



# NWCCU Special Report on Core Theme Revision

Eastern Washington University

June 2018



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WASHINGTON UNIVERSITY

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## Institutional Background

Eastern Washington University (“EWU,” “Eastern”), 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 of the culture, economy, and vitality of the state. The Northwest Commission on Colleges and Universities has continuously accredited Eastern since 1919.

## Special Report Context

EWU submitted a [Mid-Cycle Self-Evaluation Report](#) to NWCCU in March 2018. While preparing the report, Eastern took seriously the invitation issued in the “NWCCU Guidelines [for] Preparing Mid-Cycle Self-Evaluation Reports” ([Appendix A](#)) to reflect on the following questions:

- Are your core themes and objectives still valid?
- Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?

Our reflections led us to conclude that our core themes and objectives were not still valid or providing sufficient evidence for us to assess our mission fulfillment and sustainability, as explained in the Mid-Cycle Report.

Staff in the newly formed Office of Institutional Effectiveness (OIE) learned through conversations with faculty and administrators that few people were aware that the EWU had “core themes” and even fewer knew what they were. OIE staff’s efforts to obtain the data on the core themes that were put forth in Eastern’s 2016 [Year One Self-Evaluation Report](#) revealed that 14 of the 30 metrics specified in the report were not tracked, trackable, or well formulated. We also discovered that the report proposed too many indicators to monitor at the institutional level. A number of our metrics were better suited to serving as program effectiveness indicators and used for program-level improvement, which, in fact, is how they were being used. For instance, metrics such as “A majority of students in the Living Learning Communities develop résumés that incorporate their academic study, professional goals, and co-curricular experiences” were too fine-grained to engage the interest of a wide institutional audience.

As a result of these discoveries, we determined that to assess our mission more effectively we needed to articulate core themes that resonated with the University community; specify fewer indicators; and identify metrics of primary importance to institutional leaders. As importantly, we needed to think of our core themes, objectives, and indicators as enduring features of the University that transcend, but guide, the institutional initiatives that catalyze the energy of the Eastern community, whether that be a focus on becoming an Hispanic Serving Institution, garnering the Carnegie Community Engagement Classification, or maintaining our status as a [College of Distinction](#). Those more time-bound efforts that punctuate institutional periods would be assigned to our strategic plan, while the durable activities that characterize the eternal life of the University would comprise the core themes.

Based on interviews with a wide range of faculty, administrators, and students and informal institutional ethnographic observations, OIE distilled the University’s implicit core themes to “Access,” “Learning,” and “Completion.” The provost presented these themes to the President’s Leadership Council (PLC),

which is made up of University vice presidents and is Eastern’s senior-most administrative decision-making body, who found they captured the intent and spirit of the University’s mission. The PLC approved the new core themes on December 15, 2017 as did our Board of Trustees on February 22, 2018 (see [Appendix B: Board of Trustees Minutes \(02.23.18\)](#)).

On March 5, EWU’s ALO, Dr. Jill Kern, spoke with our NWCCU institutional liaison, Dr. Pamela Goad, about whether Eastern needed to submit a major substantive change proposal regarding the revision to our core themes. Dr. Goad asked Dr. Kern to send her a table with a side-by-side comparison of the old and new themes, which Dr. Kern did on March 7. The email to Dr. Goad can be found in [Appendix C: Revised Core Themes Email and Attachment \(03.07.18\)](#); Figure 1 on the following page also provides a copy of the attachment to that email.

On May 5, NWCCU President Moore requested that EWU submit a special report to the Commission regarding changes to our core themes, objectives, and indicators of achievement. The purpose of the report, she explained, was to enable the Commission to determine the degree to which EWU will be prepared to provide evidence of mission fulfillment and sustainability in our 2022 Mission Fulfillment Report. (See [Appendix D: NWCCU Request for Special Report](#).)

To that end, this report aims to show that even though EWU has changed core themes mid-way through our accreditation cycle, we will have data from our full accreditation cycle—that is, starting from 2015-16—on 64 of our 75 (85%) key performance indicator (KPI) data points. Therefore, we are confident that we will have sufficient evidence to evaluate our mission attainment when we undertake accreditation reaffirmation in 2022.

This report follows the precise guidelines Dr. Moore put forth in her letter to EWU President Mary Cullinan.

## **Mission, Core Themes, and Expectations**

### **A. Executive Summary of Eligibility Requirements 2 and 3**

The following evinces EWU’s compliance with 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.35 RCW](#) (Revised Code of Washington), Higher Education, designates Eastern Washington University as a regional university and authorizes EWU to offer undergraduate and graduate academic programs that result in bachelor’s degrees, master’s degrees, an educational specialist degree, and an applied doctoral-level degree in Physical Therapy.

**Eastern Washington University**  
**Comparison of Old and Revised Core Themes and Old and Revised Mission Bullet Points**  
**03.07.2018**

<b>“Old” Core Themes (03.01.16)</b>	
<b>Core Theme</b>	<b>Objectives</b>
1. Student Academic Achievement	A. Quality Academic Programs
	B. Undergraduate Student Research
2. Student Support & Development	A. Co-Curricular Engagement
	B. Support Programs
3. Faculty Support & Development	A. Intellectual Community
	B. Professional Development

<b>Revised Core Themes (03.01.18)</b>
1. Access
2. Learning
3. Completion

**Mission (unchanged):**

“EWU expands opportunities for personal transformation through excellence in learning.”

**“Old” Bullet Points**

EWU achieves its mission by:

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

**Revised Bullet Points**

EWU achieves its mission by:

- Enhancing access to higher education in the Inland Northwest and beyond by recruiting and supporting traditional college-bound students, non-traditional students, and those from underserved populations;
- Delivering high quality academic programs that undergo regular, rigorous review informed by data and assessment of student learning;
- Delivering a high quality co-curriculum designed to develop the intellectual, cultural, personal, and practical aspects of students’ lives; and
- Promoting student success by supporting student engagement and timely degree completion.

Figure 1. Attachment to 03.07.18 email to Dr. Pamela Goad



- **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.*

The EWU Board of Trustees formally approved University mission statement on May 14, 2015 (see [Appendix B: Board of Trustees Minutes \(05.14.15\)](#)) and approved the new bullet points below the mission and the revised core themes of Access, Learning, and Completion on February 23, 2018 (see [Appendix E: Board of Trustees Minutes \(02.23.18\)](#)).

EWU’s primary purpose is to serve our students’ educational interests. To that end, our academic programs lead to recognized degrees at the bachelor’s, Master’s, and professional doctorate levels. The University devotes a substantial portion of our resources to our educational mission and core themes. A total of 78.56% of the university operating budget (i.e., 63.24% for education and 15.31% for scholarships and fellowships)<sup>1</sup> is dedicated to the educational mission and core themes.

## **B. 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.*

EWU’s mission statement, approved by our Board of Trustees on May 14, 2015 (see [Appendix B: Board of Trustees Minutes \(05.14.15\)](#)), is “EWU expands opportunities for personal transformation through excellence in learning.”

This statement is widely published. It appears on our website at <https://www.ewu.edu/about/fast-facts/>, in [strategic planning documents](#), on the University’s letterhead stationery, on faculty and staff members’ business cards, and in University members’ e-mail signatures.

EWU considers “personal transformation” and “excellence in learning” to be purposes appropriate for an institution of higher learning.

Our mission statement serves as the foundation for the University’s strategic plan and core themes (see [Appendix F: EWU Mission Crosswalk](#)) and, as such, provides direction to the institution’s efforts.

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<sup>1</sup> EWU’s Director of Budget Services provided these FY18 (2017-2018) figures.

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

EWU has established as its standard for an acceptable level of mission fulfillment the achievement of 90% of every key performance indicator each year.

To ensure that the University maintains an ongoing focus on the core themes, the provost appointed a “team” for each theme in February 2018. The teams are co-chaired by “champions,” a faculty member and administrator who convene the meetings and keep the group on task, and are overseen by a “coach,” who is the Vice Provost for Academic Administration. To reflect the perspectives of the institution’s key stakeholders, the teams are made up of about eight to ten faculty, administrators, staff, students, and Greater Spokane community members and represent a variety of identity groups (e.g., race/ethnicity, physical ability, gender identity). (See <https://sites.ewu.edu/strategic-planning/isp-steering-committee/> for a list of the members on the Core Themes Committees.)

The Core Themes Teams are responsible for developing action plans to achieve the KPI targets and for assessing mission fulfillment. Each year they will review whether the KPIs in their core theme have met or exceeded their annual targets or are in an acceptable range of achievement (i.e., within 90% of the target). For each target that is not met in a given year, the committees will develop a remedial action plan to enhance the likelihood that the University will meet it in the following year. The teams will write up their annual findings and recommendations in a report that they submit to the Board of Trustees, President’s Executive Committee (i.e., a 17-member body that includes VPs, deans, and other senior staff), Faculty Senate, and the Associated Students of Eastern Washington University (i.e., student body government).

In accordance with Standard 1.A.2, Eastern’s [Mid-Cycle Self-Evaluation Report](#) established targets for each indicator for AY 2023-24, the final year of the University’s current strategic plan and strategic planning enrollment initiative. Following the recommendations put forth in the April 2018 Draft Mid-Cycle Peer Evaluation Report, the provost assigned those leading our strategic enrollment planning initiative the task of developing *annual* targets for the Access and Completion indicators up through 2022-23, when our Mission Fulfillment Report is due. He asked the Office of Institutional Effectiveness and the Division of Student Affairs to do the same with regard to the Learning indicators. The provost gave the groups until June 30 to complete this assignment. As a result, the targets are not included in this report.

**C. Standard 1.B Core Themes**

As Table 1 below shows, EWU has developed three new core themes each of which has two objectives. Each objective has between two and eight quantitative KPIs. Operational definitions of each KPI can be found in [Appendix G](#).

<b>Table 1: New Core Themes, Objectives, and Key Performance Indicators</b>			
<b>Theme</b>	<b>Objective</b>	<b>KPI #</b>	<b>Key Performance Indicator</b>
<b>Access</b>	Increase Access for All Students	1.1.a	Student headcount
		1.1.b	First-time-in-college (FTIC) student headcount
		1.1.c	New transfer student headcount
		1.1.d	New graduate student headcount
	Increase Access for Underrepresented Students	1.2.a	% of racial/ethnic minority undergraduates
		1.2.b	% of racial/ethnic minority FTIC students
		1.2.c	% of new racial/ethnic minority transfer students
		1.2.d	% of new racial/ethnic minority graduate students
		1.2.e	% of first-generation undergraduates
		1.2.f	% of first-generation FTIC students
1.2.g		% of undergraduates from low-income families	
1.2.h		% of FTIC students from low-income families	
<b>Learning</b>	Increase Learning	2.1.a	% of programs that submit an annual assessment report on student learning
		2.1.b	% of program learning outcomes (PLOs) that have met their target
		2.1.c	% of GE student learning outcomes (SLOs) that have met their target
	Increase Development	2.2.a	% of undergraduates who participate in a co-curricular learning activity
		2.2.b	% of total co-curricular SLOs that have met their target
<b>Completion</b>	Increase Completion of All Students	3.1.a	Six-year graduation rates of FTIC students
		3.1.b	Six-year graduation rates of transfer students
		3.1.c	Six-year graduation rates of graduate students
	Increase Completion of Underrepresented Students	3.2.a	Six-year graduation rates of racial/ethnic minority FTIC students
		3.2.b	Six-year graduation rates of racial/ethnic minority transfer students
		3.2.c	Six-year graduation rates of racial/ethnic minority graduate students
		3.2.d	Six-year graduation rates of first-generation FTIC students
3.2.e	Six-year graduation rates of FTIC students from low-income families		

The KPIs put forth above are not identical to the metrics listed in our [Mid-Cycle Report](#) (Table 5, p. 10).<sup>2</sup> Although the themes, objectives, and KPIs derive directly from our mission, gaining consensus on how to

<sup>2</sup> One change to our indicators is that we decided to move the community engagement metrics that the Mid-Cycle Report listed under the core theme “Learning” to our strategic plan’s goal of “Drive Innovation,” where we determined it was more appropriately placed. Another change is that we added indicators regarding transfer students and graduate students to our Access and Completion themes. All other changes were methodological,

operationalize the objectives has taken more time. Although we are close to being set on the KPIs listed above, we may need to tweak a few in the next few months to achieve full agreement among our stakeholders. If we do, they will be similar in intent to those above and will not affect our ability to report on the data in our Mission Fulfillment Report.

- **Core Theme 1: Access.** Access is central to EWU’s identity as a comprehensive regional institution. Eastern is committed to providing the opportunity for traditional college-bound students, non-traditional students, and students from underserved populations in the Inland Northwest and beyond to obtain a high quality education and earn a marketable degree, as noted in the first bullet point below our [mission statement](#).
- **Objectives and Key Performance Indicators.** Our 2022 Mission Fulfillment Report will present seven years of data on all Access KPIs. Data from the first three years of our accreditation cycle can be found in Table 2 below. [Appendix G: KPI Operational Definitions and Data Sources](#) provides precise information on the operational definition of each variable and the sources from which the data are drawn.
- **Objective 1.1: Increase Access for All Students.** To expand the opportunity for people to earn an EWU degree, the first of the two objectives for this core theme is to increase access for all students.

We have identified four KPIs to evaluate the degree to which we have increased access to students. Specifically, we aspire to see growth on all four of the following on a year-by-year basis through 2022:<sup>3</sup>

- **KPI 1.1.a: Student headcount.** Student headcount is the number of individual students enrolled at EWU, whether full- or part-time and whether undergraduate, graduate, or certificate. It is a measure of our student body size.
- **KPI 1.1.b: First-time-in-college (FTIC) headcount.** First-time-in-college (FTIC) headcount is a measure of the size of the incoming freshman cohort.
- **KPI 1.1.c: New transfer student headcount.** The third indicator of increased access for all students, new transfer student headcount, is a measure of the size of the incoming group of transfer students. Because Eastern is a regional comprehensive institution, transfer students comprise a significant portion of our undergraduate population.
- **KPI 1.1.d: New graduate student headcount.** To track whether we have enhanced access for all students, we will also look at the degree to which there is growth in the number of new graduate students who matriculate at the University.

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rather than substantive (e.g., a change from unduplicated 12-month headcount to unduplicated headcount in fall quarter/semester).

<sup>3</sup> As noted earlier, the target level of annual growth on each KPI will be specified by June 30, 2018.

- Objective 1.2: Increase Access for Underrepresented Students. Reflecting EWU’s abiding commitment to diversity and our [strategic initiative](#) to “embrace equity and social justice,” a second objective is to increase access for students who have historically been underrepresented in baccalaureate-granting institutions. As part of our mission to “expand opportunities” for a high-quality education to underserved populations, we will focus on increasing the enrollment of three groups: students of color, first-generation students, and those from low-income families.

Four indicators will be used to evaluate the degree to which we have increased access to students of color:<sup>4</sup>

- KPI 1.2.a: Percentage of racial/ethnic minority undergraduates
- KPI 1.2.b: Percentage of racial/ethnic minority FTIC students
- KPI 1.2.c: Percentage of new racial/ethnic minority transfer students
- KPI 1.2.d: Percentage of new racial/ethnic minority graduate students

EWU not only wants to bolster the number and proportion of ethnic and racial minority students at EWU, we also want to enhance access to those whose parents did not earn a four-year degree. Two KPIs are dedicated to first-generation students:

- KPI 1.2.e: Percentage of first-generation undergraduates
- KPI 1.2.f: Percentage of first-generation FTIC students

Changing the trajectory of the lives of students from financially disadvantaged backgrounds captures the imagination and galvanizes the energies of those who work at Eastern. We, therefore, aim to recruit increasing numbers of students from low-income families, defined as those who receive a Pell Grant. The two KPIs for this metric parallel those for first-generation students, namely:

- KPI 1.2.g: Percentage of undergraduates from low-income families
- KPI 1.2.h: Percentage of FTIC students from low-income families
- Initiatives. Two major initiatives are under way to increase access. The first is a multi-year, multi-pronged strategic enrollment planning effort involving nearly 50 faculty and administrators being led by higher education consultants Ruffalo Noel Levitz. Increasing the number of high-quality applicants and the yield of those EWU accepts are two of the project’s goals.

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<sup>4</sup> Racial/ethnic minorities, also referred to as students of color, are those who identified themselves as one of the following on their EWU application: black or African American; Hispanic/Latino; Asian; American Indian or Alaska Native; Native Hawaiian or Other Pacific Islander; or two or more races.

The other major initiative entails enrolling a larger number and percentage of historically underrepresented students. One of the four goals that Eastern's [2018-23 strategic plan](#) puts forth is to "embrace equity and social justice." Success indicators for this goal include the following:

- Develop a strategic plan within each College and area to ensure that faculty and staff reflect the diversity and understand the perspectives of our student body
- Construct a student recruitment plan that fosters diversity in all academic areas
- Create and execute a plan to achieve federal designation for EWU as an Hispanic Serving Institution (HSI)

This strategic goal, which is overseen by Eastern's first Vice President of Diversity and Inclusion, hired in 2017, dovetails with our core theme planning.

In addition to these university-wide initiatives, the Access Core Theme Team will develop action steps that the Eastern can take to increase the number of students who enroll.

- **Core Theme 2: Learning.** Of EWU's three core themes, the second one—Learning—stands supreme. Student learning is the institution's *raison d'être*. Eastern strives to equip all of our students with the skills and knowledge needed for them to be informed citizens of the world and successful in their chosen careers.
- Objectives and Key Performance Indicators
  - Objective 2.1: Increase Learning. Our first objective is to increase students' learning, as denoted in the second bullet point below our [mission statement](#). Three learning KPIs have been established:
    - KPI 2.1.a: Percentage of degree programs that submit an annual assessment report on their program learning outcomes. The first indicator—the percent of degree programs that submit an annual assessment report on their program learning outcomes (PLOs)—is not a direct measure of student learning. Rather, it is a measure of the degree to which EWU engages in its evaluation. The rationale for establishing this indicator as one of the institution's 25 mission metrics is three-fold. First, it will catalyze institutional efforts to ensure that assessment is conducted and documented in all degree programs. Second, we posit that assessment improves student learning—not only through loop closure activities, but through the activities required at each stage of the cycle. Third, KPI 2.1.b, which is the percentage of PLOs that have met their target, is related to KPI 2.1.a. The greater the number of programs that submit an assessment report, the larger the denominator will likely be in our calculation of the number of PLOs that have met their target.

Our 2022 Mission Fulfillment Report will present six years of data on this indicator. As described in our [Mid-Cycle Self-Evaluation Report](#), academic programs were given a reprieve from submitting assessment reports on their 2016-17 data at the start of the 2017-18 academic year in order for faculty to devote time to participating in assessment training. Therefore, there are no data from 2016-17. Data from the other two years are included in Table 2.

- KPI 2.1.b: Percentage of PLOs that have met their target. The second indicator of learning is the percentage of program learning outcomes (PLOs) assessed in a given academic year that have met the target that faculty have established. Central to the University successfully achieving our mission is our students' demonstrable achievement of program learning outcomes. While Eastern's administration encourages the faculty to find PLOs on which student performance fails to meet the target, the University expects that faculty will take action to improve student learning on those outcomes for which assessment findings are disappointing in an effort to see enhanced results over time.

Establishing PLO targets has not been a required part of the EWU assessment process. Therefore, we will not be able to report data on this indicator until target setting becomes institutionalized as a routine part of programs' assessment activities. We anticipate that our 2022 Mission Fulfillment Report will present two or three years of data on this indicator.

- KPI 2.1.c: Percentage of General Education student learning outcomes that have met their target. In addition to students achieving the learning outcomes associated with their degree programs, EWU aims to have them develop our five core General Education (GE) skills: written communication, quantitative literacy, analytical thinking, creative thinking, and information literacy. We have, therefore, established as a KPI the percentage of assessed GE student learning outcomes (SLOs) that have met their target.

Because the GE curriculum is new—it is being rolled out over a three-year period starting in 2017-18, the assessment structure for GE has not yet been fleshed out. The provost has funded a summer 2018 retreat facilitated by assessment expert Pat Hutchings for faculty to design the plan. Once the plan is developed and approved by the Office of Academic Affairs and the EWU Faculty Senate, a precise method for computing the percent of GE SLOs (e.g., at the course level, at the program level) will be formulated. We anticipate that our 2022 Mission Fulfillment Report will present two or three years of data on this indicator.

- Objective 2.2 Increase Development. Our second objective is to demonstrate that our students are successfully acquiring co-curricular learning—that is, engaging in intellectual, cultural, personal, and practical development, as noted in the third bullet point below our [mission statement](#).
- KPI 2.2.a: Percentage of undergraduates who participate in a co-curricular learning activity. Objective 2.2's first indicator is the percentage of undergraduates who participate in a co-curricular learning activity. In light of the sizable resources EWU devotes to delivering numerous high-quality co-curricular learning opportunities, student participation in these voluntary educational activities is a key metric of our effectiveness as an institution.

In 2017-18, EWU acquired technology to allow us to track co-curricular participation by having students swipe their ID cards before engaging in an activity. The data were not collected systematically enough this year to use them as a baseline, however.

The Division of Student Affairs plans to put systems in place to ensure that the information is captured reliably starting in the 2018-19 academic year. This will give us three years of data to report at the end of our accreditation cycle.

- KPI 2.2.b: Percent of total co-curricular student learning outcomes that have met their target. Participation is only one measure of our co-curriculum's effectiveness. As importantly, if not more, is the degree to which our co-curricular programs are effective at generating their intended learning—that is, student development. Objective 2.2's second KPI is the percentage of co-curricular student learning outcomes that have met their target.

Student Affairs' Student Activities Involvement and Leadership (SAIL) unit has been setting SLO targets since 2017-18. Although SAIL staff does not have sufficient time before the submission of this report to conduct a sound analysis of the data, the 2017-18 results will be included in the Mission Fulfillment Report with the three other years of findings.

- Initiatives. Two major initiatives are under way to improve student learning. One is the revamping of EWU's GE curriculum, mentioned above, and the other is an initiative to improve the quality of student learning outcomes assessment through a three-session series of assessment trainings delivered to all academic programs. Faculty are expected to meet after each training to apply the lessons to their program assessment plans and submit their revised plans to their college assessment committee for review and feedback. In 2017-18, 56 programs received feedback on their revised program learning outcomes. They will be asked to submit updated curriculum maps by the end of the fall 2018 quarter and full assessment plans by the end of the winter 2019 quarter.

In addition to these university-wide initiatives, the Learning Core Theme Team will develop action steps that the Eastern can take to improve student learning and development.

- Core Theme 3: Completion. Enhancing access to EWU, particularly to those from underrepresented groups, and delivering a high-quality curricular and co-curricular education are two of the key ingredients of EWU's mission. In order for our mission to be fulfilled, however, our students need to earn a credential. Eastern is committed to promoting student success by supporting timely degree completion, as noted in the fourth and final bullet point below our [mission statement](#).
- Objectives and Key Performance Indicators. Our 2022 Mission Fulfillment Report will present seven years of data on all Completion KPIs. Data from the first three years of our accreditation cycle can be found in Table 2 below. [Appendix G: KPI Operational Definitions and Data Sources](#) provides precise information on the operational definition of each variable and the sources from which the data are drawn.
- Objective 3.1: Increase Completion of All Students. Because EWU aims to support all students to earn an EWU degree, the first of the two objectives for this core theme is to increase completion for all students.



We aspire to see improvement in the six-year graduation rates of our three key student populations on a year-by-year basis through 2022: undergraduates who come to EWU as freshmen, undergraduates who transfer to EWU from another institution, and graduate students. Therefore, Objective 3.1's three KPIs are as follows:

- KPI 3.1.a: Six-year graduation rates of FTIC students
- KPI 3.1.b: Six-year graduation rates of transfer students
- KPI 3.1.c: Six-year graduation rates of graduate students
- Objective 3.2: Increase Completion of Underrepresented Students. Reflecting EWU's longstanding dedication to diversity and our [strategic initiative](#) to "embrace equity and social justice," our final objective is to increase the graduation rates of those who have historically been underrepresented in baccalaureate-granting institutions. Three KPIs—one for each of our key student populations—are devoted to the six-year completion rates of students of color:
  - KPI 3.2.a: Six-year graduation rates of racial/ethnic minority FTIC students
  - KPI 3.2.b: Six-year graduation rates of racial/ethnic minority transfer students
  - KPI 3.2.c: Six-year graduation rates of racial/ethnic minority graduate students

Eastern not only wants to improve the completion rates of students who identify as a racial/ethnic minority, but also aims to enhance the graduation rates of two other populations who have been historically underserved in higher education, namely, students raised by parents who did not complete a baccalaureate degree and those whose families have limited financial means:

- KPI 3.2.d: Six-year graduation rates of first-generation FTIC students
- KPI 3.2.e: Six-year graduation rates of FTIC students from low-income families
- Initiatives. The strategic enrollment planning project led by Ruffalo Noel Levitz has timely degree completion for all undergraduates and those from historically underrepresented groups as key initiatives. Activities undertaken as part of this effort include the following: examining developmental and gateway course completion and success; identifying course and program bottlenecks; analyzing the persistence, progression, retention, and graduation rates by program and student sub-populations (i.e., race/ethnicity, gender, first generation, transfer); and reviewing student engagement and satisfaction trend data by student sub-populations.

In addition to this university-wide initiative, the Completion Core Theme Team will develop action steps that the Eastern can take to improve student completion rates.

**Table 2:  
Key Performance Indicator Data: 2015-16 Through 2017-18**

<b>KPI #</b>	<b>Key Performance Indicator</b>	<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>
1.1.a	Student headcount	12,361	12,279	12,607
1.1.b	First-time-in-college (FTIC) student headcount	1,695	1,671	1615
1.1.c	New transfer student headcount	892	826	831
1.1.d	New graduate student headcount	484	553	327 <sup>1</sup>
1.2.a	Percentage of racial/ethnic minority undergraduates	27.6%	29.1%	30.8%
1.2.b	Percentage of racial/ethnic minority FTIC students	32.9%	35.9%	37.0%
1.2.c	Percentage of new racial/ethnic minority transfer students	26.7%	28.2%	34.5%
1.2.d	Percentage of new racial/ethnic minority graduate students	18.8%	18.6%	19.3% <sup>1</sup>
1.2.e	Percentage of first-generation undergraduates	47.2%	48.4%	47.2%
1.2.f	Percentage of first-generation FTIC students	53.3%	52.7%	46.3%
1.2.g	Percentage of undergraduates from low-income families	42.3%	40.4%	41.3%
1.2.h	Percentage of FTIC students from low-income families	38.9%	40.2%	42.9%
2.1.a	Percentage of programs that submit an annual assessment report on student learning <sup>2</sup>	64.8% <sup>3</sup>	NA <sup>4</sup>	50% <sup>3</sup>
2.1.b	Percentage of PLOs that have met their target	ND <sup>5</sup>	ND	ND
2.1.c	Percentage of GE SLOs that have met their target	ND	ND	ND
2.2.a	Percentage of undergraduates who participate in a co-curricular learning activity	ND	ND	ND
2.2.b	Percentage of co-curricular SLOs that have met their target	ND	ND	TBD <sup>5</sup>
		<b>Entering Cohort of:</b>		
		<b>2009</b>	<b>2010</b>	<b>2011</b>
3.1.a	Six-year graduation rates of FTIC students	45.8%	46.3%	52.2%
3.1.b	Six-year graduation rates of transfer students	71.2%	67.8%	69.8%
3.1.c	Six-year graduation rates of graduate students	78.5%	78.0%	79.3%
3.2.a	Six-year graduation rates of racial/ethnic minority FTIC students	37.8%	39.1%	40.6%
3.2.b	Six-year graduation rates of racial/ethnic minority transfer students	47.5%	49.9%	56.5%
3.2.c	Six-year graduation rates of racial/ethnic minority graduate students	73.7%	71.2%	79.1%
3.2.d	Six-year graduation rates of first-generation FTIC students	71.2%	61.2%	68.1%
3.2.e	Six-year graduation rates of FTIC students from low-income families	77.1%	71.1%	82.1%

**Notes:**

<sup>1</sup>Data for 2017-18 only include new graduate students who enrolled in the fall quarter/semester because those from the winter and spring quarters/semesters have not yet been verified; all other years include new graduate students who first enrolled in any quarter/semester during the academic year (fall through summer).

<sup>2</sup>The documents faculty submitted in 2015-16 reported on program-level assessment data from 2014-15. The documents faculty submitted in 2017-18 were their programs' revised PLOs.

<sup>3</sup>The data on annual assessment reports (KPI 2.1.a) were analyzed quickly to meet the deadline for this report. They will be reanalyzed subsequent to the submission of this document to ensure accuracy.

<sup>4</sup>NA: Not Applicable: As noted in the report, academic programs were given a reprieve in 2017-18 from submitting assessment reports on their 2016-17 data so that they could devote time to participating in assessment training and working on improving their assessment activities.

<sup>5</sup>ND: No Data. EWU does not have data for these KPIs in the designated years.

<sup>5</sup>TBD: To Be Determined. EWU has the data for these KPIs in the designated years but did not have time prior to the submission of this report to analyze them; they will be included in the 2022 Mission Fulfillment Report.

## **Conclusion**

Understanding NWCCU's expectations regarding the institutional mission fulfillment assessment process has required trial and error. We now not only understand the expectations but also appreciate the value they have for enhancing our institutional effectiveness. In accordance with NWCCU's standards, Eastern has put in place a systematic approach to evaluating the degree to which we are fulfilling our mission. Our new core themes and objectives reflect our enduring purposes and express our institutional identity.

The next steps EWU will take in our mission assessment process are to (a) garner the President's Leadership Council's approval of the KPIs and (b) set annual targets for each through 2022. Both will happen before the 2018-19 academic year starts, if not before 2017-18 ends.

With the launching of university-wide initiatives to improve access, learning, and completion and the formation of core themes teams, Eastern has created an infrastructure designed to deliver on our mission and evaluate our performance. We look forward to describing the results of these efforts in our 2022 Mission Fulfillment Report.

## NWCCU Guidelines | PREPARING MID-CYCLE SELF-EVALUATION REPORTS

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### Purpose and Process

Conducted in the third year of the seven year cycle, the Mid-Cycle Evaluation is intended to ascertain an institution's readiness to provide evidence (outcomes) of mission fulfillment and sustainability in the Year Seven. It is to assist institutions in determining if the process of outcomes assessment will lead them to a successful Year Seven self-evaluation and peer evaluation. It is intended to be a formative and collegial evaluation with the institution in conversation with the evaluators.

### Guidelines Overview

The Mid-Cycle Self-Evaluation (MCE) includes institutional self-evaluation on its assessment efforts at both the macro and micro level. Macro refers to an overview of the entire process of assessment for mission fulfillment at the institution. Micro refers to providing representative examples of the details of the assessment process. Thus, the MCE will include three parts; Part I: Overview of entire assessment plan; Part II: Representative examples of assessment process from beginning to end; and Part III: Evaluative overview in the light of Parts I and II.

#### **Part I: Overview of Institutional Assessment Plan**

Informed and guided by Standards 1 and 3-5, Part I of the MCE will be a narrative shaped by the questions below describing the institution's plan for linking/aligning mission (Standard One) with mission fulfillment and sustainability (Standard 5).

As you analyze your assessment plan please respond to the following questions:

- Describe/explain your process of assessing mission fulfillment. Who is involved in the assessment? Is the Board of Trustees involved?
- Are your core themes and objectives still valid?
- Is the institution satisfied that the core themes and indicators selected are providing sufficient evidence to assess mission fulfillment and sustainability? If not, what changes are you contemplating?

#### **Part II:**

The institution will provide two representative examples of how it has operationalized its mission and core themes progressing from objectives to indicators to outcomes to mission fulfillment. These examples should be regarding student learning either at the institutional, program or course level. They should illustrate how you are "closing the loop" on student learning assessment.

As you provide these examples please include analysis in regard to the following questions:

- Are your indicators, for the selected examples, proving to be meaningful? Do you have too many indicators or too few?
- What has the institution learned so far and what changes are contemplated? What has been your progress to date using the data? Do the data tell you what you are looking for?
- How are data being collected, analyzed, and utilized and the findings communicated to constituents?

#### **Part III:**

In light of your analysis in Part I of your overall assessment plan and in light of your analysis of the representative examples you provided in Part II please respond to the following question:

- Moving forward to the Year Seven what will you need to do?

No response to Eligibility Requirements is necessary.

If responses to Recommendations have been requested to accompany the Mid Cycle Evaluation please include these in a separate document.

## **Process**

1. There will be a 1 ½ day onsite visit of two evaluators. The visit will be collaborative and formative.
2. The self-evaluation report will be due 4-5 weeks prior to the visit.
  - The body of the report should be approximately 10-15 pages in length
  - Examples of assessment can be appendices to the report but should be concise
3. Evaluators will coordinate with the ALO to determine who will be involved in the campus process. The visit should include senior leadership including the President and those involved in the process.
4. The evaluators will have a closing formative conversation with the institution to share their findings.
5. The Board of Commissioners will review the Self-Evaluation and the Peer Evaluation and determine whether the Self-Evaluation is acceptable or unacceptable.

## **Report Layout**

1. Use letter size portrait orientation (8½" wide by 11" high) with 1" margins on all sides.
2. Use 11- or 12-point type face for the body of the report. Larger fonts may be used for major headings which should be in bold print face and double spaced from the text. Do not use script or italic as the primary font.
3. Number all pages (except Title page and Table of Contents page).
4. Title page to include:
  - a. Title of Self-Evaluation Report
  - b. Name of Institution
  - c. Date Submitted
5. Table of Contents
6. Single space text in the body of the report.

## **Publication of Report**

### Print Version

1. Except for the front and back covers of bound reports, use WHITE 20 pound paper.
2. Other than the Title Page and Table of Contents page, print on BOTH SIDES of the paper.
3. Staple the report in the upper left corner

### Electronic Version

1. Provide the body of the self-evaluation report as a single Windows-compatible Adobe Acrobat file. If included, appendixes may be sent as a single Adobe Acrobat file. *Non-Acrobat files and multi-file documents may be returned.* The file should be emailed to: [reports@nwccu.org](mailto:reports@nwccu.org).

## **Submission of the Report**

Submit the following to the Commission Office:

1. Two (2) printed copies of the self-evaluation report;
2. One (1) electronic copy of the self-evaluation report; (either by email or on electronic media) and
3. One (1) copy of the institution's catalog.

Submit the following to each evaluator:

1. One printed copy of the self-evaluation report;
2. One electronic copy of the self-evaluation report (may be negotiated if evaluators prefer electronic versions only)

**Please contact the Commission Office at 425-558-4224 if you have questions on these guidelines.**



**EASTERN**  
WASHINGTON UNIVERSITY

start something **big**

**BOARD OF TRUSTEES**  
**Regular Meeting**

**Thursday**  
**May 14, 2015**

**MINUTES**

Trustees Present:

Michael Finley  
Uriel Iñiguez  
Jo Ann Kauffman  
James Murphy  
Frank Navarro  
Paul Tanaka  
Robert Whaley  
Vicki Wilson

**Call to Order, I.**

Chair Jo Ann Kauffman called the May 14, 2015, meeting of the Eastern Washington University Board of Trustees to order at 11:37 a.m.

**Quorum, II.**

A quorum was present. No trustees were absent.

**Executive Session, III.**

Chair Kauffman announced the Board would convene in executive session under RCW 42.30.110(1)(g) and (i) to evaluate the qualifications of an applicant for public employment or to review the performance of a public employee; and to discuss with legal counsel representing the agency matters relating to agency enforcement actions, litigation or potential litigation. Also, the Board will plan or adopt the strategy or position to be taken by the governing body during the course of any collective bargaining, professional negotiations, or grievance or mediation proceedings, or will review the proposals made in the negotiations or proceedings while in progress, which is exempt pursuant to RCW 42.30.140. Executive session concluded at 12:58 p.m.

**Reconvene Open Meeting**

Chair Kauffman called the Regular Session of the May 14, 2015, meeting of the Eastern Washington Board of Trustees to order at 1:01 p.m.

## **Reports, IV.**

### University President's Report, IV.A.

President Cullinan introduced Vice President for University Advancement Mike Westfall. Mr. Westfall reported on results of a recent reputational survey conducted by Desautel Hege. Stakeholders surveyed included Spokane County residents, statewide residents, and alumni. The goal of the research was to better understand current perceptions of Eastern Washington University. Key findings across all three audiences were: audiences have an overall positive perception of EWU, for those who are aware of the university; EWU is known for athletics; compared to other regional universities, EWU is seen as providing the same or a higher quality of education; compared to five years ago, respondents feel EWU's quality of education is the same, if not better; on average, nearly half of all audiences have heard, read, or seen EWU in the news; and top information sources were television, newspaper, internet and word of mouth. Implications of the research suggest that EWU has a very positive image to build upon. EWU does lack awareness outside of eastern Washington, and should work to build a better reputation, awareness around academic programs, and raising awareness of the EWU presence at Riverpoint.

President Cullinan introduced Dr. Grant Smith, a member of the EWU-Red Bloomsday Corporate Cup team. The event is a celebration of wellness and inclusiveness. EWU-Red won the cup for the nineteenth year in a row. Members of the team included Carl Combs, Jeff Corkhill, Dave Millet, Jeffrey Rahn, and Grant Smith. The EWU-Women's team won their division this year, and President Cullinan was a member of the team. Dr. Smith noted the event was inspirational this year, due to the president's participation. Dr. Smith presented her with a t-shirt. EWU supported ten teams (50 participants with EWU logos on their shirts) for the event.

For a full report on the president's activities, please see the submitted written report.

### Trustees' Reports, IV.B.

Chair Kauffman and Trustee Jim Murphy reported on the dedication of the Rodolfo and Nadine Arévalo student mall as well as President Cullinan's investiture. Trustee Finley reported on the Lucy Covington advisory meeting and the Winona LaDuke lecture.

### Organization President's Reports, IV.C.

#### Faculty Organization, IV.C.1.

President Mindy Breen provided a summary of her written report (see attached). This will be Mindy's final meeting, and Dr. Kevin Decker will serve the 2015-2016 academic year.

#### Classified Staff Union, IV.C.2.

President Craig Walker was not present.

#### Public School Employees Union, IV.C.3.

President Lisa Olson provided a summary of her written report (see attached).

#### Associated Students, IV.C.4.

President DJ Jigre provided a summary of his written report (see attached). He also provided a handout listing the 2015-2016 ASEWU Council. Kyle Dodson, a senior majoring in business, has been elected president. Mr. Jigre introduced Mr. Dodson. Brendan Hargrave was elected executive vice president; Keirstan Hanson was elected director of finance. Council representatives include Conner Faulkner, Jake Radawick, Jorge Garcie, Jacob Clay, Carlos Hernandez, Elizabeth Shimamoto, Katie Sweeney, Nathan

Peters, and Wesley Snell.

United Faculty of Eastern, IV.C.5.

President Michael Conlin was not present.

### **Public Comment, V.**

No comments.

### **Action Items, VI.**

***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.***

### **Consent Action Items, VI.A.**

***Motion 05-02-15: Trustee Murphy moved to approve the consent action agenda items as presented.***

***Seconded by Trustee Wilson.***

***Motion carried.***

### **Summation: Trustee Wrap-up Discussion, VII.**

### **Adjournment, VIII.**

Chair Kauffman adjourned the EWU Board of Trustees meeting at 2:05 p.m.

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Jo Ann Kauffman, Chair

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Mary Cullinan, Secretary Board of Trustees



## Appendix C: Revised Core Themes Email and Attachment (03.07.18)

**From:** [Kern, Jill](#)  
**To:** "Pamela Goad"; Valerie Martinez  
**Cc:** [Gordon, Scott](#); [Kramer, Philip](#)  
**Subject:** Revised Core Themes  
**Date:** Wednesday, March 07, 2018 3:31:00 PM  
**Attachments:** [Core Themes.docx](#)

---

Dear Pam,

Thank you for putting on such an excellent conference. I learned so much about NWCCU's processes that I didn't even wait until I arrived back to set up a meeting with EWU's provost to discuss them.

At your request, I am sending to Val and you a one-page document that compares EWU's old core themes with our revised ones. The document also shows the old and new bullet points below our mission statement. The revised core themes and bullet points have been approved by EWU's President's Executive Committee and our board of trustees.

As you'll see, we don't have "objectives" below our new core themes. I didn't realize until this conference that objectives were a required part of the standards. Although the metrics we've developed for each core theme could readily fit into distinct objectives, I didn't want to name what I see as our implicit objectives without an inclusive, consensus-based process.

Thank you for your attention to this matter.

Best regards,

Jill

Jill Allison Kern, PhD  
Director of Assessment and Accreditation  
Eastern Washington University

**Eastern Washington University**  
**Comparison of Old and Revised Core Themes and Old and Revised Mission Bullet Points**  
**03.07.2018**

<b>“Old” Core Themes (03.01.16)</b>	
<b>Core Theme</b>	<b>Objectives</b>
1. Student Academic Achievement	A. Quality Academic Programs
	B. Undergraduate Student Research
2. Student Support & Development	A. Co-Curricular Engagement
	B. Support Programs
3. Faculty Support & Development	A. Intellectual Community
	B. Professional Development

<b>Revised Core Themes (03.01.18)</b>
1. Access
2. Learning
3. Completion

**Mission (unchanged):**

“EWU expands opportunities for personal transformation through excellence in learning.”

**“Old” Bullet Points**

EWU achieves its mission by:

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

**Revised Bullet Points**

EWU achieves its mission by:

- Enhancing access to higher education in the Inland Northwest and beyond by recruiting and supporting traditional college-bound students, non-traditional students, and those from underserved populations;
- Delivering high quality academic programs that undergo regular, rigorous review informed by data and assessment of student learning;
- Delivering a high quality co-curriculum designed to develop the intellectual, cultural, personal, and practical aspects of students’ lives; and
- Promoting student success by supporting student engagement and timely degree completion.

**Appendix D: NWCCU Request for Special Report (05.08.18)**



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Fax: 425 376 0596  
[www.nwccu.org](http://www.nwccu.org)

May 8, 2018

Dr. Mary Cullinan  
President  
Eastern Washington University  
214 Showalter Hall  
Cheney, WA 99004

Dear President Cullinan:

The Northwest Commission on Colleges and Universities (NWCCU) is in receipt of the University's Spring 2018 Mid-Cycle Self-Evaluation Report. This letter addresses matters regarding the changes to the core themes, objectives, and indicators of achievement subsequent to the University's submission of a Spring 2016 Mission and Core Themes Report.

While the decision to make changes is an institutional prerogative and responsibility, the Mid-Cycle Self-Evaluation Report is intended to ascertain an institution's readiness to provide evidence of mission fulfillment and sustainability in the Mission Fulfillment Report occurring during the seventh year of an accreditation cycle. To ascertain the institution's readiness, the Commission is requesting a Special Report from Eastern Washington University to be reviewed in conjunction with the University's Spring 2018 Mid-Cycle Self-Evaluation Report.

Please follow the Guidelines for the Preparation of Special Reports located on the Commission's website. However, for #4 (in the *Structure* section) on the Special Reports Guidelines, please substitute the structure and content of #5 on the Guidelines for the Preparation of Mission and Core Themes Reports. The Special Report is due June 6, 2018, and it will be reviewed during the Commission's June 27-29, 2018, meeting.

Please feel free to contact me if you have any questions.

Sincerely,

A handwritten signature in cursive script that reads "Marlene Moore".

Marlene Moore, Ph.D.  
President

MM:rb

cc: Dr. Jill Kern, Director of Assessment and Accreditation



**BOARD OF TRUSTEES**  
**Regular Meeting**  
**Thursday – Friday, February 22-23, 2018**

**Minutes**

Trustees Present

Uriel Iñiguez  
Leah Nemeth  
James Murphy  
Jay Manning  
Michael Finley  
Robert Whaley  
Vicki Wilson  
Kim Pearman-Gillman

Thursday, February 22, 2018

Work Session

1. Student Trustee Leah Nemeth presented a Student Spotlight which highlighted several of the events she has recently been involved in, including Cocoa & Conversation with the President in the student dorms, sitting on the hiring committee for the new Athletic Director, and attendance at EWU Trustee Day in Olympia with three other board members.
2. Provost Gordon and President Cullinan presented on the current state of the strategic plan and its core themes and mission. Dr. Cullinan highlighted that the old strategic plan was a very good foundation for the four new pillars that are being emphasized in the new strategic plan. Provost Gordon highlighted EWU's very strong mission and presented on how progress would be measured over the next five years.
3. Chief Financial Officer Toni Habegger presented on Eastern's investment history and process. Toni highlighted Eastern's endowment history and policies and stated that Northern Trust is Eastern's investment partner moving forward.

Friday, February 23, 2018

**Executive Session**

Chair Iñiguez convened an executive session under RCW 42.301.110(1)(f) and (i); To receive and evaluate complaints or charges brought against a public officer or employee; and to discuss with legal counsel representing the agency matters relating to agency enforcement actions or, litigation or potential litigation. Executive Session concluded at 8:30 am.

**Call to Order**

Chair Iñiguez called the meeting to order at 8:36 am.

**Quorum**

A quorum was present. Trustee Finley was absent.

**Board Committee of the Whole**

**Foundation Update.** Vice President for Advancement and Executive Director of EWU Foundation Angela Jones was joined by Foundation Chair Mike Ekins. Vice President Jones presented on their preparations for the upcoming campaign launch and on how her team is working with a consultant on a rebranding effort. Chair Ekins gave an update on the Foundation Board structure and their scholarship awards.

**Legislative Updates.** Director of Government Relations David Buri gave an update on the status of educational funding in the legislature.

**STEM Facilities Update.** Vice President for Business and Finance Mary Voves was accompanied by Provost Scott Gordon, and Dean David Bowman. Vice President Voves outlined the three major projects occurring around STEM education; the Catalyst building, the Interdisciplinary Science Center, and the Palouse Prairie Restoration project.

**College Spotlight – College of Arts, Letters and Education (CALE).** The Dean of CALE, Dr. Roy Sonnema, shared highlights of achievements from the College, including grants awarded, study abroad programs, community engagements, and talked about the importance of adjunct faculty for teaching.

**Annual Financial Review.** Chief Financial Officer Toni Habegger presented the financial review for fiscal year 2017.

**Annual Debt Compliance Report.** Chief Financial Officer Toni Habegger was accompanied by Susan Musselman and Thomas Toepfer of the Public Financial Management Group (PFM). All three provided and overview of EWU's debt as of February 2018.

**Early Head Start (EHS).** Early Head Start Director Carolyn Sola presented on the history and current status of the EHS program at Eastern. They are in their fourth year of a five year grant and will have a non-competitive renewal for another five years after the current grant closes.

**Policies.** Labor Relations Manager Joe Fuxa and Assistant Attorney General Annika Scharosch presented revisions to the first six policies listed below and presented one new policy, WAC 172-138. These are posted on the policy website, open for comment.

- *EWU 204-04 – Naming University Facilities*
- *EWU 402-01 – Discrimination, Sexual Harassment & Sexual & Interpersonal Violence*
- *EWU 403-05 – Leave Related to Domestic Violence, Sexual Assault and Stalking*
- *EWU 406-01 – Exempt Employment*
- *EWU 407-01 – Temporary Employment*
- *WAC 172-137 – Use of University Facilities*
- *WAC 172-138 – Use of Outdoor Areas for First Amendment Activities*

### **Executive Session**

Chair Iñiguez convened an executive session under RCW 42.301.110(1)(f) and (i); To receive and evaluate complaints or charges brought against a public officer or employee, and to discuss with legal counsel representing the agency matters relating to agency enforcement actions or, litigation or potential litigation. Under RCW 42.30.140 (4)(a) To plan or adopt the strategy or position to be taken by the governing body during the course of any collective bargaining, professional negotiations, or grievance or mediation proceedings, or review the proposals made in the negotiations or proceedings while in progress. Executive session concluded at 1:10 pm.

### **Reconvene**

Chair Iñiguez called the regular meeting of the Eastern Washington University Board of Trustees to order at 1:11 pm. Chair Iñiguez announced that no final action was taken was taken by the Board during the executive session.

### **Board of Trustees' Regular Meeting**

**University President's Report.** President Mary Cullinan recognized two CALE students, Jessica Sharpe and Gavin Davis. Each student gave a short presentation about how their experiences at EWU have been supportive and are preparing them well for future jobs.

President Cullinan introduced the new Interim Athletic Director, Lynn Hickey.

President Cullinan shared some highlights of Eastern's accomplishments, including funding for the Interdisciplinary Science Center, the plans to partner with Avista and McKinstry on the new Catalyst building, and the progress on the PUB construction. She shared that Eastern has been named a College of Distinction for our emphasis on student success and also that Eastern has been included by Dream.US to provide monies to DACA students. All these accomplishments support the new strategic plan that was recently launched. The strategic plan includes a commitment to becoming a Hispanic Serving Institution in next five years, a commitment to a comprehensive fundraising campaign, and to the concept of creating an honors college for the campus.

**Board Reports/Acknowledgements.** Chair Uriel Iñiguez recognized the great work of the University Bookstore during their transition period in being moved from the PUB to Louise Anderson Hall while the PUB is under construction. He commended the eleven bookstore staff that were in attendance.

Chair Iñiguez reported on the findings of the recent Audit Committee review. There was nothing negative to report on EWU finances. State auditors gave a clean audit.

**Organization Presidents' Reports.**

Faculty Organization. President Esteban Rodriguez-Marek reported on the continuing work they are doing for online learning. They hope to have these guidelines completed soon to present to the Senate for their approval. He also reported on meeting regularly with university administration, which has helped improve communication.

Associated Students. ASEWU President Gaige Baisch read his written report where he highlighted activities and accomplishments of the ASEWU and how their work relates to the strategic plan.

Washington Federation of State Employees. President Barbara Boots reported on the development of a centralized system for communications to the union for members and others. They have rewritten their constitution which has been forwarded to the state for approval. She thanked Human Resources for their efforts in helping to reduce grievances.

United Faculty of Eastern (UFE). President Michael Conlin presented on the UFE's support of the strategic plan. They have been working with Academic Affairs on both recruitment and retention and is pleased with the regularity of meetings scheduled with Academic Affairs, now once a month.

Public School Employees. President Tracy Durbin was absent. A written report was submitted.

**Public Comment.** There was one public comment. Victoria Senechal asked the Board about the rationale behind Policy WAC 172-122-310 - Use of tobacco, electronic cigarettes, and related products.

**Consent Action Items**

*Chair Iñiguez asked Board members for any new or amended consent action items. Trustee Jay Manning read and moved for the adoption of EWU Board of Trustees Resolution No. 2018-02 as part of the NWCCU New Core Themes and New Mission Bullet Points consent action item.*

*Seconded by Trustee Murphy.  
Resolution Approved.*

**Motion 02-01-18:** *Chair Iñiguez moved to approve the following consent action items:*

**1. Resolution No. 2018-02, Regarding Core Themes**

- **NWCCU New Core Themes and New Mission Bullet Points (removed per motion above and then added per motion below)**

2. Minutes of November 16-17, 2017 BOT Meeting

3. Minutes of December 12, 2017 Special BOT Meeting

4. Policies:

- *WAC 172-10-080: Public Records*
- *WAC 172-10-090: Review of Denials of Public Records*
- *WAC 172-90-100: Academic Integrity Violations and Sanctions*
- *WAC 172-121-210: Student Conduct Code Sanctions*
- *WAC 172-122-200: Notice of Trespass*
- *WAC 172-122-310: Use of Tobacco, Electronic Cigarettes, and Related Products*
- *WAC 172-191-100: Directory Information*
- *EWU 101-02: University Governance*
- *EWU 401-03: Background Checks*
- *EWU 901-01: Ethical Standards*
- *EWU 901-02: Appropriate Use of University Resources*

*Trustee Murphy moved to adopt consent action items two, three, and four as presented.*

*Seconded by Trustee Wilson*

*Trustee Kim Pearman-Gillman abstained*

*Motion carried.*

*Assistant Attorney General Annika Scharosch noted that the first consent action item above still needed to be approved: NWCCU New Core Themes and New Mission Bullet Points. Trustee Manning moved for approval of both the Mission Statement and the Core Theme Metrics.*

*Seconded by Trustee Whaley  
Motion carried.*





**Discussion Action Items**

**Motion 02-02-18.** *Trustee Murphy moved to approve the EWU Board of Trustees Resolution No. 2018-01, Request for Defense for Individual Employees.*

*Assistant Attorney General Annika Scharosch suggested an amendment to the second point in the resolution, to read: "Whereas, the individuals designated below have requested the Board to authorize their defense and indemnification under RCW 28B.10.842." Trustee Murphy then moved to amend the resolution accordingly.*

*Seconded by Trustee Whaley  
Amendment Approved*

*Chair Iñiguez moved to approve the original motion with the amendment.  
Motion Approved.*

**Adjournment**

Chair Iñiguez adjourned the February 23, 2018 EWU Board of Trustees' meeting at 2:07 pm.

Uriel Iñiguez, Chair  
EWU Board of Trustees

Mary Cullinan, Secretary  
EWU Board of Trustees



## DRIVE Innovation

- Invest in faculty and staff as well as tools and opportunities that promote collaboration and excellence in teaching, scholarship, research, and creative activity.
- Reward and celebrate faculty who engage in innovative pedagogical approaches and demonstrate outstanding accomplishments.
- Design an Honors College that aligns with EWU's distinctive mission and goals.
- Develop interdisciplinary curricula, professional executive education programs, and stacked degrees that meet the needs of employers/employees and our communities.

## IGNITE Change

- Develop a Center for Applied Research and Economic Development that brings together faculty, students and staff to assist businesses and organizations with high-impact research and consulting services.
- Develop a STEM resource center to promote academic success of K-12 students.
- Forge partnerships with regional tribes to ensure student success as well as economic, cultural, and environmental sustainability.
- Lead a unique and important effort to return campus wheat fields to their original prairie eco-system.
- Develop and expand summer academic programming and experiences for secondary school students to increase our regional & statewide college-going rate.
- Emphasize the vital role of the fine and performing arts in our culture and economy by identifying and supporting signature programs in the arts.
- Design and implement a major comprehensive fundraising campaign to support key campus initiatives.

## EMBRACE Social Justice

- Develop a strategic plan within each College and area to ensure that faculty and staff reflect the diversity and understand the perspectives of our student body.
- Develop a student recruitment plan that fosters diversity.
- Create and execute a plan to achieve Federal designation for EWU as an Hispanic Serving Institution (HSI).
- Create a Center for Social Innovation to address issues of social justice and improve the lives of marginalized and vulnerable populations.
- Ensure that the curriculum reflects a diversity of learning styles and perspectives.
- Expand scholarship opportunities for underrepresented populations.
- Promote strategies that encourage honest dialogue and foster a campus-wide ethic of inclusivity and a welcoming climate.

**Mission**  
EWU expands opportunities for personal transformation through excellence in learning

Student Access

Student Learning

Student Development

Student Completion

## Institutional Strategic Plan

IGNITE Change  
EMBRACE Social Justice  
DRIVE Innovation  
TRANSFORM Region

## Core Themes

Access +  
Learning +  
Completion =  
STUDENT SUCCESS

## TRANSFORM Region

- In partnership with employers, develop curricula directly tied to regional trends and needs.
- Expand opportunities for internships and working professionals through online programs and creative approaches to educational access.
- To support our students' career aspirations, ensure that every student has meaningful career-related experiences and professional development activities prior to graduation.
- Build partnerships with businesses and other entities that provide paid student internships and other practical experiences.
- Support opportunities for graduate and undergraduate research that respond to regional issues and priorities.
- Promote communication & collaboration between the university and our region while highlighting faculty expertise through a directory of faculty experts.

## Access

- Increase overall unduplicated student headcount from **15,602 to 17,226** by 2023
- Increase student FTE from **11,775 to 13,001** by 2023
- Increase overall headcount of first-time-in-college (FTIC) students from **1,634 to 2,085** by 2023
- Increase headcount of FTIC underrepresented students in entering class from **602 to 768** by 2023
- Increase proportion of FTIC underrepresented students in entering class from **36.8% to 41%** by 2023
- Increase proportion of lower-income students (PELL grant recipients) from **42.7% to 45%** by 2023

## Learning

- At least **80%** of EWU's 143 undergraduate programs and 45 graduate programs will submit an annual assessment report on student learning (i.e., their program learning outcomes) by 2023
- Students will successfully meet the target for at least **75%** of total program learning outcomes by 2023
- Students will successfully meet the target for at least **75%** of Institutional Learning (IG) Outcomes by 2023
  - Community Engagement by 2023:
    - 10% of students have participated in a designated service-learning course
    - 10% of faculty teach a designated service-learning course
    - 75% of the courses offered at EWU are designated service-learning courses
    - 40% of departments regularly offer at least one designated service-learning course
- By 2023, **75%** or more of students will participate in formalized co-curricular learning activities

## Completion

- Increase six-year graduation rates for all students from **47%** of to **51%** by 2023
- Increase six-year graduation rates for underrepresented students (American Indian or Alaska Native; Asian; Black or African American; Hispanic/Latino; Native Hawaiian or Other Pacific Islander; or two or more races) from **32%** to **40%** by 2023
- Increase six-year grad rates of first-generation students from **45%** to **51%** by 2023
- Increase six-year grad rates of low SES students (as defined by Pell recipients) from **44%** to **51%** by 2023

## Appendix G: KPI Operational Definitions and Data Sources

KPI Operational Definitions and Data Sources				
KPI #	Key Performance Indicator	Operational Definition	Data Source	Notes
1.1.a	Student unduplicated headcount	Unduplicated headcount of students enrolled in the fall quarter/ semester	Common Data Set	Includes Running Start students but not those in College in the High School
1.1.b	First-time-in-college (FTIC) student unduplicated headcount	Unduplicated headcount of full-time (FT) first-time-in-college students (FTIC) (those with fewer than 12 credits) enrolled in the fall quarter	Common Data Set	Includes Running Start students but not those in College in the High School
1.1.c	New transfer student unduplicated headcount	Unduplicated headcount of undergraduate students who enroll for the first time at EWU in the fall quarter/semester who have more than 12 credits from another institution	CSRDE	JK's file called "CSRDE Worksheet for Transfer Students including Students of Color"; Running Start students excluded
1.1.d	New graduate student unduplicated headcount	Unduplicated headcount of full-time students who enroll in an EWU graduate program (earn > 0 credits) for the first time in any quarter/semester of the academic year	Banner (ODS)	Doesn't include international students.
1.2.a	Percentage of racial/ethnic minority undergraduates	The proportion of (a) full-time degree seeking undergraduate racial/ethnic minorities—that is, those who checked Hispanic/Latino; Black or African-American, non-Hispanic; American Indian or Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or Other Pacific Islander, non-Hispanic; or two or more races, non-Hispanic on their EWU application—to (b) all full-time degree seeking undergraduate students (includes racial/ethnic minorities plus White, non-Hispanic; race/ethnicity unknown; or non-resident alien) enrolled in the fall quarter/semester	Common Data Set	Percentage based on unduplicated headcount (not FTE); includes Running Start but not College in the High School
1.2.b	Percentage of racial/ethnic minority freshmen	The proportion of (a) racial/ethnic minority FT FTIC students (as defined in KPI 1.2.a) to (b) all FT FTIC in the fall quarter/semester	CSRDE	JK's file called "CSRDE Worksheet for FTIC Including Students of Color"; percentage based on unduplicated headcount (not FTE); Running Start students excluded
1.2.c	Percentage of new racial/ethnic minority transfer students	The proportion of (a) new transfer students (as defined in KPI 1.1.c) who are racial/ethnic minorities (as defined in KPI 1.2.a) to (b) all new transfer students during the fall quarter/semester	CSRDE	JK's file called "CSRDE Worksheet for Transfer Students including Students of Color; percentage based on unduplicated headcount (not FTE); Running Start students excluded
1.2.d	Percentage of new racial/ethnic minority graduate students	The proportion of new (as defined in KPI 1.1.d) (a) racial/ethnic minority graduate students (all students who select anything other than white, bank, or null on their application) to (b) all new graduate students	Banner (ODS)	JK's file "NWCCU Request 052918;" Data pulled from ODS using SQL Developer. Based on unduplicated headcount (not FTE); includes all students who identified themselves on their EWU application as any race other than white, blank or null. Doesn't include international students.
1.2.e	Percentage of first-generation undergraduates	The proportion of (a) undergraduates who indicated on their EWU application that neither parent graduated from a four-year institution to (b) all undergraduates in the fall quarter/semester	Banner (ODS)	JK's file "CEN224-b"; excludes Running Start; percentage based on unduplicated headcount

KPI #	Key Performance Indicator	Operational Definition	Data Source	Notes
1.2.f	Percentage of first-generation freshmen	The proportion of (a) FT FTIC students who identified themselves as first-generation (as defined in KPI 1.2.e) to (b) all FT FTIC students in the fall quarter/semester		
1.2.g	Percentage of undergraduates from low-income families	The proportion of (a) undergraduates who receive a Pell grant to (b) all undergraduates in the fall quarter/semester		
1.2.h	Percentage of freshmen from low-income families	The proportion of (a) FT FTIC students from low-income families (as defined in KPI 1.2.g) to (b) all FT FTIC in the fall quarter/semester		
2.1.a	% of programs that submit an annual assessment report on student learning	The proportion of (a) degree programs that submit an annual assessment report to (b) all EWU degree programs	EWU Website; Office of Assessment Tracking	For 2015-16: <a href="https://sites.ewu.edu/assessment-accreditation/assessment/plo-assessment-reports/">https://sites.ewu.edu/assessment-accreditation/assessment/plo-assessment-reports/</a> ; For all other years: Office of Assessment & Accreditation Tracking
2.1.b	% of PLOs that have met their target	The proportion of (a) PLOs submitted by academic programs to the Office of Assessment and Accreditation that have met the target faculty set to (b) all PLOs submitted by academic programs	Office of Assessment Tracking	
2.1.c	% of GE SLOs that have met their target	The proportion of (a) general education SLOs assessed in a given year that have met the target faculty set to (b) all general education SLOs assessed in that given year	Office of Assessment Tracking	
2.2.a	% of undergraduates who participate in a co-curricular learning activity	The proportion of (a) undergraduates who participate in a co-curricular learning activity (as defined by the Office of Student Affairs) in a given academic year to (c) all undergraduates enrolled that year	Org Sync	
2.2.b	% of total co-curricular SLOs that have met their target	The proportion of (a) SLOs assessed by Student Affairs staff in a given academic year that have met the target the staff set to (b) all SLOs assessed that year	Student Affairs Assessment Committee Tracking	
3.1.a	Six-year graduation rates of FTIC students	The proportion of (a) students who initially enrolled as FT FTIC who graduated in six years to (b) all students who initially enrolled as FT FTIC in the same fall quarter as the former group	CSRDE	JK's file "CSRDE Worksheet for FTIC Including Students of Color"; excludes Running Start students; cut off for six-year graduation date is Aug. 31 of 6 <sup>th</sup> year
3.1.b	Six-year graduation rates of transfer students	The proportion of (a) transfer students who graduated in six years from the fall quarter/semester in which they first transferred to EWU to (b) all students who transferred to EWU in the same fall quarter/semester as the former group	CSRDE	JK's file "CSRDE Worksheet for Transfer Students including Students of Color"; excludes Running Start students; cut off for six-year graduation date is Aug. 31 of 6 <sup>th</sup> year

KPI #	Key Performance Indicator	Operational Definition	Data Source	Notes
3.1.c	Six-year graduation rates of graduate students	The proportion of (a) graduate students who graduated in six years from the first quarter/semester in which they first enrolled in an EWU graduate program (credits > 0) (during any quarter/semester during the academic year) to (b) all students who first enrolled in an EWU graduate program in the same academic year as the first group	Banner (ODS)	JK's file "Request 052018." Data pulled from ODS using SQL Developer. Doesn't include international students. Cut-off for six-year graduation rate is the end of the quarter/semester six years after first enrolling (i.e., for fall enrollees, summer; for winter enrollees, fall; for summer enrollees, spring; for spring enrollees, winter.)
3.2.a	Six-year graduation rates of racial/ethnic minority FTIC students	The proportion of (a) racial/ethnic minority FTIC students (as defined in KPI 1.2.a) who graduated in six years from the fall quarter/semester in which they first enrolled to (b) all racial/ethnic minority FTIC students who started as in the same quarter/semester as the former group	CSRDE	JK's file "CSRDE Worksheet for FTIC Including Students of Color"; excludes Running Start students; cut off for six-year graduation date is Aug. 31 of 6 <sup>th</sup> year
3.2.b	Six-year graduation rates of racial/ethnic minority transfer students	The proportion of (a) racial/ethnic minority (as defined in KPI 1.2.a) transfer students (as defined in KPI 1.1.c) who graduated in six years from the fall quarter/semester in which they first enrolled at EWU to (b) all racial/ethnic minority transfer students who started at EWU in the same quarter/semester as the former group	CSRDE	JK's file "CSRDE Worksheet for Transfer Students Including Students of Color"; excludes Running Start students; cut off for six-year graduation date is Aug. 31 of 6 <sup>th</sup> year
3.2.c	Six-year graduation rates of racial/ethnic minority graduate students	The proportion of (a) graduate students who graduated in six years from the first quarter/semester in which they first enrolled in an EWU graduate program (as defined in KPI 3.1.c) and identified as racial/ethnic minorities (as defined in KPI 1.2.d) to (b) all students who first enrolled in an EWU graduate program in the same academic year as the first group	Banner (ODS)	JK's file "NWCCU Request 052918." Data pulled from ODS using SQL Developer. Doesn't include international students. Cut-off for six-year graduation rate is the end of the quarter/semester six years after first enrolling (i.e., for fall enrollees, summer; for winter enrollees, fall; for summer enrollees, spring; for spring enrollees, winter.)
3.2.d	Six-year graduation rates of first-generation FTIC students	The proportion of (a) first-generation students (as defined in KPI 1.2.e) who graduated in six years from the fall quarter/semester in which they first enrolled at EWU as FT FTIC to (b) all students who first enrolled at EWU as FT FTIC in same quarter as the former group	Banner (ODS)	Data pulled from Banner by special request (Ticket 12165)
3.2.e	Six-year graduation rates of FTIC students from low-income families	The proportion of (a) students from low-income families (as defined in KPI 1.2.g) who graduated in six years from the fall quarter/semester in which they first enrolled at EWU as FT FTIC to (b) all students who first enrolled at EWU as FT FTIC in same quarter as the former group	Banner (ODS)	JK's file "CEN203"