EWU Environmental Scan (Strategic Planning)

Political

Economic

Social

Technological

Assessment
Mission - Are we fulfilling our mission and is our mission reflective of who we are?
Our mission reflects who we are and should remain aspirational (bigger than just workforce development). We need to continue to evaluate success and measure what transformation looks like.

Niche - What is our niche? Do we want to change it? Who do we want to be? Myth vs. Fact.
We have let others tell our story; we need to tell our own story. Are we who we say we are and are we who the community says/thinks we are?
  • STEM/HD and applied programs (master’s level) are a part of our identity.
  • We must be nimble and able to change to the needs of those we serve.
  • We need to be intentional in how we grow and who we serve. Will we remain an access university?

Growth - Do we want to grow? What is the optimal size and mix of students?
Our size must respond to the needs of our students ensuring they are all served well. Growth should be tied to increased retention and graduation rates. We need to understand current and future demographics and ensure we are serving all aspects of our community (Hispanic serving institution), without neglecting any one part.

Relevance - Are we meeting the demands of the WA labor market?
Our programs/degrees are serving the current and future needs of our graduates and community. We can expand our relevance through;
  • Online learning to Eastern Washington’s rural communities
  • Ensuring students are taught how to think (preparing for jobs that don’t yet exist) and understand how to use data.

Capacity - What is our capacity to respond to changes (i.e. funding)? Do we have the right programs (UG/Grad)?
Must always ask the questions, “are we in the right places,” and “are we spread too thin?” There is potential to expand our capacity to support more students by;
  • Taking a hard look at how we schedule classroom usage.
  • Through use of scholarships to increase capacity to support students who don’t have the funding to pay (Graduation Project).
  • Providing online courses for “traditional” students to help fill in the gaps to support their timely graduation.
  • Building a new Science facility to increase our lab capacity to ensure we don’t hinder our ability to support or niche (STEM).
Global
- International - other countries building their own universities
- Workforce is dominant narrative/rationale for higher ED (vs. citizenship, teamwork, critical thinking)
- Demand for STEM - Students look at cost/benefit analysis

National
- Devaluing of a 4 year degree
- Older demographics, less children per family
- Next generation less educated than previous (one of 6 states)
- Focus on performance; funding tied to testing - “output” is important
- Change of the social contract
  - Vision for public higher Ed (GI Bill, build new campuses, provide strong support) is no longer being supported
  - Cost benefit
  - Higher Ed Re-authorization Act
- National political environment
  - Financial aid
  - Prioritization of higher ED
  - Free tuition
  - Forgiving student loans

State
- K-12 is paramount (constitution)
- Higher ED is discretionary funding and can be cut
  - No control over revenue (tuition set by state)
  - Downward pressure on tuition
  - Party conflicts (funding vs priority)
  - Funding students vs universities (state need grants), goes directly to the students
- Community College vs four year; which is more efficient?
- Increased competitors - for profit, online, etc.
- Pressure on for profits, smaller universities to show success (accreditation)
- Regional comprehensive far from Olympia just not valued as highly as other universities
- EWU relationship w/WSU and UW – and situation in Spokane
- Future population growth from minority communities

Local
- We depend on local CTCs for pipeline – but what happens if it’s free
**Global**
- International students
- High demand degrees

**National**
- Are students getting what they pay for
- Push to be metric based (against state and national standards)
- National higher Ed policy - re: HE report card
- Fed grants/contracts pressure
- Faculty compensation

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**State**
- Funding model (not funding by FTE)
- Receive state appropriation we have to fund the rest
- **Hard ceiling for UG tuition**
- 1% increase tuition is half million $ (need 4 1/2 million every year to keep pace with bills)
- **How to be nimble to reallocate funding (more with the same, not more with less)**
- Untapped recourses (SE part of Washington)
- **What does it cost to go to college? Best education for least cost.**
- Pressures related to benefit costs (we have to cover rising costs)
- Aging infrastructure to take care of and maintain
- Revenue earned
- EWU is responding to workforce demands - High Demand
  - Business, Technology, Sciences, Healthcare & Engineering
- Increased investment in campus i.e. PUB, resident halls
- Flexibility to maneuver resources as necessary
- Internal – ability to cohesively align the campus with a strategic plan
- Revenue diversity
  - Student mix
  - Differential pricing
  - Stable enrollment growth
  - Tuition pricing as feasible
- **Increase revenue through retention, etc.**
- Admit students that can be successful
- **Don’t bring in students just to grow**

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**EWU use to budget by saving from year to year; now each year is a fully budgeted**
Social/Cultural – BOT Analysis

Global
- Need to be a friendly place, culturally competent to attract international students
- **Insure Gen Ed has international/cultural components**
- What degrees are important to international students (STEM & Business)?
- Other governments changing how they fund their students.

National
- Attraction from other parts of the US
- **Other states drawing our HS graduates (poaching)**
- Diversity and inclusion, making proactive steps (culture and values)

State
- WA HS growth – attractive market for other states/schools to “poach”
- **Diversity, inclusion increased awareness, cultural competency**
  - Hispanic growth
  - “emerging HIS” 15% FTE
- Mobile students
  - Increase non WUE transfers
  - Increase international student transfers (from west side community colleges)
- Life after EWU: High % employed compared to nation and statewide employment

Trends
- **Hispanic/Latino growth - increased funding**
- Overall enrollment growth 12% since 2007
- Increasing demand for CSTEM degrees
- **EWU awards a high number of STEM & High demand degrees** (slides, 47 & 48)
  - Is there capacity to increase STEM/High Demand enrollment?
  - Is there space/funding available?
  - Do we have enough faculty?
- **Proactive; EWU is producing graduate degrees matching the needs of our region.**
- Competing recruitment
  - Enrollment going up
  - How much is spent for recruitment?
  - CC feeder schools
- Declining average age – getting younger
- Respond to degree programs and the market, be able to change
- Are we adapting to social media in the class room, reacting to it
- Students at least have a phone, need to be mobile sensitive
- How to bring in students from West side and rural areas
- **WSU and UW now competitors (WSU main competitor, UW #2)**
- Retention rate comparable to competitors
- Increase in students coming from Spokane vs. “the west side”
Technological – BOT Analysis

**Pedagogy**
- Synchronous (student still face to face, video, set class times) vs Asynchronous (student on own, at own pace) learning
- **Pedagogy is now changing as a result of technology**
- Student learning styles determines success w/in tech-based environment
- Changing delivery of learning
  - Virtual reality
  - Augmented reality
  - Maker Tech
  - 3d printers
  - Flipping classrooms
- Collaboration/Small group work/flipped class rooms
  - Works for some but not all (students who struggle with reading)

**Location (Place)**
- How do we maintain our responsibility for the social aspect of college as we move into more online/virtual learning
- Virtual environments de-emphasizes location - using tech to extend campus
- Importance of “place”
  - Co-curricular activities
  - Student services support
  - Define importance of place

**Support**
- How do we increase graduation rates and reduce time to graduation through use of technology
  - Use online to fill out degree (focus on main classes students struggle to get)
  - Not having to wait on classes
  - New only online students
- Access to Tech based data and resources has changed to speed for input
  - Critical thinking - access to far off places (i.e. virtual tours, webcams, etc.)
  - Information literacy, competency - do you need to memorize info when you have google
  - Quality of data - Wikipedia vs. scholarly sites
- State is comparing EWU to other state universities
  - Retention
  - Graduation rates
  - Time to Graduation
- Collaboration/Small group work/flipped class rooms
  - Working for some but not all (students who struggle with reading)
- Predictive analytics helping to change decisions effecting teaching, learning and student support
- How to validate student’s work (was it them or someone else?)
- How can tech influence the running of the university - Business intelligence
- Technology isn’t the answer; it’s the means through which we accomplish goals
Political

Environmental Scan
How Does Washington Fund Higher Education?

Past

• Through the mid ‘80’s, state support was enrollment driven
• Up until the Great Recession WA operating budgets were primarily based on prior biennial funding plus a small enrollment adjustment
• By the Great Recession WA had completely backed away from enrollment based funding
• Tuition policy has changed on average every four years and varied from capped tuition increases around 6 percent to tuition setting authority

Present

• State support is based on prior biennial funding plus any policy adds or minus mandated budget cuts
• Tuition increases at a rate equal to the increase in the states’ median family income (2016 projected: 2.1%)
Total revenue (operating fees + state support) per actual FTE, inflation adjusted 2014 dollars
Eastern Washington University State Support and Tuition Revenue per Actual FTE, in 2014 inflation adjusted dollars
Key takeaways:
- Per FTE funding in WA has recovered to pre-recession levels
- Washington is just below the national average in per FTE funding—but this data includes all higher education enrollments—and a much larger proportion of WA higher ed enrollments are at the community college level when compared to other states

SOURCE: State Higher Education Executive Officers
On a per capita basis, the WA State economy has grown slightly faster than that of the U.S.; not true for Spokane, however.
Economic growth in WA State is forecast by the WA State ERFC to hover around 5% for the next few years, greater than the U.S.
Spokane’s economy is significantly different than WA’s overall, as are the labor markets in other Eastern WA MSAs.
EWU draws students from all over WA State

First-time, degree-seeking Freshman, Fall 2015

Map showing the number of students from each county in WA State.
WA Population forecasted to grow faster than U.S.; E. WA counties set to grow slightly faster than WA overall
College-age population

Persons ages 17 through 22 comprise labor force entrants, young workers and the primary users of postsecondary college and university facilities. There are an estimated 553,100 persons ages 17 through 22 in 2015. After a period of decline throughout most of 1980s and early 1990s, this population began to increase in 1995. Growth this decade has been relatively flat but is expected to pick up again after 2020, reaching about 642,600 by 2040.

Figure 3.2: Population characteristics ages 17-22
College attendance, whether to 2- or 4-year institutions, by WA high school graduates has hardly budged.

3.4.2 First Year Post High School Higher Ed Attendance Rates

Overall Postsecondary Enrollment Rate

- Spokane County – Four Year Enrollment Rate
- Spokane County – Two Year Enrollment Rate
- Washington State – Four Year Enrollment Rate
- Washington State – Two Year Enrollment Rate
Washington Students chance for college participation

Washington State is in the bottom 5 for chance for college participation.

\[(\text{HS graduation percentage rate}) \times (\text{College continuation rate}) = \text{Chance for college participation}\]

Source: Postsecondary Education Opportunity Newsletter, September 2016. Data from NCES.
WA’s racial & ethnic diversity, while still less than that of the U.S., is growing rapidly.
By 2040, the share of the U.S. population by non-Hispanic whites will be about 50%; WA State likely will be little different.
Washington Public High School Graduates

- **White, Non-Hispanic**: 79%, 75%, 66%, 20%
- **American Indian/Alaskan Native**: 9%, 9%, 11%, 6%
- **Asian/Pacific Islander**: 2%, 4%, 1%, 1%
- **Black, Non-Hispanic**: 2%, 2%, 4%, 1%
- **Hispanic**: 9%, 17%, 20%, 1%

- **1997-98**: 79%
- **2007-08**: 75%
- **2017-18 (projected)**: 66%
- **2027-28 (projected)**: 58%
College Attendance by Race/Ethnicity

Public High Schools in Washington Class of 2008


The Council of Presidents, 10/2013
Median Household Income 2005-2014

Spokane County
Washington State
United States
City of Spokane
City of Spokane Valley

Spokane Community Indicators (www.spokanetrends.org)
Pell Grants Received as a % of First-Time Student Cohorts

Source Data: Integrated Post-Secondary Education Data System (IPEDS)
Population Age 25 and Over With a Bachelor's Degree

Spokane Community Indicators (www.spokanetrends.org)
Economic

Environmental Scan
A Challenging Budget Environment

2009-11 Biennium
- Challenging economic environment driven by recession
- $33.4M loss of state funds
- Tuition impact
- Internal budget reductions
- Staff reductions and salary freeze

2011-13 Biennium
- Decreasing funding
- Increasing costs
- $25M decline in State support
- Tuition impact
- Continued budget constraints and reductions

2013-15 Biennium
- Transforming for the future
- Revenue growth at a slower pace
- More dependent on tuition
- New Strategic Plan

2015-17 Biennium
- Tuition authority restriction continues to impact future opportunities
- Revenue growth at a slower pace
- Enrollment stability continues
- Campus initiatives provide future opportunities

2017-19 Biennium
- Tuition policy provides minimal revenue growth
- State revenues early projection is relatively flat
- Revenue growth at a slower pace
- Enrollment stability continues-plan 2% growth Y/Y
Tuition policy and impacts

• Resident undergraduate tuition zero Fall 2013 & 2014, reduced Fall 2015 & 2016

• 1% increase Resident Undergraduate tuition yields approximately $500,000

• Example: 3% each year for 4 years= $6M foregone stable revenue

• Stable tuition growth allows the university to plan more effectively

• Beginning Fall 2017, RU tuition is capped at average annual percentage growth rate in the median hourly wage for Washington for the previous 14 years as the wage is determined by the federal bureau of labor statistics (2001-2015 = 2.1%)
The reduction in Resident Undergraduate tuition increased the percentage of state funding due to College Affordability Act.

Source: Enact Bass Report (2016 -5J) FY17 Tuition Projections
EWU’s GF-State funding per OFM Budgeted FTE declined by 67% ($2,577) between FY2008 and FY2013. The increased state funding resulted from resident undergraduate tuition decrease in FY16.

Source: Data based on GFS allocations and OFM budgeted state enrollments. 2015 projections based on original budget. Actual FTE funding based on GFS allocations and Annual Average state enrollments.
Operating revenues increased 6% compared to FY14, while operating expenses increased 7.4%.
Revenue Growth

Need 4% Annual Revenue Growth (approx. $4.5M annual new stable revenue) to meet our basic funding needs

Potential sources of revenue growth:
• Headcount Increase
• Enrollment Mix Change
• Price Increase
• State Funding
• Allocation of University Resources
Average Net Price for Full-time Beginning Students

Source: IPEDS. 2013-2014 is the most recent data available.
2016-17 Net Price Calculator Results

Takes into account scholarships, financial aid, etc.

Schools Reviewed
Presented in order of lowest net price:
1. EWU $11,546
2. WSU $14,786
3. CWU $15,597
4. WWU $17,372

Student Profile Used
- 18 year old Freshman, first time in college
- 2 parents, married
- Household income: $43,694 (WA median income)
- GPA: 3.0
- SAT: 970
- ACT: 21
- Living on campus
Net Price Calculator

2016-2017 Award Package (Estimated)

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Total Price of Attendance</td>
<td>21842</td>
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<tr>
<td>Estimated tuition and fees</td>
<td>7653</td>
</tr>
<tr>
<td>Estimated room and board</td>
<td>10175</td>
</tr>
<tr>
<td>Estimated books and supplies</td>
<td>1002</td>
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<tr>
<td>Estimated other expenses</td>
<td>3012</td>
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<tr>
<td>(personal expenses, transportation, etc.)</td>
<td></td>
</tr>
<tr>
<td>Estimated Total Gift Aid</td>
<td>6245</td>
</tr>
<tr>
<td>Estimated Pell Grant</td>
<td>1365</td>
</tr>
<tr>
<td>Estimated Washington State Need Grant</td>
<td>3680</td>
</tr>
<tr>
<td>Estimated CWU Tuition Waiver</td>
<td>1200</td>
</tr>
<tr>
<td>Estimated Net Price</td>
<td>15597</td>
</tr>
</tbody>
</table>

Source URL: http://www.cwu.edu/financial-aid/net-price-calculator
### Academic Year: 2014-15

<table>
<thead>
<tr>
<th>Estimated tuition and fees</th>
<th>$12,428</th>
</tr>
</thead>
<tbody>
<tr>
<td>+ Estimated room and board charges</td>
<td>$11,276</td>
</tr>
<tr>
<td>(Includes rooming accommodations and meals)</td>
<td></td>
</tr>
<tr>
<td>+ Estimated cost of books and supplies</td>
<td>$960</td>
</tr>
<tr>
<td>+ Estimated other expenses</td>
<td>$3,542</td>
</tr>
<tr>
<td>(Personal expenses, transportation, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

**Estimated total cost of attendance:** $28,206

- **Estimated total grant aid:** $13,420
  (includes both merit and need based grant and scholarship aid from Federal, State, or Local Governments, or the Institution)

### Estimated Net Price After Grants and $14,786 Scholarships:

This institution requires that full-time, first-time students live on-campus or in institutionally controlled housing.

Grants and scholarships do not have to be repaid. Some students also qualify for student loans to assist in paying this net price; however, student loans do have to be repaid.

### Estimated Cost of Attendance

<table>
<thead>
<tr>
<th>Tuition and Fees</th>
<th>$8,965</th>
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</thead>
<tbody>
<tr>
<td>Room and Board</td>
<td>$10,042</td>
</tr>
<tr>
<td><strong>Total estimated direct cost</strong></td>
<td>$19,007</td>
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<tr>
<td>Books and Supplies</td>
<td>$1,098</td>
</tr>
<tr>
<td>Other (Personal, transportation, etc.)</td>
<td>$3,117</td>
</tr>
<tr>
<td><strong>Estimated Annual Cost of Attendance</strong></td>
<td>$23,222</td>
</tr>
</tbody>
</table>

### Other Gift Aid

- **Pell grant** | $3,180 |
- **Estimated Other Gift Aid** | $2,670 |
- **Total Estimated Other Gift** | $5,850 |

**Estimated Total Scholarships and Other Gift**: $5,850

### Estimated Net Price:

**$17,372**
The most recent forecast from the WA Forecast & Revenue Council expects 3-4% General Fund revenue growth/year.
Social

Environmental Scan
EWU Undergraduate Enrollment Data 2014 - 2015

**Age**
- 24 & under: 8761 (77%)
- 25-29: 1355 (12%)
- 30+: 1213 (11%)

**Total: 11329**

**Gender**
- Female: 5262 (46%)
- Male: 6067 (54%)

**Race/Ethnicity**
- Native American: 1413 (12%)
- Asian/NHOPI: 413 (4%)
- Black: 436 (4%)
- Hispanic: 347 (3%)
- White: 539 (5%)
- Multi Racial: 12% (146)
- Other: 1% (103)
- Unknown: 9% (1020)

**Total: 7723 (68%)**

**Residency**
- WA resident: 10310 (91%)
- Non-resident: 1019 (9%)

**Total: 1444**

**Entering Status**
- Direct from HS: 5066 (45%)
- All Transfers: 667 (6%)
- Unknown: 5598 (49%)

**Total: 667 (6%)**

**Pell or State Need Grant Status**
- Pell/SNG rcvd: 4990 (44%)
- No Pell/SNG rcvd: 6339 (56%)

**Total: 4990 (44%)**
Enrollment 2010 – 2015

EWU enrollment steadily increasing

EWU enrolls nearly as many graduate students as CWU and WWU combined

Undergraduate Enrollment 2010-2015

Graduate Enrollment 2010-2015

EWU 1632 1505 1430 1309 1444
CWU 990 776 736 660 757
WWU 873 932 783 722 747
### EWU Student Enrollment Trend

**Source:** Office of Institutional Research, Demography, & Assessment

#### EWU First-time Full-time Student Enrollment

<table>
<thead>
<tr>
<th>Term</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
<td>Fall 2007</td>
<td>1335</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>1509</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>1469</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>1545</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>1512</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>1572</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>1486</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>1598</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>1711</td>
</tr>
</tbody>
</table>

#### Enrollment First-time Full-time Students by Gender and First-generation Status +*

<table>
<thead>
<tr>
<th>Term</th>
<th>Female</th>
<th>Male</th>
<th>First Gen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2007</td>
<td>58.6%</td>
<td>41.4%</td>
<td>49.6%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>57.8%</td>
<td>42.2%</td>
<td>50.0%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>58.1%</td>
<td>41.9%</td>
<td>50.4%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>58.3%</td>
<td>41.7%</td>
<td>49.2%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>57.6%</td>
<td>41.8%</td>
<td>49.7%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>58.4%</td>
<td>42.4%</td>
<td>52.9%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>58.2%</td>
<td>40.4%</td>
<td>47.4%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>58.0%</td>
<td>41.8%</td>
<td>49.1%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>58.0%</td>
<td>41.0%</td>
<td>53.7%</td>
</tr>
</tbody>
</table>

*Includes non-resident students.
Total number of EWU applicants who enrolled elsewhere: **3,265**

**Top Ten Schools:**

<table>
<thead>
<tr>
<th>Institution</th>
<th># of Students</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>WASHINGTON ST</td>
<td>530</td>
<td>16.08%</td>
</tr>
<tr>
<td>U OF WASHINGTON</td>
<td>276</td>
<td>8.37%</td>
</tr>
<tr>
<td>CENTR WA UN</td>
<td>235</td>
<td>7.13%</td>
</tr>
<tr>
<td>W WASHINGTON</td>
<td>234</td>
<td>7.10%</td>
</tr>
<tr>
<td>SPOKANE FALLS</td>
<td>208</td>
<td>6.31%</td>
</tr>
<tr>
<td>SPOKANE CC</td>
<td>88</td>
<td>2.67%</td>
</tr>
<tr>
<td>COLUMBIA BASIN</td>
<td>79</td>
<td>2.40%</td>
</tr>
<tr>
<td>WHITWORTH U</td>
<td>74</td>
<td>2.24%</td>
</tr>
<tr>
<td>GONZAGA</td>
<td>73</td>
<td>2.21%</td>
</tr>
<tr>
<td>WENATCHEE VAL</td>
<td>66</td>
<td>2.00%</td>
</tr>
</tbody>
</table>

Total number of EWU enrolled students who did not graduate (stopped out) & enrolled elsewhere: **247**

**Top Ten Schools:**

<table>
<thead>
<tr>
<th>Institution</th>
<th># of Students</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPOKANE FALLS</td>
<td>28</td>
<td>11.34%</td>
</tr>
<tr>
<td>SPOKANE CC</td>
<td>25</td>
<td>10.12%</td>
</tr>
<tr>
<td>WASHINGTON ST U</td>
<td>25</td>
<td>10.12%</td>
</tr>
<tr>
<td>W WASHINGTON</td>
<td>13</td>
<td>5.26%</td>
</tr>
<tr>
<td>EWU-SEMESTERS</td>
<td>11</td>
<td>4.45%</td>
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<tr>
<td>CENTR WA UN</td>
<td>10</td>
<td>4.05%</td>
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<tr>
<td>COLUMBIA BASIN</td>
<td>7</td>
<td>2.83%</td>
</tr>
<tr>
<td>GONZAGA</td>
<td>6</td>
<td>2.43%</td>
</tr>
<tr>
<td>YAKIMA VALLEY</td>
<td>6</td>
<td>2.43%</td>
</tr>
<tr>
<td>PIERCE COLLEGE</td>
<td>5</td>
<td>2.02%</td>
</tr>
</tbody>
</table>
First-time Full-time Fall Cohort Retention Rate

Statewide Public Four-Year Dashboard (Graduation/Continuation)
EWU Retention Rate

First-time Full-time Fall Cohort Retention Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2008</td>
<td>71.7%</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>73.2%</td>
</tr>
<tr>
<td>Fall 2010</td>
<td>74.6%</td>
</tr>
<tr>
<td>Fall 2011</td>
<td>76.2%</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>74.7%</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>77.5%</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>77.8%</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>78.0%</td>
</tr>
</tbody>
</table>
EWU Graduation Rates First-Time, Full-Time Students

- 6yr Grad
- 5yr Grad
- 4yr Grad

Cohort

2003: 21.5% 19.0% 21.5%
2004: 21.2% 19.8% 21.2%
2005: 21.3% 17.6% 21.3%
2006: 19.8% 19.0% 19.8%
2007: 18.5% 19.7% 18.5%
2008: 19.8% 18.6% 19.8%
2009: 20.4% 18.8% 20.4%
6-Year Graduation Rates for First-Time, Full-Time Students

State
EWU
CWU
WWU
ESC
WSU

4-Year Graduation Rates for First-Time, Full-Time Students

![Bar chart showing 4-year graduation rates for first-time, full-time students from 2007 to 2011 for various universities: State, EWU, CWU, WWU, ESC, WSU.]
**EWU Undergraduate Degrees awarded 2014 - 2015**

**Age**
- 24 & under: 1459 (61%)
- 25-29: 522 (22%)
- 30+: 418 (17%)

**Gender**
- Female: 1341 (56%)
- Male: 1058 (44%)

**Race/Ethnicity**
- Native American: 231 (10%)
- Asian/NHOPI: 74 (3%)
- Black: 87 (3%)
- Hispanic: 97 (4%)
- White: 1731 (72%)
- Multi Racial: 23 (1%)
- Other: 83 (3%)
- Unknown: 73 (3%)

Total: 2399

**EWU Graduate Degrees awarded 2014 - 2015**

**Age**
- 24 & under: 197 (47%)
- 25-29: 140 (34%)
- 30+: 78 (19%)

**Gender**
- Female: 302 (73%)
- Male: 113 (27%)

**Race/Ethnicity**
- Native American: 36 (9%)
- Asian/NHOPI: 11 (2%)
- Black: 12 (3%)
- Hispanic: 24 (6%)
- White: 299 (72%)
- Multi Racial: 12 (3%)
- Other: 21 (5%)
- Unknown: 12 (3%)

Total: 415
Number of Undergraduate Degrees Awarded

- EWU
- CWU
- WWU
Number of Graduate Degrees Awarded

- **EWU**
- **CWU**
- **WWU**

<table>
<thead>
<tr>
<th>Year</th>
<th>EWU</th>
<th>CWU</th>
<th>WWU</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>560</td>
<td>215</td>
<td>318</td>
</tr>
<tr>
<td>2011-2012</td>
<td>468</td>
<td>244</td>
<td>332</td>
</tr>
<tr>
<td>2012-2013</td>
<td>505</td>
<td>241</td>
<td>255</td>
</tr>
<tr>
<td>2013-2014</td>
<td>551</td>
<td>200</td>
<td>283</td>
</tr>
<tr>
<td>2014-2015</td>
<td>415</td>
<td>232</td>
<td>241</td>
</tr>
</tbody>
</table>
STEM or High Demand Undergraduate Degrees Awarded

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>EWU</td>
<td>566</td>
<td>563</td>
<td>843</td>
<td>901</td>
<td></td>
</tr>
<tr>
<td>CWU</td>
<td>501</td>
<td>483</td>
<td>596</td>
<td>692</td>
<td></td>
</tr>
<tr>
<td>WWU</td>
<td></td>
<td></td>
<td>781</td>
<td>850</td>
<td>1018</td>
</tr>
<tr>
<td>WSU</td>
<td></td>
<td></td>
<td></td>
<td>1779</td>
<td>1771</td>
</tr>
</tbody>
</table>

59% | 38% | 36% | 10%
STEM Undergraduate Degrees Awarded


- **99%** (2010-2011)
- **78%** (2011-2012)
- **34%** (2012-2013)
- **16%** (2013-2014)
- **16%** (2014-2015)
All EWU BA/BS STEM degrees have shown strong, recent growth, with one exception.
<table>
<thead>
<tr>
<th></th>
<th>2010-2011</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housing Occupancy</td>
<td>1726</td>
<td>2068</td>
</tr>
<tr>
<td>% of new freshmen living on campus</td>
<td>64%</td>
<td>75%</td>
</tr>
<tr>
<td># of new freshmen</td>
<td>989</td>
<td>1294</td>
</tr>
<tr>
<td># of new transfers</td>
<td>131</td>
<td>164</td>
</tr>
<tr>
<td>Students in LLC’s</td>
<td>100</td>
<td>252</td>
</tr>
<tr>
<td>Yearly Attrition Rate</td>
<td>-16%</td>
<td>-9.5%</td>
</tr>
<tr>
<td>Average GPA of students on campus</td>
<td>2.76</td>
<td>2.96</td>
</tr>
</tbody>
</table>
# 2016 Life After Eastern Graduate Survey Trends

## Within the first year after graduation . . .

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed full time</td>
<td>54%</td>
<td>60%</td>
<td>70%</td>
</tr>
<tr>
<td>Career-related experiences</td>
<td>69%</td>
<td>74%</td>
<td>71%</td>
</tr>
<tr>
<td>prior to graduation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you have an internship or</td>
<td>64%</td>
<td>56%</td>
<td>51%</td>
</tr>
<tr>
<td>practicum while in college?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you pursuing a graduate</td>
<td>30%</td>
<td>36%</td>
<td>44%</td>
</tr>
<tr>
<td>degree or other continuing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>education?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2016 Life After Eastern Graduate Survey

Employment Status

- Employed full-time: 70%
- Employed part-time: 18%
- Peace Corps/AmeriCorps or other volunteer program: 5%
- Serving in the U.S. military: 1%
- Not employed, still seeking: 1%
- Not employed, not seeking: 1%
2016 Life After Eastern Graduate Survey

Salaries Range

- 23% Under $20,000
- 20% $20,000 - $29,000
- 17% $30,000 - $39,000
- 17% $40,000 - $49,000
- 23% $50,000 +
2016 Life After Eastern Graduate Survey

Type of career related experiences while attending EWU

- Internship/practicum: 26.9%
- Volunteer: 19.2%
- Part-time on campus: 11.8%
- Part-time off campus: 15.2%
- Summer employment: 12.6%
- Undergraduate research: 5.8%
- Work-study: 6.2%
- Directed study: 2.4%
2016 Life After Eastern Graduate Survey

Job Related to Major

- Very related: 66%
- Somewhat related: 34%
The 07-08 cohort in the labor market: 2013 salaries of EWU grads largely equal to peers for all Bachelors degrees

$46,300
Forecasted top 25 occupations for growth in WA requiring at least a BA/BS degree (Dept. of Employment Security, 5.2016)

Average Annual Openings 2019-24

- Software Developers, Applications
- Registered Nurses
- General and Operations Managers
- Accountants and Auditors
- Elementary School Teachers, Except Special Education
- Managers, All Other
- Management Analysts
- Business Operations Specialists, All Other
- Computer Systems Analysts
- Market Research Analysts and Marketing Specialists
- Computer Programmers
- Human Resources Specialists
- Computer User Support Specialists
- Substitute Teachers
- Software Developers, Systems Software
- Civil Engineers
- Financial Managers
- Secondary School Teachers, Except Special & Career/Technical Ed
- Computer and Information Systems Managers
- Lawyers
- Preschool Teachers, Except Special Education
- Middle School Teachers, Except Special & Career/Technical Ed
- Web Developers
- Graphic Designers
- Marketing Managers
Forecasted “2nd top” group occupations for growth in WA requiring at least a BA/BS degree

Average Annual Openings 2019-24

- Physical Therapists
- Mechanical Engineers
- Network and Computer Systems Administrators
- Adult Basic & Secondary Education & Literacy Teachers & Instructors
- Personal Financial Advisors
- Industrial Engineers
- Environmental Scientists and Specialists, Including Health
- Dental Hygienists
- Computer Occupations, All Other
- Education Administrators, Elementary and Secondary School
- Kindergarten Teachers, Except Special Education
- Physicians and Surgeons, All Other
- Teachers and Instructors, All Other
- Recreation Workers
- Writers and Authors
- Educational, Guidance, School, and Vocational Counselors
- Architectural and Engineering Managers
- Vocational Education Teachers, Postsecondary
- Editors
- Medical Scientists, Except Epidemiologists
- Administrative Services Managers
- Musicians and Singers
- Producers and Directors
- Aerospace Engineers
- Electrical Engineers
Forecasted slowest-growing 25 occupations in WA requiring at least a BA/BS degree (Dept. of Employment Security, 5.2016)
## EWU Faculty Demographics

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Faculty</th>
<th>Female</th>
<th>Male</th>
<th>Persons of Color</th>
<th>Veterans</th>
<th>Median Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>418</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>65</td>
</tr>
<tr>
<td>2011</td>
<td>391</td>
<td>52</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>65</td>
</tr>
<tr>
<td>2012</td>
<td>413</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>65</td>
</tr>
<tr>
<td>2013</td>
<td>437</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>65</td>
</tr>
<tr>
<td>2014</td>
<td>474</td>
<td>51</td>
<td>51</td>
<td>51</td>
<td>50</td>
<td>65</td>
</tr>
<tr>
<td>2015</td>
<td>466</td>
<td>50</td>
<td>51</td>
<td>51</td>
<td>50</td>
<td>65</td>
</tr>
</tbody>
</table>

- **Female**: Blue bars
- **Male**: Red bars
- **Persons of Color**: Green bars
- **Veterans**: Purple bars
- **Turnover Rate**: Teal bars

### Graph Description:
- The chart shows the demographics of EWU faculty members from 2010 to 2015.
- The total number of faculty members slightly fluctuates over the years.
- There are no significant changes in the median age of faculty members.
- The chart indicates a slight increase in the number of faculty members over the years.
EWU Classified Demographics

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Persons of Color</th>
<th>Veterans</th>
<th>Total Classified</th>
<th>Median Age</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>481</td>
<td>467</td>
<td>467</td>
<td>50</td>
<td>51</td>
<td>51</td>
</tr>
<tr>
<td>2011</td>
<td>467</td>
<td>467</td>
<td>50</td>
<td>50</td>
<td>49</td>
<td>50</td>
</tr>
<tr>
<td>2012</td>
<td>509</td>
<td>530</td>
<td>536</td>
<td>49</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>2013</td>
<td>509</td>
<td>530</td>
<td>536</td>
<td>49</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>2014</td>
<td>509</td>
<td>530</td>
<td>536</td>
<td>49</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>2015</td>
<td>509</td>
<td>530</td>
<td>536</td>
<td>49</td>
<td>49</td>
<td>49</td>
</tr>
</tbody>
</table>

- Female
- Male
- Persons of Color
- Veterans
- Turnover Rate
EWU Exempt Demographics

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>Total Exempt</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>293</td>
<td>313</td>
<td>309</td>
<td>340</td>
<td>360</td>
<td>364</td>
<td>47</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>46</td>
</tr>
<tr>
<td>Persons of Color</td>
<td>47</td>
<td>46</td>
<td>47</td>
<td>47</td>
<td>46</td>
<td>46</td>
<td>46</td>
</tr>
<tr>
<td>Veterans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>Median Age</td>
<td>67</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>46</td>
</tr>
</tbody>
</table>

- Female
- Male
- Persons of Color
- Veterans
- Median Age
- Turnover Rate
Horizon Report 2016 – Higher Education

Key Trends Accelerating Technology Adoption

Long-Term Impact Trends: Driving Ed Tech adoption in higher education for five or more years
• Advancing Cultures of Innovation
• Rethinking How Institutions Work

Mid-Term Impact Trends: Driving Ed Tech adoption in higher education for three to five years
• Redesigning Learning Spaces
• Shift to Deeper Learning Approaches

Short-Term Impact Trends: Driving Ed Tech adoption in higher education for the next one to two years
• Growing Focus on Measuring Learning
• Increasing Use of Blended Learning Designs

Important Developments in Educational Technology

Time-to-Adoption Horizon: One Year or Less
• Bring Your Own Device (BYOD)
• Learning Analytics and Adaptive Learning

Time-to-Adoption Horizon: Two to Three Years
• Augmented and Virtual Reality
• Makerspaces

Time-to-Adoption Horizon: Four to Five Years
• Affective Computing
• Robotics

Significant Challenges Impeding Technology Adoption

Solvable Challenges: Those that we understand and know how to solve
• Blending Formal and Informal Learning
• Improving Digital Literacy

Difficult Challenges: Those that we understand but for which solutions are elusive
• Competing Models of Education
• Personalizing Learning

Wicked Challenges: Those that are complex to even define, much less address
• Balancing Our Connected and Unconnected Lives
• Keeping Education Relevant
2016 Key Issues in Teaching and Learning

1. **Academic Transformation**: must higher education change?
2. **Faculty Development**: scholarship of teaching and learning (SoTL) through a community of inquiry (CoI) approach.
3. **Assessment of Learning**: making informed improvement and demonstrating the true value of education.
4. **Online and Blended Teaching and Learning**: what instructional or pedagogical characteristics and interventions can increase student outcomes and enhance success.
5. **Learning Analytics**: applying data analysis for the purpose of improving student learning, retention and graduation.
6. **Learning Space Designs**: understanding its value to encourage active learning and creative pedagogy.
7. **Accessibility and Universal Design for Learning**: radically rethinking the way we make learning “hospitable: and open access to all students.
Almost half of the undergraduates surveyed (47%) own a laptop, a tablet, and a smartphone.

Percentage of students trying to connect devices to the network at the same time:

- 7% - none
- 32% - just one
- 61% - at least two
- 11% - three or more

Figure 6. Student laptop, tablet, and smartphone ownership
Faculty Perceptions on Student Technology Use

Largest difference in perception in Non-class activities.

Figure 7. Differences between how students say they use—and how faculty think students use—their devices in class.
Pace of Technology Adoption as a Differentiator

Although we did find quite a few differences related to Carnegie Classification or institutional size, an institution's approach to technology adoption is even more strongly related to differences in the trends' influence on institutional strategy.

Trend Watch 2016: Which IT Trends Is Higher Education Responding To?
Growth of Online Learning

Start Something Big

US Classrooms Are Changing

Elementary Students:
Learn keyboard skills over cursive handwriting.

High School Students:
99% will soon get broadband access regardless of income.

College Students:
Only 50% attend full time & live on campus—98% switch colleges, 12% attend 1 or more.
40% will be 25 or older.

With New Types of Educators

Advisors & Mentors:
Will digitally track and assess performance.

Instructional Technologists:
Will pilot blended and flipped classes.

Instructional Designers:
Will build and teach digital curricula and courses.

Thousands of students could enroll.

Enrollment Will Double

50% more US grads expected by 2020.
4-year colleges can’t accommodate.

Class of 2020

...So Universities Go Online

70.8% see online learning as critical to their long-term strategy.
Up from 48.8% in 2002.

5.8M students enrolled in online courses

That's a 263% increase over the last twelve years

2/3 of whom take online courses at public institutions