

YEAR ONE SELF-EVALUATION REPORT

EASTERN WASHINGTON UNIVERSITY | MARCH 1, 2016

PREPARED FOR THE NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES



EASTERN
WASHINGTON UNIVERSITY

start something big

Table of Contents

Institutional Overview 1

Preface 3

Mission, Core Themes and Expectations..... 5

Standard 1.B Core Themes 8

Conclusion 17

Appendix A: Ad Hoc Report: Response to Recommendation One from Year Seven Self-Evaluation

Institutional Overview

Eastern Washington University, founded in 1882, is a public, regional comprehensive university with campuses in Cheney and Spokane and programs offered throughout the state and online. With over 100,000 graduates, 75,000 of whom live and work in Washington, EWU is a driving force for the culture, economy, workforce, and vitality of the state. Our graduates as well as current students, faculty, staff, and alumni make profound and significant contributions to the economic and social vitality of the region. With a recognized commitment to access and affordability, EWU remains the best value for higher education in the state.

EWU's main campus is located on a 329-acre site in Cheney. Many of our professional business and health science programs (College of Business and Public Administration and College of Health Sciences and Public Health) as well as several other professionally-focused programs are located in Spokane within a university district campus that also serves Washington State University (WSU) and the University of Washington (UW). EWU partners with both of those universities on a number of health-related programs.

In response to requests for expanded access to higher education opportunities throughout the state, EWU also partners with Pierce College, Clark College, South Seattle Community College, Lake Washington Institute of Technology, and North Seattle Community College to offer baccalaureate degree-completion programs at those locations. In 2002, EWU opened a location on the Bellevue College campus and now offers five undergraduate degree-completion programs at that location. In 2013, EWU opened a site for three undergraduate programs at Lower Columbia College in Longview. Also, EWU offers its Master of Social Work degree program in Everett and Vancouver.

EWU provides six bachelor's degrees (BA, BS, BAB, BAE, BM, BFA) in more than 100 fields of study, 11 master's degrees in 33 fields of study, 13 undergraduate certificates, 12 graduate certificates, an educational specialist degree in School Psychology, and an applied doctoral degree in Physical Therapy. Students 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 participates in NCAA Division I athletics with over 300 student-athletes participating on eight women's and six men's intercollegiate teams.

EWU is led by President Mary Cullinan and the President's Cabinet, which includes the provost and vice president for Academic Affairs, the vice president for Advancement, the vice president for Business and Finance, the vice president for Student Affairs, and the vice president for Information Technology; the directors of athletics, government relations, and EEO/AA and ADA compliance; the associate to the president, the college deans, the dean of libraries, dean of special projects, the dean of students/associate vice president for student life, the associate vice president for enrollment services, two vice provosts of academic affairs, and the special assistant to the president for project management. Additional President's Cabinet members include the presidents of the Faculty Senate, the United Faculty of Eastern, the Washington Federation of State Employees (American Federation of State, County, and Municipal Employees Local 93), the Public School Employee Union, and the Associated Students of Eastern Washington University (ASEWU).

EWU academic courses and programs are offered through the library and five colleges, each of which is led by a dean. Programs offered at the EWU campus in Spokane and off-campus locations are overseen by the deans of the colleges in which the respective programs reside.

EWU is committed to providing access, opportunity, and excellence to the residents and communities it serves. This commitment is demonstrated by the enrolled student population (Fall 2015 headcount enrollment was 12,361 students), which reflects the ethnic and socioeconomic diversity of the region's

population. Approximately 75 percent of EWU students received some form of financial aid in the 2014-2015 academic year. The overall underrepresented population of the student body is 25.7 percent (using the Public Centralized Higher Education Enrollment System definition); 93.7 percent of students are Washington residents, 49 percent are first-generation college students, and 47.2 percent are Pell Grant recipients.

EWU’s commitment to excellence is demonstrated in part by its 22 national accreditations (see below) in programs from each of the five colleges. Examples include the Bachelor of Science in Dental Hygiene, the only such program in the state. Other examples include EWU’s engineering degrees (both mechanical and electrical), the education specialist program in School Psychology, and the applied doctoral program in Physical Therapy. Of all undergraduate degrees granted in recent years, about 20 percent are in science, technology, engineering, and mathematics (STEM) fields. EWU’s proportion of high demand STEM programs is among the highest in the state.

Below are EWU’s programmatic accreditations:

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

Focused strategically on its goals for students and the constituencies it serves, the university reinforces and refines its commitment to student success through a mission to provide opportunities for personal transformation through excellence in learning. This report reflects the significant progress being made to enhance students’ learning and pathways to graduation while providing the support needed for all members of the university community.

Preface

Institutional Changes since the Last Report

As is usual with an institution our size, several national searches are going forward at any one time as personnel changes occur:

- The Provost/Vice President for Academic Affairs, Dr. Rex Fuller, accepted a president position at another institution in summer 2015. Dr. Mary Ann Keogh Hoss (a long-time faculty leader and former interim dean) is serving as Interim Provost until the permanent position is filled in July.
- After conducting a national search, EWU has named Dr. Scott Gordon to fill the Provost/Vice President for Academic Affairs position. He will assume these duties in July 2016.
- To increase the impact of our work in Spokane, Dr. Judd Case, formerly Dean of the College of Science, Technology, Engineering, and Mathematics, has been appointed to be Dean of Special Projects to provide increased emphasis and partnerships for our Spokane programs. A national search is being conducted for Dr. Case's replacement.
- The Associate Vice President for Auxiliary and Business Services, Ms. Lee Ann Case, accepted a position at another university and has been replaced by Mr. Trent Lutey.
- The Registrar, Ms. Erin Morgan, accepted a position at another university and was replaced by Ms. Angela Anderson.
- A primary initiative to support student success focuses on creating a comprehensive advising system for all undergraduates. To provide leadership and logistical support for this complex initiative, President Cullinan appointed Mr. Christopher Robbins as project manager to ensure completion of the project by fall 2017.
- Duties have been realigned in academic support services consistent with our work to re-invent academic advising. Ms. Suzanne Milton has been named to an interim position that includes her present duties as Dean of Libraries and Interim Associate Vice Provost.
- Dr. Charles Lopez has been reassigned from Vice Provost of Undergraduate Student Success to Associate Vice Provost for High Impact Programs.
- Recognizing the importance of career development for students and the increased emphasis on programs on our Spokane campus, Ms. Virginia Hinch was promoted from Career Services Director to Assistant Vice President for Student Services/Executive Director of Career Development.

Responses to Topics Previously Requested by the Commission

EWU's accreditation was reaffirmed in a letter from the Commission dated July 20, 2015. The Commission made four recommendations based on the evaluation team's May 4-6, 2015, visit. These recommendations are significantly assisting the institution to align its priorities and ensure that work in every area supports our mission and vision for student success.

1. The evaluation committee recommends that Eastern Washington University seek formal approval of its mission statement by its governing board (Standard 1.A.1).
2. The evaluation committee recommends that Eastern Washington University clarify core themes so that they individually manifest essential elements of its mission and collectively encompass its mission (Standard 1.B.1).
3. The evaluation committee recommends that the institution engage in regular, systematic participatory, self-reflective, and evidence-based assessment of its accomplishments, and that it documents through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees,

wherever offered and however delivered, achieve identified course, program, and degree learning outcomes (Standards 4.A.3 and 5.A.1).

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

Response to Recommendation One

In fall 2015, EWU responded to recommendation one (Standard 1.A.1) in an ad hoc report requested by the Commission in which EWU documented the formal adoption of its mission by its Board of Trustees (see Appendix A). The Commission confirmed that EWU has met this recommendation.

Response to Recommendation Two

In response to the evaluation committee's second recommendation, President Mary Cullinan appointed a Blue Ribbon Task Force on Accreditation and Institutional Alignment. The task force was charged with reflecting on a newly defined core theme, tied to the university's mission, and identifying key focus areas and benchmarks for progress. The work of the task force was then shared with the vice presidents who reviewed the efforts and settled on expanding this one theme into three fully realized core themes that are discussed in more detail later in this document.

Response to Recommendation Three

The Commission requested that EWU respond to this recommendation in fall 2016 through an ad hoc report. In fall 2015, the interim provost initiated comprehensive work with the deans to engage the departments in assessment of student learning based on Core Skills Literacies. This assessment process will be evaluated itself after the end of winter quarter through the Faculty Senate Assessment Committee to ensure alignment with our goals, to determine its success in achieving desired student learning outcomes, and to assess the efficiency and scalability of the process. We expect to make improvements to our assessment process through this evaluation. Non-academic units have, or plan to, initiate other assessments appropriate to their disciplines.

Response to Recommendation Four

The Commission also requested that EWU respond to this recommendation in fall 2016 through an ad hoc report. The report will demonstrate significant progress throughout the university as the newly developed core themes are being articulated with appropriate indicators and processes for continuous improvement. A robust assessment program will give appropriate feedback to practitioners.

Mission, Core Themes and Expectations

Executive Summary of Eligibility Requirements 2 and 3

Eligibility Requirement 2: Authority

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

[Title 28B RCW](#) (Revised Code of Washington), Higher Education, designates Eastern Washington University as a regional university and authorizes EWU to offer undergraduate and graduate education programs including master's degrees, educational specialist degrees, and an applied doctoral-level degree in Physical Therapy.

Eligibility Requirement 3: Mission and Core Themes

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

EWU's mission emphasizes the university's commitment to instruction at each academic level, success of all students in pursuit of their higher education goals, and access and service for a diverse community of students and stakeholders. The EWU Board of Trustees reviewed and supported the revised EWU mission (including vision and values) as part of the [University Strategic Plan](#) for 2012-2017, on November 18, 2011. The Board of Trustees formalized its support for the mission and related planning documents on May 14, 2015, by a unanimous vote. The Core Themes included in this report were approved by the Board of Trustees at their February 26, 2016, meeting.

EWU's purpose is to serve the educational interests of its students; its principal programs lead to recognized degrees. EWU devotes a large majority of its resources (79 percent) to directly supporting its mission and core themes of student success. See EWU's operating and capital budgets for the 2013–2015 biennium ([EWU Budget Services 2013-2015 Budget Book page 5](#)).

Standard 1.A: Mission

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

Having received Board of Trustees' approval on November 18, 2011, and been officially ratified by vote on May 14, 2015, the university mission statement is the following:

EWU expands opportunities for personal transformation through excellence in learning.

Eastern Washington University achieves this mission by:

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

- Creating environments for personal transformation that enrich the lives of individuals, families, communities, and a global society.
- Expanding opportunity for all students by providing critical access to first-generation students, underserved populations, place-bound students, and additional students who may not otherwise have the opportunity for higher education.
- Developing faculty and staff by growing and strengthening an intellectual community and supporting professional development.

As the keystone of university-wide strategic planning efforts, the mission statement has been published in all strategic planning documents and occupies a prominent position on the [president's website](#). In an e-mail to the university community in October 2014, President Cullinan requested that the mission statement be printed on the back of EWU business cards, added to the university's letterhead, and included as a routine part of daily university operations in e-mail signatures, meeting agendas, marketing materials, newsletters, and web pages.

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

The university's mission statement articulates EWU's focus on student learning and success as well as the commitment to providing students of diverse economic, cultural and regional backgrounds the opportunity to transform their lives through learning. The mission aligns with key institutional core values, the strategic plan, and the NWCCU core themes, all of which are posted on the university website.

The university's mission statement is the driving force behind the EWU strategic plan as well as its core themes. We will continue to fulfill this mission through our shared commitment and coordination among all institutional areas as well as our responsiveness to changes in our internal and external environments.

All activities of Eastern Washington University, directly or indirectly, are conducted with the explicit objective of enabling students to successfully complete their education to the level they aspire. However, although our mission and focus are unchanged, we agree with the Commission that our previous accreditation cycle report did not clearly articulate or integrate core themes and objectives with the university's mission statement.

After careful consideration of the commission's recommendation two of its report, university leadership determined that EWU should focus its efforts through the prism of the institution's mission and ensure that core themes explicitly support the university in achieving that mission.

The EWU Graduation Project

EWU is committed to access and to transforming lives. Although we achieve our mission successfully in many ways, we have not yet achieved the retention and graduation goals that we aspire to for our students. Thus, with President Cullinan's leadership, we have developed a new initiative titled The EWU Graduation Project.

The EWU Graduation Project is a comprehensive approach to student success. It pulls together several initiatives that the institution had already started, aligns efforts across areas, and shows how each initiative is an intrinsic part of one strong commitment. It ensures that everyone on

campus understands our commitment, the urgency and importance of our work together, and is able to understand that our roles, individually and in our respective areas, are critical for achieving these major campus goals.

Our commitment to students: Our goal is your graduation. Once you are accepted as an EWU student, we work with you, intentionally and strategically, to help you achieve learning goals and progress efficiently towards an academic degree.

Four Project Components comprise the main building blocks of the initiative. Three of these four are described in detail through the development of our core themes. (The fourth component, aimed at providing additional financial support for students, is being achieved through a successful fundraising campaign.)

- Advising
- Assessment
- First-Year Experience/GE Refresh
- Scholarship Fundraising

Standard 1.B Core Themes

Core Theme 1: Student Academic Achievement

Description: An Eastern Washington University education delivers relevant learning opportunities that prepare students for their chosen profession or graduate education while also preparing them to be responsible citizens in an increasingly diverse world. This core theme explores two critical facets in the mission statement related to quality academic programs and undergraduate student research. (It is important to note that we have identified sub-areas within each mission element, rather than an omnibus assessment of the entire mission.)

1. Quality Academic Programs

Mission element: “Fostering excellence in learning through quality academic programs. . .”

2. Undergraduate Student Research

Mission element: “Fostering excellence in learning through undergraduate . . . student research . . .”

Objective: Focusing on key components in our mission, we will explore these elements through two inquiry questions.

1. Quality Academic Programs

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

This area of inquiry allows us to explore more deeply several ongoing initiatives embedded within our Graduation Project: general education refresh (specifically First Year Experience), academic advising, and programmatic assessment for core skill literacies.

Inquiry: How effectively do we engage undergraduates in research opportunities?

This question will evaluate the impact of engaging undergraduate students in research and creative activity with faculty.

Indicators of Achievement: Core Skills Literacies, for our purposes, are critical thinking, which includes but is not limited to critical reading; analytic thinking, which includes but is not limited to quantitative analysis; critical writing; and public performance/presentation.

1. Quality Academic Programs

- The First Year Experience (FYE) enrolls 15 percent of entering freshmen.
- The number of students accessing individual advising is benchmarked to create a baseline, with goals set for increases through 2018.
- The number of students accessing SOAR audits increases by 15 percent.
- The number of students creating degree plans is benchmarked to create a baseline, with metrics and actions established to achieve goals through 2018.
- 25 percent of academic departments complete the Core Skills Literacy (CSL) assessment.
- There is evidence of faculty engaged in developing curriculum and diverse pedagogical approaches.

- Retention and graduation rates increase among all student cohorts, with a goal of achieving 82 percent first year retention and 54 percent six year graduation.

2. Undergraduate Student Research

- The number of students engaged in research—including creative works, research symposia, and local, regional, and national conference presentations—remains consistent with our strong representation.
- A majority of students presenting at the National Conference of Undergraduate Research report gains in confidence in public performance/presentation or analytic thinking.
- Students engaged in undergraduate research reflect graduation rates that exceed the rates of the general population by 5 percent.

Rationale for Selection of Indicators:

1. Quality Academic Programs

For students to be engaged in educational experiences that transform their lives and the lives of those around them, the university must provide, not only rigorous academic programs that achieve subject matter competencies, but also meaningful opportunities to master core skill literacies. Progress must be tracked within a culture of authentic assessment. Essential to this effort is a meaningful general education experience and excellent advising that helps students navigate their path to a degree. Thus, a first year experience, strong advising, and assessment of core literacies and university outcomes are three of the four initiatives included in The EWU Graduation Project.

- *First year experience:* Developing a powerful first year experience for first time, full time freshmen is a significant foundation for our students' ultimate success. We are currently developing student learning outcomes and evaluation processes to benchmark and measure success for the FYE program. The metric selected is based on our desire to deliver 15 sections of FYE, enrolling approximately 25 students in each section.
- *Advising:* Under the leadership of President Mary Cullinan, EWU completed a review of academic advising that has led to reorganization and to enhancement of advising processes and policies. This new approach improves the advisor-to-student ratio, ensures that students have an advisor throughout their time at EWU, and enhances the role of faculty as senior mentors and subject matter guides. This reorganization, along with improvements to degree audit capacity, will greatly strengthen support for students as they progress to a degree. The success of this initiative will be seen through graduation and retention rates as well as improvements to student satisfaction that are captured through surveys such as the Campus Climate Survey.
- *Assessment of Core Skills Literacies and university outcomes:* Eastern Washington University is committed to authentic assessment of student learning outcomes. The university realizes its responsibility to demonstrate that student learning is taking place in an optimal way. In partial response to the Northwest Commission on Colleges and Universities' recommendation three, EWU has initiated an assessment process and will be further adapting this through work with the Faculty Assessment Committee. This process should be meaningful, aligned with our mission, and allow individual faculty, academic programs, and the university to determine points of strength and "inform decisions that affect student learning" (Walvoord, 2010). This process will provide formative assessment data for our continued focus on quality.

- *Retention and graduation rates:* Ultimately, a measure of a university's relative success in achieving its mission fulfillment is whether the students admitted to the university are successful in their academic or career pursuits once they matriculate. With added focus on critical areas of student support and development through The Graduation Project, students have access to more effective assistance in order to complete college in a timely and productive manner. This progress is assessable through our enrollment metrics.

2. Undergraduate Student Research

Since the personal and professional benefits to undergraduates engaged in research have been proven to be substantial, many colleges and universities have adopted this high impact practice. "Simply stated: a research experience helps one to be a better student" (Lopato, D., 2010).

- *Research participation:* EWU has been a leader nationally in promoting opportunities for undergraduates to engage in research. We are committed to increasing opportunities for faculty and students to collaborate in research and creative works in order to promote greater understanding of their subject and how it relates to the world beyond college. This is assessable through standard data collection.
- *Core Skills Literacies:* We expect to see gains in all areas of the CSLs, perhaps differentially applied depending on the field of study. Assessment of this area can be undertaken through a pilot study of our student NCUR and Symposium participants. We anticipate using a pre-assessment tool coupled with student reflections.
- *Graduation impacts:* The improvements to student engagement and core literacies are expected to improve student success, which we will assess through our regular enrollment data.

Core Theme 2: Student Support and Development

Description: The University recognizes that student success is aided through a holistic approach, where learning extends beyond the classroom through meaningful experiences as well as effective support programs. This core theme explores two critical aspects, reinforced in the mission statement, related to co-curricular engagement and support programs. (We have identified sub-areas within each mission element rather than an omnibus assessment of the entire mission element.)

1. Co-curricular Engagement

Mission element: “Students extend their learning beyond the classroom through co-curricular programs, life skills development, internship programs, volunteering, and service learning.”

2. Support Programs

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

Objectives: Focusing on key components in our mission, we will explore these elements through two inquiry questions.

1. Co-curricular Engagement

Inquiry: How effectively do we engage students in learning outside the classroom while integrating their curricular and co-curricular experiences in meaningful ways?

We anticipate engaging in conversations surrounding this question and further narrowing the scope to specific learning opportunities and outcomes related to career and service development and living-learning communities (LLCs).

2. Support Programs

Inquiry: How effectively do we support a diverse population in identifying and achieving academic goals?

This question will involve analyzing our effectiveness in advising, support/intervention programs for at-risk populations, and graduation data for disaggregated demographic groups. Programs and efforts such as these ensure that we fulfill our commitment to access in concrete and authentic ways.

Indicators of Achievement: The student learning outcomes used for these indicators are drawn from the domains described in *Learning Reconsidered* (Keeling, 2004).

1. Co-curricular Engagement

- 60 percent of recently graduated students report engaging in relevant internships, service learning, or work experience prior to graduation.
- Students involved in the Career Mentoring Program report increased preparedness for job interviews, the identification of specific career interests, and increased confidence in their networking skills.
- Students participating in the LLCs report 10 percent greater engagement with faculty outside of class than do respondents in the general student population.

- A majority of students in the LLCs develop résumés that incorporate their academic study, professional goals, and co-curricular experiences.

2. Support Programs

- Retention of at-risk students participating in dedicated support programs increases by 2 percent, with a goal of being within 5 percent of the general student population.
- Students participating in PLUS program supplementary instruction show grade improvements in specific courses.
- Students in the Pathways Program show an improved GPA over their high school admission record.
- Students utilizing the Writers' Center have GPA increases and report high levels of satisfaction with the service.
- The majority of students utilizing the Learning Commons report high levels of satisfaction.
- Any graduation gaps between underrepresented minorities and majority students are identified, and interventions are identified to narrow these gaps.

Rationale for Selection of Indicators

1. Co-curricular Engagement

“What students *do* during college counts more in terms of what they learn and whether they will persist in college than who they are or where they go to college” (Kuh, et al., 2005, p. 8). (See also, Astin, 1993; Pascarella & Terenzini, 1991; Pace, 1980.)

For this study, our selection of two co-curricular engagement activities is focused on activities that are apt to be linked to faculty and other professional engagement. Such engagement has been widely recognized as strengthening student progress toward degree and enriching student development.

- *Career (professional) development* for students is increasingly seen as an external marker of ultimate student success. Having achieved the degree, can the graduate become employed and—more importantly—perform at the level expected of the institution and the community? EWU anticipates using data from annual surveys of recent graduates (for example, the survey titled *Life after Eastern*) to ascertain career-relevant experiences to aid in this inquiry. Our Career Mentoring program began in 2014 as a pilot, and is now expanding. Regular formative and summative assessment will analyze both hard and soft skills (practical competence or intra/interpersonal competence) necessary for professional success.
- *Living-learning communities*: Student development research documents a positive correlation between living on campus with retention, academic success, and student satisfaction. In academic year 2013-14, following in the footsteps of higher education institutions around the country, EWU implemented a live-on requirement for first-year students. Although EWU has had only a short time to document the outcomes associated with this new policy, the university considers the change to have positively contributed to the campus community and student engagement. We anticipate using internal assessments and NSSE data to gauge progress with this goal.

2. Support Programs

In addition to offering engaging activities, colleges must also provide appropriate programs and interventions to address student needs. EWU's commitment to access and opportunity is reinforced through a number of high impact programs. Studying the effectiveness of our programs, as well as

identifying how we can address gaps in achievement, is vital to achieving our overall mission of “providing opportunities for personal transformation through excellence in learning.” Such opportunities are meaningful only to the extent that they deliver results. With an increasingly diverse student body, the highest proportion of Pell eligible students of state regional comprehensive institutions, and half our students identifying as first-generation students, EWU has a strong focus that is critical to the vitality of our region, state, and nation.

- *Retention for at-risk students:* The University has invested in programs to support students identified as at-risk. These students include those from under-resourced school districts, those requiring developmental English and Math, first-generation students, and students from low socio-economic backgrounds. Programs such as CAMP, Eastern Advantage, and Pathways serve students identified through the admissions process as needing increased support. We regularly track retention for all these cohorts and will continue to study this through our campus assessment.
- *Learning support services* at EWU have increased remarkably over the last four years with the addition of a state-of-the-art Learning Commons in our library. This facility brings together student learning services, such as general tutoring, math, the writing center, multi-media center, and office hours for a variety of departments. Our PLUS (supplemental instruction) program identifies challenging courses and coordinates peer tutoring that supplement classroom instruction. Such services are assessable through point of service and specific course GPA improvement. Our Pathways Program assesses overall high school admittance GPA scores to resulting GPA scores for students enrolled in the Pathways Program. Satisfaction surveys will aid in determining student perceptions of the services available in the Learning Commons.
- *Graduation gap analysis:* The final element in our support programs section involves inquiry into the retention and graduation rates for underrepresented minority students. This inquiry represents a core value of access and opportunity for the students we serve. Recent data show EWU to have significant gaps in graduation rates between underrepresented minority students and majority students, with the exception of Hispanic students. Undertaken by the Student Success and Retention Committee, this gap analysis will reflect national benchmarks and recommend actions to consider.

Core Theme 3: Faculty Support and Development

Description: An essential factor of student success is the quality of the faculty in the classroom. This core theme explores support for faculty engagement in research, scholarship, and creative work--key activities in ensuring a vibrant intellectual community. Through this theme we also will study faculty professional development related to teaching and technology. Again, it is important to note that we have identified sub-areas within each mission element rather than an omnibus assessment of the entire mission element.

1. Intellectual Community

Mission element: "Developing faculty . . . by growing and strengthening an intellectual community. . ."

2. Professional Development

Mission element: "Developing faculty . . . by . . . supporting professional development."

Objectives:

1. Intellectual Community

Inquiry: How effectively do we develop faculty learning communities that promote excellence in research, scholarship, and creative activity?

2. Professional Development

Inquiry: How well do we deliver the tools and resources for faculty professional development?

Indicators of Achievement

1. Intellectual Community

- The number of grants awarded for faculty research and other projects remains strong, consistent with our past performance.
- Baseline data will be gathered for the number of interdisciplinary/cross-disciplinary, multi-faculty, collaboratively authored pieces of research and creative works. Key performance indicators will then be set to increase this activity.
- Budgetary investment in faculty intellectual activity, as measured through sabbaticals and professional education, meets or exceeds the investments as benchmarked for similar regional institutions.
- The University celebrates and recognizes faculty achievements in meaningful and public ways.

2. Professional Development

- A faculty mentoring program is developed (including goals for assessment of success) and supported with resources, as part of our Faculty Commons.
- Networking programs that encourage interaction about the scholarship and experience of teaching, learning, and advising increase.
- Faculty participation in training and development increases (with a goal of reaching 100 faculty), as measured through participation in technology summer sessions or programs conducted through the

Faculty Commons and the Innovation Center.

- Faculty development support indicators on the Campus Climate survey trend upwards.

Rationale for Selection of Indicators:

1. Intellectual Community

This inquiry focuses on support for faculty research, scholarship and creativity. The support is reflected, not only through the accomplishments of the faculty, but also through the institution's support of the faculty and the intellectual community as measured through budget and visibility. According to the American Council on Learned Societies, "An important ingredient for cultivating a campus culture marked by intellectual vitality and for enriched student learning and personal development is to recruit, support, and reward faculty members who are actively engaged in research, who value undergraduate participation in research, who are responsive to educational research, and who use effective educational practices in their classrooms."

Recognizing the importance of faculty learning and collaboration, EWU has opened a new facility, the Faculty Commons, to support faculty in all aspects of faculty responsibilities. The mission of the Faculty Commons is to assist faculty in improving effective teaching and learning, research and creative activities, and scholarship and service that enhance student learning and student success. By bringing together outstanding scholar-teachers, the Faculty Commons—along with our newly opened Innovation Center—provides opportunities for mentoring and sharing of best practices in both pedagogy and instructionally related technology.

- *Grants, research, scholarship and creative works:* Faculty research creates important synergies that enhance the learning environment. Grant activity is a metric that demonstrates faculty engagement in research and provides important underwriting of many research and scholarly activities. At EWU, grant activity is robust and expected to continue, especially as we expand our programs in the health sciences. The selection of interdisciplinary work for this metric complements the work we are doing through general education refreshment and the first-year experience. The number of grants awarded as well as the extent of interdisciplinary work will be tracked using existing campus reporting metrics. Key performance indicators will be identified through the Faculty Commons.
- *Support and visibility:* If faculty research, scholarship and creative activities are to increase and thrive, they must be supported. Budgetary support as benchmarked against peer institutions can be developed through a number of national databases. Campus visibility (events, publications and acknowledgements) will be measured through a baseline and tracking facilitated by the Faculty Commons.

2. Professional Development

- *Mentoring and networking:* Finding time and resources for faculty to develop innovative courses, update courses with new high-impact assignments, or stay on the forefront of best pedagogical practices can be difficult for faculty in all stages of their careers. We are excited about the possibilities that the Faculty Commons presents to increase faculty interaction and collaboration in meaningful ways. Mentoring and networking will be measured through data collected through the Faculty Commons.
- *Training opportunities:* The development of the Faculty Commons follows the launch of the Innovation Center, which brings state-of-the-art technology to support faculty in teaching and

scholarship. Faculty participation in workshops offered through the Faculty Commons and the Innovation Center can be tracked through point-of-service metrics.

- *Faculty satisfaction:* Knowing how these new efforts are impacting faculty will be important to our work. The Noel-Levitz Campus Climate survey will measure faculty satisfaction.

Conclusion

Eastern Washington University's year seven evaluation report gave the university an opportunity to focus strategically on the university mission and the alignment between the mission and our overall work as a university. Our proposed year one report identifies three core themes derived directly from our mission, aligns with our strategic planning, and incorporates major initiatives. The work integrates planning and resource allocation in a coherent model.

Framing our core themes with lines of inquiry provides a lens through which we are able to focus our work and promote a culture of inquiry among all constituencies. We look forward to the multiple ways in which this program will continue supporting our mission to provide opportunities for personal transformation through excellence in learning.

References

- American Council on Learned Societies. (2007). *Student learning and faculty research: connecting teaching and scholarship*. A Teagle Foundation White Paper. May 2007. Teagle Working Group on the Teacher-Scholar. Retrieved from: https://www.acls.org/uploadedFiles/Publications/Programs/ACLS-Teagle_Teacher_Scholar_White_Paper.pdf
- Astin, A. (1993). *What matters in college? Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Keeling, R., (Ed.). (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC: ACPA/NASPA.
- Kuh, G., Kinzie, J., Schuh, J., Whitt, E., and associates (Eds.). (2005). *Student success in college: Creating conditions that matter*. San Francisco, CA: Jossey-Bass.
- Lopato, D. (2010). *Undergraduate research as a high-impact student experience*, Peer Review, spring 2010, vol. 12, no. 2, AACU.
- Pace, C. (1980). *Measuring the quality of student effort*. Current Issues in Higher Education, 2.
- Pascarella, E. & Terenzini, P. (1991). *How college affects students*. San Francisco, CA: Jossey-Bass.
- Suskie, L. (2015). *Five dimensions of quality: A common sense guide to accreditation and accountability*. San Francisco, CA: Jossey-Bass.
- Walvoord, B. (2010). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. (2nd ed.) San Francisco, CA: Jossey-Bass.

Appendix A

**Northwest Commission on
Colleges and Universities**

**Ad Hoc Report
Response to Recommendation One From
Year Seven Self-Evaluation Report**



EASTERN
WASHINGTON UNIVERSITY

start something **big**

**Submitted by
Mary Cullinan, Ph.D.
President, Eastern Washington University
August 27, 2015**

**EWU Ad-Hoc Report in Response to Year Seven Peer Evaluation Report, Recommendation One to
NWCCU**

Contents

Institutional Overview.....1
Summary Update of Institutional Changes..... 3
Response to Recommendation One as Requested by the Commission.....4

Institutional Overview

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

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

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

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

EWU is led by President Mary Cullinan and the President’s Cabinet, which includes the provost and vice president of Academic Affairs, the vice president for Advancement, the vice president for Business and Finance, the vice president for Student Affairs, and the vice president for Information Technology; the directors of athletics, government relations, and EO/AA/ADA compliance; the associate to the president, the college deans, the dean of libraries, the dean of students, and the three vice provosts. Additional President’s Cabinet members include the presidents of the Faculty Senate, the United Faculty of Eastern, the Washington Federation of State Employees (American Federation of State, County, and Municipal Employees Local 93), the Public School Employee Union, and the Associated Students of Eastern Washington University (ASEWU).

EWU units that deliver academic courses and programs are organized into the library and five colleges, each of which is led by a dean. Programs offered at the EWU campus in Spokane and off-campus locations are overseen by the deans of the colleges in which the respective programs reside.

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

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

EWU provides significant opportunity for its students. EWU offers six bachelor's degrees (BA, BS, BAB, BAE, BM, BFA) in more than 100 fields of study, 11 master's degrees in 33 fields of study, 13 undergraduate certificates, 12 graduate certificates, an educational specialist degree in School Psychology, and an applied doctoral degree in Physical Therapy. Students can earn baccalaureate or master's degrees in fields such as the health sciences, life and natural sciences, social sciences, arts and humanities, business, and education. EWU also participates in NCAA Division I athletics with 315 student-athletes participating on eight women's and six men's intercollegiate teams as of fall 2014.

EWU's commitment to excellence is demonstrated in part by having 20 programmatic accreditations (http://access.ewu.edu/Documents/Institutional%20Research/accreditation/Accreditations_01_13_14.pdf) in programs from each of the five colleges. Examples include the Bachelor of Science in Dental Hygiene, the only such program in the state. Other examples include EWU's engineering degrees, both mechanical and electrical, and the applied doctoral program in Physical Therapy. Of all undergraduate degrees granted in recent years, about 20 percent were in STEM (science, technology, engineering, and mathematics) fields.

Summary Update of Institutional Changes

Institutional changes occurring at EWU after its 2015 Year Seven report to NWCCU (May 4 through 6, 2015) are shown below.

In May 2015 Provost and Academic Vice President, Dr. Rex Fuller, left his position to become President of Western Oregon University. Dr. Mary Ann Keogh Hoss serves as Interim Provost and Academic Vice President while a national search is conducted for Dr. Fuller's replacement.

Since Registrar, Erin Morgan resigned in August 2015, the Division of Student Affairs is now searching for that position.

Response to Topics Previously Requested by the Commission

The ad hoc peer evaluation report resulting from the NWCCU site team's visit to EWU in 2015 included the following recommendation:

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

On July 20, 2015, the Northwest Commission on Colleges and Universities informed Eastern Washington University that, "In reaffirming accreditation, the Commission requests that the University submit an Ad Hoc report in Fall 2015 to address Recommendation 1 of the Spring 2015 Year Seven Peer-Evaluation Report."

The Commission indicated that Recommendation One of the Year Seven Peer-Evaluation Report did not meet the criteria for accreditation. As a result the Commission, "requires that Eastern Washington University take appropriate action to ensure that Recommendation 1 of the Spring 2015 Year Seven Peer-Evaluation Report is addressed and resolved in the prescribed two-year period."

In response to the Year Seven Peer-Evaluation Team visit on May 4 through 6, 2015, but prior to the Commission's required action, the Eastern Washington University's, Board of Trustees voted for formal adoption of the EWU mission statement. The following was taken from the May 14, 2015, Board of Trustee's meeting minutes:

Motion 05-01-15: *Trustee Murphy, in order to reaffirm what has already been done, moved to officially approve adoption of the strategic plan as written in the 2012-2017 strategic plan and the mission:*

Our Mission

EWU expands opportunities for personal transformation through excellence in learning.

EWU achieves this mission by:

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

Seconded by Trustee Finley.

Motion carried.

With the formal adoption of the EWU Mission by its Board of Trustees the administration of the university believes the university is in compliance with the Commission's Standard 1.A.1, and has appropriately responded to the Commission's request for corrective action to have taken place within two

years of the time as set out by the *Commission Action Regarding Institutional Compliance Within Specified Period*.

Moving forward, the Board of Trustees and university leadership will ensure that there is appropriate interface with the university's Accreditation Liaison Officer, the Accreditation Steering Committee, and strategic planning efforts so that such an oversight will not reoccur.