Academic Strategic Plan Student Engagement Workgroup: List of Strategies

**Category 1 Strategies: Document & Assess Engagement at EWU**
- Devote resources to combine our student engagement survey results with evidence from other surveys and academic records to develop rich, campus-specific profiles of the undergraduate (and graduate) experience.
- Determine the optimal and minimal levels of engagement in the various practices that yield satisfactory amounts of learning for various groups of students in various programs and levels of study.
- Further document the relationships between student engagement data and valid measures of student learning.
- Identify students who are essentially disengaged and the (personal and institutional) circumstances that limit their involvement in educationally purposeful activities.
- Support research to verify locally the national claim that about one-fifth of both first-year students and seniors ‘frequently’ come to class unprepared and say their institutions give little emphasis to studying and spending time on academic work.
- Recognize and support the large number of EWU students whose life exigencies severely limit the amount of time they can devote to their studies.
- For commuter and part-time students, assess and adapt strategies used by full-time students and students who live on campus (the vast majority of whom are enrolled full-time) and who tend to be more engaged.
- Align I.T. resources with the Academic Strategic Plan to more effectively get, gather and evaluate needed data.

**Category 2 Strategies: Enhance Existing Engagement Programs**
- Provide resources to sustain a larger version of the PLUS program, including opportunities to develop GTAs to serve as collaborative learning facilitators.
- Develop integrative Student Life Initiatives that partner with academic units for engagement projects.
- Reward participation in the Research & Creative Works Symposium.
- Enable Recruitment efforts to include engagement opportunities on a larger scale, integrating recruitment strategies with retention strategies.
- Give significant emphasis to encouraging contact between students from different economic, social, and racial backgrounds so as to reaffirm our expressed appreciation for diversity and expand the existing BOT Diversity Initiative.
- Support existing curriculum-based projects and programs that foster student engagement.
- Increase opportunities for first-year student-faculty interaction.
- Further integrate the academic advising function to support students and address “critical moments” at every point in their educational development.
- Expand the event calendar to reflect all campus constituents.
- Routinely offer transfer students the range and types of socializing experiences designed to ease the transition of new first-year college students.
- Help transfer students manage the challenges that come with learning how to negotiate—and take advantage of—EWU’s cultural and academic pathways.

**Category 3 Strategies: Adopt New Models through Invention and Discovery**
- Revisit, assess and implement strategies developed for the Student Learning Environment Task Force Report.
- Adopt a “Fellows Model” that will immerse and engage all campus constituents in a 3-year integrative and interactive endeavor designed to help the university think more strategically about how we change.
- Institutionalize mechanisms for recognizing and rewarding student, faculty and staff engagement (i.e., add faculty and student components to the QSI reward system, establish an award for “Distinguish Engagement,” and substantially align tenure and promotion to service accomplishments.)
- Establish a “clearinghouse” for engagement that will support active and collaborative learning.
- Obtain support from our president, Board of Trustees, academic and student life administrators, faculty members, and students for the ongoing development of an engaged campus.
- Allocate time across multiple faculty priorities: support faculty so that they can require engagement of their students and themselves.
- Develop Student Learning communities that support academic, career and citizenship goals.
- Establish service-learning as an academic priority.
- Establish regional economic development as an institutional priority.
- Establish EWU as a valuable resource to the region through university-wide community service programs.
- Support academic programs so that they might include at least one required course with a service-learning component.
- Empower student organizations to realize engagement activities based on their own assessment of what works.
- Administer the National Survey of Student Engagement (NSSE) on our campus.
- Administer the National Survey of Faculty Engagement (NSFE) on our campus.
- Implement a “Fellows Model” that will immerse and engage all campus constituents in a 3-year integrative and interactive endeavor designed to help the university think more strategically about how we change.
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