

**Northwest Commission on
Colleges and Universities**

Ad Hoc Self-Evaluation Report

**Response to Recommendation 1 of the Spring 2012 Year Three *Resources and Capacity*
Peer-Evaluation Report**



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Response to Topics Requested by the Commission

In the July 20, 2012 letter from the Commission, EWU received the following recommendation in the Spring 2012 Year Three *Resources and Capacity* Peer-Evaluation Report:

Recommendation 1: *Eastern Washington University has made significant progress in defining mission fulfillment. Each of its institutional indicators now has a benchmark. However, mission fulfillment is defined in terms of fulfillment of objectives. The peer evaluation committee is uncertain precisely how the institution proposes to use the achievement or non-achievement of benchmarks for indicators to determine the ratings of objectives. The committee recommends that EWU further clarify how performance on indicators determines mission fulfillment. The committee is also concerned that the weighting of each objective equally does not necessarily reflect the purpose and mission of the institution. The committee recommends that EWU consider how, or to what degree, each of the objectives relates to institutional purpose.*

The Eastern Washington University Accreditation Steering Committee and institutional leadership have incorporated into Section II and Section III of Chapter One of the Year Three Self Evaluation Report EWU's response to this recommendation of the Commission.

The following list shows the changes that were made to Section II and Section III of Chapter One to respond to the recommendation. The page numbers in this list reference the Year Three Self-Evaluation Report.

- Revised the way mission fulfillment is determined in the **Evaluating Eastern Washington University's Mission Fulfillment** Section (page 10);
- Revised **Description of Core Theme #1** section (page 10);
 - Changed "51 specialized accreditations" to "20 specialized accreditations" to correct the error in the Year Three Self-Evaluation Report;
- Revised Objective 2.1 (page 14);
- Revised the Rationale for Objective 2.2, Outcome #3 (page 15);
- Revised Outcomes for:
 - Objective 1.2, Outcome #2 (page 11);
 - Objective 1.3, Outcome #3 (page 12);
 - Objective 2.2, Outcome #3 (page 15);
- Revised Institutional Indicators for:
 - Objective 1.2, Outcome #2, second indicator (page 12);
 - Objective 1.3, Outcome #3, first, second, third, fifth, and sixth indicators (pages 12 and 13);
 - Objective 2.1, Outcome #1, added the fifth indicator (page 14);
 - Objective 2.1, Outcome #2, second and fourth indicators (page 14);
 - Objective 2.2, Outcome #3, second indicator (page 15);
 - Objective 2.2, Outcome #4, third indicator (page 15);
 - Objective 3.2, Outcome #4, second indicator eliminated (page 18); and
 - Objective 3.2, Outcome #5, third indicator (page 18).

Evaluating Eastern Washington University's Mission Fulfillment

All three core themes include indicators of productivity, reflecting, in part, the state legislature's concern with higher education degree production in Washington. Thresholds for productivity contained in the institutional indicators have been established in discussions with the Accreditation Steering Committee (which has university-wide representation), the Academic Affairs Council (which is advisory to the Provost and Vice President for Academic Affairs and whose membership consists of the Deans; the Associate Deans; the Vice Provosts; the Director of Institutional Research, Demography and Assessment; the Director of Community Engagement; the Executive Director of the Virtual Campus; the Executive Director of Global Initiatives; and the Executive Associate for Academic Resources and Planning); and the President's Executive Committee whose membership consists of the Vice Presidents, the Associate to the President, the Director of Athletics, and the Chief Information Officer. Allocation and management of resources and, where possible, growing resources will be an integral part of EWU's efforts to fulfill the core themes, particularly in this era of declining state investment in higher education.

To determine mission fulfillment, each core theme objective will be rated by the Accreditation Steering Committee according to Excellent, Good, Fair, or Poor. An objective will be met if it is rated Excellent or Good. Mission fulfillment will be reached when six out of the seven objectives are met. The six objectives that are met must include Objective 1.1. The metrics for an objective being rated Excellent or Good are shown in Table 1.

Table 1: Metrics for the Objectives and Indicators

Objective and Topics of Indicators	Excellent	Good
1.1: Persistence and progress toward educational goals <i>Note: This objective MUST be achieved</i>	Achieve five of six indicators (#1 through #4 must be achieved)	Achieve four of six indicators (#1 through #4 must be achieved)
Increase six-year graduation rates and maintain strong graduation efficiency rates 1. 6 year completion for first-time full-time freshmen 2. 3 year completion for transfer students 3. 6 year completion for under-represented students 4. 6 year completion for Pell-eligible students 5. 6 year completion for graduate degree and certificate students 6. Students completing degrees within 125% units earned		

Objective and Topics of Indicators	Excellent	Good
1.2: Programs aligned with mission and academic vision	Achieve all four indicators	Achieve three of four indicators
Support student achievement in rigorous relevant academic and co-curricular programs serving the state and the community <ol style="list-style-type: none"> 1. Graduates in high-demand majors 2. Students participating in University-sponsored activities supporting student achievement 3. Students engaged in internships, community service activities, and experiential learning activities 4. SLO assessment data used for program improvement 		
1.3: Supportive environments for learning and living	Achieve all six indicators	Achieve four of six indicators
Foster enhanced facilities, resources, and services support <ol style="list-style-type: none"> 1. Institutional support for academic scholarships 2. Facilities, including housing, to enhance the student learning experience 3. Support services for curricular and co-curricular success 4. Students, faculty, and staff undergoing campus climate training 5. Enhanced classrooms using latest technology 6. Courses using a learning management system 		
2.1: A campus culture of participation and engagement that recognizes and supports faculty and staff	Achieve “Excellent” in both outcomes	Achieve a minimum of “Good” in both outcomes
Engaged faculty, staff, and students <ol style="list-style-type: none"> 1. Scholarly/creative output in Faculty Activity Plans (FAPs) 2. Student Research & Creative Works Symposium 3. Work products developed through faculty grants 4. Service identified in FAPs 5. Staff responses on the Campus Climate Survey 	Achieve all five indicators	Achieve three of five indicators

Objective and Topics of Indicators	Excellent	Good
Research and creative activity support <ul style="list-style-type: none"> 1. Grant and contract proposal submission 2. Grants and contracts procured 3. Student employment on grants and contracts 4. Grant and contract dollars procured 	Achieve all four indicators	Achieve three of four indicators
2.2 Hiring, recruiting, and retention practices aligned with mission and academic goals	Achieve “Excellent” in both outcomes	Achieve a minimum of “Good” in both outcomes
Faculty and staff reflect WA State diversity <ul style="list-style-type: none"> 1. Share of faculty and staff 2. Job postings 3. Minority applicants 	Achieve all three indicators	Achieve two of three indicators
Recruit, hire and retain faculty and staff who are well qualified for their positions and who demonstrate the ability to meet performance expectations <ul style="list-style-type: none"> 1. Faculty and staff postings 2. Merit pay awards 3. Professional development opportunities for faculty and staff 4. Faculty with terminal degrees 	Achieve all four indicators	Achieve three of four indicators
3.1: University engagement with and responsiveness to the needs of local and regional communities	Achieve all four indicators	Achieve three of four indicators
Engage partners to ascertain and respond to regional needs and to increase university visibility <ul style="list-style-type: none"> 1. Advisory boards 2. Local boards, civic groups, professional societies, and media 3. Local and regional organizations 4. Institute for Community Engagement 		
3.2: University exposure to and engagement with national and international communities	Achieve “Excellent” in all four outcomes	Achieve a minimum of “Excellent” in two of the outcomes and a minimum of “Good” in two of the outcomes
Promote activities within existing international partnerships <ul style="list-style-type: none"> 1. Revised Memoranda of Understanding 2. Exchanges with partner institutions 	Achieve both indicators	Achieve one of two indicators

Objective and Topics of Indicators	Excellent	Good
Encourage student participation in study abroad 1. Study abroad	Achieve the indicator	Maintain the number of EWU students participating in study abroad when compared to the 2011-2012 academic year baseline
Increase international student enrollment at EWU 1. International students in our student body	Achieve the indicator	Maintain the proportion of international students in the student body at EWU when compared to the 2011-2012 academic year baseline
Engage with national and international partners in educational, research and teaching opportunities 1. Affiliations with national institutions 2. Grant applications 3. Visiting scholar programs 4. Internships, practicums, and field experiences	Achieve all four indicators	Achieve three of four indicators

Section III: Core Themes, Objectives, Outcomes, and Indicators

Core Theme #1: A rigorous and engaged student learning experience

EWU Mission and Strategic Plan: Eastern Washington University partially achieves its mission by... ”fostering excellence in learning through quality academic programs, undergraduate and graduate student research and individual student-faculty interaction. Students extend their learning beyond the classroom through co-curricular programs” Strategic Plan Goal 1: To create an environment where students succeed at their highest level.

Description of Core theme #1: Eastern Washington University’s ability to engage students effectively throughout their academic careers is a central point of the University’s mission and accountability plan. EWU offers academic programs at the baccalaureate level, master’s degrees, educational specialist degrees, and applied doctorate-level degrees. Programmatic rigor is demonstrated in part by maintaining 20 specialized accreditations. While setting a high standard for students, the institution seeks to continually identify and reinforce institutional and pedagogical practices that keep students focused and successful, not only while attending EWU but also afterward as graduates and citizens of the region, state, and nation. EWU enrolls and educates a high percentage of first-generation and Pell-eligible students. The University faculty and staff take on a special responsibility to engage all our students actively in ways that foster the accomplishment of their educational goals and equip them with the skills, knowledge, and ability to succeed in their careers.

Objectives, Intended Outcomes, Institutional Indicators, and Rationale

Objective 1.1: Persistence and progress toward educational goals

Outcome #1

Increase six year graduation rates and maintain strong graduation efficiency rates.

Institutional Indicators

- Retention and six-year completion rates of first-time, full-time freshmen increase by two percentage points by fall 2014 from the fall 2011 baseline;
- Retention and three-year completion rates of transfer students increase by two percentage points by fall 2014 from the fall 2011 baseline;
- Retention and six-year completion rates of under-represented students as compared with Integrated Post-Secondary Education Data System (IPEDS) peers and Washington State public regional universities increase by two percentage points by fall 2014 from the fall 2011 baseline;
- Retention and six-year completion rates of Pell-eligible students (as an indicator of low social economic status) increase by two percentage points by fall 2014 from the fall 2011 baseline; and
- Number of graduate degrees and certificates earned within six years of initial graduate enrollment increases by two percentage points by fall 2014 from the fall 2011 baseline;
- Percent of students completing their degree within 125% of units earned (i.e., 225 credits) remains above 93%.

Rationale: An indicator of the university's success is the percentage of students completing a degree or academic program. EWU is committed to increasing its six-year graduation rates in the coming years. EWU does well compared to its IPEDS peers in graduation rates and seeks to make significant improvement with data-driven decisions to help current and future students become more successful in completing their chosen degree at EWU.

EWU also seeks to improve the efficiency of its degree production. EWU is committed to providing our undergraduate students with the academic and co-curricular support they need to complete their degree within 125% of units earned (i.e., 225 credits) and supporting graduate students such that they are well within the six-year time allowed for completion.

Objective 1.2: Programs aligned with mission and academic vision

Outcome #2

Support student achievement in rigorous relevant academic and co-curricular programs serving the state and the community.

Institutional Indicators

- The continued production of graduates in high demand majors as measured by the State of Washington and EWU remains stable or shows an increasing trend from the fall 2011 baseline;
- The percentage of students engaged in the campus community as measured by participation in University-sponsored activities and programs to support student achievement shows an increasing trend from the fall 2012 baseline;
- EWU will establish a baseline for the percentage of students engaged in the community as measured by internships, community service activities, and experiential learning activities by fall 2014; and
- Data collected from the assessment of program student learning outcomes (SLOs) will continue to be used for the continuous improvement of academic programs as shown through the annual assessment of these SLOs.

Rationale: EWU is committed to providing a quality education by delivering academic programs that prospective and current students wish to pursue to reach their educational and life goals. As a regional state university, Eastern has a responsibility to provide both the eastern Washington region and the state with well-educated graduates ready to enter the workforce and advance in careers, particularly in high demand fields.

As part of this regional commitment, EWU will continue to be responsive to market demand and economic indicators when developing and revising its programs. Moreover, these programs will engage students in an array of out-of-classroom learning experiences that support their integration with the workforce. To provide these desired outcomes, EWU recognizes the importance of encouraging collaboration between faculty and students for increased scholarship and the promotion of student achievement. Likewise, EWU continues to encourage its students to become responsible citizens. Moreover, EWU expects its students to be engaged broadly in their own education and will increase the number of opportunities for students to participate in community activities as well as experiential learning. These efforts directly and deeply involve the entire university community in furthering student learning, while actively partnering with local communities to advance their goals.

To ensure that both our academic programs and co-curricular learning opportunities are aligned with these goals, the goals of the students, and the goals of the region, EWU will continue to adjust its program array and program relevancy through program review and audit processes.

Objective 1.3: Supportive environments for learning and living

Outcome #3

Foster enhanced facilities, resources, and services support.

Institutional Indicators

- Institutional and private support for academic scholarships shows an increasing trend;
- The utilization of university facilities and physical spaces, including university-provided housing arrangements, to enhance the student learning experience shows an increasing trend from the fall 2011 baseline;

- The quantity and type of support services provided to students both for their curricular and co-curricular success show an increasing trend from the fall 2011 baseline as measured by contacts or contact hours;
- The proportion of students, faculty, and staff who have undergone the Green Dot, LGBT, or other campus climate training opportunities shows an increasing trend from the fall 2011 baseline;
- The proportion of enhanced classrooms having the latest technology available shows an increasing trend from the fall 2011 baseline; and
- The proportion of courses using a learning management system shows an increasing trend from the fall 2011 baseline.

Rationale: Although classroom instruction is at the core of students' experience at the University, student learning also occurs in a wide array of co-curricular settings. EWU realizes that to successfully achieve its mission and serve a diverse student population, it is necessary to provide learning and living environments that encourage students to explore new ideas, develop their interests, establish professional relationships, and ultimately prepare for life after graduation. To that end, EWU will provide a rich set of co-curricular learning experiences to include student transition programs, student leadership opportunities, living and learning communities, student activities, and related programs. Moreover, EWU will assess student services, activities, and support programs with a goal of ongoing improvement and effective resource and facility use. One aspect of this effort is the wise use of different means to deliver curricula to students. Realizing that students who attend EWU range in age, interests, and geographic proximity to the University's main campus, EWU will strategically employ technology in order to meet the needs of students. To that end, EWU commits to providing quality academic and student services' support to all EWU students.

Core Theme # 2: An academic community that supports and engages faculty and staff throughout their careers

EWU Mission and Strategic Plan: Eastern Washington University will partially achieve its mission by...developing faculty and staff by growing and strengthening an intellectual community and supporting professional development.” Strategic Plan Goal 4: Continue to strengthen EWU's reputation by raising the visibility of EWU's high quality academic programs, community engagement, and innovation.

Description of Core Theme #2: Since the publication of its strategic planning document *A Commitment to Action: 2004 Report on the Learning Environment*, Eastern Washington University has been developing an integrated academic experience rich in opportunities for exploration, discovery, and learning by the entire Eastern Washington University community. Current research in post-secondary education shows a positive correlation between student success and student contact with supportive adults inside and outside the classroom. Our second core theme is fundamental to creating such an environment.

EWU faculty and students engage in research and creative activities that improve the quality of life for citizens of the Inland Northwest and the State of Washington, as is appropriate to the university's role as a regional comprehensive institution. For example, in 2010, one hundred

EWU faculty mentored the 350 undergraduate and graduate students who participated in the annual EWU Research and Creative Works Symposium, and more EWU students presented at the 2010 National Conference for Undergraduate Research than did students from the other Washington postsecondary institutions combined. Also in 2010, EWU received the Sterling Savings Bank Big Sky Conference Presidents' Cup, a unique award in college athletics recognizing the Big Sky Conference institution whose athletes excel in academic achievement. These activities are evidence that EWU is "fostering excellence in learning through quality academic programs, undergraduate and graduate student research, and individual student-faculty interaction."

For EWU to develop an academic community that supports and engages faculty and staff throughout their careers, the institution must (1) create a campus culture of participation and engagement that recognizes and supports faculty and staff; and (2) align hiring, recruiting, and retention practices with the mission and academic goals. These two components are the objectives for core theme #2.

Objectives, Intended Outcomes, Institutional Indicators, and Rationale

Objective 2.1: A campus culture of participation and engagement that recognizes and supports faculty, staff and students

Outcome #1

Increase the number of engaged faculty, staff, and students.

Institutional Indicators

- Scholarly and creative output identified by faculty in Faculty Activity Plans is achieved;
- Number and percentage of students and faculty mentors participating in the Student Research and Creative Works Symposium shows an increasing trend from the 2010-2011 academic year baseline;
- Number of work products developed by faculty receiving Faculty Grants for Research and Creative Works remains stable or shows an increasing trend from the 2010-2011 academic year baseline;
- Service to the department, college, university, or community identified by faculty in Faculty Activity Plans is achieved; and
- As measured by the Campus Climate Survey, the number of all measures that rise from negative to neutral or positive shows an increasing trend.

Outcome #2

Support research and creative activities with grants and contracts.

Institutional Indicators

- Number of grants and contract proposals submitted by the colleges shows an increasing trend from the fall 2011 baselines;
- Number of grants or contracts procured by the colleges shows an increasing trend from the fall 2011 baselines;

- Number of students employed on grants and contracts awarded to the university shows an increasing trend from the fall 2011 baseline; and
- Total grant and contract dollars procured by the university are comparable to its IPEDS peers when comparing averages.

Rationale: The more an institution invests itself in the success of its employees, the more the employees invest themselves in the success of the institution. Moreover, the student engagement with the first theme depends on faculty and staff engagement. Thus, “professionally accomplished faculty who are strongly committed to student learning” are those who are supported in their disciplinary research, their commitment to creative pedagogy, and their efforts to work in service to university goals beyond the confines of discipline and department. Faculty and student partnerships in research benefit both the faculty and the students and provide a richer learning experience for both.

Objective 2.2: Hiring, recruiting, and retention practices aligned with mission and academic goals

Outcome #3

Ensure that faculty and staff reflect the diversity of Washington State.

Institutional Indicators

- Share of faculty and staff who are diverse increases from the fall 2011 baseline;
- Percentage of EWU job postings placed in targeted venues to attract a broad pool of applicants is maintained at 100%;
- Percentage of minority applicants for faculty and staff positions relative to the diversity of labor markets as established in the EWU Affirmative Action Plan shows an increasing trend from the 2010-2011 academic year baseline.

Rationale: In order to prepare our faculty and staff to contribute to a diverse society, it is important for the university to reflect the diversity of the region, the State of Washington, and the nation. Use of established standards, advertising in diverse venues, and monitoring the diversity of applicant pools will provide information on the university’s commitment to this objective. To ensure that the faculty and staff are able to serve as model professionals, engaged citizens, and leaders, the university supports the development of cultural competency in faculty and staff in order to recognize and respect cultural differences.

Outcome #4

Recruit, hire, and retain faculty and staff who are well qualified for their positions and who demonstrate the ability to meet performance expectations.

Institutional Indicators

- Percentage of faculty position postings that include a statement of performance expectations for teaching competence and assessment of learning shows an increasing trend from the fall 2011 baseline;
- Percentage of faculty recognized for teaching effectiveness, scholarship and creative activities, and service through merit pay awards remains stable or improves;

- Number of professional development opportunities for faculty and staff remains stable or improves; and
- Percent of faculty with terminal degrees remains stable or improves.

Rationale: The university has identified employing “a professionally accomplished faculty who are strongly committed to student learning” as a strategy for achieving its mission. Teaching serves as the primary function of faculty at the university. Potential faculty members must be fully informed of the expectations of highly effective teaching, student learning, and engagement in their discipline. Providing “exceptional student support services” is another strategy the university uses to achieve its mission. Hiring and retaining qualified faculty and staff who support and enhance the student learning experience supports EWU’s mission by “fostering excellence in learning through quality academic programs, undergraduate and graduate student research, and individual student-faculty interaction.”

Core Theme #3: An institution-wide commitment to local, national, and international community engagement and awareness that benefits the university and the region

EWU Mission and Strategic Plan: Eastern Washington University will partially achieve its mission by “creating environments for personal transformation that enrich the lives of individuals, families, communities, and society at large.” Strategic Plan Goal 3: Increase community engagement through active participation of students, staff, and faculty with community groups, businesses, organizations, and government.

Description of Core Theme #3: EWU’s mission is to prepare students to pursue culturally enriched and economically sustainable lives beyond the institution. Outreach to and engagement with the diverse communities outside the university are essential parts of our success as a public institution of higher education.

The objectives for this core theme reflect engagement with the regional, national, and broader international communities. Engagement with the local community occurs both through community participation on EWU advisory boards and the strategic representation of faculty, staff, and students in community organizations. Engagement with national communities is reflected in EWU’s participation in national efforts such as providing educational opportunities for first-generation and underserved communities. EWU furthers this objective through internships and learning opportunities, such as undergraduate and professional research conferences, as well as encouraging faculty participation in seeking and receiving grant opportunities that involve students and respond to research interests beyond the region. Engagement of students and faculty with the international community takes place both on EWU’s campus, through visiting scholars and students, and also on the campus of partner institutions outside the United States when EWU students and faculty engage in travel, research, learning, and teaching abroad.

Objectives, Intended Outcomes, Institutional Indicators, and Rationale

Objective 3.1: University engagement with and responsiveness to the needs of local and regional communities

Outcome #1

Engage partners to ascertain and respond to regional needs and to increase university visibility.

Institutional Indicators:

- Advisory Boards' strategic participation in the governance and direction of the colleges/departments is demonstrated in the minutes of the advisory board meetings;
- Evidence of participation of faculty, staff, and students with local boards, civic groups, professional societies, and media will be collected;
- Number of faculty and staff supported by local and regional organizations to conduct research and provide technical assistance to meet local and/or regional needs shows an increasing trend from the 2011-2012 academic year baseline; and
- An Institute for Community Engagement is planned and will be operational by fall 2012.

Rationale: A healthy relationship between the institution and communities requires a rich flow of information. Administrators and faculty who create advisory boards that include local constituents ensure that the community perspective is heard and considered in shaping the University's programs. Faculty, staff, and students who participate in a broad range of local organizations such as boards, civic groups, professional societies, and media demonstrate that EWU is responsive to local community needs and that the community is aware of EWU's presence in and support of local and regional economic, educational, social, artistic, political, and scientific health and vitality needs. Members of the faculty and administration respond to local and regional needs through a variety of mechanisms, including curricular change and program creation.

Objective 3.2: University exposure to and engagement with national and international communities

Outcome #2

Promote activities within existing international partnerships.

Institutional Indicators:

- Existing institutional relationships and partnerships with institutions having similar missions and focus areas are strengthened as demonstrated by revised Memoranda of Understanding; and
- International exchanges of faculty and students with partner institutions and others show an increasing trend from the 2011-2012 academic year baseline.

Rationale: The value of international partnership is in the richness of the interactions that occur among faculty, staff, and students on the EWU campus and on the campuses of partner institutions. By strategically aligning with institutions similar in mission, faculty and students are more likely to find ways to collaborate with EWU's existing international partners. These experiences will also form the basis for expansion of international partnerships that will include exchanges of scholars and students. International scholars and students on EWU's campus enrich existing programs, curricula, and campus life.

Outcome #3

Encourage student participation in study abroad.

Institutional Indicator:

- The number of EWU students participating in study abroad shows an increasing trend from the 2011-2012 academic year baseline.

Rationale: An understanding of and appreciation for diverse ideas and perspectives obtained through study abroad brings a richness and depth to the student experience that cannot be easily achieved domestically. Returning from abroad, students communicate new knowledge and cultural competence to faculty, staff, and other students through both formal and informal means, positively affecting even those who have not gone abroad and enriching the entire campus community.

Outcome #4

Increase international student enrollment at EWU.

Institutional Indicator:

- The proportion of International students in the student body at EWU shows an increasing trend from the 2011-2012 academic year baseline.

Rationale: Having international students join EWU's community is an opportunity for faculty, staff, and students to engage the international world without leaving campus. International students at EWU hail from a variety of diverse cultural backgrounds. The integration of these students and their perspectives into the EWU community, through opportunities both inside and outside the classroom, provides students, faculty, and staff the opportunity to understand other cultures better and to reflect on their own cultural perspectives and values.

Outcome #5

Engage with national and international partners in educational, research, and teaching opportunities for faculty and students.

Institutional Indicators

- Affiliations with national institutions on campus are documented;
- Grant applications for national and international projects and activities show an increasing trend from the 2011-2012 academic year baseline;
- Participation in teaching, research, and visiting scholar programs, such as Fulbright, shows an increasing trend from the 2011-2012 academic year baseline; and
- Students' engagement in internships, practicums, and field experiences with national organizations shows an increasing trend from the 2011-2012 academic year baseline.

Rationale: International and national partnerships and engagement opportunities provide faculty and students with opportunities beyond their local and regional cultures and perspectives. EWU students, faculty, and staff historically have been very involved with these opportunities, and it remains important for EWU to continue that involvement and to use what has been developed to

provide new opportunities to engage with and respond to broader communities in both education and research.