



ACCREDITATION

EVALUATION OF INSTITUTIONAL
EFFECTIVENESS SELF-STUDY

SUPPLEMENTAL RESPONSES RELATED TO
STANDARD 1.B.2 AND STANDARD 1.D

September 27, 2022

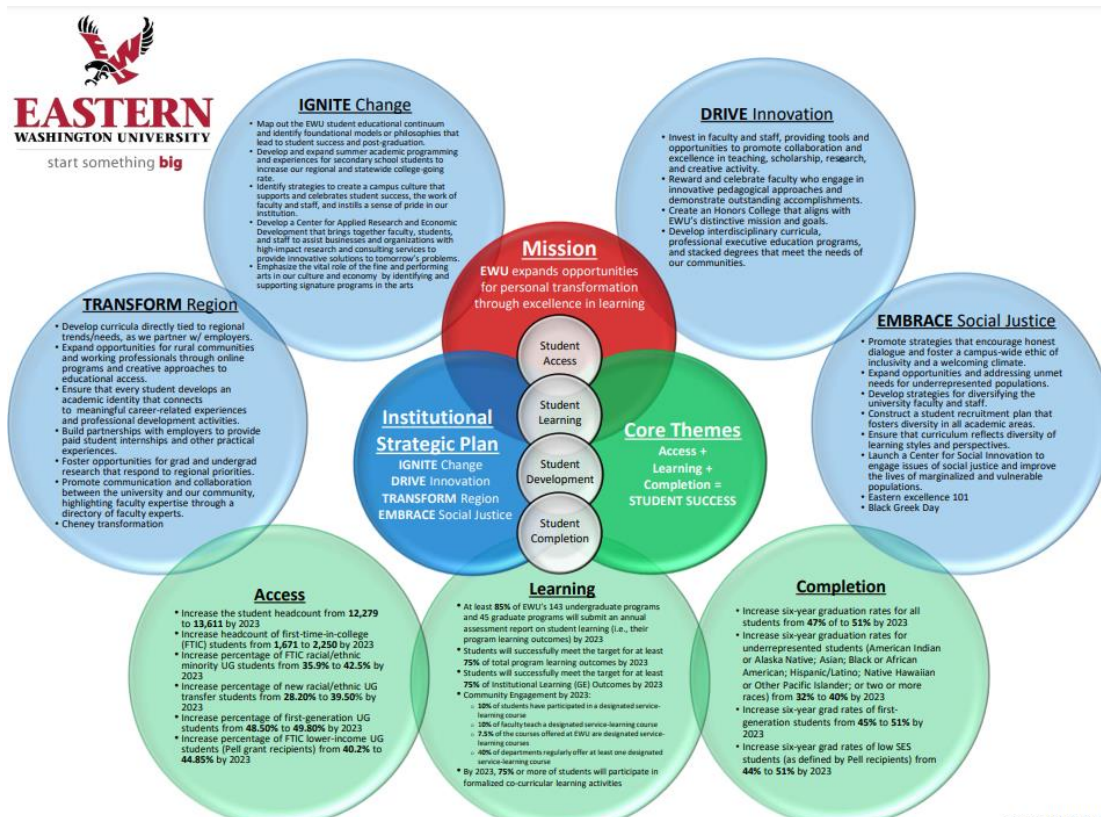


Question 1: The evaluation committee has read through the report. We are having some difficulty identifying the specific “meaningful goals, objectives and indicators” EWU has set and articulated “to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.” We would like to invite EWU to provide the above, along with an analysis of the data, how they have been used to improve institutional effectiveness, and EWU’s conclusions relative to mission fulfillment.

To satisfy the first request from the evaluation committee, EWU has rewritten Standard 1.B.2 to address mission fulfillment more thoroughly. Included in this revision are examples of initiatives developed to advance the institutional strategic plan and core themes identified below.

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 has used the institutional strategic plan (ISP) and core themes to define its success as it relates to the institutional mission. Evaluating the goals set in the ISP and core themes informs the policies and initiatives carried out at EWU. Included below are selected examples of initiatives taken to further the four ISP goals and the three core themes areas.



as of 10/25/18

Goal 1. IGNITE Change

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

Central to IGNITE Change is transforming the lives of EWU students, who come from diverse backgrounds, including many from first-generation and Pell-recipient backgrounds. Social mobility is a key standard by which transformation is measured, and Eastern Washington University ranks first in Washington for social mobility as calculated by Collegenet SMI Rankings:

Rank	SMI	Institution	City	State	Tuition	% Low Income	Grad Score	Median Early Career Salary	Average Debt	Endowment (in M)	% Freshman Pell	% Pell to rich 1/2
100	91.612844	Eastern Washington University	Cheney	WA	\$7,733	29.9	72.2	\$43,100	\$21,000	\$33.34	43	30.2
120	84.825523	Central Washington University	Ellensburg	WA	\$8,444	26.6	69.8	\$46,500	\$20,000	\$39.00	35	23.4
218	58.323943	Western Washington University	Bellingham	WA	\$8,508	16.1	83.4	\$45,800	\$19,000	\$91.08	23	31
329	42.986229	The Evergreen State College	Olympia	WA	\$8,325	28.8	79.2	\$33,200	\$16,559	\$17.08	41	30.4
464	33.621281	Washington State University	Pullman	WA	\$12,170	18.1	77.2	\$50,600	\$20,050	\$1,068.76	28	35.4
488	32.362355	University of Washington-Seattle Campus	Seattle	WA	\$11,745	13	99.3	\$57,700	\$15,000	\$3,699.98	20	34.2
626	25.108344	Seattle Pacific University	Seattle	WA	\$47,244	28.8	88.9	\$49,100	\$24,500	\$120.75	39	26.3
711	22.56143	Saint Martin's University	Lacey	WA	\$39,940	30.5	80.3	\$47,800	\$21,825	\$26.26	40	23.1
801	20.048053	Pacific Lutheran University	Tacoma	WA	\$46,850	23.5	88.8	\$49,400	\$24,250	\$97.22	35	32.3
823	19.353481	Walla Walla University	College Place	WA	\$29,931	23.3	72.2	\$46,400	\$27,000	\$29.62	31	23.5
847	18.927926	Heritage University	Toppenish	WA	\$18,332	54.7	35	\$35,900	\$18,078	\$26.24	69	21.2

During the pandemic, EWU focused on retaining and serving students well during a novel and challenging public health crisis. One of the measures the university implemented toward this goal was to remove financial holds from student accounts to ensure that students could register for successive terms regardless of account balance.

As part of this student-focused financial strategy, Student Financial Services implemented payment plans for student accounts in fall 2020. While the vast majority of EWU students receive financial aid, many do not receive enough to cover the full cost of attendance. The payment-plan option allows students to pay for their education expenses in equal monthly payments instead of a lump sum at the beginning of each term. Offering a payment plan spread over the term provides flexibility for students, contributing to retention, persistence and progress toward degree attainment.

For fall 2022, the Student Financial Services team is continuing to provide flexible options for students to pay their bill, such as offering a similar incremental payment plan to students in EWU's online graduate programs. The expansion of payment options has

created an environment for students to persist successfully while proactively managing their fiscal responsibilities.

Additional examples of Goal 1. IGNITE Change

1. Map out the EWU student educational continuum and identify foundational models or philosophies that lead to both student success and post-graduation success.

In summer 2022 EWU began mapping the current state of institutional processes from admissions through graduation to improve understanding of the student experience. Process flow diagrams were created from interviews with functional teams across multiple offices, including Admissions, Academic Advising, Athletics, Student Financial Services, Financial Aid, Housing, Records and Registration and Student Life. From this process, 63 opportunities for improvement were identified, grouped into five thematic areas. Further work on prioritization at the leadership level is taking place to identify next steps.

2. Identify strategies to create a campus culture that supports and celebrates student success, the work of faculty and staff and a sense of pride in EWU.

- a. EWU organizes an annual student [Research Symposium](#) to share the academic work of students in their degree fields. The two-day symposium highlights students' work from all disciplines. The event includes poster sessions, oral presentations, interactive exhibits and a variety of creative works.
- b. CSTEM completed a transition from using a diagnostic tool (placement test) to determine which courses incoming students needed to meet the quantitative literacy general education requirement to a multiple-measures placement. The college undertook this effort in response to a report showing that 18.69% of junior-standing students had not completed the quantitative literacy requirement. This finding led to modifying EWU [Academic Policy 303-21](#) to add Chapter 4-2, which requires students needing developmental work on pre-university math skills to take at least one course per quarter in the sequence to stay on track to complete the quantitative literacy requirement. The implementation of the multiple-measures placement tool along with the policy change has led to a 21.85% increase in quantitative literacy completion by the time a student reaches junior standing.

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. Additional DEI work is detailed further in Standard 1.B.2 below the core themes data.

Construct a student recruitment plan that fosters diversity in all academic areas.

- a. On an annual basis, Admissions develops a recruitment plan that is shared with and approved by EWU's provost and president. This plan supports institutional strategies and initiatives and guides the comprehensive recruitment efforts of

multiple departments, including but not limited to the Admissions team, as well as key community partners. During the past five years, Admissions has prioritized simplifying processes and reducing procedural barriers to encourage successful preparation, application and confirmation of future students. In order to expand the scope of people engaging with those steps in the enrollment funnel, the Admissions team has focused its marketing and communication efforts on ensuring that low-income students are aware of state-supported programs such as College Bound and the Washington College Grant. In FY21, EWU piloted the Guaranteed Admissions Program (GAP), which tells Washington high school students who might not otherwise apply for college whether they will be admitted, before they even begin the application process. Additionally, Admissions has increased support to Hispanic students and communities by providing printed materials in Spanish, hiring staff who speak Spanish and increasing recruitment events conducted in Spanish. EWU is in the process of determining the feasibility of assigning an additional recruiter to the Tri-Cities area in southeastern Washington, where around one-third of the population is Hispanic. The recruitment plans highlight work with community-based organizations that serve first-generation, historically underrepresented and low-income students.

- b. EWU is committed to serving a diverse student population, with 40.2% of students identifying as non-white, 45.2% first generation and 38.0% Pell grant recipients. Of the non-white students, 43.9% (17.7% of the entire student body) identify as Hispanic/Latino. In response to the large and growing proportion of students identifying as Hispanic/Latino, EWU has developed a strategic initiative to be designated a Hispanic Serving Institution (HSI). A thorough account of the HSI initiative and its connection to EWU's strategic plan appears in the most recent [HSI annual report](#) to the EWU board of trustees.

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.

1. Develop curricula directly tied to regional trends and needs, in partnership with employers.
 - a. Results of a recent feasibility study support developing a Bachelor of Science in nursing (BSN) degree program at Eastern. Demand for registered nurses is growing across the Inland Northwest, and the demand cannot be met by existing nursing programs in the region. The EWU nursing program aligns with the university's mission and vision to enhance access to higher education and transform our region through a commitment to developing the professional workforce. Admission to nursing programs is highly competitive and limited by

the number of seats available. EWU will contribute to meeting the demand for graduates with BSN degrees by admitting 40 candidates each semester.

- b. EWU offers a Bachelor of Science in computer science with a cyber operations concentration, a BS in cyber operations and a minor in cyber security. The U.S. National Security Agency (NSA) has designated EWU a National Center of Academic Excellence in Cybersecurity (NCAE-C). Eastern is the only four-year institution on the east side of the state of Washington to earn this classification, making EWU's program a validated cyber defense program of study through 2026. The EWU Center for Network Computing and Cybersecurity promotes a curriculum based on current cybersecurity industry challenges and scenarios. In spring 2019 and fall 2020 students took part in the National Cyber League, a collegiate cybersecurity competition. One EWU team placed seventh in the nation, and one EWU student placed fifth in the nation in the individual competition. The program is complemented by the [Cybersecurity Club](#), which provides a framework for students to network with their peers and industry professionals.
 - c. Launched in 2019, EWU's Adaptive Athletics program is the first collegiate sports program for para-athletes in the western region, and EWU was the twelfth university in the U.S. to join the [National Wheelchair Basketball Association](#). EWU is leading the way in promoting equity and inclusion for this student population.
2. Expand opportunities for rural communities and working professionals through online programs and creative approaches to educational access.

EWU offers a fully online Educational Specialist (EdS) program in school psychology, which in 2022 became the first of its kind to receive full accreditation by the National Association of School Psychologists (NASP). The program has 113 students enrolled as of fall 2022. EWU also offers a low-residency hybrid program geared toward working professionals. Both options expand opportunities for adults seeking career advancement by enabling students from all over the region to complete coursework, practicum, internship and portfolio expectations aligned with state and national training standards, with no need or only limited need to travel to an EWU campus location.
 3. Build partnerships with employers to provide paid student internships and other practical experiences.

The technical communication program promotes career-connected learning in the Inland Northwest by incorporating experiential learning throughout the curriculum to help students achieve the EWU strategic plan goal of "develop[ing] an academic identity that connects to meaningful career-related experiences and professional development activities." In addition to completing internships, students continue to partner with iFixit to develop online repair guides. The program also collaborates with MadCap Flare to provide students with

important skills in content management, as well as with various nonprofit organizations in the community to complete service-learning projects.

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.

1. Invest in faculty and staff, providing tools and opportunities to promote collaboration and excellence in teaching, scholarship, research and creative activity

EWU opened the [Faculty Commons](#) in the renovated Governor Martin House in March 2016. The Faculty Commons offers space for faculty collaboration, brings together faculty support offices and provides opportunities for faculty to learn and work together. This dynamic environment is designed to be a meeting place and hub for faculty to discuss issues and strategies critical to teaching and learning, cultural competency, scholarship and creative activity and professional development. A comfortable venue for small group gatherings, workshops and brainstorming activities, the Faculty Commons is a welcoming and convenient location for EWU faculty to hone their skills and develop valuable relationships with their peers throughout the university.

2. Reward and celebrate faculty who engage in innovative pedagogical approaches and demonstrate outstanding accomplishments.

Each college has developed recognitions for teaching excellence. For example, the College of Professional Programs, which was formed in 2021, has developed creative excellence awards to be distributed for the first time during the 2022-23 academic year. The creative excellence awards highlight faculty who have demonstrated creative pedagogical approaches and shown excellence in teaching.

Student success is at the core of the Eastern Washington University strategic plan. To evaluate and benchmark student success, the following three core themes were developed to serve as the basis for year-over-year evaluation. Quantitative details about performance on these indicators can be found in tabular form at the end of this section.

Core Theme 1: Access

EWU strives to provide the opportunity for traditional college-bound students, non-traditional students and students from underserved populations in the Inland Northwest and beyond to obtain a high-quality education and earn a marketable degree.

- 1.1.a** Increase the student headcount from 12,607 to 13,611 by 2023.

In 2018, EWU reduced the complexity of the undergrad application to improve applicants' experience and expand access to higher education. This included application simplification, online document uploading, implementation of a new CRM, consolidation

of undergraduate admissions and honors applications and development of a test-optional admissions policy. In 2020, EWU became formally test-optional, and in 2021, EWU worked with the Washington State Achievement Council (WSAC) and the Council of Presidents (COP) to change state policy, allowing institutions to become test-blind, which EWU did in fall 2021. By 2019, first-time-in-college (FTIC) enrollment had increased to a record high 1,806 students before COVID impacts affected student behavior. While transfer enrollments declined in line with overall declines at Washington community colleges, 86% of transfer students applied without test scores in 2020, and transfer enrollments grew in 2021 from COVID lows in 2020. In 2021, 87% of all undergraduate students applied without test scores.

1.1.b Increase headcount of first-time-in-college (FTIC) students from 1,635 to 2,250 by 2023.

- In service of its access mission and in support of targeted first-time-in-college (FTIC) student enrollment growth, EWU expanded its Running Start program and worked to leverage dual enrollment as a 2+2 model that would speed students toward degree completion. EWU undertook numerous initiatives in support of this work. EWU established the Running Start book-loan program to reduce textbook costs for eligible low-income students. EWU Running Start partnered with Admissions to waive all application fees and establish automatic admission for eligible students. Running Start partnered with the Center of Academic Advising and Retention (CAAR) to establish priority registration processes and seamless onboarding for Running Start students who intended to matriculate at EWU. The program also eliminated paper-based and manual processes and transitioned to the same application, communication and advising systems used in Admissions and CAAR. Running Start enrollment reached a record high in fall 2020 before declining in 2021 during the pandemic. For the current year, because of a system upgrade, the percentage of Running Start students who have matriculated at EWU is still being compiled. According to data from 2019, about 52% of enrolled Running Start students subsequently matriculated as EWU undergraduates.
- In 2019, Student Affairs, working with campus partners, learned that Running Start students had not been receiving outreach and support as fully recognized Eastern students. Some student services and student engagement opportunities had not been communicated to Running Start students. Student Affairs worked with Auxiliary Services and Academic Affairs to ensure that Running Start students had full access to student engagement opportunities, counseling and wellness services and other student support services. The offices of Counseling and Wellness Services and Student Accommodations and Support Services engaged in training to ensure that they identified and mitigated concerns related to working with students under the age of 18, and they have continued to work collaboratively to meet the unique needs of Running Start students. The Student Engagement and Recreation Office has also adjusted protocols and practices to ensure that Running Start students have full access to participate in the programs and services it offers.

1.1.c Maintain headcount of transfer students at 1,125 by 2023.

To increase new transfer student enrollments, Admissions partnered with Records and Registration and the Center for Academic Advising and Retention (CAAR) to offer on-site admissions and registration. Transfer students from Spokane Falls Community College, Spokane Community College and Columbia Basin College met with an academic advisor to receive an admission decision and sign up for classes months in advance of standard timelines. The program then grew to include North Idaho College. In 2019 and 2020, the program took place virtually, expanding to include all transfer students, and encompassed an entire week of activity. With more than 200 students having enrolled in this way, nearly 30% of all EWU transfer students have participated in this new experience. In line with steep community-college enrollment declines during COVID, EWU transfer enrollments declined despite these efforts.

1.1.d Increase headcount of new graduate students from 553 to 700 by 2023.

To serve the region and reach place-bound students, EWU's online graduate programs have been developed with social mobility in mind. Eastern offers fully online accelerated master's programs, many of which can be completed in a year, with tuition charges below the standard graduate rates. Nearly 2,300 students are changing their lives with graduate degrees in business administration, education, professional accounting, public health, music and history. These degree programs include more than fifteen concentrations and certificates, allowing students to focus on exactly the subjects and skills they need to enhance their career opportunities and power Eastern Washington's workforce.

1.2.a Increase the percentage of racial/ethnic minority undergraduate students from 36.3% to 42.0% by 2023.

- In response to student advocacy and need, EWU Student Affairs facilitated listening sessions across campus in spring 2016 to hear from underrepresented students about how a Multicultural Center could support their needs and enhance their experience. Results from these listening sessions along with support from an external consultant informed the establishment of the EWU Multicultural Center (MCC) in fall 2017. After the completion of the Pence Union Building renovation, the MCC moved into a 2,000-square-foot space that boasts a large lounge area, spacious community kitchen and a private prayer/meditation room, among other features. The inaugural director of the MCC, hired in March 2018, has helped shape the MCC's efforts to provide ongoing and critical support to underrepresented students through programs and events, professional development training and culturally responsive services.
- In 2021, the Chicana/o and Africana Studies Programs restructured their spaces and support services for Latinx (Hispanic) and African-American students. The efforts extended to helping students and their families connect with institutional resources such as financial aid, internal and external funding sources, academic mentoring and counseling. In addition, community partnerships were strengthened or established to

support students transitioning into professional work and to offer information about community resources, workshops, volunteer opportunities and more. These efforts were undertaken in response to the increased academic, financial and social needs of Latinx and African-American communities resulting from the disproportionate impact of COVID.

1.2.b Increase percentage of FTIC racial/ethnic minority UG students from 37.0% to 42.5% by 2023.

In fall 2018, EWU established a three-day pre-orientation program called Eagle Familiarize, Affirm and Matter (F.A.M.). There was a need on campus for more individualized support to students of color moving into the residence halls and enrolling in college for the first time. Facilitated by EWU Multicultural Center staff, Eagle F.A.M. is an immersive experience aimed at building community, empowerment and a sense of belonging for FTIC students of color. The program transformed in fall 2021 into a fall quarter program in which students received a \$500 stipend for participating in “family dinners” and check-ins. Twenty-four of the 26 participants (92%) in the fall 2021 program re-enrolled at EWU for winter quarter 2022.

1.2.c Increase percentage of new racial/ethnic minority UG transfer students from 34.5% to 39.5% by 2023.

EWU is deeply connected to [Washington MESA](#) at the K-12 and community-college levels. Washington MESA provides underrepresented and minoritized K-12 and community-college students with learning enrichment opportunities to increase the number of underserved and minoritized students who pursue undergraduate STEM degrees. EWU co-administers the Spokane college prep (K-12) MESA program with WSU. EWU’s dean and associate dean of CSTEM also serve respectively on the statewide MESA board of directors and the board of the Spokane Falls Community College MESA Center. EWU hosts college exploration visits and FAFSA completion events for MESA K-12 students. The collaboration with MESA community college centers has facilitated faculty advising for community college students interested in STEM majors. EWU is currently seeking state funding to expand this collaboration by creating a MESA University Center for former MESA students who are now matriculated at EWU.

1.2.d Increase percentage of new racial/ethnic minority graduate students from 19.3% to 22.5% by 2023.

EWU has increased its online presence to serve place-bound graduate students. Eliminating admission requirements such as the GRE and essay provided opportunities to consider applications from diverse cohorts in the online graduate programs, including students from around the world. In the College of Health Science and Public Health, holistic admissions processes are in place for undergraduate and graduate health-care provider programs. Providence Health and Services and Cambia Health Solutions funded \$60,000 to support the holistic admissions process over three years. In October 2021, faculty representatives from the health science programs met as the

CHSPH Holistic/Equity Admissions Committee with a consultant from the American Association of Collegiate Registrars and Admissions Officers (AACRAO). An AACRAO consultant presented a virtual holistic planning workshop on October 18, 2021, with content including an introduction to equity/holistic admissions and strategies for effectively applying non-cognitive variables in selecting students for admission. Programs spent the spring of 2022 developing admission requirements and updating application protocols to include specific questions designed to assess non-cognitive variables for admission to health science programs. The committee is in the process of scheduling another training session to learn how to use a standardized rubric to score applicants' answers to questions related to non-cognitive attributes and achieve interrater reliability. Additionally, the CHSPH Holistic/Equity Admissions Committee met on September 21, 2022, to discuss ideas to support the students and faculty as we work to achieve our goals of diverse cohorts in the health care professional programs. Of note, the Dental Hygiene program has completed two rounds of holistic admissions, resulting in a diverse cohort of students identifying as 10% males of varying gender in a traditionally female program and 18% Hispanic. All programs are working with Institutional Research to gather data for the 2022-23 admission cycle.

1.2.e Increase percentage of first-generation UG students from 47.2% to 49.8% by 2023.

1.2.f Maintain percentage of first-generation FTIC students greater than 51.0% by 2023.

In fall 2020, EWU received a College Assistance Migrant Program (CAMP) grant through the U.S. Department of Education. The five-year grant will serve a minimum of 190 (38 per year) first-generation freshman students. The CAMP grant is meant to serve first-generation students from migrant and seasonal farm working families, who make up the backbone of the food system in the state of Washington. EWU CAMP students receive mentorship, specialized retention advising, career and internship guidance, quarterly stipends and access to leadership opportunities. The EWU CAMP program continues to meet its yearly goals of 88% first-year completion and 90% retention.

1.2.g Increase percentage of UG lower-income UG students (Pell grant recipients) from 41.3% to 43.5% by 2023.

In recognition of EWU's mission and the goals of the strategic plan, Admissions worked to expand fee waivers to as many students as possible. This initiative included increased publication of waiver options, digitization of waiver forms, embedding the waiver form in the admissions application and proactively waiving application fees for eligible students. In fiscal year 2021, Admissions waived \$93,660, which is equivalent to 1,561 application fees; for fiscal year 2022, Admissions waived \$120,120, or the equivalent of 2,002 application fees, a significant increase over previous years. EWU continues to expand waiver options through the newly implemented common application. As noted below, EWU enrolled a record number of Pell-eligible students in 2019, and EWU's percentage of Pell-eligible students increased to 41.2% before impacts of COVID affected core student populations.

- 1.2.h** Increase percentage of FTIC lower-income UG students (Pell grant recipients) from 42.9% to 44.8% by 2023.

Working with a goal to increase the percentage of FTIC students from low-income families, EWU Admissions launched two core initiatives. One focused on increased collaboration with College Success Foundation (CSF), a national organization with a strong regional presence that coaches and supports students from low socioeconomic backgrounds to prepare for and graduate from college. In 2018, EWU executed a memorandum of understanding and data sharing agreement with CSF; as a result, a CSF staff member was positioned on EWU's campus to better support recruitment, advising and retention initiatives for CSF students. By 2022, the CSF student population on EWU's campus had increased to 236 students. EWU coupled this effort with data sharing agreements with the Washington State Achievement Council, which provides College Bound Scholarships to Washington students whose income is less than 65% of the state's median family income. Through these efforts, EWU enrolled a record number of Pell Eligible students in 2019 and EWU's percentage of Pell-eligible students increased to 41.2%. In line with national trends, the percentage of Pell-eligible students enrolled at EWU fell sharply in 2020 and 2021 during the pandemic.

Core Theme 2: Learning

EWU strives to equip students with the skills and knowledge needed for them to be informed citizens of the world and successful in their chosen careers.

- 2.1.a** At least 85% of programs will submit an annual assessment report on student learning (i.e., their program learning outcomes) by 2023.
- 2.1.b** At least 75% of programs have met their program learning outcome targets by 2023.

In January 2021, EWU implemented enterprise-level assessment software, Nuventive's Improve platform, to simplify, centralize and standardize the work and reporting related to assessing academic program learning outcomes. Before then, programs did engage in assessment regularly and reports were collected. But having all assessment activity in a single software tool has greatly enhanced EWU's ability to organize and analyze this data, including the potential for improved longitudinal analysis. The infrastructure of assessment is still under construction in some areas and the following information is based only on what is currently visible in the Nuventive platform for active programs. All programs must and do specify program learning outcomes. Most have around four or five, but some have as many as 10 or 12. Across all EWU academic programs, 997 program learning outcomes have been identified. Of those, 32.4% have methods for assessing the outcome identified in Nuventive. After the assessment work over the past year, 15.7% of all learning outcomes have results visible in the software. Of the outcomes with results, 88.8% show that performance targets for the outcome were met.

- 2.1.c** At least 75% of general education student learning outcomes have met their target by 2023.

Details about this goal may be found in Standard 1.C.6.

- 2.2.a** At least 26% of undergraduate students will participate in a student club or organization by 2023.

In an effort to increase student engagement on campus, Student Affairs implemented a marketing campaign called Pick 1. During orientation, welcome week and early fall quarter, Student Affairs encourages students to *Find Your Community* and get involved with research, an internship, a campus job, clubs and organizations, sorority and fraternity life, Associated Students of EWU, intramurals and other academic and co-curricular activities and groups.

- 2.2.b** At least 80% of co-curricular student learning outcomes have met their target by 2023.

Through the [Equity Action Plan](#), in support of the university's strategic plan and its commitment to inclusiveness, Student Affairs seeks to create a culture of humility that strengthens the recruitment and retention of students and staff from marginalized and underrepresented groups; proactively educates and empowers employees on antiracism, social justice, equity and inclusion; and fosters an inclusive campus environment where all students feel like they belong and can soar.

Core Theme 3: Completion

EWU strives to support our students to earn undergraduate and graduate degrees.

Note: KPIs 3.1.c. and 3.2.c. (below) have been removed from the list of meaningful goals and indicators as they relate to mission fulfillment at EWU. Graduation rates of graduate students have remained steady with marginal fluctuations over the past ten years.

- 3.1.c** *Increase six-year graduation rates of graduate students from 82.0% to 83.0% by 2023.*

- 3.2.c** *Increase six-year graduation rates of racial/ethnic minority transfer students from 80.4% to 83.0% by 2023.*

- 3.1.a** Increase six-year graduation rates of FTIC students from 52.2% to 54% by 2023.

Eastern Washington University received a U.S. Department of Education Strengthening Institutions Program (SIP) Title III grant in October 2020, totaling \$1.5M over five years. This grant aims to provide proactive, holistic, wraparound services to every student in response to individual need by implementing a coordinated care network called the Student Success Collaborative (SSC). Based on the medical model of coordinated care, this project has many components, including but not limited to an early warning system, student-level academic planning technology, a student-facing

mobile application, a financial wellness peer mentorship program and a comprehensive faculty advisor support-and-development program. The implementation of this project focuses on the FTIC class of students and continues with them as they progress. Overseen by the SSC Advisory Council, which engages in deep collaboration and shared documentation, EWU's Title III project will continue to implement, assess, iterate and improve throughout the full grant cycle and beyond.

3.1.b Increase six-year graduation rates of transfer students from 69.8% to 72% by 2023.

EWU continues to partner with Washington community and technical colleges to develop articulation agreements that aim to maximize the number of transfer credits awarded and help transfer students earn a degree in a timely manner. EWU's twelve current agreements span nine specific degree programs and at least six different community colleges. This past year, EWU updated and renewed agreements with Spokane Falls Community College and Big Bend Community College to facilitate the completion of the BAE in early childhood education, leading to P-3 certification. In addition, Eastern developed two new articulation agreements to facilitate transfer from the Community Colleges of Spokane into the BM/BME in music and the BS/BA in geosciences and another agreement with Clark College for students transferring into EWU's BA program in creative writing. EWU faculty have partnered with community college faculty to develop curriculum plans that provide details on how courses will transfer and to recommend courses that can be taken before transfer to reduce time to degree post-transfer. Each agreement is structured so that transfer students can earn a degree within two years of transfer.

3.2.a Increase six-year graduation rates of racial/ethnic minority FTIC students from 40.6% to 50.0% by 2023.

The College of Arts, Humanities and Social Sciences offered to fund student organizations whose activities include incorporating world music and related performance of cultural expression. This initiative supported the artistic work of five student organizations: the Native American Student Association (NASA), the Mariachi Las Aguilas, Ballet Folklorico de Aztlan, Native Hawaiian and Pacific Islander Club (NHPI) and the Black Student Union (BSU). In addition, the funding served to pay for supplies, costumes, musical instruments, community instructors and community events that included a powwow, a luau, a Black excellence ball, a multicultural festival and various community performances. Through this effort, CAHSS supported and honored the traditional culture of underrepresented students and their communities.

3.2.b Increase six-year graduation rates of racial/ethnic minority transfer students from 69.1% to 72% by 2023.

Similar to the demand for the Eagle Familiarize, Affirm and Matter (F.A.M.) initiative offered to FTIC students, students indicated support for a program directed specifically toward transfer students. In response, EWU has planned a welcome reception for transfer students of color. The reception is intended to gauge the feasibility of a

continuing program or expansion of the Eagle F.A.M. program to include transfer students.

3.2.d Increase six-year grad rates of first-generation FTIC students from 47.7% to 54% by 2023.

Recognizing the importance of the student experience to student success and outcomes, the College of Professional Programs identified as one of its key emphases the development of the Eagle Experience, where students are challenged to grow intellectually, socially and professionally while being fully supported by faculty and staff; where they are connected to their future professions, to faculty and their peers and recognized for their academic and professional accomplishments; and where students will enjoy their time at Eastern, working hard, playing hard and having fun at it. In fall 2022, the college established a Student Welcome Center, led by the college student engagement administrator and supported by student ambassadors, to be the one-stop shop for students to be connected to resources, or just to connect with the college and with each other. CPP is also organizing a series of professional, recreational and social events to support students and strengthen their sense of affinity and identity with EWU. In addition, CPP has established Canvas portals for students to connect with college staff and with each other. As part of the Eagle Experience, each student will also have at least two contacts with their faculty advisors each quarter. As a result, CPP is anticipating a 5% increase in retention and graduation rates for students in its majors.

3.2.e Increase six-year grad rates of low-income FTIC students from 47.7% to 54% by 2023.

EWU was awarded a federally funded TRIO Ronald E. McNair Post-Baccalaureate Achievement Program grant in 2022 totaling \$1,499,905. The program selects motivated and talented juniors and seniors who are first-generation and low-income college students and/or from groups underrepresented at the doctoral level to develop their academic research skills and provide them with effective strategies for getting into and graduating from Ph.D. programs.

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.

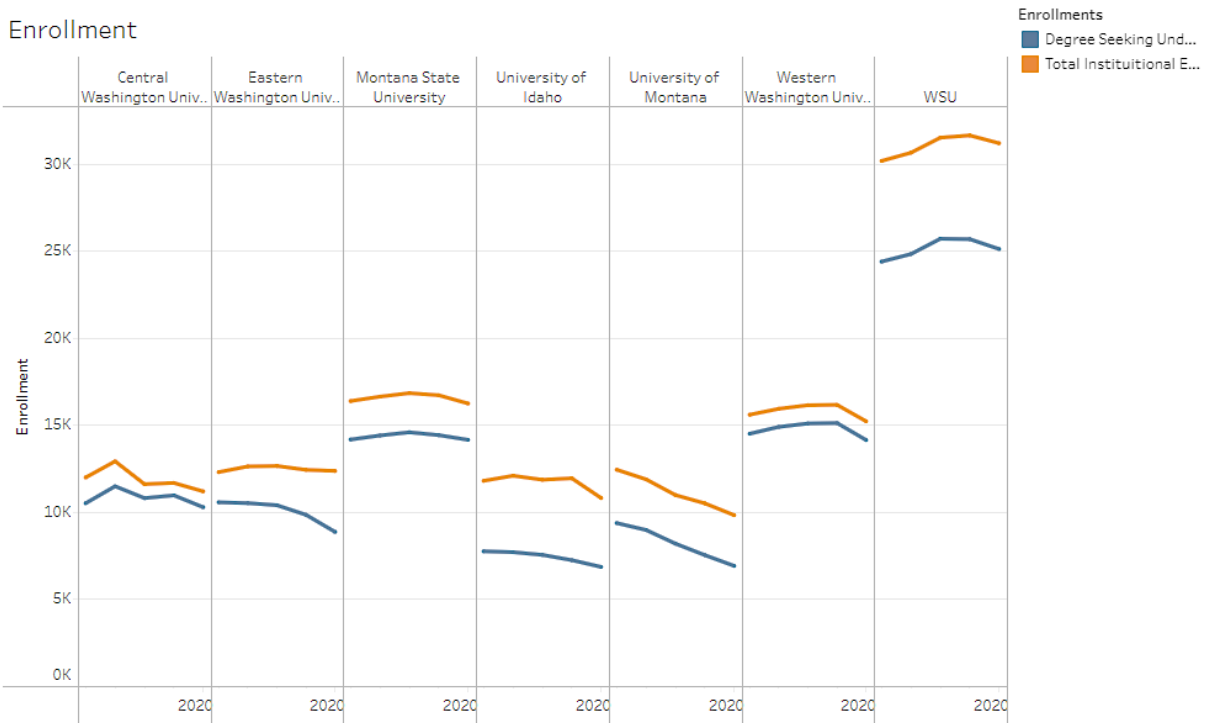
In fall 2020, Interim President David May outlined how the university would move forward as it navigated the COVID-19 pandemic. Within the general framework of the high-level strategic plan goals, he highlighted four key initiatives that would focus the university's strategic direction:

- 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.

Evaluating consistent metrics across regional and national peer institutions is valuable for understanding EWU's success and position in the higher education landscape. To accomplish this comparison, Eastern uses a set of metrics collected from IPEDS. A more detailed description of this resource can be found in response to Standard 1.D.4, and specific comparisons can be found on the EWU Institutional Research [peer comparison webpage](#). An image of this page is included below for ease of reference.

Enrollment



Enrollment Crosstab

Enrollments	Institutions	2016	2017	2018	2019	2020
Total Institutional	University of Idaho	7,735	7,685	7,528	7,227	6,833
	University of Montana	9,356	8,958	8,173	7,515	6,891
	Western	14,483	14,876	15,071	15,098	14,121
	WSU	24,362	24,797	25,675	25,653	25,081
Degree Seeking Undergraduate	Central	11,971	12,901	11,590	11,658	11,171
	Eastern	12,279	12,607	12,633	12,410	12,341

Question 2: The committee is also in need of additional data for Standard 1.D. Please provide the following:

- Disaggregated retention, persistence, graduation and career success data. To the extent this information would elucidate other equity outcomes, duplicate reports are not needed, but may be included;
- Disaggregated applicant and admission data.

Presented below are the data pertaining to standard 1.D. There are some contextual summaries and some links to publicly available dashboards, but this supplemental report is intended to be the data accompanying the narrative written in the main Standard One report.

Please note: screenshots of reports may be low-quality and more easily viewable via the link to the report.

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.

<u>Applicants*</u>						
Incoming Students (FTIC + Transfer)		2018	2019	2020	2021	2022
	Under-represented Minority	5,464	5,243	5,430	3,758	3,856
	First-Generation	5,155	5,315	5,605	3,620	3,425
	Pell-Eligible	4,143	3,648	3,393	2,165	2,096
	Female	6,909	6,467	6,676	4,729	4,476
*Applicants include the total number of applications submitted, applications completed are less						

<u>Admits</u>						
Incoming Students (FTIC + Transfer)		2018	2019	2020	2021	2022
	Under-represented Minority	3,055	2,926	3,022	2,687	2,899
	First-Generation	3,464	3,712	4,025	2,641	2,631
	Pell-Eligible	NA	NA	NA	1,960	1,913
	Female	4,464	4,133	4,072	3,597	3,559

Admit Rate*						
Incoming Students (FTIC + Transfer)		2018	2019	2020	2021	2022
	Under-represented Minority	55.9%	55.8%	55.7%	71.5%	75.2%
	First-Generation	67.2%	69.8%	71.8%	73.0%	76.8%
	Pell-Eligible	NA	NA	NA	90.5%	91.3%
	Female	64.6%	63.9%	61.0%	76.1%	79.5%

*Admit rate accounts for incomplete applications

Undergraduate Enrollment						
Total Undergraduate Enrollment		2017	2018	2019	2020	2021
	Under-represented Minority	35.9%	36.4%	37.0%	37.6%	36.3%
	First-Generation	46.3%	44.9%	43.7%	45.4%	44.9%
	Pell-Recipients	40.6%	39.9%	39.4%	36.7%	37.4%
	Female	53.1%	53.7%	54.8%	56.4%	58.1%

Undergraduate + Graduate Enrollment						
Total Enrollment (UG + Grad)		2017	2018	2019	2020	2021
	White	63.0%	61.8%	60.7%	58.8%	59.8%
	Under-represented Minority	44.5%	45.4%	46.2%	49.0%	47.1%
	Non-Resident Alien	5.0%	3.9%	2.9%	2.2%	1.0%
	Unknown	2.5%	3.3%	4.0%	5.6%	5.9%
	Female	54.8%	55.5%	57.1%	58.9%	60.6%

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).

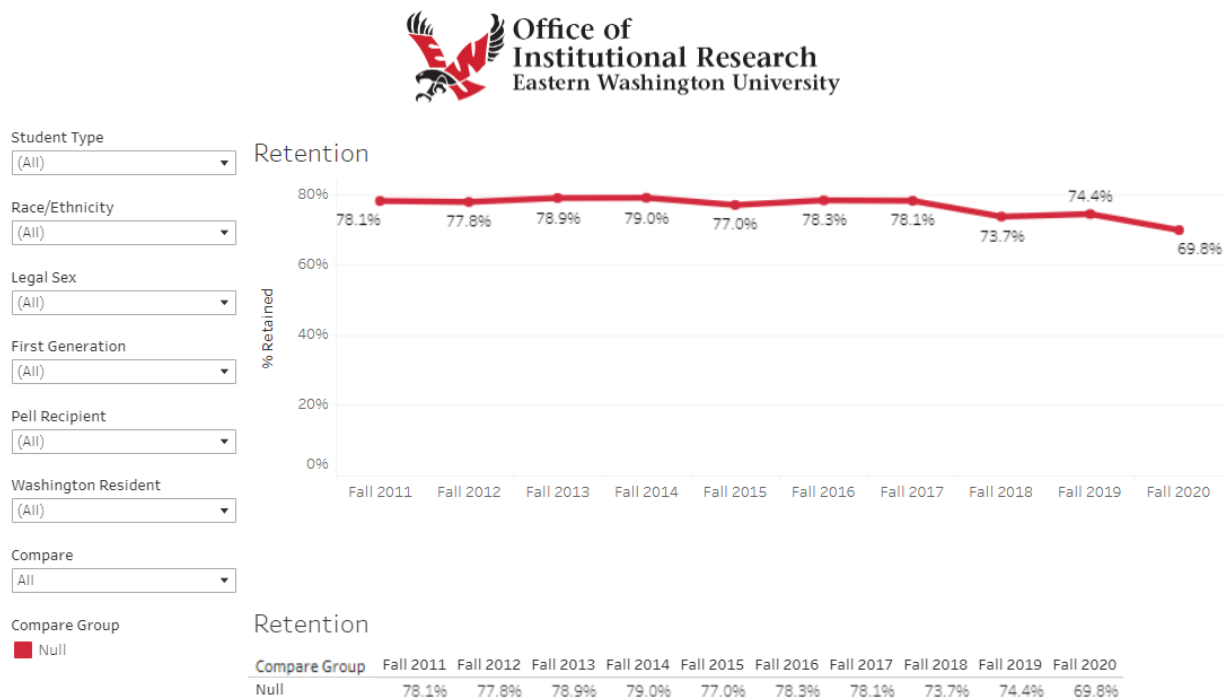
1.D.3 The institution’s disaggregated indicators of student achievement should be widely published and available on the institution’s website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions

at the regional and national levels and be used for continuous improvement to inform planning, decision-making, and allocation of resources.

EWU maintains public dashboards located on the Institutional Research website that detail retention and graduation disaggregated by race, ethnicity, age, gender, socioeconomic status and first-generation status. The dashboard is dynamic and allows for multiple comparisons to be made across sub-populations. Below are example screenshots of each report as they relate to a selected sub-population of students. To explore further, please follow the [link to the public dashboard](#).

Retention

Retention of All New Students



Retention of All New FTIC Students



Student Type

Race/Ethnicity

Legal Sex

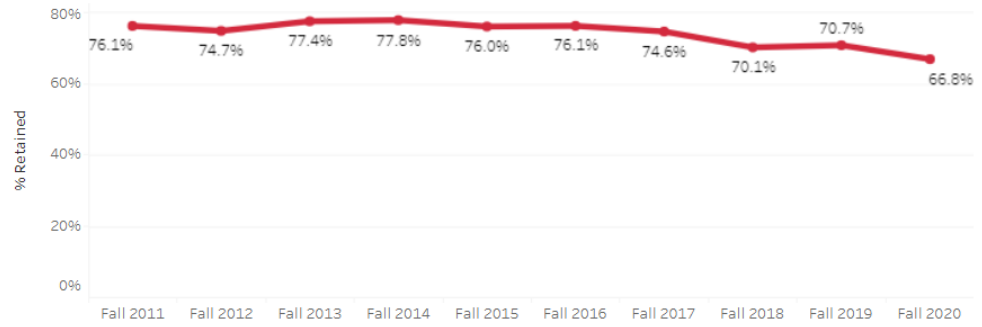
First Generation

Pell Recipient

Washington Resident

Compare

Retention



Retention

Compare Group	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Null	76.1%	74.7%	77.4%	77.8%	76.0%	76.1%	74.6%	70.1%	70.7%	66.8%

Retention of All New FTIC Students Compared by Race/Ethnicity



Student Type

Race/Ethnicity

Legal Sex

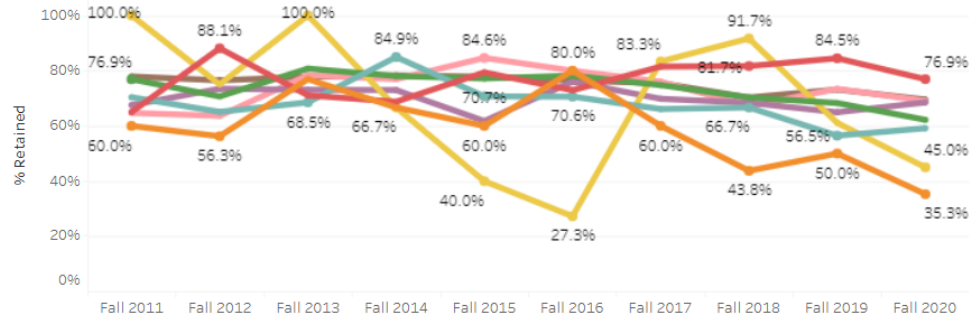
First Generation

Pell Recipient

Washington Resident

Compare

Retention



Retention

Compare Group	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
American Indian or Alaska ...	60.0%	56.3%	76.9%	66.7%	60.0%	80.0%	60.0%	43.8%	50.0%	35.3%
Asian	65.0%	88.1%	71.1%	68.8%	79.4%	72.9%	81.5%	81.7%	84.5%	76.9%
Black or African American	70.4%	65.1%	68.5%	84.9%	70.7%	70.6%	66.1%	66.7%	56.5%	59.2%
Hispanic/Latino	76.9%	70.7%	80.8%	78.0%	77.2%	78.2%	74.8%	70.3%	68.3%	62.2%
Native Hawaiia..	100.0%	75.0%	100.0%	66.7%	40.0%	27.3%	83.3%	91.7%	61.1%	45.0%
Two or more rac..	67.5%	73.5%	73.1%	73.0%	61.8%	76.0%	69.8%	68.4%	64.9%	68.5%
Unknown	64.7%	63.6%	78.4%	76.9%	84.6%	80.0%	76.0%	67.1%	73.4%	69.0%
White	77.9%	76.5%	77.8%	78.3%	77.8%	76.4%	75.5%	70.3%	73.2%	69.5%

Retention of All New FTIC Students by First Generation Status



Student Type

Race/Ethnicity

Legal Sex

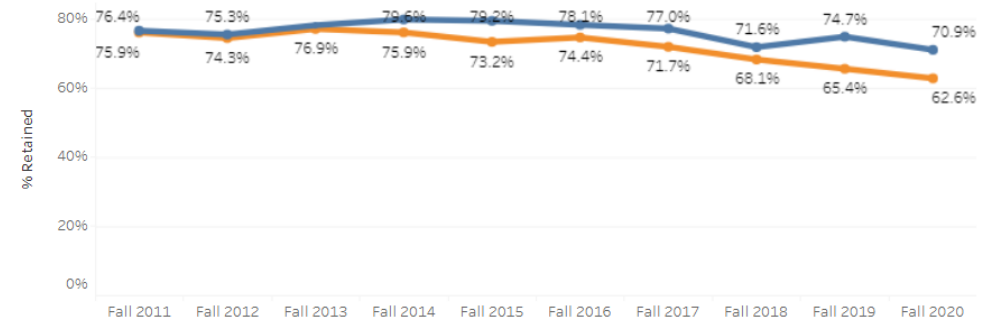
First Generation

Pell Recipient

Washington Resident

Compare

Retention



Compare Group
 No
 Yes

Retention

Compare Group	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
No	76.4%	75.3%	78.0%	79.6%	79.2%	78.1%	77.0%	71.6%	74.7%	70.9%
Yes	75.9%	74.3%	76.9%	75.9%	73.2%	74.4%	71.7%	68.1%	65.4%	62.6%

Retention of All New FTIC Students by Socioeconomic Status



Student Type

Race/Ethnicity

Legal Sex

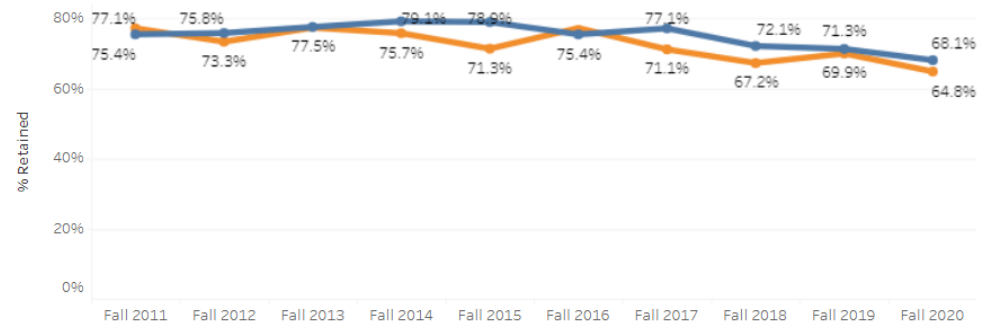
First Generation

Pell Recipient

Washington Resident

Compare

Retention



Compare Group
 N
 Y

Retention

Compare Group	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
N	77.1%	75.8%	77.5%	79.1%	78.9%	75.4%	77.1%	72.1%	71.3%	68.1%
Y	75.4%	73.3%	77.3%	75.7%	71.3%	77.2%	71.1%	67.2%	69.9%	64.8%

Retention of All New FTIC Students by Gender



Student Type

Race/Ethnicity

Legal Sex

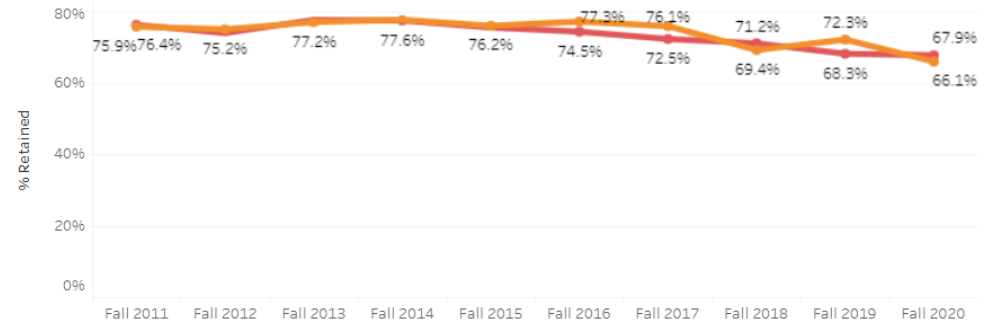
First Generation

Pell Recipient

Washington Resident

Compare

Retention



Compare Group
 Female
 Male

Retention

Compare Group	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Female	75.9%	75.2%	77.2%	77.8%	76.2%	77.3%	76.1%	69.4%	72.3%	66.1%
Male	76.4%	74.1%	77.8%	77.6%	75.7%	74.5%	72.5%	71.2%	68.3%	67.9%

Retention of All New FTIC Students by Age



Student Type

Race/Ethnicity

Legal Sex

First Generation

Pell Recipient

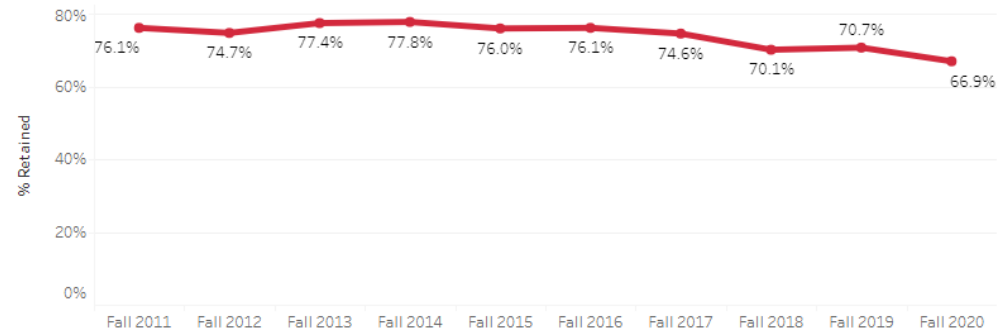
Washington Resident

Age Group

Compare

Compare Group
 Null

Retention



Retention

Compare Group	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2022
Null	76.1%	74.7%	77.4%	77.8%	76.0%	76.1%	74.6%	70.1%	70.7%	66.9%	0.0%

Graduation

Four- and Six-Year Graduation Rates of All Students



Graduation Interval
4 and 6 Year

Student Type
(All)

Race/Ethnicity
(All)

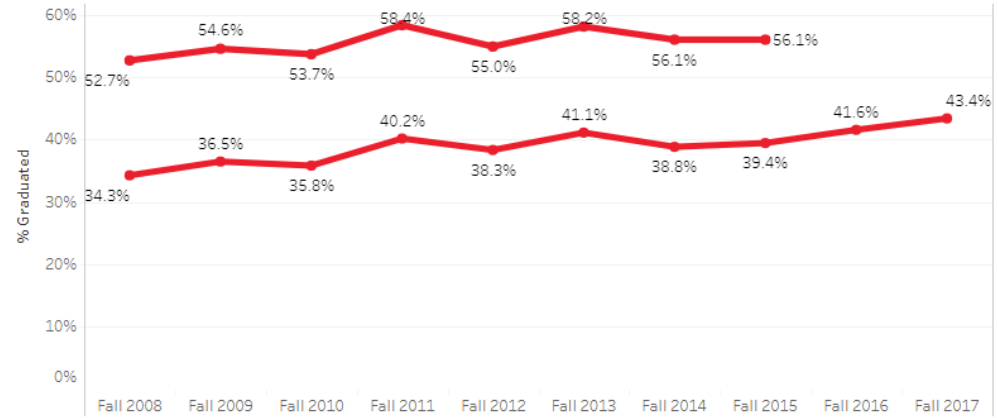
Legal Sex
(All)

First Generation
(All)

Pell recipient
(All)

Washington Resident
(All)

Graduation



Compare
All

Compare Group
Null

4 Year Graduation Rate

Compare Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Null	19.8%	20.5%	21.2%	25.2%	24.0%	27.0%	25.7%	26.5%	28.5%	29.5%

6 Year Graduation Rate

Compare Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Null	45.0%	45.9%	46.4%	52.2%	47.5%	53.3%	51.0%	49.7%		

Four- and Six-Year Graduation Rates of All New FTICs



Graduation Interval
4 and 6 Year

Student Type
FTIC

Race/Ethnicity
(All)

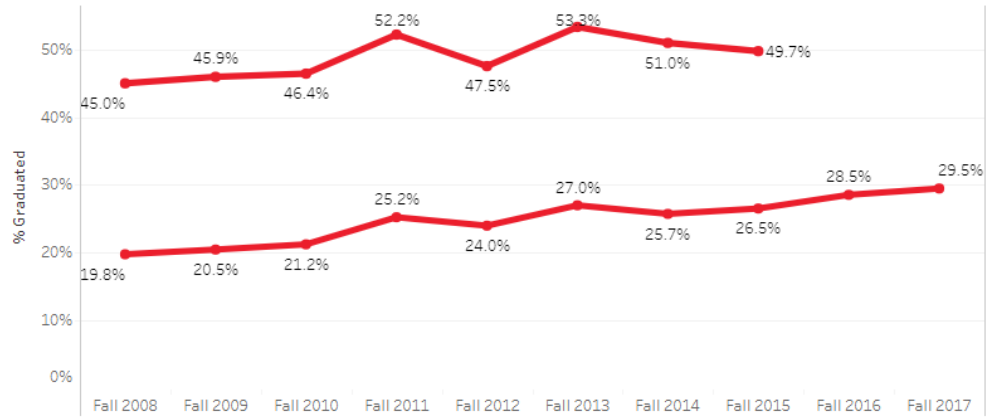
Legal Sex
(All)

First Generation
(All)

Pell recipient
(All)

Washington Resident
(All)

Graduation



Compare
All

Compare Group
Null

4 Year Graduation Rate

Compare Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Null	19.8%	20.5%	21.2%	25.2%	24.0%	27.0%	25.7%	26.5%	28.5%	29.5%

6 Year Graduation Rate

Compare Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Null	45.0%	45.9%	46.4%	52.2%	47.5%	53.3%	51.0%	49.7%		

Six-Year Graduation Rates of FTIC Students by Race/Ethnicity



Graduation Interval
6 Year

Student Type
FTIC

Race/Ethnicity
(All)

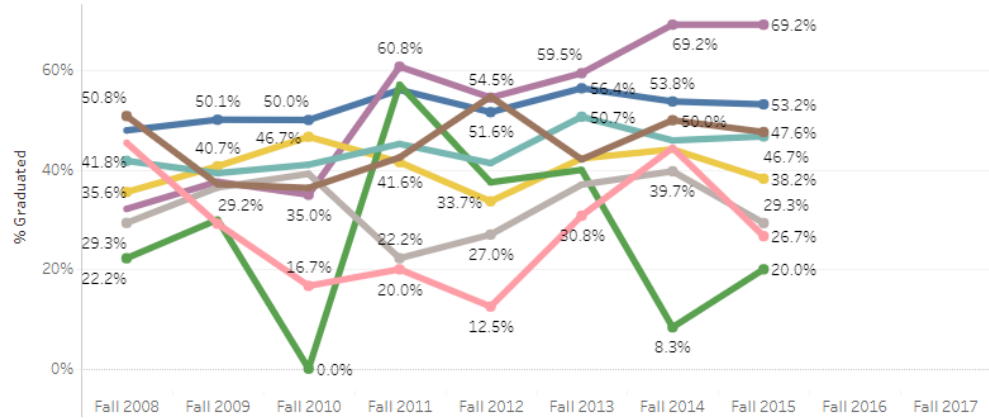
Legal Sex
(All)

First Generation
(All)

Pell recipient
(All)

Washington Resident
(All)

Graduation



Compare
Race/Ethnicity

Compare Group

- American Indian or Alaska ...
- Asian
- Black or African American
- Hispanic/Latino
- Native Hawaiian or Other ...
- Two or more races
- Unknown
- White

4 Year Graduation Rate

Compare Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
American Indian..										
Asian										
Black or Africa..										
Hispanic/Latino										

6 Year Graduation Rate

Compare Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
American India..	45.5%	29.2%	16.7%	20.0%	12.5%	30.8%	44.4%	26.7%		
Asian	50.8%	37.1%	36.4%	42.5%	54.8%	42.1%	50.0%	47.6%		
Black or Africa..	29.3%	36.5%	39.2%	22.2%	27.0%	37.0%	39.7%	29.3%		
Hispanic/Latino	41.8%	39.3%	41.1%	45.2%	41.4%	50.7%	45.9%	46.7%		

Six-Year Graduation Rates of FTIC Students by First Generation Status



Graduation Interval
6 Year

Student Type
FTIC

Race/Ethnicity
(All)

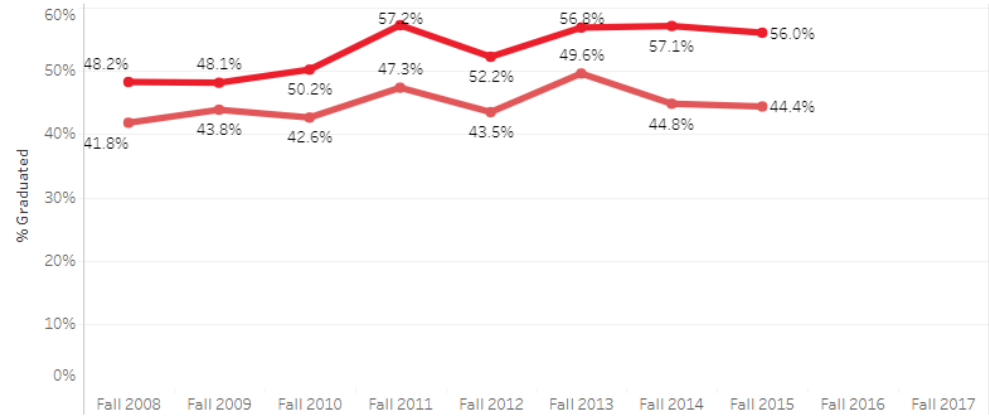
Legal Sex
(All)

First Generation
(All)

Pell recipient
(All)

Washington Resident
(All)

Graduation



Compare
First Generation

Compare Group
 No
 Yes

4 Year Graduation Rate

Compare Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
No										
Yes										

6 Year Graduation Rate

Compare Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
No	48.2%	48.1%	50.2%	57.2%	52.2%	56.8%	57.1%	56.0%		
Yes	41.8%	43.8%	42.6%	47.3%	43.5%	49.6%	44.8%	44.4%		

Six-Year Graduation Rates of FTIC Students by Socioeconomic Status



Graduation Interval
6 Year

Student Type
FTIC

Race/Ethnicity
(All)

Legal Sex
(All)

First Generation
(All)

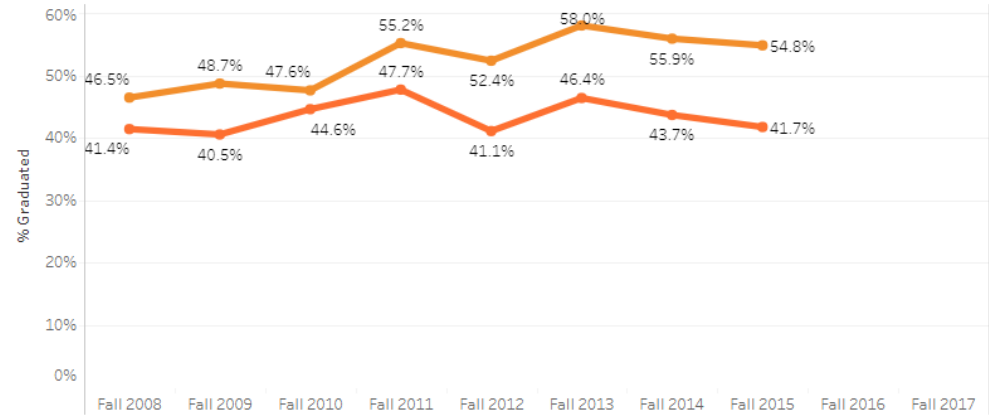
Pell recipient
(All)

Washington Resident
(All)

Compare
Pell Recipient

Compare Group
■ N
■ Y

Graduation



4 Year Graduation Rate

Compare Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
N										
Y										

6 Year Graduation Rate

Compare Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
N	46.5%	48.7%	47.6%	55.2%	52.4%	58.0%	55.9%	54.8%		
Y	41.4%	40.5%	44.6%	47.7%	41.1%	46.4%	43.7%	41.7%		

Six-Year Graduation Rates of FTIC Students by Gender Status



Graduation Interval
6 Year

Student Type
FTIC

Race/Ethnicity
(All)

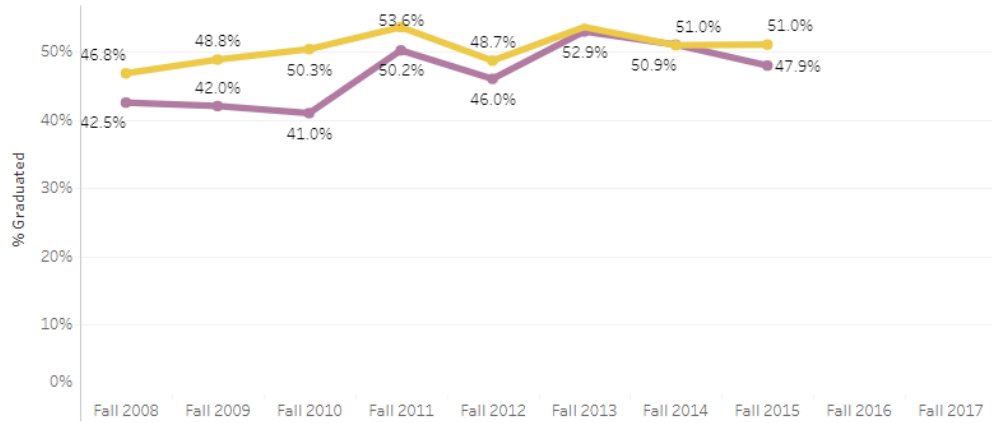
Legal Sex
(All)

First Generation
(All)

Pell recipient
(All)

Washington Resident
(All)

Graduation



Compare
Legal Sex

4 Year Graduation Rate

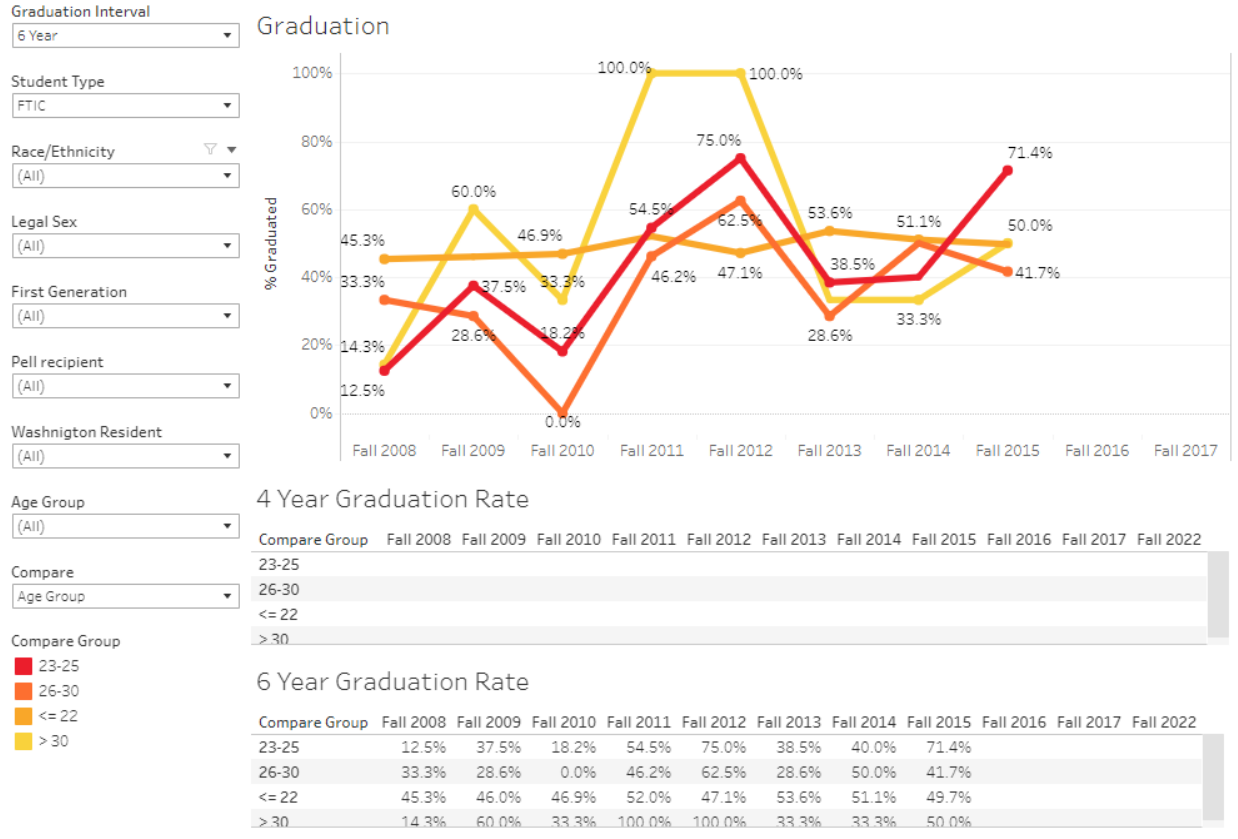
Compare Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female										
Male										

Compare Group
 Female
 Male

6 Year Graduation Rate

Compare Group	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Female	46.8%	48.8%	50.3%	53.6%	48.7%	53.6%	50.9%	51.0%		
Male	42.5%	42.0%	41.0%	50.2%	46.0%	52.9%	51.0%	47.9%		

Six-Year Graduation Rates of FTIC Students by Age Group

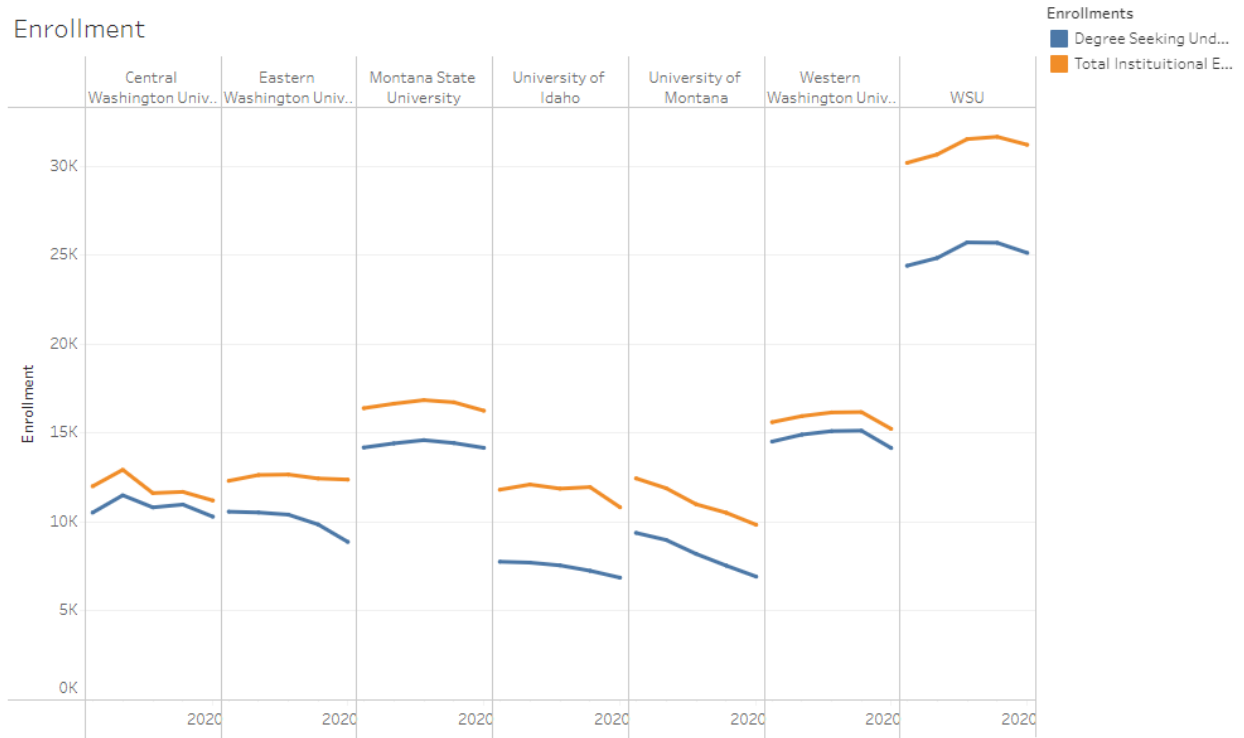


Comparison to Peer Institutions

Benchmarking institutional indicators against regional and national peer institutions is an important tool to understand EWU’s position within the wider higher education landscape. EWU has compiled a suite of reports to benchmark these metrics. The Office of Institutional Research has developed a dashboard available on its website and open to the public. This dashboard is updated annually as new IPEDS data are released. Below are example screenshots of the reports for selected sub-populations of students. To explore further, please follow the [link to the public dashboard](#).

Enrollment

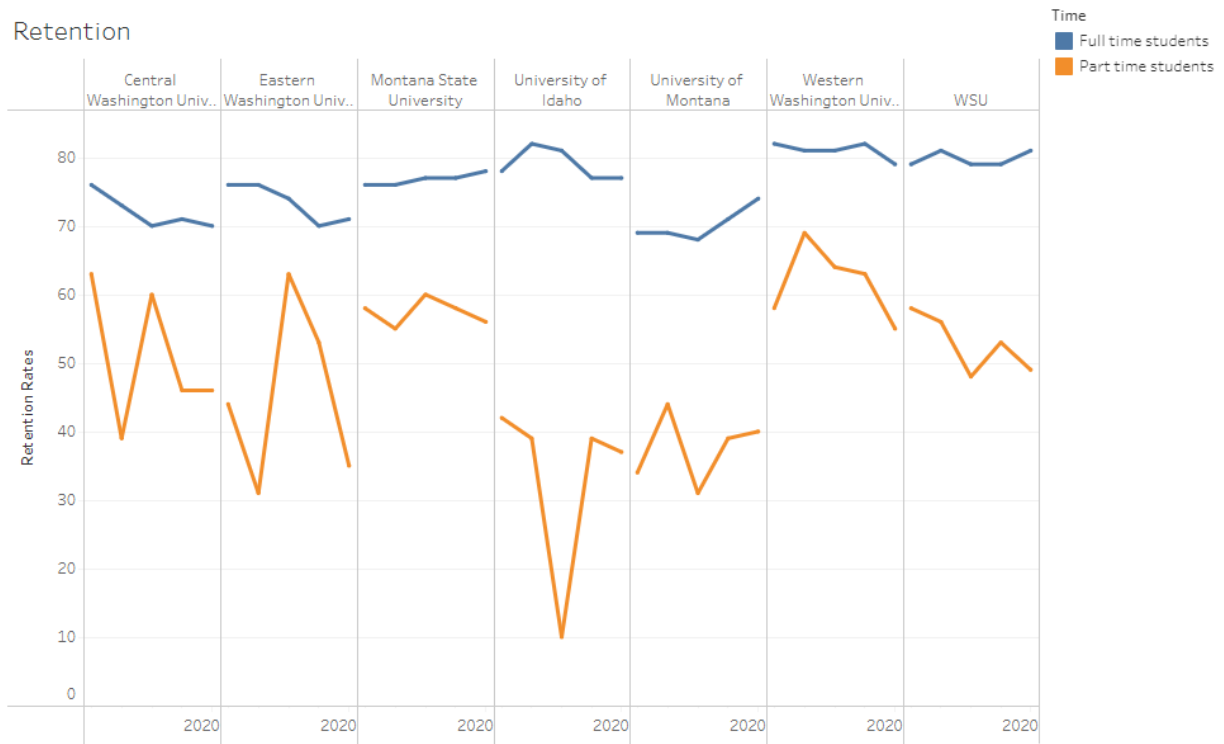
Enrollment



Enrollment Crosstab

Enrollments	Institutions	2016	2017	2018	2019	2020
Degree Seeking Undergraduate Enrollment	Central	10,492	11,468	10,787	10,946	10,260
	Eastern	10,546	10,500	10,379	9,829	8,840
	Montana	14,149	14,383	14,566	14,402	14,130
	University of Idaho	7,735	7,685	7,528	7,227	6,830
	University of Montana	9,356	8,958	8,173	7,515	6,890
	Western	14,483	14,876	15,071	15,098	14,120

Retention

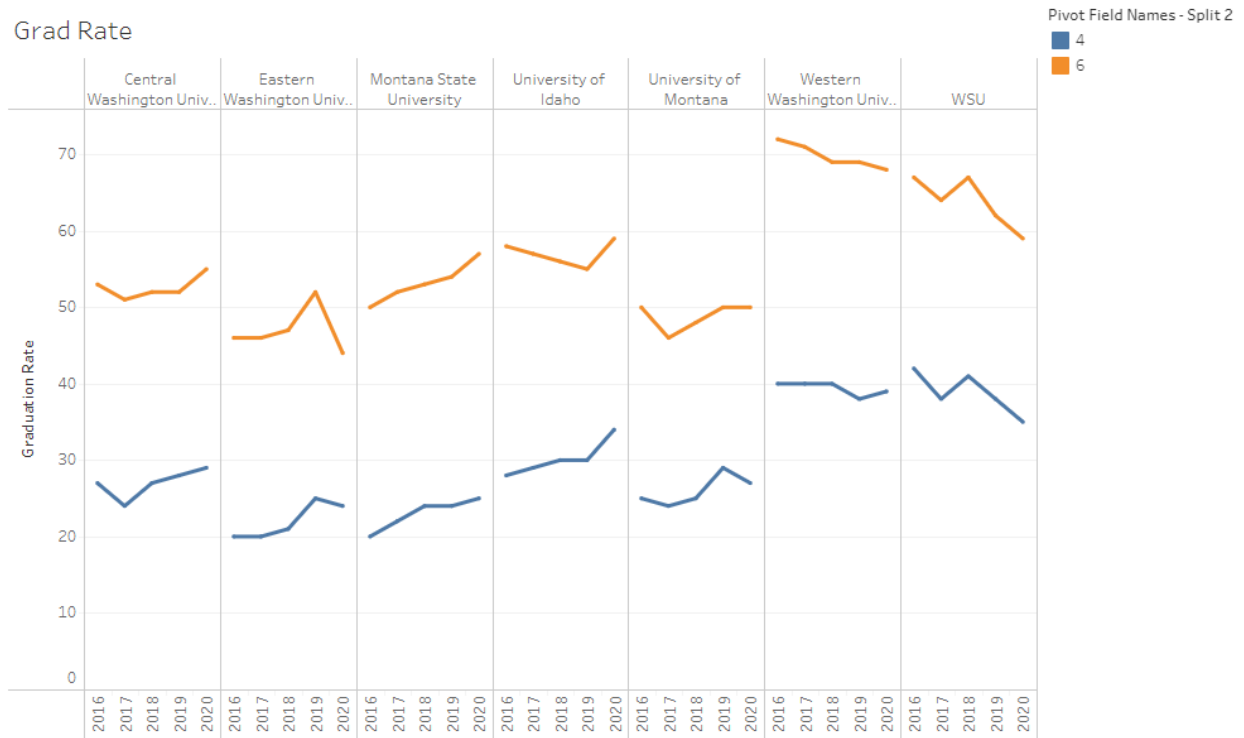


Retention Crosstab

Time	Institutions	2016	2017	2018	2019	2020
Full time students	Central	76	73	70	71	70
	Eastern	76	76	74	70	71
	Montana	76	76	77	77	78
	University of Id..	78	82	81	77	77
	University of M..	69	69	68	71	74
	Western	82	81	81	82	79
	WSU	58	56	48	53	49

Graduation

Grad Rate

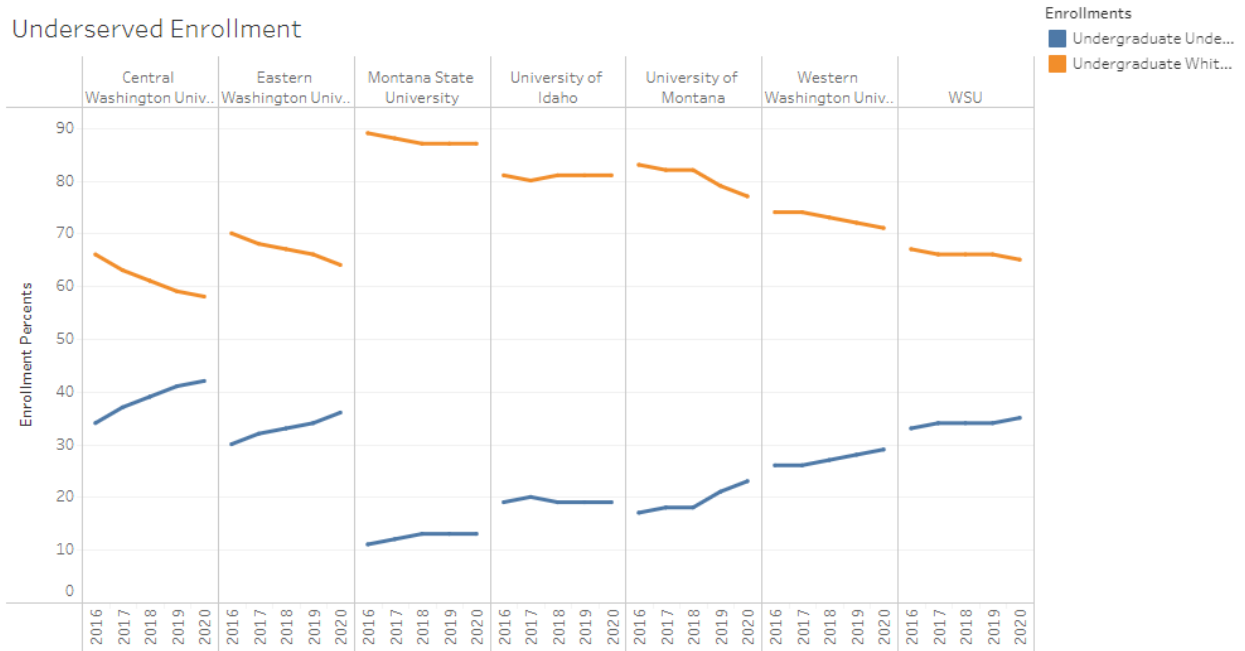


Grad Rate Crosstab

Institutions	Graduation Rate	2016	2017	2018	2019	2020
Central Washington..	Central 4 year	27	24	27	28	29
	Central 6 year	53	51	52	52	55
Eastern Washington..	Eastern 4 year	20	20	21	25	24
	Eastern 6 year	46	46	47	52	44
Montana State Unive..	Montana 4 year	20	22	24	24	25
	Montana 6 year	50	52	53	54	57

Underserved Student Enrollment

Underserved Enrollment

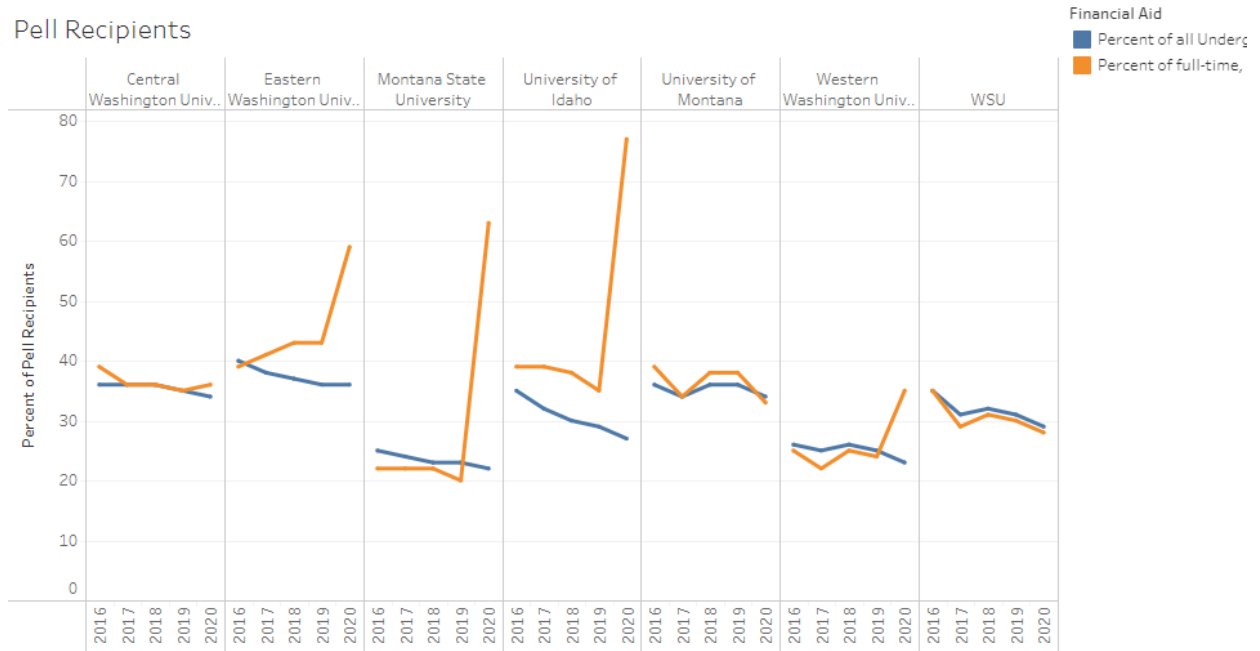


Underserved Enrollment Crosstab

Enrollments	Institutions	2016	2017	2018	2019	2020
Undergraduate Underserved Populations Enrollment-Percent	Central Washington Univ..	34	37	39	41	42
	Eastern Washington Univ..	30	32	33	34	36
	Montana State University	11	12	13	13	13
	University of Idaho	19	20	19	19	19
	University of Montana	17	18	18	21	23
	Western Washington Uni..	26	26	27	28	28
	WSU	33	34	34	34	35
Undergraduate White Population	Central Washington Univ..	66	63	61	59	58
	Eastern Washington Univ..	70	68	67	66	65

Pell Recipients

Pell Recipients

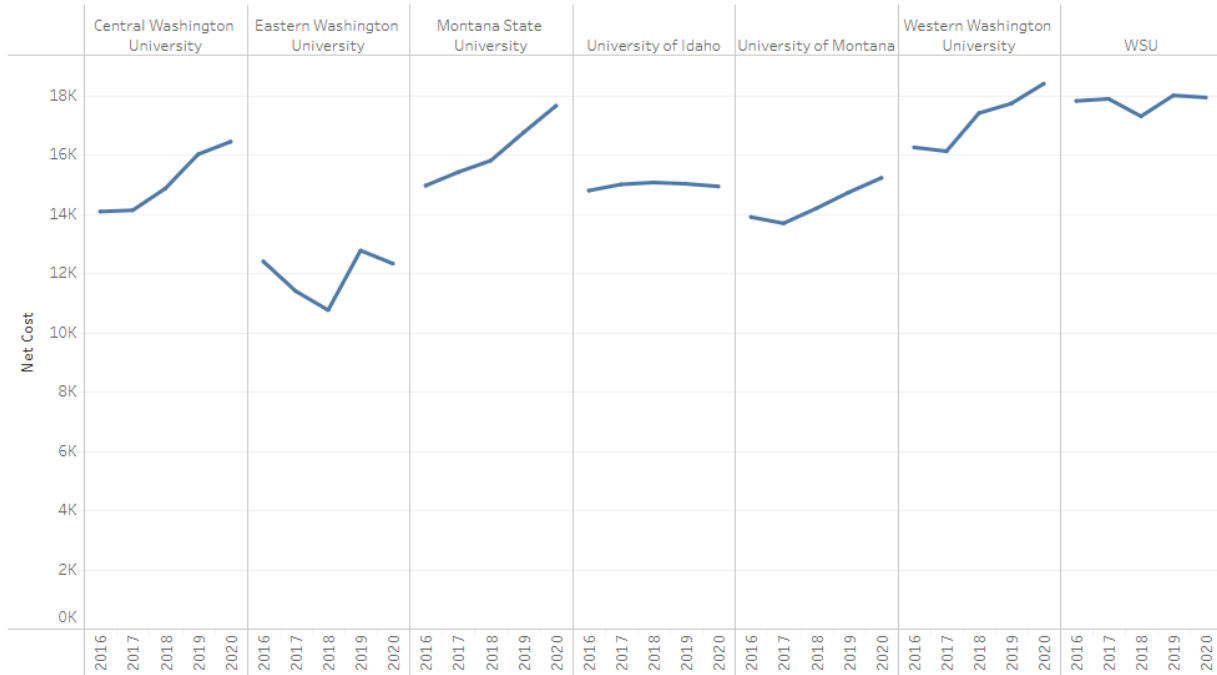


Pell Recipients Crosstab

Financial Aid	Institutions	2016	2017	2018	2019	2020
Percent of all Undergraduate	Central Washington Univ..	36	36	36	35	34
	Eastern Washington Univ..	40	38	37	36	36
	Montana State University	25	24	23	23	22
	University of Idaho	35	32	30	29	27
	University of Montana	36	34	36	36	34
	Western Washington Univ..	26	25	26	25	23
	WSU	35	31	32	31	29
Percent of full-time, first-time degree-seeking	Central Washington Univ..	39	36	36	35	36
	Eastern Washington Univ..	39	41	43	43	59
	Montana State University	22	22	22	20	63

Net Price

Net Price

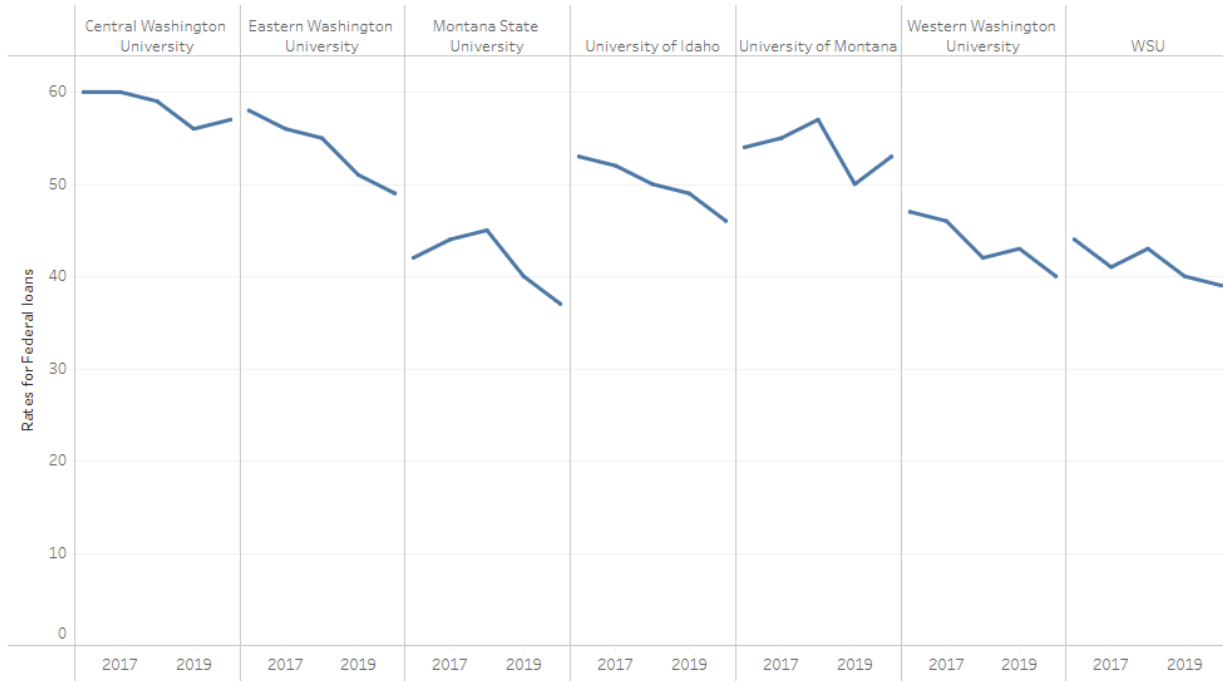


Net Price Crosstab

Institutions	2016	2017	2018	2019	2020
Central Washington U..	14,080	14,124	14,862	16,014	16,44
Eastern Washington U..	12,397	11,393	10,751	12,764	12,32
Montana State Univer..	14,953	15,411	15,801	16,746	17,65
University of Idaho	14,787	14,997	15,061	15,017	14,92
University of Montana	13,894	13,682	14,186	14,731	15,22
Western Washington ..	16,245	16,117	17,403	17,728	18,39

Federal Loan Rate

Federal Loans



Federal Loans Crosstab

Institutions	2016	2017	2018	2019	2020
Central Washington U..	60	60	59	56	57
Eastern Washington U..	58	56	55	51	49
Montana State Univer..	42	44	45	40	37
University of Idaho	53	52	50	49	46
University of Montana	54	55	57	50	53
Western Washington ..	47	46	42	43	40

Equity Gaps

EWU evaluates equity across student sub-populations through the use of an equity dashboard that details achievement gaps on common indicators of success at the undergraduate level. The equity dashboard is not a public report but is available to all faculty and staff via [Eastern Up Close](#), as detailed in the response to standard 1.D.4.

Select Cohort(s)
(All) ▼

Select Success Outcome
First Term GPA >= 2.0 ▼

Admit Type
(All) ▼

Headcount

19,135

Percent of Students who
Achieved Success Outcome

86.7%

Number of Students who
Achieved Success Outcome

16,589

Student Success Outcome Achievement by Student Group

Student Group	♀	Percent of Population	# of Students	# of Students Achieved Outcome	% of Students Achieved Outcome	% Point Diff. from Population
Disabled Student		8.5%	1,636	1,401	85.6%	-1.1
Female		57.3%	10,966	9,696	88.4%	1.7
First Generation		50.0%	9,561	8,157	85.3%	-1.4
Historically Underserved Minority		29.4%	5,627	4,667	82.9%	-3.8
Over 28		12.4%	2,366	2,108	89.1%	2.4
Pell Eligible		55.8%	10,680	9,107	85.3%	-1.4
Veteran		4.5%	863	762	88.3%	1.6

Equity Index Measure of Student Success Outcome Achievement by Student Group



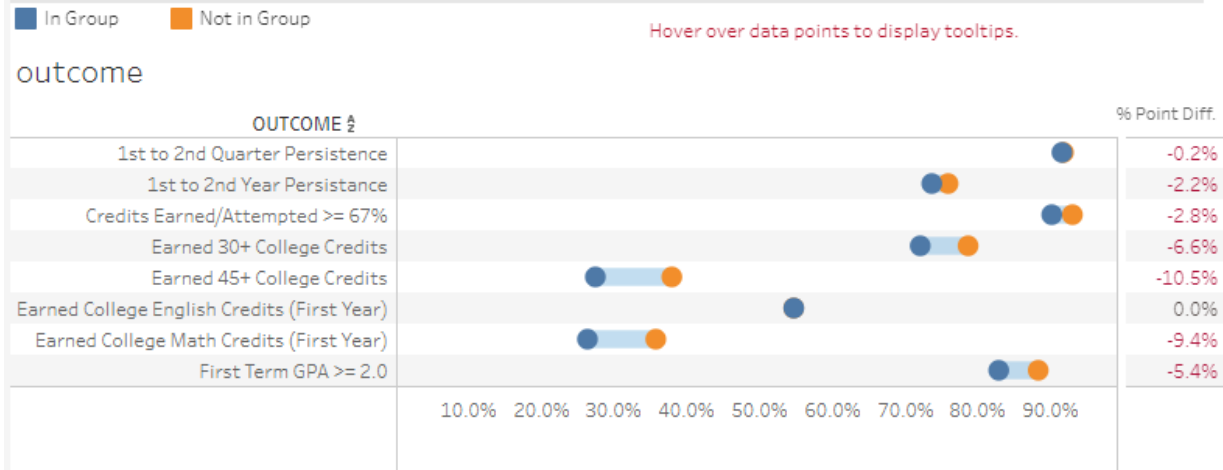
Select Cohort(s)
(All) ▼

Student Group
Historically Underserved Minority ▼

Admit Type
(All) ▼

Student Group: Historically Underserved Minority

Proportional Differences in Success Outcome Achievement between Students in Group and Students Not in Group



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.

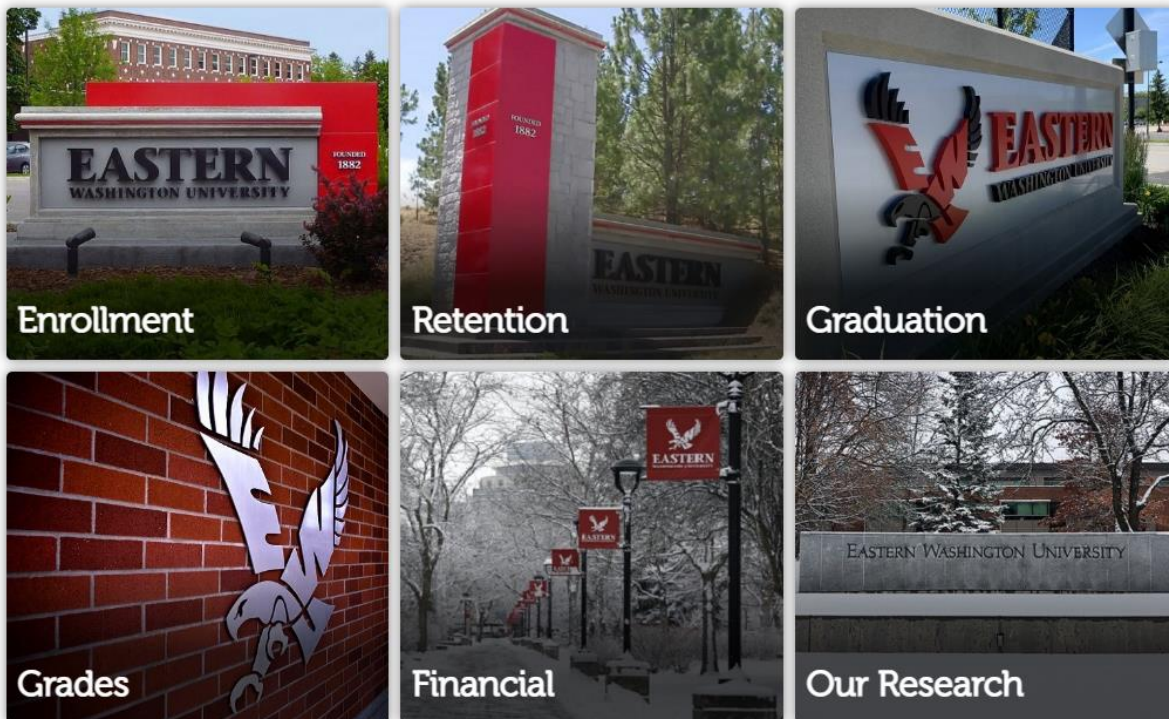
EWU’s Office of Institutional Research publishes a variety of dashboards available to all faculty and staff, along with student employees as deemed necessary, known as Eastern Up Close. These dashboards are designed to cover a wide array of subjects to help institutional stakeholders make decisions.

Eastern Up Close dashboard reports assist with measuring progress toward meeting the goals and objectives defining the direction of the university as it strives for mission attainment and works toward improved institutional effectiveness. They specifically assist with measuring institutional success in reaching the established four goals of the EWU strategic plan: IGNITE Change, EMBRACE Equity and Social Justice, TRANSFORM our Region, and DRIVE Innovation. These goals serve as guiding principles for EWU and provide a lens through which to evaluate and prioritize current and future initiatives.

Eastern Up-Close

Exclusive to EWU faculty and staff, **Eastern Up-Close** provides an in-depth look at our students.

To view the dashboards, Tableau access is required. If you need access, fill out and submit [this form](#).



Each breadth area leads to multiple dashboards related to that specific area, for example, enrollment:

Enrollment Dashboards:

Census 10th Day of Term

Daily Enrollment Trends

Annual Fall Enrollment



Census 10th Day of the Term:

How has our enrollment changed over time? Look at our census-day enrollments by term, student demographics, majors, and more. Data reflects the unduplicated headcount taken on the 10th day of instruction for each term and does not update or change.

[View This Dashboard](#)

There are in total 42 dashboards available to EWU faculty and staff members.

In addition to the resources provided on Eastern Up Close, the EWU Office of Institutional Research is developing a data literacy campaign designed with three micro-credentials for employees to earn. Each level of the curriculum will give the employee new information

about data available and used at EWU for decision-making. Ultimately, the program will aid the institution in its effort to promote a data-informed decision-making culture.

EWU prides itself on transforming the lives of the students it serves by offering opportunities for access and social mobility. In order to help track progress in this area, Eastern has developed the Life After Eastern survey, distributed to recently graduated undergraduate alumni. The survey helps EWU assess the efficacy of its degree programs and quantify some elements of the value of an EWU education. Presented below are highlights of results from Eastern’s most recent survey of spring 2021 graduates. For more details as well as previous year reports, please visit the [Alumni Outcomes](#) page.

*Life After Eastern Survey of Spring 2021 Graduates | All Majors (undergraduate only)
1355 Graduates | 224 Responses | 16.5% Response Rate*

Employment type

Valid	93
Missing	131
	224

Employment outcome

Valid	224
Missing	0
	224

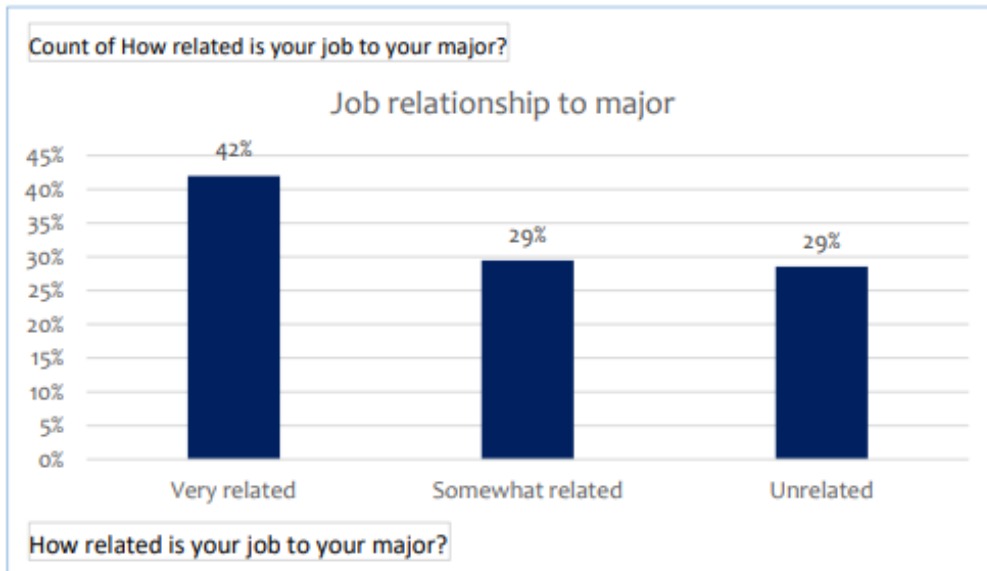
Employment type	Count of Employment Type
Full-Time	83%
Still Looking	4%
Working	78%
Part-Time	17%
Working	17%
Grand Total	100%



Life After Eastern Survey of Spring 2021 Graduates | All Majors (undergraduate only)
 1355 Graduates | 224 Responses | 16.5% Response Rate

Valid	224
Missing	0
	224

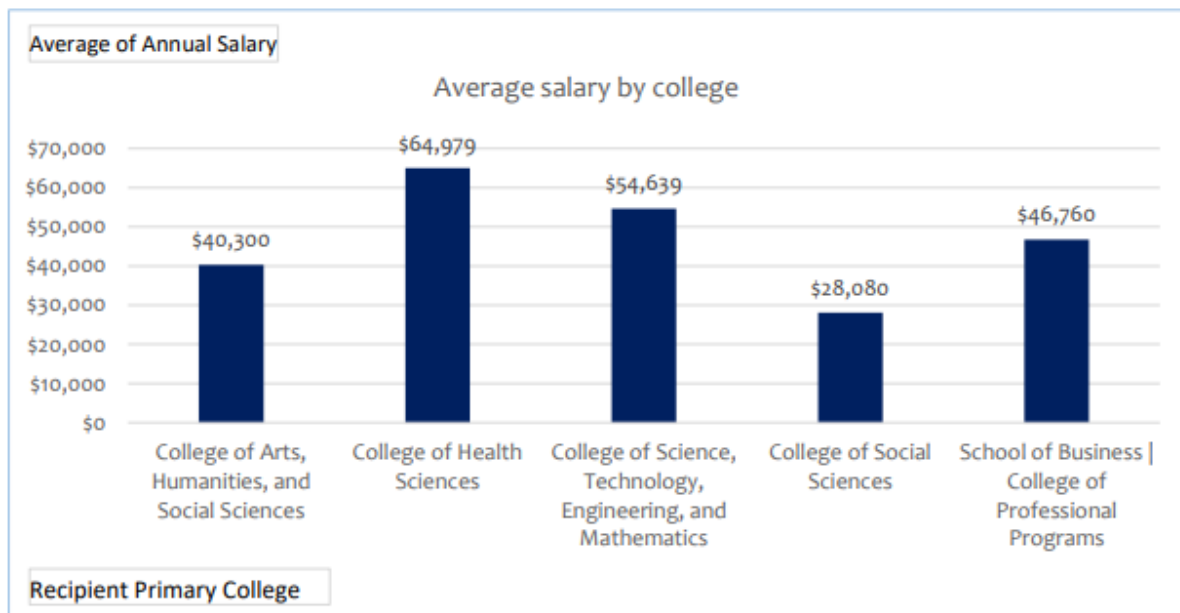
Job to major	Count of How related is your job to your major?
Very related	42%
Somewhat related	29%
Unrelated	29%
Grand Total	100%



Life After Eastern Survey of Spring 2021 Graduates | All Majors (undergraduate only)
 1355 Graduates | 224 Responses | 16.5% Response Rate

Valid	89
Missing	135
	224

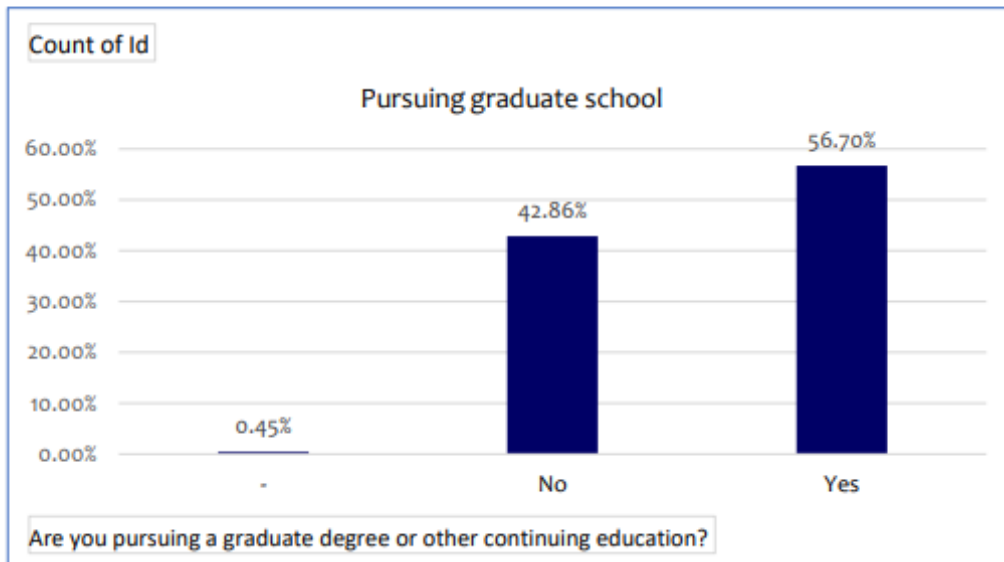
Average Salary by college	Average of Annual Salary
College of Arts, Humanities, and Social Sciences	\$40,300
College of Health Sciences	\$64,979
College of Science, Technology, Engineering, and Mathematics	\$54,639
College of Social Sciences	\$28,080
School of Business College of Professional Programs	\$46,760
Grand Total	\$48,433.8



Life After Eastern Survey of Spring 2021 Graduates | All Majors (undergraduate only)
 1355 Graduates | 224 Responses | 16.5% Response Rate

Valid	223
Missing	1
	224

Graduate school	Count of Id
No	42.86%
Yes	56.70%
Grand Total	100%



Life After Eastern Survey of Spring 2021 Graduates | All Majors (undergraduate only)
 1355 Graduates | 224 Responses | 16.5% Response Rate

Valid	211
Missing	13
	224

Row Labels	Count of Would you like to stay connected with your college or department?
No	25%
Yes	75%
Grand Total	100%

