Introduction

This report is the comprehensive regional report for Eastern Washington University as called for in the Policies and Procedures of the Northwest Commission on Colleges and Universities. Normally, this report would occur at ten year intervals, which would have been in 2008. However, in the substantive change approval that occurred in 2003 for the Doctor of Physical Therapy Program, the commission requested that this comprehensive study occur instead in 2006, following the awarding of the first Doctorates by the institution.

The visit occurred on April 18-21, 2006. A ten person team, plus a liaison from the commission, visited the main campus in Cheney, and the outreach sites in Spokane. Numerous interviews were taken, open meetings held for all constituencies, and an extensive review of documents was completed by the team. Aided by a detailed self-study, the team felt well-informed. As a result, the Evaluation Committee quickly determined that the university fully meets the eligibility requirements of the commission.

This report, and its commendations and recommendations, come at an important time for Eastern Washington University. Not only has it graduated its first doctorates, but it also welcomes a new president. The university appears poised to move forward, a theme that will be echoed in this report.
The Self-Study

The self-study was a tightly organized single volume study that directly paralleled the standards. In addition, there were several summaries of sections. In support of this work were two compact disks containing required documents and other key materials. This use of current technology reduced the bulk of the report but it was challenging to move from the written report to the supporting electronic documentation. (One suspects that we will all become more adapt at utilizing these media in the future).

On-site there was an immense collection of supporting documentation that was very useful. Any additional items needed were quickly obtained. It is important also to mention the excellent computer and technological support provided.

The self-study report writing process itself was conceptualized by the campus as an extension of the nearly continuous planning effort that has been underway since the 1998 Comprehensive Report. As a result, there is a synergy to documents, information, and findings that was missing in the 1998 report. However, the committee noted a tendency toward description rather than analysis; this may reflect the somewhat mechanistic adherence to each and every standard in the text of the report.

Nonetheless, the Evaluation Committee felt well-informed and prepared for its work. The university itself will benefit when this emerging synergy and alignment of planning studies is institution-wide and also more deeply embedded in operational units.
STANDARD ONE

Institutional Mission and Goals, Planning and Effectiveness

Since the 1998 comprehensive report, which documented the pervasive challenges facing the University, there has been remarkable progress at Eastern Washington University. The process and the results of that work have been documented in numerous special, focused, and interim Commission reports. Each describes an institution which was painfully aware of the threats and challenges it faced, but was also committed to addressing them. There have been the not unexpected fits and starts, but the results have been impressive with strong enrollments, new facilities, additional programs, expanded student services, and strengthened infrastructure, particularly in the rebuilding of Student Affairs.

At the heart of the effort has been a continuous commitment to planning evidenced by numerous documents culminating in the key piece, “A Commitment to Action” (2004), which embraces the 1998 Mission Statement as well as the “Commitments” that expand its meaning. This point is essential in understanding what is occurring and what must occur at EWU because the University has clearly and consistently stated that it is “mission driven.” How that statement is implemented greatly impacts the views and assessments of the Evaluation Committee.

Because the process that created the Mission, the Strategic Plan, and the various explanatory and supplemental documents was widespread, inclusive and lengthy, there is broad knowledge of the Mission and the Strategic Plan. The Mission also appears on bookmarks, publications and signs. This inclusive approach to planning continues as the University seeks to bring the plan to life, institutionalize the goals, and implement an ongoing plan-implement-assess-improve cycle to all aspects of the University. The membership in President’s Cabinet, which includes senior administrators, union leaders, student leaders, faculty leaders, staff leaders and so on, is symbolic of the effort to bring many voices to the dialogue about the University’s future. The University should be proud of its commitment to planning and its commitment to providing numerous opportunities to participate in the process.

The continuing effort to make planning and assessment integral to campus life is evidenced by the creation of the Strategic Planning Council, the Cabinet’s Strategic Planning Group, the Provost’s Advisory Committee on Assessment, Institutional Effectiveness and Accountability, and the Office of Institutional Research, Design and Assessment. These represent a serious investment of resources and energy to creating a framework and infrastructure supportive of the vision found in the Strategic Plan. They also reflect a sophisticated understanding, particularly at the senior level of administration, about the value of planning and the importance of assessment.
STANDARDS TWO AND FOUR
(Combined)

Educational Programs and Their Effectiveness

College of Arts and Letters
The College of Arts and Letters (AL) appears to have provided adequate human, physical and financial resources to demonstrate its commitment to high standards of teaching and learning. The Self Study reports that AL has been successful in securing new faculty lines through the Resource Allocation Model (Self Study, p. 29). In addition, each program within AL has appropriate facilities. The Music department, for example, has resources that include “an excellent piano laboratory with 22 units, 32 practice rooms, electronic music laboratory, and an extensive collection of recordings, scores, and music reference material” (Catalog, p. 225).

Each undergraduate program has articulated its educational goals in alignment with the University’s mission, and has published those goals in the University catalog. These goals are also referenced on most course syllabi. The content of AL programs appears appropriate in terms of design, breadth and depth, sequencing of courses, and assessment of learning outcomes. The curricula include a mix of core or required courses, elective courses, and optional courses. Courses begin at the survey level and progress through more advanced and specialized content. In addition, many course descriptions in the catalog include course content and expected student learning outcomes. Faculty members approve curricular change through the Faculty Organization, which is “a representative, elected set of bodies” (Self Study, p. 34).

As part of the University’s broader assessment program, AL reports having a well-defined process for assessing its educational programs. Faculty evaluate student work in relationship to “proficiencies” (mathematics, English composition, computer literacy), “general education” distribution requirements, and “graduation requirements” (capstone, international studies, cultural diversity). However, the implementation of a comprehensive assessment system that could be shared by AL is in a developmental stage (Self Study, p. 41). There appears to be one significant source of assessment data that does not make its way to the academic planning process at the College level. Faculty submit an “End of Program Assessment Plan and Report” to the office of institutional research. The AL Dean and Assistant Dean report that they do not receive any information from those reports.

The Self Study asserts that “faculty, programs, and departments at Eastern” make changes in teaching and learning based on assessment. Interviews with department chairs, the Dean and the Assistant Dean reveal examples: ESL classes that had been designed exclusively for international students are now available to all students who are in the University’s teacher training program, and the content of a film course on law and ethics became integrated into a broad range of “field experience” courses that make direct application of relevant issues.
There is a clear rationale for the general education program. As part of the University, AL has embraced general education, which was created “for the purpose of preparing students with the skills, habits of mind and breadth of subject matter that characterize an educated person” (Self Study, p. 45). In addition, students are exposed to “the core academic disciplines, especially as they apply to major questions of our time.” Students are required to take three courses from each of two categories and two classes from another in these areas: in humanities and fine arts, the natural sciences, and the social sciences. In addition, students are required to take a distribution requirement in mathematics.

A full range of advising is available for AL students including advising that focuses on program and course selection, technical and career opportunities, general University policies and procedures, University support services (e.g. counseling and financial aid), and “academic distress” (Self Study, p. 47). Advising occurs through individual meetings, small group advising, institutional websites, and course announcements.

AL offers an MFA in Creative Writing and an MA in English, Music, and French. The level and nature of the graduate-degree programs appear to be consistent with the mission and goals of the University, and to address the educational needs of students within a regional context. The Master of Arts in English program publishes its goals in the Catalog, but the other graduate programs do not. The Dean reports that the other graduate programs have not developed educational goals; this is problematic.

The graduate programs share physical resources with undergraduate programs, and they appear to have adequate educational facilities. The Art department includes a Gallery that provides enrichment for both the University and the regional community (Catalog, p. 225). However, faculty who were interviewed report having unmet resource needs: new kilns that were purchased for the ceramics department in 2002 need ongoing maintenance, the art gallery lighting system needs to be replaced, and the English department has ongoing needs for new hardware and updated software.

AL graduate programs have appropriate full-time faculty. Based on an examination of faculty CVs, it appears that they are related by training and research to the disciplines in which they teach and supervise research. Some faculty in AL teach graduate and undergraduate courses. However, faculty who teach in both programs obtain separate approval by Academic Affairs to teach in the graduate programs. A subcommittee of the Graduate Affairs Council evaluates faculty who are eligible for “renewal of graduate faculty status”.

AL faculty have been involved in establishing both general admissions criteria for graduate study as well as admission criteria to specific graduate programs. Members of the Graduate Affairs Council have as “primary responsibilities” the creation of “general admission standards” (Self Study, p. 58).

**AL Faculty**
AL employs approximately 80 full-time faculty and 10 part-time faculty with over 95% of full-time tenured faculty holding a terminal degree. National searches are conducted for
tenure-track positions, and hiring is based on the qualifications and qualities of the candidate. AL Faculty are supported in a variety of ways including Summer Research Grants (release time from teaching during the summer) intended to support faculty activities related to the strategic plan, and research grants for new faculty (faculty interviews, and *Self Study*, p. 113). Faculty participate in academic planning, curricular development, advising, and institutional governance. Each department has a curriculum committee, and AL faculty are also involved in the Faculty Senate General Coordinating Committee and the Faculty Senate Course and Program Approval Committee (*Self Study*, p. 114). Faculty also advise students on curricular matters, career issues, technical issues, and concerns that may be addressed through various University support services. AL faculty also participate in the University’s shared governance policy through its Faculty Organization (senate).

Like other University faculty, AL faculty are assigned classes based on faculty “competency, experience, and preference.” Although the United Faculty of Eastern Union was negotiating a contract with EWU at the time that the Self-Study was written, the current contract involves an average teaching load of 12 credit/contact hours per week (*Self Study*, p. 115). Faculty report their belief that comparatively low salaries, comparatively large teaching load, and the lack of spousal hiring practice makes it difficult to retain faculty.

There is abundant evidence that faculty are engaged in scholarship, research, and artistic creation, and are evaluated on those criteria. The University’s Collective Bargaining Agreement requires all faculty to have an active Faculty Activity Plan that identifies “scholarship, research, and/or artistic creation activities” (*Self Study*, p. 120). In addition, the plan contains criteria for measuring achievement within each category. The Dean of AL reports that approximately 90% of faculty have produced scholarly or creative works during the last two years.

The University has adopted the Statement of Professional Ethics of the American Association of University Professors. The University’s Collective Bargaining Agreement also contains language relevant to ethical issues in research and scholarly creation (CBA. Chapter I, Section E and Appendix III).

The AL leadership structure including the Dean, Associate Dean, Department Chairs, and faculty appear highly energetic, competent and committed to the educational success of their students.
College of Behavior and Social Sciences

The College consists of 13 departments, some administratively and disciplinarily co-located, a few offering only a minor (e.g., Women’s Studies, although in the coming academic year they will offer a major), others offering a small number of “foundational” courses (Social and Behavioral Sciences) for the university as a whole, and others (Social Studies) offering endorsements for other colleges.

Overall, the departmental curricula are internally coherent; many include optional tracks for degree concentrations and cross-listings with cognizant disciplines both within and outside the college. Nonetheless, procedures for curriculum reformation are reported to be cumbersome and slow--even a minor change in title requires the same exhaustive review as the addition of a new course or a change in content.

Despite faculty expressed concerns about lack of financial resources, in fact, with regard to personnel, lower limits for salary bases are largely governed by CBA language and there appear to be adequate funds for judicially managed replacement, retention offers, the attraction of minority faculty, and, in the coming academic year, two new lines. On the other hand, salary compression will inevitably create departmental disparities and difficulties. An effort is being made to maximize hiring opportunities by encouraging joint appointments. These, however, are fraught with FTE counts, disciplinary credits, and other logistic considerations. Thus, the encouragement of the Strategic Plan not withstanding, interdisciplinary efforts are impinged by bureaucratic impediments. On the other hand, salary compression will inevitably create departmental disparities and difficulties. The new dean (2005) has scheduled search procedures such that the time-line avoids last-minute, failed searches, an effort overwhelmingly approved by the faculty. Remaining reported difficulties with successful hires were salary, location, and faculty evaluation procedures (see below). Nonetheless, the College has attracted high caliber scholars, committed to teaching, active in university and professional organizations, and productive in scholarship. Despite the concern (stated in the Self Study) that many of the faculty are retirement-eligible, this College does not anticipate a major one-time turnover, but a gradual, orderly replacement.

Space is at a premium and building renovation (including asbestos abatement) is lagging in some units used by the College. The issue of space will become more critical as the university continues its press for increasing enrollments (if the current budgetary practices are continued), requiring additional office and classroom space. Laboratory facilities are very outdated (e.g., Anthropology (1980) and Geography) and will require major funds for retrofitting or replacement. The College will have to consider and prioritize space needs in the coming years to accommodate increasing enrollments and program demand in response to regional/state emphases.

The University has deployed a technology refreshment program both in faculty offices and in classrooms. Although there is a four-year rotation of faculty computers, the faculty consider this inadequate on the basis of inability to utilize increasingly sophisticated software. With regard to instruction, the University has integrated campus computer systems (including the dormitories) with the library, and implemented Blackboard and ‘smart-carts’ for class-room presentations. Yet it is difficult to ascertain the impact these innovations have made on
instruction. From the students’ point of view, it has been minimal, if not distracting, given they feel they are required to sort between information on Blackboard and information provided in classroom settings. Obviously, this is an instructional environment in its early stages, with a promising but not yet realized future. (For programs highly dependent on electronic communication (see Social Work), such problems have been overcome and electronic information exchanges have become not only advantages but necessities.) Although the students interviewed may not have been representative, their lack of a positive response to the use of electronic course material was a surprising finding, given that students are usually much more technologically savvy and oriented than professors.

Even more surprising was the lack of library utilization, either electronically or physically. Some students stated they had never set foot in the facility. Others said they had requested check-outs online. Most undergraduate courses appear to depend entirely on assigned textbooks. It is obvious that information from the internet is changing student habits, but the judging of this information’s credibility requires tutelage and should be incorporated in library orientation courses in all universities across the country.

Before students arrive at their major in the College of Social and Behavioral Sciences, they are required to complete a series of general education requirements amounting to approximately eight courses (the particulars of this requirement now undergoing review). During this time (essentially their first two years), they are served by an academic advisement center. On declaring a major, they are referred to that department, after which their advisement becomes spotty at best. In general, departmental faculty are not trained in advising and most departments have no program in place to perform this function. The College (and other colleges in the university) acknowledges this deficiency and hopes to correct it. Training of faculty advisors for majors is an essential tool for retention and successful graduation, requiring university-wide emphasis.

**Graduate Programs.**
The College offers three masters’ graduate degrees, some of which are multi-disciplinary: 1) MS, Communication; 2) MA, History; 3) MS, Psychology (clinical or experimental)

1. **MS in Communications.** Concentrations include (beyond a series of core courses): Organizational Communication, Technological Communication, Instructional Communication, and Cultural Communication. In addition, an interdisciplinary component may be included. Each of these concentrations requires courses in cognizant fields. No learning outcomes are specified, but are targeted for students requiring additional preparation for their professional careers.

2. **History, MA.** This program is targeted for students interested in museum, library or archival work. A small group of core courses is required, plus directed readings. The majority of students seek to strengthen their certification credentials and opt for competency exams vs. a thesis. Again, no learning outcomes are posted in the catalogue.
3. Psychology, MS. There are three options. The first prepares students for further graduate or applied work in clinical or experimental psychology; the second, MS, School Psychology prepares students for certification in applied work settings. The third, a certification, supplies a certificate for educators. In their catalogue representation, none of these degrees is specific beyond course expectations and general information about the types of professional experience for which they prepare the student.

At the graduate level in particular, but also at the undergraduate, there is a paucity of student support—few scholarships or teaching assistantships.

Assessment
Although the College recognizes the importance of assessment, its implementation is in its infancy. Clearly, data are collected, through capstone courses, portfolios, graduation and graduate school placements, tracking of retention, pre- and post-tests, etc., but practice is extremely variable and feedback to program revision or enhancement not obvious. Every department employs a capstone course, some of which feed into the End-of-Program review (a yearly exercise), and others simply provide a synthesizing disciplinary culmination. Learning outcomes for majors for individual departments do not appear consistently in the catalogue, although they may be available elsewhere. As with any new procedure, the faculty are not necessarily convinced of its utility. College and university-wide leadership are required.

Student assessment of courses/professors is uniformly practiced with both student and peer evaluations. Guidelines for peer evaluations are clearly stated in College documents.

Credit for prior learning is relatively rare; evaluation of portfolios, work experience, etc. is not administered at the College level, but by a central office.

Faculty Evaluation
The procedure for faculty evaluation is relatively new (within the past eight years). New faculty complete an agreement of expectations (the Faculty Activities Plan, FAP) which holds on a year to year basis for the first three years (i.e., s/he can be let go at the end of any of these years. At the end of three years there is a summative analysis; if positive, these expectations hold for the next three years at which point the candidate receives tenure and promotion to associate professor, upon which time a new FAP is implemented. The Faculty Activity Plan contains three measures with somewhat flexible details outlined for each measure. Although there is some variability among departments, it is reported that most emphasize teaching (usually around 45%), service (around 15%), implying a 40% research responsibility. Clearly this does not reflect actual faculty workload in terms of teaching (usually three 5 credit (5 days per week) courses per quarter, although some quarters may be reduced to two courses.

Difficulties expressed were: problems of modifying the FAP if circumstances change (e.g., grant buy-out); the ‘bar’ is clear but perhaps minimal (e.g., three peer-reviewed articles or a book by the third gateway evaluation, possibly inhibiting the potentially exceptional
individual who may not strive beyond the requirements; the status of the FAP, i.e., whether or not it is a contractual agreement, the Union regarding it as such and the administration as not; the timing is unrealistic, the first evaluation taking place in October of the new faculty’s first quarter, so that the 2nd evaluation is the ‘real’ first year evaluation; again, this results from administrative deadlines, both in terms of review time (they must be approved at many levels including the Board of Trustees, in conjunction with rules regarding timelines for dismissal of personnel).

General Observations

1. Lack of support services for academic units (e.g., institutional data is a one-person office and requests take months to honor); loss of departmental support staff. During hard times, priority was given to faculty vs. staff maintenance, and this has not been redressed.

2. College budgeting is driven entirely by FTEs. The President, not the Provost, holds the money pool, ½ of which is a ‘policy pot’ which the first year (2001) went to initiatives and afterwards went to ‘shrinkage’; the 2nd is the FTE pot. It has been difficult to verify this information due to the fact that communications between upper administration and colleges are not transparent; nor is the information available from documentation supplied to the Committee.

3. Advising, after the student’s first 2 years or when s/he declares a major, is variable and many faculty are neither very good at it nor interested. Nor do they receive training/support.

4. Mentoring. Systematic implementation and supervision of this practice is not evident. Although it is widely referred to, its practice is voluntary and dependent upon junior faculty seeking an appropriate colleague.
School and Social Work and Human Services

The School of Social Work and Human Services inhabits four different sites around the state including Cheney. Gerontology, Chicano, and disability concentrations (among others) are offered with cooperating programs. The School employs a large faculty (31, see below for further discussion), some site situated, and many traveling from their home base to the other campus sites on a frequent basis. It is the 10th largest Social Work school in the country (400 students).

The catalogue conveys clearly stated learning objectives and assessment is conducted both nationally and locally. In house assessment includes course evaluations, student exit surveys, and a senior paper evaluating their training and the usefulness of course content. Coherence and program continuity are maintained by regular (at least monthly) teleconferences. Two annual retreats, fall and end of program review, contribute to continuity and program direction. Electronic communication facilities are excellent and extensively used both by faculty and students. In addition to a systematic series of courses, students are required to complete an extensive field practicum, closely monitored by faculty specially designated and trained to develop their skills in professional competencies.

At the graduate level, two options are offered: on the Cheney campus, the M.S.W. is offered for full-time students. On the extended campuses, part-time students are admitted in cohorts of 60, with course-work scheduled to accommodate students’ work schedules. Unlike many distance-located sites, retention is excellent. The programs lose less than 10% of their entering cohort.

The School employs a highly qualified faculty; 90% of those on the Cheney campus are tenured. However, personnel at the extended sites are largely lecturers or adjuncts, many of whom are graduates of the Cheney M.S.W. This potential deficiency is overcome by frequent visits and regular course offerings from the Cheney campus. In addition, these faculty are evaluated annually, and work under the guidance of tenured Cheney faculty.

In the future, the School plans to broaden its scope to include full-time and part-time offerings at all sites. This is a flourishing program with enthusiastic faculty, an active student body, and excellent leadership.
Policy 2.1 – General Education

The University satisfies the requirements of Policy 2.1. Students are required to take three courses from each of two categories and two classes from another in these areas: in humanities and fine arts, the natural sciences, and the social sciences. Students are also required to satisfy a mathematics requirement. These requirements and the options for satisfying them are clearly described (Catalog). Beyond that, the General Education Task Force has committed to a review and possible revision of the University’s general education offerings.
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College of Business and Public Administration

The College of Business and Public Administration offers degrees in four areas. In business, the college offers Bachelor of Arts in Business Administration, Bachelor of Arts in Education, and Master in Business Education. The B.A. in Education, offered in conjunction with the College of Education and Human Development is currently being phased out due to low student enrollments. The B.A. in Business and the M.B.A. are accredited by the AACSB. The college offers graduate degrees in the area of public administration, including Master in Public Administration, several dual degrees including M.B.A./M.P.A., and a certificate program in Public Management Development. In the area of urban and regional planning, the college offers Bachelor of Arts and Masters in Urban and Regional Planning. The masters program is accredited by the Planning Accreditation Board. Finally, in the health services administration area, the college offers a Bachelor of Arts degree and a certificate in Health Service Administration.

The undergraduate degrees are offered at two locations, at EWU’s main campus in Cheney and in Spokane at the Riverpoint campus. All core courses are available at both campuses. The graduate programs are offered at the Riverpoint (Spokane) campus. The college has recently hired two faculty members located in Bellevue, Washington, and has initiated an undergraduate business program in Bellevue in collaboration with Bellevue Community College, with EWU offering the last two years of the curriculum.

The college enrolls approximately 1,300 students in its academic programs and graduates 400-450 students each year. Undergraduate enrollments in health services administration, though small, have increased by over 55% in the past two years, while enrollments in business programs have decreased by about 9%. Decrease in enrollment in undergraduate business program is associated with relatively recent changes in the admission requirements into the business program and a more restrictive course repeat policy. The college expects that enrollments will rebound in the next few years with better prepared students for the business curriculum.

The college places great emphasis on the quality of its undergraduate educational experience and strives to maintain an environment of close faculty-student interaction. The college administration and the faculty are committed to the teaching mission of the institution and provide the time and support needed for the student learning process. Students appear to have a high degree of enthusiasm for the program and are particularly complementary of the support they receive from faculty. Students did however express frustration about adequacy of advising staff, particularly at the Riverpoint (Spokane) campus.

The college and the University are commended for the student computing facilities. Facilities on both campus sites are very well equipped and maintained with a well articulated plan for replacements and upgrades. However, both students and faculty expressed concerns about effectiveness of student services at the Riverpoint (Spokane) site. A new building is expected to be completed in Summer 2006 that will provide additional space, including a new library, for Eastern Washington University and its academic partner in Spokane, Washington State University. The college students and faculty hope that with additional
space the University will be able to provide better student services for all EWU programs at the Riverfront (Spokane) site.

The undergraduate business program offers a number of majors, most of which are available to both locations. Curriculum design for the majors is appropriate and includes the institution’s general education requirements. The master programs are consistent with the mission and goals of the institution. Program objectives, curriculum, and admission and graduation requirements are clearly articulated. The Faculty Senate’s Graduate Affairs Council, working closely with the Dean of Graduate and Undergraduate Studies, oversees curriculum processes and faculty appointments to the graduate status. Faculty members in the college appear to have the appropriate degree credentials and background to deliver the curriculum and are engaged in scholarship that is consistent with the applied nature of the college’s graduate programs. The college has about 42 full-time equivalent faculty. However, a significant area of concern is that over the next few years, as much as one-third of the faculty in the college may retire. The college is already struggling to fill currently open positions due to lack of competitive salaries. There were three failed searches during the last academic year. While the college has an opportunity to grow its business programs, particularly the graduate programs at the Riverpoint (Spokane) site, this may not be achievable unless the college is successful in recruiting and retaining qualified faculty.

Processes for faculty evaluation and standards for tenure and promotion are defined by the EWU Collective Bargaining Agreement. Faculty appear to clearly understand those expectations and processes. However, there appears to be a lack of understanding on part of faculty of university’s resource allocation model and how budgets will facilitate implementation of the strategic plan.

The college developed its strategic plan prior to University completing its planning process. The college has made efforts to ensure that its goals are aligned with University priorities. Each department within the College of Business and Public Administration has articulated its mission and vision, and goals in areas of curriculum, faculty, students, and continuous improvement.

The college and many of its programs solicit regular, periodic feedback on its programs and plans from external advisory boards. The goal related to continuous improvement leads to an assessment plan that includes learning objectives for students in each major. Information is collected from a range of sources including students, faculty and alumni to evaluate the programs. Among the instruments used by business programs is end of program assessment through the Major Field Assessment Test that also provides benchmark data for other institutions. There is evidence that a process is in place to use the results of this evaluation to improve program effectiveness in some programs within the College of Business and Public Administration.
The College of Education and Human Development offers numerous undergraduate, graduate, and professional certification programs within three departments (counseling/educational and developmental psychology, education, and physical education, health and recreation). The programs demonstrate a coherent design; courses are sequenced appropriately. There is a clear process for curriculum design and approval, and faculty play a primary role in curriculum development.

The facilities and equipment for on-campus programs are sufficient. The faculty reported that many of the classrooms are old, but they have access to up-to-date technological equipment. Classroom resources also appear to be sufficient for the certification and masters programs that are offered in off-campus sites. Faculty and students commented that the library is readily accessible to students whether they are located on or off-campus. Students also expressed satisfaction with the Blackboard Course Management program that is being used in many classes and with the computer resources that are available to them (e.g., computer labs, lap-tops available for check-out, and computer help line).

The department chairs have described the current state of their educational program assessment as “evolving”, a description that appears accurate. The departments have mission statements that are consistent with the mission of the institution as well as department plans that include policies and procedures, but learning outcomes are missing for many degree programs except for those that participate in specialized accreditation. In addition, the process of assessment is highly variable across programs. Again, the programs that participate in specialized accreditation regularly gather data from multiple sources to evaluate whether learning outcomes are being achieved, but the assessment of programs that do not participate in specialized accreditation is minimal. Finally, there was little evidence that assessment findings are being used to improve teaching and learning. For example, while curricular review occurs regularly, it did not appear that this was linked to the assessment findings. It was reported that the assessment that the University requires of departments lacks meaning for many faculty.

The faculty within the College are professionally qualified for the courses they are assigned to teach. A high percentage have doctoral degrees. The students were unanimous in describing the faculty as outstanding. They noted that faculty members were engaged in scholarship, were current in their fields, were good teachers, and were highly accessible.

Faculty workloads reflect the mission of the institution in that a priority is placed on teaching. Scholarship and service, however, are also expected of the faculty. It was reported that faculty salaries within the College are not competitive and that this is having a negative effect on recruitment and retention of faculty. Workloads for faculty are heavy. Faculty are responsible for 36 credits per year, plus student advising. In addition, it was reported that thesis or research supervision is not taken into account in determining faculty workloads. These issues pertaining to salaries and workloads are of concern, especially since many faculty members are nearing retirement.
New faculty are evaluated every year for the first three years. From that point on, they are reviewed every three years unless they choose to seek promotion before a three-year period has ended. Multiple indices are utilized for the continuing evaluation of faculty performance. These include student feedback on faculty teaching effectiveness, sample tests and other assignments, peer review of teaching, and evidence of scholarship and service. The interim Dean stated that part-time faculty are evaluated annually on teaching effectiveness but a written policy concerning this could not be located.

The faculty participate in institutional governance through the Faculty Senate as well as involvement on University committees. There was some concern expressed, however, that faculty voices are not always heard at EWU, a problem that was attributed in part to the turn-over of administrators within the College and the institution as a whole.
College of Science, Health and Engineering

The College of Science, Health and Engineering (CSHE) provides education to about 2,650 FTE students, about 27 percent of the university total. About 10 percent of these students are in EWU’s graduate programs or in graduate courses that are offered by the department and used in other graduate programs. Many of the CSHE programs have experienced growth in recent years, which is viewed by the college as a positive development although it has placed some stress on facilities, especially those in the science building.

The college prides itself on the quality of its academic programs and on the emphasis that is placed on teaching and close interaction between students and faculty. Students often choose EWU over larger more impersonal institutions because of this factor.

All CSHE departments have approved department plans that meet the requirements of the faculty collective bargaining agreement as well as a more specific list of requirements developed by the CSHE. These plans must cover 27 criteria, including containing an assessment plan that formalizes outcome measurement activities for each department program. End-of-program assessments on certain characteristics of department graduates are done on a yearly basis and all CSHE departments have been in compliance with this requirement, although some are doing this in a more substantive manner than others.

Grids are filled out for each of these end-of-program assessments and include the objective of the assessment, i.e., the student performance or learning objective that was targeted for a yearly assessment cycle; the strategy or method of measurement through which the student performance data were gathered; the observations gathered from the data including the analysis of those data; and the actions recommended based on observations such as the course or program changes that were recommended.

There is some indication on these forms that such assessments have led to course or program change. In other cases, though, this is not evident and the program change column is blank or does not clearly indicate what changes have been made as a result of the assessment.

College programs have benefited by the funds that have been made available to construct new facilities to meet the space and equipment needs of programs. For example, a new building has been constructed to house the computer science and electrical engineering programs. The state provided the funding for the building while the campus was responsible for equipping the building. The college was very successful in raising funds and donated equipment from a long list of donors to equip the building’s classrooms and laboratories with state-of-the-art equipment.

Modern new facilities have also benefited those programs located on the Riverpoint campus in Spokane. The state has funded new facilities on this campus to benefit the programs of Eastern Washington University, Washington State University, and state agencies. Such facilities have been important factors in attracting both students and faculty to department programs.
A Riverpoint campus state agency that has interacted to a certain extent with EWU programs has been the SIRTI (Spokane Intercollegiate Research and Technology Institute). The primary role of this institute is to provide assistance to promote the development of high technology companies in Eastern Washington, including the promotion of technology transfer of ideas developed in higher education to the marketplace. This has primarily involved Washington State University although there are examples of collaboration with EWU including assistance with new company development stemming from EWU faculty research, internships for EWU students at SIRTI, as well as EWU offices and classrooms for its computer science programs located on the third floor of the SIRTI building. SIRTI at one point had federal grant funds, some of which were given to EWU projects, but this source of funding has disappeared in recent years.

The science building is well maintained and facilities are up-to-date but space is stretched due to higher enrollments in all science programs except the physics program. Discussions are underway for an expansion of current facilities but new construction is still probably at least several years away. Some faculty do not have research labs available to them, some teaching laboratories need to be scheduled into the evenings to supply all of the demand.

**Doctor of Physical Therapy**

A recent and highly successful development of the CSHE has been the implementation of the university’s first doctoral program, the Doctor of Physical Therapy (DPT). This three-year post baccalaureate program is currently designed to serve a total of 102 students and is located at the Riverpoint campus in a building managed by Washington State University.

Eastern Washington University was authorized to offer the Doctor of Physical Therapy (DPT) by NWCCU effective fall 2002. Since this was the first doctoral level degree offered by EWU, it was granted informal candidacy status by NWCCU in April 2003, while being directed to conduct a comprehensive self-study of all of its programs and be visited by an NWCCU evaluation team in the spring of 2006.

A number of those interviewed indicated that EWU’s decision to offer a DPT program was not driven by a desire to change the nature of the institution to a Carnegie doctoral/research-intensive institution; rather, it was driven by a desire to continue training clinical practitioners of physical therapy in the best way possible under the continually higher expectations of the profession. When a physical therapy program was first developed at EWU in 1985, students graduated with a bachelor’s degree and were eligible to become licensed physical therapists. Changing national standards of the American Physical Therapy Association (APTA) led to the development of a Master’s of Physical Therapy (MPT) in 1997.

In 2000 the APTA developed a vision that by 2020 physical therapy would be delivered by physical therapists who are doctors of physical therapy and who may be board certified specialists. In 1998 there was a single DPT program nationally. By December of 2000, 59 physical therapy programs either were seriously considering DPT programs or had fully accredited DPT programs. That trend has continued to the present day so that most current physical therapy programs are DPT programs.
Due largely to increasing student demand for a DPT program as they sought to enter the profession, EWU in 2002 was having difficulty attracting students to its MPT program. The program was not fully subscribed and the overall abilities of the students in the program averaged well below the current abilities of DPT students. It was to meet the emerging national expectations and to attract additional students to its program that EWU proposed offering its DPT program in 2002. It was also believed that a well-designed DPT program would provide an education that would be increasingly necessary as physical therapists move to becoming recognized as autonomous providers of physical therapy who increasingly act without referral by medical doctors.

The APTA developed the Council on Accreditation of Physical Therapy Programs (CAPTE) in 1977 to accredit physical therapy programs. Previously, the American Medical Association served as the accrediting body but they desired to relinquish this activity. CAPTE is the only recognized accrediting body for physical therapy programs. Therefore, only graduates of CAPTE accredited programs are eligible to take the licensing exam that is developed by the Federation of State Board of Physical Therapy Examiners (FSBPTE).

Students in the program are uniformly pleased with all aspects of the program including the faculty, facilities, location, curriculum, clinical experiences, and cost of the program. Interviewed students were very knowledgeable of the program and enthusiastic about it. They also expressed a strong belief that the faculty and administration of the program were very dedicated to the students and believed that they were doing everything possible to assist student success.

A number of students report that they heard good things about the program prior to their application to the program either from the physical therapists that they did the required pre-admission experiences with or from others knowledgeable about the program. Others report being sold on the program during the interview process after meeting with faculty, staff and students and being shown the high quality facilities. It is clear to the students during the interview stage that faculty and administration care about the students, interact very closely with the students, and provide an education that forms a solid basis for a practicing physical therapist while gaining the skills necessary to modify their practices as conditions change.

Faculty satisfaction with the program is also strong. They believe that they are preparing students well for a developing profession that is making increased demands on its practitioners. Increasingly patients come to physical therapists with problems treatable through physical therapy without being referred by a physician. It is therefore critical that physical therapy graduates have the skills and abilities to correctly diagnose medical conditions, treat those conditions that they are able to treat, and make referrals when they are either not able to make a complete diagnosis or if the diagnosis they make is outside of the types of conditions that they are licensed to treat. It is evident that the philosophy and practice in the DPT program prepares students well to do this.

Applications for the DPT program currently average about five students for each of the 34 available slots. The department made a decision to interview all applicants with a GPA of 3.2 or higher, which has resulted in 3 applicants being interviewed for every available slot.
The average GPA of those admitted to the program in 2005-6 was 3.5. The department has requested funding for an additional faculty member, which would allow it to raise the size of each class by four students.

The quality of the program is also evidenced by the pass rates on both the departmental comprehensive exams and on the state licensing exam. While still a young program, 100 percent of the students and graduates who have taken these exams have passed them on the first attempt.

Faculty are required to have a Ph.D. The DPT itself is not an acceptable degree for a faculty member since the department expects faculty members to be active researchers. New faculty especially have impressive research credentials and have been successful with grant-writing.

**Faculty**

Faculty of the College of Health, Science and Engineering exhibit a high degree of dedication to the education of their students as their primary role. The faculty of the college have the appropriate credentials to offer all of the programs offered by the college. Teaching loads are typical of faculty in an institution with teaching as its primary role. Tenure-track faculty typically teach about 33 credit-hours per academic year while adjunct faculty average about 45 credit-hours.

There appear to be adequate faculty to serve the needs of the programs. College programs have benefited from the university research allocation model since their growing programs have been able to add needed faculty due to the increased allocation from the university to the college in response to increased numbers of students.

Expectations for faculty research are clearly defined in faculty standards for tenure and promotion and individual expectations are agreed upon in faculty plans. Each faculty member in the college receives a minimum of $1200 per year in faculty development funds with this sum being greater in some departments. There are also opportunities for faculty to apply for additional internal grant funds to support their research.

Faculty evaluations are comprehensive and tied to clearly delineated faculty expectations as defined in faculty plans. Faculty in their first three years are evaluated on a yearly basis while other faculty are evaluated every three years based on their three year plans. This system appears to be working satisfactorily.
The Nursing Program
The EWU nursing program is provided through the Intercollegiate College of Nursing (ICN) in Spokane. The ICN is a nursing education consortium that is currently shared by four universities: EWU, Gonzaga University, Washington State University (WSU), and Whitworth College. Gonzaga University is developing its own undergraduate nursing program, however, and will leave the consortium once its current students have graduated.

By agreement, WSU serves as the coordinating institution and fiscal manager of the consortium. Policies and procedures, as well as appointment of faculty and staff, are through WSU, and the Dean of the ICN reports to the WSU provost. However, a Council of Provosts that includes the provosts/academic vice presidents of each consortium partner, including EWU, meets with the Dean on a regular basis in regard to the curriculum and teaching-learning practices of the ICN. Students admitted to the ICN from EWU retain their status as EWU students and graduate with a dual degree from EWU and WSU.

This arrangement for nursing education appears to be beneficial to EWU and its students. The ICN is a respected nursing program that is professionally accredited, has a well qualified faculty, offers excellent clinical opportunities for students, and achieves high student pass-rates on the national licensure exam. In addition to the baccalaureate degree, the ICN also offers a graduate program with three masters-level specialties and will soon offer a doctoral degree in nursing. The Dean of the ICN reported that the consortium arrangement, as well the large size of the ICN, has enhanced the program’s success in achieving support from the state legislature. The program is currently housed in a very nice facility outside of Spokane. Clinical skills labs and classrooms are well equipped and the building is attractive. However, due to the increasing number of nursing students, the program has outgrown its space. A new facility for nursing education is currently being constructed at the Riverpoint campus and it is anticipated that the program will move there in fall 2008.

The nursing program offered through the ICN is an upper-division program. Students apply for admission at the end of their sophomore year and are admitted as juniors. The consortium members have agreed that 90% of the students who are admitted to the ICN will come from the participating universities. Thus, there is an incentive for students who are interested in nursing to obtain their general education courses and nursing prerequisites at a university that is part of the consortium. Nursing is a popular career and there are many more applicants than there are available openings in the ICN program. The admissions committee (comprised of ICN faculty) set the standards for admission. The number of students who are admitted from EWU each year is based on the proportion of qualified candidates in the applicant pool who are enrolled at EWU. This arrangement is perceived as fair by the EWU personnel that I spoke with.

The students who were interviewed during this visit reported that the nursing program was extremely rigorous but that the courses they took at EWU had prepared them well for this challenge. In general, they were very satisfied with EWU and expressed loyalty to the institution. All of the students, however, reported problems concerning the advisement they received at EWU. They stated that students at EWU needed to be very proactive in seeking information about the requirements for the nursing program otherwise they were likely to be
uninformed. They also noted that they had not been told about courses that were needed or would be beneficial (e.g., a 300-level course was mentioned, as was a Child Development course) and that, in some cases, the courses they had taken proved to be unnecessary.

Several of the students also said that, although they are supposed to retain their status as EWU students after being admitted to the ICN, they have not been treated as if they were EWU students. For example, one student said that, after transferring to the ICN, she received repeated letters and phone calls from the financial office at EWU asking her to pay back her student loan “now that she was out of school”. Another said that a colleague in the nursing program had lost her job at EWU because she was no longer considered a EWU student. Others said that they were not allowed to vote in a recent election at EWU and that they have to pay to attend sports and other events at EWU because their ICN student ID is not accepted as equivalent to a EWU ID.

EWU employs a pre-nursing advisor who is herself a nurse and a graduate of the ICN. This individual is very personable and is enthusiastic about the nursing program and about her role in assisting students. She described several different approaches that she uses to inform students about nursing as a career, and about the pre-nursing requirements. Yet, the students’ comments suggest that the current approaches are not working well and should be reviewed.

In conclusion, the collaborative relationship that EWU has with the ICN is beneficial to EWU and its students. When Gonzaga University withdraws from the consortium, it is anticipated that an even greater number of EWU students will be accepted into the nursing program. In addition, the teaching environment as well as the potential to accept higher numbers of students will be further enhanced after the ICN moves to the Riverpoint campus.
Educational Assessment, Policy 2.2

The University appears to have made a promising start in instituting plans for educational program assessment. A strategic plan was developed in 2003-2004 that had broad university participation. Refinement of the plan seems to have continued over the following 12-18 month period. While leadership transition prevented the institution to develop a broader implementation plan, the University seems to have focused on improvement in specific areas such as student success during transition. Overall, the strategic plan reinforces the University’s primary mission as a student-centered, regionally-based, comprehensive university.

The University has done a commendable job in articulating a model that ensures that assessment is a continuous activity, starting with university and college strategic plans all the way to faculty activity plans, though the translation of expectations between different levels is not clearly defined or aligned. It appears that all academic units and programs are engaged in assessment efforts. A university-level Assessment, Institutional Effectiveness and Accountability (AIEA) Committee is charged with developing the framework for a comprehensive assessment and accountability plan and with monitoring and coordinating assessment information. The AIEA Committee is presently engaged in developing an online portal system for data collection and evaluation and in finalizing a set of university-level performance measures that include metrics of institutional effectiveness (e.g. freshmen retention rates, six-year graduation rates and degrees awarded) and measures for student-learning outcomes.

Learning outcomes are not fully developed for many academic units. Assessment plans in professional programs where professional accreditation agencies require systematic assessment and evaluation are more fully developed than in other programs where assessment plans are evolving, changes are not systematic or not very well documented.

While a significant amount of information is being collected for academic units and the University regarding students’ experiences, institutional processes, curriculum, and campus climate from students, faculty, staff, and alumni, the institution as a whole appears to be in the initial stages of using this information to improve the effectiveness of its programs. The results to date vary significantly from one unit to another. Some departments appear to have processes in place to effectively link assessment information to program improvement. Other departments are only starting to develop plans to link assessment data to program goals. The University needs to continue its efforts in this area, so that the requirement for effective assessment plans can be met in all programs. The University is encouraged to increase communication among its programs to share processes and assessment methods. The AIEA Committee can facilitate this activity.

There are numerous examples of assessment and evaluation programs and activities throughout academic departments. Proposals for new degree programs require an articulation of goals, student learning outcomes and an assessment plan. A 10-year review process of academic programs is designed to insure the viability of programs. The new grants program administered by the Teaching and Learning Center require an assessment component from the initiatives that are funded. The General Education assessment process,
coordinated by a subcommittee of the Undergraduate Affairs Council, is divided into three rotating cycles with the cycles focused on (1) basic skills in quantitative reasoning, writing, and information literacy, (2) breadth area courses in humanities and fine arts, social sciences, and natural sciences, and (3) courses in cultural and gender diversity, international studies, and senior capstone.

Overall, implementation of assessment plans lack consistency across the University and in particular, significant work is required to ensure that assessment activities are linked to improvements in teaching and learning, and are integrated in the overall planning and evaluation plan for the University.
**Continuing Education and Special Learning Activities**

It is clear from the self-study, strategic planning documents, and conversations with the Provost and several Deans that outreach activities are integral to how Eastern Washington University (EWU) plans to respond to the needs of its region, grow enrollment, engage with its communities, and increase non-state resources. The Vice Provost for the Division of International and Educational Outreach (DIEO) and his staff are to be commended for the recent realignment of the unit’s structure and goals to advance the mission of EWU and enhance the institution’s competitiveness in a challenging environment (Standard 2.G.1). The Vice Provost brought a solid background in international and business education when he came to the institution three years ago and has since reorganized DIEO to be a more responsive and helpful partner to academic departments (Standard 2.G.4). A more centralized approach to coordinating continuing education and outreach activities is evident in this new structure and academic units are becoming more aware of the value that this unit can contribute to extending their programs to new audiences. Appropriate changes have been made to better support institutional priorities and there is confidence in the competency of the DIEO staff and their capacity to respond to the needs of academic units and students.

DIEO was supported by the outgoing President, who understood its potential for growth and innovation, and the Provost has been pleased with how DIEO’s leadership has stabilized and is well aligned within Academic Affairs. As a member of the President’s Cabinet and the Provost's Dean’s Council, the Vice Provost is imbedded in the leadership of EWU and included in its planning. Changes in the leadership of the institution are not expected to significantly modify this support, given the approval of DIEO’s strategic plan for 2005-2010 with Academic Affairs and its alignment with the institution’s vision.

A component of DIEO’s recent reorganization was consolidation of financial and marketing functions, which has produced improved promotional materials that help brand EWU and strong financial management oversight. Revenues have significantly increased in the last three years (from $3M to $7M), to sufficiently cover the Division’s costs, and a portion is contributed back to the Provost to support other institutional investments. Thus, the unit’s self-support finances are very solid. DIEO directors appreciate the increased sharing of financial information, which, along with the unit’s reorganization, has led to an improved collegial and collaborative working environment. Although many different fee structures and revenue-sharing arrangements exist with academic departments, DIEO is working towards a more consistent pricing structure for students and revenue-sharing agreements with academic departments.

Various assessment tools are evident throughout the unit to determine student satisfaction, particularly for services provided by DIEO. Results from these assessments are beginning to be used to improve courses and services. Measurement of student learning outcomes in DIEO credit programs is the responsibility of academic departments.

International Programs is currently a small part of DIEO’s activities; however, given the background of the Vice Provost, and an anticipated new hire, this area is well positioned to grow in the future. Strategies to increase diversity on the campus and improved exposure of EWU students to other cultures are also under development. DIEO offers Study Abroad
courses by partnering with academic departments; detailed policies and procedures exist to ensure academic standards are met (Standard 2.G.12, Policy 2.4).

Summer Session has been effectively reorganized to provide academic departments financial incentives to offer courses that increase enrollment. Revenue has increased; however, enrollments have remained flat in spite of the growth in students attending EWU during the academic year. Thus, this is an area targeted for growth.

The EWU Press has new leadership and is being leveraged to further support University outreach efforts. Evidence of this direction includes the new vitality that has been incorporated into the Get Lit Festival and strengthened connections with academic programs.

Continuing Education and Special Programs Providing Academic Credit
EWU offers several degree programs at its Spokane Center, which is maintained by EWU, and at the Riverpoint Center in Spokane, which is managed by Washington State University. These programs are primarily targeted to part-time, working students. Academic departments are currently responsible for most of the programs offered in these facilities and Student Affairs provides limited staffing in the Spokane Center for admissions, registration and other services to prospective EWU students. DIEO is responsible for the delivery of the Interdisciplinary Studies program at the Spokane Center.

A few off-campus degree programs are offered outside of Cheney or Spokane in face-to-face classroom environments and are generally provided in partnership with community colleges on their campuses in an articulated “2+2” format. Many of these were initiated in the past by academic departments and are not currently managed through DIEO. These programs tend to be unique programs not offered by other Washington public higher education institutions, such as Dental Hygiene or Applied Technology. The University of Washington is the only other public institution in the state that provides a Masters of Social Work, but it is not oriented to part-time students and EWU’s program has a rural focus. Thus, the selection of programs to offer off-campus has been selective and focused on professional programs for part-time place-bound students, with no intent to provide programs that compete directly with other institutions. There is also a statewide approval process for offering programs off-campus that prevents program duplication by multiple institutions in similar locations.

Much planning and effort has recently gone into providing off-campus programs at Bellevue Community College. This is an attempt by DIEO to develop a new strategic partnership model with community colleges and academic departments that will be used to develop additional off-campus programs. Delivery of programs to the west side of the state will continue to be attractive as an enrollment growth strategy for EWU. At this time, however, there are no specific plans to significantly increase the number of off-campus programs beyond Spokane and Bellevue.

All credit courses are approved in advance through academic departments using the standard curriculum approval processes of the Faculty Senate and the Provost’s office (Standard 2.G.1, 2.G.8). All faculty, including adjuncts, are hired by the academic departments using institutional procedures. Policies for awarding credit for prior learning experience that
mirror Policy 2.3 are in place and administered as part of the Interdisciplinary Studies program, which provides flexible options for degree completion students. Policies for the transfer of prior-earned credit from accredited institutions, Advanced Placement credit, and credit earned through the College Level Examination Program are well documented (Standard 2.G.10).

Non-credit Programs and Courses
A small collection of contract training, conferences, seminars, and workshops are offered through the Office of Professional Development and External Programs. Several of these are provided through third-party contracts and agreements for such arrangements are well documented. A noncredit option is also available for some academic credit courses. Records for the current array of courses are well maintained and noncredit student records and registration will be eventually maintained in the new Banner system. Certificates which document total instructional hours are provided to students on request as well as Continuing Education Units (CEUs) (Standard 2.H.2-2.H.3).

Both the Provost and Vice Provost see potential for growth in noncredit courses and programs that could better connect the institution with businesses and the community in the region. An educational needs assessment of the Spokane area is expected to be completed by December and will likely provide direction for the development of noncredit programs that would also be an appropriate fit with institutional mission and offered if a large enough market exists (Standard 2.H.1).

Distance Delivery of Courses, Certificate, and Degree Programs
Electronically-mediated offerings currently make up a fairly small part of EWU’s programming. Televideo is used to reach additional students cost-effectively in some delivery of the off-campus programs, which are primarily delivered in a face-to-face classroom environment. Maintenance of this technology is handled through Information Resources and satisfaction with the system is high.

Online course development is in the beginning stages with current efforts focused on converting Independent Study courses to delivery through Blackboard. A few classroom-based courses are also being targeted for adaptation to online delivery. No certificate or degree programs are offered entirely in an online format. The approach to online course adaptation has been thoughtful and well planned. Policies have been put in place regarding faculty compensation, ownership of materials and copyright policies are being reviewed by the Faculty Senate, and adequate instructional design and technical support resources are made available to faculty and students. The Title III grant which exposed several faculty to using technology in the classroom, including Blackboard, has increased the interest of some faculty in online delivery. DIEO and the Teaching and Learning Center each have an instructional designer and technical support for assisting faculty with using technology, with DIEO focusing on faculty who are adapting courses for online delivery. Although there appears to be a current openness on the part of faculty to use technology in the classroom, it does not appear to be seen as a dominant strategy to reach students at a distance.
DIEO has thoughtfully and systematically addressed the concerns raised during the last accreditation evaluation team visit concerning program planning, student support, faculty training, and administrative arrangements for distance delivery. Although activity in this area is limited at this time, the unit is well positioned to increase distance delivery of courses, and eventually programs, as faculty interest grows. While online courses have currently been enrolled by EWU campus-based students, appropriate mechanisms are in place to use this as a strategy to reach students beyond the Cheney-Spokane area, if the institution chooses to do so in the future.
STANDARD THREE

Students

Standard admissions procedures at EWU are clearly defined and in the occasional situation where a student may not meet the quantitative standards, a “case by case” comprehensive review is conducted by the Director of Admissions and a committee. An integration of student services throughout both the undergraduate and graduate programs is attempted, although recruiting and advising appear to function separately for graduate programs. Part of this may be due to the separate populations these areas are targeting.

EWU offers a variety of student support services. The majority of these services focus on the undergraduates. Examples include the Academic Support Center, which presents a model of “one stop shopping” for student services, and the H.O.M.E. program (Helping Ourselves Means Education), which is targeted to provide support and networking information to students who are low income as well as parents themselves.

Student services are adequate, most specifically on the main EWU Cheney campus. Interviews with Financial Aid personnel and Career Center staff clearly substantiated claims made in the self study. Programs such as Students Offering Service (SOS), House Calls, and the Washington Achievers mentoring program (assisting transitioning first generation high school students) readily reflect, in action, the mission statement of the university. These programs pay particular attention to “first generation” students, who may be the first member of their family to attend a postsecondary institution.

Advising services are most evident in the STAR (Student Testing Advising Registration) program. (Staffing includes ten academic advisors as well as peer advisors.) Incoming freshman and sophomores typically receive general advising through this program until they reach junior status or have declared a major. Once a major is declared, faculty members are assigned as departmental advisors for those students who declare majors in their department.

Discrepancies exist between the advising a student may receive through a general advisor in Student Services, and the advising they may receive when they are transitioned to an academic advisor in their chosen major. Students reported being advised to take courses that were later determined not to be needed for their specific major. Faculty advisors have reported being uncomfortable or uninformed with the advising process. These reports were heard from multiple departments. Returning students who had not declared majors reported not knowing where to go for advising if “things don’t work out.” The procedure for “transitioning” students from the general advising to the department was not clear, and there were no references to faculty/advisor training.

The new Degree Audit Reporting System (DARS) will eventually integrate with Banner, and should assist with streamlining the advising. DARS is an automated record reflecting a student’s academic progress toward degree completion in his/her declared major. It lists
what is needed for the student to complete their declared degree program, where transfer work will apply, and is updated each time it’s accessed.

The policy for transfer credit from other accredited institutions (specifically the local community colleges) is well documented. The Transfer Advisory Group consists of members from Academic Advising, Academic Affairs, Admissions, etc. They meet quarterly to coordinate transfer credit information, as well as serve as a resource for each other. They identify transfer issues which need to be addressed and then take those concerns back to their respective departments.

The Spokane Center’s Student Services provides primarily informational and referral services at this time; it is anticipated that this extension of student services will move over to the Riverpoint campus at some point. The current Student Services at Riverpoint are minimal, at best, and currently housed in a small office away from any direct flow of student traffic. It is planned that dedicated space at the Riverpoint campus will build the presence of student services at that site, although the specific location has not yet been determined.

Assessment of student needs, as well as assessment of the services students receive, is ongoing. In addition to collecting assessment data through formal standardized assessments such as the Council for Advancement of Standards (CAS), surveys from the Office of Institutional Research and Data Assessment (OIRDA), etc., they also use specific feedback from focus groups. An example of day-to-day procedural changes that have resulted from such assessments would include providing professional development training for student service staff in the areas of communication skills and customer service, and educating staff about other departments on campus. Professional development is offered through the Quality Service Initiative annual conference. This conference is open to staff, and participation is voluntary. Attendance has grown from 50 attendees last year to over 300 this year. The goal has been to “change the culture” in which people work, and deliver quality student services.

Another example of how assessment data has driven the change in procedures is with the Open House. Feedback through surveys is traditionally collected. A result of these assessments led to changes in the Open House delivery. The Open House now works to have increased faculty involvement, offer bilingual presentations to reach the ESL parents in attendance, has implemented changes to the online confirmation procedure, and offer more sessions with a variety of academic disciplines providing advising.

The recruitment plan includes partnering with a variety of departments such as Athletics, Chicano, Housing, etc. to facilitate coordination and communication. Approaches to recruitment include working with the American Marketing Association, creating a student-produced CD of the EWU campus to distribute to prospective new students, going bi-weekly to the community college campuses (Spokane Falls, Spokane, and Big Bend Community College) to provide advising for prospective students, including information on transfer credits. All community colleges throughout the state of Washington will be visited during the year. Collaboration efforts are evident with the Business and Social Work departments as they work with student services to provide outreach efforts to the neighboring community colleges. There is one advisor/recruiter for all of the graduate programs, and this individual
attends the Integrated Recruitment meetings as well as the training sessions offered through Admissions.

Resources for student services are allocated based on a variety of criteria. All admission fees go directly to recruitment.

*Increasing Eastern’s student retention and degree completion rate* is part of the current strategic plan. Student Services own mission, goals and objectives are integrated throughout the strategic plan, for example, with the Living Learning Community program. This model links student affairs with academic affairs. In addition, strategic planning dollars are available for projects reflecting the implementation of the strategic plan. Policies and procedures follow nationally mandated guidelines such as ADA, FERPA, etc., and brochures informing students of their rights and responsibilities are available in Student Services, in the student handbook, the EWU catalogue, etc. The student services staff receive annual job evaluations, and qualifications for their jobs are clearly written.

Staff development is evident in all departments, with a temporary hire in place to coordinate technical training, and coordinate dates for training to faculty and staff, specifically to become familiar with the Banner system, although challenges with this new technology system do exist.

Civic Engagement consists of volunteer opportunities coordinated through the Career Center, and a variety of “field trip” formats within classes. AmeriCorp positions are available to students and such opportunities are well publicized. The concept of community engagement and service directly related to course content was minimal.

The Food Service department follows the National Association of College and University Food Services guidelines from service management to food safety. All state health and safety inspections are current. In addition, they partner with Event Planning and Residential Life to offer the Thinking of You (TOY) program, wherein friends or family members may order a food gift for a EWU student or staff and have it delivered directly to the recipient on campus.

The bookstore services are readily available both on the main campus and at the Spokane Center. The bookstore advisory board is not currently in place, but will need to be pulled together in light of new legislation requiring campus bookstores to have a “board” policy regulating book fees. This new legislation takes effect summer of 2006.

There is currently an interim Athletic Director in place; the Vice President for Business and Finance is managing the budget and the athletic fundraising at this time. The “Athletic Fund Drive” is community driven, the athletes have the highest overall GPA in the Big Sky Division, and EWU students have a higher GPA than the general population. The Athletic Policy Board consists of faculty and staff to oversee travel and coordinate with athletes’ academic commitments, to assure that academics come first.
Policy 3.1  
Institutional Advertising, Student Recruitment, and Representation of Accredited Status

Institutional advertising and publications accurately reflect the opportunities, campus facilities, and policies. Many of the publications are produced by students. The campus catalog incorporates both undergraduate and graduate degree requirements. The layout of each departmental degree requirements varies, which may be confusing to the reader.

Student recruitment is conducted by well qualified admissions staff. Current students are recruited as EWU “ambassadors.” These students are enrolled in a course to prepare them as ambassadors, and then volunteer their time to staff the new EWU visitor center.

The accredited status is used appropriately.
STANDARD FIVE

Library and Information Resources

The Eastern Washington University Libraries, comprised of the John F. Kennedy Memorial Library on the Cheney campus and the Cooperative Academic Library Service (CALS) in Spokane, are dedicated to providing a high level of service to the University community and to promoting access to needed information. The JFK Library is a comfortable, spacious and welcoming facility much appreciated by students. The CALS facility will move into larger and more adequate space on the Riverpoint campus in Spokane in the next few months.

The Dean of Libraries and Chief Information Officer also oversees a wide range of computing services—these constitute a service-oriented cluster of departments providing telecommunications, Enterprise systems and network administration, instructional technology, Blackboard class management support, student technology services and support for academic computing. Access to technology for students and faculty has improved immensely since 1998 and plans for future enhancements are ambitious.

The Library’s policies and plans are very well documented, and considerable time and effort are put into planning activities. Technology is used appropriately and makes electronic resources easily accessible both on and off campus. Student Technology Fee funding has supported a broad array of information resources, including wireless networks in many buildings, over 150 laptops that are checked out for student use, student labs and a cybercafé, and free dial-up Internet service for students off campus.

Information Resources and Services

There has been a very reasonable effort to add electronic databases and full-text journals to the Library’s resources as they have become available, although budgetary limits have meant that online journals have often replaced print versions. Both Library personnel and teaching faculty agree that more library resources are needed to support the wide array of programs offered by Eastern Washington University—budgets have not kept up with rising costs of library materials or rising expectations of library users.

New programs, such as the Doctorate in Physical Therapy, have benefited from additional library funding to bring collections to an appropriate level by the addition of online journals, books and other resource materials.

Library services are generally perceived as friendly and helpful and the overall impression is of a service oriented staff focused on the needs of students. More services relating to the collection would be ideal—assessment, in depth collection development and more liaison with faculty—but there are too few librarians to adequately expand such services. There is also a stated need for more librarian time to spend on information literacy work with teaching faculty.
The Library and Information Resource areas have focused on keeping student and faculty computer access up to date and user friendly. Computers are upgraded on a regular basis, computer labs are well equipped and staffed for very reasonable hours. A large number of laptops are available for student check out and may be used with wireless networks in many parts of campus. Title III grant funding was used to develop a very successful technology support center for students, known as TechEze, located in the JFK Library. This appears to be an efficient and effective service which could expand to support faculty and staff as well as students, but future funding is uncertain, now that the Title III funds are no longer available.

Facilities and Access
Issues raised in the Library’s 2004 LibQual satisfaction survey are being addressed by changes and improvements to help library users navigating the physical collections in the Library. Enhanced electronic access, a quieter environment and careful maintenance are all helping to keep this impressive building both functional and welcoming.

At remote centers used by EWU programs, library service is provided through other state institutions, such as Bellevue Community College. Written agreements with these libraries ensure service for EWU students, in addition to electronic access to the EWU Library. Delivery of books and other materials is accomplished through Summit, a consortium of 32 academic libraries in Washington and Oregon dedicated to sharing their resources with a shared catalogue, direct user requests and daily courier delivery.

Student computing labs, desktop and classroom technology have been steadily improved over the last five years. Each year, more centrally scheduled classrooms are equipped either as presentation classrooms with a wide array of technology, or as basic technology classrooms. Some departments have also funded high tech classrooms specific to their discipline and needs.

Access to the EWU high speed network is excellent, with adequate bandwidth for current use. The campus network, infrastructure and computer and server resources are high quality, reliable and have adequate backup capability. Implementation of the next phase of Banner, and changing telecommunication systems will increase network demand in the near future.

Personnel and Management
Library faculty and staff appear to be well qualified, current in their training and expertise, and are evaluated annually. Professional development and involvement in professional activities are well supported by Library administration. There is a stated shortfall in staffing, with several vacant positions in the Library.

Information Resources personnel are also well qualified, have excellent access to training, and are appropriately assigned, though again they reiterate the need for more staff to handle the rapidly increasing demands for access to computer services and support for users of the available technology. New positions will be requested to try to fill these needs.
Planning and Evaluation
As with other areas of EWU, the Library and Information Resources personnel spend a good deal of time and energy on planning, assessing services and resources, and on using the results to improve operations. The extensive Library Plan is the guiding document for library operations and decision-making and is being updated and revised to incorporate the recommendations from the recent strategic planning efforts. While various areas of the University engage in strategic planning independently, the Library and the Information Resource areas are guided by the Academic Strategic Plan.

Conclusion
The Library and Information Resources meet the expectations identified in the standards. The continuing growth and refinement of these services will be important to the goals of the Strategic Plan and Mission Statement which calls for graduates to be “technologically proficient”. Careful attention needs to be given to sustaining this effort as grants end and funding changes on campus are considered.
STANDARD SIX

Governance and Administration

EWU follows a standard governance model. The university has a seven member board (including a student), defined in statute, that has fiduciary responsibility for the university. Internally, there is a senate structure as well as union representation. Externally, the legislature and Higher Education Governing Board play important roles in the key financial, physical, and programmatic directions of the university.

Governance appears to proceed in a thoughtful and civil manner. All groups are committed to the success of the university and its students. The knowledge and dedication of the trustees is particularly impressive. The dynamics of the process continues to evolve as experience with collective bargaining grows. It is also important to note the many opportunities—President’s Cabinet, planning groups, advisory committees—that are available to faculty, students, and staff. The President of the student government indicated that there are 117 student opportunities on university governance and planning committees. There appear to be no significant governance issues at this point in the university development.

The administrative structure of the university is also a familiar model. It appears not to be out of proportion to the work at hand. If there is a disturbing development, it is the recent turnover in senior academic administration just as a new President arrives. None of this turnover seems forced; rather, it is coincidental. However, it will prove to be a challenge for the new President and must be addressed in a forthright manner. This will also give the new President an opportunity to have extensive communication between senior administration and the various levels of the university.
STANDARD SEVEN

Finance

Financial Planning
EWU has a financial planning process that appears to be linked to its strategic plan and mission. However, the institution is in the process of updating this strategic plan, thus it may need to revise its resource allocation process to adapt to these revisions in the future. In 2002, the Board of Trustees adopted principles to guide development of the biennial budget and align the institution’s budget with both the fiscal situation of the state and the strategic plan of the university. The Board established a Resource Allocation Task Force (RATF) and directed this task force to make recommendations for a new budget allocation model by the end of FY02. Task Force membership included representatives from all segments of the university community and included administrators, faculty, staff and student representation. The Task Force developed and implemented a budget allocation model in Fiscal Year 2004. This model was developed in such a way that it would support the enrollment policy issues and other institutional priorities. Principles, by which this model was premised, included to:

- Protect and assure the quality of academic programs and services;
- Encourage and reward sustained and managed enrollment growth;
- Provide clear and consistent priorities for funding; and
- Provide a responsible contingency reserve.

Using this resource allocation model and precepts as a guide, the Financial Vice President leads a budgeting process that begins with conservative revenue projections, expenditure assumptions and proposed tuition and fee rate proposals. From this, the President’s leadership team formulates budget proposals that are guided by the strategic priorities and institutional mission. These proposals are then reviewed by the President’s cabinet which includes input from faculty, staff and student leadership. Once this group has reviewed the proposed budget and given their input, the President approves the budget to be proposed to the Board of Trustees. The Board of Trustees considers the President’s budget in two successive meetings. Once as a first read with an opportunity to discuss changes, if any, with the final approval at the next successive Board meeting, typically in June of each year.

The capital budget follows a similar process whereby the VP Finance and the Facilities Director work with the academic deans and other executive leaders to formulate a capital budget request each biennium in accordance with State standards. This group prioritizes capital projects based on campus needs and priorities and in accordance with State guidelines.

EWU’s budget process appears to comport with the NWCCU standards regarding financial planning, however, when speaking with faculty leaders, there is some concern regarding the openness of the operating and capital budget processes and its connections to the changing priorities of the institution. Many faculty members feel that these processes need to be more transparent, inclusive and linked to emerging priorities of the institution. It was also clear
that many faculty and student leaders feel that allocating funds based on enrollment growth may lead to inequities in allocations, or allocations that are inconsistent with other, perhaps competing elements in the institution’s new strategic plans. In addition, many faculty feel that more input is needed into the capital budget process to ensure that buildings are renovated or constructed with the benefit of their advice and counsel regarding state of the art pedagogical approaches to teaching and learning. Again, it appears that academic administrators do indeed get involved in these facility design considerations, yet in some cases faculty feel excluded. The administration should perhaps consider changes to ensure that faculty, staff and students feel included in the operating and capital budget development processes.

The Board is very engaged with the institution and cares deeply about its welfare. The Trustees appear to be very involved in financial planning and budget adoption processes, yet are careful to ensure that the institutional leadership has appropriate autonomy in these matters within overall mandates and priorities. To ensure that an appropriate balance of governance and management activities are maintained the Trustees have periodic conversations with the institutional leadership regarding this topic. This is a very beneficial process that leads to common understanding of the respective roles of the Trustees and the administration.

Once the operating and capital budgets are approved by the Board of Trustees they are published and disseminated to appropriate institutional constituencies in hard copy and the approved budget report is posted on a website that is available to the public. Much of the budget is based on projections and forecasts, thus any significant deviations in revenue or expenditure budgets are reviewed and approved by the Board of Trustees during the year. This is done through quarterly budget reports or other special purpose presentations to the Board by the Vice President of Finance or the Chief Financial Officer.

Currently the institution has a debt burden ratio (principal and interest on debt divided by total operating expenditures) at 6-30-05 of 1.71%, down from1.87% in the prior year. The Board has adopted a policy on the use of debt for capital projects, however, this policy does not stipulate any limit or guidelines regarding the maximum amount of debt the institution may carry as required by NWCCU standards. Thus, the Board should revise this policy to expressly state an upper limit for a debt burden ratio that is consistent with best practice standards for colleges and universities. In addition, when presenting debt-financed capital projects to the Trustees for approval, administrators should prepare proforma projections indicating the affect that any new issuances of debt will have on the institution’s debt burden ratio.

Adequacy of Financial Resources
Eastern Washington University’s (EWU) financial condition has improved markedly over the last five years even though state appropriation funding for operations has declined by 2% over this same period. Today, the institution has strong enrollment and increasing grant and contract revenues which have led to a 23% increase in operating revenues over the last five years. EWU has also maintained liquidity of resources in order to meet current obligations as evidenced by a current ratio (current assets/current liabilities) in excess of 2:1 over the last
two years. The finances appear to be well managed by institutional administrators with appropriate oversight by the Board of Trustees through quarterly financial reports.

Like most public institutions today, EWU has been forced to shift much of the financial burden to students through tuition and fee increases, however, there is no evidence that this has limited access as enrollments have continued to grow (up 14% over the last 5 years) despite 30-38% increases in tuition over this same time period. This is partially due to the fact that EWU is mandated to grant fee scholarship allowances equivalent to 14% of total tuition and has received authority to exceed this amount (with scholarship allowances in excess of 20% in each of the last two years). This has allowed the institution to maintain access despite serving high concentrations of students from low income families (as evidenced by EWU’s Federal Title III designation).

EWU spends 58% of its operating expenses on salaries, wages and fringe benefits. Currently the institution is engaged in collective bargaining with its faculty union, thus the outcome of these negotiations is unknown at the time of this writing and will impact the finances of the institution given the magnitude of these expense items. Although this is concerning for its financial impact as well as its impact on faculty morale, it appears as though the institution, faculty union, and the Board of Trustee are focused on getting an agreement. Much of the institution’s contingency reserve has been earmarked for the estimated cost of a labor settlement which is evidence of prudent financial planning.

Board members and administrators have both expressed a desire to further diversify the funding available to the institution through increased fund-raising, enhanced auxiliary services and other entrepreneurial initiatives. Currently, the institution derives 31% of its total funding from tuition and fee income; 24% from gifts, grants and contracts; 13% from auxiliary and other operations; 30% from state appropriations; and 2% from investment activities. This revenue mix is entirely consistent with the institution’s mission, goals and priorities. Nevertheless, the Trustees and the administration both have stated goals to further diversify this revenue mix which again is indicative of prudent financial management.

The institution has provided five year projections of debt payments associated with both short-term and long-term indebtedness that seem both conservative and reasonable. Financial statements indicate a five year trend of financial stability, and increased reserves have accumulated during that time period. Expendable net assets have grown annually over the last five years and are $51.4 million at 6/30/05. The primary reserve ratio of the institution (expendable net assets/operating expenses) has been stable at 36% for the last two years, indicating that the institution could sustain its operations for more than 1/3rd of the fiscal year without any new revenues. Although an annual deficit was noted for the athletics fund, this deficit has been cleared by appropriate inter-fund loans with the expectation that these loans will be repaid by the Athletics department in a timely manner.

As mentioned above, the institution identifies and funds student aid for current enrollments with scholarship allowances of 20% in each of the last two fiscal years. State mandates require the institution to provide a minimum of 14% for scholarship allowances and the institution, like many institutions nationally, has chosen to provide additional scholarships to
preserve access. Tuition revenues and associated scholarship allowances are projected annually, using conservative revenue assumptions to protect against overly optimistic forecasts and budgets.

The institution currently assesses auxiliary enterprises a modest 5% administrative overhead charge recognizing the importance of keeping fees for services affordable to its students and other customers, yet acknowledging the administrative burden created through the provision of services to auxiliary units from other administrative units funded with general fund revenues.

**Financial Management**

The President or designees report quarterly to the Board of Trustees regarding the realization rates of general operating revenues and expenditures complete with budget to actual comparisons of operating expenditures by organizational unit. The Board also receives quarterly reports of financial status by executive level, dedicated local funds; grants and contracts; service funds; and auxiliary funds. In addition, the Board is provided with quarterly status reports on investments, endowments and capital projects.

The Board of Trustees has a high degree of financial acumen itself and great confidence in the financial administrators on campus. The financial functions are consolidated under a Vice President for Finance and Administration assisted by a Chief Financial Officer (CFO) and other staff whom possess the requisite credentials and experience and are responsible to the President of the institution. The business and budget services appear to be highly efficient and are appropriate for the institution and its complexity. All income and expenditures appear to be controlled by the institution, are included in its financial reports and follow generally accepted accounting and auditing procedures as evidenced by unqualified audit opinions. Cash and investments are managed by the CFO in accordance with Board guidelines and, as noted above, are regularly reported to the Board.

In accordance with State regulations, the institution’s financial statements are audited by the State Auditor. Many auxiliary enterprises are additionally audited by a local CPA/accounting firm that is selected and responsive to the Board. All audit comments as well as other audit observations appear to be taken seriously and appear to be addressed and rectified in a timely manner. All audit reports are made available to the public and were available for inspection during this review. In all cases the audit reports provided management assurance that its fiscal affairs were well managed with only minimal audit observations noted by these auditors.

Although the institution has a comprehensive internal audit charter and a position for an internal auditor, it has had a difficult time in recruiting and retaining a qualified individual to occupy this position. Currently, the institution contracts with a local CPA firm to provide these services to campus. This function currently reports to the CFO and the Vice President for Finance and Administration, but has access to the Board when needed. Although the present arrangement satisfies the NWCCU standards for internal audit, given many of the concerns stemming from recent audit developments nationally, and the plans of the institution to install a new financial system that will facilitate greater decentralization of
responsibility and authority throughout the campus, the Board and administration may wish
to review the adequacy of the current approach. The internal audit function could benefit
from greater independence from the financial officers who oversee the functions typically
reviewed by auditors, however, it is recognized that Boards generally do not want to be
involved in hiring, supervising and evaluating staff. Nevertheless, this important activity
would benefit from the hiring of a permanent internal auditor. In addition, the function
normally has independence from the individuals who oversee the financial operations of the
institution. This is required for an external auditor to be able to rely on work papers prepared
by internal audit staff. This function/position should also have clear lines of responsibility
and reporting to the Board of Trustees with appropriate support and direction provided by the
executive leadership of the institution.

**Fundraising and Development**

All university and affiliated foundation fundraising activities appear to be governed by a
comprehensive set of institutional policies and procedures that comply with governmental
requirements and are conducted in a professional and ethical manner. The university and
foundation have entered into an agreement for services that stipulates the duties and
responsibilities of the Foundation and the University. The Foundation performs fund raising
in coordination with the university in a manner that is consistent with the University’s plans,
program and policies. Major gift acceptance decisions are clearly the jurisdiction of the
university. In consideration for these services the University provides the Foundation with
professional and support staff necessary to achieve mutual objectives and agrees to provide
other forms of support, including office space, office supplies, computer technology and
access to other university resources. This contract also provides the Foundation a non-
exclusive license to use the Eastern Washington University name as part of their corporate
name and to use this mark on solicitation materials so long as all solicitation materials are
reviewed and approved by the University prior to their use.

The University’s Board of Trustees has a representative assigned to serve as a liaison to the
Foundation board and the institution’s president, provost and vice president serve as ex-
officio members of the Foundation Board, thus ensuring close coordination between these
entities.
STANDARD EIGHT

Physical Resources

Instructional Support Facilities
Eastern Washington University is in the enviable position of receiving significant State funding to build new facilities, renovate existing facilities and maintain existing facilities on an on-going basis. The Cheney campus is full of freshly renovated historic buildings and new state of the art academic facilities. The campus is aesthetically pleasing and is a major asset for the recruitment of faculty, students and staff, as well as serving as a resource for the region. Deferred maintenance is well managed, and the campus brims with the pride of stewardship by staff. The campus is a source of pride for the university community and reflects positively on the quality image of the university.

Currently, instructional facilities, at both the main Cheney campus and at branch campuses in Spokane appear sufficient to achieve the institution’s mission and goals and the effective operations of the instructional, research, public service operations, student services and administrative operations. The institution’s facilities are furnished adequately for work, study and research by students, faculty and staff. The campus is well maintained to ensure continuous quality and safety, and for access by the physically disabled. Facilities at off-site locations, both owned and leased, appear to meet the same standards as those on the main campus. Perhaps the only area needing attention is the adequacy of faculty office space for some programs.

Equipment and Materials
Suitable equipment (including computer and laboratory equipment) is provided and appears to be readily accessible at on- and off-campus locations. Although some concerns were noted regarding equipment replacement by faculty, others felt that there was adequate equipment and that it was maintained in proper operating condition. Physical inspection of many facilities by the review team indicated that most classrooms had furniture and equipment that was in good to excellent condition, with a few deviations from this norm.

Budgets are maintained expressly for faculty work station replacement and upgrade and there appeared to be some funding for classroom furniture/equipment upgrades, however, these resources were finite. Given the faculty’s concerns about equipment and furnishings, the institution may wish to evaluate the effectiveness of its current budget prioritization and allocation process for equipment replacement and consider greater emphasis in this area.

Hazardous materials appeared to be used, stored, and disposed of in accordance with the institution’s prescribed standards and in compliance with other governmental guidelines. The Facilities Division has an asbestos abatement department with certified technicians on staff to deal with this hazard in an effective manner.
Physical Resources Planning
Eastern Washington University maintains a comprehensive and thoughtful master plan for its campus. This plan was recently updated and appeared to be consistent with the mission and long-range educational plans of the institution. The campus administration is adept at acquiring funds from the State’s capital budget process, including obtaining added funding for needed renovations, operations and to otherwise address deferred maintenance needs. The campus makes good use of its resources and has engaged in performance contracting and other innovative means to ensure minimal costs of operations.

The campus appeared to be very accessible for special constituencies including the physically challenged with no issues noted during the site visit and inspections. The campus was well lighted and was thoughtfully planned for security and safety concerns. Regular tests are conducted for water and air quality and the health and safety of student, faculty, staff and public users and this appeared to be a very high priority for the Facilities staff.

The Board of Trustees is apprised of construction project budget status and completion timelines on a project by project basis each quarter. The students and Board make very effective advocates for capital projects and are well utilized in this manner. Students recently voted by a wide majority to tax themselves to fund the construction of a new student recreation center which will be another amenity for this wonderful campus environment.
STANDARD NINE

Integrity

Eastern Washington University, as a public entity, is guided and controlled by the complex structure of public laws that insist on and enforce ethical conduct, responsible decision-making, and respect for individual rights. As such, its policies and procedures contain all necessary and appropriate language. In addition, the collective bargaining agreements contain language on these issues. Embedded in the local documents and agreements are the principles of the 1940 AAUP Statement of Academic Freedom and Tenure. Clearly, the framework for integrity and accountability is in place.

Documents provided to the Committee, the Self-study, as well as meetings with key groups on campus indicate a solid awareness of the important of ethical behavior and organizational integrity. People discussed the issues easily and noted their confidence that Eastern Washington University adheres to high standards. More importantly the self-study was forthright in discussing issues that needed attention and offered action steps that will be taken to address the points noted. Organizational capacity is also being enhanced to ensure that ongoing changes are made, e.g., the creation of the Office of Policy and Records Management and the planned staffing review of the Office of Institutional Research Demography and Assessment. These efforts support the ongoing work of such groups as the University Ethics Committee.

There is one issue that needs closer attention—the consistency and accuracy of public information, particularly descriptions of academic programs. After noting the awareness of the issue and discussing the steps taken to date, the Self-study states, “…some current publications contain inaccurate information.” (p.210) The Self-study also noted that the University and the Higher Education Coordinating Board need to meet to “compile an up-to-date listing” of CIP code designations. (p.213). The problem is exacerbated by the rapid growth at EWU, as at other institutions, of massive amounts of information carried on the university’s website, much of it locally managed by departments.

The insistence on consistent and reliable information is the foundation for virtually all university activities. The inability to offer accurate program listings, particularly in light of the new offices recently established, is not acceptable. In many cases this issue would rise to the level of recommendation. However, the candid acknowledgement of the problem and the outline of specific plans to resolve it are reassuring. This effort will be aided by the data discipline which will emerge from the implementation of Banner, the campus-wide information management system. Every effort must be made to complete this data accuracy project in the coming academic year.
COMMENDATIONS

1. The Committee commends Eastern Washington University for the widespread awareness of the Institution’s mission and for its inclusive, participatory strategic planning process.

2. The Committee commends the faculty for their commitment to and actualization of a student-centered learning environment.

3. The Committee commends the University for its well-planned and effective implementation of the Doctor of Physical Therapy program.

4. The Committee commends the University for its thoughtful and attractive revitalization and maintenance of its physical plant as evidenced in its walkways, landscaping, and its renovated and additional facilities.

5. The Committee commends the University for realigning its outreach programs with the institution’s strategic plan. These outreach programs promote the University’s academic mission and enhance its competitiveness in a challenging environment.
RECOMMENDATIONS

1. The Committee recommends that the University proceed quickly and steadily with implementation of the Strategic Plan. An early essential step will be to bring unit goals and plans, as well as resource allocations, into alignment with the goals of the Strategic Plan. (Standard 1.B)

2. The University has made a promising start in instituting plans for program assessment. However, assessment implementation is inconsistent across the University. The Committee recommends that the University implement its emerging formal assessment process. This process needs to be systematic, encompass all its educational programs, lead to improvement of teaching and learning, and be integrated into its overall planning and evaluation. (Standards 2.B.1 and 2.B.3)

3. The Committee recommends that the University identify and publish the expected learning outcomes for all of its degree and certificate programs. It is important that this information be widely and publicly shared. (Standard 2.B.2)

4. The Committee recommends that clear and accurate advising is available for students at all locations. All advisors, both general and departmental, need to help students make appropriate decisions concerning academic choices. Regularly updated and specific advisor responsibilities should be defined, published and made available to students and advisors. (Standard 3.D.10)

5. The Committee recommends that the University develop a long-term staffing and resource plan that enables it to attract and retain faculty for the effective delivery of its educational programs in its well-established student-centered learning environment. (Standard 4.A.4)

6. In accordance with Standard 7.A.4, the institution must have “a governing board policy guiding the use and limit of debt”. At present, EWU has a debt policy; however, no limits are stated in the policy. The Committee recommends that the governing board revise its debt policy to contain a debt limitation and establish monitoring processes to ensure that this limit on debt is not exceeded when contemplating new debt-financed projects. (Standard 7.A.4)