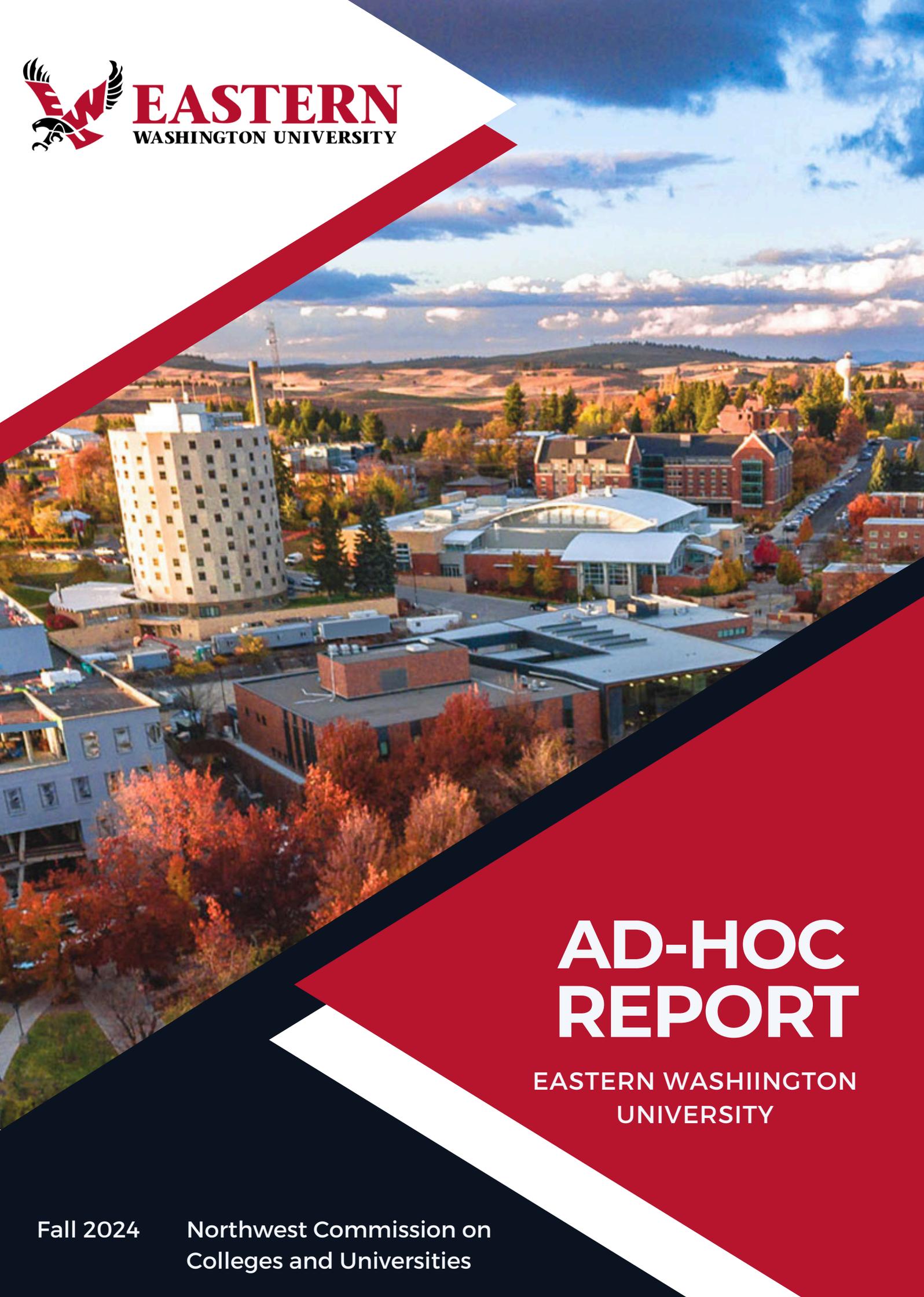




EASTERN
WASHINGTON UNIVERSITY



AD-HOC REPORT

EASTERN WASHINGTON
UNIVERSITY

Fall 2024

Northwest Commission on
Colleges and Universities



Table of Contents

Recommendation 1	1
Strategic Resource Allocation.....	1
Data Collection.....	2
Implementation.....	3
Academic Program Implementation.....	3
University Services Implementation.....	4
Summary.....	4
Program Review.....	5
Course and Program Approval Committee (CPAC).....	6
Strategic Planning.....	7
Redesigning the Resource Allocation Model and Budgetary Framework.....	8
Institutional Assessment Committee.....	9
Nuventive Assessment Management System.....	11
Institutional Learning Outcomes.....	11
Identity and Marketing Work Group.....	14
Recommendation 3	16
Recommendation 4	18
Diversity, Equity, and Inclusion Consultant.....	18
Appendix A - SRA Timeline	21
Appendix B - SRA Datasets	23
Appendix C - Values	25
Appendix D - Outcomes and Goal Statements	26
Appendix E - Program Review & Discontinuance Quantitative Data	29
Appendix F - Program Review & Discontinuance Qualitative Data	31
Appendix G - ILO Assessment Cycle	33



Recommendation 1

Recommendation 1: Fall 2022 Evaluation of Institutional Effectiveness - Demonstrate a continuous process to assess institutional effectiveness relative to the institution's priorities. This includes a system by which data is collected, reviewed, used to inform decision making, and utilized for allocating resources across the entire institution in a cohesive manner. (2020 Standard(s) 1.B.1; 1.B.2; 1.B.3; 2.E.2)

Strategic Resource Allocation

Eastern Washington University underwent the Strategic Resource Allocation (SRA) process beginning in December of 2022 and ending in December of 2023. This process is a systematic, data-driven approach designed to optimize the distribution of the university's resources, ensuring they are aligned with institutional priorities and strategic goals.

The SRA process at EWU serves as a foundational mechanism to address the dynamic needs of the university. By incorporating comprehensive data collection, rigorous analysis, and stakeholder engagement, the SRA process aims to enhance the efficiency and effectiveness of resource utilization. This approach not only supports the university's mission but also promotes long-term financial sustainability, academic quality, and operational excellence.

The SRA project is not just a process, but a comprehensive and systematic evaluation of both university services and academic programs. This dual focus is not just important, but critical for aligning resource allocation with the university's strategic priorities and enhancing institutional effectiveness.

At its core, the SRA process is built upon several key principles: alignment with strategic priorities, transparency, accountability, and continuous improvement. By adhering to these principles, EWU ensures that resource allocation decisions are made based on robust evidence and in the best interest of the university community. The process involves regular review and adjustment, allowing the university to remain agile and responsive to internal and external changes.

Through the process, EWU is committed to creating a cohesive and integrated framework for resource management. This framework is essential for navigating the complexities of higher education finance and maintaining the university's competitive edge. As EWU continues to evolve, the SRA process will play a critical role in sustaining its mission of delivering exceptional education and fostering an environment where students, faculty, and staff can thrive.

The SRA Process and Timeline

In response to continued economic factors affecting university enrollments and EWU's Year Seven Standard One – Student Success and Institutional Mission and Effectiveness accreditation visit, the Board of Trustees charged President McMahan in October of 2022 to systematically evaluate its academic offerings and the entirety of university services. In December of 2022, President McMahan announced the selection of the Strategic Resource Allocation (SRA) process due to its emphasis on evaluating both academic programs and university services, as well as the



integral components of disinvestment while also investing. The SRA began in December 2022 and followed the timeline laid out in Appendix A.

EWU hired Larry Goldstein, Campus Strategies, LLC, to consult on the project and guide the EWU community. The SRA process is well described in the *Prioritizing Academic Programs and Services Reallocating Resources to Achieve Strategic Balance* book by Robert C. Dickeson.

One of the key characteristics to the SRA process is its transparency. The [Strategic Resource Allocation web page](#) was launched concurrently with President McMahan's announcement. The SRA webpage served as the central communication platform and included regular updates in newsfeed style, a comment box for stakeholders to provide feedback (anonymously or identifiable), a knowledge base, team members, and all resources and documentation accumulated throughout the 12-month process.

The SRA requires teamwork, collaboration from various internal campus stakeholders and units, and the formation of three distinct teams and two Champions. The Facilitation Team comprised administrators and held responsibilities for data gathering, communication, and timeline monitoring (The Facilitation Team greased the wheels). The University Services Task Force (USTF) and Academic Programs Task Force (APTF) were the most crucial and integral pieces of the SRA process. The task forces determined the data that would be used, the weighting rubric for evaluation, and the ultimate recommendation for disinvestment and investment in all programs being assessed. Nominations for the task forces were solicited in January of 2023, and 199 nominations were received to fulfill the 32 task force seats. The Co-Champions, selected by President McMahan, were responsible for selecting the task force members.

Task Force members were expected to allocate roughly five hours per week to the SRA process. The work began with identifying which data, quantitative and qualitative, elements the respective task forces wanted to utilize in order to complete their evaluation, and what response questions each program should respond to. The facilitation team worked to develop the data and produce it in the format that would best facilitate the work of the task force. Programs were then provided training and four to six weeks to submit their reports to the task forces. Task force members then spent four months evaluating, sorting, and finalizing a report that would be submitted to the Board of Trustees at their regularly scheduled meeting in December, 12 months after the SRA announcement. The submission of the task force report marked the end of the SRA process and began the implementation process (detailed later). View the final reports [here](#).

Data Collection

The strategic resource allocation process requires the use of a comprehensive data set that intends to model the revenue expense of each program, both academic and university service. The broad categories of external demand, internal demand, quality inputs and processes, quality outcomes, size, scope, and productivity, revenues and resources generated, expenses and costs incurred, impact, justification, and overall essentiality. Collaboration between Institutional Effectiveness and the Office of the CFO allowed for the datasets to be completed. Metrics, including student headcount, student credit hours, graduation rate, DFW rates, student demographics, instructor composition, revenues received, and expenses incurred, were populated



into the designed and approved templates for respondents and task force members to utilize. View Appendix B for a sample of the finalized templates with data.

The data collection process was iterative and incorporated many feedback loops to ensure accuracy and feasibility. As discrepancies and errors were identified, templates were corrected, or addendums were issued to facilitate the programmatic responses' completion. The academic programs comprised of over 450+, and the university services comprised of 215+ programs for evaluation. The breadth of the SRA process required meticulous modeling of data elements in order to filter down to such a granular unit of observation. Modeling is not an exact science, meaning that some margin of error and assumptions made in the processing would lead some programs to view the data as non-representative. Due to this characteristic of modeling, respondents were given the opportunity to provide supplemental data, or respond with a narrative stating their representation of certain data elements. The Academic Program Task Force included a "Global Recommendation" that, for further, more detailed, programmatic review, included finite modeling of programmatic metrics, namely, financial data.

Implementation

The task forces submitted and presented their reports to the Board of Trustees in December; these reports totaled over 200 pages in length between the Academic Program Task Force (APTF) and the University Services Task Force (USTF). The multi-year implementation plan began upon the completion of the strategic resource allocation process. The plan has no definitive timeline and will be dependent on available resources, academic policies, CBA's, and other university processes. During implementation, the university will still continue to be efficient and effective with normal business operations.

Academic Program Implementation

In January, the Provost released an initial response to the SRA report, which was intended to provide recommendations for a holistic review of curricular offerings. The agreed-upon implementation plan is intended to give affected faculty members control over the changes to their programs. The Provost responded with a 143-page report detailing their recommendations based on the report from the APTF. An additional feedback loop was created to allow programs the opportunity to respond to the Provost's initial response, in which 370 responses were received.

The first step in the implementation was to provide Deans and academic programs under their purview an opportunity to address the Provost's recommendations. If, by February, the deans and departments agree to make curricular changes with the intent to submit them into the Course and Program Approval Committee (CPAC) process in this upcoming fall term, those programs will not be subject to the Program Review, Reduction and Discontinuance ("PRD") process ([AP 303-35](#)).

Programs identified for needed change that agree to make curricular changes with the intent to submit them to CPAC will not be subject to the Program Review, Reduction and Discontinuance



("PRD") process (AP 303-35). The CPAC process requires programs to detail how their programs are being modified to meet the demands of the institution and serve its students.

The implementation of proposed curricular changes is ongoing, and the program review process is detailed in the Program Review section of this report.

University Services Implementation

The implementation plans related to university services will follow an extended timeline and adhere to the normal budget process. This is intentionally different from the plans related to academic programs. University services, unlike academic programs, do not have explicit policies that outline formal steps for review and discontinuance of programs.

In Fall 2024, units will begin to draft 2025-2027 (FY26, FY27) operating and capital budget plans that will identify additional actions, investments, or disinvestments for the following years. As part of the normal budget process, those plans will be presented to the University Budget Committee (UBC) who will be responsible for preparing an advisory report for the President.

The UBC's primary focus is to ensure the University's priorities are reflected in the operating budget through coordinated consultation, discussion, education, and outreach to the University community. Following a review of the advisory report, The Executive Leadership Team (ELT) will release a final action plan.

This process ensures that each division engages in a thoughtful, incremental approach to minimize disruptions of campus operations, allow for on-going initiatives to help inform decisions, and enables investments to align with the goals, outcomes, and strategies being developed as part of the new strategic plan. It is important to understand that implementation plans will continue as a multi-year process with numerous opportunities for adjustments as conditions change.

Summary

EWU initiated the Strategic Resource Allocation (SRA) process from December 2022 to December 2023, aiming to optimize resource distribution in alignment with institutional priorities and strategic goals. The process, emphasizing transparency, accountability, and continuous improvement, evaluated both academic programs and university services through dedicated task forces. Data modeling considered numerous metrics, enabling informed recommendations for investment and disinvestment. The SRA's implementation phase began post-report submission to the Board of Trustees, focusing on curricular adjustments and budget planning. This process supports EWU's commitment to institutional effectiveness, meeting NWCCU's recommendation for a cohesive system to assess and allocate resources based on data-driven decision-making.

The SRA process provided the institution with an opportunity to conduct a holistic and wide-scale review of its programmatic offerings. The implementation plan enables the university to identify its priorities and strategically invest in or disinvest from programs that best align with its mission and strategic plan (see Strategic Plan section). Serving as a comprehensive overview



of the institution's programs and services, the SRA process will guide long-term improvements. These improvements will be achieved through ongoing processes, such as those outlined in collective bargaining agreements, budget procedures, assessment practices, and routine program reviews, ensuring that program offerings remain current and relevant. Continuous evaluation on the effectiveness of these changes is crucial to the sustainability of EWU. Moving forward, EWU is developing its continuous evaluation process of institutional effectiveness, see sections Program Review, Institutional Assessment Committee, Strategic Planning, Budget Modeling.

This SRA process, supported by continuous review and adjustment, aligns with the NWCCU accreditation standard 1.B.1, demonstrating a systematic approach to assessing and improving institutional effectiveness, student learning, and support services. This inclusive and systematic approach, which incorporates feedback loops and stakeholder input, supports NWCCU accreditation standard 1.B.3 by demonstrating an inclusive planning process that allocates resources effectively and improves institutional effectiveness.

Program Review

Academic Program review is defined by Eastern Washington University Academic Policy 303-40 (AP 303-40). AP 303-40 is designed to systematically evaluate academic programs to

ensure excellence, quality enhancement, and alignment with strategic goals. The program review process is designed to be formative, allowing programs the opportunity to receive feedback from their peers serving on the Program Review Committee (PRC) and foster continuous improvement. The policy defines the need for a program review cycle and timeline that ensures every program is reviewed “at least once every 10 years,” though the official cycle will be determined and made available by the Provost Office. View the program review schedule and docket [here](#), which demonstrates a five-year review cycle.

Academic Policies at EWU highlight a key function of university operations: shared governance. Academic Policies are drafted, edited, and approved by the Faculty Senate before being sent to the President for final approval.

A separate but related policy, AP 303-35, defines the process for discontinuance of an academic program. Chapter 7 – Course and Program Banking and Discontinuance defines the processes by which programs may be banked or discontinued. The program discontinuance process is carried out by the PRC and provides recommendations to the President, who then provides recommendations to the Board of Trustees for final action. The SRA processes resulted in 20 programs being sent to the PRC for program discontinuance review.

The PRC developed a set of quantitative metrics and qualitative free response questions in order to gather the necessary data to complete their review. The committee chose to use commonly used evaluative metrics including program headcount, number of students graduated, and student credit hours for their evaluation. Additionally, the PRC requested data on the enrollment, fill rate, and DFW rate of each course associated with the program. Quantitative data was intentionally more limited than the SRA processes to promote transparency and accuracy. An example quantitative data set can be found in appendix E.



Qualitative data questionnaires were delivered to the department chair, or program coordinator, for the impacted programs. These questionnaires collected summary data from program leaders on alignment, demand, quality, and Efficiency/Opportunity. The qualitative data allows program leaders to provide additional narrative that may not be captured by the quantitative data provided for the review. An example of the questionnaire can be found in appendix F.

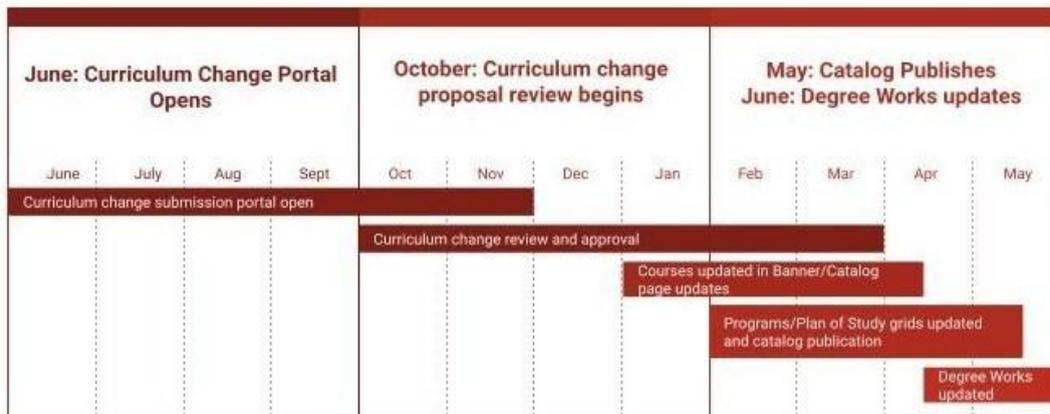
The PRC, composed of representatives from each college, as well as five at-large members and up to three students appointed by ASEWU began working through the discontinuance processes of the 20 programs in February of 2024. A statement from The United Faculty of Eastern and President McMahan detailed the plan to implement program changes as identified through the SRA, with final recommendations being made to the Board of Trustees in February of 2025. The PRC is actively working towards meeting this deadline.

Course and Program Approval Committee (CPAC)

Programs that were identified for transformation in the Provost Initial Response to the Academic Program Task Force (APTF) report were given just under four weeks to work collaboratively with their College Deans and academic departments to come to an initial agreement on a plan to transform their programs. Programs were then removed from the Program Review and Discontinuance (PRD) process and placed into the “CPAC track”. Programs in the CPAC track were required to follow the timeline agreed upon by President McMahan and The United Faculty of Eastern ([available here](#)).

The Course and Program Approval Committee (CPAC) is responsible for reviewing and recommending for approval any proposed changes to courses, programs, and ultimately the universities [catalog](#). The committee is responsible for completing a broad review of the requested modifications and hearing from any concerned stakeholders about the impact of any given programmatic change. The committee provides their recommendation to the Provost who will make the final decision before any changes are made final in the university catalog. The regular CPAC cycle runs from June to June, with three stages allowing for submission, review, and publication.

Curriculum Change Timeline





Strategic Planning

EWU engaged in a strategic planning process throughout the academic year 2024 to guide the institution towards sustainable growth and success. This process is vital for aligning the university's resources, goals, and initiatives with its mission and vision, ensuring that it meets the needs of its students, faculty, staff, and the broader community. The strategic planning process at EWU is comprehensive, inclusive, and iterative, designed to adapt to changing circumstances and emerging opportunities.

The strategic planning process kicked off with a strengths, weaknesses, opportunities, and threats (SWOT) analysis in August 2023 led by our Senior Strategic Planning consultant, Dr. John Welty of the American Association of State Colleges and Universities (AASCU). Both internal and external constituents were included in the SWOT analysis. Results of the SWOT analysis are made available on the [Strategic Planning webpage](#).

The Strategic Planning Committee (SPC) served as the representative body of faculty, staff, and Board of Trustees members who helped guide and shape the strategic planning process. Utilizing the SWOT analysis, the SPC started drafting the university's new mission, vision, and values before presenting them at one of four, widely attended (150+ each), campus town halls.

EWU Mission Statement

Eastern Washington University provides an inclusive, equitable, and transformative learning experience, driving the pursuit of knowledge with affordable academic excellence.

EWU Vision Statement

Eastern Washington University provides an education rooted in the liberal arts, designed to address the unique challenges and opportunities facing the region. Characterized by a student-centered focus and opportunities for applied learning in high-demand fields, this education creates upward social mobility and intellectual growth for our students that supports a healthy, sustainable, and economically successful region.

Values and value statements in Appendix C.

The SPC drafted “goal areas” representing the broad categorization of outcomes that EWU will focus on for the next five years. Once drafted and presented at the second campus town hall, nominations for the four working groups were solicited from the campus. The workgroups comprised 8-10 members and were responsible for developing goal statements, outcomes, and strategies for their respective goal areas. The final two town halls provided working groups members a platform to share their work and receive feedback from a large campus constituency.

Goal statements and outcomes were presented to the EWU Board of Trustees and approved on June 20, 2024.

Goal statements and outcomes in Appendix D.



Once approved, EWUs focus shifted towards strategies to achieve the outcomes. The workgroups drafted strategies for the SPC to be included with the goal statements and outcomes. Throughout the summer of 2024, EWU worked to solidify the strategies to achieve the outcomes. Strategies are the action items taken to achieve the outcomes. They require intentional investment and commitment from the institution in order to achieve success. A total of 37 strategies were solidified to accompany the four goal areas with roughly 10 per goal area. These 37 strategies were assigned to the most appropriate Vice President(s) who will be responsible for their future progress. VPs assigned a budgetary value to each strategy and proposed a timeline for implementation. President McMahan has committed to investing \$1 million dollars annually into strategic initiatives that support EWUs strategic plan.

Measuring progress towards achieving the outcomes defined by the strategic plan is addressed under *Recommendation 3*.

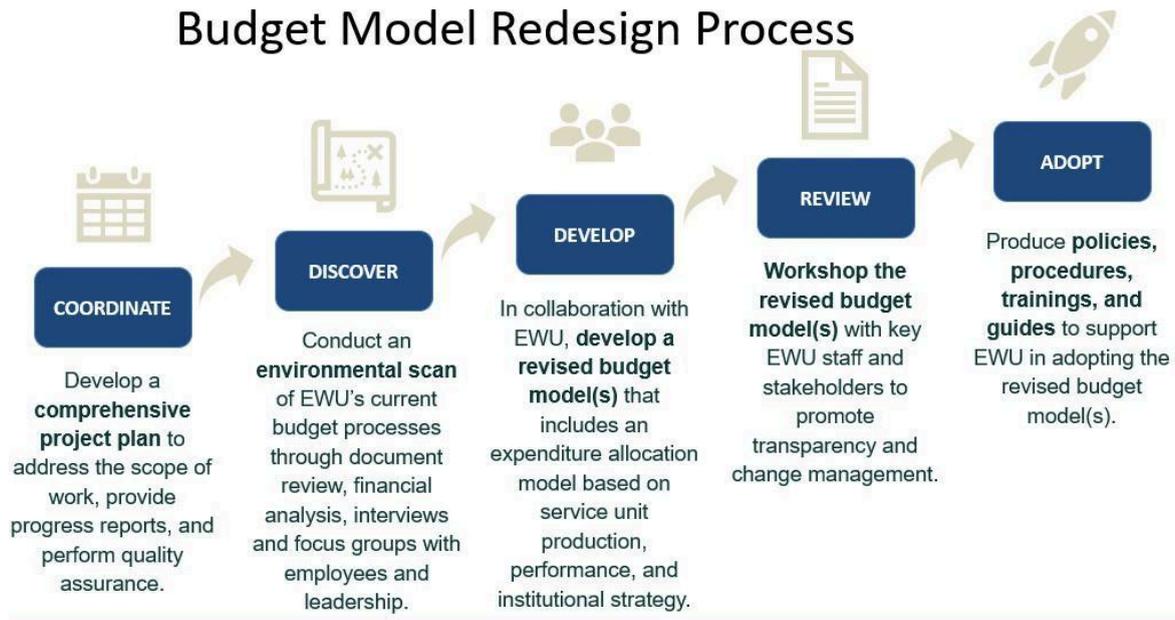
Redesigning the Resource Allocation Model and Budgetary Framework

In response to the evolving economic landscape and natural changes over time, Eastern Washington University (EWU) has initiated a budget model redesign project, slated for completion in 2025. This initiative, sponsored by the university leadership, aims to enhance transparency and accountability in budget allocations, support strategic decision-making, and optimize resources. The consulting firm Moss Adams has been engaged to assist with this project. Their role includes reviewing current practices, identifying innovative and effective budgeting approaches, developing a flexible expenditure allocation model, and providing change management support. The redesigned budget model will strategically align resources with performance and enrollment changes, ultimately supporting EWU's long-term strategic goals.

Detailed information about the project is available on the university's dedicated webpage: [EWU Budget Model Redesign Project](#).



Budget Model Redesign Process



Key objectives of the project include evaluating the strengths and weaknesses of EWU's existing budget models, developing a comprehensive blended revenue and expenditure allocation methodology, and establishing governing budget principles through the Board of Trustees. This new budget model will align services with the university's strategic direction and promote fiscal health. Additionally, EWU plans to develop training programs to familiarize the campus community with the new budget structures and processes, ensuring a smooth transition and effective implementation of the revised model. The project emphasizes fiscal sustainability, aiming to create a budgeting framework that ensures long-term financial health and accountability, allowing EWU to respond effectively to future financial challenges and invest in innovative initiatives.

Institutional Assessment Committee

The Institutional Assessment Committee (IAC) at EWU was developed to create robust assessment procedures for university support services and non-academic units. The committee's primary goal is to ensure these activities align with EWU's mission and strategic plan goals (SPGs), which are similar to integrating curriculum-based outcomes and programmatic accreditations. By creating a synchronous assessment system, the IAC aims to enhance institutional programming, foster a culture of continuous improvement, and support the university in achieving its mission-based goals.

The IAC has made significant strides in advancing EWU's assessment culture and processes. One of their key accomplishments is the creation of Institutional Learning Outcomes (ILOs). Informed by the Strategic Planning process, the IAC developed co-curricular learning outcomes, which, along with general education outcomes, form the ILOs. These ILOs provide a



comprehensive framework to guide student learning programs outside the classroom, ensuring they align with EWU's strategic planning goals.

The IAC includes representatives from all EWU divisions, including faculty. The committee's composition includes:

- One representative from the Office of Diversity, Equity, and Inclusion
- One representative from the Office of University Advancement
- Two representatives from Academic Affairs
- Two faculty representatives
- One representative from Business and Finance
- One representative from Student Athletics
- Two representatives from Student Affairs

These representatives act as assessment liaisons between the IAC and their respective units, ensuring effective communication and implementation of assessment practices. The IAC also developed clear definitions and criteria for co-curricular learning outcomes, enhancing their alignment with EWU's strategic objectives. To support this, IAC members underwent extensive training on assessment practices, equipping them with the knowledge and skills needed to define and implement outcomes for the proposed ILOs effectively. Furthermore, by establishing measurable outcomes in non-academic areas, the IAC has integrated a culture of assessment at EWU. These outcomes support ongoing improvement and alignment with the university's mission and strategic objectives, ensuring that all units contribute to the institution's overall effectiveness.

The committee is responsible for advancing Service Area Outcome (SAO) and Student Learning Outcome (SLO) assessments for EWU's non-academic operations. Key responsibilities include communicating decisions and obtaining approvals from university leaders for assessment plans and processes, facilitating workshops to support synchronous assessment practices across all units, and reviewing and providing feedback on SAO and SLO assessment plans and reports.

Additionally, the committee will summarize departmental strengths and areas for improvement and submit these summaries to institutional leadership to ensure effective "closing the loop" decisions for each academic year. Each assessment plan and report will be reviewed by at least two IAC members to ensure an equitable workload and comprehensive reflection. This collaborative review process is designed to foster both intra- and inter-disciplinary insights, promoting a holistic approach to institutional improvement.

This comprehensive and systematic approach to assessment and feedback demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services, aligning with the NWCCU accreditation standard 1.B.1. The IAC's efforts ensure that EWU uses an ongoing and systematic evaluation and planning process to refine its effectiveness, allocate resources, and improve student learning and achievement.



Nuventive Assessment Management System

In advancing a culture of assessment at Eastern Washington University, the Office of Assessment has overhauled its centralized Assessment Management System (AMS), Nuventive Improve.

Initially acquired in 2020, this software now serves as a critical tool for documenting Program Learning Outcomes, Assessment Methods, Results, and Curriculum maps across academic units. Moving forward, Nuventive will be the primary assessment tool for both operational/administrative departments and academic programs.

The Office of Assessment is establishing a robust framework for evaluating institutional effectiveness across all sectors. The AMS is configured to enable administrative units to set annual assessment goals. Within this framework, units will define objectives, assessment timelines, methods with performance targets, results summaries, findings utilization, and continuous improvement action plans. Each objective will align with EWU's strategic goals or specific objectives of the university's strategic plan.

With the introduction of Nuventive, each executive leader will gain access to dedicated dashboards tailored to their respective areas. These dashboards will illustrate progress towards achieving the university's mission and strategic goals. Each area recognizes the critical need for qualitative and quantitative data, indicators, and analysis to optimize resource allocation and enhance institutional efficacy.

In addition to administrative assessment planning, EWU has integrated strategic planning into the AMS framework. Units will identify activities directly supporting EWU's Strategic Plan. Administrative units will select indicators of student achievement that are systematically integrated via the AMS's strategic plan mapping feature, ensuring alignment with university goals. They will specify activity details, projected progression years, estimated costs, and metrics for evaluative data. Activities will be linked to strategic planning objectives within the AMS mapping section, with annual updates ensuring transparency and accountability.

The implementation of Nuventive Improve as the centralized assessment platform advances our progress towards demonstrating a continuous process to assess institutional effectiveness relative to the institution's priorities by providing a system by which data is collected, reviewed, used to inform decision making, and utilized for allocating resources across the entire institution in a cohesive manner.

Institutional Learning Outcomes

The Institutional Assessment Committee (IAC) is working diligently to enhance the coherence and effectiveness of co-curricular programming by developing comprehensive Institutional Learning Outcomes (ILOs). The ILOs are a combination of general education (GE) outcomes and co-curricular outcomes. EWU developed new GE outcomes in 2017; these outcomes were designed to be addressed as graduation requirements fulfilled in a student's educational



curriculum. Over the 2023-2024 academic year, the IAC worked to develop co-curricular outcomes to supplement the GE outcomes and create a full set of ILOs.

Each ILO represents synthesized ideas that stemmed from the strategic planning workgroups. Ensuring that the ILOs reflect the university's mission, vision, and values. Through rigorous conversations, the committee has mapped out how the overarching themes align with the unique missions of each individual unit. This inclusive and interdisciplinary approach underscores our commitment to fostering holistic student development and institutional excellence.

ILO: Diverse Perspectives

Definition

Diverse perspectives involve expressing one's identity and views clearly and openly, which helps in effective communication by recognizing and respecting different opinions. This cultivates a respectful and inclusive space for sharing ideas. This outcome builds upon co-curricular programming and the [GE program courses in Diversity and Global Studies](#).

Criteria

Individual Narrative:

- Demonstrate openness in communicating the events of their lives.
- Identify their relevant lived experience through self-reflection.
- Discern their points of view in a reflective exploration of how personal experiences including cultural, economic, and religious backgrounds shape their perspectives.

Empathetic Listening:

- Demonstrate active listening in conversations with races and ethnicities other than their own.
- Relate their understandings through multiple viewpoints that differ from their own.

Emotional Intelligence:

- Analyze personal biases including prejudices or assumptions about others different than themselves.
- Construct actionable behaviors to cultivate empathy towards others.

ILO: Career Preparedness

Definition

Career preparedness allows for effective integration between academic knowledge, experiential learning, and personal and professional skill development through interactions with various



academic and co-curricular programming at EWU. This outcome builds on NACE standards for students to obtain verified national competencies in fulfilling professional readiness.

Criteria

Professional Image:

- Explain what skills are needed to fulfill standards of professional responsibility.
- Demonstrate the ability to work within a team structure using negotiation and conflict management competencies.
- Illustrate leadership through identifying interpersonal skills needed to motivate others on a team.
- Demonstrate personal accountability in work habits through responsible actions.

Experiential Learning:

- Develop critical thinking skills to solve complex problems.
- Collaborate with peers to achieve common goals.
- Apply problem-solving strategies to workplace challenges.

Career Decision Making:

- Develop a desired career path.
- Demonstrate readiness to adapt to various professional environments.
- Communicate their personal professional competencies to potential employers.

ILO: Multidimensional Well-Being

Definition

Multi-dimensional well-being requires a holistic acknowledgment of their emotional health, their mental health, and their character, actions, and motives through self-reflection, time management, and financial literacy.

Criteria

Emotional Wellness:

- Identify strategies for emotional regulation to promote well-being.
- Demonstrate the ability to apply conflict resolution principles enabling them to navigate disagreements or differences constructively.
- Evaluate their motives.

Essential Life Skills:

- Define degree completion priorities.



- Identify organizational tactics that produce on-time delivery of requirements.
- Develop a personal budget.

Adaptability/Flexibility:

- Demonstrate a holistic understanding of interpersonal relationships.
- Compare conflict resolution strategies.

EWU is in the final stages of vetting the ILOs with constituents across campus before adopting them into practice. Once adopted, ILOs will give co-curricular programs accountability for assessment and options for building co-curricular program frameworks. With defined clear outcomes we can identify areas of improvement and continuous quality enhancements of the offerings we have for student's educational journeys. They also support student success by detaining what a student can anticipate learning by participating in a co-curricular experience. This supports their personal and professional development, helping them prepare for careers and lifelong learning. Overall, the ILOs will serve EWU as a roadmap for educational excellence, fostering a culture of assessment, improvement, and student success within the institution. View the assessment cycle for the co-curricular ILOS in Appendix G.

Identity and Marketing Work Group

Committee Charge

Over the past year, through listening sessions and the ongoing work of strategic planning, it has become clear that we need to revisit and examine the identity and community marketing of EWU. The identity and marketing committee will review and develop suggestions to enhance EWU's marketing development efforts in the coming year and provide a recommendation to the President, who was charged by the Board of Trustees in the October 2023 board meeting to craft an identity for EWU.

Eastern is the region's university, focused on meeting critical workforce needs and remaining competitive and relevant in an evolving economy. The primary goal of the workgroup is to enhance the image and reputation of EWU, ensuring that our university accurately reflects our mission and commitment to excellence in education.

The marketing group participated in monthly meetings until May 2024 with the following objectives:

- Review marketing data pertaining to the region
- Provide input around current marketing efforts
- Ensure developing efforts follow strategic plan outputs (mission, vision, values and goals)
- Provide feedback on the marketing and identity of EWU



Summary

The committee worked alongside our consultant [idfive](#), who was hired to provide services surrounding university marketing. Working congruently with the strategic planning process, and utilizing the artifacts gathered from that campus wide effort, the committee began sharing its product with the campus community with a forum on April 12, 2024 and May 1, 2024. The same presentation was delivered to the Board of Trustees on May 17, 2024. The product of the working group called for a bold new marketing strategy in which EWU undertook the identity of “The Region’s Polytechnic,” a polytechnic for the 21st century that defines our unique, authentic niche among the region’s higher education institutions. View the presentation [here](#).

The Region’s Polytechnic is built upon bringing career connected, applied learning to the EWU classroom. Transforming existing curriculum to incorporate hand-on opportunities such as internships, service learning, field-work, simulations, research, and more. This identity requires data-informed processes connected to our region's workforce to ensure students are receiving the education and skills necessary to prepare them for a career.

Following the recommendation from the committee, feedback was solicited from the campus community and beyond. To ensure that EWU was on the right track, EWU faculty and staff provided feedback through the Identity and Marketing Workgroup website, while surveys were distributed to current EWU students, and prospective students/families. The President updated the campus community with the results of the survey on July 11, 2024 and confirmed that the survey indicates that a focus on applied/experiential learning is the right track to follow. View the President's message [here](#).

The institution has not yet claimed the tagline of “The Region’s Polytechnic,” but advancing work towards that identity is ongoing.



Recommendation 3

Recommendation 3: Fall 2022 Evaluation of Institutional Effectiveness - Make publicly available select disaggregated indicators of student achievement that are clearly and systematically integrated into the assessment of institutional effectiveness. (2020 Standard(s) I.D.3)

Eastern Washington University (EWU) has taken proactive measures to support the recommendation received from its Fall 2022 EIE visit regarding the evaluation of institutional effectiveness. To address Recommendation 3, which emphasized the need to make publicly available select disaggregated indicators of student achievement and integrate them systematically into institutional assessment, EWU has developed a comprehensive strategic plan. This plan outlines a multi-faceted approach to enhance transparency, accountability, and continuous improvement in student outcomes.

EWU has identified critical metrics that reflect student achievement, including graduation rates, retention rates, course completion rates, experiential learning participation, support service participation, and post-graduation employment statistics. These metrics are disaggregated by various demographics such as race, ethnicity, and sex to provide a detailed understanding of student performance across different groups. In line with the NWCCU's recommendation, EWU has committed to making these disaggregated indicators of student achievement publicly available. This data is accessible through a dedicated section on the university's Strategic Planning website, ensuring transparency and enabling stakeholders to monitor and evaluate institutional effectiveness. View outcome tracking dashboard [here](#).

The identified metrics are systematically integrated into EWU's institutional assessment processes. This integration involves regular analysis and reporting of data to inform decision-making and strategic planning at all levels of the institution. The university's assessment framework ensures that student achievement data is a core component of evaluating institutional performance and effectiveness. EWU has established a continuous improvement cycle that includes setting targets, monitoring progress, and implementing interventions based on data insights. This cycle is supported by regular reviews and updates to the strategic plan, ensuring that the university remains responsive to emerging trends and challenges in student achievement.

Additional data elements beyond what has been identified by the strategic plan are made available on the Office of Institutional Research website in the publicly available [Factbook](#).

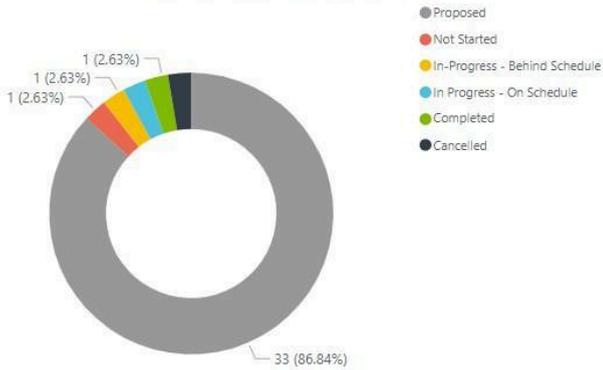
To ensure the strategic plan remains an institutional priority and serves as the guiding document for institutional direction and scope, EWU utilizes Nuventive to map departmental goals and activities to the objectives of the strategic plan. Each administrative unit (e.g. advising, tutoring, student engagement, etc.) has a Nuventive portal page in which they are responsible for tracking their activities and the assessment of those activities. Each activity is mapped directly to a strategic planning objective to ensure alignment. This dashboard will be publicly available by September 1, 2024, but a sample screenshot is provided below:



Student Success and Student Experience	Belonging through Justice, Equity, Diversity and Inclusion	Investing in Our People and Places	Regional Anchor / Regional Impact
--	--	------------------------------------	-----------------------------------

1 Units with Activities	38 Aligned Activities	Unit All	Activity Status All	Planned Year(s) All
-----------------------------------	---------------------------------	-------------	------------------------	------------------------

Aligned Activities by Activity Status



Unit	Activity	Activity Status
- Strategic Plan	Establish a cross-functional sustainability task force	Proposed
- Strategic Plan	Expand alumni engagement through athletic and community events	Proposed
- Strategic Plan	Invest in programmatic offerings that align with regional economic activities	Proposed
- Strategic Plan	Align programmatic offerings with regional economic activities	Proposed
- Strategic Plan	Analyze faculty and staff turnover	Proposed
- Strategic Plan	Analyze high DFW rate courses	Proposed
- Strategic Plan	Assess mentorship and university support service opportunities	Proposed
- Strategic Plan	Based on the audit findings, develop and implement comprehensive action plans	Proposed



Recommendation 4

Recommendation 4: Fall 2022 Evaluation of Institutional Effectiveness – Review the diversity, equity, and inclusion programs in academic units, Office for Diversity, Equity, and Inclusion, and Student Affairs with a goal to reduce redundancy and increase support designed to close equity gaps. (2020 Standard(s) 1.D.4)

Diversity, Equity, and Inclusion Consultant

Eastern Washington University is undertaking a comprehensive assessment of all diversity, equity and inclusion (DEI) programs under the charge from President McMahan to the Vice President for Student Affairs at the Fall 2023 University Convocation. The DEI process launched in October of 2023 and is on schedule to end in December of 2024.

The Investing in Diversity, Equity and Inclusion (DEI) process at Eastern Washington University is intended to elevate the voices and perspectives of all members in our community. The goal of this effort is to align efforts to eradicate persistent and increasing equity gaps in the success of our Black, Indigenous, People of Color (BIPOC) and other marginalized student communities including but not limited to LGBTQ+, first-generation, and low-income students. The process, which includes a series of focus groups and interviews with on and off campus constituents and a supplemental survey, is grounded in our ongoing commitment to not only identify but also bridge systemic gaps in our institution, ensuring that every member of our community feels included, heard, and supported.

The landscape of higher education is changing. It is no longer enough to educate a select group of students, while many others get left behind. If we are to remain competitive, we have to develop the tools to ensure the success of ALL our students. The University is partnering with [CORE Perspectives, LLC](#), a national consulting firm selected through a competitive RFP process by the campus DEI Investment Committee (see membership below). As an equitable and solutions-focused organization, [CORE Perspectives](#) works with a variety of institutional settings and organizations to embed core principles of equity and belonging into organizational culture.

Eastern Washington University is steadfast in our commitment to ensure equitable access to education and opportunity for all those who seek it, regardless of their background. These are not just words but principles that guide our actions. Through participation in the process, campus and community members are contributing to a strategic effort to embed these values into every facet of our institution, including identifying and eliminating redundancies and aligning our current and future DEI efforts with the values and direction of the recently approved [University's Mission, Vision, and Values](#) and [Strategic Plan](#).

Timeline



The DEI Investment Committee was established in Spring 2024 and is composed of a diverse selection of individuals from across the campus. The group includes faculty and staff from a variety of departments representing diverse positions and engagement with DEI efforts on campus. In addition, the group is represented by a community member who is actively engaged in DEI and belonging efforts in the Spokane Public Schools District.

Recommendations for committee membership were sought from the senior leadership on campus. The first charge of the committee was to review the RFP submissions to identify an external partner to serve as a DEI subject matter Consultant for the campus-wide assessment. After reviewing the proposals, the committee engaged in Zoom interviews with semi-finalists. A total of five (5) submissions were received, reviewed, and ranked across multiple criteria. Three (3) proposals rose to the level of semi-finalists which involved engaging with the company leadership via Zoom interview. From this process, one company, [CORE Perspectives](#) was the clear front runner.

The [CORE Perspectives](#) team began Phase I of the project in March of 2024 with the review of numerous institutional documents and websites to gain a baseline understanding of the EWU context around DEI efforts. In-person and virtual engagements commenced in May. Several dates were identified for in-person and virtual focus groups and interviews throughout the Spring 2024 semester/quarter. Opportunities to engage continued through the month of June. In total, 190 students, faculty, staff, and administrators engaged in either in-person focus groups or virtual one-on-one interviews with the representatives from [CORE Perspectives](#). In addition, a supplemental qualitative, open-ended survey was distributed in mid-May to all students, faculty, staff, administrators and alumni to garner additional insights. The survey remained open through the end of June. Surveys were submitted directly to the Consultants via confidential email at EWUcomments@thecoreperspectives.com. A total of 615 surveys were opened and viewed. Of the 348 determined to be usable, 122 represent students, 141 are staff and 85 are faculty.

Phase I (deadline September 30, 2024):

Following a review and analysis of all data points, the Consultants will submit a preliminary report to the Executive Leadership Team (ELT) that provides a framework including goals for the next three to five years, with measurable objectives and metrics to assess progress.

Phase II (deadline December 30, 2024):

During Phase II, the Consultants will re-engage with the campus and external community to share the suggested framework and seek feedback. Following this period, the Consultants will synthesize data from all planning processes to provide recommendations concerning campus investments, divestments, and organizational restructuring as it relates to diversity, equity, and inclusion efforts. Following the receipt of the preliminary report, the DEI Investment Committee will be re-engaged to create a process for campus-wide feedback which may include a campus Town Hall meeting in Fall 2024, as well as smaller group feedback sessions facilitated by the Committee.



In the final stages of the process, the Consultant will look to align their recommendations with additional campus-wide planning processes including the [Strategic Plan](#) and the [Strategic Resource Allocation](#) process. Ultimately, the Consultant will provide an implementation plan that includes strategies and a recommended timeline. Finally, the Consultants will provide initial coaching and guidance on implementation of recommendations, including but not limited to assisting the Eastern Washington University leadership to develop communication and messaging around goals, implementation strategies, and organizational restructuring as identified in the implementation plan.

This process has been approached within a framework of authenticity, transparency, and inclusive participation. All information is included on a dedicated [DEI Investment website](#) to communicate the purpose, intent, and driving values of the process. The website will continue to be updated with the posting of the preliminary and final reports as well as any other planning and engagement opportunities.

Committee Members

Nihtawneemiw (Naite) Boham, Eagle Pride Center
Lynn Burks-Herres, Economics/Sociology & Criminal Justice/Political Science & Public Policy
Carlos Castillo-Garsow, Math, Faculty Organization Vice-President
Kim Davis, ODEI
Scott Finnie, Africana Studies
Oscar Harris, Alumna, Spokane Public Schools
John Hoffschneider, Multicultural Center
Evanlene Melting-Tallow, American Indian Studies
Pat Spanjer, Advancement/Development
Erin Tucker, Athletics
Romeal Watson, Career Center, BSU Advisor
Lea Jarnagin, Student Affairs, Committee Chair



Appendix A - SRA Timeline

Phase I – Organization

- Dec. 9, 2022: Overview Presentation to EWU Board of Trustees
- Jan. 17-18, 2023: Information Sessions facilitated by Larry Goldstein of Campus Strategies, LLC
- Jan. 19: Call for Nominations to Academic Programs and University Services Task Forces
- Jan. 25: Nomination submission deadline (closed)
- Feb. 1-3: Selected nominees invited to serve on Task

Forces Phase II – Kickoff

- Feb. 14-16: Task Force training sessions
- Feb. 23: Update presented at Board of Trustees

meeting Phase III – Preparation

- Feb. 27: Draft lists of academic programs and university services shared via SRA website with campus community for feedback by noon, Monday, Mar. 6
- Mar. 6: Feedback on draft academic programs and university services lists due by noon
- Mar. 10: Phase 3 update campus email
- Mar. 14: Final lists of academic programs and university services published to SRA website
- Mar. 23: Draft templates shared via SRA website with campus community for feedback
- Templates will also be tested by select programs and services for additional feedback (Apr. 4-11)
- Mar. 30: Feedback on draft templates due from campus community (previously Mar. 24)
- Apr. 4-6: Additional feedback period for draft templates from campus community; **feedback due by 5 p.m., Thursday, April 6**

Phase IV – Data Gathering/Assessment

- May 22: Phase 4 update campus email
- May 22: Templates published and distributed to departments [previously May 1]
- June 13: Phase 4 “Important SRA Updates” campus email
- Oct. 13: Update presented at Board of Trustees

meeting Template Training Sessions:

- May 24: Academic Task Force Zoom Drop-in Session #1, 9-10 a.m.
- May 24: University Services Task Force Template Training Session (for reviewers),
- May 26: Academic Task Force Zoom Drop-in Session #2, 10-11 a.m.
- May 30: University Services Task Force Template Training Session (for reviewers), 9-10 a.m.
- May 31: Academic Task Force Zoom Drop-in Session #3, 9-10 a.m.



- June 1: Academic Task Force Zoom Drop-in Session #4, 10-11 a.m.
- June 2: Academic Task Force Zoom Drop-in Session #5, 2-3 p.m.
- June 5: Academic Task Force Zoom Drop-in Session #6, 1-2 p.m.
- June 7: Academic Task Force Zoom Drop-in Session #7, 9-10 a.m.
- June 8: Academic Task Force Zoom Drop-in Session #8, 10-11 a.m.
- June 16: Academic Task Force Zoom Drop-in Session #9, 10-11 a.m.
- Sept. 26: Academic Task Force Drop-in Session (Semester Programs), 2:30-3:30 p.m.
- Sept. 28: Academic Task Force Drop-in Session (Semester Programs), 4-5 p.m.
- Oct. 3: Academic Task Force Drop-in Session, 3-4 p.m.
- Oct. 6: Academic Task Force Drop-in Session,

11-noon Template Deadlines:

- June 20: Quarter Academic Programs; templates will be accepted through 5 p.m. (Pacific Time) on June 27.
- Rolling 4-week Periods: University Services templates are due four weeks after reviewers receive datasets (by 5 p.m. Pacific Time) [was due June 27]
- October 6: Semester Academic Programs and Interdisciplinary Studies (by 11:59 p.m. Pacific Time)

Phase V – Report Preparation

Phase VI – Publishing Final Report and Implementation

- Dec. 6: University Services and Academic Programs' final SRA reports published
- Dec. 7: Campus and public feedback begins
- Dec. 8: Presentation of report to the Board of Trustees
- Jan. 16: Feedback period ends (5 p.m. Pacific Time)
- Jan. 26: Multi-year implementation phase begins



Appendix B - SRA Datasets

Academic Programs

VI. Size, Scope, and Productivity (15%)

From University Provided Data:

- How many students at EWU are in the program (declared for undergraduate, enrolled for graduate, etc.)?
- How many students graduated from the program?
- How many SCH are generated in the program?

Table 10. Program size and graduation rates.

Size Scope and Productivity						
Program: Professional Accounting (RPT & ONL) - BS in Business Admin.						
	2017-18	2018-19	2019-20	2020-21	2021-22	2022 Institutional Quintile
Number of Declared Students	323	293	303	253	209	1
Number of Graduates	77	98	87	83	96	1
Attempted SCH in the Program	2202	3126	3505	3368	2321	1

Note. Student credit hours, SCH.

- How many SCH are produced per FTEF in the department?
- How many declared students are there per FTEF in the department?
- How many graduates are there per FTEF in the department?

Table 11. Department productivity related to FTEF.

Size Scope and Productivity		
Department: School of Accounting		
	2021-22	2022 Institutional Quintile
SCH/FTEF	998.17	2
Declared Students/FTEF	43.15	1
Graduates/FTEF	15.09	1

- For the faculty in this department:
 - What percentage of their time is dedicated to teaching?
 - What percentage of their time is dedicated to service?
 - What percentage of their time is dedicated to scholarship?
 - What percentage of their time is release time?
 - What percentage of release time is dedicated to scholarship?
 - What percentage of release time is dedicated to service?
 - What percentage of release time is dedicated to advising?



University Services

From University Provided Data:

Service data is presented below. Unit data is attached for additional information.

Unit: Human Resources Service: Talent Acquisition Fiscal Year 2022	
Revenue	
510 - Student fees	-
520 - Grants & Contracts	-
550 - Aux Enterprise - Sales & Srvc.	-
560 – Investment Income	-
570 - Other Revenue	-
580 - Recharges	-
Allocated State Appropriation	\$164,950
Transfers In	-
Total Revenue	\$164,950
Expense	
Salaries - Administrative	\$144,600
Salaries - Classified	\$48,484
Salaries - Faculty	-
Salaries - Hourly	\$1,562
Salaries - Other	\$730
Benefits - All	\$64,854
Allocated Labor (Salary & Benefits)	
Direct Expense	\$55,673
Scholarships	-
Transfers Out	-
Total Expense	\$315,903
Staffing	
Unit Positions	16.00
Service Allocated Positions	4.50



Appendix C - Values

Academic Excellence

As a community of learners, we pursue truth and advance knowledge through creative works, research, and scholarship. Our student-centered education provides excellent teaching, dynamic conversations, and a robust intellectual experience both inside and outside the classroom. We provide applied learning opportunities to prepare students for future success, invest in our workforce and create opportunities for professional growth for students, faculty and staff.

Accessibility

Eastern Washington University strives to create a more inclusive, obtainable, and equitable college education.

Belonging through Justice, Equity, Diversity and Inclusion

We are committed to building an inclusive, supportive, and equitable university community. We strive to integrate the principles of justice, equity, diversity, and inclusion into all university operations, fostering an environment that nurtures a sense of belonging among all members of the community. Students, staff, and faculty, are seen, understood, and appreciated for the talents they bring to our educational community.

Regional Impact and Regional Contribution

We promote economic vitality and regional success through scholarly research, dedicated service, and educational programs that meet regional workforce needs in high-demand fields. When combined with our commitment to a liberal arts education, we enhance social mobility, inclusivity, and the well-being of our community while remaining nimble to its ever-changing demands.

Student Success

We embrace all students. Students' needs are complex, and student success requires student engagement and positive outcomes. We are committed to supporting all our students with a focus on creating conditions informed by the needs of our first-generation, low-income, and other structurally marginalized students.

Sustainability

We are leaders committed to sustainability as a balance between the needs of the environment, the needs of the economy, and equitable outcomes for current and future generations



Appendix D - Outcomes and Goal Statements

Student Success and Student Experience

EWU will reshape institutional practices to improve enrollment (recruitment and retention), promote student success, and close structural equity gaps.

Outcomes

1. Annually increase first to second year retention rate by 1 percentage point, closing structural equity gaps for targeted student populations 1.5-3 percentage points, while growing new student enrollment by 0.5 percent and targeted student populations 1 percent.
2. Annually, increase overall graduation rate by 0.5 percentage points while closing structural equity gaps for targeted populations 1 percentage point.
3. By 2026-2027, develop a multi-dimensional model of well-being (e.g., financial well-being, academic well-being, etc.) that is integrated campus wide to improve the student positive mental health score as indicated in the Healthy Minds survey by 10% in five years.
4. By 2028-2029, decrease the DFW (Drop, Fail, and Withdrawal) rates in courses with historically high DFW rates and reduce the DFW rates for all courses to less than 20%.
5. Incorporate in experiential learning opportunities (including practicum, internships, research projects, community engagement) in undergraduate degree curriculum, by cataloging current opportunities by the end of 2024-25 with 100% of programs reaching experiential learning integration by 2028-29.

Belonging through Justice, Equity, Diversity and Inclusion

Through the active engagement and continuous learning of students, faculty, staff, and administrators, as well as an unwavering commitment to equitable practices, Eastern Washington University will create an environment that fosters a sense of belonging, actively promotes and sustains equity, dismantles systemic barriers, and embraces the unique perspectives of all individuals.

Outcomes

1. By 2025-2026, all university and academic policies, including those specific to individual units, will undergo an equity-minded audit to identify policies and practices contributing to inequitable outcomes for historically underrepresented students/faculty/staff.
2. By 2027-2028, all academic and student support units will implement equity-minded accountability and assessment practices and an annual reporting instrument that includes measures such as the participation and/or success rates of students disaggregated by race/ethnicity, socioeconomic status, and gender.



3. By 2026-2027, the number of students who participate in a university mentoring program or university support service will increase by 10% and participants will have a 10% greater outcome (measured by retention and graduation) than those who did not participate in a mentorship opportunity.
4. By 2027-2028, 100% of faculty and staff will have participated in formal training opportunities to support their growth in culturally responsive teaching and learning support, emphasizing curricular and co-curricular learning spaces (e.g., Inclusive Teaching Academy).
5. By 2027-2028, all of EWU will have an improved sense of belonging by improved student journey mapping, onboarding, and training experiences to include surveys of satisfaction and exit interview feedback to increase sense of belonging for all.
6. Beginning in 2024, increase alumni engagement by 20% each year through various means of time (e.g., volunteerism on boards, etc.), talent (e.g., utilizing their profession), and treasures (e.g., giving), further, investing in an active alumni culture.

Investing in Our People and Places

EWU fosters an equitable, sustainable and supportive physical and social environment that encourages the recruitment, retention and engagement of the EWU community.

Outcomes

1. Increase retention of employees for all permanent EWU positions by 1 percentage point annually and targeted employees by 2.5 percentage points to reflect the EWU student population.
2. Increase the recruitment of qualified applicants for all permanent EWU positions by 1% annually, and align employee demographics with the diversity of the EWU student population.
3. By 2025-2026, EWU will develop a campus master plan, which will explicitly incorporate residence halls, and include a vision for both Cheney and Spokane locations.
4. Overall campus Climate Survey score will increase by 10% in 2027-2028 and meet or exceed other peer and national institutions.
5. By 2026-2027, 100% of staff will participate in a professional development opportunity annually

Regional Anchor / Regional Impact

EWU will launch initiatives that focus on applied educational programming, interdisciplinary approaches, scholarly research, community engagement, and athletic excellence. EWU will position its graduates to fill workforce needs and as pivotal contributors to regional needs, equity, and social and economic mobility. EWU will make its campus a model of sustainability through aggressive decarbonization and other initiatives that involve students, faculty and staff.

Outcomes



1. By the end of 2024-2025, EWU will finalize its decarbonization plan which will describe how the University will eliminate its greenhouse gas emissions and improve the University's climate resilience. By the end of 2025-2026 the plan will be updated to describe how students, faculty and staff will be involved in plan development and implementation.
2. By 2025-2026, EWU will develop a comprehensive brand and identity marketing plan that supports the future of the university.
3. By 2025-2026, EWU will complete a comprehensive regional economic profile using data-driven analytics and use that profile to promote academic offerings that benefit our region in preparation for the development of an academic master plan.
4. By 2026-2027, 25% of the faculty will participate in community engagement activities, increasing to 75% by 2028-2029.
5. By 2026-2027, EWU will identify, prioritize, and fund at least one major sustainability focused initiative as it establishes itself as the regional sustainability leader.
6. By 2026-2027, 75% of programs will have assessed alignment between program content, student learning outcomes, and regional skills needs; by 2029, 90% of programs will have completed such an assessment.
7. By 2028-2029, EWU will develop a multi-year investment and change-management plan that coordinates major state and institutional infrastructure investments with the development of faculty, student, and community engagement programs.



Appendix E - Program Review & Discontinuance Quantitative Data

College: College of Professional Programs

Department: School of Education

Program: MEd – Career and Technical Education

Program Review Quantitative Data

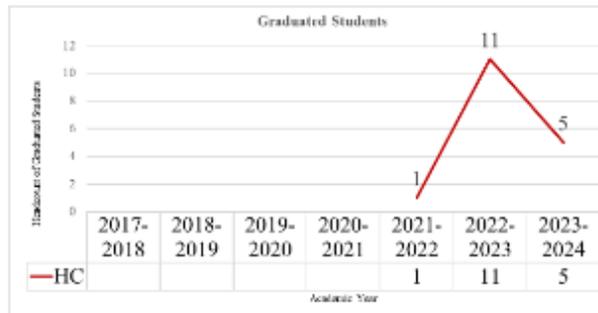
Declared Students

The distinct headcount of students who were declared in the program during any academic period in the associated academic year.



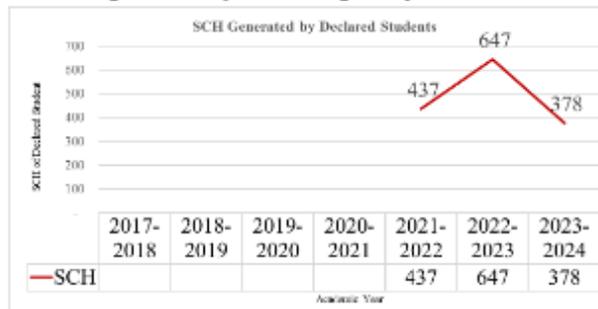
Students Graduated

The distinct count of students who graduated in the program during any academic period in the academic year.



Student Credit Hours

The sum of student credit hours (SCH) generated by students who were declared in the program during any academic period within the academic year. All SCH generated are attributed to the program regardless of if the credit was generated as part of the degree requirements or not.





College: College of Professional Programs
Department: School of Education
Program: MEd – Career and Technical Education

Enrollment

The total number of student enrollments in courses within the program in the associated academic year.

Course	Enrollment AY 2020-2021	Enrollment AY 2021-2022	Enrollment AY 2022-2023	Enrollment AY 2023-2024
CTED570		6	17	11
CTED571		8	16	9
CTED572		6	16	8
CTED671			11	10
CTED672			9	9
CTED673			10	9
CTED674			10	8
CTED675			9	9
CTED676			9	9
CTED677			2	6
EDUC505	164	225	301	220
EDUC507	235	311	342	228
EDUC520	288	340	390	303
EDUC522	371	358	304	291
EDUC551	228	258	232	207
EDUC565	172	207	222	178

Fill Rate

The fill rate of courses within the program in the associated academic year

Course	Fill Rate AY 2021	Fill Rate AY 2022	Fill Rate AY 2023	Fill Rate AY 2023
CTED570		20.0%	15.5%	7.3%
CTED571		16.0%	11.9%	6.0%
CTED572		10.9%	12.3%	5.3%
CTED671			36.7%	20.0%
CTED672			30.0%	18.0%
CTED673			33.3%	18.0%
CTED674			33.3%	16.0%
CTED675			18.0%	45.0%
CTED676			18.0%	45.0%
CTED677			4.0%	10.0%
EDUC505	65.6%	86.5%	81.4%	78.6%
EDUC507	73.0%	76.8%	74.4%	74.8%
EDUC520	94.7%	82.9%	83.0%	69.2%
EDUC522	77.9%	85.4%	63.3%	64.0%
EDUC551	116.9%	86.0%	74.8%	73.9%
EDUC565	83.9%	70.2%	80.7%	84.4%



Appendix F - Program Review & Discontinuance Qualitative Data

Initial Program Review Qualitative Informational Questions

Summaries only – details will be requested later as needed as the committee continues with the process. Please try to limit your answer to each individual question to roughly 500 words. Please include your answers inside this Word document.

Program: _____ Chair/Director: _____

1. Alignment

This criterion considers how the program aligns with EWU's mission, vision, and values, and contributes to important social, economic, or cultural objectives. (250-500 WORDS per question).

- EWU administration has deemed the university an essential driver of progressive change working to ameliorate social problems and achieve social justice in WA. How does your program support this social mission of the university?
- EWU strives to serve first generation students and students from diverse populations. In what ways does your program most strongly serve students of color currently (Latinx/Indigenous/African-American/Asian-American/Pacific Islander) as well as the LGBTQ+ community?
- What service courses does your program offer, and what would EWU students lose if the program was eliminated, but the service courses remained?
- Please tell us any other relevant ways that this program aligns with EWU's mission, vision, and values, and contributes to important social, economic, or cultural objectives.

2. Demand

This criterion considers the internal demand, such as General Education and non-majors, and interdependence and existing collaborations of the program with other programs at EWU. (250-500 WORDS per question)

- Please share examples of how students who have graduated this program over the past 5 years have contributed to the employment demands and current and emerging market needs in the region.



- Please tell us any other relevant ways that your program addresses internal demand, such as General Education and non-majors, and interdependence and existing collaborations of the program with other programs at EWU.

3. Quality

This criterion considers the quality of program outcomes through a quick summary of quality measures. (250-500 WORDS per question)

- Please describe what you take to be the most significant qualitative contributions your program makes to our university, our students and our region. Consider the effectiveness of the program in the areas of research and creative scholarship, instruction, service, etc.
- Please tell us of any other relevant qualitative considerations or measures (including but not limited to assessment reports, external program reviews, test scores and placement of graduates, student research and creative work, exit and alumni surveys) about which we should be aware.

4. Efficiency and Opportunity

This criterion considers the revenue, expenses and efficiencies generated by the program as well as possibilities this program has for collaboration, restructuring, and growth. (250-500 WORDS per question)

- If your EWU program were to be merged with another EWU program(s), name the program(s) below and give succinct statements explaining how this would be a budget efficiency for EWU. What other advantages may exist in merging the programs?
- Please tell us any other relevant efficiency or potential growth measures your program has taken or plans to take about which we should be aware.



Appendix G - ILO Assessment Cycle

ILO Three Year Assessment Cycle		
Year 1 ILO	Year 2 ILO	Year 3 ILO
Plan Diverse Perspectives	Plan Career Preparedness	Plan Multi-dimensional Well-being
<p>Plan: Non-academic programming selections, Design strategies for alignment (NSSE or other National Surveys), Rubric creation, Performance criteria.</p> <p>Plan for changes indicated from “act” year. Submit plan phase goals with Assessment Plan and Report</p>		
Assess Multi-dimensional Well-being	Assess Diverse Perspectives	Assess Career Preparedness
<p>Assess: Types of student work performed in non-academic areas where rubrics were implemented, Reactions to national survey (NSSE), Competency-based demonstrations, Percentage of students that met intended outcomes from assessment planned methods of measurements, performance-based standards met with a summary report.</p> <p>Assess Data and Analysis submitted in following year’s Assessment Plan and Report.</p>		
Act Career Preparedness	Act Multi-dimensional Well-being	Act Diverse Perspectives
<p>Act: Close loops, make any improvements to re-measure. Engage in campus professional development to help establish support of meeting unmet outcomes on Assessment Plan and Report.</p> <p>Data from previous year’s collection submitted with administrative analysis and action plans implemented during the academic year submitted in Assessment Plan and report.</p>		