

**Northwest Commission on
Colleges and Universities**

Year One Self-Evaluation Report

Standard One: Mission, Core Themes, and Expectations



EASTERN
WASHINGTON UNIVERSITY

start something **big**

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Introduction

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 the regional needs for professionals in many fields grew, Eastern added a wide range of undergraduate and graduate degree programs. In 1977, the state legislature changed the school’s name to Eastern Washington University (EWU).

EWU is a public regional, comprehensive university and its main campus is located on a 329-acre site in Cheney, with approximately 150 acres developed. In order to better serve Spokane residents, a location was opened in Spokane in 1983, the EWU Higher Education Center. In 1996, the EWU College of Business and Public Administration relocated from Cheney to the Riverpoint Campus in Spokane, a campus shared 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 that site. EWU opened a location on the campus of Bellevue College in Bellevue, Washington, in 2002. EWU offers five degree completion programs at the Bellevue location.

EWU is led by President Rodolfo Arévalo and his Cabinet, which includes Vice Presidents of Academic Affairs (Provost), Advancement, Business and Finance, and Student Affairs, as well as the Chief Information Officer and the Director of Athletics. Units at EWU that deliver academic courses and programs are organized into the library and four colleges, each of which is led by a dean. The programs offered at the Spokane and Bellevue locations are overseen by the dean of the college in which the respective program resides.

Student enrollment for the 2010-2011 academic year is 11,302 students (headcount, state-funded). The overall ethnic diversity population of the student body is 22%. Two percent of the student body is comprised of international students. Forty-three percent of the entire student body is male and 57% is female. EWU offers more than 100 fields of study, nine master’s degrees, nine graduate certificates, 36 graduate programs, and an applied doctoral program in Physical Therapy.

In this report, EWU presents its Mission, Strategic Goals, Board of Trustees Goals, and the Core Themes. Each core theme includes an overview of the theme, objectives that cover the domain of the theme, intended outcomes for each objective, associated institutional indicators that allow the university to determine whether it is accomplishing its mission, and a rationale for the inclusion of the particular set of indicators chosen.

Institutional Context

EWU takes seriously its responsibility to provide access, opportunity, and excellence to the residents and communities it serves. This commitment is demonstrated by the student population we serve, which clearly mirrors the population of this region. For example, many of EWU's students come from low-income families, while approximately 78% of our students receive financial aid. For the 2010-2011 academic year, 56% of EWU's undergraduates were eligible for need-based aid. In addition, 29% of first-time freshmen received Pell Grants. Twenty-two percent of the 2010-2011 enrollment is from underrepresented groups. In terms of access, about half of EWU's first-year students are first-generation. A positive impact EWU has on this region is that 75% of our graduates reside in Washington, resulting in a more academically prepared citizenship, one whose earning capacity is increased, and one which helps build the labor pool for the region.

In response to requests to expand access to higher education opportunities in the state, EWU partners with Bellevue College, Pierce College, Clark College, South Seattle Community College, North Seattle Community College and Shoreline Community College to offer baccalaureate degree completion programs at these locations. EWU also offers the Master of Social Work degree program in Everett, Vancouver, and Yakima.

EWU provides significant opportunity for its students. The university offers more than 100 fields of study at the undergraduate level, nine master's degrees, nine graduate certificates, 36 master's programs and one applied doctorate. 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 over 300 student-athletes participating on eight women's and six men's intercollegiate teams.

EWU's commitment to excellence is demonstrated in part by having over fifty programmatic accreditations spread over programs located in each of the four colleges. Examples include our dental hygiene program, the only such program in the state, with pass rates of 100% on professional examinations. Other examples include our engineering degrees, both mechanical and electrical, and the applied doctoral program in Physical Therapy. EWU is the only public four-year regional, comprehensive university in Washington that offers the applied doctoral program in Physical Therapy—another program with pass rates of 100%—and that offers engineering degrees. Of all graduates in 2009-2010, twenty-six percent graduated in STEM (Science, Technology, Engineering and Mathematics) fields.

Finally, EWU's Mission Statement expresses the university's goal "to prepare broadly educated, technologically proficient, and highly productive citizens to attain meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse society." The core themes contained in this report, 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 we fulfill our objectives and illustrate the impacts that the university experience has on students' lives and the communities we serve.

Preface

Brief Update on Institutional Changes since Last Report

The last report submitted to NWCCU by EWU was the 2010 Annual Report. This report was submitted in Spring 2010, and the university has experienced some institutional change since then.

Vice President for Student Affairs Dorothy Zeisler-Vralsted resigned from this position to return to teaching effective December 31, 2009. Dr. Ronald H. Dalla, Vice Provost for Graduate Education and Research was appointed as Interim Vice President for Student Affairs on January 1, 2010. Dr. Stacey Morgan-Foster was hired as Vice President for Student Affairs and began her duties on April 1, 2010, and Dr. Dalla returned to his position as Vice Provost for Graduate Education and Research. Provost and Vice President for Academic Affairs John Mason resigned from this position for health reasons effective June 30, 2010. Dr. Rex Fuller, Dean, College of Business and Public Administration, was appointed as Interim Provost and Vice President for Academic Affairs on July 1, 2010. On January 1, 2011, Dr. Fuller was appointed as the permanent Provost and Vice President for Academic Affairs. Dr. Niel Zimmerman was appointed as Interim Dean, College of Business and Public Administration (CBPA), effective July 1, 2010. EWU will conduct a search for the Dean of the CBPA during the 2010-2011 academic year. Finally, Dean of Libraries Patricia Kelley retired from EWU on Dec. 31, 2009, and Dr. Richard Wilson was hired as Dean of Libraries effective Sept. 1, 2010.

EWU has also reorganized its college structure since the 2010 Annual Report. EWU revised its six-college model to a four-college model effective July 1, 2010. The four colleges, and the dean of each college, are:

- College of Arts, Letters and Education, Dr. Lynn Briggs, Dean
- College of Business and Public Administration, Dr. Niel Zimmerman, Interim Dean
- College of Social and Behavioral Sciences and Social Work, Dr. Vickie Shields, Dean
- College of Science, Health and Engineering, Dr. Judd Case, Dean

Response to Recommendations/Issues Requested by the Commission

The Advisory Committee on Academic Assessment, the Accreditation Steering Committee, and institutional leadership have together incorporated into this Report our response to the recommendation of the Commission resulting from the Spring 2009 Focused Interim Visit.

***Recommendation 1:** Although Eastern Washington University has implemented a strong formal assessment program and has made significant progress toward ensuring that its assessment activities lead to the improvement of teaching and learning, a number of programs are still not responding to requests for program assessment data. Because those programs and hence the University cannot then provide full evidence that its assessment activities are leading to the improvement of teaching and learning, the reviewer recommends that the University proceed expeditiously with its planned activities to complete the last phase of its assessment plan (Standard 2.B.3).*

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

Infrastructure for Assessment

The assessment effort at EWU consists of two main elements: Student Learning Outcome Program Assessment and General Education Curriculum Assessment. This infrastructure was augmented by a Course-Level Student Learning Assessment Project in 2009-2010, which was a collaboration of faculty and the Office of Undergraduate Studies’ Faculty Support staff.

The Provost’s Advisory Committee on Assessment, Institutional Effectiveness, and Accountability (AIEA), a nine-member, cross-divisional group of faculty and staff was responsible for monitoring and facilitating activities related to assessment for the university. During the 2009-2010 academic year, the committee evaluated its broad scope of responsibilities and decided that the breadth of the responsibilities detracted from its ability to focus on assessment efforts. So the committee recommended to the Provost that its charge and even its name be changed to *Advisory Committee for Academic Assessment (ACAA)* to reflect a deeper emphasis on student learning. ACAA is still a nine-member, cross-divisional group. The composition of the committee is an intentional reflection of Eastern’s view that assessment is a university-wide effort. The committee has an established website [<http://access.ewu.edu/institutional-research/assessment-committee.xml>] devoted to its charge which provides a point of information access for the university community.

The other formally recognized body at EWU charged with facilitating and monitoring assessment is the General Education Coordinating Committee (GECC), a sub-committee of the Undergraduate Affairs Council

in the Faculty Organization structure. Both bodies have communicated expectations to academic departments that some type of assessment needs to occur annually, and GECC has facilitated that process by identifying specific Student Learning Outcomes (SLOs) to be addressed during certain annual cycles.

As one part of ongoing program assessment at Eastern Washington University, ACAA asked each department to report on assessment results for each program for at least one Student Learning Outcome (SLO) for the 2009-2010 academic year. Departments were provided an electronic form to use to report on the SLO assessment for 2009-2010. The forms were due to Academic Affairs by November 1, 2010. The following definitions outlined the assessment information departments were asked to provide:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions, portfolios, in-class activities, standardized test scores, case studies, analyses of written projects, etc. Additional detailed description could describe rubrics used, and more, as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Departments were asked to fill out a separate assessment form for each program assessed during 2009-2010.

As mentioned, the 2009-2010 Course-Level Student Learning Assessment Project is considered an augmentation to the university's formally recognized assessment efforts. The purpose of this project was to provide individualized consultation and resources for faculty in two of our colleges as they assessed student learning at the classroom level.

Student Learning Outcomes Program Assessment

The following section contains summary reports on SLO assessment results for the 2009-2010 academic year for each of EWU's four colleges.

Summary Report: College of Arts, Letters, and Education

The College of Arts, Letters, and Education (CALE) was well-represented in the 2009-2010 Program Assessment Update with twenty-five programs submitting reports as part of the project. Program submissions included those from the following departments: Art; Education; English; Humanities; Modern Languages, Literature & Philosophy; Music; Physical Education, Health & Recreation ; and Theatre & Film.

Several programs provided assessments for each of their undergraduate majors, while others conducted a more global assessment. For example, Art assessed six undergraduate majors, English assessed three, and Physical Education, Health & Recreation assessed five. Modern Languages provided assessments for three majors, including French, Spanish and Philosophy, and assessed one minor: English as a Second Language. Music assessed one SLO common to all of its programs and provided detailed examples from one course as a way to illustrate across the programs.

Each program or major provided at least one SLO as its point of focus along with at least one strategy for measuring that SLO. Strategies or methods of measurement include capstones, critiques, oral examinations, research papers, curriculum development, thesis exhibition, embedded assignments or test questions, self-reflection, end-of-term presentations, labs, quizzes, analysis of musical scores, and staging a theatrical production.

Analysis of the Reports

Of the twenty-five reports, all contained SLOs. The SLOs were assessed in very basic terms via a three-point scale, with three being the highest score. Each SLO was assigned a score based on its match with two out of three of the listed features (see the rubric used, provided as Table 1 below):

Table 1

Score	Features	N=25	Percentage
3	SLO is very clear SLO is very connected to the strategy or method of measurement and, thus, assessable as described SLO is student-centered	18	72%
2	SLO is clear SLO is mostly connected to the strategy or method of measurement and, thus, somewhat assessable as described SLO is somewhat student-centered	2	8%
1	SLO is not clear SLO is somewhat or not connected to the strategy or method of measurement and, thus, not assessable as described SLO is not student-centered	5	20%

The SLO from English, Technical Communication provides an excellent example of one that received the highest score from the rubric above: “Use proficiently a variety of standard technologies to locate, create, design, present, and edit information,” with part of the method of measurement listed as “Assessment rubric used a 5 point Likert scale to assess 17 attributes/skills for delivering effective presentations of information. Attributes are assessed separately and as a composite with the total score including the total of all attributes for each presentation.” As noted in Table 1, this SLO is clear; connected to the strategy or method of measurement, and, thus, assessable as described; and is student-centered.

An example of an SLO scored as a 1 is found in Athletic Training, “Successful fulfillment of the National Athletic Trainers’ Association (NATA) educational competencies,” with the method of measurement listed as “Monitor passing rate of students taking the Board of Certification (BOC) Examination.” While this is a worthy goal and the method to monitor its success is certainly useful at one level, the SLO is not student-centered and the method of measurement is not really a measurement of student learning. It is a method of tracking student progress at the course or programmatic level. This is one example where an assessment coordinator – at the departmental, programmatic, or university-level – could provide feedback to the faculty and department.

Student learning was evident in connection to each of the SLOs. Of the 25 reports, 11 (44%) provided recommended actions for the improvement of student learning. Strong excerpts from this section include, (1) “more opportunities for students to interact with language learners . . . [and] the course should be enriched with more inter-language data such as audio podcasts and samples of writing from learners (English as a Second Language),” and (2) “consider restating the entire SLO list to accommodate assessment of acting, directing and design as separate actions (Theatre).”

Ten (40%) of the twenty-five reports submitted for CALE include specific plans or timetables, especially around improvement of student learning. Strong excerpts from this section include, (1) “draft a rubric to be applied to all assessment questions in exams and essays to ensure a robust statistical analysis (English Literature),” (2) “this resource may be developed more widely to address similar concerns of all graduating teacher candidates (English Secondary Education),” and (3) “continue to monitor growth in student’s ability to integrate the three areas of program concentration (Film).”

Summary of CALE Assessment

While all reports provide an overall evaluation that indicates success in student learning, twelve (48%) go a step beyond to indicate some level of analysis or demonstrate the connection between the assessment, the SLO, and student learning. Examples include, (1) “The [six] completed theses were outstanding and were, in fact, brought to a high level of competency. By *requiring* this level of professional expertise (after showing examples, teaching methodology, & having students rewrite drafts) the students were able to perform at this level (Art History),” (2) “This SLO has received considerable attention and improvement in instruction and learning outcomes since Fall 2005 . . . there is now a 100% pass rate by ESLG students on the WEST-E (much higher than the state average) (English as a Second Language),” (3) “Successful fulfillment of the (NATA) educational competencies is essential to assuring the success of our students in being able to perform as a certified/licensed athletic trainer (Athletic Training),” and (4) “This was and continues to be a great learning process, as well as a reliable mechanism for faculty communication and quality control. We cannot take for granted what we teach and what the students actually learn and take away. Although aspects of our curriculum are experiential and reflective in nature, we also acknowledge that standardized testing is a reality for students in the NRPA certification process and the larger world of work. We will continue to employ the exam as a base measure of student knowledge and overall course effectiveness (Recreation and Leisure Services).”

Summary Report: College of Business and Public Administration¹

The College of Business and Public Administration (CBPA) was also well-represented in the 2009-2010 Program Assessment Update with each program submitting a report as part of the project. The business programs' assessment plan is designed to meet AACSB requirements and the planning program is subject to accreditation by the Planning Accreditation Board.

Accounting Program

SLO: Generate, interpret, and communicate financial information for use in decision making.

The minimum expectation standard for the learning goal as stated was met. However, this result was anomalous relative to employer comments and historical faculty experiences. Further investigation revealed that the assessment method process was inadequate and thus the process is undergoing revision. Written communication skills will be re-evaluated using this modified process.

Business Education Program

SLO: The business education teacher demonstrates workplace competencies in technical communications.

Due to the extremely small sample size (n=4), the results of this assessment are inconclusive. They did suggest that the assessed areas require further attention. The results were also indicative of future directions for assessment, including a need for revision of the rubric used.

Business Undergraduate Core

1) *SLO: Student writing communicates effectively*

Findings reveal that students barely met the content and organization standard and need improvement in all other areas (word choice, fluency, and conventions). Recommendations include a discussion with the English department about the ENGL201 content, and to hold a CBPA workshop for faculty who teach classes with a writing component to address what can be done to improve student writing.

2) *SLO: Use information for quantitative problem solving*

Findings show that the average score of students did not meet the learning goal/standard. A recommendation was made that students' mathematical skills prior to their enrollment in the CBPA need to be enhanced. One way to accomplish this is by requiring the successful completion of a business calculus course prior to acceptance into the business school.

¹ Due to the multi-year aspect of the CBPA assessment process at the time, data for portions of this report may have been gathered in 2008-2009. The CBPA assessment process itself was assessed in 2009-2010 and the cycle changed to occur entirely within one academic year, beginning with 2010-2011.

Finance Program

SLO: Graduates will be able to conduct long-term financial analysis in real-world domestic and international applications.

Assessment in the 2008-2009 academic year indicated that students met the assessment objectives on several but not all topics. Based on this, the course was slightly revised. Assessment in the 2009-2010 academic year indicated that students were now doing better on those topics that had received increased attention but were now performing weaker in other areas compared to 2008-2009. Nevertheless, overall results improved. These changes might be attributed a different class schedule (meet twice a week in 2009-2010 versus once a week 2008-2009). The faculty are continuing to work on the rubrics.

General Business Option

SLO: Know the vocabulary of the business disciplines.

Findings show the standard was not met and that the results were mixed by discipline. Problems appear to stem from two issues: lack of agreed-upon standardized material among faculty, and lack of exam-item specificity (MFAT). One conclusion is that the department may face a challenge in finding the right balance among academic freedom, state-of-the-art changes in knowledge content, avoiding “teaching to the test,” and agreeing on what common knowledge is expected of graduates.

General Business Option (Bellevue)

SLO: Know the vocabulary of the business disciplines.

Findings show the standard was not met and results were mixed by discipline. Further analysis revealed that the test questions (MFAT) may be textbook-specific or may not be covered consistently in all classes. Moreover, some test items may be from elective classes. The assessment revealed difficulties with assessing this option because students have little commonality in the courses they take.

Health Services Administration Graduate Certificate

SLO: Students demonstrate oral and written communication skills.

Students achieved a satisfactory outcome. There appears to be an error between the expectation standard and the reported data in that the stated expectation was an average score of 3.5 or higher and all of the reported data indicated students score above 4.0. However, conclusions report only 94%.

Health Services Administration BA

SLO: Graduate certificate students demonstrate oral and written communication skills.

The outcomes were mixed. Some classes did well, others did not. The sample sizes were rather small.

Human Resources Option

SLO: Students should possess the knowledge and skills needed to effectively manage the compensation function.

The assessment showed that students exceeded the expectation standard for both of the “performance characteristics.” Based on this finding no major changes or actions are recommended; although, it is noted that HUMR instructors should continue to ‘stay on top’ of recent research in the relevant areas.

Management Information Systems Program

SLO: Graduates demonstrate appropriate levels of MIS technical skills in database.

The minimum expectation standard as stated was met. However, further examination of the data revealed differences in teaching approaches that were affecting the scoring. Coordination among instructors teaching the skills being assessed was recommended. An evaluation of the assessment process for refinement is also underway.

Marketing Program

SLO: Collect, analyze, interpret and report market data.

There were three expectation standards: (1) data collection through interviews, (2) a short answer test question for content, and (3) data analysis and interpretation and reporting. The assessment revealed that students excelled in the qualitative assignment and the test question regarding qualitative techniques. However, students did not meet the standard for the data analysis assignment. Notably, they have trouble interpreting and reporting statistical findings. To remedy this situation recommendations include increased and earlier emphasis on data analysis.

MBA program

SLO: Develop and demonstrate leadership abilities including an understanding of the importance of diversity, and interpersonal relationships in an organization.

Assessment results showed that the expectation standard was met. However, the committee noted that the learning objective is very broad and difficult to measure. Further thought is needed to develop a better measure.

Public Administration Masters

SLO: Develop professionally through reflective analysis of employment, public service, and/or educational experiences.

Although the assessment seem to provide useful information to the program, it was difficult for the assessment committee to recognize the relationships between the objective, the expectation standards and the outcomes.

Urban and Regional Planning Masters

SLO: The student will practice planning in a variety of venues in ways consistent with the ethical norms for planning.

The minimum expectation standard was not met. More classes were to receive the assessment but evaluation of those classes was not possible. These were first year graduate students. Evaluation during their second year would have been helpful for assessing progress.

Urban and Regional Planning BA

SLO: Students will communicate effectively in writing, through public speaking, and by expressing concepts in visual terms.

The outcomes were inconclusive. Only one class was used in the assessment and the original rubric was discarded for a more appropriate one. The scoring of the assessment did not match the expectation standard. Also, students were permitted to revise their writing before the assessment.

Operations Management Option

SLO: Apply operations management concepts to solve operations management problems such as related to planning, scheduling the supply chain, and quality management.

In this instance a longitudinal approach to assessment was taken. Three cases were used to determine whether students met the expectation standard. During the first assessment the standard was not met. During the second assessment the standard was met and the last assessment showed continued improvement compared to the second assessment. Class size and the type of students that take this option may have an influence on performance levels.

Summary of CBPA Assessment

The accredited programs within the CBPA have had a long successful history of using student outcomes to make program adjustments and have established yearly reviews and reporting in place. While progress has been made, work is still required to attain an assessment process that meets the needs of CBPA and its accrediting bodies. Thus the assessment process was altered in the Spring 2010 to reduce the cycle to a single academic year; the previous process began in Spring and ended in Winter 20 months later. The new process begins with assessment plans being prepared in the Fall Quarter and assessment reports being completed in the Spring Quarter of the same academic year.

Summary Report: College of Social and Behavioral Sciences and Social Work

The College of Social & Behavioral Sciences and Social Work (CSBSSW) showed a high level of participation in the student learning outcome (SLO) assessment cycle for the 2009-2010 academic year. Nine of nine departments and programs submitted assessment reports for at least one of the SLOs that had been identified by the department or program.

For the departments and programs that did submit assessments, a variety of methods were used to gather data. Two of the programs, Sociology/Justice Studies, and Communications Studies utilized pre/post test assessments. The Department of Government utilized a rubric-based assessment method. Military Science (the academic component of the ROTC program) utilized assessments of student performance derived from outside evaluators at the Leadership Development and Assessment Course (LDAC) at Fort Lewis, Washington. The Geography Program assessed two distinct SLOs in three courses and utilized pre/post tests in two cases and an analysis of oral presentations made by students in the third case. In addition to the required departmental participation in the formal SLO assessment process, several departments in the college participated with Dr. Helen Bergland in additional SLO assessment projects reported in the section *Course-Level Student Learning Assessment Project*.

Military Science Program

The unique nature of the Military Science Program because of its focus and connection to the ROTC program presents different challenges for SLO assessment. The specific SLO identified by the department, “Know and apply basic individual and unit military skills and leadership while functioning in a tactical environment as a member of a squad or platoon,” is an outcome that is difficult to assess through the more conventional techniques of other departments. As a result of their unique position, the department utilizes professional outside evaluators to determine if students are meeting the SLO as defined. The results of the independent evaluation of student learning that took place at LDAC were that, “All EWU Cadets were assessed by independent Instructors in the Army’s Leadership Dimensions, and 100% passed with one Excellent rating and the remainder with a Satisfactory rating.”

Government Program

The Department of Government has established a three-year cycle for evaluating the SLOs across its programs. This year’s SLO was assessed using a pre/post test design in a class (GOVT 307 – Constitutional Systems) that the department had previously identified as a “primary assessment opportunity” for this particular SLO. The SLO assessed was multi-faceted, and the department felt that a rubric would allow consideration of each element. For GOVT 307, twenty papers were chosen at random and the rubric assessment criteria were applied to the papers. The results of the assessment were converted to numeric scorings of the student’s achievement of the SLO. Assessment scores ranged from 9/16 (56.3%) to 15/16 (93.8%). Average assessment score for all students was 11.75/16 (73.4%). The lowest scoring assessment area was Part 4 (knowledge to actively participate as a national and international citizen) in which students scored only 53 out of a possible eighty points. Based on those data, the department recognized a need to consider ways to more closely link course content with positive action on the part of students and to consider creating different assignment types to emphasize the relationship between course content and those possibilities. A timetable for considering and implementing changes was included in the SLO report for this class.

Sociology/Justice Studies

The department utilized the capstone class (CRIM 490) to assess the SLO. The assessment method was a pre-post test design based on short answer questions. The SLO addressed how well students understand and apply various methodological and theoretical approaches for conducting research and evaluation. The department reported that the outcome of the assessment was statistically significant with increases (from

7.4 to 11.9) in student understanding. The department concluded that the SLO was being met and did not propose changes to current practice.

Communications Studies

Using a pre/post test design, the Communications Studies department assessed the degree to which a student originates, integrates, and combines ideas into a product, plan or proposal that is new to him or her. Activities: Create, Design, Hypothesize, Invent, Develop (Bloom's Taxonomy). The data gathered show that over 57% of students demonstrated "above expectations" competency for all three dimensions of evaluation. The report does indicate that some changes to the course should be undertaken to more explicitly indicate that synthesis of the type being assessed is an integral component of the course. The report suggests that this should be undertaken through a revision to the course materials including syllabi and the course portfolio requirements.

Geography Program

Geography assessed two SLOs in three separate courses.

The first, "Demonstrate awareness of the diversity of cultural and natural landscapes on a global scale," was assessed first through a pre/post test analysis in GEOG 230. The data showed that the ability to correctly identify cultural patterns in four major global biomes averaged 65% in the pretest, and improved to 84.5% at post-test and that understanding, or the ability to critically explain the patterns, started at 24% and improved to 46.8%. While an improvement, the data indicated students still lack the ability to clearly explain the diversity of cultural and national landscapes even by the end of the course. The necessity of course modifications was noted in the report and a timeline for those modifications was provided.

The same SLO was assessed in a second course, GEOG 392, through an analysis of presentations about visual and oral cultures made by students. The report stated that of thirteen students, all thirteen satisfactorily demonstrated the ability to convey facts regarding the cultural and natural landscape of the region they had selected. Eight of the thirteen clearly mastered the relationship between geographic world view and cultural landscape in their presentation. However, in terms of data analysis, the relationship was a lot murkier to detect in oral vs. written cultures, so this data may simply be reflecting who was assigned a written culture and who was assigned a primarily oral culture. As the data indicated that students had mastered the SLO, no changes were proposed to the course in the report.

The second SLO, "Demonstrate basic knowledge of the content and history of geography's main sub-disciplines," was also assessed in GEOG 392 through a pre/post test design and was conceptualized by the department as a companion to the previous SLO assessed in the same class. The assessment design allowed for capture of evolution of factual knowledge on a weekly basis, as well as more static pre/post assessment. The results for the assessment were that of 29 geographers introduced throughout the quarter, eighteen of them had slipped entirely from everyone's memory within one week. No one ever satisfactorily described the geographic theory, even when placed into work groups to revise their answers. In the exit survey, strict factual knowledge lingered the best; after studying for the exam, students could recall the names of an average of 7.9 geographers. There was no evidence of mastery in terms of understanding. No general area of knowledge was mastered by more than 42% of students, and of a total of six general areas, two were not mastered by anyone. As a result of those data, the department

determined that it was necessary to engage in a full course redesign, including content and delivery methods. A timeline for making those revisions was provided.

Summary of CSBSSW Assessment

CSBSSW continues to be well represented in efforts to improve the assessment of student learning outcomes. As new programs and departments are folded into the CSBSSW structure, the college will continue to work with and mentor those programs on the means and importance of SLO assessment to course and overall program quality. While progress toward meaningful SLO assessment has been made, more work remains in the coming year. Improvements in communication and timelines within the college will assist departments in meeting meaningful assessment goals. The reports this year did seem to take seriously the need to close the circle on SLO assessment by considering the ways in which the data gathered should inform curriculum and content revisions. If departments are willing and able to meet the goals and timelines that they have set for themselves with respect to the SLO data that they have generated, then SLO assessment will have started to become a more meaningful and more useful component of department planning processes.

Summary Report: College of Science, Health and Engineering

The College of Science, Health & Engineering (CSHE) has eleven departments: Biology, Chemistry/Biochemistry, Communication Disorders, Computer Science, Dental Hygiene, Engineering & Design, Geology, Mathematics, Occupational Therapy, Physical Therapy, Physics, and two independent programs, Environmental Science and Regional Initiatives in Dental Education (RIDE, first-year dental student cohorts from the University of Washington.)

There are eight programs within the College which have external accreditations: MS in Communication Disorders, BS in Computer Science, BS in Dental Hygiene, BS in Electrical Engineering, BS in Mechanical Engineering Technology, BAE in Mathematics Education, MOT in Occupational Therapy, and DPT in Physical Therapy. The RIDE program undergoes accreditation along with the University of Washington, School of Dentistry programs. Additionally, the Department of Mathematics collaborates with the Department of Education in providing assessment data for the NCATE accreditation of all K-12 teacher education programs.

The College of Science, Health & Engineering is nearly 100% compliant with the development of Student Learning Outcomes for each of its departments. All but one of the departments have returned SLO plans and 2009-2010 assessments for most programs within each department. The one department that did not return an SLO plan was involved with writing a programmatic self-study. Computer Science, which underwent an ABET accreditation review and site visit in the Fall 2010, submitted a complete assessment of all 11 SLOs for their BS in Computer Science program and most of these SLOs are used for all programs within the department. Communication Disorders is the only department which did not submit an assessment report but is currently preparing for its accreditation review and site visit in the Spring 2011.

The Core Sciences (Biology, Chemistry, Geology, Mathematics [BA and MS] and Physics)

These departments and programs have no external accreditations which currently examine SLOs. Geology has a rather unique assessment over three of its SLOs. They have been comparing skills and performance of EWU geology students on field-based projects in their capstone Field Geology course to those of students from other universities, who are also taking the same course. Biology has been comparing oral presentation skills during group research between lower-division and senior capstone students to assess advancement of those skills. Chemistry and Physics are moving to an assessment model similar to Biology's to better assess the performance of their seniors in their capstone courses. The pure Mathematics BA program examines SLOs related to students' ability to write well-reasoned proofs. Proof-intensive questions included on final exams in 400-level math courses (such as courses in theoretical probability and mathematical statistics and their three-quarter sequence in abstract algebra) are scored using a rubric and then correlated with grades obtained by the same students. The BA in Mathematics also includes a two-credit senior seminar in which students write a self-reflective paper on their experience and personal development in mathematics as well as a paper and presentation on a topic that requires independent learning. Papers collected in this course provide an instrument for assessing SLOs related to students demonstrating the ability to learn independently and understanding the interconnectedness between various branches of mathematics.

Health Sciences Programs (Communication Disorders, Dental Hygiene, Occupational Therapy and Physical Therapy)

These departments each have programs that are accredited by their respective accrediting bodies. The accrediting bodies include the Council on Academic Accreditation of the American Speech-Language-Hearing Association, the Commission on Dental Accreditation of the American Dental Association, the Accreditation Council for Occupational Therapy Education of the American Occupational Therapy Association and the Commission on Accreditation in Physical Therapy Education. Each program, except Communication Disorders, is required to develop, review and use, student learning outcomes to improve student learning and development.

As part of ongoing program assessment, each department is required to assess progress towards meeting the established outcomes. The assessment process involves the various stakeholders consisting of faculty, students, alumni, employers, and community members. Through defined indicators, targets and thresholds, analysis of current progress is determined and the results used to identify areas of strengths and weaknesses within the programs. The gathering of information and its subsequent analysis is carried out on an annual basis unless a review is required to be done on a more frequent basis by an accreditation entity.

Although each department in the health sciences has different requirements for areas of assessment, there are common outcomes including demonstrating the profession's specific core knowledge, practicing one's profession in an ethical and legal manner, possessing critical thinking skills, and the valuing of lifelong learning. Assessment by the various health sciences departments is carried out in a variety of techniques that include exit interviews; surveys to graduates, their employers, their peers and their patients; portfolios; and national licensure exam score reports.

Review of the most current assessment data indicated that the health science programs are meeting or making good progress in each of their student learning outcomes. Pass rates for national licensure exams for first-time takers range from 88% in dental hygiene to 97% in physical therapy with all programs demonstrating 100% passing rates by the second or third attempt indicating students have the core knowledge and critical thinking skills needed to practice in their chosen profession. Review of student learning outcomes in the graduate program in dental hygiene determined that though good progress was being made toward meeting the outcome of “Possessing critical thinking skills that help them to be community leaders and outstanding citizens,” students were progressing slower through their thesis work than had been anticipated. Because the graduate program in dental hygiene is new (two-years old), it was determined that it is too early to make a recommendation based on this observation; thus, student progress will continue to be monitored over the next year.

Computing and Engineering Sciences Programs (including Computer Science, Electrical and Mechanical Engineering, Technology and Visual Communications Design)

The majority of these programs are accredited through ABET (Accreditation Board for Engineering and Technology) which requires compliance with assessment criteria that meet or exceed those of EWU. The BS in Mechanical Engineering was recently approved by the HECB and ABET accreditation for this program will be sought after the first graduating class of BSME is produced in Spring 2012.

Recent data provided to ABET showed assessment of eleven SLOs for the BS in Computer Science. These SLOs were examined via student work in various identified upper-division computer science courses. Furthermore, the department identified thirteen recommended actions based on the analysis of this assessment data. For example, the department made a decision based on the data to require students scoring lower than 35% on the Advancement Programming Exam (APE) to see the department chair, who discusses the student’s scores with the student and make a determination as to whether corrective action is warranted.

Similarly, programs in Electrical Engineering, Technology, and Visual Communications Design assess SLOs on the basis of major courses with objectives unique to each SLO. Minor curriculum changes have been implemented as a result of these assessment exercises. For example the data collected for the SLO “Recognize the need for, and the ability to engage in lifelong learning” for the Visual Communications Design program demonstrated only a “fair” progress on the objectives and hence prompted a curriculum change for their DESN 493 (Portfolio Review) course which added a specific unit for engagement in lifelong learning to support this SLO.

Summary of CSHE Assessment

The accredited programs within the CSHE have had a long, successful history of using student outcomes to make program adjustments and have established yearly reviews and reporting in place. Additionally, all other programs have developed SLOs and plans and are beginning to receive data from which they will be able to make program adjustments as needed. This process is particularly challenging for non-accredited departments and programs due to the dispersion of graduates and difficulty obtaining alumni data. However, several of our departments have developed innovative assessment strategies, and we are working towards all programs having with well-developed plans to ensure quality academic programming.

Course-Level Student Learning Assessment Project for 2009-2010

Another assessment activity for academic year 2009-2010 was to design and implement course-level assessment across two out of four colleges. The primary goals of the project were to collaborate with faculty to investigate teaching and student learning practices as well as successes within a course, and to use the resulting data to think critically about the design of the course and its possible revision.

The Assessment Project

This project was conducted by the Office of Undergraduate Studies' Faculty Support staff. This assessment study was designed around EWU's former College of Arts and Letters and College of Social and Behavioral Sciences. A single-measure methodology was adopted in part to encourage consistency across results. Future efforts might benefit from the incorporation of multiple measures of assessment, but this addition could affect faculty willingness to participate in an assessment study. Another primary goal for this study was to create an environment in which faculty would seek out and report academically meaningful data around student learning.

Findings

Faculty members who participated in this project were asked to assess one SLO for one course.

Ninety-six faculty, or 75%, agreed to participate in this assessment study. Of the original 96 faculty, 72 submitted reports (75%). Since some faculty offered to assess more than one course, 103 reports were expected; 81 were submitted (78.6%).

Of the total 81 reports submitted, 35 (43.2%) included specific ways in which the instructor planned to use the data to improve teaching practices or student learning approaches related to the course. Anecdotally, this number seems to have increased over the past year as faculty have reported various teaching- and learning-related changes they have adopted as a result of participation in the study.

In summary, the faculty assessment reports of this study are based on at least one student learning outcome, designed to measure improvement in student learning around one or more SLO for a period of one academic quarter, and, in many cases, connected to specific ways faculty might improve teaching and learning. Forty-three percent of the reports submitted discussed ways in which the faculty member would use the data to improve teaching practices or improve student learning.

General Education Curriculum Assessment

The General Education Coordinating Committee (GECC) has organized its assessment activities around three annual cycles that cover assessment of: (1) university competency courses in English, Math and Computer Literacy, (2) core subject areas in Humanities/Fine Arts, Social Sciences, and Natural Sciences, and (3) graduation requirements in Senior Capstone, International Studies and Cultural & Gender Diversity. In 2008-2009, GECC assessed the courses taught for the core subject areas. Each member of the committee was assigned to evaluate particular reports and then discuss them with the whole committee. The following objectives for the core subject areas were selected for assessment during this cycle:

Humanities/Fine Arts

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

Examples of findings:

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

Social Sciences

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

Examples of findings:

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

Natural Sciences

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

Examples of findings:

- Chemistry assesses this SLO in a lab-based course. Most students scored above 80% on the laboratory assignment and, therefore, no recommendations for change were made.
- In an Honors section, students developed a research project and gave poster presentations. The instructor noted that providing an example paper boosted student performance and that students required more time to conduct thorough literature reviews for their project. The instructor also plans to have a librarian participate in instruction about how students can find appropriate materials for literature reviews.

In 2009-2010, GECC assessed the graduation requirements Senior Capstone, International Studies and Cultural & Gender Diversity. Because there are a large number of courses taught that satisfy each of these categories, GECC only asked for assessments from the International Studies and Cultural & Gender Diversity courses taught in Winter 2010, and the Senior Capstones taught in Spring 2010. Also, to assist in evaluating the assessment reports in a consistent manner, GECC used a tailored rubric and members of the committees were assigned individual reports to evaluate.

The following objectives for the graduation requirements were selected for assessment during this cycle:

International Studies and Cultural & Gender Diversity

“Students will analyze multiple perspectives on a given issue related to the course content.”

Overall findings: 32 assessment reports were submitted – 14 for International Studies and 18 for Cultural & Gender Diversity.

- 85% assessed the objective GECC requested, and 85% included the instrument they used to assess the objective.
- On a scale of one to five on how well the instrument assessed the objective, 64% were given a four or a five, and another 26% were given a three.
- 21% reported that virtually all of their students met the objective, and another 62% said that most of the students met the objective.
- 53% of the reports specifically discussed changes to course delivery that ought to be made in light of assessment results, and 12% found that no changes needed to be made in light of the results.

Examples of findings:

- From Introduction to Africana American Culture, AAST 214: “Students who excelled wrote strong arguments that expressed not only an understanding of the struggle (for equality), but a recognition that there truly isn’t just one, singular approach that works best for obtaining equality and why.”
- From Anthropology 349, Major Civilizations of Asia: “The pre-test shows an average of 2.81 correct answers per assessment. In the post-test, this average increases to 4.45. This reflects a 63% increase over the pre-test.”
- From Gender and Communication, CMST/WMST 414: “While a basic understanding of various perspectives on explaining gender differences is evident, it would be more beneficial to have students analyze each theory rather than choose only two. What all students were able to do very well is apply their choice of theories to their own lives, observations and life experiences.”
- From Issues in Women’s Studies, WMST 310: “Students demonstrated a very sophisticated sense of how actions carry varying political weight and meaning depending upon the cultural context in which the action occurs. The assessment demonstrated, however, that students did not fully appreciate cultural and geographical diversity within the geographical confines of the United States.”

Senior Capstone

“Prepare a capstone project (in groups or individually) that showcases disciplinary knowledge, methods and skills.”

Overall findings: Twenty-three assessment reports were submitted from a wide variety of disciplines.

- 86% included the rubric they used to assess the capstone project.
- On a scale of one to five on how well the rubric assessed the capstone project, 69% were given a four or a five, and another 5% were given a three.
- 41% reported that virtually all of their students met the objective, and another 36% said that most of the students met the objective.
- 73% of the reports specifically discussed changes to course delivery that ought to be made in light of the assessment results, and 14% found that no changes needed to be made based on the results.

Examples of findings:

- In Women & Gender Studies 490, the instructor concluded that “although the portfolio-capstone project is very popular among students, they don’t seem to continue using the website they created for professional purpose and maintaining an online identity.”
- The instructor of Education 490 (the only course in which only about half the students met the criteria for excellence on the assessment) concluded that the course might be limited in future “to more advanced students with more experience in educational courses.”
- In English 490, the instructor’s report made clear what happened over the quarter by presenting “a holistic picture of student learning as well as a closer picture of the work that students are required to do.”
- Health Services Administration 490 presented students with multiple challenges to succeed; its rubric was graded according to (1) presentation, (2) term paper mechanics, (3) a community service project, (4) a portfolio, and (5) a policy & procedure document.
- The design of the assessment in Management 490 was commended by a GECC reviewer thusly: “More than the other assessments I viewed, these did focus on ‘solving a problem,’ thus (in my opinion) creating a good learning opportunity.”

Findings Related to Student Learning Outcomes Assessment

For the 2009-2010 SLO assessment effort, every one of EWU’s four colleges is represented. Each of the thirty departments at the university is engaged in SLO assessment with 29 of these departments submitting SLO reports for the 2009-2010 SLO assessment cycle. There are a total of 109 degree programs (majors) at EWU and 83 (76.1%) of those submitted SLO reports in November, 2010, as requested. Fifty-five out of 58 core subject areas in the Humanities/Fine Arts, Social Sciences, and Natural Sciences submitted assessment reports in 2009-2010 as part of the 2008-2009 assessment of the General Education Curriculum. The Course-Level Student Learning Assessment Project engaged 72 faculty members in two colleges in the SLO assessment effort and produced 81 reports based on at least one SLO. Nearly 44% of these reports discussed ways in which the faculty would use the data to improve

teaching practices or improve student learning, and faculty have continued to report out the various teaching- and learning-related changes they have adopted as a result of participation in this study.

In the College of Letters, Arts, and Education, student learning was evident in connection to each of the SLOs. Forty-four percent of the reports provided recommended actions for the improvement of student learning. Forty percent of the reports submitted included specific plans or timetables, especially around improvement of student learning.

In the College of Business and Public Administration, SLO assessment has led to changing the way certain SLOs are assessed. Curricular changes, such as requiring a business calculus course prior to acceptance into the major, are being considered. While progress has been made, work is still required to attain an assessment process that meets the needs of the College of Business and Public Administration. As noted earlier, the assessment process was altered in Spring 2010 to reduce the cycle to a single academic year. The new process is expected to provide better alignment with faculty engagement in the curriculum revision process.

The College of Social and Behavioral Sciences and Social Work continues to be well represented in efforts to improve the assessment of student learning outcomes. As new programs and departments from the recent reorganization are folded into the CSBSSW structure, the college will continue to work with and mentor those programs on the means and importance of SLO assessment to course and overall program quality. So, while progress toward meaningful SLO assessment continues to be made, more work remains in the coming year. Improvements in communication and timelines within the college will assist departments in meeting meaningful assessment goals. The reports this year did seem to take seriously the need to close the circle on SLO assessment by considering the ways in which the data gathered should inform curriculum and content revisions. If departments are willing and able to meet the goals and timelines that they have set for themselves with respect to the SLO data that they have generated, then SLO assessment will have started to become a more meaningful and more useful component of department planning processes.

The accredited programs within the College of Science, Health and Engineering have had a long successful history of using student outcomes to make program adjustments and have established yearly reviews and reporting in place. Additionally, all other programs have developed SLOs and plans and are beginning to receive data from which they will be able to make program adjustments as needed. This process is particularly challenging for non-accredited departments and programs due to the dispersion of graduates and difficulty obtaining alumni data. However, several of our departments have developed innovative assessment strategies and we are working towards having all programs with well developed plans to ensure quality academic programming.

Overall, the University has made substantial progress in ensuring that its assessment activities lead to the improvement of teaching and learning. The university has embraced a culture of assessment, and all programs are committed to using SLOs to revise their programs. That is, SLO assessment processes are a common expectation for academic programs. The number of programs that are not responding to requests for program assessment data continues to decrease and, as this report shows, the university has gathered empirical data that shows that SLO assessment is improving both teaching and learning. EWU employs an infrastructure of committees devoted to assessment that works well and will be more effective with

increased communication between them. Overall, assessment results have led to changes in courses (both content and delivery) and programs at the University.

Next Steps

The charge given to the *Advisory Committee for Academic Assessment (ACAA)* by the Provost includes a call for the appointment of departmental assessment coordinators. ACAA will work with the four college deans to ensure that each of the academic departments has a departmental assessment coordinator in place by the middle of Spring 2011 (April 30, 2011). ACAA will host the first training workshop for the departmental assessment coordinators by the end of Spring 2011.

The request for SLO assessment for the 2010-2011 Academic Year (AY) was sent by ACAA to departments in early February with a November 1, 2011, return deadline. ACAA will work with departments to improve the return rate of the completed SLO templates with a goal of 100% return.

Another task that ACAA is working on during the 2010-2011 AY is to finalize the revision of the university Assessment Plan. The revised plan will reflect the change in the charge given to ACAA.

ACAA is expanding the assessment web pages to provide increased access to assessment reports and materials.

General Education assessment for 2011-2012 will focus on university competencies in English, Mathematics and Computer Literacy.

Date of Most Recent Review of Mission and Core Themes

In 2004, the Eastern Washington University Board of Trustees reviewed and approved the EWU mission, which was reviewed as part of the development of the EWU Strategic Plan 2004. The Board of Trustees provided significant review and endorsement of the strategic plan as part of this discussion.

The set of core themes for EWU align with the six goals of the EWU Strategic Plan 2004 and were approved by the President's Executive Committee in Fall 2010. Each core theme leads to specific objectives for the institution as a whole, and for those units that contribute to its success. The original version of this accreditation report was developed with wide participation and review over the period January 2010 - February 2011.

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

Section I: Mission

Standard 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.

Our Mission

[\[http://www.ewu.edu/About/Administration/President/Mission.xml\]](http://www.ewu.edu/About/Administration/President/Mission.xml)

Eastern Washington University is a student-centered, regionally based, comprehensive university. Its campus is located in Cheney, within the Spokane metropolitan area, with additional learning centers in the region and elsewhere in Washington State.² Its mission is to prepare broadly educated, technologically proficient, and highly productive citizens to attain meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse society. Eastern Washington University will achieve its mission by providing:

- an excellent student-centered learning environment;
- professionally accomplished faculty who are strongly committed to student learning;
- high-quality integrated, interdependent programs that build upon the region's assets and offer a broad range of choices as appropriate to the needs of the university's students and the region; and
- exceptional student support services, resources, and facilities.

Our Strategic Goals

[\[http://www.ewu.edu/About/Administration/President/Mission.xml\]](http://www.ewu.edu/About/Administration/President/Mission.xml)

An integrated academic environment fosters connections among disciplines, between faculty and students, and with campus and community. Such an integrated experience is rich in opportunities for exploration, discovery and learning. It connects the liberal arts to professional preparation. It provides diverse perspectives and prepares students to be thoughtful competent citizens able to contribute to the common good. Our goals are:

1. We will provide a rigorous and engaged student learning experience
2. We will foster an academic community culture that supports and engages faculty and staff throughout their careers
3. We will strengthen our institution-wide commitment to engagement that benefits the University, the region and the world
4. We will grow resources and capacity to enhance Eastern's academic quality
5. We will allocate resources, capacity and people in support of our mission and academic goals
6. We will manage resources, capacity and people effectively and efficiently

²EWU-Spokane is located at the Riverpoint campus, a shared site with Washington State University in downtown Spokane area. EWU partners with Bellevue College, Pierce College, Clark College, South Seattle Community College, North Seattle Community College and Shoreline Community College to offer baccalaureate degree completion programs at these locations. EWU also offers the Master of Social Work degree program in Everett, Vancouver, and Yakima.

EWU will use open communication; active participation; accountable, fiscally sound practices; and civil, inclusive methods to foster a university community that achieves our shared goals.

Most Recent Review: The EWU Strategic Plan 2004-2005 was developed over a three-year period with input from across the institution. It was developed to provide direction and goals for the university's operations for the decade 2004 to 2014. The Plan was presented to the EWU Board of Trustees on June 24, 2005, where it was discussed and accepted.

Our Board of Trustees Goals

[http://www.ewu.edu/Documents/Administration/BOT/2010/2010-2011_Board_Goals.pdf]

The EWU Board of Trustees has adopted the following goals which inform policies and guide operations. We believe that well-designed processes that feature these principles are effective methods of developing confidence, ethical judgment, and citizenship. These goals are:

1. Academic Excellence: The Eastern Washington University Board of Trustees is committed to academic excellence and student success and seeks to provide guidance and support for all efforts to further advance, strengthen and preserve the excellent academic environment for students and faculty, which is at the heart of the Eastern mission. In addition, the Board recognizes the critical role of faculty in determining academic success and supports efforts to recruit, retain, and reward high-quality faculty that enhance the programmatic needs and goals of the university.
2. Student Success: The Eastern Washington University Board of Trustees will be responsive to the educational needs of the region and state through programming and services. Greater collaboration must be achieved with area community colleges through articulated pathways to baccalaureate degrees and through dual degrees. Articulated programs with high schools should be able to facilitate students' early start into college courses or credit that will assist with a seamless entrance into EWU. More students, place-bound and otherwise, should have access to online studies.
3. Diversity: The Eastern Washington University Board of Trustees continues its strong commitment to diversity and will continue its work toward creating a campus community of respect, civility, tolerance, and inclusivity by completing the Campus Climate Survey in 2010-2011 and by developing and implementing an education and awareness plan for the campus community.
4. Institutional Strength and Security: Preserving and advancing Eastern Washington University's institutional strength and security is a priority for the Board of Trustees. Institutions of higher education traditionally develop a strategic plan every five to seven years. Eastern Washington University's current strategic plan was developed in 2003 focusing primarily on academic planning. It is the right time to revitalize the institution's strategic plan by: (1) performing a full assessment of our local, regional, and state environment; (2) assessing, reframing, or reaffirming our current mission, vision, values, and goals; and (3) developing goals, strategies, and actions for EWU to meet the challenges for the next five to ten years. Implementation of Eastern's Strategic Enrollment Management Plan (SEM) will further the University's ability to serve our diverse students and community stakeholders in an effective, fiscally sound, and accountable manner now and into the future. The Board recognizes that strategic enrollment management is a key

component of strategic planning. The Board commits to supporting strategic planning to strengthen Eastern's role as an innovative, relevant and inclusive leader in higher education.

5. Awareness and Visibility: The Eastern Washington University Board of Trustees will maximize the effectiveness of our legislative efforts by engaging the network of Eastern Washington University's stakeholder groups (BOT members, faculty, staff, alumni, and students) and by strengthening partnerships in the community to mobilize and articulate a unified EWU message. Further relationships will be cultivated with our sister universities to magnify our voice and presence in articulating the broader message of a higher education agenda. Finally, the university will increase public awareness and the institution's visibility through promoting EWU's participation in Division I Athletics.
6. Sustainable Campus: The Eastern Washington University Board of Trustees is committed to utilizing natural resources in ways that minimize harmful environmental impacts and to forging a more environmentally sustainable future. To create a culture on campus that embraces sustainability, we will complete and implement the Campus Sustainability Master Plan in 2010-11 and monitor progress toward goals established by the plan.

Most Recent Review: The BOT approved their 2010-2011 goals on August 26, 2010.

Our Three Core Themes

The set of core themes for EWU align with the mission and the six Strategic Goals of the EWU Strategic Plan and the six Goals of the EWU Board of Trustees. These core themes are:

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

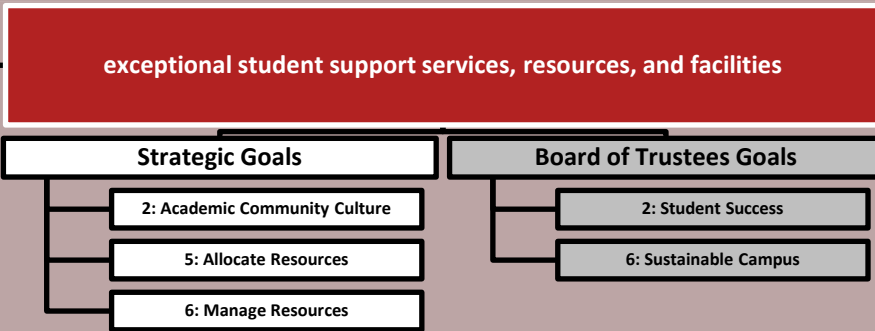
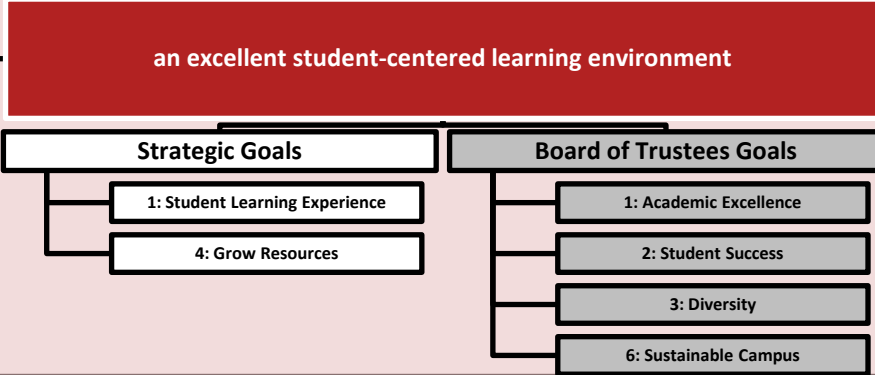
The Relation of Our Mission and Goals to the Core Themes for EWU

The mission recognizes the EWU commitment to instruction at a number of academic levels, success of all students regardless of their higher education goals, and service to diverse peoples and communities. It honors the normal school, the baccalaureate and graduate, and roots of the institution. 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 we fulfill our intentions and illustrate the impacts that the university experience has on students' lives and the communities we serve.

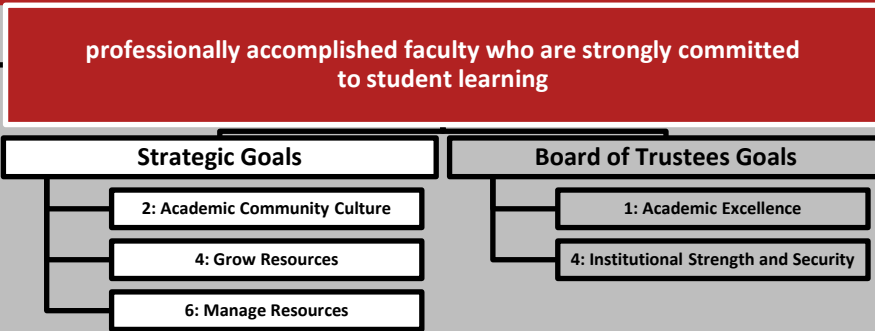
Our Mission

to prepare broadly educated, technologically proficient, and highly productive citizens to attain meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse society...by providing:

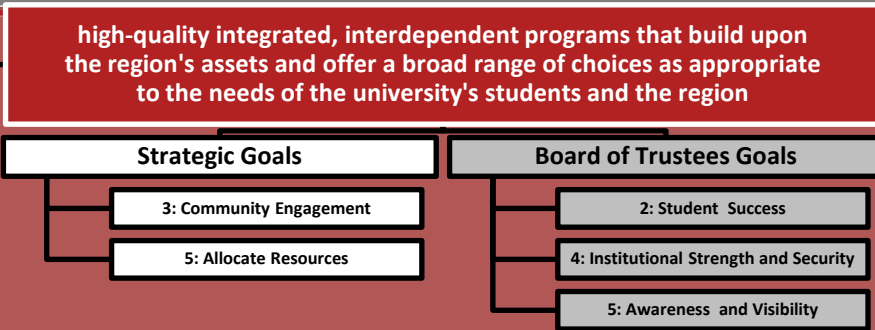
Core Theme #1:
A rigorous and engaged student learning experience



Core Theme #2:
An academic community that supports and engages faculty and staff throughout their careers



Core Theme #3:
An institution-wide commitment to local, national, and international community engagement and awareness that benefits the university and the region



Evaluating Our Mission Fulfillment

All 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 (which is advisory to the Provost and Vice President for Academic Affairs and whose membership consists of the deans; associate deans; vice provosts; Director of Institutional Research, Demography and Assessment; and the Executive Associate for Academic Resources and Planning) and the President's Executive Committee whose membership consists of the Vice Presidents, the Associate to the President, the Director of Athletics and the Chief Information Officer. Allocation and management of resources and, where possible, growing resources will be an integrated part of EWU's efforts to fulfill the core themes, particularly in this era of declining state investment in higher education.

To determine mission fulfillment, each core theme objective will be rated according to Excellent, Good, Fair, or Poor. An acceptable extent of mission fulfillment will be met when 80% of the objectives are rated Excellent or Good. Any objective rated as Poor will be addressed in Report 3, Standard 4 (Effectiveness and Improvement), along with an initial quality improvement plan.

Section II: Core Themes, Objectives, Outcomes, and Indicators

Core Theme #1: A rigorous and engaged student learning experience

EWU Mission and Strategic Plan: "Eastern Washington University will achieve its mission by providing ... an excellent student-centered learning environment [and] high-quality integrated, interdependent programs that build upon the region's assets and offer a broad range of choices as appropriate to the needs of the university's students and the region [and] exceptional student support services, resources and facilities." Strategic Plan Goal 1: A rigorous and engaged student learning experience

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, master's, and applied doctoral levels. Programmatic rigor is demonstrated in part by maintaining 51 specialized accreditations. 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 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. The University faculty and staff take on a special responsibility to actively engage these and all our students in ways that foster accomplishment of their educational goals and that equip them with the skills, knowledge, and ability to succeed in their careers.

Objectives, Intended Outcomes, Institutional Indicators, and Rationale:

Objective 1.1: Persistence and progress toward educational goals

Outcome #1

Increase six year graduation rates & maintain strong graduation efficiency rates

Institutional Indicators

- Retention and completion rates of first-time, full-time freshmen as compared with IPEDS peers and Washington State public region universities;
- Retention and completion rates of transfer students as compared with IPEDS peers and Washington State public regional universities;
- Retention and completion rates of under-represented students as compared with IPEDS peers and Washington State public region universities;
- Retention and completion rates of Pell-eligible students (as an indicator of low social economic status); and
- Number and type of graduate degrees and certificates earned within 6 years of initial enrollment.

Rationale: The best indicator of a college or university's success is the percentage of students it helps successfully complete a degree or academic program. 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 but seeks to make significant improvement with data-driven decisions to help current and future students become more successful in completing their chosen degree at EWU.

EWU also seeks to improve the timely completion of a given student's degree. As a result EWU is committed to continuing to provide the overwhelming majority of our undergraduate students with the academic and co-curricular support they need to complete their degree in the appointed 125% of units earned and supporting graduate students such that they are well within the time allowed by each program for completion.

Objective 1.2: Programs aligned with mission and academic vision

Outcome #2

Student achievement in rigorous, regionally relevant academic and co-curricular programs

Institutional Indicators

- The continued production of graduates in high demand majors as measured by the State of Washington and EWU;
- The percentage of students engaged in the campus community as measured by participation in University-sponsored activities and programs to support student achievement;
- The percentage of students engaged in the community as measured by internships, community service activities, and experiential learning activities;

- Continued reflection on academic program relevancy to students and the region as measured through the University's academic program review and program audit process as well as through its program development processes; and
- Institutional support for academic scholarship.

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, Eastern has a responsibility to provide both the Eastern Washington region and the state as a whole with well-educated graduates ready to enter the workforce and advance in careers, particularly where the state sees the greatest need.

As part of this regional commitment, EWU will use market demand and economic indicators when developing and revising its 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. Likewise, EWU continues to encourage its students to become responsible citizens once they graduate from EWU, and the University expects its students to be engaged broadly in their education. EWU will increase the number of opportunities for students to participate in community activities as well experiential learning. These efforts directly and deeply involve the entire university in furthering student learning, while actively partnering with our local communities to advance their goals.

To ensure that both our academic programs and co-curricular learning opportunities are aligned with these goals, the goals of the students, and the goals of the region, EWU will continue to reflect upon its program array and program relevancy through program review and audit processes. By a regularized calendared process of review and renewal EWU's academic programs will continue to respond to these needs.

Objective 1.3: Supportive environments for learning and living

Outcome #3

Enhanced learning environments & quality co-curricular support

Institutional Indicators

- The development, sustainability and effectiveness of a portfolio of co-curricular programs and student service offerings, including recruitment and admission programs;
- Student service processes and student support services, including the technology infrastructure at the university, for how they enhance students' learning experience;
- The quality and utilization of university facilities and physical spaces, including university provided housing arrangements, to enhance the student learning experience;
- The availability of technology to faculty in the development new courses and the re-configuration of previously taught courses; and
- The quantity and quality of support services provided to students both for their curricular and co-curricular success.

Rationale: Although classroom instruction is at the core of students' experience at the University, their learning also occurs in a wide array of co-curricular settings. EWU realizes that to successfully achieve its mission and serve our 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 including work. 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, activity, and support programs with a goal of on-going improvement and effective resource and facility utilization. One aspect of this effort is wise use of different means to deliver curricula to our students. Realizing that students who attend EWU range in ages, interests, and geographic proximity to the University's main campus EWU will strategically employ technology to meet the needs of students. To that end, EWU commits to providing quality academic and student life support on its physical campus as well as for online 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 achieve its mission by providing ... professionally accomplished faculty who are strongly committed to student learning [and] exceptional student support services, resources, and facilities." Strategic Plan Goal 2: An academic community that supports and engages faculty and staff throughout their careers

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 (Kuh 2006). Our 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 research-intensive regional comprehensive institution. In 2010, one hundred EWU faculty mentored the 350 undergraduate and graduate students who participated in the annual EWU Research and Creative Works Symposium, and more EWU students presented at the 2010 National Conference for Undergraduate Research than did students from the other Washington postsecondary institutions combined. EWU also received the Sterling Savings Bank Big Sky Conference Presidents' Cup, a unique award in college athletics recognizing the Big Sky Conference institution whose athletes excel in academic achievement. These activities are evidence that EWU provides "professionally accomplished faculty who are strongly committed to student learning" as well as "exceptional student support services."

For EWU to develop an academic community that supports and engages faculty and staff throughout their careers, the institution must create (1) a campus culture of participation and engagement that recognizes

and supports faculty and staff; and (2) hiring, recruiting, and retention practices aligned with mission and academic goals. These two components are the objectives for 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

Outcome #1

Engaged faculty, staff, and students

Institutional Indicators

- Volume of scholarly and creative output by faculty;
- Number and percentage of student and student-faculty research activities;
- Number of faculty and staff recognized for excellence; and
- Number and percentage of faculty and staff who participate in university committee work and planning activities.

Outcome #2

Research and creative activities attract support and resources from external sources

Institutional Indicators

- Number of supported research activities and productions;
- Number of externally funded researchers (faculty, staff, and students); and
- Amount of restricted expenditures from external sources.

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, the student engagement of the first theme 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 student partner in research, this benefits both the faculty and the students and provides a richer learning experience for both.

Objective 2.2: Hiring, recruiting, and retention practices aligned with mission and academic goals

Outcome #3

Faculty and staff enable students to contribute to a culturally diverse society

Institutional Indicators

- Number and percentage of EWU job postings placed in targeted venues to attract broad pool of applicants;
- Number and percentage of minority applicants for faculty and staff positions relative to the diversity of labor markets as established in the EWU Affirmative Action Plan; and

- Number and percentage of faculty and staff who receive cultural competency training.

Rationale: In order to prepare our students to contribute to a culturally diverse society, it is important for the university to reflect the racial and ethnic diversity of Washington and the nation. Use of established standards, advertising in diverse venues of advertising, and monitoring the diversity of applicant pools will provide information on the university's commitment to this objective. To ensure that the 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 recognize and respect cultural differences.

Outcome #4

EWU recruits, hires, and retains faculty and staff who are well qualified for their positions and who demonstrate the ability to meet performance expectations

Institutional Indicators

- Number and percentage of faculty position postings with statement of performance expectations for teaching competence and assessment of learning;
- Percentage of faculty who are recognized for teaching effectiveness through an established peer review process;
- Number and percentage of faculty recognized for teaching effectiveness, scholarship and creative activities, and service through merit pay awards; and
- Number and percentage of professional development opportunities for staff.

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 discipline. 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 its mission to prepare broadly educated, technologically proficient, and highly productive citizens.

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: [EWU's] mission is to prepare broadly educated, technologically proficient, and highly productive citizens to attain meaningful careers, to enjoy enriched lives, and to make contributions to a culturally diverse society. ... high-quality integrated, interdependent programs that build upon the region's assets and offer a broad range of choices as appropriate to the needs of the university's students and the region. Strategic Plan Goal III: An institution-wide commitment to community engagement that benefits the university, the region and the world.

Description of Core Theme #3: Because 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 are essential parts of our success as a public institution of higher education.

The objectives for this core theme reflect engagement with both the regional and national communities as well as broader international communities. Engagement with the local community occurs both 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 Eastern's participation in national efforts such as providing educational opportunities for first-generation and underserved communities, sending students to engage in internships and learning opportunities such as undergraduate and professional research conferences as well as faculty participation in seeking and receiving grant opportunities that respond to research interests beyond the region. Engagement of student and faculty with the international community takes place both on Eastern's campus, through visiting scholars and students, as well as on the campus of partner institutions outside of the United States when EWU students and faculty engage in travel, research, learning and teaching abroad.

Objectives, Intended Outcomes, Institutional Indicators, and Rationale:

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

Outcome #1

Engagement with local partners to ascertain and respond to regional needs and to increase university visibility.

Institutional Indicators:

- Colleges and department Advisory Boards; and
- Strategic participation of faculty, staff and students with local boards, civic groups, professional societies, and media.

Rationale: A healthy relationship between the institution and 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 ensure that EWU is responsive to local community needs and 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. Faculty and administration responds 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.

Outcome #2

Activity within the existing international partnerships.

Institutional Indicators:

- Deepening institutional relationships and partnerships with institutions having similar missions, focus areas and strengths; and

- International exchanges of faculty and students with partner institutions and others.

Rationale: The value of international partnership is in the richness of the interactions that occur between faculty, staff and students on the EWU campus and on the campus of the partner institution. By concentrating on institutions most like us in mission, focus and strengths faculty and students are more likely to find ways to collaborate with our existing international partners including the exchange of scholars and students. International scholars and students on our campus can enrich our existing programs, curriculum and campus life.

Outcome #3

Students' participation in study abroad.

Institutional Indicator:

- EWU students participating in study abroad.

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. When the student returns with this new knowledge and cultural competence s/he communicates this to faculty, staff and students through both formal and informal means impacting even those who have not gone abroad and enriching the entire campus community.

Outcome #4

International students' enrollment at EWU.

Institutional Indicator:

- International students as part of the student body at EWU.

Rationale: Having international students join our campus community is an opportunity for faculty staff and students to get a glimpse of the international world without leaving campus. International students who come to EWU bring with them a variety of diverse cultural backgrounds. The integration of those students and perspectives into the EWU community through opportunities both inside and outside of the classroom provides students, faculty and staff the opportunity to better understand those cultures and to reflect on their own.

Outcome #5

Engagement with national partners in educational, research, and teaching opportunities for faculty, staff and students

Institutional Indicators

- The presence of programs supporting national initiatives on the EWU campus;
- Grant applications made to national granting agencies;
- Participation in Fulbright teaching, learning and research programs; and
- Student's engagement in internships, practicums and field experiences with national organizations.

Rationale: National partnerships and engagement opportunities provide our faculty staff and students with opportunities beyond their local and regional cultures and perspectives. Eastern students, faculty and staff have historically been very involved with those opportunities and it remains important for EWU to continue that involvement and to utilize what has been developed to provide new opportunities to engage with and respond to broader communities in both education and research.

Conclusion

The Year One Self Evaluation Report describes the university's institutional purpose as defined by its mission, core themes, and associated institutional indicators. The mission recognizes the EWU commitment to instruction at a number of academic levels, success of all students regardless of their higher education goals, and service to diverse peoples and communities. It honors the normal school, the roots of the institution, and the wider development of our baccalaureate and graduate programs. The core themes and their objectives collectively express the university's mission, strategic goals, and the goals of the Board of Trustees. The institutional indicators describe how effectively we fulfill our intentions and illustrate the impacts that the university experience has on students' lives and the communities we serve.

All three core themes include indicators of productivity. 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 (which is advisory to the Provost and Vice President for Academic Affairs and whose membership consists of the deans; associate deans; vice provosts; Director of Institutional Research, Demography and Assessment; and the Executive Associate for Academic Resources and Planning) and the President's Executive Committee (whose membership consists of the Vice Presidents, the Associate to the President, the Director of Athletics and the Chief Information Officer). A definition of mission fulfillment is articulated. Allocation and management of resources and, where possible, growing resources will be an integrated part of EWU's efforts to fulfill the core themes, particularly in this era of declining state investment in higher education.

The system of objectives, outcomes and indicators was developed during the core theme identification process. Each core theme is associated with two or three objectives that, if achieved, will indicate successful accomplishment of the core theme. Accompanying each objective is a set of outcomes and institutional indicators. The following table summarizes these objectives:

Table 2

Objectives for Core Theme 1
1. Persistence and progress toward educational goals 2. Programs aligned with mission and academic vision 3. Supportive environments for learning and living
Objectives for Core Theme 2
1. A campus culture of participation and engagement that recognizes and supports faculty and staff 2. Hiring, recruiting and retention practices aligned with mission and academic goals
Objectives for Core Theme 3
1. University engagement with and responsiveness to the needs of local and regional communities 2. University exposure to and engagement with national and international communities

With completion of the Year One Self-Evaluation Report, EWU is positioned to address the requirements of subsequent reports. The Year Three Report requires an assessment of the resources, capacity and processes of a variety of institutional systems from the perspective of each core theme. The Year Five Report will require an analysis of each core theme, as well as an assessment of program outcomes and student learning outcomes. Clearly, this Year One Report creates the structure upon which the remaining reports are based.