in support of student success:

- Conceptualize an advising model that will be recognized nationally for providing significant support for all EWU students. Determine the cost and feasibility as well as a process for creating appropriate advising space, staffing, and technology support.
- Explore opportunities to support faculty through an EWU Teaching Academy. Develop a long term plan and design a pilot for spring 2015.
- Connect first-year students with faculty or staff member mentors. Conceptualize a model program

and develop feasibility, a timeline, and an implementation process. Create pilot programs(s) for fall 2015.

- Develop powerful alumni and donor connections through an Eagle Connect program. Create an aggressive plan for a scholarship fundraising campaign.
- Develop a creative plan for making EWU campus spaces more welcoming and useful. Potential spaces include the PUB, JFK Library, Brewster Hall, and the Gateway Project.

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.*

In addition to the program review process, each department has published student learning outcomes (SLOs) in the university catalog. SLOs are developed and approved by faculty within their respective academic programs.

Departments are in varying stages of the assessment planning implementation process. Some have developed strong assessment plans that align programs with the college mission. Within these programs, some courses have undergone curriculum revision to better align with the program's published SLOs, thus creating a continuous process of alignment from course-level to college-level. Other programs have revised SLOs to better reflect currency in the discipline, to more clearly communicate program expectations to students, and to assist students in connecting curriculum to intentional learning. Still others have conducted curriculum-mapping workshops and exercises to better align curriculum with programmatic learning outcomes, and some programs have included extensive assessment workshops in their fall retreats. To support these efforts, the Office of Learning, Instruction, and Assessment collaborates internally to integrate assessment practices and data with curriculum development and revision. There remains much work to be done, but programs are responding well to the university's expectation that a culture of assessment will lead to improved student learning and will support academic rigor.

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

And

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.*

The university has engaged in a careful process to define and evaluate appropriate and meaningful measures and expectations for its core themes. To analyze achievement of the core theme objectives, data were provided primarily by the Office of Institutional Research, Demography and Assessment; the Office of Human Resources, Rights and Risk; and the offices of the deans of the colleges and the library. The university uses both quantitative and qualitative data from a variety of sources to inform decision making for programming planning and services. These sources of data include, but are not limited to, surveys, institutional research reports, enrollment data, program review, community engagement data, advisory committees, and employer feedback. The results from student learning outcomes assessment and program review are used to inform program planning and program improvement.

This approach enables the university to evaluate holistically progress in meeting the goals and outcomes of its programs.

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

Since the last accreditation update, EWU has made great progress in establishing a culture of assessment. For example, the Faculty Organization amended its constitution and authorized a joint faculty administrative committee on assessment. This assessment committee is comprised of representative faculty and administrators. The committee oversees all academic program assessment. Thus, academic program evaluation becomes a continuous improvement process where one step in the process informs another. Academic programs are expected to identify student learning outcomes and are expected to assess at least one each year: <http://access.ewu.edu/academic-planning-/faculty-support/student-learning-assessment/ewu-degree-and-program-assessment/college-level-synthesis-reports>. To create and sustain a culture of assessment, the assessment committee developed a set of commonly held ideals around student success.

The strategic plan's goals encompass and expand upon the university's core themes. The measures used to evaluate the achievement of the strategic plan objectives and the core theme objectives complement each other. The measures for the strategic plan objectives are reviewed annually and updated if needed. Planning for programs and services that support the core themes is guided by university's mission, the revised strategic plan objectives, and the core theme objectives. The graphic shown in Chapter One as part of Standard 1.A.2 illustrates the synergy of the core themes, EWU's strategic planning goals, and the goals of the university's Board of Trustees.

EWU's 2012 strategic plan had four main goals: student success, institution of innovation, community engagement, and visibility. Recently the strategic plan was updated, and visibility is now considered a by-product of the university's activities. The revised strategic plan now has three goals: student success, innovation and opportunity, and community engagement.

Assessment and Improvement by Core Theme

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.*

And

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 remainder of this chapter provides evidence that the university utilizes assessment data to evaluate progress in meeting its goals and objectives. Moreover, decisions are vetted through an integrated planning, decision-making, and allocation process that has been described in detail in Chapter Three. The core themes, objectives (and outcomes), and evidence of improvement for each core theme are presented in the following pages of this chapter.

Core Theme #1: A Rigorous and Engaged Student Learning Experience

Core Theme #1 concentrates solely on student success at the university: “a rigorous and engaged student learning experience.” As such, Core Theme #1 is critical to the success of the university as a whole because it speaks to EWU’s institutional mission and reason for existence. For EWU to be successful, it must create an atmosphere where students can ultimately succeed. In order to achieve this outcome, EWU has embraced the strategic planning statement, “Students are the reason we exist.”

Core Theme #1 is represented through three objectives (1.1, 1.2, and 1.3), each of which has one outcome identified and a variable number of indicators of success per outcome. Each objective in Core Theme 1 has been evaluated separately to determine progress towards mission fulfillment. For EWU to reach mission fulfillment, a good or excellent rating in Objective 1.1 must be achieved. Institutional indicators #1 through #4 in Objective 1.1 also must be met.

Objective 1.1: Persistence and progress toward educational goals—this objective must be achieved, and indicators #1 through #4 must be met.

Objective 1.1 Intended Outcome:

Increase six-year graduation rates and maintain strong graduation efficiency rates.

Rationale for Objective 1.1:

Washington has identified a number of degrees (such as STEM fields, agriculture, natural resources, special education, and health sciences) deemed high-demand for the long-term success and health of the state and region (http://www.ofm.wa.gov/budget/pog/indicators/postsecondary/postsecondary_03a.asp).

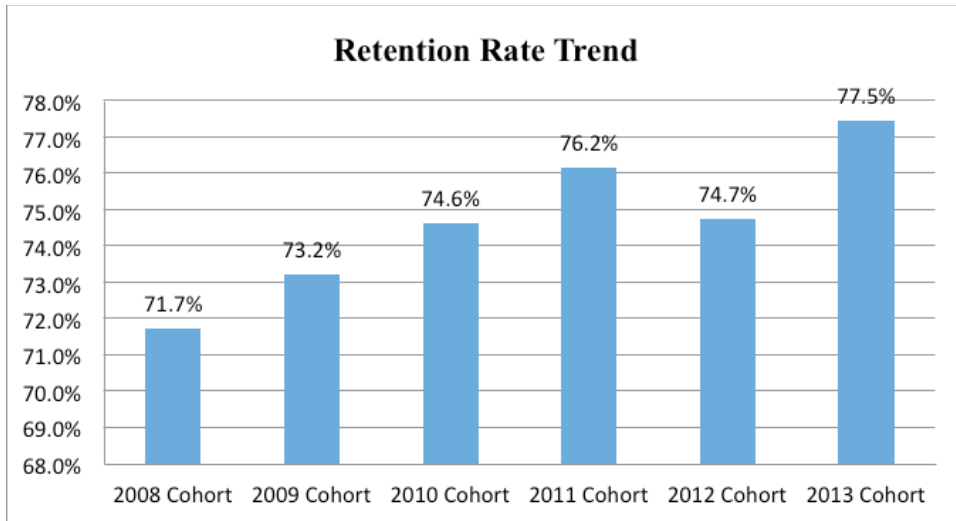
EWU’s mission states that the university is committed to providing opportunity for students and supporting their success. As noted, students’ persistence and graduation represent mission fulfillment for EWU. The Accreditation Steering Committee (ASC) determined that achieving Objective 1.1, persistence and progress toward educational goals, was of primary importance. This decision was reinforced in the university’s Year Three visit by the NWCCU site visit team. The ASC, with guidance from the President’s Cabinet, identified six Objective 1.1 indicators that would determine progress leading to mission fulfillment. Data for these indicators are based on a cohort model that reflects each year of student matriculation.

Objective 1.1 Institutional Indicators and Evidence:

1. Retention and six-year completion rates of first-time, full-time freshmen increased by two percentage points by fall 2014 from the fall 2011 baseline.

Evidence:

Retention of students in the 2013 first-time freshman cohort increased to 77.5 percent, up 1.3 percentage points from the 2011 baseline and nearly 7 percentage points since the 2008 cohort. As demonstrated by data from the Consortium for Student Retention Data Exchange (CSRDE), EWU’s percentage of students who progressed to their third year of study at the university rose from a long-running average of approximately 60 percent to 65 percent for the 2011 cohort of first-time, full-time freshmen.



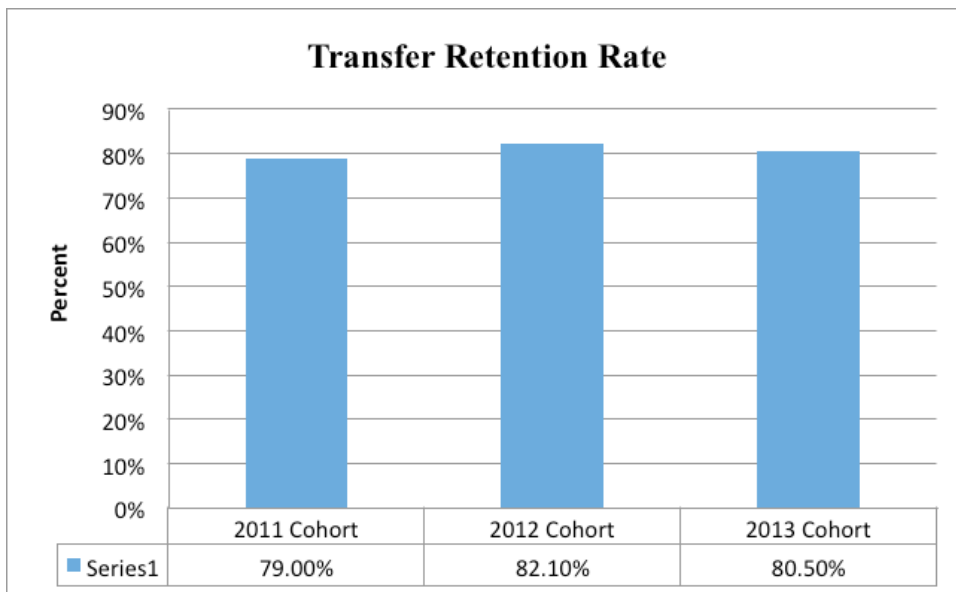
Source: Institutional Research

This indicator has been achieved.

2. Retention and three-year completion rates of transfer students increase by two percentage points by fall 2014 from the fall 2011 baseline.

Evidence:

Retention rates of transfer students increased to 80.5 percent, up 1.5 percentage points from the 2011 baseline.



Source: Institutional Research

This indicator has been achieved.

3. Retention and six-year completion rates of under-represented students as compared with IPEDS peers and Washington public regional universities increase by two percentage points by fall 2014 from the fall 2011 baseline.

Evidence:

Under-represented Retention Peer Summary						
Cohort	IPEDS Peer	WA Peers	Avg. All Peers	EWU	Difference EWU and IPEDS Peers	Difference EWU and All Peers
2011	73%	70%	71%	71%	-2%	0%
2012	74%	80%	77%	75%	+1%	-2%
2013	n/a	n/a	n/a	75%	n/a	n/a

Source: Institutional Research

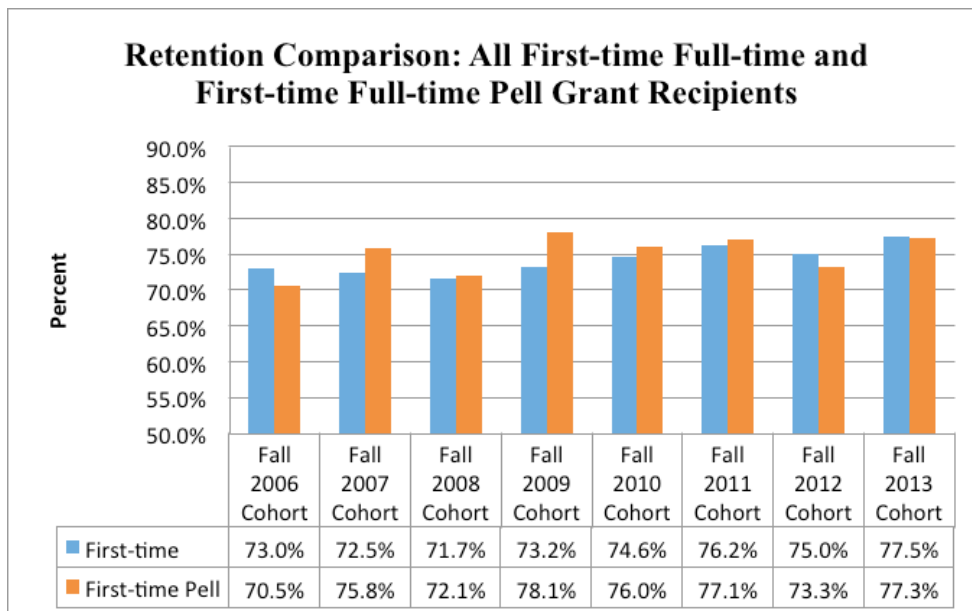
The average retention rate for the combined 2011 under-represented cohort was 71 percent, and the average for the 2012 cohort was 75 percent. The averages for IPEDS peers were 73 percent and 74 percent respectively. While EWU's 2011 percentage trailed the IPEDS peers by 2 percent, EWU's percentage exceeded its IPEDS peers in 2012 by 1 percent. Furthermore, first-to-second-year retention of Hispanic/Latino students is often better than the university's overall retention rate.

This indicator has been achieved.

4. Retention and six-year completion rates of Pell-eligible students increase by two percentage points by fall 2014 from the fall 2011 baseline.

Evidence:

Retention rates of students receiving Pell Grants increased to 77.3 percent for a slight increase from the 2011 baseline. The long-term trend is positive for this measure with an increase of nearly 7 percentage points from the 2006 cohort.



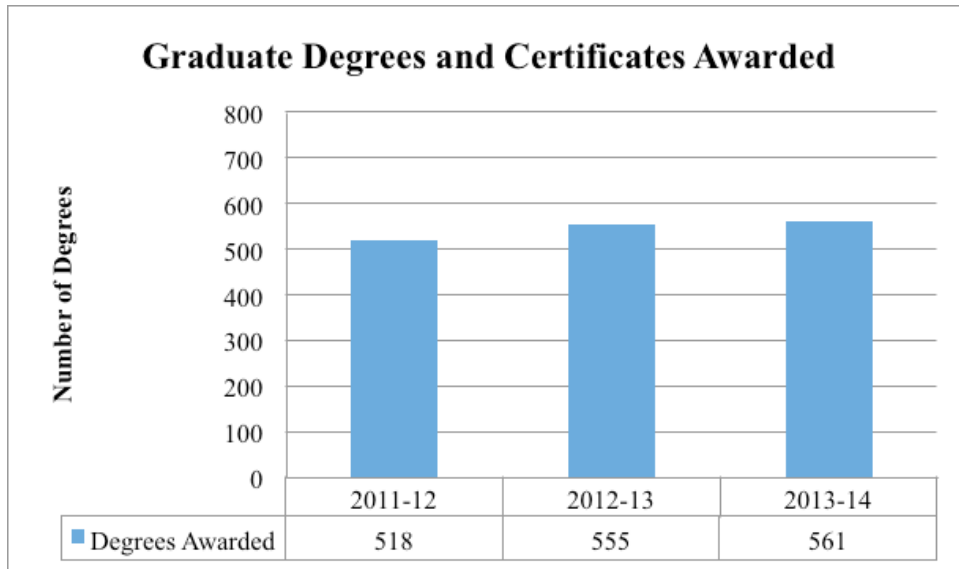
Source: Institutional Research

This indicator has been achieved.

5. Number of graduate degrees and certificates earned within six years of initial graduate enrollment increases by two percentage points by fall 2014 from the fall 2011 baseline.

Evidence:

The number of graduate degrees and certificates has been used as an alternative measure for this indicator. Numbers of graduate degrees and graduate certificates awarded increased from 518 to 561, an increase of 8 percent.



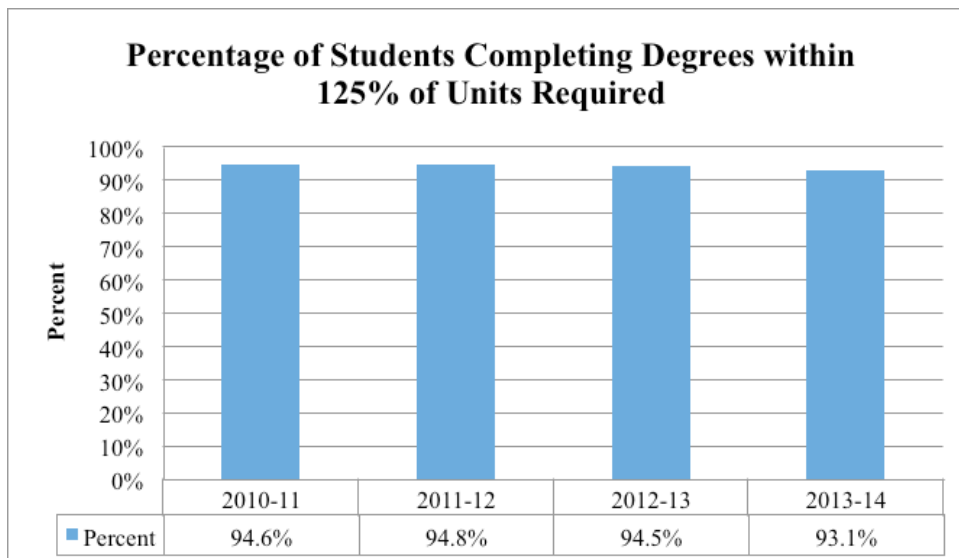
Source: Institutional Research

This indicator has been achieved.

6. Percent of students completing their degrees within 125 percent of credits required for the respective degree remains above 93 percent.

Evidence:

The percent of students completing in 125 percent of credits required for the degree remained stable at 93.1 percent in 2014. Student degree completion rates have ranged from 93 to almost 95 percent over the period observed.



Source: Institutional Research

This indicator has been achieved.

Metrics and Results for Objective 1.1 Institutional Indicators:

Excellent: Achieve five of six indicators (#1 through #4 must be achieved)

Good: Achieve four of six indicators (#1 through #4 must be achieved)

A rating metric of excellent has been achieved in Objective 1.1, as six of six indicators have been achieved. Indicators #1 through #4, the essential indicators identified by the institution for mission fulfillment, have been achieved.

Objective 1.2: Programs aligned with mission and academic vision

Objective 1.2 Intended Outcome:

Support student achievement in rigorous relevant academic and co-curricular programs serving the state and community.

Rationale for Objective 1.2:

The state of Washington has identified high-demand degrees as one key indicator of success for higher education. These degrees have been identified as areas of current need in the state and/or areas that will be of greater need in the future. The expansion of the state's economy increases the demand for college graduates with skills in high-demand areas. Toward this end, EWU is committed to producing a higher number of degrees in these identified fields. Objective 1.2 and the indicators listed within it reflect EWU's commitment to providing more qualified graduates in high-demand areas for the future of the region and state.

To achieve student success, the university must invest in both the academic and personal lives of its students. To that end, EWU works to provide more opportunities for meaningful curricular and co-curricular activities that will create for students a greater sense of belonging and a greater possibility of academic success.

In fall 2014, Academic Affairs, in collaboration with the Faculty Senate, launched a first-year experience (FYE) pilot program. The FYE pilot is a fundamental piece of the efforts to reform and revise general education. These reforms were undertaken because research and reflection revealed that EWU's current general education model was increasing students' time to degree due to the number of courses required to satisfy requirements. The revised approach to general education follows many of the principles of AAC&U Liberal Education and America's Promise (LEAP) <https://www.aacu.org/>. Critical Foundations, the revised general education program under current development by faculty, students, and administration, is designed to help students 1) examine thoughtfully, 2) analyze quantitatively, 3) communicate effectively, 4) live responsibly, 5) engage locally, and 6) think globally.

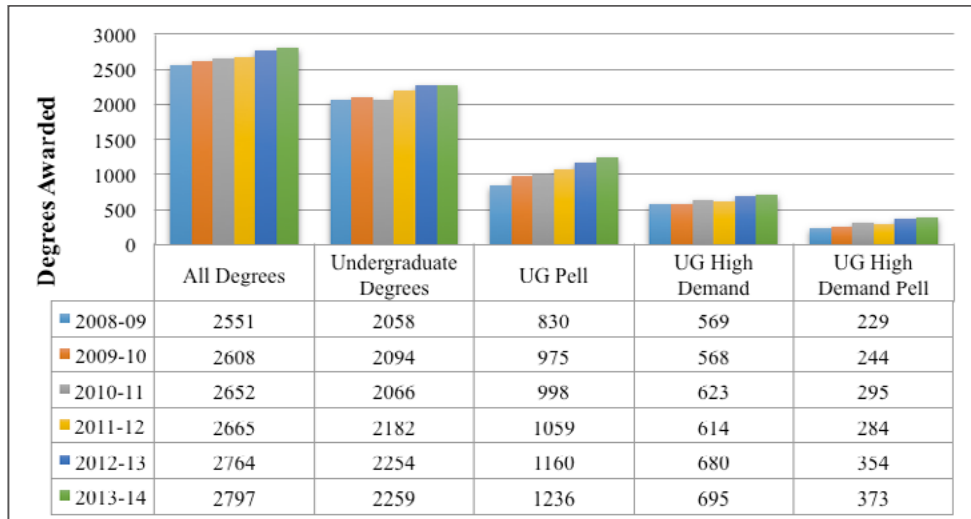
In addition to the FYE and general education initiatives, EWU uses results from program assessment and program review not only to examine current practices in the classroom but also to support revision to a program's overall curriculum. Chairs and directors submit findings annually to the Office of Student Learning, Instruction and Assessment. A sample of these reports can be found at <http://access.ewu.edu/academic-planning/faculty-support/student-learning-assessment/program-slo-assessment>.

Objective 1.2 Institutional Indicators and Evidence:

1. The continued production of graduates in high-demand majors as measured by the state of Washington and EWU remains stable or shows an increasing trend from the fall 2011 baseline.

Evidence:

Production of high-demand graduates increased by 13.2 percent from 2011-2012 to 2013-2014. Academic year 2011-2012 produced 614 high-demand degrees; AY 2012-2013 produced 680, and AY 2013-2014 produced a high-demand degree total of 695, totaling 30.8 percent of all undergraduate degrees awarded.



Source: Institutional Research

This indicator has been achieved.

2. The percentage of students engaged in the campus community as measured by participation in university-sponsored activities and programs to support student achievement shows an increasing trend from the fall 2011 baseline.

Evidence:

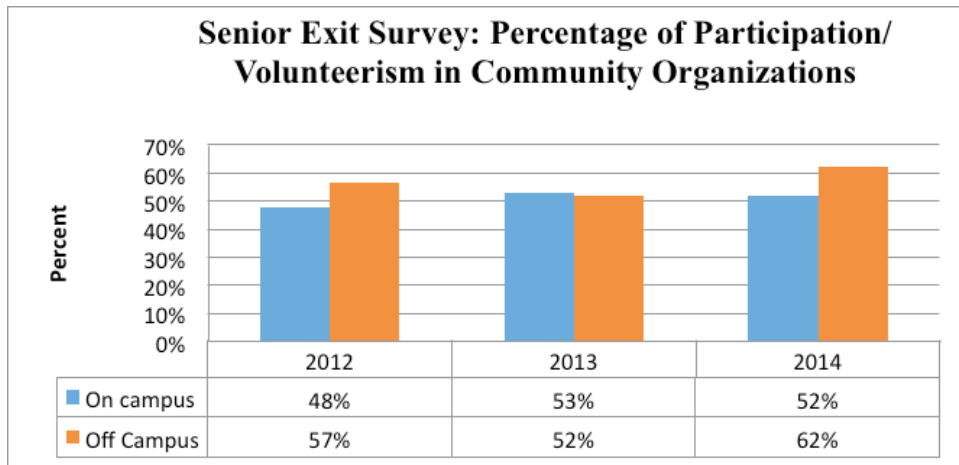
Students' use of academic support services has improved since the 2011 baseline. Writers' Center usage increased 20.8 percentage points from the 2011 baseline; athletic study table usage increased 42 percentage points; and the number of students served by the Program Leading to Undergraduate Success (PLUS) increased 86 percentage points.

This indicator has been achieved.

3. By fall 2014, EWU will establish a baseline for the percentage of students engaged in the community as measured by internships, community service activities, and experiential learning activities.

Evidence:

In 2011-2012, 2,684 students engaged in service, and those students contributed 54,435 hours to the community. In 2012-2013, the number of students grew to 3,101; these students contributed 61,820 hours of service for a 15.5 and 13.6 percent increase respectively from the 2011-2012 baseline. In 2013-2014, the number of students engaged in service increased to 4,048, and the number of service hours increased to 54,874. Data from the EWU senior survey indicated that student involvement in off-campus community service increased from a low of 52 percent to a high of 62 percent in 2014.



Source: Institutional Research

This indicator has been achieved.

4. Data collected from the assessment of program student learning outcomes (SLOs) will continue to be used for the continuous improvement of academic programs as shown through the annual assessment of SLOs.

Evidence:

The university made significant progress toward achieving this indicator. However, a number of academic programs have yet to develop meaningful SLOs or fully implement assessments of their SLOs.

This indicator is ongoing.

Metrics and Results for Objective 1.2 Institutional Indicators:

Excellent: Achieve four indicators

Good: Achieve three indicators

Having achieved three of four indicators, Objective 1.2 has achieved a rating metric of good.

Objective 1.3: Supportive environments for learning and living

Objective 1.3 Intended Outcome:

Foster enhanced facilities, resources, and services support.

Rationale for Objective 1.3:

Providing an environment in which students can learn is of great importance to EWU. Many of the university's students are first generation (approximately 50 percent of incoming freshmen) and low income (approximately 43 percent of incoming freshmen class were awarded Pell). EWU is committed to the success of these students. Many of EWU's students come underprepared for academic success (approximately 50 percent must take development classes in mathematics and/or English). Because of this student profile, students must be supported in both curricular and co-curricular activities. As a part of creating such an environment for students, the university is committed to providing a welcoming environment in which students feel safe and appreciated. The institution is also dedicated to providing highly recommended technologies for an enhanced learning experience.

Objective 1.3 Institutional Indicators and Evidence:

1. Institutional and private support for academic scholarships shows an increasing trend.

Evidence:

From 2010-2011 to 2012-2013, institutional and non-institutional scholarship aid has risen by about 17 percent: from just over \$35,000 to more than \$41,000. Current financial support for higher education continues to decrease to an alarmingly low point in Washington. In light of this, the administration of the university has made support for student scholarships a priority for the coming years. After a review of retention data, the university determined that many students who were slightly above average in academic achievement, but not considered at the top of their respective classes, were leaving the institution because of apparent financial constraints. As a result, scholarships were made more readily available to these students.



Source: Institutional Research

This indicator has been achieved.

2. The utilization of university facilities and physical spaces, including university-provided housing, is designed to enhance the student learning experience. Creation of enhanced learning spaces will show an increasing trend from the fall 2011 baseline.

Evidence:

The university's enhanced learning spaces have grown in recent years. In addition to the Learning Commons (with central services, including the Multi-Media Lab), Patterson Hall, EWU's largest classroom building, has been fully renovated with applicable classroom technology. EWU's newest residence hall, *snyamncut* (pronounced: sin-yam-en-suit), was built with 17 collaborative learning centers for use by its residents.

As earlier stated, data analysis has provided specific insight into the academic support needs of undergraduate students at EWU. Additional review of Student Affairs' Division and housing data indicated that students were not making full use of many co-curricular activities that traditionally lead to greater student success. In response to these data, EWU opened *snyamncut*, its first new residence hall on the Cheney campus in 42 years. To further underscore the hall's underlying purpose and collaborative spaces, its name, *snyamncut*, means 'place of gathering' in Salish. In addition, the university instituted a first-year, live-on-campus requirement, which has greatly bolstered the number of freshmen living on the Cheney campus.

As academic buildings are remodeled, great attention is given to creating appropriate learning spaces. Patterson Hall includes learning technologies, WIFI, and ample space for students to gather. In summer 2014, EWU was given by Washington State University full use of the Phase One building on the Riverpoint campus, thereby increasing the number of classrooms, office space, and common areas.

This indicator has been achieved.

3. The quantity and type of support services provided to students for their curricular and co-curricular success show an increasing trend from the fall 2011 baseline, as measured by contacts or contact hours.

Evidence:

The Student Affairs' Division provides a wide range of student engagement opportunities and events through the following areas: Housing and Residential Life, Career Services, Student Activities Involvement and Leadership (SAIL), the PRIDE Center, New Student Programs, Health Wellness and Prevention Services, Counseling and Psychological Services, Campus Recreation, the Associated Students of EWU (ASEWU), and the Veteran's Resource Center. All nine Student Affairs' areas demonstrated upward trends in combined attendance and events offered, indicating an overall upward trend in student engagement and an increase in supportive environments for learning and living.

EWU continues to monitor student use of specific student academic support and co-curricular activities. Data gathered from these programs show an increase in most areas. Utilization of the Writers' Center, PLUS, and the summer bridge program has increased significantly. Metrics used to measure co-curricular activities showed an increasing trend in the nine areas identified from the 2010-2011 baseline.

This indicator has been achieved.

4. The proportion of students, faculty, and staff who have undergone Green Dot (a national violence prevention movement), LGBT, and other campus climate training opportunities shows an increasing trend from the 2011 baseline.

Evidence:

In 2011-2012, 130 LGBT ally training sessions for students, faculty, and staff, and 475 campus events for students, faculty, and staff were offered. In 2013-2014, EWU's PRIDE Center conducted 144 ally trainings and offered 572 campus events for students, faculty, and staff. Due in large part to a significant decline in campus interest regarding the Green Dot program, particularly among those who were willing to serve as trainers, EWU has opted to implement an array of new programs designed to educate the campus community about sexual violence, bystander intervention, and survivor support. Since 2012, as a part of its Welcome Week activities, EWU has facilitated "Sex Signals," a highly interactive skit-based presentation that teaches all new students about sexual violence and communication in intimate relationships. In 2014-2015, EWU started an online education program for all new students, as well as student athletes and Greek community members, called "Think About It," which educates students to reduce risky behaviors and strives to prevent sexual assault on campus and to inform students about campus resources. Another initiative is "Start by Believing," a public awareness campaign to support survivors of sexual assault through positive community response and bystander intervention.

This indicator has been achieved.

5. The proportion of enhanced classrooms having the latest technology available shows an increasing trend from the fall 2011 baseline.

Evidence:

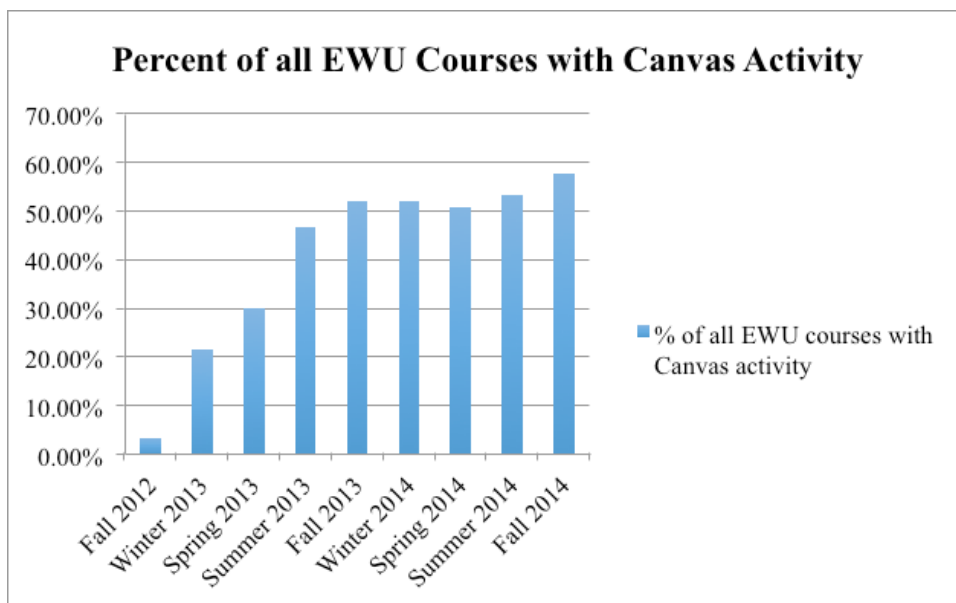
The number of enhanced classrooms grew from 151 in the 2011-2012 baseline to 192 in 2013-2014. This increase was due, in large part, to the re-opening of Patterson Hall, the university's largest classroom building.

This indicator has been achieved.

6. The proportion of courses using a learning management system shows an increasing trend from the fall 2011 baseline.

Evidence:

Analysis of the utilization of EWU's current course management tool, Canvas, shows an upward trend from its implementation in 2012 to the present.



Source: Information Technology

This indicator has been achieved.

Metrics for Results for Objective 1.3 Institutional Indicators:

Excellent: Achieve six indicators

Good: Achieve four indicators

With six of six indicators achieved, Objective 1.3 has achieved a rating metric of excellent.

Core Theme #1 Overall Results: With all objectives achieved, Core Theme #1 is considered achieved.

Core Theme 1: Analysis and Improvement

An overall review of the indicators for Core Theme #1 supports the conclusion that the campus has made significant improvement in achieving its goals and objectives. Furthermore, all indicators for Core Theme 1.1, "persistence and progress towards educational goals," were identified by the

Accreditation Steering Committee as those that would give the university the best information regarding student success. Many of these indicators are recognized either nationally or by the state of Washington as indicators of an institution's relative success.

As demonstrated, outcome data on Core Theme #1 indicators are regularly gathered and analyzed. The results of these data are used to improve student support in academic and co-curricular areas. For example, data on transfer-student time to degree were closely examined, and the outcomes of those data led to the creation of the university's Transfer Center.

The Transfer Center is dedicated to creating strong relationships with EWU's community college neighbors as well as ensuring that students are appropriately advised so that time to degree is shortened. Data analysis also led to the creation of Destination Eastern. This joint program with community college partners in Spokane has been designed to provide community college students with simultaneous admission to the community college of their choice and to EWU. Students begin their college careers at a community college but are advised on EWU's general education requirements as well as on their chosen areas of study relative to EWU's course and program requirements. This strategy provides a more seamless transition to EWU and is meant to improve degree completion rates and reduce time to degree.

EWU has made significant progress towards mission fulfillment as measured by the indicators in Core Theme #1, Objective 1.1. Retention rates in most categories increased, most noticeably for EWU's first-time freshmen. Retention rates rose from a low of 71.7 percent in 2008 to its most recent level of 77.5 percent, an increase of nearly 6 percentage points. The increase from 2011 was 1.3 percentage points below the desired target of two percentage points; however, the long-term trend is positive, reflects significant progress, and indicates the institution's dedication to student success. This improvement is also supported by a 2014 IPEDS report, which shows that comparable institutions have a retention rate of 73 percent compared to EWU's rate of 75 percent for the 2007 cohort. Such comparisons demonstrate EWU's strong commitment to student success as measured by retention rates.

Academic programs regularly assess student learning. These data are used to determine where changes should be made to programs, their content, and their methods of delivery if needed. Data on student learning and outcome assessment are reported centrally to the Office of Student Learning, Instruction, and Assessment (OSLIA). Examples of student learning outcome plans can be reviewed at (<http://access.ewu.edu/academic-planning-/faculty-support/student-learning-assessment>).

Assessment of student learning outcomes can be challenging for academic departments. The program manager for the Office of Student Learning, Instruction, and Assessment (OSLIA) helps mitigate this process by meeting regularly with academic department chairs, whether individually or in small groups, to help them identify SLOs and methods of measuring them. Further, the program manager supports interpretation of the results of assessing SLOs and developing action plans when necessary.

The university also has used data to enhance opportunities to enhance student learning outside the classroom. For example, EWU recently implemented a number of academic initiatives to support Core Theme #1, Objective 1.1. In September 2012, the university opened the EWU Learning Commons in the John F. Kennedy Library on the Cheney Campus. Based on data gathered from students, faculty and staff, the Learning Commons was designed as an interactive space where students can collaborate. Additionally, several student academic support services such as the Writers' Center, Program Leading to University Success (PLUS), and the Digital Commons have been co-located in the Learning Commons. Since the inception of the Learning Commons in September 2012, utilization of

these services has grown significantly. Previously, student learning support services had been housed in different locations across the Cheney campus. The services were not always easy to locate, and as a result, many were greatly underutilized. Since the co-location of these services, student utilization of has grown dramatically, as evidenced by a large increase in JFK Library's gate count, which has moved from 73,288 in October 2011 (pre-Learning Commons) to an October 2012 gate count of 92,387.

In another student success initiative, the Department of Mathematics, in collaboration with the Academic Planning unit, examined student success rates in developmental mathematics with the expressed goal of improved academic success. The department engaged in a yearlong exploration of a new developmental math curriculum and researched successful pedagogical approaches before adopting the Assessment and Learning in Knowledge Spaces (ALEKS) curriculum. In further collaboration with the Academic Planning unit, the Math Department chair and the director of developmental mathematics designed a classroom specifically dedicated to supporting developmental mathematics and a mathematics lab. The department then hired faculty experienced in and dedicated to the teaching of developmental mathematics. These faculty regularly engage in data gathering and meet frequently to discuss successful pedagogical approaches. As a result of this work, developmental mathematics course completion rates have risen dramatically at EWU: from approximately 49 percent prior to ALEKS' implementation to more than 70 percent.

Several recent projects are designed to continue the positive trends in retention and graduation rates as well as credits to degree. Most notable are the efforts to revise the general education program and to develop a state-of-the-art advising model. The revised general education program will require fewer credits and incorporate a first-year experience (FYE) sequence. These changes, coupled with a review of all programs, will ensure that the total number of required credits for graduation, including all prerequisites, does not exceed 180 unless additional credits are mandated by accreditation or licensure.

Regarding the initiative to redesign academic advising, this effort has been informed by NSSE survey results and reviews by outside consultants regarding best practices. The goal is to implement changes effective fall 2015 to improve student success, as measured by retention rates, improved time to degree, and greater student satisfaction with advising.

Core Theme #2: An Academic Community that Supports and Engages Faculty and Staff throughout their Careers

Eastern Washington University will partially achieve its mission by "developing faculty and staff by growing and strengthening an intellectual community and supporting professional development" (<http://www.ewu.edu/inspiringthefuture/strategic-plan>).

Current research in post-secondary education shows a positive correlation between student success and student contact with supportive adults inside and outside the classroom. The university's second core theme is fundamental to creating such an environment. Since the publication of its strategic planning document "A Commitment to Action: 2004 Report on the Learning Environment," EWU has furthered the development and support of an integrated academic experience rich in opportunities for exploration, discovery, and learning by the entire EWU community.

EWU's commitment to students is, by extension, a commitment to faculty and staff, who are the greatest contributors to the academic lives of students. Strong faculty connections to students both inside and outside the classroom, through research and mentorship, better engage students in setting and achieving their own educational goals. Therefore, EWU wishes to assure long-term investment in the lives of those who directly contribute to student success.

The objectives for Core Theme #2 reinforce EWU's mission by strengthening the intellectual community and by supporting professional development for faculty and staff. These objectives continue to strengthen EWU's reputation by raising the visibility of EWU's high-quality academic programs, community engagement, and innovation.

Objective 2.1: A campus culture of participation and engagement that recognizes and supports faculty and staff

Objective 2.1 Intended Outcome:

Increase the number of engaged faculty, staff, and students.

Rationale for Objective 2.1:

EWU recognizes that faculty and staff are a valued and important resource and contribute directly to student success. Understanding that the university's primary infrastructure is its people, EWU makes a commitment to those who dedicate themselves to student learning, both directly and by other means. EWU views encouraging faculty development and professional opportunities as a long-term investment its future.

Objective 2.1 Institutional Indicators and Evidence:

1. Scholarly and creative output identified by faculty in faculty activity plans (FAPS) is achieved.

Evidence:

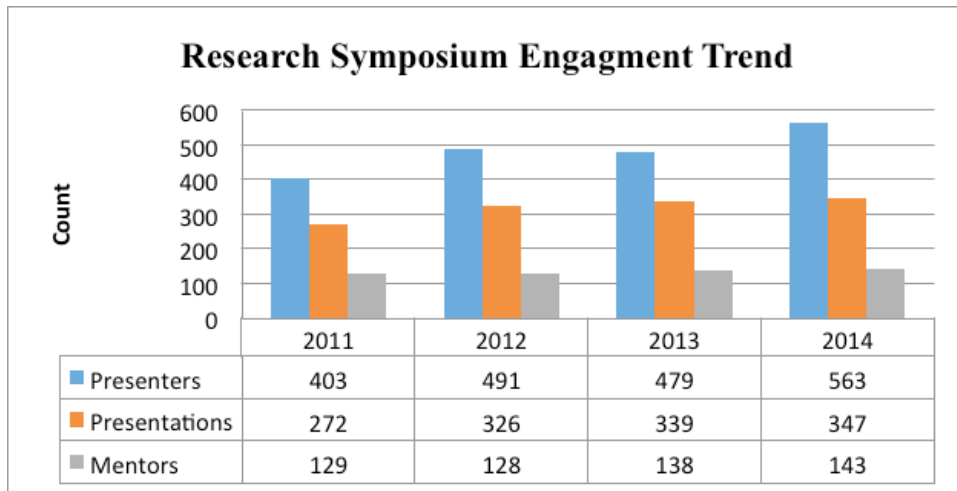
To achieve tenure, probationary faculty must meet the expectations for scholarship and creative activities that are specified in their FAPs and their respective college and department policies and procedures. Such professional expectations ensure that all faculty who are promoted to associate professor with tenure have achieved this objective. Moreover, the current faculty contract includes a provision, beginning in academic year 2015-2016, for merit pay for full professors who demonstrate exceptional achievement in scholarship and creative activities in relation to their FAPs and their college and department policies and procedures. This new process is expected to provide an additional incentive for faculty to continue to produce appropriate scholarship and creative activities throughout their careers.

This indicator has been achieved.

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.

Evidence:

Between spring 2011 and spring 2014 there was a 39.7 percent increase in student presenters at EWU's annual Student Research and Creative Works Symposium. There has also been a 10.9 percent increase in the number of faculty mentors. During this same period, student participation in the National Council on Undergraduate Research (NCUR) conference increased from 29 participants in 2011 to 43 participants in 2014. From April 16–18, 2015, EWU, as NCUR's 2015 host institution, will welcome more than 3,000 student participants and 400 faculty mentors from nearly all 50 states, the District of Columbia, Puerto Rico, additional U.S. Territories, Canada, and other countries worldwide to participate in NCUR. These activities are evidence that EWU is "fostering excellence in learning through quality academic programs, undergraduate and graduate student research, and individual student-faculty interaction."



Source: Institutional Research

This indicator has been achieved.

3. Number of work products developed by faculty receiving faculty grants for research and creative works remains stable or shows an increasing trend from the 2010-2011 academic year baseline.

Evidence:

In 2010-2011, the university reported 23 work products as the result of the Faculty Grants for Research and Creative Works program. In 2012-2013 EWU reported 24 work products.

This indicator has been achieved.

4. Service to the department, college, university, or community identified by faculty in faculty activity plans (FAPs) is achieved.

Evidence:

Academic areas have addressed this indicator in a variety of ways; however, the sum of their responses shows that this indicator has been met. For example, based on the past three academic years' data for the College of Arts, Letters and Education, faculty exceeded service activities listed in their FAPs. Similarly, the College of Social and Behavioral Sciences and Social Work showed that faculty met objectives well. The College of Science, Technology, Engineering and Mathematics also met objectives. The Geology Department demonstrated many areas of service provided by faculty for the department, university, and community. In addition, faculty from the Engineering and Design Department participated in 49 projects sponsored by local and/or regional organizations. In the College of Health Science and Public Health, faculty from the Physical Therapy Department participated in 16 projects to help meet local/regional needs. Dental Hygiene provided student veterans with free dental care during the department's annual Smile for Vets Day, and the program provided cleanings, exams, and sealants on children's teeth in the selected schools. More details can be viewed here: <http://access.ewu.edu/provosts-office/ewu-accreditation-home-page/core-themes/core-theme-2/objective-21>.

This indicator has been achieved.

5. As measured by the campus climate survey, numbers of all measures that have moved from negative to neutral or positive show an increasing trend.

Evidence:

On EWU's prior campus climate survey of faculty and staff, eight items scored in the negative

satisfaction range (4 percent of faculty items and 8 percent of staff items). A subsequent set of campus climate surveys was administered in fall 2014 to determine if the items in the negative range had improved. There was a notable improvement, resulting in only 2 of 75 staff items and none of 75 faculty items in the negative range in 2014.

This indicator has been achieved.

Metrics and Results for Objective 2.1 Institutional Indicators:

Excellent: Achieve five indicators

Good: Achieve three indicators

Having achieved five of five indicators, Core Theme #2, Objective 2.1 receives a rating metric of excellent.

Objective 2.2: An institution that supports research and creative activities through grants and contracts

Objective 2.2 Intended Outcome:

Support research and creative activities with grants and contracts.

Rationale for Objective 2.2:

The more an institution invests itself in the success of its employees, the more the employees invest themselves in the success of the institution. Student engagement (Core Theme #1) depends on faculty and staff engagement. Thus, “professionally accomplished faculty who are strongly committed to student learning” are those who are supported in their disciplinary research, their commitment to creative pedagogy, and their efforts to work in service to university goals beyond the confines of discipline and department. When faculty and students partner in research, faculty members and students benefit, and such partnerships provide a richer learning experience.

Objective 2.2 Institutional Indicators and Evidence:

1. Number of grants and contract proposals submitted shows an increasing trend from the 2011 baseline.

Evidence:

The number of proposals submitted grew 48 percent from EWU’s 2011 baseline.

This indicator has been achieved.

2. Number of grants or contracts procured shows an increasing trend from the fall 2011 baseline.

Evidence:

The number of grants and contracts procured has grown 22 percent from EWU’s 2011 baseline, resulting in funding of nearly \$10 million in 2013-2014.

This indicator has been achieved.

3. Number of students employed on grants and contracts awarded to the university shows an increasing trend from the fall 2011 baseline.

Evidence:

The number of students employed by funds procured through grants and contracts decreased 40.5 percent from the 2011 baseline.

This indicator has not been achieved.

4. Total grant and contract dollars procured by the university are comparable to its IPEDS peers when comparing averages.

Evidence:

The final Washington Learns report, published in 2006, established the Global Challenge States. These included California, Connecticut, Massachusetts, New Jersey, and Virginia. A set of peers was identified from these states for all four-year universities in the state of Washington. EWU exceeded the average federal grants and contracts' dollars of its Global Challenge peers for the four most recent years available in IPEDS. EWU's average for federal grants and contracts for three out of four years was \$6,401,868. In the 2011-2012 academic year, EWU federal grants and contracts exceeded the Global Challenge peers by \$1,294,570.

This indicator has been achieved.

Metrics and Results for Objective 2.2 Institutional Indicators:

Excellent: Achieve four indicators

Good: Achieve three indicators

Having achieved three of four indicators, Core Theme #2, Objective 2.2 receives a rating metric of good.

Objective 2.3 (a) and (b): Hiring, recruiting, and retention practices aligned with mission and academic goals

Evaluation of Objective 2.3: To achieve an excellent rating metric in Objective 2.3, both 2.3(a) and 2.3(b) must be achieved. To achieve a good rating metric, a minimum of "good" must be obtained in both sub-indicators. To achieve a metric rating of good in Objective 2.3.a, two of three indicators must be achieved; a metric rating of good in Objective 2.3.b will require achieving three of four indicators.

Rationale for Objective 2.3.a:

To prepare EWU faculty and staff to contribute to a culturally diverse society, it is important for the university to reflect the diversity of the region, the state of Washington, and the nation. Use of established standards, advertising in diverse venues, and monitoring the diversity of applicant pools will provide information on the university's commitment to this objective. To ensure that faculty and staff are able to serve as model professionals, engaged citizens, and leaders, the university supports the development of cultural competency in faculty and staff in order to foster respect for cultural differences.

The success of EWU's students directly relates to a stable and dedicated faculty and staff who reflect the diversity of the students. National data indicate a direct correlation between students' developing strong ties to faculty and staff and students' eventual success in obtaining their educational objectives. With this in mind, the Accreditation Steering Committee wrote Objective 2.3.a specifically to highlight the importance of recruiting, hiring, and retaining faculty and staff who are well qualified for their positions and who demonstrate the ability to meet performance expectations.

Objective 2.3.a Intended Outcome:

Ensure that faculty and staff reflect the diversity of Washington.

Objective 2.3.a Institutional Indicators and Evidence:

1. Share of faculty and staff of diversity increases from the fall 2011 baseline.

Evidence:

Gender diversity among faculty has been steady since 2010. A comparison of the diversity of faculty and staff shows an increasing trend in the share of faculty and staff who have self-identified as persons of racial diversity. The share of faculty and staff from diverse groups increased from 11.6 percent to 14.4 percent while the increase for faculty was 12.0 percent to 16.2 percent from 2010 to 2014.

Faculty and Staff	October 2010	October 2011	October 2012	October 2013	October 2014
Headcount	1192	1172	1198	1286	1364
Percent Female	50.7%	50.3%	47.7%	49.6%	50.1%
Percent Persons of Color	11.6%	11.8%	12.9%	12.9%	14.4%
Faculty					
Headcount	418	391	413	437	474
Percent Female	45.5%	45.3%	44.6%	44.9%	44.5%
Percent Persons of Color	12.0%	13.0%	14.5%	14.2%	16.2%
Source: Human Resources, Rights and Risk; Workforce Profile Data 2010 to Present http://access.ewu.edu/Documents/HRRR/HR/Workforce%20Metrics/Data_Trends.pdf					

This indicator has been achieved.

2. Percentage of EWU job postings placed in targeted venues to attract a broad pool of applicants is maintained at 100 percent.

Evidence:

EWU continues to advertise for staff and faculty positions in targeted venues (e.g., BlacksInHigherEd.com, *Diverse Issues in Higher Education*, HispanicsInHigherEd.com, DiversityJobs.com, and Minority Jobs) in an effort to increase the diversity of the faculty and staff.

This indicator has been achieved.

3. Percentage of minority applicants for faculty and staff positions relative to the diversity of labor markets as established in the EWU affirmative action plan shows an increasing trend from the 2010-2011 academic year baseline.

Evidence:

The average percentage for all EWU job applicant classes was compared to the average percentage of applicable job categories in the labor market. At EWU, the overall percentage of minority applicants for faculty and staff positions exhibited an upward trend between 2010 and 2012 while the labor market availability remained stable. In 2010, the average EWU minority applicant percentage trailed the average market availability by about three percent. However, as a result of its increasing trend, the 2012 EWU average percentage exceeded the labor market availability by a small margin.

This indicator has been achieved.

Metrics and Results for Objective 2.3.a Institutional Indicators:

Excellent: Achieve three indicators

Good: Achieve two indicators

Having achieved three of three indicators, Core Theme #2, Objective 2.3.a receives a rating metric of excellent.

Objective 2.3.b Intended Outcome:

Recruit, hire, and retain faculty and staff who are well qualified for their positions and who demonstrate the ability to meet performance expectations.

Rationale for Objective 2.3.b:

The university has identified employing “a professionally accomplished faculty who are strongly committed to student learning” as a strategy for achieving its mission. Teaching serves as the primary function of faculty at the university. Potential faculty members must be fully informed of the expectations of highly effective teaching, student learning, and engagement in their disciplines. Providing “exceptional student support services” is another strategy the university uses to achieve its mission. Hiring and retaining qualified faculty and staff who support and enhance the student learning experience facilitate EWU’s mission by “fostering excellence in learning through quality academic programs, undergraduate and graduate student research, and individual student-faculty interaction.”

Objective 2.3.b Institutional Indicators and Evidence:

1. Percentage of faculty position postings that include a statement of performance expectations for teaching competence and assessment of learning shows an increasing trend from the fall 2011 baseline.

Evidence:

In February 2014, the following language was added to all faculty job postings: “All faculty are expected to engage in effective teaching and in assessment of student learning outcomes.”

This indicator has been achieved.

2. Percentage of faculty recognized for teaching effectiveness, scholarship and creative activities, and service through merit pay awards remains stable.

Evidence:

The percentage of faculty recognized for teaching effectiveness, scholarship and creative activities, and service remained stable at 12 percent between the 2007-2008 and 2011-2012 academic years. With the implementation of the new Collective Bargaining Agreement with the United Faculty of Eastern in 2013, no merit pay awards were given for performance during the 2012-2013 and 2013-2014 academic years, and no merit pay awards will be given during the 2014-2015 academic year. However, the Collective Bargaining Agreement addressed salary compression for those faculty not paid at or near the College and University Professional Association average for their fields (<http://chronicle.com/blogs/ticker/jp/faculty-contract-at-eastern-washington-u-raises-salaries-by-market-rates>).

This indicator has been achieved.

3. Number of professional development opportunities for faculty and staff remains stable or improves.

Evidence:

EWU’s Office of Human Resources, Rights and Risk provides faculty and staff training in areas such as labor relations, performance management, ethics, fostering a civil workplace, bullying prevention, and supervisor orientation. The number of trainings per year increased from 173 in 2011 to 416 in 2014.

This indicator has been achieved.

4. Percent of faculty with terminal degrees remains stable.

Evidence:

Both the number of full-time faculty and the percentage of faculty with terminal degrees has increased between 2011 and 2014. Full-time faculty counts increased from 411 in 2011 to 462 in 2014. Almost all EWU full-time faculty have terminal degrees, and the percentage has increased from 97.6 percent in 2011 to 99.4 percent in 2014.

This indicator has been achieved.

Metrics for Objective 2.3.b Institutional Indicators:

Excellent: Achieve four indicators

Good: Achieve three indicators

Having achieved four of four indicators, Core Theme #2, Objective 2.3.b receives a rating metric of excellent.

Core Theme #2, Objective 2.3 Overall Results:

Having achieved all indicators in Objectives 2.3.a and 2.3.b, and achieved excellent ratings in both sub-indicators, Core Theme #2, Objective 2.3 has been achieved.

Core Theme #2 Overall Results: With all objectives achieved, Core Theme #2 is considered achieved.

Core Theme #2: Evaluation, Analysis, and Improvement

The university is committed to creating an academic community that supports and engages faculty and staff throughout their careers. As noted throughout this section, the university has made significant progress on a number of issues related to this goal. For example, growth in the number of student research projects, coupled with the increase in mentors, provides evidence of a culture of student engagement through research and creative activities. Further evidence of this is the 2015 NCUR conference, which will be held at EWU in April 2015. NCUR will bring thousands of students from throughout the U.S. to campus to participate in an undergraduate research conference (http://www.cur.org/ncur_2015/). Data from the National Survey on Student Engagement (NSSE) show that, on average, EWU students participate in research projects with faculty members more often than in other colleges/universities in the far western United States or than in other institutions in EWU's Carnegie class. Overall, NSSE data indicate that EWU seniors engage in high-impact practices on a level that is as great as or greater than peers ([http://access.ewu.edu/Documents/Institutional%20Research/NSSE14%20High-Impact%20Practices%20\(EWU\).pdf](http://access.ewu.edu/Documents/Institutional%20Research/NSSE14%20High-Impact%20Practices%20(EWU).pdf)).

Support for faculty engagement is well established at EWU. The Collective Bargaining Agreement (CBA) includes a provision for faculty development funds of \$1,200 per year per tenure-track line, summer research funds of \$250,000 per year, and paid professional leaves (i.e., sabbaticals). To encourage faculty to secure external grants, the Provost's Office has provided summer seed funding totaling \$10,000 per summer since 2013. Funding recipients receive up to \$2,000 and are expected to submit an external grant. This program has stimulated additional grant activity, and faculty members have received grants from such agencies as NSF and NIH.

The CBA requires all tenured and tenure-track faculty to prepare a faculty activity plan (FAP). The

FAP includes three required sections addressing teaching, research and scholarly/creative activities, and service. The policies and procedures (P&Ps) of the individual colleges further define acceptable activities in each of these areas, and a department's P&Ps can be more specific than its college-level P&Ps. FAP duration is determined by the CBA according to a faculty member's rank, and at the conclusion of each FAP, faculty report on how they accomplished required activities. Research and scholarly/creative activities of FAPs require peer-reviewed publications, books, grants, presentations, abstracts, exhibits, technical reports, software, modules, short courses, workshops, and book reviews. The number of items to be completed is determined by the college and department P&Ps by rank. FAP service activities are usually divided into areas of service to department, college, university, and community, with faculty's being required to do work in all areas. EWU's Office of Community Engagement works with faculty on community service activities.

In 2011, faculty, staff, traditional students, and adult students were administered separate versions of Noel-Levitz surveys to gauge perceived importance as well as satisfaction levels with various aspects of EWU's campus climate. The three Noel Levitz instruments used were the Institutional Priorities Survey (separate administrations to faculty and staff), the Adult Student Priorities Survey (administered to adult students), and the Student Satisfaction Inventory (administered to traditional-aged students). The surveys had many questions in common for institutional group comparison. None of the student responses was in the negative range. Eight items scored in the negative satisfaction range in the faculty and staff surveys (4 percent of faculty items and 8 percent of staff items). A subsequent set of campus climate surveys was administered in fall 2014 to determine if the items with means in the negative range improved. There was a notable improvement, resulting in only 2 of 75 staff items and none of 75 faculty items in the negative range.

The university has made progress in achieving its workforce goals related to diversity. Since 2010, the overall diversity of faculty and staff has increased. Moreover, the diversity of the faculty has increased. With a diverse student profile, the diversity of the faculty and staff is a critical element in EWU's meeting its missions and goals. Although significant progress has been made in hiring a more diverse faculty and staff at EWU, the goal of reaching comparable percentages with those of the state of Washington remains a goal for improvement. Even so, the university demonstrates progress in this area as the percentages of diverse employees exceed that of the regional population.

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

Eastern Washington University will partially achieve its mission by "creating environments for personal transformation that enrich the lives of individuals, families, communities, and society at large." Strategic plan goal: Increase community engagement through active participation of students, staff, and faculty with community groups, businesses, organizations, and government (<http://www.ewu.edu/inspiringthefuture/strategic-plan>).

EWU's mission is to prepare students to pursue culturally enriched and economically sustainable lives beyond the institution. Outreach to and engagement with diverse external communities are essential to EWU's success as a public regional comprehensive university.

The objectives for this core theme reflect engagement with the regional, national, and broader international communities. Engagement with the local community occurs through community participation on EWU advisory boards and the strategic representation of faculty, staff, and students in community organizations. Engagement with national communities is reflected in EWU's participation

in efforts such as providing educational opportunities for first-generation and underserved communities. EWU furthers this objective through internships and learning opportunities such as undergraduate and professional research conferences. As well, the university encourages faculty participation in seeking and receiving grant opportunities that involve students and that respond to research interests beyond the region. Engagement of students and faculty with the international community takes place both on EWU's campus, through visiting scholars and students, as well as on the campuses of partner institutions outside of the United States when EWU students and faculty engage in travel, research, learning, and teaching abroad.

Objective 3.1: University engagement with and responsiveness to the needs of local and regional communities

Objective 3.1 Intended Outcome:

Engage partners to ascertain and respond to regional needs and to increase the university's visibility.

Rationale for Objective 3.1:

A healthy relationship between the institution and its surrounding communities requires a rich flow of information. Administrators and faculty who create advisory boards that include local constituents ensure that the community perspective is heard and considered in shaping the university's programs. Faculty, staff, and students who participate in a broad range of local organizations such as boards, civic groups, professional societies, and media demonstrate that EWU is responsive to local community needs and that the community is aware of EWU's presence in and support of local and regional health and vitality through economic, educational, social, artistic, political, and scientific channels. Members of the faculty and administration respond to local and regional needs through a variety of mechanisms, including curricular change and program creation. EWU remains a significant higher educational driver in the region and the state. Through outreach to the community, EWU responds to local and regional needs through research and service activities.

Objective 3.1 Institutional Indicators and Evidence:

1. Advisory boards' strategic participation in the governance and direction of the colleges/ departments is demonstrated in the minutes of advisory board meetings.

Evidence:

Colleges and departments are supported by advisory boards that demonstrate strong commitment and intentionality to advance and provide direction for the university. All the academic units have established college and/or department/program advisory boards.

This indicator has been achieved.

2. Evidence of participation of faculty, staff, and students with local boards, civic groups, professional societies, and media will be collected.

Evidence:

EWU faculty, staff, and students demonstrate strong commitment to the community as evidenced by participation in advisory boards for local businesses and social services, dedication to the advancement of civic engagement in the region, and connections to professional societies.

This indicator has been achieved.

3. Number of faculty and staff supported by local and regional organizations to conduct research and provide technical assistance to meet local and/or regional needs shows an increasing trend from the

2011-2012 academic year baseline.

Evidence:

EWU sustains a high level of commitment to local and regional organizations as attested by the increasing number of community partnerships the university maintains.

Total Community Partnerships	
Academic Year 2012-2013	674
Academic Year 2013-2014	830

Source: Office of Community Engagement

This indicator has been achieved.

4. An Institute for Community Engagement is planned and will be operational by fall 2012.

Evidence:

In fall 2012, Eastern launched its Office of Community Engagement (OCE). This unit has been instrumental in galvanizing faculty's already strong commitment to service learning and community engagement, as it has led campus-wide efforts to respond to local and national needs. The office is committed to deepening faculty practice in service-learning, community-engaged scholarship and civic engagement, supporting students engaged in academic and co-curricular service, and working with local and regional communities to address critical needs and issues. Since the establishment of the office, EWU has seen nearly a 50 percent increase in the number of students engaged in academic and co-curricular service-learning, community-based research, and community-based internships.

Promoting community-based learning and engaged scholarship is one of the OCE's priorities. In spring 2014, EWU hosted the first annual Intercollegiate Service-Learning Institute (SLI) in partnership with the Inland Northwest Service-Learning Partnership and a consortium of representatives from area institutions of higher education, K-12, and community-based organizations. More than 85 staff, faculty, and community members participated in this regional training on community-based learning best practices and innovations. The SLI was designed to encourage innovation, develop cross-disciplinary and cross-institutional partnerships, and examine more deeply the role of higher education in engaging with the local community to respond to critical issues. Several new courses and partnerships resulted from this event.

The OCE also has expanded co-curricular engagement opportunities for EWU students. During the past academic year, more than 2,900 students participated in out-of-the-classroom service activities, an increase of 159 percent since AY 2011-2012. The OCE has partnered with the following units in the Division of Student Affairs: Residential Life, Sorority and Fraternity Life, Clubs and Organizations, and other such programs across campus to engage students in activities that directly respond to the needs of the local community.

Data Trends:

- 49 percent increase in student engagement in academic and co-curricular service-learning, community-based research, and community-based internships since the 2011 baseline.
- 159 percent increase in student engagement in co-curricular service since the 2011 baseline.
- 24 percent increase in academic service-learning courses since the 2011 baseline.
- 23 percent increase in the number of community partnerships developed or expanded over the past year (includes private sector, non-profit, governmental, K-12, and international).

- 169,432 hours of service to the local community since fall 2011, an estimated net worth of \$4,527,223¹.

This indicator has been achieved.

Metrics and Results for Objective 3.1 Institutional Indicators:

Excellent: Achieve four indicators

Good: Achieve three indicators

Having achieved all four indicators, Core Theme #3, Objective 3.1 has been achieved with a rating metric of excellent.

3.2: University exposure to and engagement with national and international communities

Rationale for Objective 3.2

Because the students, faculty, and university itself benefits from EWU's international relationships, it is important that those relationships are and continue to be transparent and to the benefit of the institutions involved.

Evaluation of Objective 3.2(a) and (b): Excellence will be achieved in Objective 3.2 if all indicators are achieved. To earn a rating metric of good in Objective 3.2, two outcomes must achieve a minimum of good, and two additional outcomes must achieve a minimum of excellent.

Objective 3.2(a) Intended Outcome:

Promote activities within the existing international partnerships.

Rationale for Objective 3.2.(a):

The value of international partnership is in the richness of the interactions that occur among faculty, staff, and students on the EWU campus and on the campuses of partner institutions. As a result of strategic alignment with institutions similar in mission, faculty and students are more likely to find ways to collaborate with EWU's existing international partners. These experiences form the basis for expansion of international partnerships to include exchange of scholars and students. International scholars and students on EWU's campus enrich existing programs, curricula, and campus life.

Objective 3.2.(a) Institutional Indicators and Evidence:

1. Existing institutional relationships and partnerships with institutions having similar missions and focus areas are strengthened, as demonstrated by revised Memoranda of Understanding.

Evidence:

The Office of Global Initiatives (OGI) operates as the university's principal center for obtaining and maintaining EWU's international relationships. The inventory of existing partnerships allows OGI to conduct a comprehensive review of the quality and duration of partner activities and evaluate future opportunities. Development of short-term programming for international partners has proven to be very successful and has supported active program participation. In all, EWU has active partnerships with more than 58 foreign higher education institutions that serve as platforms for academic research, internship opportunities, professional development, student and faculty exchanges, and developing scientific expertise.

This indicator has been achieved.

¹ Estimated from the Independent Sector's value of volunteer time for Washington (\$26.72/hour) https://www.independent-sector.org/volunteer_time.

2. International exchanges of faculty and students with partner institutions and others show an increasing trend from the 2011-2012 academic year baseline.

Evidence:

EWU has 58 formal academic partnerships with institutions across the globe. These partnerships represent a combination of reciprocal student and faculty exchanges, dual degree offerings, international research and development of programs and grants, and other short-term programs that support intercultural communication and understanding. In addition, many faculty members are individually engaged in collaborative research with overseas entities. They travel to meet with colleagues, attend conferences and symposia, present research findings, and observe comparative methodologies. In 2013-2014, OGI successfully developed and delivered several high-profile, self-support, summer faculty and student programs designed to meet the needs of EWU international partners:

- Hosted a cohort of 15 university administrators from Fundacion Universitaria Juan N. Corpas, Colombia, July-August 2014
- Hosted a cohort of 13 computer science students from Centro de Enseñanza Técnica y Superior (CETYS), Mexico, July-August 2014
- Hosted a cohort of eight music students from Universidad Autónoma de Tamaulipas (UAT), Mexico, August-December 2014
- Hosted a group of 60 Japanese students from Mukogawa Fort Wright Institute, Spokane, a satellite campus of Mukogawa Women's University in Japan, October 2014
- Hosted 32 executive-level higher education administrators from UAT, Mexico, October 2014

This indicator has been achieved.

Metrics and Results for Objective 3.2.(a) Institutional Indicators:

Excellent: Achieve two indicators

Good: Achieve one indicator

Having achieved both indicators, Objective 3.2.a has been achieved with a rating metric of excellent.

Objective 3.2.b(1) Intended Outcome:

Encourage student participation in study abroad.

Rationale for Objective 3.2.b(1):

An understanding of and appreciation for diverse ideas and perspectives obtained through study abroad brings a richness and depth to the student experience that cannot be easily achieved domestically. Returning from abroad, students communicate new knowledge and cultural competence to faculty, staff, and other students through both formal and informal means, positively affecting even those who have not gone abroad and enriching the entire campus community. Many of these approaches are outlined in the Office of Global Initiative's strategic plan (http://access.ewu.edu/Documents/Institutional%20Research/accreditation/FINAL_ogi_13_1_%20plan.pdf).

Objective 3.2.b(1) Institutional Indicator and Evidence:

1. Number of EWU students participating in study abroad shows an increasing trend from the 2011-2012 academic year baseline.

Evidence:

In 2011-2012, 95 EWU students participated in study abroad experiences. This level included two one-time programs that are no longer offered. With the discontinuance of these two programs, 84 EWU students participated in study-abroad experiences in 2013-2014 as follows:

- Faculty-led programs (Cuba, Cyprus, France, India and Spain): 41 students
- Internships/service learning (Guatemala, Kenya, Liberia, Portugal and Spain): 5 students
- Traditional study abroad, direct enrollment (Argentina, Australia, Austria, Belgium, Costa Rica, Czech Republic, England, Ghana, Ireland, Italy, Japan, Morocco, Nicaragua, Peru, Romania, Scotland, Spain, Thailand): 34 students
- Traditional study abroad exchange (Germany and Japan): 4 students

Although the number of students decreased, the number and distribution of locations increased significantly. With the larger number of locations, it is expected that the absolute number of students will increase in the future.

Metrics and Results for Objective 3.2.b(1) Institutional Indicator:

Excellent: Achieve the indicator

Good: Maintain the number of EWU students participating in study abroad when compared to the 2011-2012 academic year baseline

This indicator has not been achieved.

Objective 3.2.b(2) Intended Outcome:

Increase international student enrollment at EWU.

Rationale for Objective 3.2.b(2):

Having international students join EWU's community is an opportunity for faculty, staff, and students to engage the international world without leaving campus. International students at EWU hail from a variety of diverse cultural backgrounds. The integration of these students and their perspectives into the EWU community, both inside and outside the classroom, provides students, faculty, and staff the opportunity to understand other cultures better and to reflect on their own cultural perspectives and values.

Objective 3.2.b(2) Institutional Indicator and Evidence:

1. Maintain the proportion of international students in the student body at EWU when compared to the 2011-2012 academic year baseline.

Evidence:

International student enrollment at EWU has increased from 426 in 2011 to 554 in fall 2014, including dual degree, non-degree, and exchange program participation. EWU's engagement in the Brazilian Scientific Mobility Program (BSMP) has played an important role in expanding EWU's international student enrollment.

This indicator has been achieved.

Metrics and Results for Institutional Indicator 3.2.b(2):

Excellent: Increase international student enrollment at EWU

Good: Maintain the proportion of international students in the EWU student body when compared to the 2011-2012 academic year baseline

Having achieved this indicator, Objective 3.2.b(2) has been achieved with a rating metric of excellent.

Objective 3.2.b(3) Intended Outcome:

Engage with national and international partners in educational, research, and teaching opportunities.

Rationale for Objective 3.2.b(3):

International and national partnerships and engagement opportunities provide faculty, staff, and students with opportunities beyond their local and regional cultures and perspectives. EWU students, faculty, and staff historically have been very involved with these opportunities, and it remains important for EWU to continue that involvement and to leverage its partnerships to provide new opportunities to engage faculty and students in international programs and activities.

Objective 3.2.b(3) Institutional Indicators and Evidence:

1. Affiliations with national institutions.

Evidence:

In 2012-2013, OGI actively engaged with national and international partners in educational, research, teaching opportunities, and a visiting scholar program. As such, OGI has conducted a comprehensive review of all visiting scholar practices and procedures. Faculty and staff resources regarding guidelines and policies for hosting visiting scholars are available online <http://global.ewu.edu/ogi/partnerships-projects/faculty-staff.html>. In partnership with the Divisions of Student Affairs (Housing unit) and Business and Finance, OGI has successfully procured an on-campus housing option for visiting scholars in EWU's Holter House apartment complex; a one-bedroom unit and a two-bedroom unit are available.

This indicator has been achieved

2. Grant applications.

Evidence:

The university supports grants' application through the Office of Grants and Contracts. This unit provides regular training and support for grant preparation, and the provost has provided summer support for grant development. The provost's summer grant program has promoted submission of successful grants to such agencies as NSF and NIH. The table below summarizes the results for recent years.

	2010-2011	2011-2012	2012-2013	2013-14
National Grant Applications	21	9	15	14
International Grant Applications	4	11	6	5

Source: Institutional Research

Grant application results show year-to-year variation, but the IPEDS reports provide additional insight concerning this objective. In 2011, EWU garnered 25 percent of its core revenue from government grants and contracts compared to 17 percent for its peers. In 2014, this figure was 23 percent for EWU compared to 18 percent for peers. This result suggests that EWU is relatively more successful than peers in securing grants and contracts. Grants and contracts funds represent a significant source of revenue for the university.

This indicator has been achieved.

3. Visiting scholar programs.

Evidence:

EWU currently sponsors exchange visitors in the following categories: research scholar; short-term

scholar; student bachelors; student masters; and student non-degree. Over the past three years, participation has increased. This is due in part to increased efforts in recruiting dual degree and exchange students from partner universities and a rapid expansion of summer faculty.

EWU exchange visitor cross-cultural activities include, but are not limited to, the following:

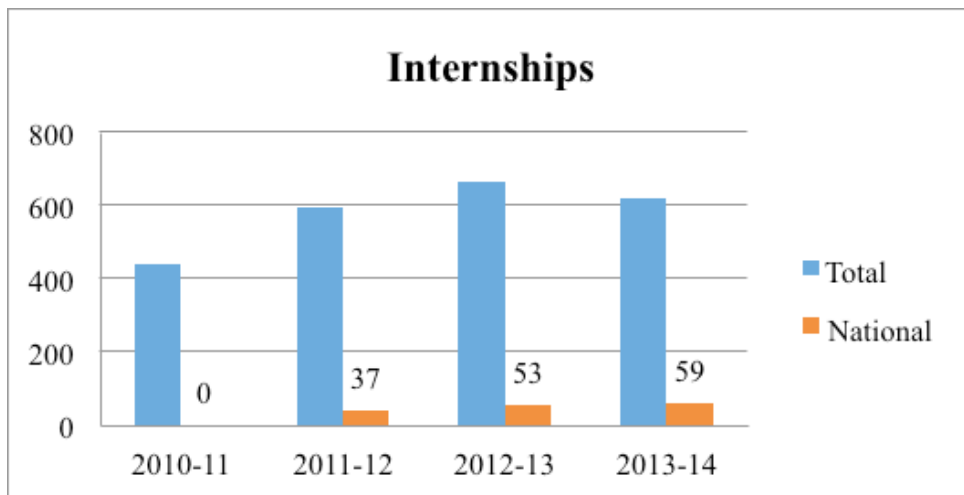
- Student, immigration, and cultural orientation activities for visitors are offered by EWU's Office of Global Initiatives and the Student Affairs' Division.
- The Office of Global Initiatives provides an extensive electronic resource library that supports incoming international students and scholars, domestic study-abroad students, and the campus at large via <http://global.ewu.edu/>.
- EWU has an active International Student Association, which offers a variety of activities such as typical holiday celebrations (e.g., Chinese New Year, 4th of July, Halloween, Christmas); attending music, dancing, and sporting events; learning about the U.S. political system; and participating in local customs.
- Host academic departments also provide opportunities for visitors to engage in cultural activities during their time at EWU.
- The Office of Global Initiatives organizes and implements a number of speaking events (Global Spotlight) throughout each academic year. Visiting scholars are encouraged to participate as attendees and presenters.
- Students serving as Global Ambassadors mentor new incoming students and encourage integration into the larger EWU community and participation in campus-wide sporting, arts, and community events.

This indicator has been achieved.

4. Internships, practicums, and field experiences.

Evidence:

Data show an increasing trend for national and total internships. National internships have increased from 6.2 percent of all internships in 2011-2012 to 9.5 percent of all internships in 2013-2014.



Source: Career Services Office

This indicator has been achieved.

Metrics and Results for Institutional Indicator 3.2.b(3):

Excellent: Achieve four indicators

Good: Achieve three indicators

Excellence has been achieved for Objective 3.2.b(3), as all outcomes have been achieved.

Having achieved all objectives but one, Core Theme #3, Objective 3.2 has been achieved with a rating metric of good.

Core Theme #3 Overall Results: With three of four objectives achieved, Core Theme #3 is considered achieved.

Core Theme #3: Analysis and Improvement

The university is committed to creating and supporting local, national, and international community engagement and awareness. This improvement is evidenced by the improvement in measures related to international community engagement and participation in internship activities.

For example, the university has made significant progress on a number of issues related to the importance of EWU's relationships with the world beyond its campuses. The university understands that an essential part of students' ability to be successful in life is to have a greater knowledge of the world in which they live, while they are here and after they leave the institution. Moreover, students' success at EWU and beyond graduation is strongly intertwined with their connection to the world for purposes of personal growth, strengthening communities, and contributing to economic security. Many of these outcomes were originally identified because EWU had not been systematic in its collection of data. Identification and tracking of these indicators have given the university a greater indication of the strength of its relationships to local and international communities as well as the resulting impacts on EWU students.

EWU's internship results have shown an increasing trend over the past few years. Of particular note is the associated increase in the number and share of "national" internships. This trend is a positive reflection of EWU's enhanced visibility.

As the university has made significant strides towards mission fulfillment with Core Theme #3, EWU must continue to monitor and encourage faculty, staff, and students to remain connected to the communities outside the university's walls to ensure the long-range health of the institution and to continue support and collaboration with regional, national, and international communities.

Summary:

Eastern Washington University has made significant progress towards mission fulfillment during its most recent accreditation cycle.

In those critical areas identified in Core Theme #1, Objective 1, where EWU indicated that achieving institutional indicators #1 through #4 was paramount, the university has been successful in accomplishing this goal. As demonstrated, the university has increased retention rates by two percentage points from its baseline in fall 2011, and it has increased its retention rate by nearly 6 percentage points since 2008. It is expected that this positive change will increase graduation rates in coming years. In addition, retention data for several special populations, including low-income students, transfer students, and students of diversity, show an increase over previous years. EWU

also has continued to produce both graduate and high-demand degrees in support of Washington's statement of need.

The university has made available, and students have taken advantage of, enhanced student academic support services and curriculum revision, ultimately leading to student success.

EWU also has raised the profile of volunteer and service learning opportunity, which has directly and positively impacted student opportunities in these areas. The university has increased its financial commitment to supporting students through increased scholarship dollars and a diverse number of co-curricular activities. Technologically advanced classrooms are more abundant due to the recent remodeling of Patterson Hall. The Learning Commons and *snyamncut*, EWU's new residence hall, provide additional learning spaces for students. EWU's continued commitment to student scholarship is profiled in results from the university's student research and creative works' symposium and in EWU's hosting of the 2015 NCUR conference.

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.

As the university continues to affirm its dedication to student-faculty collaborative research, the Office of Grants and Research Development has continued, even during a difficult financial period, to secure a number of lucrative grants that assist EWU in surpassing its peer institutions.

In the matter of the continuing diversification of its faculty, staff, and students, EWU clearly will have to continue to make strides in this initiative, while recommitting itself to sustaining progress made.

Finally, EWU's commitment to local, national, and international communities—on behalf of its student population, graduates, and the communities themselves—must be sustained in order to preserve essential relationships, assure quality interactions, and demonstrate perseverance in support of social and economic partnerships.

Chapter Five
Eligibility Requirement 24
Standard Five: Mission Fulfillment, Adaptation, and Sustainability

Based on its definition of mission fulfillment and informed by the results of its analysis of accomplishments of its core theme objectives, the institution develops and publishes evidence-based judgments regarding fulfillment of its mission. The institution regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact its mission and its ability to fulfill that mission. It demonstrates a capability to adapt as necessary its mission, core themes, programs, and services to accommodate changing and emerging needs, trends, and influences to ensure enduring institutional relevancy, productivity, viability, and sustainability.

Eligibility Requirement 24: Scale and Sustainability

The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future.

University leadership strives to provide excellent facilities, fiscal stewardship, and management of human and physical resources to benefit generations of students. This is accomplished through continuous strategic planning, academic programmatic planning, collaborative enrollment planning, and a robust biennial financial budgetary process. The institution recognizes that short-term planning, balanced with a long-term perspective and prudent financial management, ensures Eastern Washington University's sustainability and ability to respond to future demands in a changing environment. Our analysis provides ample evidence that the university will continue to be successful as it fulfills its mission into the foreseeable future.

Standard 5.A: Mission Fulfillment

All information gathering, data analyses, and decisions regarding the welfare of the university's students, staff, and faculty are driven by the university's mission.

EWU's Mission

EWU expands opportunities for personal transformation through excellence in learning. EWU achieves this mission by:

- fostering excellence in learning through quality academic programs, undergraduate and graduate student research and individual student-faculty interaction. Students extend their learning beyond the classroom through co-curricular programs, life skills development, internship programs, volunteering and service learning;
- creating environments for personal transformation that enrich the lives of individuals, families, communities and society at large;
- expanding opportunity for all students by providing critical access to first-generation students, underserved populations, place-bound students and other students who may not have the opportunity for higher education; and
- growing and strengthening an intellectual community by developing faculty and staff through support of professional development.

EWU's Vision

EWU envisions a future of professionally, socially and culturally engaged leaders, citizens and communities.

- EWU is a driving force for the culture, economy, workforce and vitality of Washington. Our graduates think critically and make meaningful contributions to both their career fields and their communities.
- EWU is the public university whose students, faculty, staff, and alumni make profound and significant contributions to the economic and social vitality of the region. EWU remains the best value for higher education in the state.

EWU's Values

EWU is dedicated to the following key values:

- Student-centered learning environment: Students are the reason we exist.
- Quality: We strive for excellence in everything we do.
- Access: We expand access to opportunity and success for students.
- Inclusiveness: Our diversity makes EWU a stronger community.
- Integrity: We foster a culture of respect, commitment, and honesty.

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

And

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.*

To assess the current state of the institution, EWU uses a variety of methodologies such as the campus climate surveys and related town halls to allow university officials to share and discuss the results. The Division of Business and Finance and the University Budget Committee deploy a biennial budget survey to match the legislative budget cycle in order to solicit the opinions of staff and faculty on priorities in the budgeting process. The Division of Student Affairs regularly assesses its co-curricular programs through the CAS system. Further, EWU deploys a number of nationally normed student-specific surveys (e.g., the NSSE and CIRP) and locally developed surveys to assess the relative efficacy of curricular and co-curricular programs. Courses taught by faculty are regularly evaluated by students. All academic programs have developed student learning outcomes and regularly assess those outcomes.

Results from these surveys, town halls, and various university committees are used in decisions regarding the course EWU will chart in the coming years. Outcome data are used to determine university-wide strategies for student success. Measures such as student retention and graduation rates are used as indicators of the university's relative success in these areas. Further analyses of more finite data elements with EWU's relational database are used to make more direct and strategic changes in curriculum and programming, such as EWU's new developmental mathematics program or its centralization of many student academic services in the Learning Commons.

Core Theme 1: A Rigorous and Engaged Student Learning Experience

Objective 1.1: Persistence and progress toward educational goals (this objective must be achieved) / Increase six-year graduation rates and maintain strong graduation efficiency rates

In Chapter One of this report, Eastern Washington University outlined its three core themes. Based on feedback from the Year Three site visit team, EWU's Accreditation Steering Committee (ASC) re-prioritized the core themes' objectives and indicators. The ASC put greater emphasis on Objective 1.1, persistence and progress towards educational goals, over other objectives. By emphasizing significant elements of degree completion/graduation efficiency, Objective 1.1 measures strategic components of student success, as defined through the accreditation core themes, EWU's strategic plan, and Board of Trustees' goals. Objective 1.1 indicators #1 through #4 must be met for the university to fulfil its mission.

Objective and Topics of Indicators	Indicator Status to Achieve "Good"	Objective Rating
1.1: Persistence and progress toward educational goals <i>Note: This objective MUST be achieved</i>	Achieve four of six indicators (#1 through #4 must be achieved)	Excellent
Increase six-year graduation rates and maintain strong graduation efficiency rates 1. Six-year completion for first-time full-time freshmen 2. Three-year completion for transfer students 3. Six-year completion for under-represented students 4. Six-year completion for Pell-eligible students 5. Six-year completion for graduate degree and certificate students 6. Students' completion of degrees within 125 percent of credits required for the degree	1. Indicator Achieved 2. Indicator Achieved 3. Indicator Achieved 4. Indicator Achieved 5. Indicator Achieved 6. Indicator Achieved	A rating of excellent has been achieved for Objective 1.1, as six of six indicators were achieved and indicators #1 through #4 were met.

Objective 1.1 received a rating of excellent, as six of six indicators were achieved. At current levels of enrollment, EWU will make continued progress in these vital areas of student success. As enrollment grows, the university will revisit resource allocation to continue making progress in these areas.

Objective 1.2: Programs aligned with mission and academic vision / Support student achievement in rigorous, relevant academic and co-curricular programs serving the state and the community

To respond to Washington's needs, EWU has committed to increase the number of high-demand majors in support of the state's growth and economic health. The university also has committed to better preparing students for their education at EWU and their lives after graduation. Activities sponsored through the Student Affairs' Division and tutoring and collaborative services offered by the Learning Commons support students' educational success and strengthen their ties to EWU. In continued support of student success, the university must remain committed to assessment of and reflection on student learning outcomes in all academic programs.

Objective and Topics of Indicators	Indicator Status to Achieve "Good"	Objective Results
1.2: Programs aligned with mission and academic vision	Achieve three of four indicators	Good
Support student achievement in rigorous, relevant academic and co-curricular programs serving the state and the community 1. Graduates in high-demand majors 2. Students participating in university-sponsored activities supporting student achievement 3. Students engaged in internships, community service activities, and experiential learning activities 4. SLO assessment data used for program improvement	1. Indicator Achieved 2. Indicator Achieved 3. Indicator Achieved 4. Indicator Ongoing	A rating of good has been achieved for Objective 1.2, as three of four indicators were met.

EWU was successful in achieving three of the four indicators in Objective 1.2. Although the university has made great strides in this area, all indicators have not yet been met. For the university to meet all the goals of this objective, it must continue to support efforts to build a culture of assessment that engages all academic programs. Continuing to build a culture of assessment will entail ongoing faculty and administrative commitment, so the Faculty Organization and the administration are partnering in a new assessment committee to support departments in establishing and assessing meaningful student learning outcomes. The committee has widespread academic representation by faculty from all colleges and the library, students, and administrators.

Objective 1.3: Supportive environments for learning and living / Foster enhanced facilities, resources, and services support

Realizing the importance of an array of student support services, EWU committed to improving financial options for students through scholarships as well as expanding access to activities that underpin academic success and engagement with the campus community. EWU understands that, to achieve, students must have ready access to facilities and technology that support student learning. The university works to provide an enhanced curricular and co-curricular experience.

Objective and Topics of Indicators	Indicator Status to Achieve "Good"	Objective Results
1.3: Supportive environments for learning and living	Achieve four of six indicators	Excellent
Foster enhanced facilities, resources, and services support 1. Institutional support for academic scholarships 2. Facilities, including housing, to enhance the student learning experience 3. Support services for curricular and co-curricular success 4. Students, faculty, and staff undergoing campus climate training 5. Enhanced classrooms using latest technology 6. Courses using a learning management system	1. Indicator Achieved 2. Indicator Achieved 3. Indicator Achieved 4. Indicator Achieved 5. Indicator Achieved 6. Indicator Achieved	A rating of excellent has been achieved for Objective 1.3, as six of six indicators were met.

Through collaboration across the Divisions of Academic Affairs, Advancement, Business and Finance, Student Affairs, and Information Technology, EWU has achieved all indicators in Objective 1.3. Greater access to financial support as well as improved facilities contributed significantly to EWU's student

success initiatives. The campus climate, re-measured in 2014 by the Noel-Levitz suite of campus satisfaction surveys, indicated that students, faculty, and staff are much more satisfied with their university experience than they were when the survey was administered in 2011.

Core Theme 2: An Academic Community that Supports and Engages Faculty and Staff throughout their Careers

Objective 2.1: A campus culture of participation and engagement that recognizes and supports faculty and staff / Increase the number of engaged faculty, staff, and students

EWU's commitment to faculty-student collaboration, especially in research and creative works, is longstanding. To maintain this high level of faculty-student interaction, faculty must continue their commitment to providing such opportunities while continuing their own professional development. To that end, the university administration must continue to seek opportunities for external funding, now even more important in light of shrinking financial support from the state.

Objective and Topics of Indicators	Indicator Status to Achieve "Good"	Objective Results
2.1: A campus culture of participation and engagement that recognizes and supports faculty and staff	Achieve three of five indicators	Excellent
Engage faculty, staff, and students 1. Scholarly/creative output in faculty activity plans (FAPs) 2. Student Research and Creative Works Symposium 3. Work products developed through faculty grants 4. Service identified in FAPs 5. Staff responses on the campus climate survey	1. Indicator Achieved 2. Indicator Achieved 3. Indicator Achieved 4. Indicator Achieved 5. Indicator Achieved	A rating of excellent has been achieved for Objective 2.1, as five of five indicators were met.

Objective 2.2: An institution that supports research and creative activities through grants and contracts / Support research and creative activities with grants and contracts

EWU has developed a strong tradition of securing outside funding. Faculty have support for developing and submitting grants, and results show that EWU exceeds its peers in gaining support from grants and contracts. Over the period of review, proposals submitted have grown by nearly 50 percent, and the total level of funding was just under \$10 million in 2013-2014.

Objective and Topics of Indicators	Indicator Status to Achieve "Good"	Objective Results
Objective 2.2: An institution that supports research and creative activities through grants and contracts	Achieve three of four indicators	Good
Support research and creative activities with grants and contracts 1. Grant and contract proposal submission 2. Grants and contracts procured 3. Student employment on grants and contracts 4. Grant and contract dollars procured	1. Indicator Achieved 2. Indicator Achieved 3. Indicator Not Achieved 4. Indicator Achieved	A rating of good has been achieved for Objective 2.2, as three of four indicators were met.

Objective 2.3 (a) and (b): Hiring, recruiting, and retention practices aligned with mission and academic goals / Faculty and staff reflect Washington State’s diversity / Recruit, hire, and retain faculty and staff who are well qualified for their positions and who demonstrate the ability to meet performance expectations

The percentage of EWU’s students of ethnic diversity exceeds that of Spokane County and the surrounding areas. For students to matriculate successfully at the university, they must feel welcome and safe. Seeing individuals like themselves with whom they can regularly connect and associate is vitally important to the campus community. To that end, the university must have a commitment to recruit and hire qualified faculty and staff whose presence will directly relate to the success of its students.

Likewise, EWU must maintain its commitment to building a faculty and staff infrastructure: investing in their capacity ultimately results in retaining faculty and staff who, in turn, continue to support EWU’s students at all levels. Providing faculty with a clear set of expectations and the resources to meet those expectations ultimately leads to greater student engagement and greater student success.

Objective and Topics of Indicators	Indicator Status to Achieve “Good”	Objective Results
2.3. Hiring, recruiting, and retention practices aligned with mission and academic goals	See Below	Excellent
2.3.a: Ensure that faculty and staff reflect the diversity of Washington	Achieve two of three indicators	Excellent
Faculty and staff reflect Washington State’s diversity 1. Share of faculty and staff 2. Job postings 3. Minority applicants	1. Indicator Achieved 2. Indicator Achieved 3. Indicator Achieved	A rating of excellent has been achieved for Objective 2.3(a), as three of three indicators were met.
2.3.b: Recruit, hire, and retain faculty and staff who are well qualified for their positions and who demonstrate the ability to meet performance expectations	Achieve three of four indicators	Excellent
Recruit, hire, and retain faculty and staff who are well qualified for their positions and who demonstrate the ability to meet performance expectations 1. Faculty and staff postings 2. Merit pay awards 3. Professional development opportunities for faculty and staff 4. Faculty with terminal degrees	1. Indicator Achieved 2. Indicator Achieved 3. Indicator Achieved 4. Indicator Achieved	A rating of excellent has been achieved for Objective 2.3(b), as four of four indicators were met.

Efforts to increase the ethnic and racial diversity of university faculty and staff have shown positive results. Faculty and staff diversity has increased from 11.6 percent in 2010 to 14.4 percent in 2014. Gender diversity remains flat at approximately 50 percent. Faculty diversity has increased from 12 percent in 2010 to 16.2 percent in 2014. Gender diversity among the faculty has remained relatively unchanged at approximately 45 percent female.

The new Collective Bargaining Agreement (CBA) with the United Faculty of Eastern eliminated merit pay and addressed the issue of faculty salary compression and salary adjustments for those faculty who fell below College and University Professional Association (CUPA) salary averages. Merit pay will be re-instituted for full professors during academic year 2015-2016. Due to a number of new faculty hires, more faculty now have terminal degrees in their fields.

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

Objective 3.1: University engagement with and responsiveness to the needs of local and regional communities / Engage partners to ascertain and respond to regional needs and to increase university visibility

For EWU to achieve its mission, the Accreditation Steering Committee determined that the university must maintain strong relationships with the surrounding community, within the state, and, where possible, nationally and internationally. Faculty and administration’s participation in local or state-wide boards and related activities strengthens the university’s connection to the community and creates a conduit for ideas. The university also must provide students with opportunities to participate in activities that contribute to the community. EWU’s Office of Community Engagement organizes and facilitates these external connections.

Objective and Topics of Indicators	Indicator Status to Achieve “Good”	Outcome Results
3.1: University engagement with and responsiveness to the needs of local and regional communities	Achieve three of four indicators	Excellent
Engage partners to ascertain and respond to regional needs and to increase university visibility 1. Advisory boards 2. Local boards, civic groups, professional societies, and media 3. Local and regional organizations 4. Institute for Community Engagement	1. Indicator Achieved 2. Indicator Achieved 3. Indicator Achieved 4. Indicator Achieved	A rating of excellent has been achieved for Objective 3.1, as four of four indicators were met.

EWU faculty and staff participate in a large number of local and regional boards. Several academic departments also engage community members with specialized expertise or knowledge to sit on advisory boards for their particular programs.

After the founding of EWU’s Office of Community Engagement, student volunteer and service learning rose dramatically. To assess community partnerships, the university will monitor the quality of interactions to determine if relationships with particular institutions or organizations remain valuable. A number of EWU faculty are examining the opportunity to offer students a certificate in service learning leadership.

Objective 3.2: University exposure to and engagement with national and international communities / Promote activities within existing international partnerships / Encourage student participation in study abroad / Increase international student enrollment at EWU / Engage with national and international partners in educational, research, and teaching opportunities for faculty, staff, and students

EWU maintains relationships with academic institutions in other countries. For these relationships to flourish, EWU and partnering institutions must receive value from each partnership. The Accreditation Steering Committee believes that EWU students benefit from an international experience either by studying abroad or by interacting with international students enrolled at EWU. Such experiences provide students with perspectives that they might not otherwise encounter.

Objective and Topics of Indicators	Indicator Status to Achieve "Good"	Outcome Results
3.2: University exposure to and engagement with national and international communities	See Below	Good
3.2.a: Promote activities within existing international partnerships	Achieve one of two indicators	Excellent
Promote activities within existing international partnerships 1. Revised Memoranda of Understanding 2. Exchanges with partner institutions	1. Indicator Achieved 2. Indicator Achieved	A rating of excellent has been achieved for Objective 3.2.a, as two of two indicators were met.
3.2.b(1): Encourage student participation in study abroad	Maintain number of EWU students participating in study abroad when compared to the 2011-2012 academic year baseline	This indicator has not been achieved
Encourage student participation in study abroad 1. Study abroad	1. Indicator Not Achieved	Objective 3.2.b(1) has not been achieved.
3.2.b(2): Increase international student enrollment at EWU	Maintain proportion of international students in EWU student body when compared to the 2011-2012 academic year baseline	Excellent
Increase international student enrollment at EWU 1. The proportion of international students in the EWU student body shows an increasing trend from the 2011-2013 academic year baseline	1. Indicator Achieved	A rating of excellent has been achieved for Objective 3.2.b(2), as international student enrollment has increased.
3.2.b(3): Engage with national and international partners in educational, research and teaching opportunities for faculty, staff, and students	Achieve three of four indicators	Excellent
Engage with national and international partners in educational, research and teaching opportunities 1. Affiliations with national institutions 2. Grant applications 3. Visiting scholar programs 4. Internships, practicums, and field experiences	1. Indicator Achieved 2. Indicator Achieved 3. Indicator Achieved 4. Indicator Achieved	A rating of excellent has been achieved for Objective 3.2.b(3), as four of four indicators were met.

EWU maintains strong relationships with a number of its international partners. In the past, however, there was not always careful monitoring of these relationships, and collaborations with some international institutions were weakened. After re-evaluation, MOUs have been updated, and more deliberate relationships have been cultivated.

EWU recognizes that supporting productive international relationships promotes professional development for faculty and well as opportunities for students.

Summary of Fulfillment of the Institutional Mission

Mission fulfillment for Eastern Washington University, as defined in Chapter One of this report, follows: To determine mission fulfillment, each core theme objective will be rated by the Accreditation Steering Committee as **Excellent, Good, Fair, or Poor**. An objective will be met if it is rated **Excellent or Good. Mission fulfillment will be reached when six objectives are met. The six objectives that are met must include Objective 1.1.**

EWU has achieved a rating of good or excellent on all core theme objectives and has achieved a rating of excellent on Objective 1.1. This result supports the conclusion that EWU has fulfilled its mission, uses data to assess quality, effectiveness, and mission fulfilment, and communicates the results to its constituencies.

Standard 5.B: Adaptation and Sustainability

The university leadership and community understand the necessity to adapt quickly to a changing environment. Perhaps the best example of adaptability and sustainability is the way in which the university successfully managed its way through the recession while adding programs and increasing enrollments. Although the university suffered severe financial impacts from loss of state funding during the recession, EWU emerged financially stable and prepared to meet opportunities and challenges. EWU has continued to grow enrollment and to invest in new programs and student success. In addition, the new College of Health Science and Public Health has been created, and a new faculty compensation contract has been implemented.

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.*

EWU regularly evaluates its resources, capacity, and effectiveness in relation to its mission. The university is committed to a transparent financial environment and is dedicated to delivering a quality education that fosters a student-centered environment and fiscal responsibility. The successful future of the university is underpinned by the disciplined and continuous development, management, and execution of the budget process. Through this process, EWU maximizes opportunities and continues to foster academic excellence. The university has a thorough planning process for the short- and long-term outlook regarding revenue capacity and allocation of resources to achieve the university's mission.

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

The university planning process encourages and provides opportunities for each unit to directly tie its budget proposals to the university's strategic plan. The University Budget Committee is a presidential advisory body consisting of representatives from faculty, staff, students, and administrative divisions. The committee reviews budget plans and proposals for additional funding and makes recommendations to the president, including budget reduction plans in times of retrenchment. The University Budget Committee works closely with the university president to consider the university's finances, enrollment, tuition, financial aid, and priority funding programs and their interaction with and connection to EWU's values, mission, and vision. Through this extensive planning process, the university community actively engages in conversation regarding alignment of resources and the effectiveness of resource allocation. An example of this is the allocation of resources to support the Learning Commons in the university library. As a result of this investment, student use of library resources has increased dramatically. Ultimately, the Learning Commons will positively impact student retention and success.

5.B.3 *The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance systems 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.*

In addition to drawing students from more than 35 states and 85 countries, EWU maintains a strong role as a regional institution. The university focuses on key growth markets where it has traditionally performed strongly. The university's recruitment plan is a collaborative effort among all campus leadership units and an integral underpinning of the university's strategic plan. The plan focuses on identification and analysis of regional enrollment patterns, market trends, and opportunities the university can capitalize on as it implements recruitment strategies.

The university maintains a keen interest in the success of its students before and after graduation. The university places special emphasis on student retention, graduation, and time to degree.

The university's recruitment and overall enrollment plans are integral to resource planning. These plans, along with academic and administrative plans, are translated into state funding requests, internal budget allocations, and priority-setting for strategic goals and objectives.

EWU works closely with the university's Board of Trustees regarding enrollment targets and outcomes, including recruitment and retention data, as well as a variety of enrollment and student metrics.

CONCLUSION

The university continues to attract a diverse student body, many of whom are first-generation college students. EWU's commitment to this population is an important contribution to the future well-being of Washington and is aligned with the university's mission. The university attracts committed, well-qualified faculty and staff who seek ways to contribute to a culture of student success, innovation and opportunity, and community engagement.

The accreditation process has afforded Eastern Washington University the opportunity to assess and evaluate its progress in meeting its mission. This review has identified many areas of strength as well as areas where improvement is needed. The university is confident that its mission is sound and that it serves a vital role in meeting the educational needs of the state of Washington.

EWU expands opportunities for personal transformation through excellence in learning,

And

EWU envisions a future of professionally, socially, and culturally engaged leaders, citizens, and communities.



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