

ACCREDITATION

EVALUATION OF INSTITUTIONAL
EFFECTIVENESS SELF-STUDY



Northwest Commission on
Colleges and Universities

Year Seven, Standard One
Evaluation of Institutional Effectiveness

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Institutional Overview

Tribal Land Acknowledgement

Eastern Washington University resides within the traditional homelands of the Spokane People and other tribes who are connected through their shared history of this region. This land holds their cultural DNA, and it is their Ancestors who are here and bring forth the knowledge of this place—the knowledge that comes from the land.

History and Current Identity

Eastern Washington University is a public, non-profit, regional, comprehensive institution of higher education, offering high-value academic programs to serve the needs of students as well as to enrich the cultural, social and economic life of the state of Washington and the Inland Northwest. Established in 1882 as the Benjamin P. Cheney Academy, the university is historically rooted in the field of education, having been founded to prepare teachers to staff the small schools of the developing territory. The academy became the State Normal School at Cheney in 1889, the year in which Washington was admitted to the Union as the 42nd state. By the time it became Eastern Washington College of Education in 1937, Eastern was already a fully accredited, four-year, degree-granting institution, offering majors in numerous subjects. The campus grew rapidly in size and program offerings in the decades following World War II. In 1961, the institution's name was again changed, this time to Eastern Washington State College. As demand increased in the growing region for professionals in many fields, Eastern added a wide range of undergraduate and graduate degree programs. In 1977, the state legislature changed the school's name a final time to Eastern Washington University. In 1992, the core of the campus was listed on the National Register of Historic Places as the Washington State Normal School at Cheney Historic District.

Currently, Eastern Washington University contributes in myriad important ways to the workforce and vitality of Washington state. Highlighting the direct connection between an EWU education and the creative, technical and multidisciplinary professional careers EWU graduates pursue, the university in early 2022 launched [The New Think](#), a brand positioning campaign emphasizing the research and academic accomplishments of faculty and students across EWU's full range of programs. EWU graduates think critically and make meaningful contributions to both their career fields and their communities. EWU is the public university of eastern Washington, an institution in and of the Inland Northwest, whose students, faculty, staff and alumni ignite change, drive innovation, embrace equity and social justice and continually transform the region. EWU remains the best value for higher education in Washington state.

The university comprises [seven major divisions](#) under the leadership of the president, five vice presidents and the athletic director: Office of the President; Academic Affairs; Student

Affairs; Business and Finance; Diversity, Equity and Inclusion; University Advancement; and Athletics. The division of Academic Affairs is further organized into four colleges, each under the leadership of a dean: College of Arts, Humanities and Social Sciences (CAHSS); College of Health Science and Public Health (CHSPH); College of Professional Programs (CPP); and College of Science, Technology, Engineering and Mathematics (CSTEM).

EWU operates primarily on its 329-acre main campus in Cheney but also offers several undergraduate majors and graduate programs in the innovative, energy-efficient [Catalyst Building](#) in downtown Spokane's [University District](#) in fields such as business, accounting, electrical engineering, design, creative writing (MFA) and health services administration. EWU's health programs are also located in the University District in the Health Sciences Building on the Riverpoint campus shared with WSU Spokane: dental hygiene, physical therapy, occupational therapy and communication sciences and disorders; the dean's office for CHSPH is nearby in the Catalyst building. In addition to this significant presence in Spokane, EWU offers undergraduate majors in psychology, health psychology and interdisciplinary studies on the campus of [Bellevue College](#), as well as cohort-based [MSW programs](#) in both Spokane and Everett.

EWU offers more than 100 undergraduate majors and more than 30 graduate degree programs, including two applied doctoral programs: the DPT in physical therapy and the EdD in educational leadership. Like other universities, EWU implemented significant operational changes in response to pandemic conditions starting in spring 2020, offering most courses through online synchronous or asynchronous delivery. The university returned to functioning primarily in a face-to-face modality in fall 2021, with a total [student headcount enrollment](#) of 10,892, down from 12,326 and 12,350 in fall 2019 and fall 2020, respectively. Enrollments of first-time-in-college, full-time students have also seen a decline from a recent peak of 1,787 in fall 2019 to 1,496 and 1,278 in fall 2020 and fall 2021, respectively. As of fall 2021, undergraduate students comprise 77% of the student population. Of these EWU undergraduates, 43% are first-generation students, with a race and ethnicity profile of 55% white, 18% Hispanic/Latino, 12% unknown, 7% two or more and relatively small percentages (below 5% each) in other categories. This population is 57% female and 87% full-time enrolled; 93% are residents of Washington, and 33% are Pell-grant recipients.

As of fall 2021, 1,165 regular employees work at EWU, including 407 full-time faculty members, with 70% of these holding a doctorate or other terminal degree in their field. The median class size is 19, and the student to faculty ratio is 22 to 1. Retention of first-time, full-time students from freshman to sophomore year was 67% for the fall 2020 cohort, and the six-year graduation rate for the fall 2014 cohort was 53%. At [2022-23 rates](#), EWU resident undergraduate students are charged \$2,358 per quarter in full-time tuition, or \$7,074 per academic year, consisting of fall, winter and spring quarters. The [total cost of attendance](#), including tuition, fees, housing, meals, books and personal expenses, is approximately \$24,751. In 2019-20, 90% of full-time beginning undergraduate students received grant or scholarship aid, averaging \$8,132, and 51% received student loan aid, averaging \$6,303. The EWU average academic year [net price in 2019-20](#) for a full-time beginning student from a household in the Washington median income band was \$12,322 for tuition and all living

expenses listed above. EWU offers students opportunity through high-quality academic programs at affordable rates. The campus community is proud that EWU opens accessible pathways to career success and personal development to students of all socioeconomic and cultural backgrounds.

Basic Institutional Data Form

The information formerly collected on this form is included in EWU's Financial Dashboard in the [Institutional Portal on the NWCCU website](#), along with publicly available information through the [Integrated Postsecondary Education Data System \(IPEDS\)](#).

Preface

Institutional Changes Since Last Report

These developments constitute the three most significant organizational changes since EWU's last comprehensive evaluation in 2015:

1. The reduction in the number of colleges in order to increase administrative efficiency by streamlining the Academic Affairs management structure;
2. The addition of a senior diversity officer to the executive leadership team, the vice president for Diversity, Equity and Inclusion; and
3. The completion in early 2022 of a national search for a university president.

The first change resulted from careful analysis of enrollment trends and related budgetary expectations, along with extensive conversations among faculty and administrators about beneficial programmatic synergies and interdisciplinary alignments under various proposed models of reorganized colleges and departments; the second change arose from a strong institutional commitment to equity and social justice and the strategic priority of elevating that commitment by establishing a prominent office in that area, reporting directly to the president; and the third change resulted from the resignation of former president Dr. Mary Cullinan in August 2020.

Under the structure before 2021, Academic Affairs had seven units with deans and associated staff managing them: five colleges grouping 33 departments with credit-based academic course offerings, the libraries and University College, which managed general education, various academic support functions and programs like Honors and others that rely on affiliated faculty. The former structure also included several functional areas in central Academic Affairs managed by administrators reporting directly to the provost. Further, at the time of EWU's last accreditation visit, the Enrollment Services unit, which oversees the Admissions Office and the Financial Aid and Scholarships Office as well as other recruitment and admission functions, was positioned in the Student Affairs division, as was the Records and Registration Office; these functional units are now located in Academic Affairs. After the reorganization, Academic Affairs has four colleges grouping 27 departments or schools, with three associate-VP-level administrators reporting directly to

the provost in central Academic Affairs. The functions previously managed under University College have been distributed to colleges or to central Academic Affairs, and the libraries unit is now a school, organizationally aligned with the five others schools under the College of Professional Programs. The reorganization has moved Academic Affairs away from a model with the department as a single, discipline-based building block and toward a structure that emphasizes the commonalities and connections across separate subject areas while maintaining those disciplines as distinct programs. This move to larger administrative units promotes a perspective that extends beyond traditional disciplinary boundaries and encourages new responses to student interest and demand. Potential collaboration and cross-disciplinary undergraduate and graduate teaching and research are more easily realized within a structure focused less on departments and more on programmatic learning. This structure encourages flexibility and potential innovation in teaching, learning and research. It allows a relatively rapid approach to resource allocation and the potential need for reallocation. It also has achieved, at the administrative level, economies of scale in a way that is largely invisible and unimportant to students. Combining what were separate discipline-based departments into larger units also has the potential to decrease duplication of programming.

By establishing the [Office for Diversity, Equity and Inclusion \(ODEI\)](#) in 2017, EWU made a significant step forward in its commitment to welcoming students, faculty and staff of all backgrounds and experiences to participate fully in the life of the university. The staff of the office, under the leadership of the inaugural vice president, quickly undertook significant planning efforts and published a [five-year strategic plan](#), outlining goals and benchmarks for the 2018-23 period. The office has served as a catalyst to raise awareness and action related to diversity, equity and inclusion throughout the institution by organizing and promoting campus conversations, training programs, visiting speakers, cultural activities and more. In part because of the work of ODEI, EWU received the [Higher Education Excellence in Diversity](#) award from the publication *Insight into Diversity* in both 2018 and 2019.

After conducting a national search and receiving extensive input from the university community, the [EWU Board of Trustees announced](#) on February 24, 2022, that it had selected Dr. Shari McMahan to serve as the institution's 27th president. Dr. McMahan began her work in the position in June 2022. Dr. David May had been serving as interim president since Dr. Mary Cullinan's resignation in August 2020. Because Dr. McMahan had not yet begun her duties at EWU at the time of the Standard Two report in 2021, her curriculum vitae has now been included as item 3 in the Information from Institution > [Standard Two Exhibits](#) folder where Dr. May's was previously located.

Below are the current leaders in EWU divisions and colleges:

- President: Dr. Shari McMahan
- Provost and Vice President for Academic Affairs: Dr. Jonathan Anderson
 - ◆ Dean of CAHSS: Dr. Nydia Martinez
 - ◆ Dean of CHSPH: Dr. Donna Mann (interim)
 - ◆ Dean of CPP: Dr. Vernon Loke (interim)
 - ◆ Dean of CSTEM: Dr. David Bowman

- Vice President for Business and Finance: Ms. Mary Voves
- Vice President for Student Affairs: Dr. Robert Sauders
- Vice President for Diversity, Equity and Inclusion: Dr. Shari Clarke
- Vice President for Advancement and Executive Director of the EWU Foundation: Ms. Barb Richey
- Associate Vice President and Director of Athletics: Ms. Lynn Hickey

The Academic Affairs website includes a more detailed [organization chart](#) of positions, administrators and responsibilities within that division. The Human Resources Office also maintains a collection of [organization charts](#) across all EWU divisions.

Among the changes since EWU's last comprehensive accreditation review have been significant fluctuations in the fiscal environment of U.S. higher education and of EWU in particular. The university continues to plan and respond effectively to the decline in undergraduate enrollments that occurred during the pandemic along with anticipated continuation through FY2023. The budgetary impact of these changes has been proactively planned through FY2025 by leveraging a multi-tiered budget plan, including permanent budget reductions, growth in online graduate program revenue to offset partially the decline in undergraduate tuition revenue, savings from vacant positions, labor-cost savings programs such as furlough and pay reductions and reduced spending on operations. In addition to this plan, the EWU leadership team is working to resolve this structural budget deficit through increased revenue from enrollment, efficiencies and expense management. This plan was reviewed by the University Budget Committee, approved by Interim President May and presented to the Board of Trustees in June 2022 as part of the [FY2023 budget presentation](#).

The [University Budget Committee](#), an advisory body reporting to the president, consists of 25 members representing faculty, classified staff, exempt staff, students and administrators. For the FY2022 cycle, the committee was expanded from one to three faculty members from each college to ensure broad awareness and participation in the budget process. The committee considers university finances, enrollment, tuition, financial aid, legislative priorities, priority funding programs and interaction and connection with the strategic plan. Committee members actively participate and represent their constituencies while applying a university-wide perspective during budget deliberations to deliver comprehensive, thoughtful and balanced recommendations.

Beginning with FY2020, the university received \$33.8 million in federal stimulus institutional support, along with \$24.6 million in direct student aid (pass through to students). This funding was utilized for pandemic-related costs, student aid, lost tuition revenue and lost revenue impacts within the institution's auxiliary enterprises.

Response to Issues Previously Requested by the Commission

The university [archive of previous reports and correspondence](#) between EWU and NWCCU includes the commission's 2021 response to EWU's Standard Two: Policies, Regulations and Financial Review (PRFR) report, highlighting standards 2.B.2 and 2.G.2 as areas needing

improvement. Standard 2.B.2, under the heading “Academic Freedom,” states that the “institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge,” that it “affirms the freedom of faculty, staff, administrators and students to share their scholarship and reasoned conclusions with others” and that “its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason and perspectives of truth.” The commission’s response to EWU’s report on this standard stated, “Concern: EWU has taken a narrow approach to academic freedom, limiting the discussion to faculty and curriculum. A broader reference to or description of existing rights and protections for free speech and expression by students and community members is needed to evaluate the environment.”

As noted in the university’s 2021 Standard Two report, EWU has a very broad and inclusive statement on academic freedom in policy [AP 301-22](#): “The principle of academic freedom shall be protected and preserved by all members of the university community.” Also noted in that report, specifically related to faculty, is the more detailed statement on academic freedom and tenure included as Appendix B of the EWU-UFE [collective bargaining agreement](#). The brief policy statement applies to faculty, staff, students and administrators, committing “all members of the university community” to upholding the “principle of academic freedom.” The statement, though brief, is expansive in its scope and affirmative in its mandate. The institution supports academic freedom and has dedicated itself in policy to protecting and preserving it. The university has not altered or extended the policy statement during the months since the commission’s response to the Standard Two report but welcomes further discussion and recommendations, if any, from the commission during the 2022 Standard One review and visit about ways in which the policy might be improved.

While standard 2.B.2 addresses academic freedom in the sense of conducting scholarly research and presenting conclusions drawn from sound reasoning and evidence, the commission’s response also raises the related and broader legal topic of freedom of speech and expression. As noted in the university’s Standard Two report, EWU does have a policy, defined in Washington Administrative Code ([WAC 172-141](#)), on protection of free speech, specifically addressing the use of outdoor areas on campus for First Amendment activities. The policy begins more broadly with a general affirmation of institutional support for freedom of speech:

[EWU] is committed to freedom of expression and First Amendment principles. Active participation in dialogue and expression is a vital part of higher education. Listening to and engaging with various viewpoints transforms students into informed citizens. Thus, the university believes freedom of expression is indispensable and is committed to respecting and promoting First Amendment rights.

Again, the university has not changed the policy in the months since the review team’s Standard Two response but remains open to further dialogue and recommendations, if any.

Standard 2.G.2 addresses the university catalog and its contents, including an expectation that students be informed about “required course sequences and projected timelines to completion based on normal student progress and the frequency of course offerings.” The commission’s response to EWU’s Standard Two report in 2021 noted that while the catalog

provides information about required courses and learning outcomes, “information about course sequences and projected timelines to completion is available only on individual program websites. A reference to go to these individual program websites for this detail is needed.” EWU has noted this concern and is engaged in an effort to display course schedule data pulled directly from the active schedule in Banner through an application programming interface to each department website. The institution has also adjusted the [curriculum change timeline](#) in a way that will allow for multi-term scheduling and improved student academic planning. Students are able to complete an academic plan that includes course sequencing through the EAB academic planner software, which does connect with the active course schedule in Banner, though that schedule is currently visible only as far as one term into the future for validating course availability. EWU anticipates having an improved multi-term planning process in place through this solution by fall 2023.

Standard One—Student Success, and Institutional Mission and Effectiveness

Standard 1.A: Institutional Mission

1.A.1 The institution’s mission statement defines its broad educational purposes and its commitment to student learning and achievement.

Mission Statement:

EWU expands opportunities for personal transformation through excellence in learning.

EWU achieves this mission by:

- *Enhancing access to higher education in the Inland Northwest and beyond by recruiting and supporting traditional college-bound 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.*

The EWU mission statement articulates the institution’s commitment to student access, learning, development and engagement, echoing EWU’s historical roots in the field of education and its ongoing role in transforming lives, as students and other members of the university community pursue excellence in their endeavors. The mission statement encapsulates the high-level goals and aspirations of the institution, informing conversations among faculty, staff and administration, shaping their interactions with students and establishing the lens through which various groups on campus view their work and its

purpose. The mission statement highlights the classroom experience as central to student learning while also emphasizing co-curricular programs that promote personal development and academic support services that encourage timely degree completion. Further, it identifies EWU as an institution of access, a place where opportunities become realities for students who are the first in their families to pursue a university degree or who are members of social groups historically underserved in higher education. These values and goals shape the daily life of the institution in myriad ways. In the academic arena, they infuse the broadest articulation of learning expectations for EWU students in the [general education](#) (GE) curriculum. Specifically, EWU identifies five general areas in which students are expected to demonstrate mastery, developing intellectual and practical skills aligned with national standards:

1. Analytical Thinking
 - Systematically examining evidence to identify patterns and anomalies.
 - Applying a theory to data to make meaningful sense of the data.
 - Stating conclusions that are logical extrapolations from the evidence.
 - Identifying the limitations of the conclusions drawn.
2. Creative Thinking
 - Embracing contradictions by integrating alternate, divergent or contradictory perspectives or ideas.
 - Synthesizing ideas by connecting ideas or solutions in novel ways.
 - Engaging in innovative thinking by creating a novel or unique idea, question, format or product.
3. Information Literacy
 - Utilizing search strategies to find relevant information.
 - Applying sound criteria (i.e., credibility, accuracy and currency) to render an educated judgment about the quality of information.
 - Using information effectively to accomplish a clear purpose.
 - Accurately employing scholarly conventions for attributing information to its source.
4. Written Communication
 - Clarifying the purpose of the document.
 - Conveying meaning clearly throughout the document.
 - Organizing the document logically.
 - Making choices about style, tone and degree of complexity that are appropriate to the audience.
5. Quantitative Literacy
 - Solving mathematical problems correctly by performing calculations.
 - Describing accurately the meaning of information presented in mathematical forms, such as equations, graphs, diagrams and tables.
 - Converting information accurately into mathematical forms, such as equations, graphs, diagrams and tables.
 - Using quantitative information correctly to support an argument.

Various disciplines across all four colleges contribute courses to the general education curriculum, with course content aligned to these outcomes. More detailed discussion of the GE curriculum and outcomes assessment appears under standard 1.C.6 below.

The EWU mission statement expresses the values of the university as an institution of opportunity and of transformation through the pursuit of excellence. Teaching and learning are at the heart of EWU's history and current purpose, and this mission animates the work of the campus community.

Standard 1.B: Improving Institutional Effectiveness

1.B.1 The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources and improve student learning and achievement.

EWU engages in a cyclic, iterative process of continuous improvement, employing multiple assessment methods across academic and other units to understand institutional performance in achieving goals and using the information gathered to improve practices.

Since educating students is the primary institutional mission, assessing student learning is a central element of the general effort to assess institutional effectiveness. All EWU academic programs are required to have clearly articulated and measurable student learning outcomes as well as an assessment plan, including methods and benchmarks, for measuring program performance in relation to those outcomes. EWU has also revised its general education (GE) curriculum and assessment processes in recent years, including requirements that courses approved for GE clearly contribute to the program-level learning outcomes and meet other criteria. A more complete discussion of GE curriculum and assessment appears in this report in response to Standard 1.C.6.

In the 2020-21 academic year, EWU implemented [Nuventive](#) Improve as an enterprise-level continuous-improvement software platform. Before this change, academic programs regularly engaged in assessment and reporting, but coordinating those efforts and establishing standard formats for reports proved challenging. While the institution-wide adoption of Nuventive as a tool remains an ongoing effort, the results so far have been positive. The improvement in assessment-report consistency and quality shows in the distinction between older and more recent reports in the [program assessment reports](#) archive. Assessment work is coordinated in the colleges under the guidance of College Assessment Committees (CAC). The chairs of those committees are also members of the [Academic Programs Assessment Committee](#) (APAC), which coordinates academic assessment across the entire Academic Affairs division. The response to Standard 1.C.5 in this report addresses academic program assessment in more detail.

While a more complete discussion of student achievement appears in response to Standard 1.D, it is worth noting here that EWU regularly reviews its performance on such key achievement indicators as retention and graduation rates among other measures of

institutional effectiveness. EWU student support services such as the Center for Academic Advising and Retention (CAAR), the Program Leading to University Success (PLUS) tutoring service and the College Assistance Migrant Program (CAMP) all also engage in regular assessment of their work. This report includes a more complete discussion of this activity in response to Standard 1.C.7.

Promoting the development of the “intellectual, cultural, personal and practical aspects of students’ lives” in addition to their academic success is an essential part of EWU’s mission. The Division of Student Affairs has primary responsibility for providing the co-curriculum to achieve this goal articulated in the university mission statement and for assessing how well its programs and services contribute to overall institutional effectiveness. The [Student Affairs Assessment Committee](#) oversees the development and implementation of [assessment plans](#), methods and goals for the division. Among the noteworthy work in this area are two cyclical survey projects: [Student Satisfaction surveys](#), which are administered quarterly and tabulated in a [side-by-side chart](#) to show change over time, and [Life After Eastern surveys](#), which provide data about job and graduate-school placement, income, location and other outcome information for recent graduates.

The ongoing work across many areas of the university to assess the effectiveness of academic and student-support programs and services derives from the institutional mission and commitment to offer students excellent academic and co-curricular experiences. EWU continues to monitor its efforts to fulfill its mission and uses the information gathered in the assessment process to inform decisions about resources, priorities and future institutional direction.

1.B.2 The institution sets and articulates meaningful goals, objectives and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.

Eastern Washington University’s [strategic plan](#) articulates the goals and objectives that define the direction for the university as it strives for mission attainment and works toward improved institutional effectiveness. To this end, the university has established four goals that serve as guiding principles and provide a lens through which to evaluate and prioritize current and future initiatives.

Goal 1. IGNITE Change

We inspire student success through engaged learning experiences that encourage pathways to graduation and ignite generational transformation.

Goal 2. EMBRACE Equity and Social Justice

We are a model diversity-serving institution, embracing changing demographics and societal needs through culturally responsive curricula and campus activities.

Goal 3. TRANSFORM our Region

We commit to engaging the needs and challenges of our communities through partnerships that inspire, strengthen the economy, develop the professional workforce and prepare students for success after graduation.

Goal 4. DRIVE Innovation

We invest in and celebrate faculty and staff who make extraordinary contributions to our students and our mission, promoting interdisciplinary collaboration and innovative instruction.

Diversity, Equity and Inclusion

In alignment with the EWU mission and vision and the university's strategic plan—especially though not exclusively Goal 2. Embrace Equity and Social Justice—the Office for Diversity, Equity and Inclusion (ODEI) has developed a diversity strategic plan for the university. A five-year diversity strategic plan was devised in 2018 to impact five major goal areas. The university has made progress on these goals in the following ways:

1. University leadership will promote, encourage and communicate a commitment to diversity that strives to cultivate a culture of inclusion. University leadership is essential to building a more diverse and equitable institution.
 - EWU has articulated [an earnest commitment to diversity](#) through its communication and marketing strategies, including promoting diversity on the main page of the university website.
 - EWU has invested in an [Office for Diversity, Equity and Inclusion](#) led by a vice president for diversity and senior diversity officer as well as a senior director of diversity and inclusion.
 - ODEI has a strong presence on campus in person as well as through events and programming, the EWU website and social media.
 - EWU maintains strong ties with the Native American community through the [Native American Advisory Council](#), which advises the president on issues affecting Native American students and on outreach and retention strategies, complementing the work of the president and of the director of tribal relations in the [Office of Native American Affairs](#) in the EWU President's Office.
 - In order to improve its responsiveness to the critical needs of students, EWU's Division of Student Affairs reconfigured two positions to add an associate vice president for student equity, belonging and voice as well as a director of student equity and inclusion services.
 - A variety of academic departments promote diversity through their programs and curriculum. For example, courses satisfying a university graduation requirement in diversity are part of the [general education curriculum](#). Also, the School of Social Work has articulated an exemplary statement of its [diversity values](#). Further, the Africana Studies Program offers a [certificate in diversity and inclusion](#) as a curricular option for students. ODEI also offers an external-facing [diversity, equity and inclusion certificate](#) for individuals, community organizations and businesses seeking to “learn actionable strategies to increase employee engagement, counter unconscious bias, recognize and address systemic racism and build an inclusive and aware work culture.”

2. Improve campus diversity by prioritizing the recruitment and retention of talented faculty and staff who reflect and support a multicultural community.
 - Eastern Washington University became the first affiliate member in the Southern Regional Education Board (SREB) Doctoral Scholars Program, which gives the university access to PhD candidates from underrepresented identities who wish to pursue a career as faculty.
 - ODEI has worked collaboratively with Human Resources to create a faculty and staff recruitment plan that prioritizes diversity. This plan includes search committee training addressing bias in recruitment for all search participants.
 - EWU maintains an [Office of Equal Opportunity, Affirmative Action and ADA Compliance](#), which serves as a resource to faculty, staff and students on a wide variety of equal opportunity, affirmative action and diversity-related issues. EWU maintains an affirmative action plan that sets forth the metrics for its diversity goals. A summary of the plan is reviewed at a Board of Trustees meeting on an annual basis.
 - Faculty, staff and administration participate in ongoing [training and workshops on a variety of topics](#) that affect employees from underrepresented backgrounds.
 - The university has launched [affinity groups](#) for employees from a variety of identities as well as a partners in DEI affinity group for allies. Affinity groups bring together employees of similar identities, backgrounds or interests to help foster deeper connections in the workplace, boosting friendships, collaboration and productivity.
 - ODEI launched an on-campus Center for Inclusive Excellence, which focuses on training and development opportunities for faculty and staff in relation to DEI. The center hosts workshops, affinity groups, events and training/development opportunities, such as the Inclusive Leadership program.
 - EWU has created multiple leadership programs to offer professional development to the campus community. The [Inclusive Leadership](#) program provides faculty, staff, administrators and students the opportunity to develop the values and competencies of an effective and inclusive leader. In early 2022, the university also launched the [President's Leadership Development Program](#), which aims to identify and develop current EWU employees for next-generation responsibilities.

3. Enhance the recruitment and retention of historically underrepresented students.
 - EWU supports several academic diversity programs across campus, including [Chicana/o/x Studies](#), [American Indian Studies](#), [Africana Studies](#) and [Gender, Women's and Sexuality Studies](#), which include recruitment, curriculum and academic support for students from underrepresented backgrounds, all contributing to the effort to decrease equity gaps.
 - Many departments on campus have an embedded focus on student equity and offer resources to students, such as [Counseling and Wellness Services](#), [Student Accommodation and Support Services](#) and [Student Rights and Responsibilities](#).

- In addition, cultural and community-focused centers, such as [EWU Global](#), [Multicultural Center](#), [Pride Center](#), [Women’s and Gender Education Center](#) and the [Veterans Resource Center](#) provide support and resources to students from diverse and/or underserved populations. The university also offers specific programs and plans to promote student success, such as [Program Leading to University Success \(PLUS\)](#), [Anchors for Success: A Six-Point Plan for Retention](#) and [Eagle F.A.M.](#)
 - [The Career Center](#) at EWU creates pathways for diverse students to connect with community professionals and organizations about leadership development, internships, employment and job preparation in an effort to further diversity in this community.
4. Collaborate with Human Resources to develop and enhance policies that will attract a diverse candidate pool and increase diverse hires.
- EWU recruits externally and in diverse sources to develop adequate and diverse candidate pools for advertised positions.
 - In developing job descriptions, Human Resources reviews content to ensure unbiased language and broad descriptions of competencies and experiences required for jobs.
 - EWU requires all job applicants to respond to the following prompt in job applications: “As an equal opportunity employer with a multicultural staff and student population, we are interested in how your qualifications prepare you to work with diverse faculty, staff and student populations representing various cultures and backgrounds that may be different from your own.”
 - Search committee members receive annual training on fair, accessible and equitable search processes.
 - The director of equal opportunity reviews applicant and interview pools to ensure their diversity and addresses any that lack diversity with strategies for improving the pool.
 - In selecting hiring committees, managers include individuals who will bring diverse outlooks and who are respectful of different cultures and characteristics.
 - Through job postings, Human Resources communicates EWU’s commitment to equal opportunity, diversity and inclusion.
5. Develop and nurture campus and community connections that will promote equity and inclusion, highlighting the diversity of Eastern Washington University and the region.
- Eastern Washington University is a visible and known resource for diversity, equity and inclusion expertise in the region. ODEI has been involved with many community organizations, providing consultation and organizational development. Examples of organizations served include YWCA of Spokane, Goodwill Industries, Girl Scouts of the Inland Northwest, NAACP of Spokane and the Spokane County Sheriff’s Department.

- ODEI has established a cultural community leaders partnership as well as a DEI advisory board, interfacing with leaders from regional organizations that promote DEI. Through collaboration, the office continually seeks to meet the needs of EWU students and underserved communities.
- ODEI has provided training and development opportunities for the entire campus community, relying on internal faculty and staff with expertise as well as bringing in nationally recognized speakers. The university has a Multicultural Center and Pride Center, which focus on student development in the DEI framework. EWU also has a [Faculty Commons](#) where there are regular faculty development opportunities, including on DEI-related topics.

ODEI prepared a [thorough report](#) on institutional progress in pursuit of this strategic plan early in 2022. As noted therein, “The landscape surrounding diversity, equity and inclusion is fraught with challenges as higher education seeks to create inclusive, respectful environments that enable all students to be their authentic selves and to thrive in and out of the classroom.” This work occurs within a broad social, cultural and political context in which diversity “has taken center stage in the midst of raging political divisiveness” and charged debates over race, gender, sexuality and human rights, all intensified by a global pandemic.

Community Engagement

In alignment with the EWU mission and vision and the university’s strategic plan—especially though not exclusively Goal 3. Transform Our Region—Eastern Washington University has an ongoing commitment to high-quality [community engagement](#) both because of its transformative educational value and because the university recognizes itself as a vital participant in local and regional communities. In keeping with this awareness, during its last strategic planning process EWU intentionally included several service-learning benchmarks to achieve by 2023 as part of the learning core theme. These were the goals articulated in this area:

- 10% of students will have participated in a designated service-learning course
- 10% of faculty will teach a designated service-learning course
- 7.5% of the courses offered at EWU will be designated service-learning courses
- 40% of departments will regularly offer at least one designated service-learning course

However, it wasn’t long before those working in this field realized that these metrics were not as useful as anticipated for capturing the range of EWU’s community engagement activity. Two critical barriers quickly became apparent: the constraints of the service-learning model of community engagement and the need for faculty development.

Service learning is a powerful pedagogical tool. However, it is also a very clearly defined tool that requires the thoughtful integration of course content, direct service experience and significant reflection. Because of how clearly and narrowly defined service learning has become within the field of community engagement, EWU found that implementing a service-learning course designation would highlight a relatively small number of courses while

actually missing the opportunity to recognize the many high-quality, community-engaged learning projects and courses that don't conform to the service-learning model. For example, the History program's public history course asks students to "work with community partners to research and produce engaging historical interpretation for a public audience." This course has created hundreds of community projects over the years and led to the creation of [Spokane Historical](#) to house the various public history articles that students have created. This ongoing work is a great example of university and community working together and of high-quality, community-engaged learning. However, neither the course nor the history degree has learning objectives for which reflection, a standard expectation for service learning, would be an appropriate pedagogical activity. It would be inappropriate to ask the history faculty to include reflection activities in the course simply to make it eligible for a service-learning course designation. In short, while the strategic planning intentions were good, the use of service learning specifically to measure institutional commitment to community engagement was too confining for the wide range of activities under the heading of community-engaged learning.

In addition to the relative narrowness of the service-learning designation, EWU also recognized the need for robust faculty development to ensure that the university's community engagement work aligns with best practices and generates positive outcomes. To this end, the Community Engagement Fellows program, as it was initially known, was launched to provide both faculty and community partners deep professional development related to partnership. Since its inception, 139 faculty and community partners have participated in this year-long development program. Additionally, because of EWU's deep commitment to high-quality community engagement work, the program has expanded to include participants from Whitworth University, Gonzaga University, Washington State University Health Sciences Campus and the Community Colleges of Spokane. Finally, in response to the feedback and suggestions of participants, the program has been renamed the [Learning and Leadership Cooperative](#) to reflect more accurately its activities and mission. The mission statement for the program expresses its core purpose:

The Learning and Leadership Cooperative exists to create a richer, more connected ecosystem for leaders and learners in Spokane. With a focus on local needs and opportunities, the Learning and Leadership Cooperative helps Spokane become less compartmentalized and competitive through the practice of generative and collaborative social learning. We believe ideas and connections matter. When we convene people with knowledge in the community to address critical issues, solutions—and partnerships to realize those solutions—can emerge.

This robust program has become a critical tool for preparing faculty to engage in and with community effectively and intentionally as teachers, scholars and community members. This effort is a key component of EWU's ongoing commitment to increasing community-engaged learning opportunities for EWU students.

While these two realizations prompted EWU to direct effort away from achieving the planned narrow, quantitative service-learning goals for demonstrating community engagement, this shift in no way signifies a decreased university commitment to this high-impact educational practice. On the contrary, EWU is already making significant progress in

furthering the institutionalization of community-engaged learning. These are some of the ways in which this commitment is realized:

- EWU is a founding and active member of [Partners in Campus and Community Engagement](#), “a regional cooperative of higher education and community partners, committed to the development and promotion of service learning and community engagement.”
- EWU co-hosts an annual [Student Symposium on Community Engagement](#), an opportunity for students, alongside their faculty and community partners, to showcase their collaborative work to help make a better community for all. This event also features an awards ceremony in which key community partners are recognized.
- EWU co-hosts a biennial [Community Engagement Institute](#), which brings together faculty, staff, administrators and community partners to explore best practices and success in community-engaged scholarship. This event also features awards for excellence in community-based teaching and learning and excellence in community-based research, both of which have been won by EWU faculty during the last two institutes.
- EWU has partnered with the West Valley School District to host the annual [WVHS Civics Day](#), a day focused on helping elementary through high school students learn when and how to lead in their community through actions both large and small.
- The EWU Dental Hygiene program has a strong commitment to community engagement, something that sets it apart from other programs in the state. An example of this commitment can be seen every year when [dental hygiene students offer free oral health screenings to area veterans](#).
- The EWU Occupational Therapy program focuses on community engagement as part of its academic mission. This focus can be seen in the unique work students do to [help students in wheelchairs get ready for Halloween](#).
- Another example of students using their academic knowledge to help kids enjoy Halloween can be seen in the work of the [Therapeutic Recreation program to help neurodivergent students practice for “the big day.”](#)
- An ongoing EWU priority involving faculty and students from numerous disciplines working alongside a variety of partners is the [Prairie Restoration Project](#). This unique project leverages partnership with both the Washington Department of Fish and Wildlife and area tribes. With awareness that the tribal people of this region are the original caretakers of this land, the project seeks to restore an approximately 100-acre area of university-owned farmland to its ancient prairie condition. In addition to the academic opportunities this initiative creates, it will also provide the community with a variety of recreational options such as hiking trails.
- EWU’s commitment to community engagement is seen not only in its academic programs. Numerous activities across campus involve EWU students going into the community and working to make a difference. For example, before the pandemic, [EWU students and staff participated in the community MLK Day March](#), followed by a variety of service activities. EWU community members are well represented in civic activism and continue to make their presence felt whenever and wherever public health conditions allow for public gathering.

High-quality community engagement is a key part of what EWU strives to offer not only students but also local and regional communities. This engagement is not a one-way street, though, as the community is also committed to EWU students' success. This mutual support is possible because of the reciprocal relationships the university maintains with the community that is its home. One example of community commitment to student success can be found in the ongoing community support for the EWU campus food pantry. Both [Second Harvest](#) and [CHAS Health](#) have a deep and long-term commitment to supporting EWU students by supporting the EWU campus food pantry.

Ongoing Planning and Goal-Setting Efforts

Planning and goal-setting at EWU are not limited to a five-year institutional strategic plan. For example, the Enrollment Services unit develops and shares annual enrollment goals, annual recruitment plans and an annual Financial Aid business plan. The plans are intended to ensure and improve effective operations and efficient use of university resources and talents. Developed with input and feedback from units in Student Affairs and Academic Affairs and informed by the strategic plan, the Enrollment Services plan documents are reviewed and updated quarterly. Annual performance toward completion of goals, objectives, strategies and tactics is shared across Student Affairs and Academic Affairs units.

In fall 2020, Interim President David May outlined how the university would move forward as it navigated the COVID-19 pandemic. Within the general framework of the high-level strategic plan goals, he highlighted four key initiatives that would focus the university's strategic direction:

- While not abandoning traditional strengths, such as educating future teachers, the university will also focus its vision for the future on the [health sciences](#) as regional, state and national needs in those fields continue to grow.
- EWU will work to become a [Hispanic-serving institution](#) (HSI), a federal designation for institutions whose enrollment of Hispanic students represents at least 25 percent of the total enrollment.
- The opening of the [Catalyst Building](#) emphasizes an even stronger leadership presence of EWU in Spokane.
- Eastern will take the lead on interdisciplinary education focused both inward to classrooms and labs and outward to [the communities the university serves](#).

Eastern has continually shown a commitment to its high-level strategic planning goals while also maintaining sufficient flexibility to emphasize within that broad framework specific strategic projects and priorities. In this way, the strategic plan offers a long-term statement of direction, even as opportunities arise within shorter time frames to focus institutional effort.

1.B.3 The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.

Eastern has consistently sought to ensure that its planning process includes constituencies from all across the university as well as from the local community. The committee that convened in 2017 to develop the current strategic plan for 2018-23 comprised representatives from every division within the university:

- Dr. Scott Gordon, Provost and Vice President of Academic Affairs, Chair
- Chris Robbins, Director of Strategic University Planning, Vice Chair
- Mark Baldwin, Associate VP, Undergraduate Academic Policy and Planning, Academic Affairs
- Heather Veeder, Analyst, Undergraduate Academic Policy and Planning, Academic Affairs
- Dr. Chris Valeo, Professor of English, CALE
- Dr. Marty Weiser, Department Chair and Associate Professor of Mechanical Engineering, CSTEM
- Dr. Jonathan Anderson, Interim Dean and Professor of Psychology, CSS
- Dr. Morris Kalliny, Associate Dean and Associate Professor of International Marketing, CBPA
- Dr. Susan Burwash, Department Chair and Associate Professor of Occupational Therapy, CHSPH
- Dr. Lynn Briggs, Dean and Professor of English, University College
- Liya Deng, Social Sciences Librarian, Library
- Dr. Jackie Coomes, Professor of Mathematics, Faculty Organization
- Dr. Neil Woolf, Associate VP Enrollment Management, Student Affairs
- Virginia Hinch, Assistant VP Student Services and Executive Director, Career Development, Student Affairs
- Trent Lutey, Associate VP Business and Auxiliary Service, Business and Finance
- Christina Blum, Fiscal Specialist, Advancement
- Chad Karthaus, Associate Athletic Director for Business and Finance, Athletics
- Gaige Baisch, President of Associated Students of EWU, ASEWU

During the planning process, more than 800 faculty, staff, students and community members took part in 28 [strategic planning sessions](#). Themes that emerged in these sessions were used in the creation of the new strategic plan. Once the plan was launched in spring 2018, steering committees, led by executive leaders and faculty, were established to champion each of the goals.

The vice president for Diversity, Equity and Inclusion took the lead in the creation of a campus-wide diversity strategic plan in 2018, using a variety of sources to determine areas of opportunity. The five-year plan and corresponding goals were created in collaboration with multiple campus constituents. Sources included enrollment data, hiring data and retention data for both employees and students, the 2018 Culturally Engaging Campus Environments (CECE) survey, the 2017 National Survey of Student Engagement (NSSE)

report and recommendations, as well as conversations and consultation with campus constituents from the ethnic and gender studies programs, Admissions, Human Resources and Equal Opportunity and Affirmative Action, among others. The diversity strategic plan also serves as a starting point for individual diversity plans on campus from each college and department. In addition, multiple drafts of the strategic plan were shared with campus constituents in a variety of departments.

Decisions about the strategic direction of the university are also informed by input from a variety of other constituents on campus and in the community:

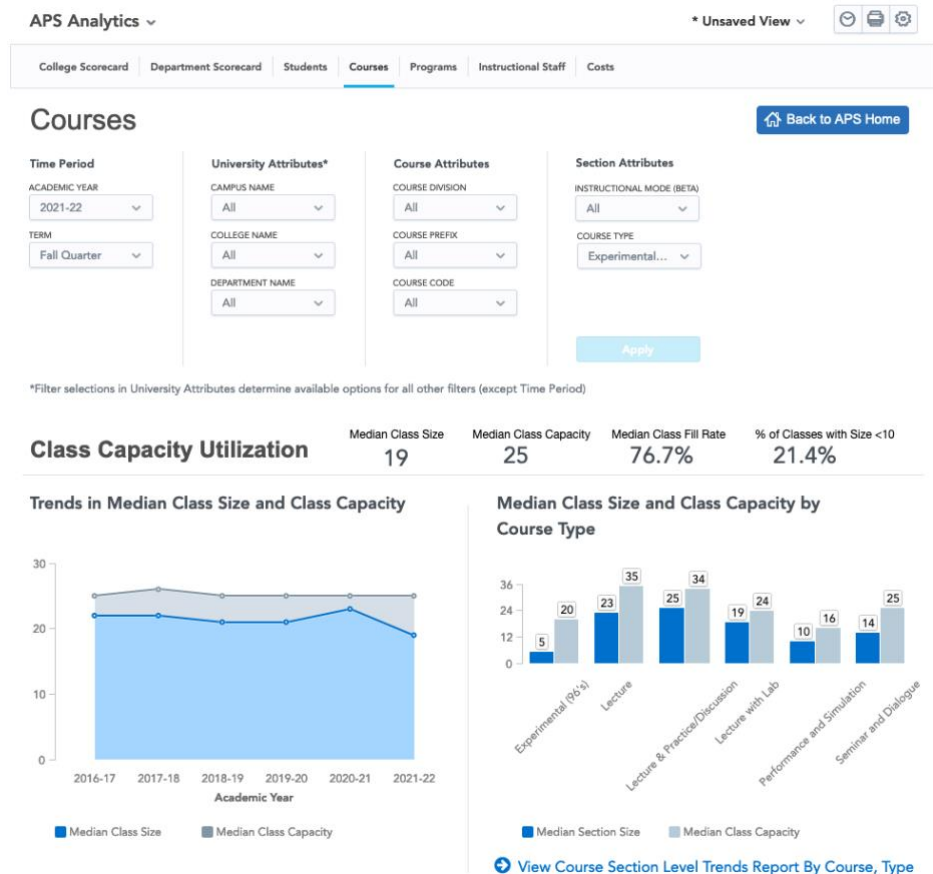
- The [Board of Trustees](#) holds regular meetings seven times per year, along with special meetings as needed. The board has broad responsibility to supervise, coordinate, manage and regulate the institution. It directs the university's implementation of initiatives and programs and controls the university's property and facilities, and it is responsible for employment of the president. In consultation with university leadership, the board establishes annual goals for itself that determine priorities for ongoing effort across the institution.
- The president's [Executive Leadership Team](#) (ELT)—consisting of the president, the five vice presidents, the director of Athletics, the president's chief of staff and the government relations director—meets weekly to discuss current issues, pending decisions, opportunities, risks, priorities and other operational and strategic matters. On an approximately quarterly basis, the president also convenes meetings of the [Cabinet](#)—a larger advisory group consisting of the ELT plus deans, AVPs, campus union leaders and the ASEWU president—in order to share information and discuss current issues, projects and plans.
- The [Faculty Organization](#) through its executive team, councils and committees and the Academic Senate participates in institutional [shared governance](#) by developing, reviewing and approving academic policies and curricula, as well as by passing resolutions and other formal communications to express faculty opinion, as articulated through this representative body, about university operations and planning. The Academic Senate meets semimonthly during the academic year.
- The [Associated Students of EWU](#) is the formal student government body for EWU students, acting as a liaison with EWU faculty, staff and administration as well as external entities. ASEWU serves the students of EWU by being a resource for student activism, providing students with leadership opportunities, promoting diversity and inclusion and presenting an informed, unified student voice on matters of interest to EWU students.
- The [EWU Foundation Board of Directors](#) provides oversight for the work of the EWU Foundation, a 501(c)(3) nonprofit organization incorporated in the state of Washington. The board determines the goals and objectives of specific fundraising initiatives, sets policy with regard to investments and spending and ensures that proper attention is paid to the stewardship of gifts already received.
- Several employee groups at EWU are represented by [unions](#)—the Washington Federation of State Employees, the Public School Employees of Washington and the United Faculty of Eastern—which negotiate collective bargaining agreements with the university, codifying matters related to compensation and working conditions

and establishing mechanisms for workplace governance and dispute resolution. Union leaders have regular opportunities in formal settings, including during meetings of the Board of Trustees, to report on their activities, concerns and priorities.

1.B.4 The institution monitors its internal and external environments to identify current and emerging patterns, trends and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services and indicators of achievement of its goals.

As noted in response to Standard 1.B.2, EWU maintains sufficient flexibility in pursuit of its mission and strategic planning goals to shift emphasis as needed to address changing internal and external circumstances. The institution continually monitors internal information such as enrollment, finances, recruitment, retention, student learning outcomes, information security, [student satisfaction](#) and other factors related to institutional effectiveness in order to inform planning and decision-making. EWU also engages with external organizations, surveys and consultants to understand and monitor the environment in which it operates. These external perspectives in conjunction with internal data and processes allow the institution to view itself clearly in relation to developments and trends in higher education. Assessment of student learning outcomes and of benchmark achievement by administrative units offers regular opportunities to monitor progress on internal goals. Cyclical financial reports keep units informed about their success in operating within their unit budgets and the overall institutional budget. The [Office of Institutional Research](#) provides ongoing monitoring of key institutional data points as well as customized reports on request and as needed for finding specific information.

EWU maintains a consulting and software licensing relationship with EAB, which licenses data analytics software that allows EWU chairs, deans and other administrators to learn quickly through



tables and multiple visualizations the current performance and trends in their programs on a variety of metrics, as shown in the example to the right. For a comparative external view, the software also allows EWU administrators to see certain data in relation to the same or similar data from other participating institutions. EAB also licenses the advising support software used at EWU, which allows both professional staff advisors and faculty advisors to manage their advisee caseloads, communicate easily with advisees, notice early warning signs when students are struggling and track students' progress toward degree completion. EAB consultants also helped the university engage in a deeper analysis of its programs, costs, opportunities, competitive position and regional employment markets as part of a program review process during early fall 2020, as the institution sought to begin reconfiguring its program array in response to long-term enrollment trends and recent COVID disruptions.

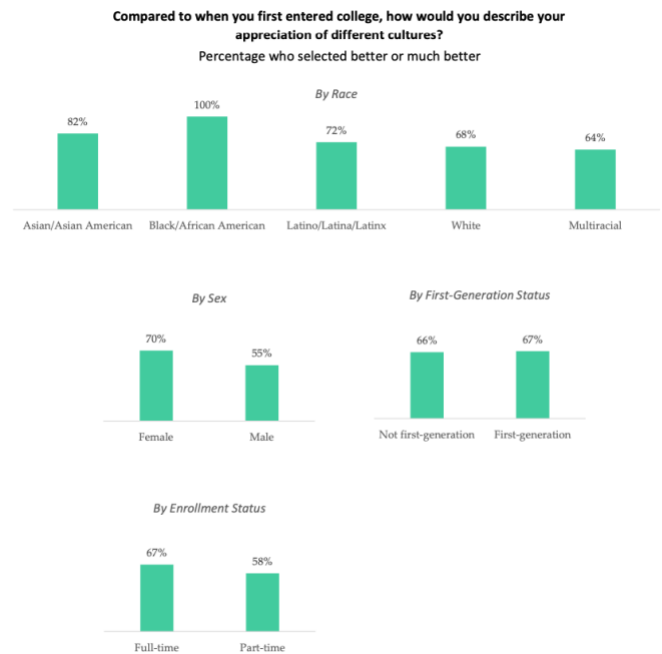
Other methods by which EWU monitors the external environment of the higher education landscape include participation in professional conferences as well as engaging with online networks, publications and professional organizations. EWU administrators and staff regularly interact with networks such as EAB; the Council of Presidents (COP), a collaborative association of the six Washington public four-year higher education institutions; American Association of Collegiate Registrars and Admissions Officers (AACRAO); National Association for College Admissions Counselors (NACAC); National Association of Student Financial Aid Administrators (NASFAA); American Association of Colleges and Universities (AAC&U); as well as formal and informal links with other institutions in the state and region.

EWU uses various channels of communication to share information about institutional performance. The Faculty Organization meets in its various councils and committees, including the Academic Senate, regularly throughout the academic year. Reports on enrollment and finances as well as state legislation and budget news are often shared during these meetings as well as in other forums. The [University Budget Committee](#) meets regularly to examine financial information and prepare recommendations for the president. Information about campus events and news is regularly posted and updated on the [InsideEWU](#) home page. Information about institutional performance and [finances](#) is also regularly shared at meetings of the Board of Trustees. Of course, email for campus-wide or all-faculty messages also serves as a useful method for sharing widely important announcements and information. And the [Office of Marketing and Communications](#) publishes [Eastern magazine](#) and various other publications that help tell the EWU story.

The campus climate is also an important indicator of internal institutional perceptions. Recognizing the importance of understanding these dynamics, EWU arranged through the [National Institute for Transformation & Equity](#) (NITE) to conduct the Culturally Engaging Campus Environments (CECE) survey in spring 2018, seeking responses from undergraduate students, graduate students, faculty and staff members. The survey results provided summary data about questions in two major categories: culturally relevant environments and culturally responsive environments. They also showed data about respondents' sense of institutional belonging, of their academic ability and motivation and of their appreciation of different cultures, all disaggregated by a variety of demographic and

enrollment categories. The tables below show brief summaries of responses from EWU undergraduate students:

	Survey category	% "agree" or "strongly agree"
Culturally relevant environments	Culturally relevant knowledge	46
	Cultural community service	39
	Cultural validation	52
	Cultural familiarity	48
	Meaningful cross-cultural engagement	53
Culturally responsive environments	Collectivist cultural orientations	66
	Humanized educational environments	71
	Proactive philosophies	60
	Holistic support	63



Complete details of EWU’s 2018 CECE survey of the campus climate are available in the [survey results folder](#).

EWU continually monitors its internal and external environments, using data and insights from multiple sources to inform its decisions and to inspire initiatives, ideas, strategies and priorities. This ongoing work to understand the university and its environment provides a foundation for planning EWU’s future direction within the broad context of the strategic plan and the institutional mission.

Standard 1.C: Student Learning

1.C.1 The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates or credentials and include designators consistent with program content in recognized fields of study.

The EWU mission statement establishes the context within which the university’s academic programs are offered: as an institution, EWU strives for excellence in learning. The faculty, staff and administration understand that high-quality academic programs are central to this mission. Because the academic programs are at the heart of fulfilling the institutional mission, they are developed by the content experts, the faculty, with multiple points of peer and administrative review to ensure appropriate content and rigor. In accord with a shared governance model for academic operations, proposals for new or revised courses and programs originate with faculty in an academic department or program and proceed

through review at the departmental and college level before reaching a university-level, faculty-led curriculum committee, which reports on the proposals with recommendations about approval to either the Undergraduate or Graduate Affairs Council. From the councils, proposals for new or substantively revised programs go forward with a recommendation about approval to the Academic Senate, which is the primary faculty advisory body to the provost on such academic matters as curriculum, planning and policies and procedures. For proposed minor changes to programs or for new or revised courses, the council recommendations go directly to the provost. The provost then makes decisions in response to the recommendations. For new or substantively changed programs, the review process also involves the president, as well as state-level coordination through the [Council of Presidents](#) and regional coordination through [NWCCU](#). EWU academic policy [AP 303-35](#) provides a more detailed explanation of the curriculum revision process.

All programs have well-defined student learning outcomes, published in the [catalog](#) with the description of the program and its requirements.

In addition to ensuring appropriate content and rigor for new and revised programs, the university also engages in cyclic [program review](#) to examine the performance of current programs, in keeping with academic policy [AP 303-40](#). This policy articulates the goals of regular program review at EWU:

The purpose of academic program review at EWU relates to three primary functions:

1. **Accountability:** Academic program review is one way to ensure to students, parents, Board of Trustees, NWCCU and the public it serves that EWU is providing quality.
2. **Program Improvement:** The academic program review process provides a continuing cycle for department/program faculty, staff and administrators to receive timely information and a forum for providing feedback, ensuring an institutional commitment for quality program improvement.
3. **Program and Resource Alignment:** Academic program review provides the means to ensure that EWU will offer an appropriate array of academic programs and that the institutional resources will be effectively aligned with its academic programs.

For the purposes of Academic Program Review, a program is a major, an option under a major or an approved certificate program.

Each program in the review process is assigned a liaison from the Program Review Committee to assist the program with the process, ensuring ongoing communication between the program and the committee and helping the program faculty understand and respond to the review expectations.

[Program-specific accreditation](#) and/or state-level board approvals also contribute to the overall quality of EWU's curricula. Meeting the standards of external professional accrediting bodies for a discipline ensures appropriate content and rigor and adoption of best practices

for programs in that discipline. The table below lists the various accredited programs at EWU and the organizations or approval boards that review them:

Division	Program	Accrediting Body
EWU	Eastern Washington University	Northwest Commission on Colleges and Universities (NWCCU)
Academic Affairs	EWU in the High School	National Alliance of Concurrent Enrollment Partnerships (NACEP)
College of Arts, Humanities and Social Sciences	Music	National Association of Schools of Music (NASM)
	Public Administration	Network of Schools of Public Policy, Affairs and Administration (NASPAA)
	Urban and Regional Planning	Planning Accreditation Board (PAB)
College of Health Science and Public Health	Athletic Training	Commission on Accreditation of Athletic Training Education (CAATE)
	Communication Sciences and Disorders	American Speech-Language-Hearing Association (ASHA)
	Dental Hygiene	Commission on Dental Accreditation of the American Dental Association (CODA)
	Health Services Administration	Association for University Programs in Health Administration (AUPHA)
	Occupational Therapy	Accreditation Council for Occupational Therapy Education (ACOTE)
	Physical Therapy	Commission on Accreditation in Physical Therapy Education (CAPTE)
	Outdoor Recreation Recreation and Tourism Management Therapeutic Recreation	Council on Accreditation of Parks, Recreation, Tourism and Related Programs (COAPRT)
College of Professional Programs	Addiction Studies	National Addiction Studies Accreditation Commission (NASAC)
	Business	Association to Advance Collegiate Schools of Business (AACSB International)
	Counselor Education	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
	Education: Teacher Education: Principal Career and Technical Education	State of Washington Professional Educator Standards Board (PESB)
	School Counseling School Psychology	National Association of School Psychologists (NASP)
	School Psychology	National Association of School Psychologists (NASP)
	Social Work	Council on Social Work Education (CSWE)
College of Science, Technology, Engineering and Mathematics	Chemistry/Biochemistry	American Chemical Society (ACS)
	Computer Science	
	Electrical Engineering	
	Mechanical Engineering	Accreditation Board for Engineering and Technology (ABET)
	Mechanical Engineering Technology	

1.C.2 The institution awards credit, degrees, certificates or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing and synthesis of learning.

Eastern Washington University publishes an [online catalog](#) annually. Each program has published learning outcomes in a clearly marked tab, as illustrated, for example, by [the catalog page for the BS in biology major](#). New programs under consideration in the curriculum approval process must identify learning outcomes and comply with other requirements of the [program and course management policy](#). Additionally, courses proposed for inclusion in the [general education](#) (GE) curriculum are reviewed by the faculty-led General Education Committee (GEC). Course learning outcomes for proposed GE courses must be clearly articulated, along with at least one GE program-level learning outcome, or two for breadth-area courses. Faculty are offered in-depth guidance about [how to submit new programs and courses](#) at both undergraduate and graduate levels, including about [how to write good, measurable learning outcomes](#).

In recent years, the Academic Planning unit has undertaken significant efforts to provide programs with information on sequencing curriculum, with a focus on minimizing curricular complexity. This innovative work was [published](#) in *Planning for Higher Education*, the journal of the Society for College and University Planning, in an article by Mark Ward, an Academic Planning management analyst, who has been working closely with faculty and academic department leadership to map curricula across the university. Subsequently, the Office of Institutional Research published an [Eastern Up Close](#) dashboard on curricular complexity that can be used by faculty and administrators to determine areas where such

Why is curriculum complexity Important?

Curriculum complexity provides academic departments with the tools and information needed to understand the effects that their curriculum structure has on a student's time to degree and ultimately their success at the institution.

How is curriculum complexity measured?

• **Structural complexity** is the manner in which curriculum is structured. The metric of **course importance** is used to measure structural complexity.

Factors in Course Importance:

• **Delay Factor** – The length of longest path on which a given course falls.

Sample pre-requisite path:

ENGL 101 -> ENGL 201 -> TCOM 205.

Since the pre-requisite path is three courses long, each course receives a score of 3.

• **Blocking Factor** – The number of other courses to which a given course is a pre-requisite.

Sample pre-requisite path:

ENGL 101 -> ENGL 201 -> TCOM 205.

Since ENGL 101 blocks a student from registering for ENGL 201 and TCOM 205, it receives a score of 2. Since ENGL 201 blocks a student from registering for TCOM 205, it receives a score of 1 and TCOM 205 receives a score of 0.

• **Course Importance** = Delay Factor + Blocking Factor

Sample pre-requisite path (Scores from above examples added together):

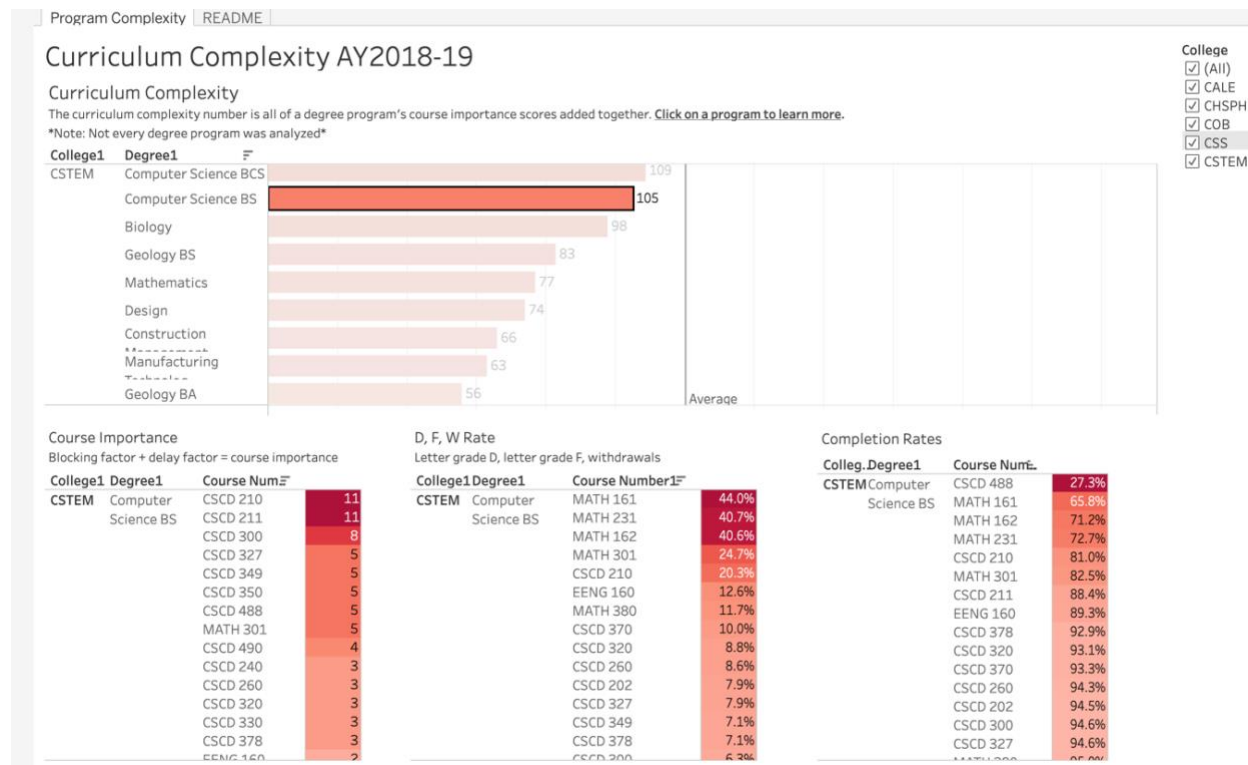
ENGL 101 = 5, ENGL 201 = 4, TCOM 205 = 3

Instructional complexity is the manner in which courses in the curriculum are taught and supported. The metrics of **completion rates** and **D, F, W grades** are used to measure instructional complexity.

• **Completion rate** - The rate at which students complete a given course

• **D, F, W grade rate** - The rate at which students earn either a letter grade D, letter grade F, or a letter grade W.

complexity may hinder student progress. The live dashboard is available only to credentialed EWU employees, but below are an explanation of the data elements contributing to the curricular complexity score and an example of this kind of analysis applied to actual curricula:



1.C.3 The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

All EWU academic programs have well-defined student learning outcomes, published in the [catalog](#) with the description of each program and its requirements. These outcomes serve as the reference points for assessment of student learning in the programs. They also serve as a framework for identifying overall program expectations and clarifying course-level focal points during curricular planning and revision. Examples of course-level learning outcomes are available in this archive of sample [course syllabi](#).

1.C.4 The institution's admission and completion or graduation requirements are clearly defined, widely published and easily accessible to students and the public.

Information available on [EWU's Admissions website](#) guides prospective students through the application and admission process, depending on student type. Additionally, the [online catalog](#) provides the graduation requirements for [undergraduate](#) and [graduate](#) degrees. The online catalog clearly defines the academic requirements for each major, minor and

certificate offered. Information about specific courses is also hyperlinked to provide information on prerequisites, course fees, content and other requirements, such as general education. Additionally, the online catalog communicates [policies impacting students](#), [available academic support services](#) and more details on requirements for [admission](#).

1.C.5 The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning and improve instructional programs.

Faculty are directly involved in every element of the academic curriculum at EWU, from course and program development to approval, implementation, curricular assessment, program and course revision and evaluating student learning. The EWU mission statement emphasizes the institutional commitment to “excellence in learning,” and the faculty are central to ensuring that student learning rises to that high standard. Faculty routinely work with mentors and colleagues in their programs in informal ways to improve their teaching, sharing ideas about assignments, grading approaches, lesson plans and other content and skills. In addition, they take advantage of workshops and other professional development and team-building activities hosted by the [EWU Faculty Commons](#). Faculty also receive regular formal feedback from students through student course evaluations and from colleagues through peer observations of teaching with written comments. These formal feedback mechanisms represent important evidence in the faculty retention, tenure and promotion process, but they also open important avenues for faculty to engage in critical self-reflection about their pedagogy and ways to improve that work as they strive for excellence in learning for their students.

Providing evidence of student learning depends on having clearly understood goals articulated as learning outcomes, according to the standards and practices of the various disciplines, and plans and methods for measuring those outcomes. All academic programs at EWU must have definite, measurable program learning outcomes, which are published along with the program description and course requirements in the [catalog](#). Having engaged in the reflective process of developing the outcomes, faculty also must have a [plan for assessing](#) how well students achieve those outcomes and for using what they learn from those assessments to improve elements of the program curriculum and pedagogy. Striving for excellence in learning, then, involves as a crucial step measuring how well students are learning. That step occurs when program faculty use methods that they have agreed upon to assess student performance relative to the outcomes they have established. Since the 2020-21 academic year, EWU has been using Nuventive Improve to store assessment data, share plans, generate reports and track progress on improvement. Academic units submit [assessment reports](#) annually, storing those reports in Nuventive and using them as a basis for goal-setting and planning for future program improvements. Programs accredited through external professional organizations also produce [accreditation reports](#) to meet those standards, including standards for evidence of student learning. Deans and associate deans also review assessment reports from programs within their colleges and prepare college-level overview reports, such as in these examples from [CAHSS](#) and from [CSTEM](#). Assessment activity is managed in the colleges with oversight by the College Assessment Committees (CAC), whose chairs coordinate their work across the Division of Academic Affairs through

their participation in the [Academic Programs Assessment Committee](#) (APAC). The development of a culture of assessment on campus remains an ongoing project, with some programs fully engaged and others working toward more complete participation. The Nuventive Improve platform has helped move the process forward significantly.

As discussed in response to Standard 1.C.1, cyclic program review also serves the purpose of examining learning outcomes in the context of other, broader measures of program health. The Program Review Committee maintains a schedule for reviewing programs on a regular basis in order to understand a range of indicators of program strengths and areas needing improvement, including results from student learning outcomes assessment among those indicators.

1.C.6 Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a general education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving and/or information literacy.

Reimagining General Education at EWU

During 2013-2017, faculty and administration collaborated on reimagining general education (GE) at EWU. This effort was precipitated by the realization that the distribution-based GE structure developed 20 years earlier had become obsolete and difficult to assess in relation to a large number of student learning outcomes (SLOs). The new GE framework, initially named Critical Foundations and approved by the Academic Senate in spring 2017, is based on five overarching SLOs, closely following American Association of Colleges and Universities' (AAC&U) Valid Assessment of Learning in Undergraduate Education ([VALUE](#)) rubrics:

- analytical thinking
- creative thinking
- information literacy
- written communication
- quantitative literacy

A vertical structure was developed, according to which students start developing these skills in [first-year experience](#) (FYE) courses, refine them through fulfilling breadth-area course requirements (BACRs) and through taking diversity and global studies courses and then master them in senior capstone courses. The General Education Committee (GEC) developed and the Academic Senate approved specific criteria for each category of GE course. All undergraduate students at EWU are required to fulfill general [bachelor's degree requirements](#), including writing competency and writing proficiency, as well as quantitative and symbolic reasoning. In order to fulfill BACRs, students must take at least two courses each in natural sciences, social sciences and humanities breadth areas. One of these BACRs can be satisfied by taking an FYE course. These courses are especially valuable for underprepared students, since they combine academic content with work on study skills and

information about academic support services. In addition, all students, including transfer students, must take at least one global studies and one diversity course, as well as a senior capstone course. At all of these levels, GEC has reviewed GE courses to align with the new GE framework. Faculty were required to resubmit for review and reapproval all courses previously included in the GE curriculum, identifying one SLO each from the two groups below as the particular emphases of the course for assessment:

Group One

- analytical thinking
- creative thinking
- information literacy

Group Two

- written communication
- quantitative literacy

Faculty were required to justify the inclusion of the particular course in each chosen SLO category. Faculty also had to identify a complex assignment on which students receive formative feedback throughout their work on the assignment so that they can improve their performance in the course. Faculty were assisted in these revisions and resubmissions by the GE director and two faculty fellows for GE. GEC discussed and debated each revised GE course before voting on its inclusion in the new general education system. This process has been completed for all but one category of courses. Quantitative literacy courses were the most recent group, resubmitted and reevaluated during AY 2021-22. GEC developed criteria for senior capstone courses during AY 2021-22, which were approved by the Academic Senate in April 2022. Senior capstone courses will be revised and reevaluated according to these criteria for inclusion in EWU's new GE structure during AY 2022-23.

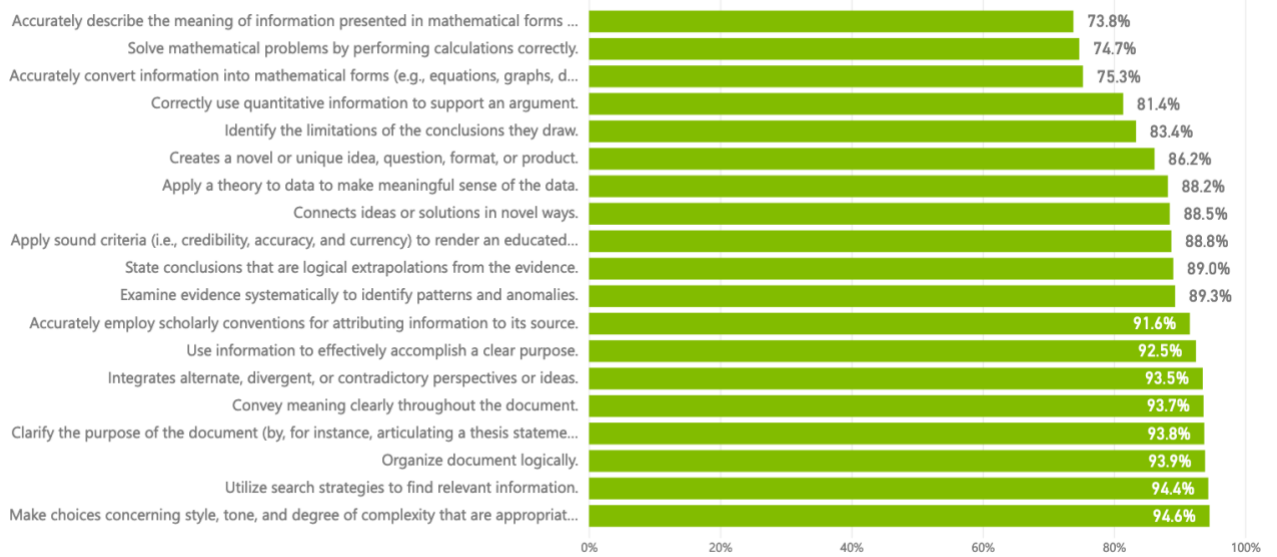
Rubrics have been developed and approved for each of the five SLOs in order to assess the level of mastery students achieve in different aspects of these outcomes. These rubrics have been incorporated into the EWU Canvas learning platform, where faculty teaching individual GE courses can import them into their courses, link them to specific assignments and assess them. These assessments in the Canvas rubrics are then channeled into EWU's Nuventive Improve software, where they can be visualized and analyzed further. Before the implementation of Nuventive Improve in the 2020-21 academic year, several outcomes for GE courses were assessed individually, such as written communication in final papers in FYE courses and quantitative literacy in quantitative and symbolic reasoning courses.

Assessment of General Education Courses

The revision of general education described above allows a direct assessment of student learning based on the GE SLOs. Assessment has a deep history at EWU (see, for example, [Quantitative Reasoning assessment](#) from 2016-17) but previously was quite variable among units and departments. Since the revision of GE, direct assessment is conducted in GE courses. Faculty embed GE SLO rubrics into their courses on Canvas and link them to specific assignments where those SLOs are assessed. Rubrics can be part of the grading process or not, according to faculty choice. Once faculty assess student performance on learning outcomes using these rubrics, the information is collected in Nuventive Improve, allowing faculty and administrators to see what percentage of students demonstrated mastery according to a specific rubric of a specific SLO in each course, as well as overall across the

university. This process started in winter 2021 with data going back to fall 2020 and so far has included assessment of 4,390 students, with 84.7% of them demonstrating mastery according to a specific rubric metric for a specific SLO. It is difficult to evaluate the impact of the COVID-19 pandemic on these results, but many students reported difficulties associated with online learning in AY 2020-21, which could have affected the results. The aggregated results are summarized in the tables below:

General Education Student Learning Outcome (SLO)	Percentage of students demonstrating mastery	Assessment areas in which fewer than 75% met or exceeded mastery level
Information Literacy	More than 85% met or exceeded in all four metrics	None
Creative Thinking	More than 85% met or exceeded in all three metrics	None
Analytical Thinking	More than 75% met or exceeded in all four metrics	None
Written Communication	More than 90% met or exceeded in all four metrics	None
Quantitative Literacy	More than 75% met or exceeded in two out of four metrics	Two out of four metrics: (1.) solve mathematical problems by performing calculations correctly, and (2.) accurately describe the meaning of information presented in mathematical forms, such as equations, graphs, diagrams and tables



GE Assessment Area	Learning Outcome Name	Students Demonstrating Mastery %	Students Demonstrating Mastery	Students Not Demonstrating Mastery
Quantitative Literacy	Accurately describe the meaning of information presented in mathematical forms (e.g., equations, graphs, diagrams, and tables).	73.8%	660	234
Quantitative Literacy	Solve mathematical problems by performing calculations correctly.	74.7%	668	226
Quantitative Literacy	Accurately convert information into mathematical forms (e.g., equations, graphs, diagrams, and tables).	75.3%	673	221
Quantitative Literacy	Correctly use quantitative information to support an argument.	81.4%	727	166
Analytical Thinking	Identify the limitations of the conclusions they draw.	83.3%	2800	562
Creative Thinking	Creates a novel or unique idea, question, format, or product.	85.7%	580	97
Analytical Thinking	Apply a theory to data to make meaningful sense of the data.	88.2%	2940	394
Creative Thinking	Connects ideas or solutions in novel ways.	88.5%	600	78
Information Literacy	Apply sound criteria (i.e., credibility, accuracy, and currency) to render an educated judgement about the quality of information.	88.8%	221	28
Analytical Thinking	State conclusions that are logical extrapolations from the evidence.	89.0%	2997	372
Analytical Thinking	Examine evidence systematically to identify patterns and anomalies.	89.3%	3037	364
Information Literacy	Accurately employ scholarly conventions for attributing information to its source.	91.6%	228	21
Information Literacy	Use information to effectively accomplish a clear purpose.	92.5%	222	18
Creative Thinking	Integrates alternate, divergent, or contradictory perspectives or ideas.	93.5%	602	42
Written Communication	Convey meaning clearly throughout the document.	93.5%	2411	168
Written Communication	Clarify the purpose of the document (by, for instance, articulating a thesis statement when appropriate).	93.7%	2445	164
Written Communication	Organize document logically.	94.0%	2424	155
Information Literacy	Utilize search strategies to find relevant information.	94.4%	235	14
Written Communication	Make choices concerning style, tone, and degree of complexity that are appropriate to the audience.	94.5%	2434	143

General Education Assessment Interpretation

The above results of the direct assessment of student learning outcomes indicate that the majority of students exceed or meet expectations to demonstrate mastery of EWU GE student learning outcomes, according to the faculty teaching these courses. The only SLO categories on which less than 75% of the students reached mastery were two of the four

metrics for quantitative literacy. A large proportion of students enrolling at EWU require remedial, pre-university-level mathematics learning before they can satisfy mathematics proficiency requirements. In their first two years, these same students take GE BACRs, some of which assess their quantitative literacy, which is still in development. In light of these results, further discussions with faculty who teach BACRs requiring university-level mathematics training is warranted in order to develop strategies to improve the preparation of students taking them, including the possible addition of pre- or corequisites for these courses. For all other GE SLOs, further discussion is warranted to identify how best to support all students taking these classes to achieve mastery, at both the programmatic level in the GEC and at the level of individual faculty. These discussions will happen in a supportive and collaborative manner, with a focus on supporting faculty in the process to “close the loop.”

1.C.7 The institution uses the results of its assessment efforts to inform academic and learning-support planning and practices to continuously improve student learning outcomes.

Support units within Academic Affairs systematically use data in order to improve student learning outcomes. The unit focused on academic student success maintains [annual goals](#) with key performance indicators that are assessed quarterly and produces [year-end reports](#) on progress toward goals, as in the linked example. Additionally, these units engage directly and regularly with students to assess services. Selected examples of assessment strategies and projects with representative links/documentation appear below.

The Center for Academic Advising and Retention (CAAR) conducts satisfaction surveys after every appointment and then [reviews results monthly](#) in order to identify areas where additional support may be needed. The degree completion team within CAAR uses this data from Navigate and feedback from student surveys to design regular [trainings](#) on how to use student support technologies and improve faculty and professional advising. CAAR also sets and assesses [annual goals](#) specific to advising.

The recently developed coordinated care network, led by Academic Affairs staff but including staff from units across campus, meets quarterly to review data, assess progress toward goals and discuss subcommittee reports. Updates for these meetings are captured as short videos to enable sharing with those who cannot attend, for example, this [report](#) from the Student Communications Subcommittee. Although the team just finished its first year of operations, they established clearly defined [objectives and goals](#) for the year that align with Title III grant expectations.

EWU’s tutoring services unit, [PLUS](#), catalogs its efforts to use data and assessment to improve student performance in its [annual reports](#). As the example demonstrates, PLUS reflects on data related to student performance each year in order to improve its effectiveness. PLUS also uses student satisfaction data to inform its operations, as noted in the annual report.

The [College Assistance Migrant Program \(CAMP\)](#) staff conduct regular performance [assessments](#) (see Block D) using student data in order to meet the objectives of their federal grant and to improve services.

In addition to the regular assessment activities outlined above, the academic support units at EWU also consider student data and performance when undertaking special projects or making large policy changes. Below are few recent examples.

Information about student performance in academic courses during the pandemic was used as the basis for a [request for additional funds](#) from the Washington legislature in early 2021. The request, which was funded, resulted directly from data-informed observations about learning loss and retention (for example, a [dashboard](#) on DFW rates) that were identified on EWU's set of internal data dashboards, [Eastern Up Close](#), which is maintained by the Office of Institutional Research team.

In 2019, EWU asked students in a capstone course in the Design program to “redesign” advising at EWU. As a result of their [project](#), and based on student demand identified during the project, EWU adopted a mobile app version of EAB Navigate, which allows students to enroll and communicate with advisors online. Since implementation, EWU has consistently had one of the highest adoption rates of the mobile app of all EAB institutions, sometimes ranking first among four-year institutions. Seeking to close the loop, EWU analyzed the data on mobile app usage and advising appointments, such as in this [example report](#) from EAB, and learned that these efforts had paid off: retention and persistence are regularly higher among app and Navigate users.

One example of an ongoing project relevant to the EWU coordinated care network involves reviewing data on student registration holds in order to develop more equitable student hold policies. As the [documentation](#) suggests, the team is reviewing student data, disaggregated by many demographic categories, and making suggestions for policy change.

1.C.8 Transfer credit and credit for prior learning is accepted according to clearly defined, widely published and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor and quality.

Between 2017 and 2021, on average 37.96% of incoming enrolled students were transfer students. EWU recognizes the transformative value a university degree can provide to an individual's life. To facilitate degree attainment and in alignment with its mission, EWU aims to accept all eligible credit that is comparable and appropriate for this institution and its programs. EWU undergraduate transfer credit policies are published and available on the Academic policy website in [AP 303-21, Chapter 3](#), in the [university catalog](#) and on the [Admissions website](#).

In accordance with [RCW 28B.77.210](#), EWU adheres to [state-wide transfer policy](#) and actively participates in the [Intercollegiate Relations Committee](#). In addition, EWU currently serves as the baccalaureate institution representative on the Ongoing Articulation Committee that

conducts regular review of partner institution implementation of direct transfer articulation agreements. EWU also participates in Washington's statewide [Joint Transfer Council](#).

EWU accepts eligible credit from regionally accredited two- and four-year institutions. Academic department chairs utilize College Source's Transfer Evaluation System (TES) software to review coursework for potential EWU equivalency. To ensure academic quality, TES enables faculty to review institution accreditation information, catalog descriptions and course history.

In addition, EWU also provides credit for prior learning. Qualifying scores on Advanced Placement, College Level Examination Program, International Baccalaureate and Cambridge International Exams can be found in the [Prior Learning section of the catalog](#). Students earning credit through experiential learning complete a comprehensive portfolio that is evaluated by faculty with content expertise in the discipline for which the student is seeking credit.

Graduate transfer credit is guided by academic policy [AP 303-22, Chapter 3-3](#). A maximum of twelve credits may be awarded with the approval of the program director.

1.C.9 The institution's graduate programs are consistent with its mission, are in keeping with the expectations of its respective disciplines and professions and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. The graduate programs differ from undergraduate programs by requiring, among other things, greater: depth of study; demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression and/or relevant professional practice.

As a regional comprehensive university, EWU offers graduate programs that serve as an engine for economic mobility in the region; graduate programs are the [university's mission](#) put into practice. These programs provide quality and rigor through on-campus offerings and increased access through EWU's online accelerated programs.

All new graduate courses and programs are reviewed through appropriate Faculty Organization committees to ensure consistent quality and to bolster student success in the culture and economy of Eastern Washington.

The [EWU catalog](#) describes the specifics of each program. It shows a clear delineation between undergraduate and graduate program course expectations through student learning outcomes, which at the graduate level require increased depth of study, knowledge, creativity and independence, in comparison with outcomes for undergraduate programs.

Standard 1.D: Student Achievement

1.D.1 Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements

related to their programs of study and receive timely, useful and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

EWU's recruitment and admission policies and strategies are directly informed by the mission of the university to provide opportunity for personal transformation, especially to enhance "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." In order to enhance access for student populations identified by this mission, EWU advocates for reduced educational barriers and increased student services. In service to traditional college-bound students, EWU has led the state in the creation of permanent test-optional and test-blind admissions policies, and in 2021-22 it took the lead role in the creation of a statewide [guaranteed admissions program](#) that identifies talented high school seniors and guarantees their admission to public universities like EWU. In service to nontraditional students, EWU created and staffs the [Veterans Resource Center](#), one of the largest veterans centers in the region, a reflection of the University's mission and its proximity to Fairchild Airforce base. In service of underserved students, EWU created the [Multicultural Center](#) and [Pride Center](#) and has continued to recruit and admit a talented student population that is significantly more diverse than the population in the university's service area. EWU's student body, including all undergraduate and graduate students, was 57.7% white alone (not Hispanic or Latino) in fall 2021, whereas the Census Bureau identified Spokane County as 84.0% white alone and Washington State as 67.5% white alone in 2019. Additionally, 36.9% of all EWU students were first-generation college students, and 28.5% were Pell-grant students. Together, these recruitment and support strategies and policies make EWU one of the most diverse institutions in the region and reflect a lived example of a practically implemented access mission.

Ensuring student access is only one portion of the mission; the University must also promote "student success by supporting student engagement and timely degree completion." EWU uses orientation, advising and integrated communication and data analyses to help students understand their requirements and align institutional support services with student needs. To foster a community that uses data for informed decision-making and timely outreach, the university publishes the persistence, retention and completion of all students and key subpopulations on the [Eastern Up Close](#) website. These reports are available on demand to anyone within the EWU community, and many reports and visualizations use real-time data for key student populations and subpopulations. The information from these reports is used to review programs, identify opportunities for optimization and create a learning environment that fosters student success.

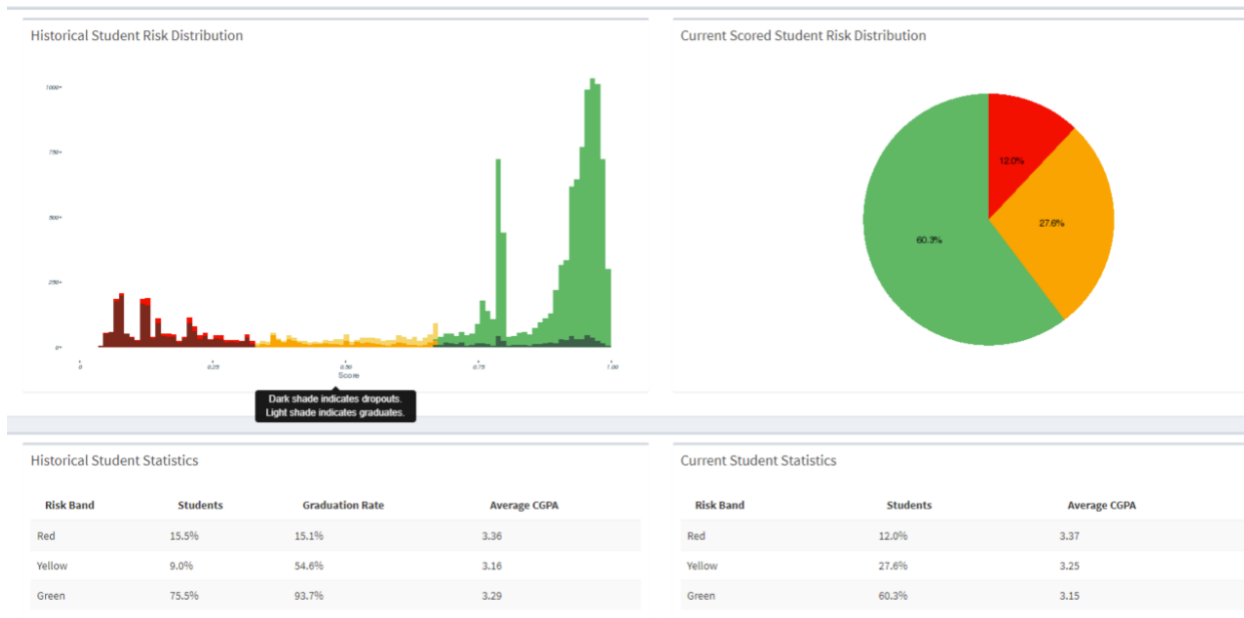
Newly admitted students can find easily accessible enrollment checklists for [undergraduate](#), [graduate](#) and [international](#) students online, and checklists are also emailed and mailed to new students. New student orientation is required for all new transfer and first-time-in-college students, and EWU offers specialized [undergraduate](#), [graduate](#) and [international](#) student orientation programs. During COVID, these programs moved into online and virtual formats, although pre-COVID orientation was an in-person, on-campus event. In addition, EWU offers dedicated orientation sessions for students who start in winter and spring terms and for students studying primarily at EWU's location in Spokane. Graduate students may

attend program orientation in addition to general graduate orientation activities. Undergraduate orientation tracks are offered in both English and Spanish. New student orientation programming is continually refined in response to the results of annual staff and student surveys as well as annual Student Affairs review of student learning outcomes and program outcomes. As a result of this analysis in 2020-21, EWU increased funding and staffing for orientation programs.

A key component of undergraduate new student orientation is a one-on-one meeting with a dedicated, professional academic advisor. Working with the student, the advisor reviews the outcomes of transfer credit evaluation, revisits student expectations and experience and establishes a plan of study using the academic planner in EAB Navigate, the student success software used at EWU. Meeting with an academic advisor is considered so important at EWU that such meetings often occur before orientation as a result of dedicated communication and outreach strategies, including personalized texting, calling and email campaigns.

EWU maintains a split advising model, with all students before major declaration receiving academic advising from the [Center for Academic Advising and Retention \(CAAR\)](#). Upon learning that students have confirmed their intent to attend the university, CAAR sends them a [new student inventory](#) survey. After students complete the survey, CAAR assigns them to an advisor and reaches out to schedule an initial appointment. CAAR advisors also support incoming transfer students and participate in all new student orientations. Caseloads are managed and tracked through EAB Navigate, and EWU [requires](#) that all new students and freshmen meet with an advisor before registration. For students who need additional preparation in college English or mathematics, CAAR automatically prepopulates their schedule with appropriate math and English courses until they are successfully completed. For incoming first-time college students who are deemed to be college ready, CAAR also develops prepopulated schedules for the first term at EWU. Course prepopulating processes ensure that students have seats in the courses they need to have a successful transition to the university, but CAAR also requires students to participate in academic planning activities. In fall 2020, CAAR adopted EAB's academic planner tool, which allows the institution to track student course-taking behaviors and progress toward degree. For students, the planning tool enhances opportunities for ensuring on-time graduation through identification of an academic plan.

Additionally, CAAR uses a predictive data model to determine risk levels for all students, in addition to sustaining a robust [early warning system](#) and [coordinated care network](#). CAAR receives risk data not only in aggregate for the institution but also at the individual student level. Using this data, CAAR directs additional supports and services to students at higher risk for attrition, depending on their specific needs. An example of the institutional model appears below.



After students declare a major, they transition from CAAR to a faculty advisor. However, a CAAR staff team continues to support the advising process through a [comprehensive program](#) of training and support for faculty. For example, CAAR staff offer weekly office hours to support faculty who may have advising-related questions. Additionally, CAAR staff provide trainings for faculty several times each year through the [Faculty Commons](#) and other venues. CAAR staff attend college leadership and department meetings regularly to stay abreast of curricular changes that may affect advising.

EWU allows students to track progress toward graduation using a degree audit tool. EWU was in its last year of using SOAR degree audit software during 2021-22. In fall 2022, the university is implementing Degree Works, after a successful planning and integration project led by Records and Registration. Both tools allow students to see clearly the expectations and requirements of their degrees (and other prospective degrees), and advisors regularly discuss progress with students while reviewing this information.

1.D.2 Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

Consistent with its strategic plan, EWU has established [key performance indicators](#) for student achievement. These indicators, which are shared on the university website, include metrics related to persistence, completion and retention. The goals associated with these indicators include demographic outcomes disaggregated by race, ethnicity, socioeconomic status and first-generation status. The Institutional Research Office maintains several sets of related dashboards on an internal website, [Eastern Up Close](#). These dashboards, designed to

reflect the priorities of the key strategic planning indicators, are used for decision-making related to retention, persistence and graduation. They also consider topics of specific interest, like DFW rates, grades and institutional financial metrics.

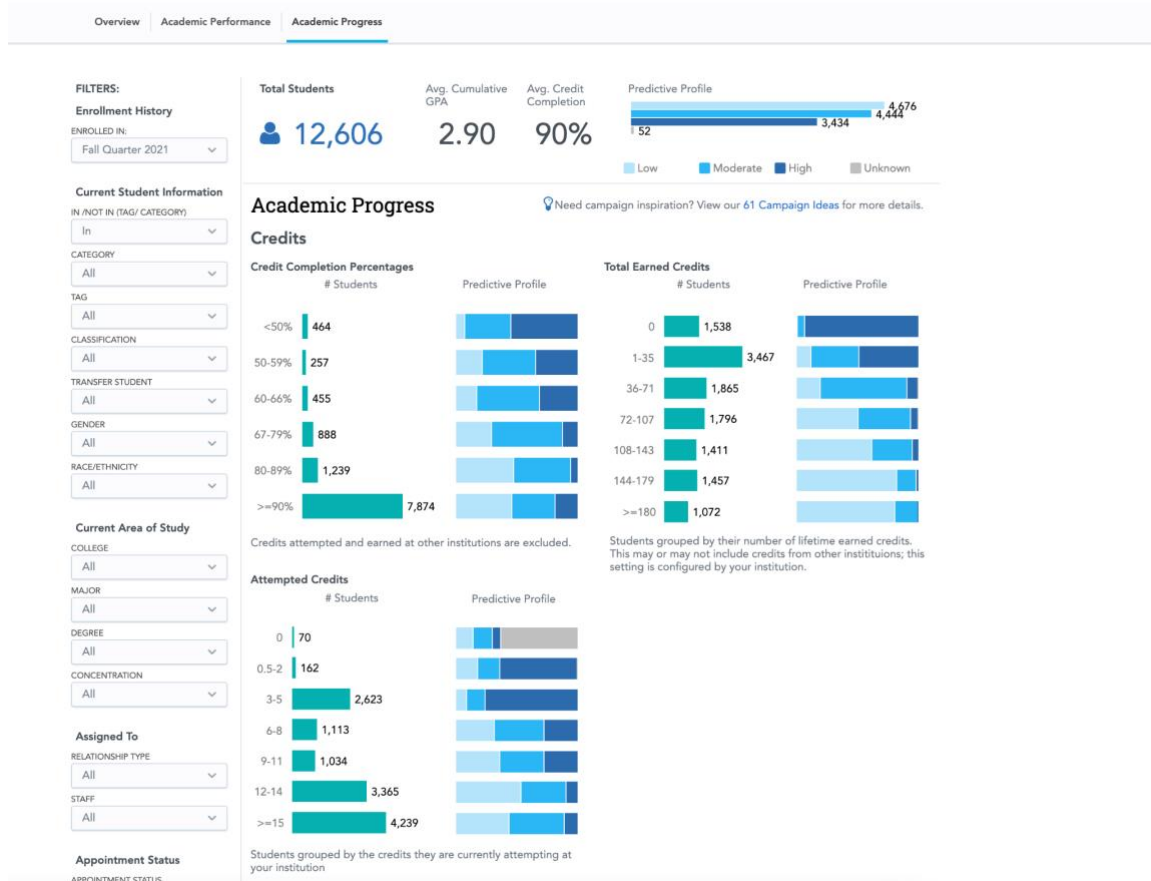
1.D.3 The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making and allocation of resources.

The Institutional Research Office relies on IPEDS data to maintain a [public dashboard](#) with information related to persistence, completion and retention. Information is disaggregated by race, ethnicity, full and part-time status, net price and socioeconomic status. All of these categories are benchmarked clearly against peer institutions. EWU also maintains an internal [equity dashboard](#), which is accessible to members of the EWU community and is displayed and discussed publicly at regular [Board of Trustees](#) meetings. This dashboard considers such student success metrics as GPA, retention, completion and first-year math and English success by demographic categories like ability, veteran status, age, gender, socioeconomic status, race and ethnicity.

1.D.4 The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

Within Academic Affairs, several predictive models and data sources are used to understand student success and retention. EWU utilizes student risk profiles as outlined by EAB in its efforts to cater advising and student success support offerings to students. Advisors are able to view this data both at the individual student and institutional levels. In fall 2020, EWU revised its academic advising model to better target services to students based on need and performance.

EWU also uses data dashboards provided by EAB, like the example provided below, in order to better understand student progress and determine how to focus services. These dashboards allow EWU to see metrics associated with specific majors, advisors, demographic groups and student groups.



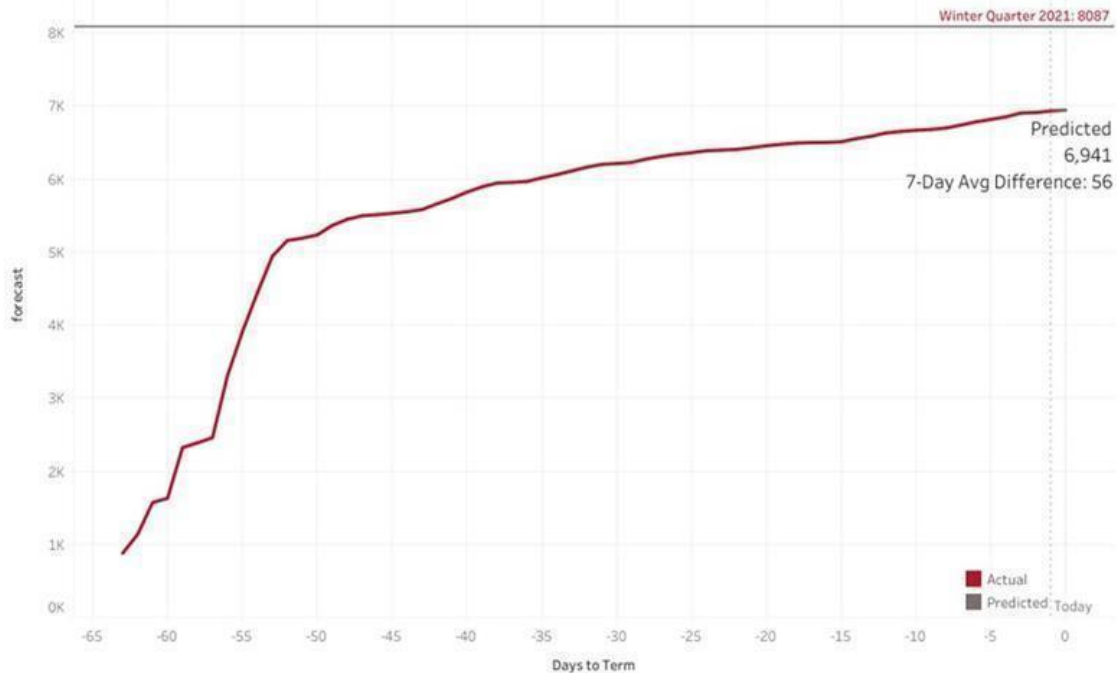
The Institutional Research Office also maintains a large suite of dashboards via [Eastern Up Close](#). These dashboards include a range of useful data, from enrollment predictions to financial metrics. For example, EWU’s Institutional Research Office built a predictive model for enrollment in summer 2021. As illustrated below, the model helps EWU track how many students with different characteristics can be expected to enroll.



Daily Enrollment Forecast Winter Quarter 2022 Data Updated 1/10/2022 4:19:40 AM

- This dashboard displays the forecasted number of undergraduate students expected to be enrolled at the university on the 1st day of the term.
- Running Start Students are not included.
- The forecasted number will be updated every 24 hours.

[Click here to compare term trends](#)



This model is highly catered to institutional needs. For example, it has included public health information about COVID-19 case and testing rates as a predictor of enrollments. Data from this model was used to support decision making about service levels and budgets before the start of the 2021-2022 academic year.

Conclusion

EWU remains the institution of access for eastern Washington and beyond, where a large proportion of students represent the first generation in their families to pursue a bachelor's degree. The campus community takes seriously EWU's identity as a regional, public, comprehensive university and honors it by welcoming, supporting and teaching a diverse and ambitious student population. The institutional commitment to providing high-quality academic programs and effective, wrap-around support services is strong. Faculty, staff and administration recognize that educating all EWU students and supporting them from the point of access through academic success and lifelong engagement are essential to achieving the mission of transformation through excellence in learning for EWU students and for promoting the long-term social, cultural and economic vitality of Washington.

This ongoing and important work takes place in the context of challenging realities for higher education in the current moment, including economic, social, technological and demographic changes affecting the traditional model of the university. EWU monitors this environment carefully and has responded to external pressures and opportunities and to internal needs and aspirations with data-informed decisions in the best interests of the institution and its mission. The reorganization of Academic Affairs to reduce the number of college-level administrative units, the establishment of an independent EWU presence in the Catalyst building in Spokane's University District and the addition of a vice-presidential unit focused on diversity, equity and inclusion are several prominent examples in recent years of this kind of institutional responsiveness.

The accreditation self-study process for the Policies, Regulations and Financial Review (PRFR) report last year and for the present Evaluation of Institutional Effectiveness (EIE) report has afforded EWU the opportunity to examine its programs and activities in two phases to assess its policy compliance and mission fulfillment. This process of evaluating how the institution meets the revised NWCCU standards has identified many areas of strength as well as some areas where improvement is warranted. Since its last accreditation cycle in 2015, the institution has moved forward in many significant ways. EWU is a far more data-informed campus than it was even seven years ago. It has a far more visible online institutional profile. A culture of assessment has become more firmly embedded in academic and administrative units. The institutional focus on diversity, equity and inclusion has sharpened and deepened. There is more work to be done, as always, but EWU is positioned to move forward in the wake of the COVID pandemic and to continue the important conversations that will shape its institutional future.

Appendix

Included below for reference are EWU's Year-Six, Standard Two, Policies, Regulations and Financial Review self-study report as submitted on March 1, 2021, and the NWCCU evaluation committee's review of that document, received July 6, 2021.