

2020

HSI INITIATIVE ANNUAL REPORT

6.2 M

Number of degrees Latinos need to earn by 2030 to close equity gaps in degree completion.

Projections to 2030: Excelencia in Education. (2020). Ensuring America's Future: Benchmarking Latino College Completion to 2030. Excelencia in Education. Washington, D.C.

"You can't just enroll them if you're not going to help them graduate. The only growth population is Hispanics. So we're saying you have got to focus on what it means to serve." - Deborah Santiago, one of the co-founders of Excelencia in Education, an advocacy group focused on Latino students.

Dr. S. James Perez, HSI Task Force &
Subcommittees

Eastern Washington University

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NOTE: Hispanic, Latino/a/x, and Chicano/a/x will be used interchangeably throughout this report.

EXECUTIVE SUMMARY

The Office of the President charged the HSI Task Force (October of 2019) to present recommendations and strategies for Eastern Washington University to achieve the goal of becoming a federally designated Hispanic Serving Institution (HSI).

A Hispanic-Serving Institution (HSI) is defined by the Department of Education as an institution of higher education that— is an eligible institution; and has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application. As of fall 2020-2021, EWU's Hispanic enrollment is 19%, representing the 1593 undergraduate students (Chart 8). This percentage is calculated using the IPEDS formula to determine FTEs and includes full-time and part-time undergraduate students. The general Hispanic population in Washington State has grown by 32% from 2010 to 2019 across all counties (Appendix A). Eastern is ahead of the curve by asking for this report and making the HSI Initiative part of the strategic plan and would be well served to plan ahead for the next 10-20 year population growth.

October of 2019 to January of 2021, was labeled 'Phase I: Discovery' of the HSI Initiative. This report presents the findings of the task force and subcommittees during this discovery phase. This period of time commenced with the original charge put forth by the university president. While the stretch goal of achieving HSI designation was set for 2023, the task force determined that this was not feasible based upon the IPEDS criteria which must be explicitly followed. Generally, the application process is held annually, opening in January and due in approximately February each year. The computation of eligibility is conducted annually at the time that IPEDS data is provisionally released for the academic year immediately preceding the most recent complete academic year. Data requested are usually two years old. While EWU might reach the 25% Hispanic student enrollment plateau by 2023, HSI designation would come approximately two years later, or 2025.

The first steps were to assemble the task force and subcommittees that were to be the driving forces behind this undertaking. The principle elements of this phase were to establish a baseline creating a dashboard for consistent data, developing a website, conducting a SWOT analysis, determining the most feasible avenue to achieve HSI status, and considerations for Phase II.

In October of 2019, and further advanced by the university's 2018-2023 strategic plan, Eastern Washington University (EWU) launched the university-wide and community-based Hispanic Serving Institute (HSI) Initiative. Subsequently, a task force was created and charged with the specific goal to identify strategies to achieve HSI designation for EWU which requires an undergraduate Hispanic student population of 25%. The goal was predicated primarily on two principles. First, Hispanics represent the fastest growing demographic group among the pre-college population in Eastern's region. Secondly, EWU is committed to being prepared to serve and support these students as they reach college age with innovative and robust programs and services. "We develop curricula that meet changing needs of students, employers, and communities".¹ Ensuring that curriculum reflects diversity of learning styles and perspectives

coincides with one of EWU's strategic planning initiatives to achieve HSI designation in order to make a proactive, positive impact upon the increasing Hispanic population and all students.

A significant amount of research was done to determine the feasibility of this project. Data was examined at the national, regional and local levels and interviews were conducted with those institutions who already have HSI designation, as well as those who are potentially paralleling Eastern's effort. This, coupled with the internal SWOT analysis, indicated this to be a worthwhile effort on mainly two fronts. First, the Hispanic population is a relatively young population, much of which is at the college-attending age. Achieving HSI designation will benefit all students at EWU through improved recruitment and retention efforts. In order for an institution to make advancements in its functionality, it must conduct a self-analysis to determine a baseline. The elements to be looked at are what it does well and what shortcomings are present. Secondly, it must consider elements outside its borders that can be utilized as opportunities or seen as threats and, subsequently, warded off. Eastern needs to showcase current strengths as well as recognize and address weaknesses in order to narrow the equity gap.

Upon achieving HSI designation, EWU will be eligible for grant funding that could be utilized to enhance support services for the entire student population. The task force was further charged with creating a forum for campus-level dialogue and exploration about issues directly related to Hispanic/Latinx diversity and inclusion at Eastern Washington University. The task force continues to make timely recommendations to the Office of the President and university leadership that will provide a pathway for diversity inclusiveness throughout EWU.

The project began with focusing on establishing the task force and the subcommittees, the latter seeking to identify specific areas of concentration. Subcommittees met on a regular basis, each identifying a subcommittee chair and a major focus area. Current inventory of programs, services, initiatives, best practices, SWOT analysis, and policies were identified. Additionally, the task force and subcommittee chairs developed short and long-term goals for Phase I: Discovery as listed below.

Short-Term Goals

- Create subcommittees
- Establish a baseline
- Research best practices
- As appropriate, developed budget implications

Long-Term Goals

- Assessment of efforts
- Develop communication strategies
- How do we sustain the HSI Initiative in the future?

Both the task force and all subcommittees had wide representation from staff, faculty, administration, and students with clearly established meeting schedules. All work began in earnest when COVID-19 interrupted (March 2020) and changes had to be implemented for how

these groups would meet and communicate. In response, meetings were moved to Zoom, and Microsoft Teams was utilized for meeting minutes and other pertinent information to be posted and shared with the task force and subcommittee chairs. In reality, the work of the task force and the subcommittees did not miss a beat and the annual report that follows attests to that.

Every organization has its own vernacular and higher education in general, and EWU in particular, is no exception. Another element of this language is the many acronyms which symbolize higher education. A glossary of terms has been assembled and is included in this report as a point of reference. In addition, origins of all data and materials used are listed in the reference section and/or contained in the appendixes.

The task force is now poised to recommend next steps for moving into Phase II or an Implementation Phase. Phase II will depend greatly on the requirements/needs as identified by the president, executive leadership team and the Board of Trustees.

STRATEGIC PLAN INITIATIVE

We EMBRACE Equity & Social Justice and We TRANSFORM our Region

EWU Strategic Plan 2018-2023: “We develop curricula that meet changing needs of students, employers, and communities. We commit to applied research and community partnerships that engage and inspire while preparing students for success after graduation. We develop the professional workforce and strengthen our economy through strategic and creative programming.”

EWU’s curricula and experiences inspire and engage. Through research and collaboration, Eastern addresses needs and challenges of communities and improves the quality of life for all students, faculty, and staff. One of EWU’s strategic planning initiatives is to work toward the federal designation of a Hispanic Serving Institution (HSI). For an institution to qualify as a HSI, it must have at least a 25% Latinx/Hispanic, full-time equivalent, student population. However, increasing the percentage of the Hispanic student population is only part of the goal. Necessary and appropriate support services need to be in place to ensure the academic success of these students.

Culturally Responsive

- Develop curricula directly tied to regional trends and needs, as EWU partners with employers.
- Continue to work with the Provost, Vice President for Diversity & Senior Diversity Officer, and Human Resources to attract and retain faculty of color.
- Promote and support a campus culture that is responsive and nimble, innovative, effective, and results oriented.
- Develop a communication plan to interact with diverse internal and external stakeholders that inspire trust and action.
- Respond and include culture in our curricula – What does it mean to “respond and include culture in our curriculum?” Another way to look at this is how do we become culturally responsive teachers? Geneva Gay states:
“Culturally responsive teaching can be defined as using cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to make learning encounters more relevant and effective for them. It teaches to and through the strengths of these students. Culturally responsive teaching is the behavioral expression of knowledge, beliefs, and values that recognize the importance of racial and cultural diversity in learning. It is contingent on a set of racial and cultural competencies amply summarized by Teel and Obidah (2008).”²
According to Teel and Obidah, they include:
 - Seeing cultural differences as assets;
 - Creating caring learning communities where culturally different individuals and heritages are valued;
 - Using cultural knowledge of ethnically diverse cultures, families, and communities to guide curriculum development, classroom climates, instructional strategies, and relationships with students;

- Challenging racial and cultural stereotypes, prejudices, racism, and other forms of intolerance, injustice, and oppression;
- Being change agents for social justice and academic equity;
- Mediating power imbalances in classrooms based on race, culture, ethnicity, and class;
- And accepting cultural responsiveness as endemic to educational effectiveness in all areas of learning for students from all ethnic groups.³

Researchers have found that culturally responsive classrooms motivate students to learn. The essentials of this motivational framework are that it:

- 1) Respects diversity;
- 2) Engages the motivation of a broad range of students;
- 3) Creates a safe, inclusive, and respectful learning environment;
- 4) Derives teaching practices from across disciplines and cultures; and
- 5) Promotes equitable learning.⁴

TASK FORCE CHARGE – PHASE I: DISCOVERY

Create a draft plan (Phase I: Discovery) for the university to reach its HSI stretch goal by fall 2023.

Charge

Purpose: In October 2019, EWU launched its HSI Initiative and convened a task force in March 2020 to identify strategies to (1) increase Hispanic/Latinx FTE enrollment to 25 percent by a stretch goal of 2023/2024; and (2) support Hispanic/Latinx students' academic success through to their graduation.

Objectives: The HSI Task Force will be the central point where information is gathered and recommendations formed. The major objectives of the task force are the following:

Create and maintain a variety of communication approaches across EWU campuses to ensure dialogue and information-sharing about issues related to the experiences of our Hispanic/Latinx students and ways to ensure the university is a welcoming place for them and for all students. This should include a dedicated and updated website.

Work in conjunction with HSI subcommittees to ensure all sectors of the university are included in dialogue and discussion.

Create a data tracking system on Hispanic student success.

Draft a plan and timeline to increase the overall Hispanic student population at EWU to at least 25%. This draft will be submitted to the EWU president by January 2021 for review (revised from October 2020). The draft plan will:

- (1) Offer recommendations to the president and university leadership that result from campus dialogue and understanding of best practices nationally;
- (2) Recommend ways to integrate HSI strategies across the university;
- (3) Recommend a versatile framework of guidance, support, and enrichment to serve Hispanic/Latinx students from enrollment through degree completion; and
- (4) Describe how the efforts to support Hispanic/Latinx students will bolster the success of all students.

Where possible, the recommendations should include budget implications.

The appendixes include the invitation letter to join the HSI Task Force (Appendix B) or chair a subcommittee (Appendix C), original charges for the task force (Appendix D) and subcommittees (Appendix E), and the members list of the task force and subcommittee chairs (Appendix F).

TIMELINE – PHASE I: DISCOVERY

October 1, 2019 – HSI Senior Executive to the President position start date.

October thru December 2019 – Development of task force and subcommittee charges and buildout of initial members.

December 5, 2019 – Status presentation to the Board of Trustees (BOT).

January 16, 2020 – Informational meeting with multiple university units and executive leadership to ensure all areas are on the same page regarding the initiative. Group assisted in finalizing task force members and subcommittee chairs.

February 27, 2020 – Status presentation to the BOT.

March 3, 2020 – First official task force meeting. Set schedule for monthly task force meetings through September. (April 7, May 5, June 2, July 14, August 4, September 1)

March 24, 2020 – Governor Inslee announced “Stay Home, Stay Healthy” directive. Task force adjusted all meetings to a Zoom setting and set up Microsoft Teams for file sharing and communications.

May 5, 2020 – Adjusted monthly task force meeting to be Migrant 101 Training presented by Educational Service District 123.

May thru September 2020 – Continued monthly meetings and discovery phase with task force and subcommittees.

September thru October 2020 – Task force and subcommittees compiled data during this time frame. All findings from task force and subcommittees were due to Chair Perez for first annual report build out.

October 27, 2020 – Received postponement on report deadline (previously scheduled for December BOT’s meeting) by the university president and approval to deliver final presentation at the February 2021 BOT meeting.

November thru December 2020 – Weekly meetings to build out annual report.

January 22, 2021 – Draft report due to the university president.

February 25/26, 2021 – Final report due and presentation given to the BOT.

FINDINGS ‘THE STORY’

Research and Data Overview

The task force and subcommittees reviewed national, regional/Washington State, local, and Eastern Washington University’s Hispanic population data. The projected national growth, based on census data, of the Hispanic population is represented in a 44-year span from 2016 to 2060 below (Chart 1). From 2016-2020 this population grew by 8.4%, and is expected to grow an additional 20% from 2020 to 2030. Furthermore, in the next 40 years from 2020-2060, expectations are to see a 78.5% national growth in the Hispanic population. Comparatively during the same time, the White population is expected to grow by 4% from 2020-2030 and from 2020-2060 expectations for this same population growth is 8.6%.

Data in Charts 2 through 5 depict other comparisons between institutions nationally and in Washington State. As more Latino students enter higher education, policymakers at the state and institutional level should keep in mind that they’ll have an increasingly young, Latino, first-generation population.⁵

Eastern Washington University’s data is based on a 10-year history and noted below in Charts 7 and 8. These charts represents the percentage of growth calculated by FTEs. EWU’s current Hispanic student population is 19% with and an overall undergraduate FTE count of 1593.

National Data

According to Excelencia in Education, nationally, Latino student enrollment and degree completion continues to increase. However, different patterns emerge within each state. For example, Latinos in Washington are graduating from two-year institutions at a 2% higher rate than their White peers. At four-year institutions, Hispanics’ graduation rate was 8% lower than that of their White non-Hispanic peers in Washington.⁶

Projected growth of Hispanic population at national level

	2016	2020	2030	2040	2050	2060
Total	323,128	332,639	355,101	373,528	388,922	404,483
One race	314,648	323,069	342,432	357,252	368,473	379,228
White	248,503	253,280	263,453	269,578	272,486	275,014
Non-Hispanic White	197,970	198,571	197,992	193,210	185,954	179,162
Black or African American	43,001	44,734	49,009	52,919	56,725	60,690
American Indian and Alaska Native	4,055	4,232	4,663	5,038	5,341	5,583
Asian	18,319	20,009	24,394	28,718	32,850	36,815
Native Hawaiian/Pacific Islander	771	813	913	999	1,071	1,125
Two or More Races	8,480	9,570	12,669	16,276	20,450	25,255
Hispanic or Latino	57,470	62,313	74,807	87,616	99,798	111,216

Chart 1⁷

[2016 base population. Resident population as of July 1. Numbers in thousands.]

National Hispanic college students (all institutions)

Academic Year	Total Students (All Institutions)	Undergraduate	Hispanic Students (Total)	Hispanic Students (Undergraduate)
2013-14	27,835,916	24,060,103	4,056,980	3,797,851
2014-15	27,410,085	23,620,218	4,191,763	3,918,192
2015-16	26,953,976	23,136,802	4,329,298	4,040,427
2016-17	26,694,877	22,866,906	4,490,362	4,184,837
2017-18	26,436,441	22,585,279	4,615,816	4,288,631
2018-19	26,321,518	22,429,196	4,760,471	4,411,482

Chart 2⁸

Regional/Washington data

The task force pulled data on Hispanic populations for other Washington institutions, as well as general Hispanic population information (Charts 3-5). Additional data sourced from Washington’s OFM can be found in Appendix A.

Enrollment of Hispanic undergraduates, fall 2018

Institution	Grand Total	Hispanic Total	% Hispanic
Washington State University	26,098	3,964	15%
Columbia Basin College	7,034	2,730	39%
University of Washington-Seattle	32,099	2,601	8%
Yakima Valley College	4,456	2,454	55%
Central Washington University	11,419	1,835	16%

Chart 3

Awarded associate degrees to Hispanic students, 2017-18

Institution	Grand Total	Hispanic Total	% Hispanic
Yakima Valley College	818	403	49%
Columbia Basin College	1004	343	34%
Wenatchee Valley College	773	260	34%
Big Bend Community College	458	166	36%
Clark College	1833	159	9%

Chart 4

Awarded bachelor degrees to Hispanic students, 2017-18

Institution	Grand Total	Hispanic Total	% Hispanic
Washington State University	5,459	664	12%
University of Washington-Seattle	7,701	537	7%
Central Washington University	2,436	332	14%
Eastern Washington University	2,252	298	13%
Western Washington University	3,415	288	8%

Chart 5

It is important to note that 22% of students in K-12 education are Latino. Washington has the 13th largest Hispanic population in the US with 13 percent of the overall population Latino and a median age of 26.

Additional details on the source for above data in Charts 3-5 can be found in Appendix G.

Local data

Student enrollment demographic data was also researched on three private universities in EWU’s immediate service area: Heritage University in Toppenish; Gonzaga University in Spokane; and Whitworth University in Spokane. Of the three, Heritage University is a designated HSI and NASI (Native American Serving Institution).

A demographic overview of the Hispanic population at two private competitors in Spokane and Heritage University in Toppenish, WA below (Chart 6).

Institution	White	Hispanic	Native American	Asian American	African American	Two or more
Heritage	14%	69%	12%	1%	1%	2%
Gonzaga	70%	9%	<1%	4%	2%	5%
Whitworth	72%	9%	<1%	4%	2%	7%

Chart 6

[Data was collected from each of the university’s websites.]

In addition, the current HSI eligibility of Washington and local universities and colleges in 2020 can be found in Appendix H.

Eastern Washington University data

According to data available from EWU’s Institutional Research (IR), from the time the task force started the discovery phase, EWU has experienced a percentage increase of Hispanic students from 17.1% to 19.1%. This percentage increase is directly tied to the overall FTE decline of university undergraduate enrollment. On a positive note, according to Chart 8, Hispanic FTE retention declined by 3.2%, while total student retention declined by 13.1%.

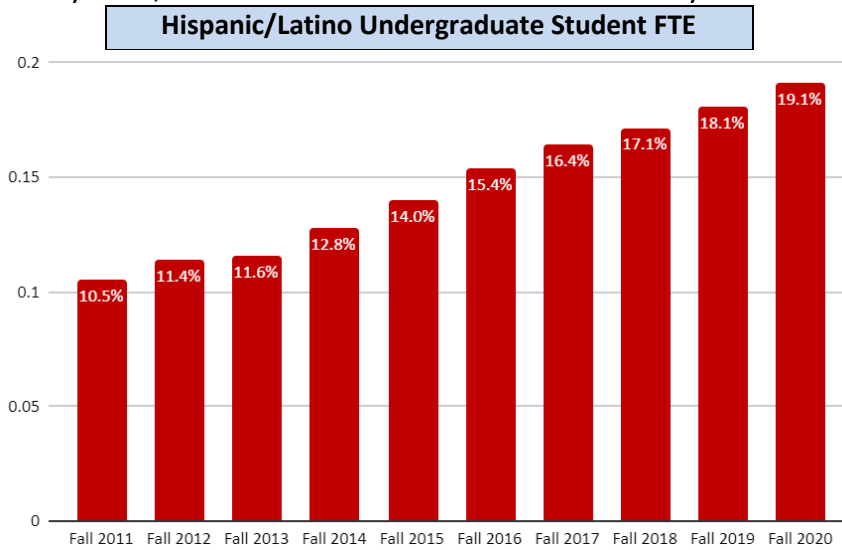


Chart 7

Hispanic undergraduate students at EWU provided by Institutional Research (IR).

Academic Year	Total Students	Hispanic Students (Undergraduate)
2011-12	9293	977
2012-13	9591	1091
2013-14	9800	1132
2014-15	10036	1281
2015-16	10067	1408
2016-17	9783	1503
2017-18	9756	1599
2018-19	9601	1645
2019-20	9121	1647
2020-21	8345	1593

Chart 8

[HSI status is based on FTE data provided to IPEDS and applies to undergraduates and US citizens only. Represents fall quarter to fall quarter data.]

The top five high schools (Chart 9) in the state of Washington with the highest Hispanic population of students are below. This chart shows us that Yakima and Franklin counties should be EWU’s primary areas of recruitment focus.

Institution	Hispanic Students
Davis High School, Yakima	462
Pasco High School, Pasco	450
Sunnyside High School, Sunnyside	449
Chiawana High School, Pasco	428
Eisenhower High School, Yakima	395

Chart 9

[Based on OSPI’s 2019-2020 data for 12th graders, who EWU primarily recruits.]

The top five feeder schools for Hispanic students enrolling at Eastern for both high school and new transfer students from community colleges are shown in Charts 10 and 11.

Community Colleges	Hispanic Enrollment
Wenatchee Valley College	208
Spokane Falls Community College	200
Columbia Basin College	176
Spokane Community College	116
Big Bend Community College	112

Chart 10

[Data from the last five years. Yakima Valley Community College was number 6 on the list with 89 enrolled.]

High Schools	Hispanic Enrollment
Sunnyside High School	84
Davis High School	83
Othello High School	71
Moses Lake High School	70
Wapato High School	59

Chart 11

[Data from the last five years.]

According to Excelencia in Education, below is where Washington leads, lags, and what is anticipated to come next for our Hispanic/Latino population.

Where Washington leads:

Significantly more Latinos are enrolling in four-year institutions in Washington. All top five institutions enrolling Latino undergraduates are public, four-year institutions. Each institution enrolls between 1,000 and 4,000 Latino students. Latinos in Washington are graduating from two-year institutions at a higher rate than their White peers—56 percent and 54 percent, respectively, one of the few states where this happens. Additionally, Latino students at two-year institutions are graduating at higher rates than Latinos nationally—56 percent and 33 percent, respectively.

Where Washington lags:

In Washington, equity gaps exist in degree attainment overall among adults. Many Latino students who begin higher education at four-year institutions never attain a degree. Statewide, only 24 percent of Latino adults have an associate degree or higher, compared to 49 percent of White non-Hispanic adults. Moreover, at four-year institutions, Latinos have a lower graduation rate than their White peers—49 percent and 57 percent, respectively. Comparatively, EWU has a 7-point gap in degree attainment for Hispanic students: 50% for Hispanic/Latino vs 57% for White students. Closing the degree attainment gap at EWU, and in Washington in general, will require policies that help the many Latino students entering higher education on their path to completion.

What comes next?

State policies to increase Latino student success should keep in mind the profile of Latino students and adjust to meet their needs. Washington has a young and growing Latino population that is significantly more likely to enroll in a public, four-year institution. While some institutions are contributing to the success of Latinos in Washington, degree attainment is not reflective of their enrollment. Opportunities exist for institutions in the state to help more Latino students attain a postsecondary degree.⁹

Implications

Data projections show that the Hispanic segment of the general population will continue to grow at a rate that will exceed that of other segments. This growth is observable at the institutional level as well as local, regional, and national perspective and will impact all areas including higher education enrollment. The burden will be upon the IHE (Institution of Higher Education) to keep pace with the needs and expectations of this population. Failure to do so could result in an overall reduced degree completion rate. A large percentage of this growing population are first generation, college bound individuals, so their needs range from access to retention to completion.

Observations

The Hispanic segment of the overall population is the fastest growing and all indications are that its rate of growth will continue to exceed that of all other segments of the population. Comparatively speaking, the Hispanic population is generally lagging in educational attainment, completion and overall success.

Internally, what is seen within the Hispanic student population at EWU are factors, such as: first generation; low completion rate; gravitation toward the “helping professions” as opposed to other majors and degrees such as STEM; high financial need; frequent stop-outs due to family and other obligations; and more translation services needed due to parents being either monolingual in Spanish or Spanish language dominant.

On the other side of the coin are elements such as: parents being more engaged with their sons/daughters college education; a growing interest in pursuing a college education; and seeking out avenues, resources, or professionals to assist in their academic pursuits.

Externally, examples of the general public wanting to assist with the access and completion of higher education goals by Hispanic students have been seen. Established organizations are offering to step up and have their members serve as mentors for Hispanic students. Community agencies are making it known of their interest in bringing Hispanic college graduates into their workforce. There are various energies toward collective efforts for creating potential scholarship sources aimed at Hispanic students. Enhancing existing or developing new agreements with specific community colleges to further facilitate transfer processes are in the works. This is particularly important and potentially impactful as several neighboring CTCs (Spokane, Columbia Basin, Walla Walla, Yakima and Big Bend) have sizeable Hispanic enrollments. Hispanic organizations in the vicinity of some of these CTCs, such as HAAP (Hispanic Academic Achievers Program) and Tri-Cities Hispanic Chamber of Commerce, have expressed willingness to assist EWU in showing a greater presence in their communities in order to expand educational opportunities for Hispanic students that they promote and support. EWU's Office of Admissions/Recruitment, in conjunction with the HSI Initiative's Recruitment/Admissions Subcommittee, is actively working with these organizations to create that greater presence, utilizing Spanish speaking representatives and bilingual promotional materials.

Locally, the Hispanic Business Professional's Association (HBPA) has been a long-term partner and actively supports EWU's Hispanic student enrollment efforts and its Chicana/o/x Studies Program through scholarship raising efforts, having its members serve as mentors, and providing students experiential opportunities for career development. Spokane School District has recently created a position specifically designed to work with EWU and other local colleges and universities to encourage recent Hispanic graduates to consider staying in the Spokane area and possibly pursue careers with them. The City of Spokane has also recently created a position focusing on diversity and inclusion aimed at promoting the city as a viable place of employment for recent college graduates. The person hired into this position has become a member of HBPA and is working to build partnerships with HBPA and other such organizations. Similar organizations and activities are being built and/or strengthened within EWU's general student recruitment area of eastern and southeastern Washington State.

Current Status of Becoming a HSI

Recruitment to Graduation

Research shows that the national Hispanic segment of the general population has grown by 8.4% between 2016-2020. As previously mentioned, numbers are expected to grow an additional 20% and 40.6%, by 2030 and by 2040, respectively, as compared to 2020 (Chart 1). Furthermore, many indicators attest that this growth will continue for the foreseeable future. This growth is observable in various aspects of society including enrollment growth in colleges and universities at the national, regional and local levels. The data also shows that while this enrollment growth is significant, what is glaring is the lower degree completion rate that characterizes this population. The charts provided previously attest to this. If the IHEs are going to respond to this need, they are going to have to adjust their recruitment and retention strategies accordingly. The Hispanic population has evolved over time and, perhaps, the most significant change focuses on their change in the philosophy of acculturation versus assimilation. Hispanic students are no longer content with institutional expectations for them

to change their very way of life to match that of society in general. While they realize they must adapt as they pursue new challenges and directions, they choose to retain more of their cultural aspects as well. As this population seeks educational opportunities at the post-secondary levels, the burden of meeting their needs and expectations will be shared by the IHEs situated to serve them.

For the Hispanic population, the pursuit of a college education and which institution to attend is oftentimes a family decision. While the majority of these prospective students are and will continue to be for some time to come, first generation, the parents are taking more of an active role in this decision making. Language becomes a primary obstacle as parents' level of English language ability varies greatly and more often than not, their native Spanish language is the language of choice when attempting to absorb information such as is needed by their sons or daughters to make educational decisions. Once again, the IHEs must extend an effort to accommodate this need.

Relatively speaking, EWU is fairly well established as an institution who makes this effort. It is equipped with a fair number of institutional documents that have been translated into Spanish. The Chicana/o/x Studies Program has a bilingual website. Some key offices are staffed with bilingual staff. While this is a positive aspect for student recruitment at EWU, there is still much need in all these areas to adequately deal with the growing demand for such services especially when it comes to providing support for students' retention and working to curb the lagging rate of degree completion for Hispanic students, as discussed in the national data.

One of the key elements EWU's Office for Diversity and Inclusion developed to address retention and degree completion is the Anchors for Student Success: A 6-Point Plan for Retention (Appendix I). This plan will serve as an anchor of stability and support, which will in turn provide one of the essential elements needed for students to flourish. The plan is designed to eliminate disparities in graduation and retention rates among its diverse undergraduate populations, enhance support for multicultural students, and draw students into the university community through relationships with faculty, staff and students who encourage and foster success. This plan came about upon completion of discussions with Chicana/o/x Studies Program, Africana Studies, the Multicultural Advisory Council, diverse faculty and administrators, CAAR, Multicultural Center, Pride Center, and the Office of Diversity and Inclusion. The basic premise of the plan is for faculty, staff and current students to seek out and engage new students from diverse backgrounds at the point of entry into the university and provide support and guidance throughout their academic careers at EWU.

Another aspect of making sure Hispanic student enrollment is viewed accurately was to utilize precise and relevant data for consistent counting of FTEs for the Hispanic population at EWU. This will be based on established IPEDS criteria and will be utilized throughout the report. The percentage of increase of EWU Hispanic students went from 17% to 19% since the onset of the 2018-2023 university strategic plan. As previously mentioned, this percentage increase is in direct relationship to the overall decrease of FTEs university wide. A charge from the president to the HSI Task Force was to develop a method of capturing and reporting consistent data. With

assistance from EWU's Institutional Research, a dashboard was created to count FTEs based on IPEDS criteria for the HSI Initiative.

Diversity and Inclusion

"EWU fosters a campus life that is vibrant, welcoming, and supportive of all. We provide opportunities for open thought and dialogue. Communities flourish when multiple perspectives converge to create a powerful vision for all. As the state's premier public diversity-serving institution, we are committed to catalyzing an equitable and inclusive climate on our campuses and in our communities. Eastern Washington University is committed to a campus climate that welcomes and respects diversity. These efforts are championed by our campus leadership, our faculty and the Office for Diversity and Inclusion. EWU is a microcosm of society reflecting diversity of people, ideas, beliefs and philosophies."¹⁰

First Generation

Navigating the complexities of university policies and procedures of a campus community can be daunting. A college education is considered the key to achieving economic success and social mobility in American society. Higher levels of educational attainment are related to higher incomes and lower rates of unemployment, and the earnings gap between high school and college graduates only widens over time. While access to higher education has expanded dramatically in recent years, students whose parents did not go to college remain at a distinct disadvantage. First-generation college students (FGCS), most of whom come from low-income and minority backgrounds, face a number of challenges – from poor academic preparation to inadequate finances to a lack of support from peers or family members – that make it more difficult for them not only to get into college but also to get through it. Becoming a first-generation college graduate often means defying the odds. In fall 2020, 43% of EWU's enrollment was first-generation college students (Appendix J).

The definition of a FGCS remains debatable. Often, high school counselors and college admissions officers disagree on what types of students fit the term. The broadest definition of a FGCS is someone whose family lacks a college going tradition. Many FGCS come from low-income families who have had minimal or no exposure to higher education.¹¹

DACA

EWU's Board of Trustees values all students and has publicly declared a commitment to our DACA (Deferred Action for Childhood Arrivals) students. In 2016, the Board responded to calls to declare EWU a sanctuary campus. Our BOT's made a public statement:

"To this end, EWU remains a campus that has zero tolerance for harassment, discrimination, bullying, or vandalism. These behaviors violate our university policies and the Student Conduct Code, as well as, in many cases, federal and state laws. We must all be vigilant in our efforts to create a safe and welcoming place for everyone. EWU also reaffirms its commitment to protecting the safety, security, and well-being of its students and staff, regardless of their immigration status, within the limits of the law. Enforcement of federal immigration law is within the discretion of the federal government. Thus, the EWU Police Department does not question, detain, or arrest individuals solely because they may lack documentation of legal

status. Although we do not have the power to prohibit federal officers from entering our campus, we will do everything in our power to ensure they respect and support our mission to educate and transform the lives of all our students.” The entire statement is available in the BOT meeting minutes for November 22, 2016 (Appendix K).

The task force concluded, after reviewing the research and engaging in many conversations and interviews with varied departments and academic units on campus, that marginalized populations are less likely to self-identify. This is particularly characteristic of DACA students.

A decades-long phenomenon has been felt from those students who, for whatever reason(s), have chosen not to ethnically self-identify during their enrollment processes. DACA students may fear deportation and political retribution and therefore feel vulnerable if they self-identify. The task force recognizes this is a situation that needs further effort to encourage DACA students to self-identify.

EWU does have numerous resources in place to support its undocumented students. One of those being an Undocumented Student Support and Advocacy Committee. This committee is made up of faculty, staff and students who are strategizing to provide needed support and resources for students who are undocumented and/or DREAMers. The Office for Diversity and Inclusion supports an electronic resource guide for undocumented students.¹²

One of the future goals for consideration would be to establish a vehicle by which to reach out to and communicate the benefits of self-identifying to those students who determine not to self-identify. In doing so, it will allow these students to have a sense of security during their academic pursuits and serve to improve the graduation percentages rates. It is also anticipated that it will naturally increase the percentage of Hispanic students enrolled and move EWU closer to the number needed for HSI designation.

Perceptions/Marketing

It has been discussed and noted by the task force and subcommittee members that EWU has many “strengths” that serve it well for attracting Hispanic students. Perhaps, a problem is that these strengths are not being showcased enough to put EWU in the proper light. Certainly, its location is an advantage as its greater service area is the south central portion of Washington State which has the largest portion of the Hispanic population in the state. Another is EWU’s size, relative affordability and academic course offerings.

EWU also has several programs that are designed to assist Hispanic students and give them a sense of belonging and support. These include the Chicana/o/x Studies Program, the CAMP Project, the McNair Program, the Office of Diversity and Inclusion, as well as the Multicultural Center. EWU will also be able to reapply for the TRIO grant in 2024, which could provide yet another student support program. Some student funded programs include MEChA, Hispanic/Latino sororities and fraternities, and the Mariachi Las Aguilas music program.¹³ The Office of Admissions/Recruitment, in conjunction with the HSI Initiative’s Outreach/Marketing and Communications Subcommittee, is working to expand upon the university’s image in some

of the more heavily Hispanic populated regions of Washington State. They are doing so with marketing materials in bilingual format and a greater presence and visibility of bilingual staff.

The emergence of COVID-19 has actually helped in this effort by having to rely more on technology to enhance this presence. Various high schools in Eastern’s service area continue to hold financial aid workshops via Zoom and have invited representatives from EWU’s Financial Aid Office to participate, remotely of course.

It needs to be noted that the undertaking of the HSI Initiative is to strengthen institutional academic programs, facilities, and support services to expand the educational opportunities for students – Hispanic Americans, other underrepresented populations, and the entire student body.

Grants

To be designated as an eligible HSI, an institution must apply for and receive designation through an application process. Submission of the application is usually due in January or February. The computation of eligibility is conducted annually at the time that IPEDS data is released for the academic year, immediately preceding the most recent complete academic year. If IPEDS data shows enough Hispanic students to qualify, the system automatically allows the university to apply for the designation. Due to a lag in IPEDS data, EWU will technically reach the 25% approximately 18 months – 2 years before the university can officially apply. As displayed below in Chart 12, if Eastern reaches 25% of Hispanic students in fiscal year 2021, the university will not be eligible to apply for the HSI designation until 2024.

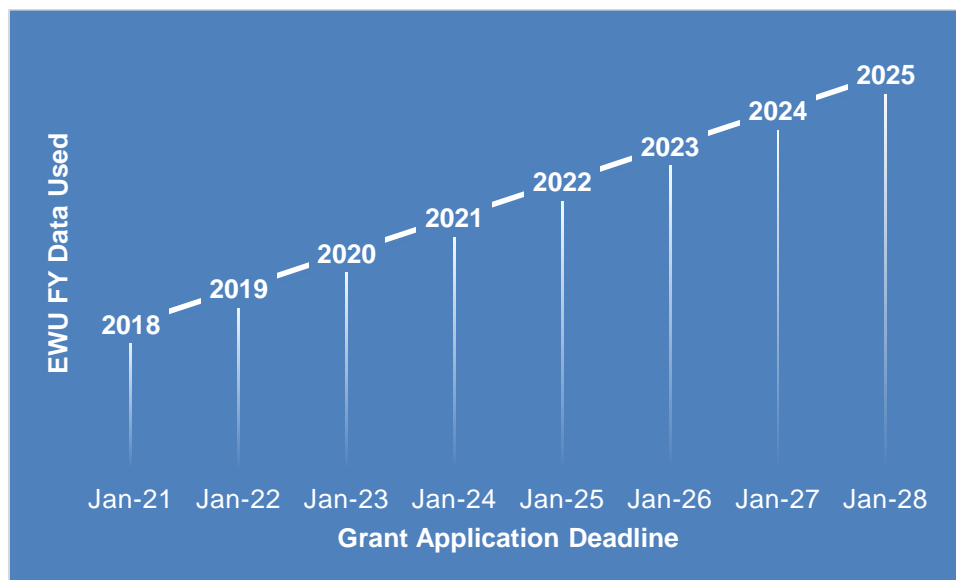


Chart 12

As of November 2020, EWU received funding for two grants that could help the HSI Initiative: US Department of Education Migrant Education’s ‘College Assistance Migrant Program’ (CAMP); and US Department of Education’s ‘Strengthening Institutions Title III’.

The CAMP grant provides support and assistance to migrant and seasonal farmworkers and their families to successfully complete their first year of college and continue to successfully persist in postsecondary education. The project period for this grant is from July 1, 2020 through June 30, 2025. EWU was awarded funds of \$425,000 per year for a total of \$2,125,000.

The Title III grant provides support to help the university to become self-sufficient and expand the capacity to serve low-income students by providing funding to improve and strengthen academic quality, institution management and fiscal stability. Eligibility was determined by EWU's high rate (at least 50%) of students receiving need-based assistance as defined by the US Department of Education. The project focuses on providing support for students through a coordinated care network: a holistic proactive system that will use technology to coordinate student advisement, career development, tutoring and coaching, as well as financial wellness to increase the likelihood of student success. The project period for this grant is from October 1, 2020 through September 30, 2025. EWU was awarded a total of \$1,563,791.

Once the designation of HSI is awarded, EWU will have the opportunity to apply for a number of additional grants: Developing Hispanic-Serving Institutions (DHSI); Promoting Post Baccalaureate Opportunities for Hispanic Americans Program; Hispanic-Serving Institutions - Science, Technology, Engineering, or Mathematics and Articulation Programs; National Science Foundation- Improving Undergraduate STEM Education: Hispanic-Serving Institutions (HSI Program); USDA- National Institute of Food and Agriculture Hispanic-Serving Institutions Education Grants (HSI) Program—to name a few.

It should be noted that some grants may not be awarded at the same time. One of those instances is the Developing Hispanic-Serving Institutions (DHSI) and Title III grants. EWU won't be eligible to apply for the DHSI grant until after the current Title III grant project is in its last year (2025), if we meet the eligibility requirements of equal or greater than 25% Hispanic enrollment, and at least 50% of the university's degree seeking students are low-income as determined by the US Department of Education.

Eastern was not funded for the US Department of Education TRIO Student Support Services project that serves first-generation and low-income students in 2020. The proposal scored very high but missed the cut off by .66 points. EWU will be in a position to reapply in 2024.

An opportunity exists for EWU to review grants which may be made possible due to the Catalyst and Interdisciplinary Science Center buildings opening, specifically HSI STEM grants.

Other HSI considerations:

Additional aspects that might help to enhance the overall percentage of Hispanic student enrollment are retention and self-identification. Historically, Hispanic students have largely failed to complete their college education for a variety of reasons. Part of the HSI Initiative's Retention Subcommittee's responsibility was to look into why this is happening and to affect change however and whenever possible. Work is being done with current Hispanic students to determine their level of satisfaction and to seek to prevent them leaving EWU. It has been

learned that seeking out those who have left the institution is largely ineffective so, instead, the effort is toward prevention from leaving.

SWOT ANALYSIS

A SWOT analysis is a technique for evaluating four aspects of an organization: Strengths, Weaknesses, Opportunities, and Threats. This technique is designed for use in the preliminary stages of decision-making processes and can be used as a tool for assessment of the university's strategic position.¹⁴

The SWOT analysis was a major undertaking with input from the task force and subcommittees. Focus was on what the university is doing well, and, in addition, where institutional gaps and barriers might exist for EWU faculty and staff to have the ability to serve and support Hispanic students from enrollment through degree completion. Eastern must recognize current strengths and embrace the opportunities to close the equity gap(s).

The following SWOT analysis is not all inclusive, as the task force and subcommittees are aware this is a fluid list.

Strengths

What is EWU doing well? What are EWU's core competencies? What unique resources can EWU draw on?

EWU institutional commitment to the HSI Initiative is integral to the university's strategic plan, specifically the 'Embracing Equity & Social Justice' and 'Transforming the Region' pillars. Further, the HSI Initiative addresses the three core themes the university values as part of its mission statement: access, learning, and completion.
The university values the campus being a safe, vibrant, welcoming community that provides opportunities for a diversity of learners.
Outstanding faculty and staff who put forth every day an extraordinary commitment to EWU students.
All potential new Hispanic students receive calls, texts, emails, invitations to on-and-off campus events, and invitations for visits and special programs. New and current Hispanic students can also request virtual one-on-one meetings.
All Hispanic students receive communication about scholarship opportunities and deadlines so students don't miss out on potential financial aid.
The application form for admissions to the university was redesigned to allow applicants to select multiple ethnicities for more accurate data compilation. This allows EWU to improve tracking and identification of student populations for precise and consistent reporting.
Institutional Research developed dashboards in Eastern Up Close, including one for the HSI Initiative, which allows individuals to review data in a consistent, up to the minute format. ¹⁵
The customization and implementation of Eastern's Search Advocate Program (lead by ODI in concert with HR) will provide for critical review of recruitment processes. Spring 2020 launch. Long-term goal – by year 3, a search advocate will serve on every fulltime recruitment.
Eagle F.A.M. (Familiarize, Affirm, Matter) is a pre-orientation program introducing first-year students of color to their peers, campus resources, and faculty and staff and is a collaborative effort currently hosted by the EWU Multicultural Center with support from Chicana/o/x Studies Program, Africana Studies, Housing and Residential Life, CAAR, and EPIC Adventures.

The Admissions, Recruitment, and Financial Aid offices have furthered the HSI Initiative by:

- Developing a Spanish language one-page flyer and made it available online.
- Translating select materials and EWU website pages from English to Spanish.
- Performing targeted outreach to students who were awarded a College Bound Scholarship – this low-income population tends to have greater racial and ethnic diversity than the overall Washington high school population.
- Sending regular and scheduled communication to middle/high school teachers and counselors about EWU, the HSI Initiative, diversity programs, and the benefits the university offers students from diverse backgrounds.
- Working closely with the university’s CAMP office to promote and market the program.
- Implementing test optional admissions, a practice shown to reduce barriers for underrepresented populations; offers application fee waivers through SAT, ACT or NACAC fee waivers; making waivers available for both FTIC and transfer students.
- Allowing some students to defer the new student enrollment fee; the fee is assessed as part of the fall term’s charges and paid, if available, with financial aid.
- Offering quarterly Spanish tours for students and families. For now, in-person tours were transferred to a virtual platform due to COVID.
- Offering an assortment of online webinars: resources on-campus for all students; parent webinars; Spanish-language webinars “Platicas con Eastern” (conversations with Eastern); financial aid sessions in Spanish; financial aid nights for families to learn more about FAFSA and WASFA; etc.
- Targeting and paying increased attention to Washington school districts with high Hispanic populations: Pasco School District (large), Yakima School District (large), Highline School District, Kennewick School District, Seattle School District, Federal Way School District, Sunnyside School District, Kent School District, Evergreen School District (Clark County), Tacoma School District, Vancouver School District, and Mount Vernon School District.
- Launching Navigate Student, a mobile app designed to provide undergraduate students with key information on enrollment, registration, and progress to degree. Navigate also includes an early warning system, with preliminary data suggesting that positive interventions have contributed to enrollment increases and improvements in GPA in the initial student cohort.

Chicana/o/x Studies Peer Mentoring Program: Provides an opportunity for incoming Latinx first-generation students to connect with other advanced students of similar backgrounds to assist them with the academic and cultural transitions into college.

College Assistance Migrant Program (CAMP) is designed to meet the needs of students with migrant and seasonal farm-working backgrounds. The CAMP office offers support services to help students develop skills necessary to succeed in their first academic year at EWU such as tutoring, academic advising, skills workshops, financial aid stipends, and culturally relevant activities. Federal grant awarded for 5 years to EWU to serve 38 migrant first-year students and their families annually, beginning winter quarter 2021.

Chicana/o/x Studies Program bilingual website: Provides academic and non-academic resources to students and their families, while highlighting the Latinx community at EWU. This is the only fully bilingual website on the EWU server.
There are currently 10 Latinx-based clubs/organizations with a total of 75 active members.

Weaknesses

What can EWU improve? Where does EWU lack resources? What areas are EWU avoiding?

Includes perceptions of marginalized population, HSI status would only be for the Federal funds that may follow the designation. Others may feel “left out” or that they are not as relevant to the university.
Students are comfortable with advisors of the same culture, which historically, could lead them into specific areas that are filled with Hispanic/Latinx students already instead of venturing to other diverse degrees (e.g. social work vs STEM).
EWU has insufficient scholarship resources, typically for housing, dining, and non-academic expenses.
EWU has limited brand recognition in many Hispanic markets.
Perception of EWU – Fiscally unstable, unsure of diversity support
The campus community may make assumptions and does not often distinguish between different labels/types of Hispanic that students identify with (i.e. Latino, Chicano, etc.). Hispanic/Latino students and their families may not speak Spanish. Students have different degrees of acculturation that reflect on their language preference and the campus community should be aware of this.
Few units have a requirement that key frontline positions are (bilingual) Spanish speakers. The Financial Aid Office does not have a Spanish speaking employee which creates a barrier for families needing financial aid support.
During the interview process, the task force heard many comments referencing the lack of collaboration among several offices that support students of color on campus. Departments create overlapping programs and introduce conflicting messages. Inconsistent communication across campus units within Academic Affairs, Student Affairs, and the Office of Diversity and Inclusion.
Few EWU staff receive high quality professional development opportunities focused on serving Hispanic students.
As noted, faculty and staff are not as ethnically diverse as our students.
Eagle F.A.M.s funding is currently piecemealed, students are charged a fee to attend, and there is inconsistent post-program follow-up due to insufficient staffing levels.
Recruiting in the age of COVID has opened other challenges and opportunities for families. As EWU recruits students via online avenues, there are still many students/families who do not have access to technology (the digital divide) and the internet.
Hispanic/Latinx students may experience culture shock when arriving in Cheney/Spokane and do not feel a sense of belonging or "familia" on the EWU campus.
Gathering and disseminating data on attrition between quarters/semesters is needed to identify when Hispanic students are not returning to EWU and why.

Due to high market development costs, limited financial aid options, and reduced admissions travel budgets, out-of-state recruiting does not currently prioritize the HSI Initiative. Out of state territories include Oregon, Idaho, Montana, Hawaii, Alaska, California and Colorado.
Hand-off processes from CAAR to faculty advisors in the academic departments need to be reviewed to further assist and support student progress/development.
Chicana/o/x Studies Peer Mentoring Program needs sustainable source of funding; program currently depends on work-study students to serve as mentors and is currently supported by temporary/part-time staff positions.
Obtaining email addresses from families/parents when students have been confirmed or finding alternatives to inviting them to webinars. Currently rely on students to tell their families/parents but the information does not always get to them.
Need list of willing bilingual faculty/staff to participate in webinars. This list could potentially live on the 'Find an Expert' website.
Need bilingual translators for events, webinars, websites, etc.

Opportunities

What opportunities are open to EWU? What trends could EWU take advantage of?

How can EWU turn strengths into opportunities?

Create a campus communication initiative that provides monthly overviews of key Hispanic populations and student segments. Examples: migrant vs. undocumented/DACA; first generation vs second or third generation Hispanic students; etc.
Establish a two to three-year bilingual campaign to expand digital and print based marketing in targeted areas. Work with local and regional high schools to share like resources, as appropriate.
Encourage students and families to reach out to admissions staff, advising, orientation, etc., to receive information through multiple paths including mail and telephone. One-on-one appointments are highly recommended and should be stressed to help students navigate higher education.
Work with EWU Foundation to create scholarship funds for Hispanic students after their freshman year that would stack with other scholarships they receive. A multi-year, \$1,000 scholarship may help shift a student's decision and might assist in those key areas where financial aid is lacking (e.g. housing, dining, non-academic fees, etc.).
Research and apply for grants and/or create a foundation account/development funds to afford Hispanic students the opportunity to attend regional or national conferences. Additionally, non-traditional scholarships for non-academic expenses should be considered essential, as it is often the role of breadwinners who frequently sacrifice income to pursue education.
Develop culturally competent curricula in concert with community partnerships, area employers, and regional trends.
With the fastest growing student population being Hispanic, work to increase faculty and staff of Hispanic/Latinx identity across the university.

If funded, considerations may be made to use some of EWU’s joint legislative ask for Diversity and Equity funding to further increase bilingual and bicultural support services. The full legislative ask can be found in Appendix L. Continue to watch the Governor’s commitment to diversity for any funds that might be made available to elevate EWU’s HSI Initiative.
Utilize and analyze the data Eastern has already collected by dedicating institutional research time and attention to identifying the Hispanic/Latinx students leaving the institution each quarter/semester and communicate to units as appropriate.
Utilize and distribute data from Student Financial Service’s form that records the student's reason for separating from EWU and analyze data for patterns and trends.
Increase campus-wide marketing of available resources for Hispanic/Latinx students through all communication channels.
Identify spaces on the university that provide the sense of “familia” and provide resources, programs, and practices serving Hispanic/Latinx students. Promote through many channels, including but not limited to Academic Affairs, Student Affairs, ODI, and the Multicultural Center. Foster a sense of belonging that allows Hispanic students to feel safe, accepted, supported, and able to see themselves at EWU. Objective is to ensure Hispanic students have clearly identified support structures and staff through materials outlining campus offices, departments, clubs or organizations.
Include Veteran Affairs in Phase II on continuing efforts to receive HSI designation.
Connect current students with EWU Hispanic/Latinx alum in the region through on-campus sponsored events.
Increase connection to Hispanic/Latinx community organizations through paid or academic credit internship opportunities.
Collaborate, understand and share existing mentor programs across campus. Build a support system that connects all programs mentors with mentees; faculty, peers, staff, and community members.
Interview and/or establish focus groups with Hispanic/Latinx students to better understand support services needed.
Faculty and Staff Diversity and Inclusion Mentor Program: The Center of Academic Advising and Retention is developing a faculty and staff mentor program for supporting underserved populations. This program is currently grant funded for the 2020-2021 academic year.
Highlight community organization scholarships available to students.
Increase efforts to better understand Hispanic students’ financial needs to afford part-time students to move to full-time status.
Create university support services geared toward Latino students to learn the basics of academic life.
Provide translation services during Convocation and Commencement ceremonies, as well as other university events.
Create a standing committee, possibly co-chaired by the Chicana/o/x Studies Program and ODI, to coordinate events, ongoing efforts across campus, and to develop a campus communication initiative that highlights how Hispanic students may have cultural views that are not “Hispanic” and could identify as white. Report progress to executive leadership quarterly.

Consider hiring a full-time (bilingual) Spanish speaking financial aid counselor.
Develop, support, and fund policies that increase faculty and staff diversity.
Assign a team to continually monitor grants that requires our institution have a HSI designation as a requirement to apply. Work in concert with the EWU Grant's Office to prioritize available grants and submit applications.
Identify key family communications for students whose first language is English but whose parents are more likely to speak Spanish.
The university has an opportunity to provide faculty and staff cultural education on recruiting and supporting Hispanic students. Work on changing the university's culture (from the top down) to encourage faculty and staff to participate in available university trainings on cultural education, recruiting Hispanic students, etc. Support development of training modules as new subject matter arises and develop a single training portal the campus community can access that shows an all-inclusive list of training opportunities and schedules.
Work with Academic Affairs to highlight existing faculty or courses (and develop additional courses) with cultural-based pedagogy.
Identify department(s) or individual(s) to be charged with the responsibility for policy development and advocacies' for DACA students.
Admissions, Records & Registration, and CAAR will resume offering onsite admissions and registration post pandemic.
Update the transfer one pager housed in Admissions to include promotion of webinars in English and Spanish that are upcoming for students to join.
Offer flexible hours, outside of traditional work hours of 8am to 5pm, Monday-Friday. Provide evening and weekend appointments students can sign up to speak with Admissions, Financial Aid, or other university support services.
Creation of an electronic First-Generation Interactive Handbook to be utilized as a map to help first-generation students throughout their tenure at EWU. Support faculty throughout the university to share this resource with their students (or direct them to read specific sections) to assist in mitigating the challenges our students face and help them have agency in their education and experience at EWU.
Develop a measurable retention plan that complements strategic enrollment efforts by simplifying major declaration and registration process, improving degree audit processes, strengthening transfer supports, and developing and implementing initiatives to support underprepared first-generation college students.
Recruitment opportunities exist in nontraditional areas. This will broaden EWU's branding and community strength. Nontraditional recruitment opportunities include, but not limited to: <ul style="list-style-type: none"> • Spanish grocery stores, by providing materials and contact information of a recruiter that families and advocates can connect with will help build a relationship with Eastern. • Identify areas of employment for the adult population and drop off materials and contact information. • Community opportunities at church organizations, involvement with events or socials where students and families are around, such as community fairs and farmer markets.

Threats

What obstacles does EWU need to overcome? What threats do EWU's weaknesses expose them to?

Students who receive aid through the WAFSA (Washington Application for State Financial Aid) process or don't have any other financial support are unable to defer the enrollment fee. Note: EWU has no other financial option to defer fees for such students at this time; any solution would need to be supported by revenue replacement strategies from the central budget.
More and more colleges and universities will be recruiting Hispanic students – EWU will need to step up its game in order to be competitive if they want to build momentum, support, and retain the talents of Hispanic students.
Current state of COVID-19 and the economy.
National and state negative revenue shortfalls.
The landscape and value perception of higher education is rapidly changing. "Is This the End of College as We Know It?" ¹⁶
EWU budget constraints and decreasing enrollment impacts all student resources. Declining enrollment projections were presented to the Board of Trustees by the Office of Business and Finance during the October 2020 public meeting (Appendix M).
CTCs offering BAS degrees – competition is real and will result in fewer students and resources.
Student transfer agreements with all community colleges have not been solidified.
According to the Postsecondary National Policy Institute: <ul style="list-style-type: none">• First-generation students had a lower median household income and more unmet financial need compared to students whose parents attended college. (The cost of college can be a barrier for Latinos)• The median family income for first-generation freshmen at two- and four-year institutions was \$37,565, compared to \$99,635 for continuing-generation freshmen.• According to a 2008 Pell Institute study, the mean amount of unmet financial need for low-income, first-generation students was nearly \$6,000 (before loans), which represented half of their median annual income of \$12,100. As a result, they worked and borrowed more than their peers, with negative consequences for college completion.• 27% of first-generation students came from households making \$20,000 or less, compared to 6% of continuing-generation freshmen.• First-generation students are borrowing from the federal government at increasing rates to pay for their education.¹⁷

CONCLUSIONS/RECOMMENDATIONS – PHASE I: DISCOVERY

The Hispanic population, including prospective students, is one of the fastest growing populations in Eastern’s geographic area needing access to post-secondary education. By pursuing the HSI designation, EWU will be better positioned to realize part of its commitment which is to serve nearby communities as a regional public four-year baccalaureate institution. EWU is committed to serving and to the success of all its students.

When working with specific populations, the university will ensure that efforts do not take away from the support of the entire student body. Instead, the university expects all students to benefit from targeted programs such as pursuing a HSI designation. In fact, additional funds received through HSI designation can be utilized across campus to support all students, not just specific groups.

Unlike other minority serving institutions such as historically Black colleges and universities, HSIs were not created to provide postsecondary education for a specific student population. Rather, HSIs are designated by federal law because of high Hispanic population growth in particular geographic locations near existing colleges and universities. This is certainly true for Eastern Washington University as outlined in Chart 7 and Chart 8. EWU was awarded the Title III grant in October 2020. This program, especially if paired with HSI designation, will help EWU become more efficient by expanding its capacity to serve low income students by obtaining funds to improve and strengthen its academic quality, institutional management, and fiscal stability.

These efforts, and others like them, will allow for the improvement of all support services that will then benefit the entire student body. Such an endeavor is grounded within the university’s strategic pillars, specifically the one that speaks toward ‘Embracing Social Justice and Inclusion’. This pillar is intended to bring recognition to the university as a model diversity-serving institution that embraces changing demographics and changing societal needs through culturally responsive curricula and campus activities...that will reduce disparity and inequity.

In conclusion, a word of caution must be extended. The original charge included a stretch goal of achieving HSI designation by 2023. However, reaching HSI designation by this date is not feasible. The primary reason for this is reflected in the timelines outlined in the IPEDS criteria, which must be explicitly followed. These criteria pertain to the date an institution can ascertain its student population and then when it can apply for HSI designation. Generally, the application process is held annually. Opening in January and due in approximately February each year. The computation of eligibility is conducted annually at the time that IPEDS data is provisionally released for the academic year immediately preceding the most recent complete academic year. Data requested are usually two years old. While EWU might reach the 25% plateau by 2023, the earliest that HSI designation would come after that would be two years later, or 2025.

However, the HSI Task Force strongly believes that the time is right to pursue the HSI designation considering the expected continued growth of the Hispanic student population and

as an avenue to enhance the university image, its position within that of its sister institutions, and to support Washington State's newly proclaimed equity measures within the governor's historic commitment to diversity, equity and inclusion.

RECOMMENDATIONS FOR PHASE II

It is the collective mindset of the task force that EWU is on the cusp of becoming HSI eligible and strongly recommends continuing with this initiative. The task force further believes as Eastern deepens its commitment to diversity, equity and inclusion, EWU will drive efforts toward creating an environment of equal voice and value for all students. From the collective findings of year one, Phase I: Discovery, of our HSI Initiative, the task force has assembled a set of recommendations for consideration to continue the work toward the initial goal of achieving a HSI designation. The recommendations are fluid and are not intended to be all-encompassing or prioritized.

It is the task force and subcommittees recommendation that university leadership consider the following items for Phase II of the HSI Initiative:

- Determine next steps and goals to move EWU's HSI Initiative forward;
- Develop a new charge, expectations, timelines, and goals to be implemented during FY21-22;
- Ongoing work should be continued in Phase II;
- Review research and best practices submitted by the task force and subcommittees in Appendix N.
- SWOT analysis to be reviewed in depth with low-hanging fruit to be executed immediately. Define and include a plan for a step-solution approach for long-term actionable items;
- Educate the future workforce through culturally competent curricula tied directly to regional trends and needs, as EWU partners with area employers, the President's Regional Advisory Council, Spokane Hispanic Business & Professional Association, EWU Career Development, Spokane Workforce Development Council, local and regional Chambers of Commerce, etc.
- Cultivate partnerships with community organizations and agencies to enhance student learning through internships, mentoring, and career exploration.
- Review extensive research and data resources from Excelencia in Education: <https://www.edexcelencia.org/collaboration-key-our-success>;
- Incorporate appropriate opportunities and move them to reality (strengths);
- Identify proactively and maximize the trends included in this report, conduct research accordingly with a Hispanic lens;
- Find solutions to minimize weaknesses and threats, setting the standard of cultural competence using clear messaging, initiating dialogue, and training, while enabling a sense of belonging for all members of the Eastern community.
- Engage in conversations/communication to move the needle on recruitment numbers to a minimum of 25% FTEs, with continued supporting services to close the gap of Latino retention and graduation rates compared to their White peers;
- Support the cultural competency of faculty and staff;
- It is also a recommendation that if Phase II moves forward, investment scenarios with an ongoing recruitment and retention plan should be created to design a framework for student support and guidance from the time a student enrolls through to completion;

- Develop and order (timeline) proactive plans for the inevitable fluctuation of enrollment, the changing world of higher education, and the growth of the Hispanic population, promoting cultural competence both internally and externally, providing a positive impact on all communities we serve;
- Create a standing committee, partnering with appropriate stakeholders to ensure diversity, equity, and inclusion are well infused in university policies, processes and academic systems. Report progress to executive leadership on a quarterly basis;
- Assign a unit/person to ensure policy development is in alignment with our Hispanic population. Additionally, determine oversight and where the HSI Initiative lives within our campus community.
- Provide university-wide webinars and interactive sessions (virtual or in person) to learn about what EWU can offer students from the start of the funnel in admissions, through orientation and enrollment, followed by retention and completions support services;
- Offer flexible, nontraditional work hours outside of 8am to 5pm, Monday-Friday; provide evening and weekend appointments to afford students the opportunity to sign up to speak with Admissions, Financial Aid, or other university support services;
- Utilize student focus groups – ask them what they need to be successful.

GLOSSARY OF TERMS

A Rising Tide Lifts All Boats

A phrase used mainly by politicians and economists that refers to the macro-economic theory that improvements in the general economy will benefit all participants in that economy.

It was popularized by John F. Kennedy and is often attributed to him. However, as Kennedy's speechwriter Ted Sorensen, reveals in his memoir, he came across the phrase during his first year working for Kennedy, when JFK was a senator. While researching New England's economic problems, Sorensen observed that "the regional chamber of commerce, the New England Council, had a thoughtful slogan: 'A rising tide lifts all the boats.'"

Kennedy used the phrase frequently from then on. In recent years it has tended to be used to defend policies that benefit high income earners.

BookBrowse:

https://www.bookbrowse.com/expressions/detail/index.cfm/expression_number/478/a-rising-tide-lifts-all-boats

CAAR

CAAR is the Center for Academic Advising and Retention at Eastern Washington University. Student Success Advisors (SSAs) work with students one on one to help them meet their academic goals, including assistance in course planning, help with time management, and tutoring resources.

EWU: <https://inside.ewu.edu/advising/>

CAMP Grant

The College Assistance Migrant Program (CAMP) assists students who are migratory or seasonal farmworkers (or children of such workers) enrolled in their first year of undergraduate studies at an IHE. The funding supports completion of the first year of studies.

U.S. Department of Education: <https://www2.ed.gov/programs/camp/index.html>

College Bound Scholarship

In 2007 the Washington State Legislature established the College Bound Scholarship. This program was created to provide state financial aid to low-income students who may not consider college a possibility due to the cost. Eligibility for the scholarship is a two-part process. Students in 7th or 8th grade whose family meets the income requirements must submit an application by June 30 of the student's 8th grade year and complete the application by August 31. Then students must meet the College Bound Pledge requirements and income-eligibility as determined by the student's financial aid application (FAFSA or WASFA) in their senior year of high school.

Washington Student Achievement Council: <https://wsac.wa.gov/college-bound>

CTCs (Community and Technical Colleges)

Community and Technical Colleges is a description of programs run throughout the publically funded 34 community and technical colleges (CTC) in Washington state, supported by and coordinated through the Washington State Board for Community and Technical Colleges (SBCTC).

Community College Consortium for Immigrant Education: <https://www.cccie.org/washington-state-board-for-community-and-technical-colleges/>

DACA

Deferred Action for Childhood Arrivals: a program intended to allow undocumented immigrants who were brought to the U.S. as minors to legally remain in the country to study or work. The purpose of DACA is to protect eligible immigrant youth who came to the United States when they were children from deportation.

Unlike the DREAM Act, DACA does not create a path to lawful permanent residency for undocumented immigrants. What DACA does is prioritize deportation efforts toward immigrants breaking the law and recent arrivals. At the same time, it deferred deportation for younger people who meet certain criteria.

Dictionary.com: <https://www.dictionary.com/browse/daca>

DGC

The Diversified Greek Council is made of nine culturally-founded sororities and fraternities/hermandades at Eastern Washington University. Peer-elected officers work closely to sustain and further community between organizations and promote member organizations at EWU and throughout the Cheney community. As leaders in their fraternal community, each officer works to uphold high standards and positively represent their organizations. Each chapter governed by DGC have a significant impact on campus and within the community. DGC member organizations are highly dedicated to serving the community and engaging in philanthropic work.

EWU: <https://inside.ewu.edu/sail/sorority-and-fraternity/diversified-greek-council/>

DREAM Act and DREAMers

The DREAM Act (short for Development, Relief and Education for Alien Minors Act) was a bill in Congress that would have granted legal status to certain undocumented immigrants who were brought to the United States as children and went to school here. Although several versions of the bill have been introduced in Congress since 2001, it has never passed.

In the last few years the term “DREAMer” has been used to describe young undocumented immigrants who were brought to the United States as children, who have lived and gone to school here, and who in many cases identify as American. The term DREAMer originally took its name from the bill in Congress, but it has a double meaning about the undocumented youth who have big hopes and dreams for a better future.

ADL: <https://www.adl.org/education/educator-resources/lesson-plans/what-is-the-dream-act-and-who-are-the-dreamers>

Eagle F.A.M.

Traditionally Eagle F.A.M. has been a three-day program bringing 50 students of color who were living on-campus to move-in early and participate in community building activities. Eagle F.A.M. is designed to Familiarize, Affirm, and show our students of color that they Matter (F.A.M). Each year the program has grown and we have continued to add components to ensure student connection and success, including outdoor adventures and peer mentors. EWU: <https://inside.ewu.edu/eaglefam/about/>

Excelencia in Education

Launched in 2004 in the nation's capital, *Excelencia* is building a network of results-oriented educators and policymakers to address the U.S. economy's need for a highly educated workforce and engaged civic leadership. *Excelencia* accelerates Latino student success in higher education by promoting Latino student achievement, conducting analysis to inform educational policies, and advancing institutional practices while collaborating with those committed and ready to meet the mission.

Excelencia in Education: <https://www.edexcelencia.org/>

First-Generation College Student

Students enrolled in postsecondary education whose parents have not attended college - often referred to as first-generation students.

National Center for Education Statistics: <https://nces.ed.gov/pubs2018/2018421.pdf>

Full Time Equivalent (FTE)

A measure used in presenting statistical data on students and/or staff. The calculation depends on the credit value of the course and the number of students enrolled in a given quarter. There are several ways in which full time can be measured.

EWU Glossary: <https://inside.ewu.edu/institutional-research/toolkits/glossary/>

HAAP

Hispanic Academic Achievers Program (HAAP) is an organization founded with one main purpose; to provide a springboard for Hispanic students and their families to strive for a better life through education. They started in 1989 with 237 students in Pasco, WA. HAAP is led by a group of professionals, educators, parents and community leaders. They believe all four components are essential to making a program like HAAP have a genuine positive effect on the students. They have awarded over \$1,600,000 in scholarships since inception.

Hispanic Academic Achievers Program: www.haap.org

Headcount (HC)

The actual number of students. Headcount can be referred to as the total number of students in a particular category of enrollment, i.e. state or self-support. Headcount is often duplicated between the two categories. Thus, you may see unduplicated headcount referenced.

EWU Glossary: <https://inside.ewu.edu/institutional-research/toolkits/glossary/>

Hispanic – Chicano/a/x – Latino/a/x

Hispanic: Someone who is a native of, or descends from, a Spanish-speaking country. The term Hispano/Hispana (Hispanic) wasn't invented in the United States; it's a Spanish word that means "belonging or relating to Hispania, Spain," and "belonging or relating to Hispanoamérica (countries in the Americas where Spanish is spoken)." Hispanic came in use officially in the United States in the early 1970s during the Richard Nixon presidency. The U.S. government decided to adopt Hispanic to have a universal term that could serve to include all Spanish-speaking groups in the United States. Typically, a person born in or who descends from Spain is referred to as Spanish or a Spaniard.

Chicano/a/x: Someone who is native of, or descends from, Mexico and who lives in the United States.

Chicano or Chicana is a chosen identity of some Mexican Americans in the United States. The term became widely used during the Chicano Movement of the 1960s by many Mexican Americans to express a political stance founded on pride in a shared cultural, ethnic, and community identity.

Latino/a/x: Someone who is native of, or descends from, a Latin American country. The term Latino/Latina includes people from Brazil and excludes those who were born in or descended from Spain. Not all Brazilians identify themselves as Latino/Latina, but many do. Thus, Hispanic refers more to language, while Latino/Latina refers more to culture. Latinx is a gender-neutral term to refer to a Latino/Latina person.

Exploratorium.edu:

https://www.exploratorium.edu/sites/default/files/Genial_2017_Terms_of_Usage.pdf

HSI

A Hispanic-Serving Institution (HSI) is defined by the Department of Education as an institution of higher education that— is an eligible institution; and has an enrollment of undergraduate full-time equivalent students that is at least 25 percent Hispanic students at the end of the award year immediately preceding the date of application.

U.S. Department of Education: <https://sites.ed.gov/hispanic-initiative/hispanic-serving-institutions-hsis/>

IHE

Institution of Higher Education.

IPEDS

IPEDS is the Integrated Postsecondary Education Data System. It is a system of interrelated surveys conducted annually by the U.S. Department of Education's National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. These

data are made available to students and parents through the College Navigator college search Web site and to researchers and others through the IPEDS Data Center.

National Center for Education Statistics: <https://nces.ed.gov/ipeds/about-ipeds>

Krumble Micro-grant Program

Krumble Micro-grants were created in 2020 thanks to a generous donation from the Krumble Foundation. The grants are awarded to continuing students who are in good academic standing and are highly likely to graduate, but who have \$1,000 or more in unpaid tuition and fees and cannot register for their next quarter.

EWU Foundation: <https://www.ewu.edu/give/funds/>

MEChA

MEChA is an acronym that stands for Movimiento Estudiantil Chican@ de Aztlán. MEChA is a student organization that promotes higher education, community engagement, political participation, culture, and history. MEChA is open to all.

Club Facebook Page: <https://www.facebook.com/ewu.mecha/about/>

Navigate

Navigate is a Student Success Management System (SSMS) that enhances our student-centered learning environment. Navigate links staff, faculty and students in a coordinated care network.

EWU: <https://inside.ewu.edu/advising/faculty-staff-resources/navigate/>

OFM

The Office of Financial Management's role is to supply vital information, fiscal services and policy support that the Governor, Legislature and state agencies need to serve the people of Washington.

OFM: <https://www.ofm.wa.gov/about>

P.O.W.E.R.S

Promoting Opportunities for Educational Resources and Support (P.O.W.E.R.S) is an advocacy and support group for undocumented students and allies. Its mission is to promote resources and educational awareness to students. This is an EWU student social club.

Club's Facebook page: <https://www.facebook.com/ewu.powers/>

SAIL

Student Activities, Involvement & Leadership (SAIL) is a department within Eastern Washington University that provides engagement opportunities that promote a transformational journey of self-discovery. This department is home to student organizations, Eagle Entertainment, Eagle Sound, and sorority and fraternity life.

EWU: <https://inside.ewu.edu/sail/>

Sanctuary Campus

A sanctuary campus is any college or university, typically in North America and Western Europe that adopts policies to protect members of the campus community who are undocumented immigrants.

Wikipedia: https://en.wikipedia.org/wiki/Sanctuary_campus

Title III

The program helps eligible IHEs to become self-sufficient and expand their capacity to serve low-income students by providing funds to improve and strengthen the academic quality, institutional management, and fiscal stability of eligible institutions. Funds may be used for planning, faculty development, and establishing endowment funds. Administrative management, and the development and improvement of academic programs also are supported. Other projects include joint use of instructional facilities, construction and maintenance, and student service programs designed to improve academic success, including innovative, customized, instruction courses designed to help retain students and move the students rapidly into core courses and through program completion, which may include remedial education and English language instruction.

U.S. Department of Education: <https://www2.ed.gov/programs/iduestitle3a/index.html>

Title V – DHSI

The Developing Hispanic-Serving Institutions (DHSI) Program provides grants to assist HSIs to expand educational opportunities for, and improve the attainment of, Hispanic students. These grants also enable HSIs to expand and enhance their academic offerings, program quality, and institutional stability. Institutions must be designated as an eligible institution of higher education in order to apply for the Title V program and must meet the program-specific requirements to be defined as a HSI. Funds may be used for activities such as: scientific or laboratory equipment for teaching; construction or renovation of instructional facilities; faculty development; purchase of educational materials; academic tutoring or counseling programs; funds and administrative management; joint use of facilities; endowment funds; distance learning academic instruction; teacher education; and student support services.

U.S. Department of Education: <https://www2.ed.gov/programs/idueshsi/index.html>

TRIO

The Federal TRIO Programs (TRIO) are Federal outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post baccalaureate programs. TRIO also includes a training program for directors and staff of TRIO projects.

The recipients of the grants, depending on the specific program, are institutions of higher education, public and private agencies and organizations including community-based organizations with experience in serving disadvantaged youth and secondary schools. Combinations of such institutions, agencies, and organizations may also apply for grants. These

entities plan, develop and carry out the services for students. While individual students are served by these entities, they may not apply for grants under these programs. Additionally, in order to be served by one of these programs, a student must be eligible to receive services and be accepted into a funded project that serves the institution or school that student is attending or the area in which the student lives.

U.S. Department of Education: <https://www2.ed.gov/about/offices/list/ope/trio/index.html>

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- ⁸ National Center for Education Statistics, <https://nces.ed.gov/>
- ⁹ Excelencia in Education, Latino College Completion Washington WA, <https://www.edexcelencia.org/research/Latino-College-Completion-Washington-WA>
- ¹⁰ EWU Diversity and Inclusion Office, <https://inside.ewu.edu/diversityandinclusion/>
- ¹¹ VOCEDplus, NCVER's International Tertiary Education Research Database, Postsecondary Access and Success for First-Generation College Students, <http://hdl.voced.edu.au/10707/328327>
- ¹² EWU Office of Diversity and Inclusion, Resources for Undocumented Students, <https://inside.ewu.edu/diversityandinclusion/resources-for-undocumented-students/>
- ¹³ EWU Chicana/o/x Studies, Our Students, <https://www.ewu.edu/css/race-culture-studies/chicana-o-x-studies/our-students/>
- ¹⁴ Foresight University, Humphrey's SWOT Quadrants (Strategic Analysis and Planning), <http://www.foresightguide.com/humphrey-swot-quadrants/>
- ¹⁵ EWU Institutional Research, Eastern Up Close, <https://inside.ewu.edu/institutional-research/eastern-up-close/>

¹⁶ The Wall Street Journal, The Future of Everything: Is This the End of College As We Know It, Nov. 12, 2020, <https://www.wsj.com/articles/is-this-the-end-of-college-as-we-know-it-11605196909>

¹⁷ Postsecondary National Policy Institute, <https://pnpi.org/>

APPENDIXES

APPENDIX A

This data is from Washington's Office of Financial Management (OFM). OFM used 2010 data from the US census; 2019 information is an OFM estimate. Counties in green are the largest sources of new EWU students. Market share would have us highlighting different counties.

<i>SUM of Hispanic Total</i>	<i>Year</i>			
<i>Area Name - County</i>	2010	2019	% Change	Change
Adams	22,198	27,617	24%	5,419
Asotin	1286	1791	39%	505
Benton	65,392	91,306	40%	25,914
Chelan	37,426	47,678	27%	10,252
Clallam	7254	9606	32%	2352
Clark	64,332	92,843	44%	28,511
Columbia	508	555	9%	47
Cowlitz	15,950	20,819	31%	4,869
Douglas	22,026	28,568	30%	6,542
Ferry	508	683	34%	175
Franklin	80,008	105,259	32%	25,251
Garfield	182	141	-23%	-41
Grant	68,326	85,558	25%	17,232
Grays Harbor	12544	15,926	27%	3,382
Island	8590	12008	40%	3418
Jefferson	1696	2277	34%	581
King	344,756	457,325	33%	112,569
Kitsap	31,372	40,892	30%	9,520
Kittitas	6242	8338	34%	2096
Klickitat	4342	5680	31%	1338
Lewis	13054	17,174	32%	4,120
Lincoln	478	654	37%	176
Mason	9688	13301	37%	3613
Okanogan	14,454	18,141	26%	3,687
Pacific	3354	4375	30%	1021
Pend Oreille	782	1001	28%	219
Pierce	145,698	195,035	34%	49,337
San Juan	1714	2405	40%	691
Skagit	39,418	51,717	31%	12,299
Skamania	1106	1437	30%	331
Snohomish	128,498	176,145	37%	47,647
Spokane	42,520	58,582	38%	16,062
Stevens	2370	3179	34%	809
Thurston	35,574	50,292	41%	14,718
Wahkiakum	216	338	56%	122
Walla Walla	23,186	28,666	24%	5,480

Washington	1,511,580	1,989,298	32%	477,718
Whatcom	31,512	42,743	36%	11,231
Whitman	4080	6267	54%	2187
Yakima	218,940	262,985	20%	44,045
Grand Total	3,023,160	3,978,605	32%	955,445



APPENDIX B

February 12, 2020

[insert name]
[insert address]

Dear [insert name],

As Eastern focuses on being an inclusive community for all, one strategic planning initiative is to work toward the federal designation of Hispanic Serving Institution (HSI). For an institution to qualify as an HSI, it must have at least 25% Latinx/Hispanic student population. Our stretch goal is to be designated an HSI by 2023/2024.

An initial step towards this goal is to create a Task Force that will help organize the work needed for this initiative. We invite you to serve on this important team. The HSI Task Force will initially meet once each month. Chair Jim Perez will guide the team through initial planning stages.

We ask that you commit to serve on the Task Force for at least one calendar year (through March 2021).

We hope you will consider participating in this important initiative. Please let Misty Jensen know by Tuesday, February 18, if you are able to serve on the Task Force (mjensen19@ewu.edu). She will follow up with a Doodle poll with date options for our first meeting.

Thank you so much for considering this opportunity.

Sincerely,

Mary Cullinan
President

Jim Perez
HSI Senior Executive to the President



APPENDIX C

February 12, 2020

[insert name]
[insert address]

Dear [insert name],

As Eastern focuses on being an inclusive community for all, one strategic planning initiative is to work toward the federal designation of Hispanic Serving Institution (HSI). For an institution to qualify as an HSI, it must have at least 25% Latinx/Hispanic student population. Our stretch goal is to be designated an HSI by 2023/2024.

An initial step towards this goal is to create sub-committees that will help organize the work needed for this initiative. We invite you to serve as the chair for the [insert sub-committee name] sub-committee. The HSI sub-committees will initially meet once each month and report back to the HSI task force. HSI Task Force Chair Jim Perez will guide you through the sub-committee charge and initial planning stages.

We ask that you commit to serve as chair for at least one calendar year (through March 2021).

We hope you will consider participating in this important initiative. Please let Misty Jensen know by Tuesday, February 18, if you are able to serve (mjensen19@ewu.edu). She will follow up with a Doodle poll with date options for our first meeting.

Thank you so much for considering this opportunity.

Sincerely,

Mary Cullinan
President

Jim Perez
HSI Senior Executive to the President

APPENDIX D

Eastern Washington University HSI Initiative Task Force CHARGE

PURPOSE:

In 2019, EWU launched its HSI Initiative and convened a task force to identify strategies to (1) increase Hispanic/Latinx FTE enrollment to 25 percent by a stretch goal of 2023/2024 and (2) support Hispanic/Latinx students' academic success through to their graduation.

OBJECTIVES:

The HSI Task Force will be the central point where information is gathered and recommendations formed. The major objectives of the Task Force are the following:

- Create and maintain a variety of communication approaches across EWU campuses to ensure dialogue and information-sharing about issues related to the experiences of our Hispanic/Latinx students and ways to ensure the university is a welcoming place for them and for all students. This should include a dedicated and updated website.
- Work in conjunction with HSI sub-committees to ensure all sectors of the university are included in dialogue and discussion.
- Create a data tracking system on Hispanic success.
- Draft a plan and timeline to increase the overall Hispanic student population at EWU to at least 25%. This draft will be submitted to the EWU president by October 2020 for her review.
 - The draft plan will (1) offer recommendations to the President and university leadership that result from campus dialogue and understanding of best practices nationally; (2) recommend ways to integrate HSI strategies across the university; (3) recommend a versatile framework of guidance, support, and enrichment to serve Hispanic/Latinx students from enrollment through degree completion; and (4) describe how the efforts to support Hispanic/Latinx students will bolster the success of all students. Where possible, the recommendations should include budget implications.

COMMITTEE STRUCTURE:

Section 1. Membership

Members, who will be appointed and re-appointed by President Cullinan, will include:

1. Exempt employees



2. Classified employees
3. Faculty members
4. Students
5. Community member(s)

The Committee will have between 10 and 20 members.

Members are asked to serve a minimum of one year.

Section 2. Meetings

The Task Force will meet at least once per month and more often as necessary.

APPENDIX E

Eastern Washington University HSI Initiative Sub-Committees CHARGE

PURPOSE:

In 2019, EWU launched its HSI Initiative and convened a task force to identify strategies to (1) increase Hispanic/Latinx FTE enrollment to 25 percent by a stretch goal of 2023/2024 and (2) support Hispanic/Latinx students' educational success in the university through graduation.

OBJECTIVE:

Each HSI Sub-Committee will:

- A. Research best practices: conduct general research on the specific topic area of the sub-committee to learn national best practices and understand the specific situation of EWU Hispanic/Latinx students.
- B. Create an inventory of university practices, programming, and policies that are serving Hispanic/Latinx students effectively or putting up barriers to their success.
- C. Identify key strengths, gaps, needs, and questions that need to be recognized and/or addressed.
- D. Establish priorities and make recommendations with timelines, goals, objectives, and, if possible, budget implications.
- E. Regularly report findings to HSI Task Force.

COMMITTEE STRUCTURE:

Section 1. Membership

Members will be appointed and re-appointed by President Cullinan. They will include:

1. Exempt employees
2. Classified employees
3. Faculty members
4. Students
5. Community members

Each committee will have between 5 and 15 members.

Members are asked to serve a minimum of one year.

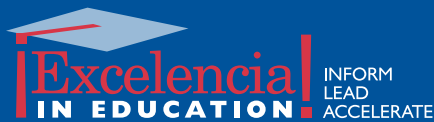
Section 2. Meetings

Each Sub-Committee will meet once per month and more often as necessary. Sub-Committee chairs will provide written reports to the Task Force after each meeting.

APPENDIX F
HSI Task Force Members & Sub-Committee Chairs
Original Members from March 2020

Task Force Members	Phone	Email	Notes
S. James Perez, Chair		sperez@ewu.edu	
Carely Arteaga		carteaga1@eagles.ewu.edu	Student, graduating 2020
Anahy Castro-Barrios		acastro11@eagles.ewu.edu	Student, graduating 2020
Vanessa Delgado	359-4121	vdelgado2@ewu.edu	
Scott Finnie	359-6152	sfinnie@ewu.edu	
Martin Garcia	359-6148	mgarcia1@ewu.edu	
Angelica Garcia-Macias		asewucourtjustice1@ewu.edu	ASEWU student rep
Sarahi Gutierrez		sgutier2@ewu.edu	Student, graduating 2020
Toni Habegger	359-6373	thabegger@ewu.edu	
Martina Hernandez	828-1204	mhernandez@ewu.edu	
Uriel Iniguez		uiniguez@ewu.edu	
Lance Kissler	359-4257	lkissler@ewu.edu	
Jens Larson	359-6584	jl Larson10@ewu.edu	
Nydia Martinez	359-6088	nmartinez9@ewu.edu	
Heather Page	359-4978	hpage1@ewu.edu	
Chris Robbins	359-4548	crobbs3@ewu.edu	
Sara Sexton-Johnson	359-3111	ssextonjohns@ewu.edu	Ex-officio Staff
Misty Jensen	359-3115	mjensen19@ewu.edu	Ex-officio Staff

Chair	Sub-Committee Topic Area	Phone	Email	Notes
Toni Habegger	Business & Finance	359-6373	thabegger@ewu.edu	
Kim Davis	Institutional Infrastructure	359-6874	kdavis2@ewu.edu	
Roy Caligan	Institutional Research	359-4843	rcaligan1@ewu.edu	
Meg Lybbert	Outreach/Marketing/Communications		mlybbert@ewu.edu	
Jana Jaraysi	Recruitment/Admissions	359-2450	jjaraysi@ewu.edu	
Maria Reyna	Retention	359-6515	mreyna@ewu.edu	
TBD by Provost	Academic Affairs			Phase II



LATINO COLLEGE COMPLETION: WASHINGTON

For the U.S. to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030.¹

EAST FACTS

STATE RANKING:

Washington had the 13th largest Latino population in the U.S.

K-12 POPULATION:

In Washington, 22% of the K-12 population was Latino.²

POPULATION:

In Washington, 13% of the population was Latino.³

MEDIAN AGE:

The median age of Hispanics in Washington was 26, compared to 43 for White non-Hispanics.⁴



ENROLLMENT:

In Washington, 17% of Hispanics (ages 18 to 34) were enrolled in higher education, compared to 20% of White non-Hispanics.⁵

DEGREE ATTAINMENT:

In Washington, 24% of Hispanic adults (25 and older) had earned an associate degree or higher, compared to 49% of White non-Hispanic adults.⁶

Hispanic Adults = 2.4 of 10



White Adults = 4.9 of 10

To reach the degree attainment goal by 2030, the U.S. can: 1) close the equity gap in college completion; 2) increase the number of degrees conferred; and, 3) scale up programs and initiatives that work for Latino and other students. The following is a framework for tracking Latino degree attainment in the U.S.

ENROLLING: Top 5 Institutions (Hispanic Undergraduates) in Washington, Fall 2018					
	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Washington State University	Public, 4-year	26,098	3,964	15%
2	Columbia Basin College	Public, 4-year	7,034	2,730	39%
3	University of Washington-Seattle Campus	Public, 4-year	32,099	2,601	8%
4	Yakima Valley College	Public, 4-year	4,456	2,454	55%
5	Central Washington University	Public, 4-year	11,419	1,835	16%

ASSOCIATE DEGREES: Top 5 Institutions Awarding to Hispanics in Washington, 2017-18					
	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Yakima Valley College	Public, 4-year	818	403	49%
2	Columbia Basin College	Public, 4-year	1,004	343	34%
3	Wenatchee Valley College	Public, 4-year	773	260	34%
4	Big Bend Community College	Public, 2-year	458	166	36%
5	Clark College	Public, 4-year	1,833	159	9%

BACHELOR DEGREES: Top 5 Institutions Awarding to Hispanics in Washington, 2017-18					
	Institution	Sector	Grand Total	Hispanic Total	% Hispanic
1	Washington State University	Public, 4-year	5,459	664	12%
2	University of Washington-Seattle Campus	Public, 4-year	7,701	537	7%
3	Central Washington University	Public, 4-year	2,436	332	14%
4	Eastern Washington University	Public, 4-year	2,252	298	13%
5	Western Washington University	Public, 4-year	3,415	288	8%

NOTE: We use the terms Latino and Hispanic interchangeably in this factsheet.

Source: *Excelencia in Education* analysis using U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS), 2018 Fall Enrollment, Graduation Rates Survey and Institutional Characteristics Survey.

Washington Equity Gap in Degree Completion

Closing the equity gap in college completion can be tracked by the 4 measures shown below. Alone, none of these measures capture the entire “story” of equity in degree completion. However, in combination, they provide a useful picture of the equity gap in degree attainment between Hispanic and White non-Hispanic cohorts in a single year.

Graduation Rate — Total percentage of students who graduated within 150% of normal time for first-time, full-time freshmen. This incorporates students that graduated in 3 years at two-year institutions, or in 6 years at four-year institutions.

Transferred to Another Institution — Percentage of students that transferred to another institution. (Only incorporates students who have transferred out from an institution and did not complete a degree.)

Still Enrolled — Percentage of students that are still enrolled at the point of 150% normal time to completion.

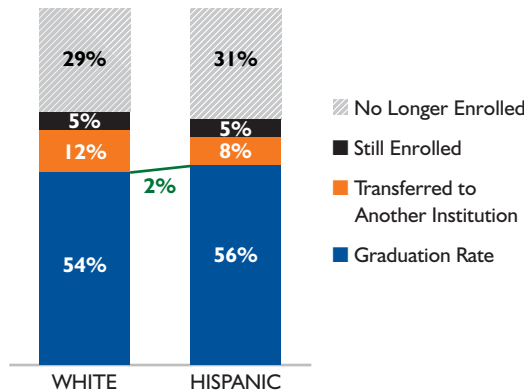
No Longer Enrolled — Percentage of students that are no longer enrolled at the point of 150% normal time to completion.

DEGREE OUTCOMES

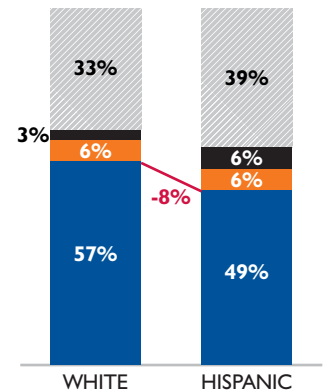
At two-year institutions, Hispanics’ graduation rate was **2%-points higher** than that of their White non-Hispanic peers in Washington.

At four-year institutions, Hispanics’ graduation rate was **8%-points lower** than that of their White non-Hispanic peers in Washington.

TWO-YEAR INSTITUTIONS



FOUR-YEAR INSTITUTIONS



*Percentages may not add up to 100% due to rounding.

NOTE: Outcomes shown are for students at two-year institutions who started in Fall 2015, and for students at four-year institutions who started in Fall 2012.

Source: *Excelencia in Education* analysis using the U.S. Department of Education, National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System, 2018 Graduation Rates Survey and the Institutional Characteristics Survey.

Examples of What Works for Latino Students

There are institutions showing success in enrolling, retaining, and graduating Latino students. The following are examples of programs across the country with evidence of effectiveness in serving Latino students nominated for Examples of *Excelencia*.

The College Assistance Migrant Program (CAMP) at Washington State University was a 2019 Examples of *Excelencia* finalist. CAMP serves students with a personal or familial work history in migrant or seasonal farm work. Washington State University (WSU) houses a CAMP project serving the 160,000 migrant and/or seasonal agricultural workers in Washington. CAMP-WSU’s student population is overwhelmingly Latino.

Services are provided in Spanish and English to deeply connect students to the mission of CAMP which is to provide support to improve the academic success and experience of students so that they may complete their first year of college and continue on to graduation. In the 2017 cohort, 93% of students completed 24 credits. Between 2013 and 2018, the program had a 98% retention rate.

For more information on institutional programs improving Latino student success in higher education, access *Excelencia in Education’s* Growing What Works database at <http://www.edexcelencia.org/growing-what-works>

1 Projections to 2030: *Excelencia in Education*. (2020). Ensuring America’s Future: Benchmarking Latino College Completion to 2030. *Excelencia in Education*. Washington, D.C.

2 K-12 Population: U.S. Census Bureau, 2018 American Community Survey 1-Year Estimates.

3 Population: U.S. Census Bureau, 2018 American Community Survey 1-Year Estimates.

4 Median Age: U.S. Census Bureau, 2018 American Community Survey 1-Year Estimates.

5 Enrollment: U.S. Census Bureau, 2014-2018 American Community Survey 5-Year Estimates.

6 Degree Attainment: U.S. Census Bureau, 2018 American Community Survey 1-Year Estimates.

APPENDIX H

HSI eligibility at Washington universities and colleges in 2020 found on U.S. Department of Education: White House Hispanic Prosperity Initiative: <https://sites.ed.gov/hispanic-initiative/hispanic-serving-institutions-hsis/> - [2020 Eligibility Matrix](#)

Eligibility Code

1	Ineligible: does not meet minority criteria
2	Ineligible: no program participants in a key category, has no Pell grants, or is not a legislatively-designated institution
3	Ineligible: institution is a branch campus (minority enrollment data unavailable) or has a current grant on another IS program for which a grant in this program is not allowed by law
4	Potentially eligible on minority grounds, but would need to apply for a waiver of the core expenses or needy student criteria
5	Eligible to apply for a grant for this program
6	Current grantee of this program

Institution Name	Type & Control	HSI	HSI STEM
Antioch University-Seattle	Pri 4yr	1	1
Bastyr University	Pri 4yr	1	1
Bates Technical College	Pub 2yr	1	1
Bellevue College	Pub 4yr	3	1
Bellingham Technical College	Pub 4yr	3	1
Big Bend Community College	Pub 2yr	6	6
Cascadia College	Pub 4yr	1	1
Central Washington University	Pub 4yr	1	1
Centralia College	Pub 4yr	1	1
City University of Seattle	Pri 4yr	1	1
Clark College	Pub 4yr	1	1
Clover Park Technical College	Pub 4yr	1	1
Columbia Basin College	Pub 4yr	6	5
Cornish College of the Arts	Pri 4yr	1	1
Eastern Washington University	Pub 4yr	1	1
Edmonds Community College	Pub 4yr	1	1
Everett Community College	Pub 2yr	1	1
Faith International University	Pri 4yr	2	2
Gonzaga University	Pri 4yr	1	1
Grays Harbor College	Pub 4yr	1	1
Green River College	Pub 4yr	1	1
Heritage University	Pri 4yr	6	5
Highline College	Pub 4yr	3	1
Lake Washington Institute of Technology	Pub 4yr	1	1
Lower Columbia College	Pub 2yr	1	1
North Seattle College	Pub 4yr	3	1
Northwest Indian College	Pub 4yr	3	1
Northwest School of Wooden Boat Building	Pri 2yr	1	1
Northwest University	Pri 4yr	1	1

Olympic College	Pub 4yr	1	1
Pacific Lutheran University	Pri 4yr	1	1
Pacific Northwest University of Health Sciences	Pri 4yr	2	2
Peninsula College	Pub 4yr	3	1
Perry Technical Institute	Pri 2yr	5	5
Pierce College-Fort Steilacoom	Pub 4yr	1	1
Pierce College-Puyallup	Pub 2yr	1	1
Renton Technical College	Pub 4yr	1	1
Saint Martin's University	Pri 4yr	1	1
Seattle Central College	Pub 4yr	3	1
Seattle Pacific University	Pri 4yr	1	1
Seattle University	Pri 4yr	1	1
Shoreline Community College	Pub 2yr	1	1
Skagit Valley College	Pub 4yr	3	1
South Puget Sound Community College	Pub 2yr	1	1
South Seattle College	Pub 4yr	3	1
Spokane Community College	Pub 4yr	3	1
Spokane Falls Community College	Pub 4yr	1	1
Tacoma Community College	Pub 4yr	1	1
The Evergreen State College	Pub 4yr	1	1
The Seattle School of Theology & Psychology	Pri 4yr	2	2
University of Puget Sound	Pri 4yr	1	1
University of Washington-Bothell Campus	Pub 4yr	1	1
University of Washington-Seattle Campus	Pub 4yr	1	1
University of Washington-Tacoma Campus	Pub 4yr	1	1
Walla Walla Community College	Pub 4yr	3	1
Walla Walla University	Pri 4yr	1	1
Washington State University	Pub 4yr	1	1
Wenatchee Valley College	Pub 4yr	4	4
Western Washington University	Pub 4yr	1	1
Whatcom Community College	Pub 4yr	3	1
Whitman College	Pri 4yr	1	1
Whitworth University	Pri 4yr	1	1
Yakima Valley College	Pub 4yr	6	6



Anchors for Student Success: A 6-Point plan for Retention

Based on recent conversations regarding the 6 year graduation rate for African American students at EWU, currently at 28%, and the graduation rate for Hispanic/Latino students 44%, a task force was convened to address the concerns regarding all multicultural students and the issues they are experiencing, which contribute to the low rate of academic success.

Upon completion of discussions with Africana Studies, the Multicultural Advisory Council, Diverse Faculty & Administrators, CAAR, Multicultural Center, Pride Center and the Office for Diversity & Inclusion staff, a retention plan entitled: *Anchors for Student Success: A 6-Point Plan for Retention* was developed.

An anchor- is a person or thing that provides stability or confidence in an otherwise uncertain situation.

The 6-Point Plan for Student Success will serve as an anchor of stability and support, which will in turn provide the pivotal foundation needed for students to flourish. The plan is designed to eliminate disparities in graduation and retention rates among its diverse undergraduate populations, enhance support for multicultural students, and draw students into the university community through relationships with faculty, staff and students who encourage and foster success.

Eastern Washington University recognizes the importance of providing support, resources and services to guide and assist students in navigating the higher education environment.

Program Specifics:

- *Increase opportunities for multicultural students to have meaningful interactions with diverse faculty and staff beginning at Orientation and continuing throughout the academic year. Recognizing that Orientation helps chart the path for first year and transfer students, orientation for Multicultural Students serves to familiarize students from historically underrepresented groups with the resources and support infrastructure available to them at EWU. Visibility of diverse faculty and staff from the initial onset of college life will provide a sense of familiarity for diverse students who often feel like outsiders in the academy. Sensitivity to the role of the family is significant. We are requesting an orientation session be held for families provided in both English & Spanish.*

In support of the role of family, selected EWU students will serve as a Family Support Partner during the Orientation process. These students will serve to provide support, direction and explanation of the various programs and events to the families during their time on campus and to alleviate fears and concerns during this transition period into a new environment. Selected Family Support Partner's should be bilingual.

Areas of Concern:

- Sensitivity to underrepresented families
- Length of orientation
- Cost
- Timing of presentations

Lead offices – Admissions and Diversity & Inclusion

- D&I Staff and Race & Culture studies program coordinators, or a program designee, will *reach out to incoming Multicultural Students* prior to the start of the academic year providing, a welcome to campus message via e-mail, postcard or personal phone contact. This welcome to campus provides an additional touchpoint in connecting students to the campus. Students will receive information regarding available programs to negate the sense of loss and bewilderment upon arrival to campus. The welcome contact is a friendly method to introduce Diversity offices prior to the student's arrival to campus.

Lead offices – Race & Culture Studies Offices, Multicultural Center

- *Host a Meet & Greet on the Yard*-A welcome to campus social event with a focus on diverse students and interactions with the Faculty & Staff from Africana Studies, Chicano/a Studies, and American Indian Studies will be held within the first two-three weeks of the start of fall quarter. This social welcome event will provide the opportunity for connections to occur in a relaxed, informal environment. Students will meet and interact with faculty, staff and each other as they begin to build community and develop friendships. The Meet & Greet on the Yard will focus on ethnic cultures through food, music, and connections.

Lead offices – Multicultural Center and Diversity & Inclusion

- *Increase touch points with students*-Personal contact will be made with each African American, Hispanic/Latino and Native American first year and sophomore student during the 4th & 8th weeks of the quarter. This friendly check-in will provide an opportunity for the student to share any concerns they are having and enable the professional making the check-in to provide and reinforce resource information to assist the student. If students express concerns regarding academic course work or other issues, an immediate contact will occur with the student's advisor to provide the student with options and support services.

Lead Office-CAAR in partnership with the Race & Culture Studies Offices

- *Encourage students* to visit the cultural studies lounges, Multicultural Center and Pride Center for a supportive environment designed to broaden networks and strengthen interactions with the campus community. Campus, Culture, Community & Connection are the strategic themes that guide the Office for Diversity & Inclusion. These themes are incorporated in the academic support environments of the Africana Studies Lounge, Dr. Maldonado Lounge, American Indian Studies Lounge, Multicultural Center and Pride Center. Students are provided a respite in these environments from the pressures of being diverse on a predominantly white college campus. These spaces are designed to enable students to see their cultures reflected, celebrated and embraced as a part of the university experience.

Lead offices – All

- EWU faculty, staff and administration will *Increase participation at multicultural student events* to provide visibility and build connections. In an effort to enhance relationships with diverse students, administration will actively engage in multicultural program participation. We encourage the same participation from our Multicultural Partners, faculty and staff.

Lead offices – All

Diversity & Retention
Committee
2019-2020

Dr. Deirdre Almeida
Mark Baldwin
Dr. Shari Clarke
Kim Davis
Vanessa Delgado
Nicole DeVon
Marilyn Dreis
George Duvall
Dr. Scott Finnie
Dr. Martin Garcia
Shantell Jackson
Dr. Okera Nsombi
Jennifer Nuñez
Heather Page
Maria Reyna

STUDENT FACTS

20/21

ACADEMICS

100+ Majors | 150+ Areas of Study | 21 Master's Degrees
11 Graduate Certificates | 45 Graduate Programs | 1 Applied Doctorate



EWU has the **only undergraduate industrial robotics and automation program** in our three-state area. Students **get hands-on training with 10 industrial robots.** EWU pursues innovative programs and partnerships to ensure it is a driving force in the economy and vitality of the Inland Northwest.



EWU is **educating the next generation of health-care providers.** Each year EWU awards degrees to more than 200 health-care students, most find great jobs. **Health Services Administration with Long Term Care Option** is the **only such program accredited in the western U.S.**



EWU Entrepreneurship has been nationally recognized twice. The Center for Entrepreneurship won the 2020 **Outstanding Emerging Entrepreneurship Center award.** The EWU Entrepreneurship Program received the **2020 Model Emerging Entrepreneurship Program award.**



12,328

Fall 2020 Enrollment



21:1

Student to Faculty Ratio



3.27

Average GPA



33%

Student Diversity



\$2,238

Tuition Per Quarter



67%

of Applicants Receive Financial Aid



44%

Students who Graduate Debt Free



61%

Students who graduate with professional experience



30%

Undergraduates declared majors are in STEM fields



36%

New undergraduate transfer students (2-year and 4-year)



43%

First-Generation College Students

UNIQUE TO EWU



EWU is **one of only three universities** in the nation with a research facility in a national wildlife refuge. Turnbull National Wildlife Refuge is just minutes from campus.



The **Catalyst**, EWU's new center in Spokane, is the region's **first zero energy building** where students and faculty work **directly with local business and industry experts**.



EWU's **Prairie Restoration project** is restoring 100+ acres of farmland to its original prairie condition, **creating a "living laboratory"** for research, education and recreation.



Main campus:
Cheney



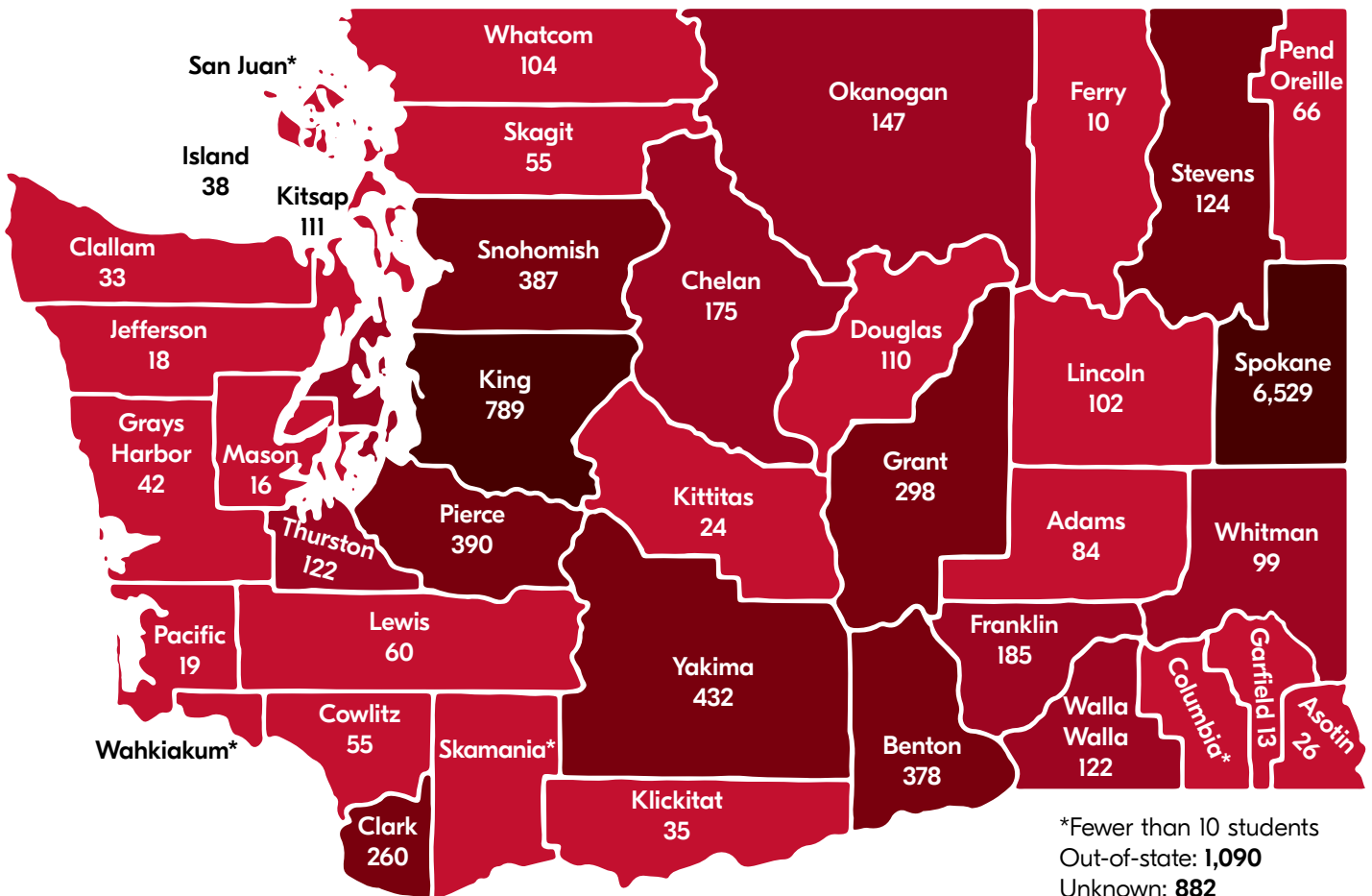
1,000+
Gray Squirrels

Programs offered:

Bellevue
Everett
North Seattle
Spokane

STUDENT POPULATION BY WA COUNTY

Fall 2020



*Fewer than 10 students
Out-of-state: **1,090**
Unknown: **882**
Source: Institutional Research, Tableau

APPENDIX K

**Board of Trustees’
Special Meeting**

Tuesday
November 22, 2016

MINUTES

Trustees Present

Uriel Iñiguez
Ariel McMillan
James Murphy
Paul Tanaka
Robert Whaley

Call to Order

Chair Jim Murphy called the special meeting of the Eastern Washington Board of Trustees to order at 2:11 p.m.

Quorum

A quorum was present. Trustees Manning and Wilson were absent.

Action Item

Motion 11-05-16: *Trustee Whaley moved for approval to adopt the document, a response to petition for a sanctuary campus, as written and presented to the Board with no further comment as follows:*

Eastern Washington University (EWU) remains committed to our values, which include accessibility and inclusion. Since our inception, the university has worked to ensure our campus is a safe learning environment for every student and a safe workplace for all faculty and staff. This will always be a top priority.

Last week, EWU’s Board of Trustees (BOT) received a petition to name the university a “sanctuary campus.” During an extended public comment period of our regular BOT meeting, we heard directly from students, faculty, and staff. The comment period provided an opportunity for us to listen thoughtfully to the concerns of many. It also reinforced the fact that EWU is much more than a “sanctuary.”

While a sanctuary is defined as a “place of refuge” or a “port in a storm,” we assert that EWU is much more than this. EWU serves as a catalyst for change and a place of hope for our entire student body regardless of race, ethnicity, national origin, religion, sex, sexual orientation, gender identity, political affiliation or beliefs, or disabilities. It is a place that values civil discourse, respectful exchange of ideas, and learning.

EWU is much more than a safe harbor. While we continue efforts to ensure the safety of students, faculty, and staff, we also continue our profound commitment to launch an educated workforce for the region and state. Student success is the heart of our mission.

To this end, EWU remains a campus that has zero tolerance for harassment, discrimination, bullying, or vandalism. These behaviors violate our university policies and the Student Conduct Code, as well as, in many cases, federal and state laws. We must all be vigilant in our efforts to create a safe and welcoming place for everyone. If you are aware of anyone violating these policies, please report your concerns to the EWU Police Department, Dean of Student's Office, Human Resources, or the Office of the President.

EWU also reaffirms its commitment to protecting the safety, security, and well-being of its students and staff, regardless of their immigration status, within the limits of the law. Enforcement of federal immigration law is within the discretion of the federal government. Thus, the EWU Police Department does not question, detain, or arrest individuals solely because they may lack documentation of legal status. Although we do not have the power to prohibit federal officers from entering our campus, we will do everything in our power to ensure they respect and support our mission to educate and transform the lives of all our students.

EWU also complies with federal privacy laws that provide legal protections for our students' education records, including any information regarding their immigration status.

As we move forward through the academic year, EWU will continue to provide opportunities for dialogue and growth. We welcome all voices. The forthcoming President's Dialogues on Diversity will include at least three events to be held between January and June 2017. The Faculty Commons continues to facilitate training and workshops for faculty. Departments and student groups will continue to offer a variety of learning opportunities on our campuses.

Eastern Washington University is responsible for ensuring that everything we do—teaching and learning, student support, research and scholarship, community outreach—contributes to a welcoming environment and to a culture that embraces diversity and fosters mutual respect. We maintain our commitment to provide a safe and quality education for all.

*James M. Murphy, Chair
EWU Board of Trustees*

*Mary Cullinan, Secretary
EWU Board of Trustees*

Seconded by Trustee McMillan.

Motion carried.

Response to Petition for Sanctuary Campus

Adjournment

Chair Murphy adjourned the meeting at 2:30 p.m.

James M. Murphy, Chair
EWU Board of Trustees

Mary Cullinan, Secretary
EWU Board of Trustees



DIVERSITY, EQUITY & INCLUSION

**Washington's public 4-year comprehensive institutions:
Serving all regions of the state.**

Washington's comprehensive baccalaureate institutions are a critical access point for economic opportunity. As Washingtonians grapple with the economic challenges resulting from COVID-19, it is more important than ever to address issues of equity in higher education. CWU, EWU, Evergreen and WWU are working to ensure underrepresented students receive the same opportunities for academic success as their peers. Addressing barriers to access and completion among underrepresented students is a critical step toward reaching the Washington Roundtable's goal of 70% of Washington high school graduates earning a postsecondary credential by 2030.



\$10 MILLION JOINT OPERATING BUDGET REQUEST

Evergreen: Native Student Success –

\$1.2 million

- Enhances Evergreen’s ability to recruit and retain Native students throughout the curriculum
- Increases outreach to rural and underserved areas throughout the state
- Formalizes our ongoing partnerships with Tribal Nations through the development of a Tribal relations plan

CWU: Diverse Workforce Development – \$2.58 million

- Increase the number of graduating students of color
- Improve the college experience for students of color
- Recruit and retain more faculty of color
- Close the diversity gap between faculty and student body

EWU: Diversity, Equity and Inclusion

Initiative – \$2.75 million

- Accelerate efforts in becoming a Hispanic Serving Institution (HSI).
- Target advising and community-based mentoring for dual credit eligible students from rural, low-income and traditionally underserved populations.
- Ensure student support through faculty and staff preparedness, education and development, and inclusive pedagogy.

WWU: Advancing Inclusive Success – \$3.4 million

- Expands recruitment and outreach efforts to underserved Washington students.
- Addresses urgent needs in mental health counseling, sexual violence survivor support, multicultural student support, veterans’ services and disability access.
- Creates an Ethnic Studies curriculum to ensure WWU students have a foundational understanding of power, privilege and social justice issues as they relate to race and ethnicity.

FY21 Planning Update

September 2020

Business and Finance

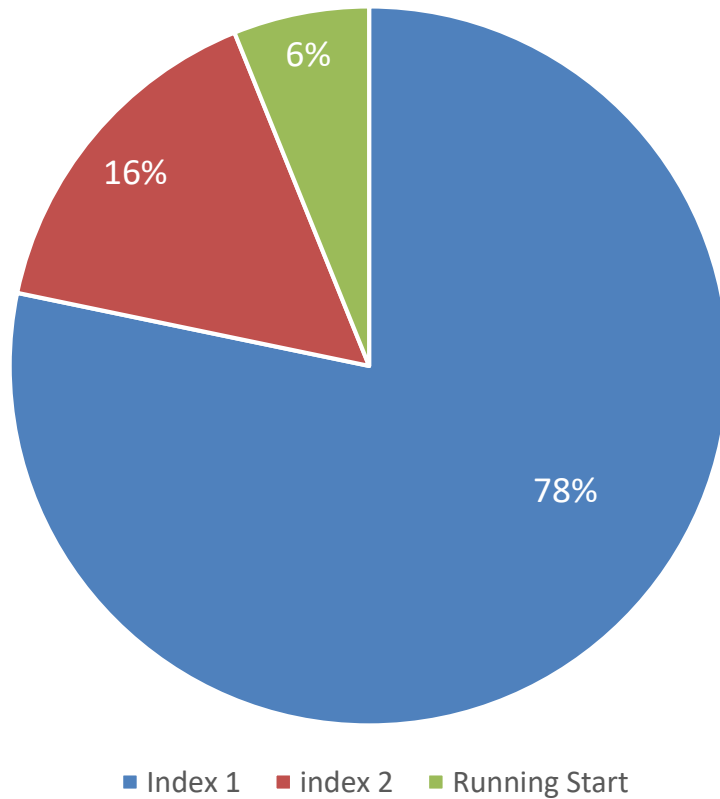
Updates since June

- Census enrollment- fall enrollment has been finalized
 - Fall headcount exceeded forecast
 - Underlying details and impacts
- Revenue forecast
 - Slight increase in revenue based on fall headcount
- State revenue forecast- September update
- Federal funding

Fall Census Enrollments

Index 1, 2, and Dual Enrollment

Categories of Enrollment



- Fall 2020 census
- Definitions
 - Index 1 or state support
 - Index 2 or self support
- Headcount impacts
 - Index 1 down 7.5% from fall 2019
 - Index 2 up 68% over fall 2019
 - Running Start up 7% from fall 2019



Enrollments and Revenue Index 1

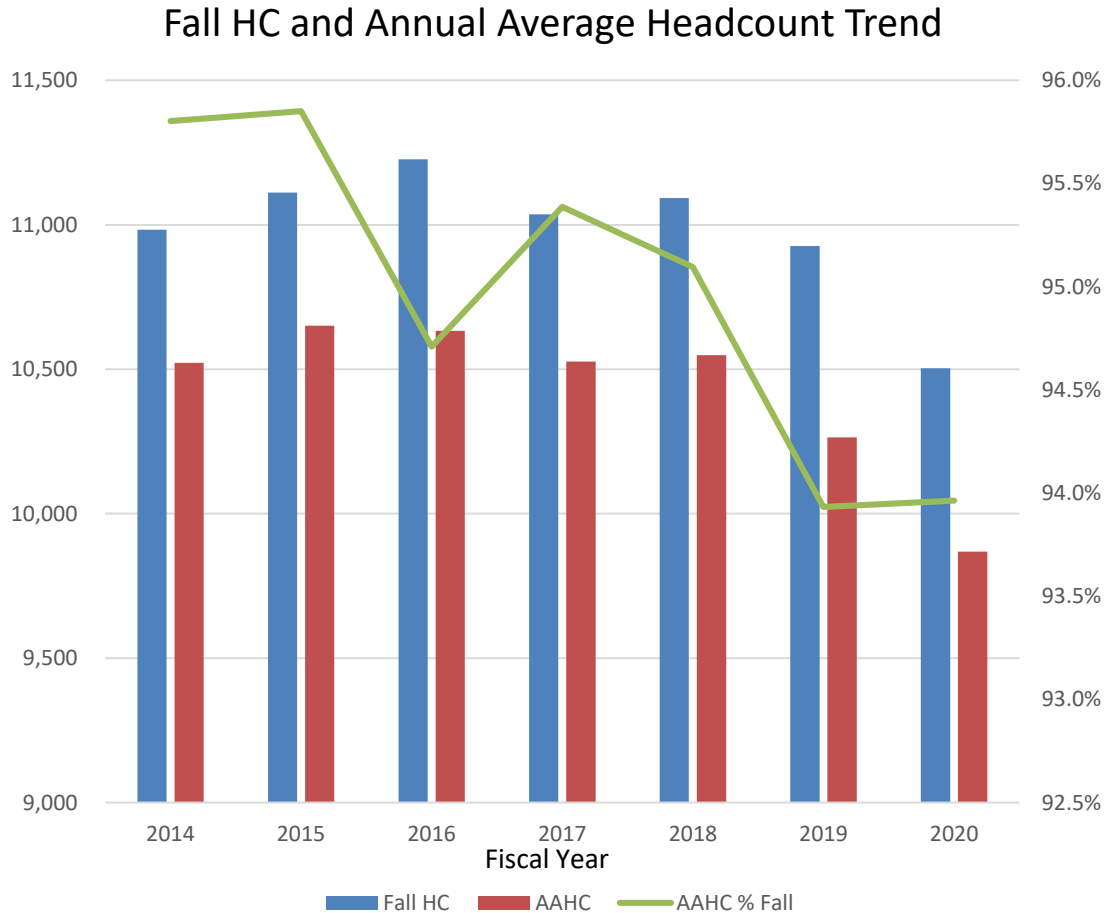
Enrollment Planning

- Spring 2020--finalized Fall 2020 forecast for budget planning purposes
 - FTIC (first time in college)
 - New Transfers
 - Continuing
 - Post Bacs
 - Graduate
 - International students removed from the projection for forecasting of permanent revenue

Budgeting

- Annual average headcount
 - Quarters: fall, winter, spring census divided by three
 - Semesters: fall and spring divided two
 - Sum AAHC quarters and AAHC semesters
 - Fall census to AAHC averages approximately 94.5%
- Forecast reviewed each term based on census

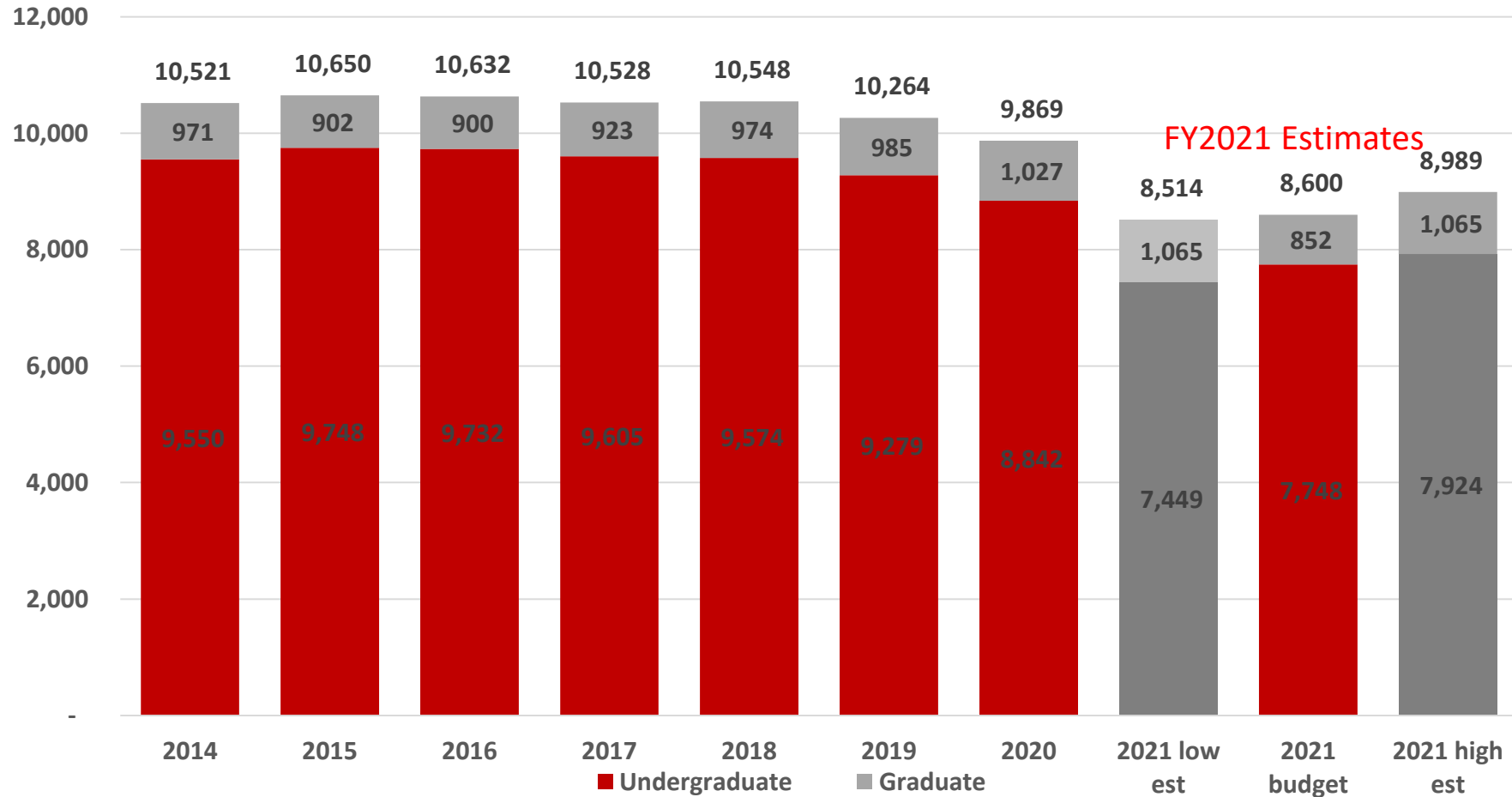
Fall HC to AAHC



- Fall 2016 to Fall 2019
 - 4 year average AAHC is 94.6%
 - Persistence indicator
- For FY 2021 planning purposes- 94.5%
- Why is this important?
 - Example:
 - $9000 \text{ HC} * 94.5\% = 8505 \text{ AAHC}$
 - $9000 \text{ HC} * 94.0\% = 8460 \text{ AAHC}$
 - $45 \text{ AAHC} * \$6706 \text{ (WA UG Rate)} = \$301,770$

Index 1 - Average Annual Headcount

FY2014 – 2020 Actual
FY2021 Planning

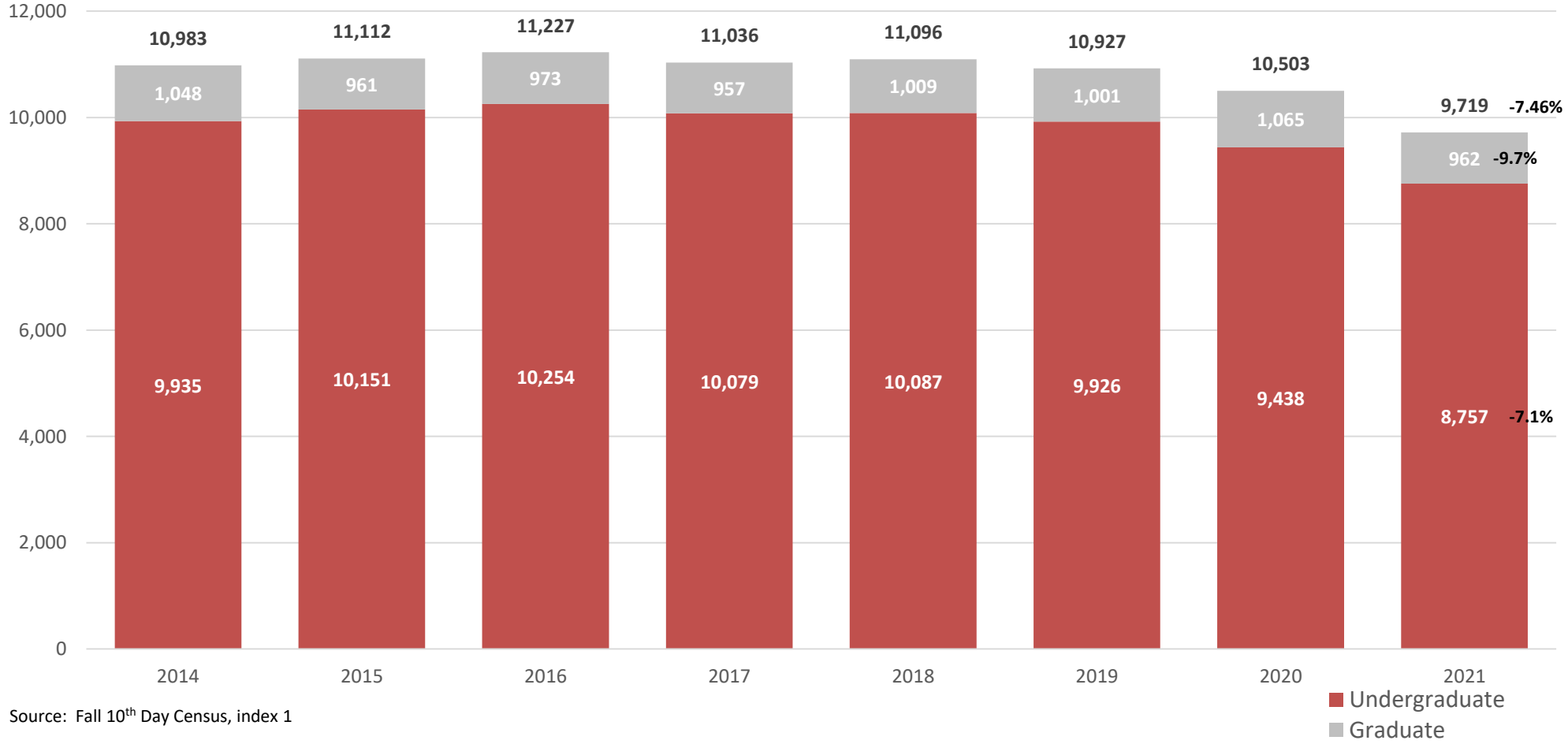


Notes: FY 21 estimates reflect 256 HC international removed



Index 1 – Head Count by Fiscal Year

Fall Term Only



Headcount and Credit Hours

Fall 2015- Fall 2019

a-(CENSUS) Student HC and Course Credits (SCH): Summary					
Population Selected: State-Support Only					
Campus: All; College:All; Department: All					
Academic Year Desc	Term Category & Academic Year	Distinct Student Count (HC)	% Diff. in HC from the Previous	Course Credits (SCH)	% Diff. in SCH from the Previous
2014-2015	1_Fall - 2014	11,112		157,609	
2015-2016	1_Fall - 2015	11,227	1.03%	158,873	0.80%
2016-2017	1_Fall - 2016	11,036	-1.70%	156,005	-1.81%
2017-2018	1_Fall - 2017	11,093	0.52%	157,251	0.80%
2018-2019	1_Fall - 2018	10,927	-1.50%	153,754	-2.22%
2019-2020	1_Fall - 2019	10,503	-3.88%	146,511	-4.71%
2020-2021	1_Fall - 2020	9,719	-7.46%	134,295	-8.34%

Index 1 enrollments

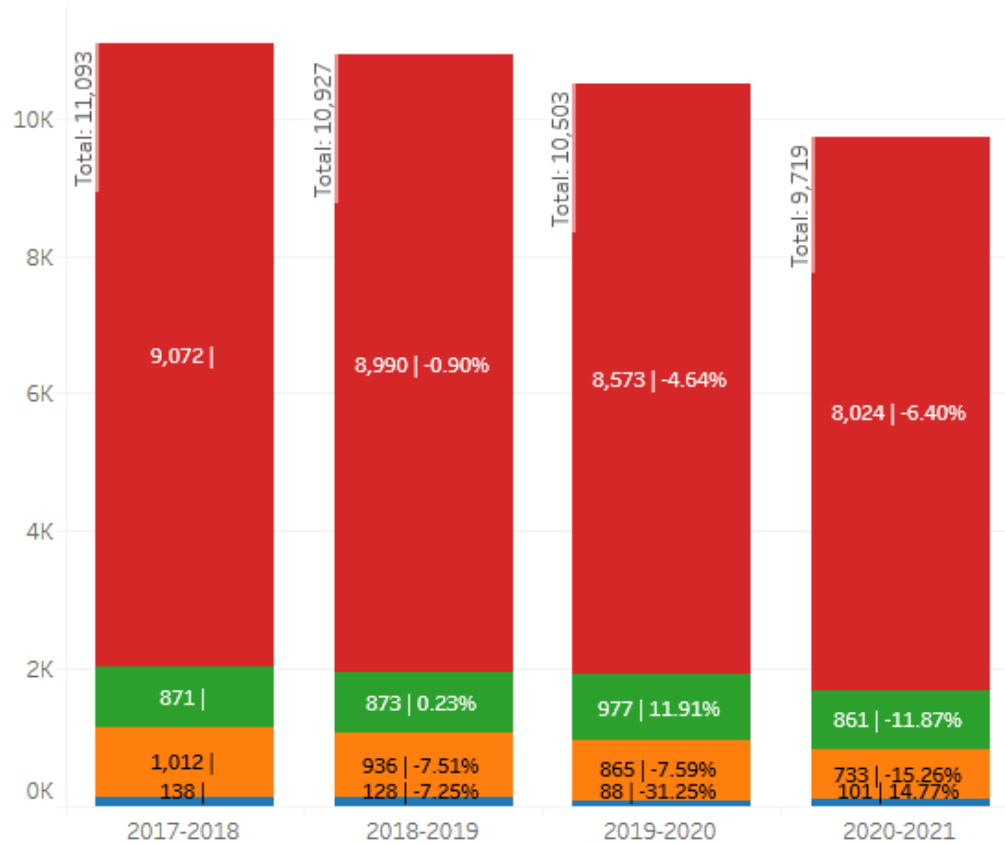


Enrollment Details

HC By Billing Group

Distinct Student Count by Billing Group (CENSUS)

Population: **State-Support Only**; Quarter/Semester: **All**; Term Category: **1_Fall**;



*Percentage shows difference in Distinct Student Count from the previous Academic Year

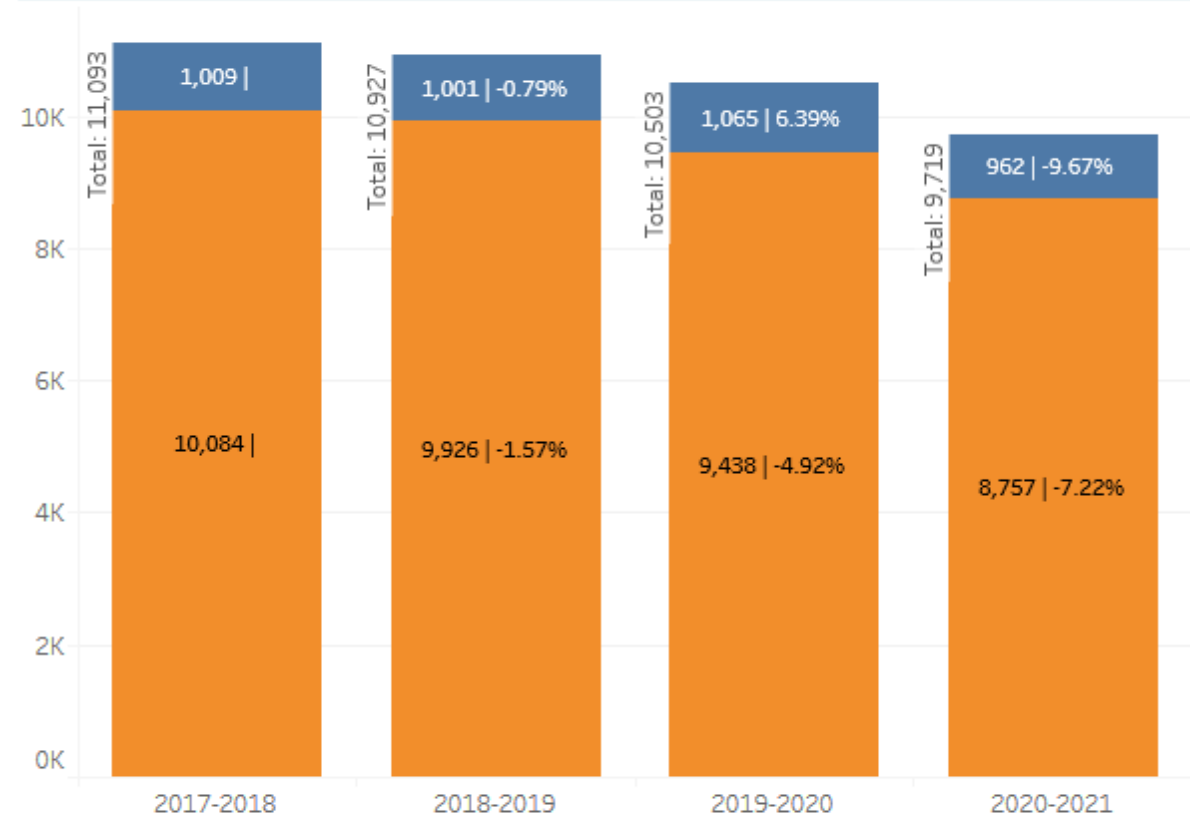
Billing Group

RES-UGRAD RES-GRAD NONRES-UGRAD NONRES-GRAD

HC By Student Level

Distinct Student Count by Student Level (CENSUS)

Population: **State-Support Only**; Quarter/Semester: **All**; Term Category: **1_Fall**;



*Percentage shows difference in Distinct Student Count from the previous Academic Year

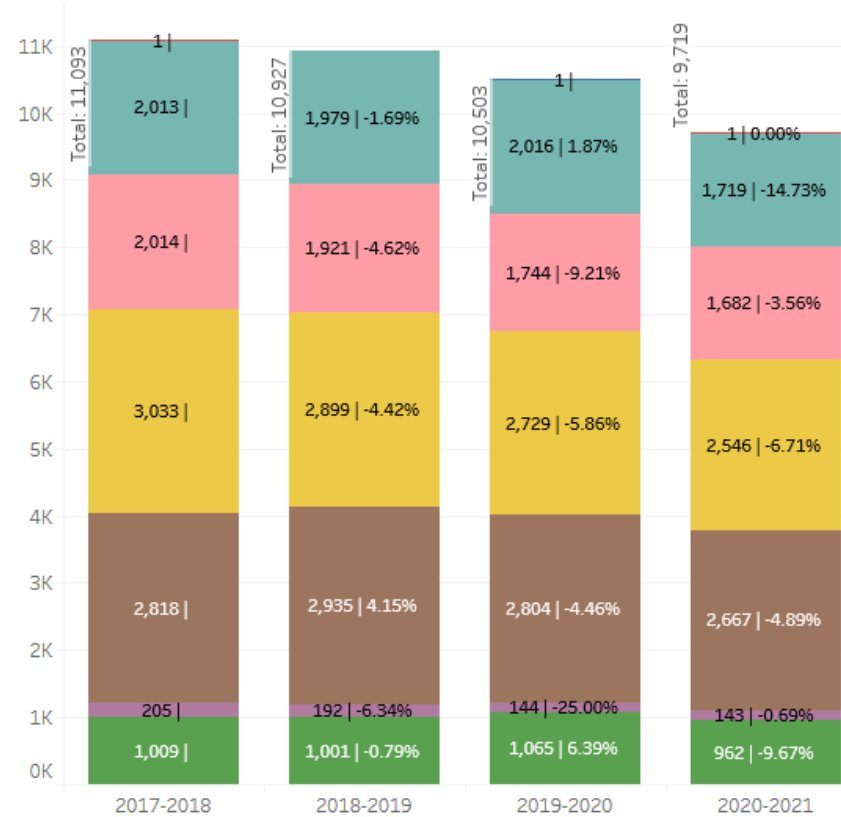
Graduate Undergraduate

Enrollment Details

HC by Student Classification

Distinct Student Count by Student Classification (CENSUS)

Population: **State-Support Only**; Quarter/Semester: **All**; Term Category: **1_Fall**;



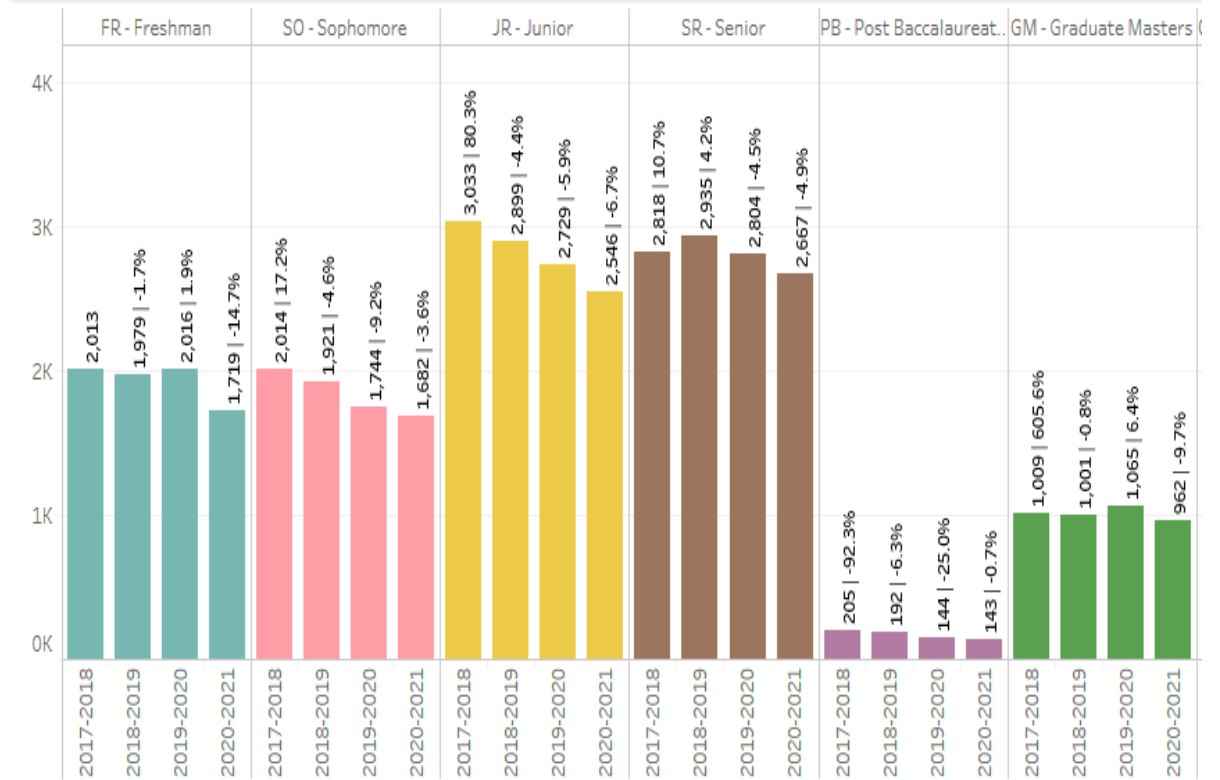
*Percentage shows difference in Distinct Student Count from the previous Academic Year

Student Classification & Desc

- Null
- EO - Non Credit Educational Outr...
- FR - Freshman
- SO - Sophomore
- JR - Junior
- SR - Senior
- PB - Post Baccalaureate (SPU)
- GM - Graduate Masters

Distinct Student Count by Student Classification viz 2(CENSUS)

Population: **State-Support Only**; Quarter/Semester: **All**; Term Category: **1_Fall**;



*Percentage shows difference in Distinct Student Count from the previous Academic Year



Fall Numbers

Index 1 enrollments	Fall 2019 Census	Fall 2020 Mid Range Targets	Fall 2020 Census and annual estimates
FTICs	1,783	1,600	1,535
New Transfers	927	700	839
Continuing Undergraduates*	6,583	6,111	6,240
Post Baccs	145	108	143
Graduate	1,065	852	962
Total	10,503	9,371	9,719
AAHC	9,869	8,856	9,185
AAHC as percent of fall	94%	94.5%	Est 94.5%
Less: International AAHC^		-256	-217
AAHC for permanent budget level (based on historical winter and spring persistence rates and subject to change)		8,600	Est 8,968
AAHC estimates		Mid point	High estimate 8,989

*Includes reenrolling and nonmatriculated students

^International tuition moved to one time funding model



Impacts to the index 1 tuition revenue forecast

Increase resources

- Fall
 - headcount was higher than forecasted
- Winter/Spring
 - Increase in persistence winter and spring terms
 - Increase in the number of new students winter and spring terms

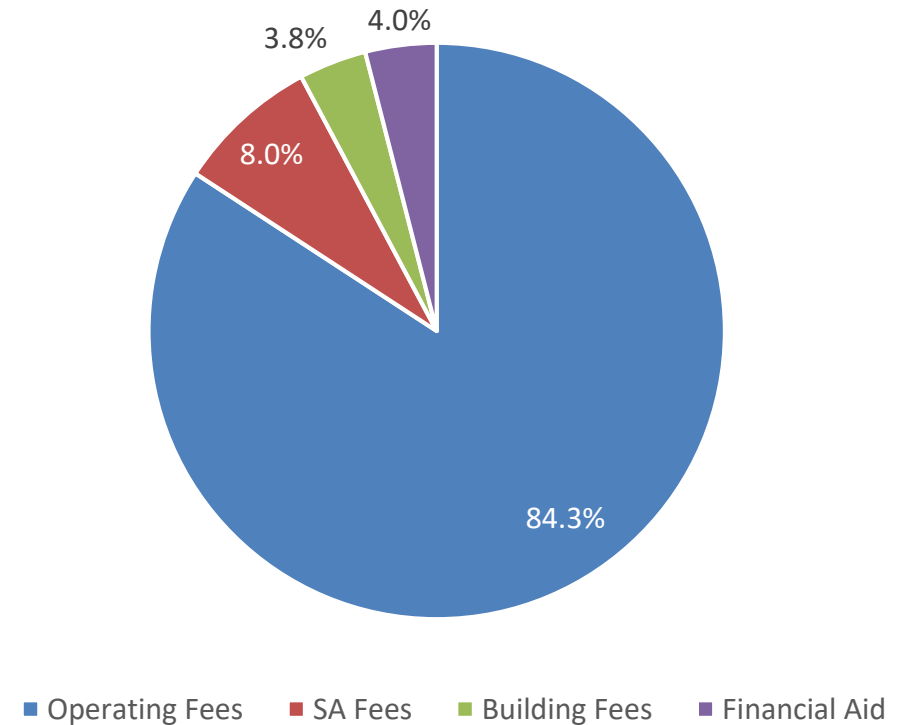
Decrease resources

- Fall
 - student mix reflects fewer non-residents than forecasted
- Winter/Spring
 - Decrease persistence
 - Fewer new students winter/spring than in prior years

Tuition Revenue

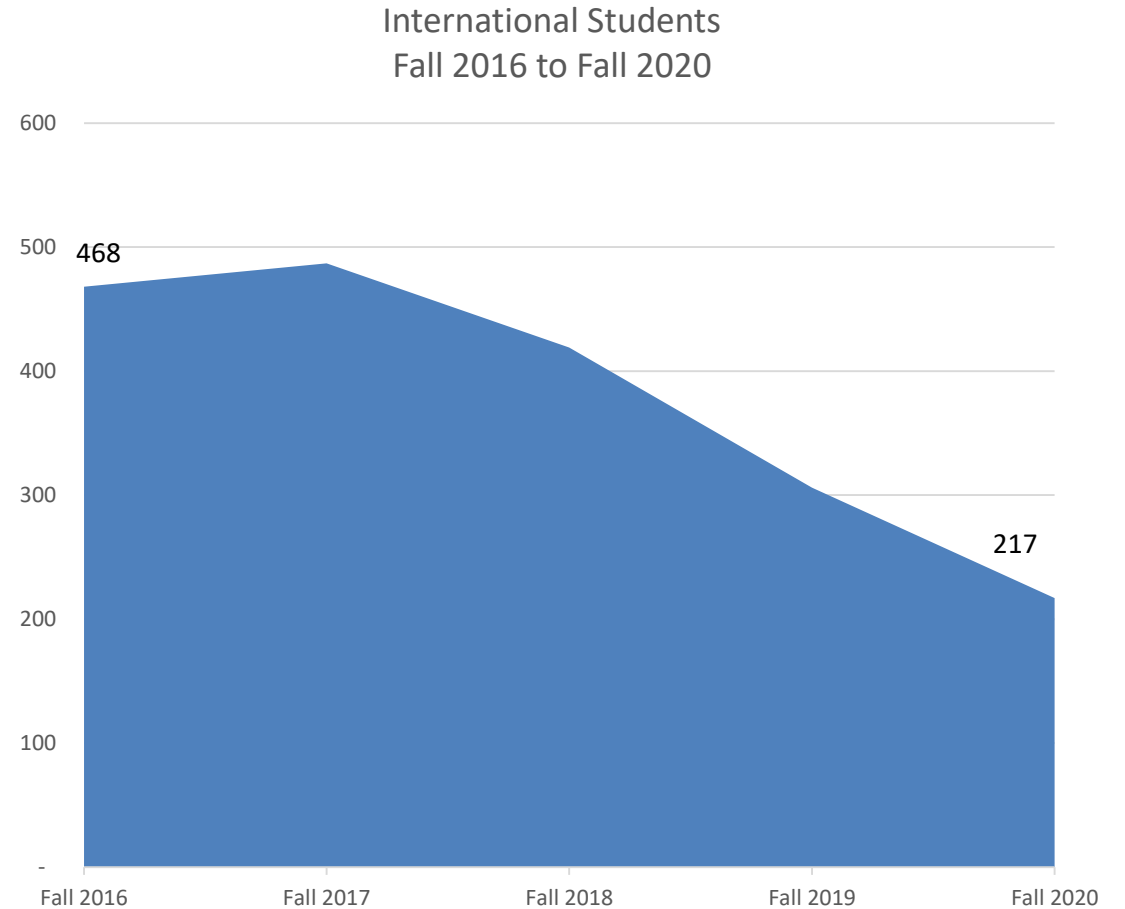
Index 1 enrollments	
Fall Revenue Target (36.3% of annual)	\$25.6 M
Permanent Funding Revenue level- Fall Assessed	\$26.1 M
Additional Tuition Revenue - Fall	\$0.5 M
Potential Additional Tuition Revenue- Annual Estimate (based on historical winter/spring persistence)	\$1.2 M
Cyclical Revenue-	
International Tuition Revenue- Fall Assessed	\$1.5 M
International Tuition Revenue- Annual Estimate	\$4.0 M

Tuition Revenue Allocations



International Details

- Policy decision to remove international enrollment revenue from permanent budgeted revenue model due to the volatility of international enrollments
- Tuition revenue has been converted to 1x funding
- One component to provide support as the institution addresses right sizing
- Fall 2020 = 217 students
 - 15% are freshman
 - 9% are sophomores
 - **20% are juniors**
 - **55% are seniors**
 - 1% graduate, PB



State and Federal Revenue

- State Revenue Forecast – February 2020 baseline
 - June 2020 decreased the baseline by \$9 billion
 - September 2020 revised to \$4.2 billion decrease
 - November 2020- impacts Governor's proposed budget to be released in December
 - February 2021- impacts Legislative budget
- Federal legislation
 - One time higher education funding included, outcome still uncertain



EASTERN
WASHINGTON UNIVERSITY

APPENDIX N

Below are the best practices as researched by the task force and subcommittees. This information may deserve closer study for Phase II. Below provides a roadmap of success for several universities and colleges. Eastern should consider reviewing and identifying steps/approaches that may be applicable for the HSI Initiative moving forward.

Metropolitan State University of Denver (21,192 students, 32% Hispanic): MSU launched an HSI initiative back in 2007, headed up by former EWU President Stephen Jordan, and they were designated as a HSI in February 2019...a twelve-year effort.

- HSI Status Task Force report dated June 2013, which includes changes in demographics/student enrollment from 2006-2012, and a summary of their 55 recommendations.
- Connecting the Dots, a report issued in January 2016 provided an update on their HSI initiative efforts, and revised recommendations to reach HSI status by 2018. Recommendations start on page 25, and cover these areas:
 - Institutional Infrastructure
 - Outreach to P-12
 - Transfer and Enrollment Initiatives
 - Financial Aid
 - Advocacy and Policy Development
- One of their initiatives involved creating an HSI website, which is located here: <https://www.msudenver.edu/hispanic-serving-institution/>. Both reports mentioned above can be found on this website.

Montclair State U, NJ (21,005 students, 29% Hispanic): They were named by *Hispanic Outlook on Education* as one of the nation's top 100 colleges and universities for Hispanics in 2020. Best practices/resources include:

- Support of scholarship and teaching to further their knowledge and understanding about Hispanics in New Jersey and the U.S. as an integral and vital component of the American social fabric, as well as to strengthen relationships with local families and communities.
- Hispanic Student College Institute, 3 day program in summer. Provides an opportunity for Hispanic students to get information on transitioning to college, future academic success, and applying to college. During the sessions, students learned everything from navigating the academic experience to the process of applying to college. "How do you fill out the FAFSA? How do you help your parents do that? What about financial aid? How do you transition to college? What if you want to change your major or minor? What is the residential piece?"
- Dedicated webpage focused on scholarships for Hispanic students and resources for Hispanic students. These are not Montclair scholarships and programs...they are resources offered by external parties.

- Educational Opportunity Fund Program provides access for motivated state residents from underrepresented populations/areas that meet the income criteria and exhibit the potential for high achievement.

Humboldt State U, CA (6,983 students, 34% Hispanic): Became a HSI in fall 2013, and welcomed their largest enrollment of students from underrepresented groups in 2015 (80% increase from 2010). Interesting detail – they identified an adjustment issue for their students: a majority of their students come from urban areas, and need to adjust to life in a rural area. They also highlighted that they have one of the lowest retention rates for freshman-to-sophomore and 4-year graduation in the California state system. Regarding their best practices/resources, none of them seemed to be particularly aimed at supporting Hispanic students, but instead, represent what they felt they needed to do to support all students.

- Improved first year experiences:
 - Fall Bridge program, Educational Opportunity Program.
 - Student-peer mentoring program, “Retention through Academic Mentoring,” piloted in 2013, now includes nearly all of their incoming freshman class.
 - Program targeting STEM majors involving a year-long community model program of science and general education courses focused thematically on the Klamath River; includes a four-day summer immersion experience.
- Intentional academic advising and pre-major pathways; also now transitioning to provide all first and second year students with a dedicated professional advisor.
- Identification of gateway/bottleneck courses that students do not succeed in completing, necessitating re-taking the courses. Program aims to provide support to reduce these instances, and increasing accessibility to these courses when they have to be re-taken.

West Texas A&M (10,169 students, 32% Hispanic): Their programs are not specifically targeted as support for Hispanic students, but again, what they felt they needed to do to support all students:

- Bridge program designed for students who may need additional support on their college journey; it “especially benefits first-generation students, students from underrepresented populations and those who may or may not quite meet admission requirements for acceptance into WTAMU. Occurring during the Fall Semester, students accepted into the program will enroll in 12 hours of predetermined coursework that is designed to enhance their initial experience by immersing them into college culture and identifying college coursework expectations.”
- Orientation – they provide different options for traditional, transfer, non-traditional students.
- College mentoring program, and peer leaders.
- Academic Advising includes a process of “greenlighting” - all undergraduate students **must be advised and greenlighted every semester to be eligible for registration.**