Retreat Discussions
On November 17, 2004, 70 faculty, staff, students and friends of EWU gathered to continue strategic planning around issues of growth, capacity and resources. Participants met in small groups and were asked to visualize EWU in 2010—what it will look like in relation to its student mix, size, physical attributes and support infrastructure, based on our academic goals for an integrated Eastern experience. Then the groups identified strategies that will be needed to move Eastern toward that future, recognizing that State support is not likely to increase and that large demographic gains are predicted to slow by 2010.

Following are the notes from the six groups, based on their discussions. Strategies are not listed in order of priority.

Work Group 1: Enrollment Growth Profile

Current Status: 9300 FTEs (2004-2005 average)
Proposed Status: 12000 FTEs (2009-2010 average)
Proposed increase of 2700 FTEs
Potentially would include 9000 FTEs on Cheney campus and 3000 FTEs external/self-support

Potential Growth Areas
* Projections require increase in freshman class size (2000 FTEs or more)
* Increase retention of current student population
* Dual enrollment for high school students
* Increase dependence on external campus/multiple campuses
  • 1400 FTEs at Bellevue Community College
* Compete with Community Colleges for first year students
* More lower division students
* Increase in self-support students
* Increase freshman % through '08 projected growth and then sustain %
* Various pricing strategies
* Increase in class sizes/decrease faculty teaching load
* Continue and enhance PR machine
* Identify and sell competitive advantages
* Ensure we are recruiting effectively and consistently for the future

Work Group 2: Student Retention Through Graduation

Group discussion participants—Rebecca Stolberg, Matt Chase, Lisa Poplawski, Curtis Black, Mick Brzoska, Marli Brzoska, Lynn Briggs, Theresa Martin, Byron Russell, Jody Graves, Mary Jane Brukardt, Michelle Whittingham

Themes
Not discussed, but shared by group member who had to leave early:
• Scholars Learning Communities—how can we tie this into our retention efforts?

Group ideas:

• Need a longitudinal study on time to degree to better understand the issues of why students stay, why they leave, why they finish in a timely manner—why they don’t, etc. A focus on 2nd to 3rd year and 3rd to 4th is needed—retention at the first year is above the national average, while we seem to be facing more challenging issues after students return for the second year. Decisions and recommendations should be data driven rather than from anecdotal information. Recent retention/attrition/graduation stats were shared.

• Re-entrance survey may also provide additional insight.

• Review of policies—many of our policies seem to be a little too student friendly, i.e., repeat policy, withdrawal policy, etc.

• There is a need to make certain student support services are of high quality at all EWU locations—Cheney, Spokane, Bellevue, Yakima, Vancouver, etc. Is there a way to invest at higher levels in services to students?

• Need to get students to seek support from various student support services offices rather than waiting too long for assistance.

• Build on student support services programs that have proven to be highly effective—Writers’ Center, PLUS program, etc.

• We need to have a focus on student self-exploration and career exploration. Retention studies show that one of the top reasons students drop-out or stop-out is that they do not see the relevance in what they are studying to their future.

There was group consensus we should continue to pursue the semester system. The most recent paper from the EWU work group was distributed.

There is a clear need to increase the awareness of the full value of a bachelor’s degree. This could and perhaps should start in the recruitment phase throughout the EWU career.

A great discussion took place on the need to infuse learning skills throughout all curriculum—reading, writing, quantitative analysis, computer and information literacy. There will be a need to invest in professional development for faculty if expected to incorporate all areas into the curriculum.

Themes of Attrition
(ACT)

• Academic Boredom
• Academic Underpreparedness
• Lack of Certainty in major/career choice
• Transition/adjustment Difficulty
• Dissonance/Incompatibility
• Irrelevancy

Negative Campus/Student Characteristics
(ACT)

• Inadequate academic advising
• Conflict between job and classes
• Inadequate financial aid
• Inadequate counseling support system
• Inadequate personal contact between students and faculty

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- A need for faculty and staff support/professional development—reward excellence and address and appropriately act on poor teaching or performance.
- Need to make certain policies are well understood and enforced- those who are to follow policies should be held accountable, i.e., general education.
- Invest in technology throughout campus—particularly need in classrooms.

Vision 2010 shared:
All students, staff and faculty will feel passionate and proud about the exploration of knowledge at Eastern Washington University.

Students will be excited to go to the library and review the latest research and journals.

Classes will be small, will have interactive state of the art technology, and will be engaging and friendly.

There will be excellent academic advising from the time a student enters to the time they graduate and perhaps beyond.

There will be excellent student support services wherever students engaged in the Eastern Experience.

Faculty and staff are supported in development of creative teaching styles and service delivery.

There are rewards for teaching excellence.

Poor teaching practices will be addressed.

Work Group 3: Program Profile

Preliminary strategies for program planning:

- Change the Resource Allocation Model to reward interdepartmental cooperation and development of interdisciplinary programs
- Reward individual initiative for interdisciplinary course work and programs
- Modify Faculty Activity Plans to recognize a wider range of activity consistent with interdisciplinary cooperation and initiative
- Focus on community engagement for learning--students need real cases/examples whenever possible
- Eliminate compartmentalization of General Education--look to theme and problem based courses and to the College of Social and Behavioral Sciences core model for integrated education
- Modify scheduling and the academic calendar to support interdisciplinarity and greater integration of the curriculum
- Provide the staff and technical support to make inter-institutional connections work and thrive (EWU and WSU, EWU and GU, etc.)
Work Group 4: Financial Resources for Sustainability and Flexibility

Brainstorming ideas:

1. Centralizing budget –
   a. common courses
   b. general education courses
   c. linked courses

2. Creating funding for priorities

3. Focus work study funding on senior students working on tutoring & PLUS type programs

4. Target honors program students as academic employees

5. Process of allocating funding to university priorities – possible percentage of new tuition dollars allocated to each of 3 goals from academic strategic plan.

6. Provide additional tutoring support for students

7. Possible tuition discount for afternoon classes?

8. No cost idea- facilitate student contact list – “buddy study” system

9. No cost idea – encourage student and faculty attendance at university events

10. Train undergraduate students of excellence to be assistants in classroom and encouraging these students to continue with graduate school, McNair program target students of color

11. Additional staff support in grants office to assist students and faculty in grant writing and applications

12. Release time 1-3 credits for faculty to assist with writing in curriculum

13. Create internal experts list with possible release time credit for faculty to assist others with teaching or integrating writing, math, etc.

14. Faculty Activity Plan agreement to collaborate with faculty from another discipline.

Work Group 5: Physical and Technological Capacity

Different strategies are needed for different the environments where EWU delivers programs.
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- Cheney – anchor campus
- Spokane – mobile services using technology
- Bellevue – physical presence
- Other community college locations – electronically supplemented services
- EWU building on the Riverpoint campus

EWU has capacity but we do not know where or when
- VPnet provides capacity
- K-20 also provides capacity (with additional dollars)
- Virtual laboratories – What do we currently do and what should we be doing?

Access to the Cheney campus
- Highway 904 is a problem. This needs to be a four lane road.
- EWU would have expanded site parking in Cheney with shuttle service from the parking to the Cheney campus.

Instructional space
- Modular classrooms
- Expandable classrooms
- All classrooms are enhanced

Wireless campus

Work Group 6: Developing Human Capacity

Our picture of EWU in 2010:
- 500 graduate students in programs in Spokane, University District and entrepreneurial programs
- Self-supporting international program that brings in more international students
- Faculty incentives to reward a broader array of faculty activities (eliminate the credit-hour requirement)
- A budget model that fosters inter-departmental and inter-collegiate collaboration
- Professional development activities that support the university mission
- Extra-curricular enhancement of the learning environment (i.e., Get Lit! and Presidential Speaker Series)
- Limit use of adjunct faculty
- As a research intensive university we will have:
  - Different faculty load
  - Increased investment in research
  - Increased levels of grants and contracts
  - Increased compensation
- We will continue to serve our base of non-tradition, first-generation and low-income students
- We will be positioned to lead in the economic development of the region and entrepreneurial needs of the state
- Administration will lead in academic innovation

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- Higher expectations for student performance—and students prepared with the characteristics and skills which will be in demand

Strategies to move toward this vision:
- Double or triple the size of our Nursing program
- Engineering School develop symbiotically with industry
- Develop community partnerships
- Revise the budget model to promote integration and interdependence
- Streamline university and state regulations to improve responsiveness to new opportunities
- Reduce or eliminate barriers to state and international reciprocal agreements
- Develop curriculum that meets the needs of a society based on human interaction