

NWCCU Year One Self-Evaluation Report

MARCH 1, 2011

WASHINGTON STATE
 UNIVERSITY

World Class. Face to Face.

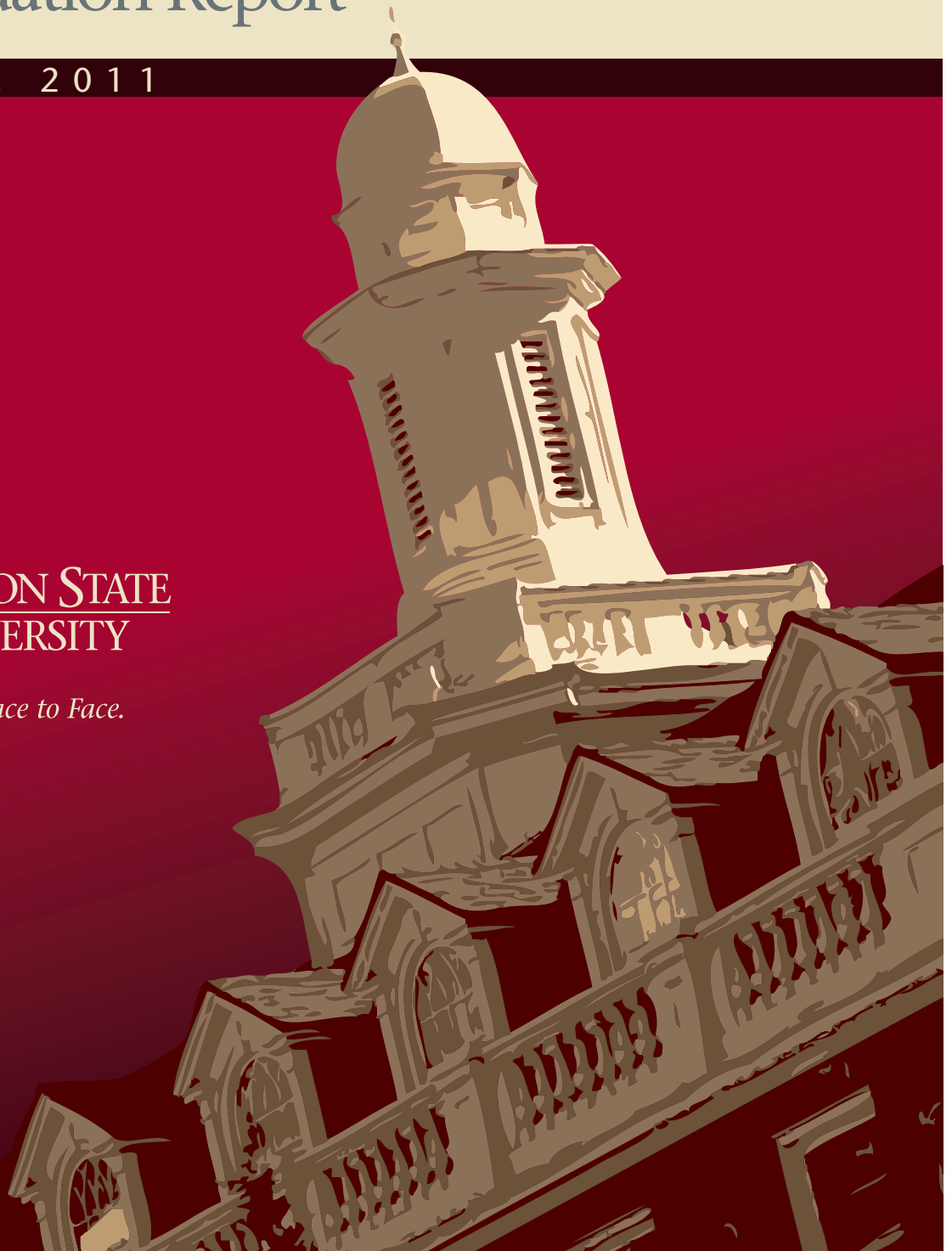


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INTRODUCTION

Washington State University is a major, research, land-grant institution, currently serving over 27,000 students. Its full-service, residential campus in Pullman, Washington is complemented by newer campuses in Spokane, Vancouver, and Tri-Cities (Richland, Kennewick, and Pasco). Distance degree programs, Extension Offices in each county, and five Agricultural Research and Extension Centers are also integral components of WSU's widespread service to the state and the nation.

Founded in 1890, the University has been continuously accredited by the Northwest Commission on Colleges and Universities, and its predecessor agencies, since their inception in 1918. Established as the Washington Agricultural College, Experiment Station, and School of Science, the institution became Washington State College in 1905 and Washington State University in 1959.

Since 1989 when the regional campuses were authorized, Washington State University has been organized as "one university, geographically dispersed." That phrase describes an institution with one faculty, one student body, and one set of degree programs no matter where located or how delivered. Among them, the university's ten discipline-specific colleges are responsible for faculty members and research, service, and degree programs throughout the state. Two additional colleges – Honors College and University College – have vital responsibilities for undergraduate students; and the Graduate School oversees graduate students and programs.

Administrative and support functions of the university are organized into six units, each led by a vice-president:

- Academic Affairs
- Research
- Enrollment Management, Student Affairs, and Equity and Diversity
- Business and Finance
- Advancement and External Affairs
- Information Technology Services

WSU students and alumni are characterized by enthusiastic and life-long loyalty to the institution. Each campus has a different mix of undergraduate and graduate programs, and a distinctive Cougar identity, based on the characteristics of its students and faculty and the community in which it is located.

Graduate education is a critical and increasingly emphasized function of this university. Mentoring the next generation of researchers and university teachers is, perhaps, the greatest responsibility a research university has, since it is a role unique to this type of institution. WSU takes that responsibility very seriously.

Throughout the institution, the faculty members are highly productive researchers and committed teachers who are adept at combining those roles. WSU is an international leader in research on global animal health, plant science and innovative agriculture, and clean technologies, among others.

INSTITUTIONAL CONTEXT

Washington State University has recently seen its efforts rewarded in a number of ways:

- The long-awaited National Research Council report on graduate education rankings affirmed faculty efforts and institutional investment in several outstanding programs.
- Total grant and research funding has risen 40% over the past two years, and its research programs are making increasingly critical contributions to the nation and the world.
- The Wall Street Journal listed WSU among the top 25% of institutions preferred by employers for recruiting quality employees.
- WSU was identified among the top 15% of institutions as military-friendly for veterans and their families.
- Responses of seniors on NSSE surveys show significant gains relative to peers in several key areas.
- The six-year graduation rate of freshman has risen by almost ten percentage points over the last decade.
- At 23.2%, the proportion of freshmen identifying as ethnic minority is at an all-time high, and the graduation rate of ethnic minority students is now only 4 percentage points below that of all students.

However, the state's current economic climate, which translates into continued and deepening fiscal stress on higher education, is also part of the institutional context. A series of budget cuts and holdbacks totaling 25.8% of state funding across the 2009-11 biennium, coupled with an additional 23.8% reduction proposed by the Governor for 2011-13, have been partially offset by tuition increases. But two annual tuition increases of 14%, followed by a proposed two more of 11% each, are a sign of how difficult the challenge has become rather than a considered change in the state's long-standing moderate tuition policy.

This environment tests morale. The administration is balancing the necessity for rapid decision-making with its commitment to shared governance – a dichotomy that cannot fully satisfy either imperative.

At the same time, WSU has entered the public phase of a billion dollar capital campaign anchored by the largest single gift in the university's history. There is a sense of optimism that the generosity of WSU's friends and alumni will provide some of the long-term resources that will help move the institution beyond maintenance toward achieving more of its aspirational goals.

Clearly, the core of the university is sound, the alumni are enthusiastic, the students are thriving, and the accomplishments of the faculty abound. From today's vantage point WSU looks likely to grow and to make progress toward its goals, although probably more slowly than might have been envisioned a few years ago.

PREFACE

A. Brief Update on Changes.

Some of the changes at WSU over the two years since the last self-study have been strategic moves to better position the university to achieve its goals. Other changes – while still consistent with those goals – have been prompted by the need for economy.

Changes that have enhanced WSU's effectiveness include:

- The Office of Assessment and Innovation (OAI) was formed by reassigning and training a team of assessment specialists from the former Center for Teaching, Learning, and Technology,
- The Global Animal Health initiative continues to gather momentum, with the two largest gifts in university history and its new building under construction,
- The School of Molecular Biosciences has moved from the College of Sciences to the College of Veterinary Medicine to enhance existing multi-disciplinary synergies,
- Steady progress continues on General Education transformation,
- New outreach initiatives are underway with the BS Mechanical Engineering offered at Olympic College in Bremerton,
- Administration of Residence and Dining Services has moved from Business and Finance to Student Affairs,
- Human Resources has moved from Business and Finance to the Provost's Office.

Reducing the number of Vice Presidents from nine to six is an example of a change triggered by the fiscal situation:

- University Development combined with University Foundation;
- Student Affairs, Equity and Diversity combined with Enrollment Management;
- University Relations combined with Economic Development (Extension returned to CAHNRS);

Finally, three initiatives slated to deliver both greater efficiency and effectiveness are underway:

- The consolidation of Information Technology Services is nearing completion,
- The acquisition and installation of the new Student Information System is well underway,
- More cross-department and cross-college degrees have been approved or are in development.

B. Response to Recommendations.

On July 27, 2009, the Northwest Commission on Colleges and Universities requested a progress report, based on the *Self-Study Report for Reaffirmation of Accreditation* submitted by Washington State University for its 10-year comprehensive evaluation in April of that year. The Commission requested progress reports on three recommendations, which were provided on October 15, 2010. An abbreviated version of that document, with minor editing to bring the General Education example up to date, appears below:

RECOMMENDATION ONE

The committee recommends that Washington State University provide contemporary enterprise information management systems that will address the needs of the future for its student, academic, and management support requirements (Standards 3.C.5, 5.C.1, 7.C.2, 8.B.1).

This Evaluation Committee's recommendation did not come as a surprise. Over the course of preparing the 2009 Self-Study report, information technology and an aging legacy system was identified as one of four cross-cutting challenges impacting the university as a whole and serving as a serious impediment to progress for almost every area of the university. Our internal assessment, and that of the Evaluation Committee, was reaffirmed in May 2009 in a report provided by a nationally recognized professional consultant.

. . . . [F]unding had been requested in the biennial operating budget request submitted to the state in the fall of 2008. . . . This request was not funded by the state legislature. The university continued to seek funding for a student information system in the 2010 supplemental budget through a formal request for state funding, and a request that if funding were not available, the university be allowed to move forward with the project with funding from Certificates of Participation issued by the State Treasurer's Office. The legislature did not fund the request but approved the issuance of Certificates of Participation on behalf of Washington State University. These certificates will be repaid over time from internal university funding. . . .

. . . . The project began in July 2010 with a budget not to exceed \$15 million and an expected completion date of July 2012. The new system will replace an aging legacy system that has placed the entire WSU community at substantial risk. . . It will have a reliable technology infrastructure supporting it, will enable the university to effectively meet and adapt to the changing needs of the student body across all campuses and distance learning program, easily integrate with other campus systems, and provide faculty, staff, students, and administrators with timely data and self-service tools. . . .

Additional and more detailed information about the student information systems project can be found at <http://sis.wsu.edu/> . Washington State University's long term plan, once this project is completed and contingent

upon the availability of funds, is to move forward with a complete solution to our information technology challenges by addressing financials and human resources/payroll in a follow-on phase.

In addition to the student information systems project, other projects [have been] completed or [are] underway to enhance WSU's ability to deliver improved and expanded information technology services to the university community. . . .

RECOMMENDATION TWO

Implementation of the educational assessment plan remains inconsistent across the University, despite promising starts and a number of exemplary successes in selected programs. The Commission recommends that the University continue to enhance and strengthen its assessment process. This process needs to be extended to all of the University's educational programs, including graduate programs, and programs offered at the branch campuses (Standard 2.B).

Undergraduate Program Assessment

Overview: In response to the NWCCU's recommendation that WSU enhance and strengthen the assessment process, WSU has established the Office of Assessment and Innovation (OAI) by reassigning, refocusing and training a team of assessment specialists from the former Center for Teaching, Learning, and Technology (CTLT). The OAI has been charged with supporting a comprehensive system of institutional assessment. To ensure that undergraduate program assessment is complementary to the institutional system, OAI has assigned individuals to serve as assessment consultants to each of WSU's undergraduate programs. In turn, each program identified a program point person to collaborate with and coordinate communications between the institutional system and the program assessment system.

Undergraduate Assessment Process: Each program's assessment system is characterized by and assessed on four dimensions:

1. **The team and system** -- To ensure WSU Assessment System utility and consistency, each program has established an assessment team. Each team includes faculty, graduate students, undergraduates, and stakeholders from associated professional communities of practice -- industry in pre-professional programs, professional associations in others, or alumni. These teams of stakeholders have responsibility for making sure the assessment goals and outcomes are well defined and correspond to the knowledge, skills, and interests of the broader community, and that the process is appropriately verifiable and credible.

2. **Goals, Outcomes, and Performance Measures** -- Each WSU program is expected to establish and align goals and outcomes that respond to their unique needs and, at the same time, to articulate and measure how those outcomes contribute or map to WSU's Six Learning Goals of the Baccalaureate.
3. **Evidence and Action** -- Each program is expected to share evidence and a systematic process of analysis that guides changes in curriculum, pedagogies, and the assessment process itself, as needed, to respond to changing contexts and increasingly focused purposes of assessment, always targeting improvements in student learning and the student learning experience.
4. **Leadership and the Scholarship of Teaching and Learning (SoTL)** -- Finally, each program is expected to provide evidence of effective leadership, essential for the sustainability of robust assessment processes and for promoting an ongoing commitment to the scholarship of teaching and learning necessary for an effective culture of evidence.

Undergraduate Assessment Reports: The first year of the system has yielded good results, and each program has been working with OAI personnel to maintain and update their assessment work as well as their reports. . . . Of the 58 WSU undergraduate degree programs, 100% have implemented their assessment strategies and generated useful and focused assessment reports. A majority of the programs working with OAI have also established processes for providing independent review of their assessment efforts to ensure that the assessment is verifiable and credible. . . .

To access the most recent fall 2010 reports for each undergraduate program, their ratings on the four dimensions of the assessment system, and the feedback they have received from the OAI, link to the WSU institutional assessment portfolio at <http://oai.wsu.edu/>.

Graduate Program Assessment

Overview: Each year the Graduate School examines the principal elements of each program's assessment plan, with particular emphasis placed on assessing student learning outcomes. Each degree program is asked to review: (a) the educational goals of the program; (b) measures of evaluating success in achieving these goals; (c) identification of the goals that are being successfully met as well as those that need attention as determined by an analysis of the data; and (d) use of assessment data to improve program quality.

Graduate Assessment Measures: All graduate students in all fields are assessed on their: (a) acquisition of advanced knowledge; (b) a robust understanding of the research literature in their field (c) acquisition of

professional, verbal, and written skills; (d) ability to undertake appropriate research, scholarly or creative endeavors, that contribute to the literature and knowledge in the field of study; (e) ability to teach, often at the university level; and (f) ability to find employment in their chosen field.

. . . . Among the educational outcome measures examined are the performance of students and the quality of the programs as reflected in the grades in given graduate courses, the performance of students on qualifying examinations, the number of refereed journal publications, the grants and contracts received, and the career advancement opportunities obtained after leaving the graduate program. Graduate programs use these assessment data to improve their course requirements, introduce new courses, modify program requirements and, in the case of several scientific disciplines, improve their research facilities and equipment.

Programs use assessment measures appropriate to the discipline and degree. Most graduate programs assess the acquisition of advanced knowledge in the discipline through comprehensive written and/or oral examinations. Common to most graduate degree programs is the requirement that students must complete some type of project, thesis or dissertation, or other scholarly or creative work. . . . Some master's and doctoral programs assess outcomes by identifying the number of degree program graduates that go on to doctoral education or to postdoctoral study. Numbers of contributions to the scholarly literature both during and several years immediately after graduation similarly are used as a form of assessment by some programs.

Graduate Program Assessment Reports: Every four years doctoral programs, and every five years masters programs, are asked to undertake a "self-study" of their program. This self-study evaluates program performance given the mission and goal statement, intended educational objectives and outcomes, and the availability of faculty and other resources. In particular, data on student matriculation, retention and graduation, faculty and student scholarly activity, infrastructure support, research activity, and evaluation of student learning outcomes is integrated to provide an overall view of the success of the program. As a result of the reviews, appropriate changes are instituted that improve all aspects of the graduate student experience, as well as improve the competitiveness of graduates for employment in academics, government, or industry.

The Graduate School is in the third year of the current program assessment and review cycle (<http://www.gradschool.wsu.edu/FacultyStaff/Assessment/>). To date all programs have a developed assessment process which includes a clear mission statement and learning outcomes assessment plan.

RECOMMENDATION THREE

Washington State University has embarked upon an aggressive strategy of institutional transformation and change. This is reflected, for example, in

a significantly greater emphasis on research and graduate education, a restructured general education program, a comprehensive review that is leading to the elimination and/or enhancement of academic programs, and the creation of a new University College. In this context of substantive change, the Commission recommends that the University administration and its governing board pay particular attention to expectations that the process be participatory, respecting the views of all stakeholder groups in matters where they have direct and reasonable interest in order to sustain a structure that ensures the long-term stability and integrity of the institution (Standards 1.B.3, 6.A.3).

The President's 2010 state tour to visit every county in the state highlighted Washington State University's interest in hearing from and responding to all of its many constituencies (<http://engagement.wsu.edu/#panel-1>). The same commitment to open and inclusive information gathering and participative decision-making characterizes the internal response to the major, on-going challenges facing the institution. The success of this approach is evidenced by the preponderance of good will and support for the administration demonstrated by the WSU community as it faces its greatest challenge in decades.

Example 1: The Academic Affairs Program Prioritization (A2P2) process described in the *Self-Study Report* (pp. 20-21) was designed with extensive faculty participation. The NWCCU Evaluation Team visited at a mid-point in the process, when initial recommendations for program elimination had just been publicized, leading to some natural consternation in potentially targeted programs.

In subsequent stages of the process the Provost provided to the Faculty Senate Steering Committee a proposal about which programs to eliminate, along with written justification supporting each proposed cut. The Steering Committee reviewed these proposals and sent comments back to the Provost. In addition, the Faculty Senate held an open Faculty Senate meeting at which each unit under consideration for elimination was given time to present its case. Public comments were also welcomed at the meeting. The Senate officers sent recommendations to the President and Provost based on the results of this meeting, and the President and Provost changed the final decisions based on the feedback that they had received. Full details of the final budget decisions were provided to the entire WSU community.

Reaction later confirmed that most faculty members were satisfied with the process and believed that their opinions had been heard and their interests considered. . . . [T]he President recently conducted a well-attended forum (<http://experience.wsu.edu/> or 081610forum) to discuss the . . . consolidations of vice-presidential areas from nine to six, where he was lauded by participants for his handling of the situation to date. Similarly, the Provost recently met for 2 ½ hours in a very positive meeting with the deans, associate deans, college finance officers, and department chairs to

discuss the university's budget prospects, to answer questions, and to elicit and inspire more inventive and resourceful approaches to the financial challenge WSU faces.

Example 2: Beginning in Fall 2008, the 10-member General Education Visioning Committee (GEVC) was tasked by the Office of the Provost to consider new possibilities for structuring general education at WSU in light of current national literature and models, and to conduct an internal review of General Education-related issues at WSU. Their August 2009 report detailed the current status and fundamental issues and concerns regarding general education. . . .

Widespread dialogue across the campuses at WSU regarding the report's implications was initiated in Spring 2010 through multiple forums on all campuses. Faculty, staff and students provided input to the General Education Committee (GEC) regarding the report and its recommendations. During Summer 2010 a team of faculty attended the AAC&U summer Institute on General Education and Assessment where they formulated several curricular concepts for consideration by the GEC.

In early Fall 2010, after consultation with the Teaching Academy and receiving input from the Faculty Senate and faculty, students, and staff in the campus forums, the GEC developed a new set of University Learning Requirements (ULRs) and a proposed curriculum that meets the GEVC Vision and required design principles. The committee sought input and feedback from the entire WSU community regarding the proposed curriculum revision, which was amply provided through open forums, emails, and online comments. The detailed feedback surfaced nine issues of significant concern to the community.

The GEC Committee is currently preparing "Version 2.0" for consideration in late January 2011. This proposal is likely to be a merger of the best and most innovative ideas submitted during this process, rather than a replica of any one submission. Subsequent steps will include widespread dissemination of the final proposal and formal review through the Faculty Senate approval process. An ongoing, on-line forum also continues to solicit comments and ideas, and campus newspaper articles call attention to each upcoming decision point in the process.

<http://universitycollege.wsu.edu/genedrevise/index.html>

C. Date of Most Recent Review of Mission and Core Themes.

In 2007, five years after the inception of the previous Strategic Plan, President Elson Floyd appointed a new Strategic Planning Committee to review and update or change the Plan. For the first time, this committee was charged as a permanent, presidential-level committee with the following on-going responsibilities:

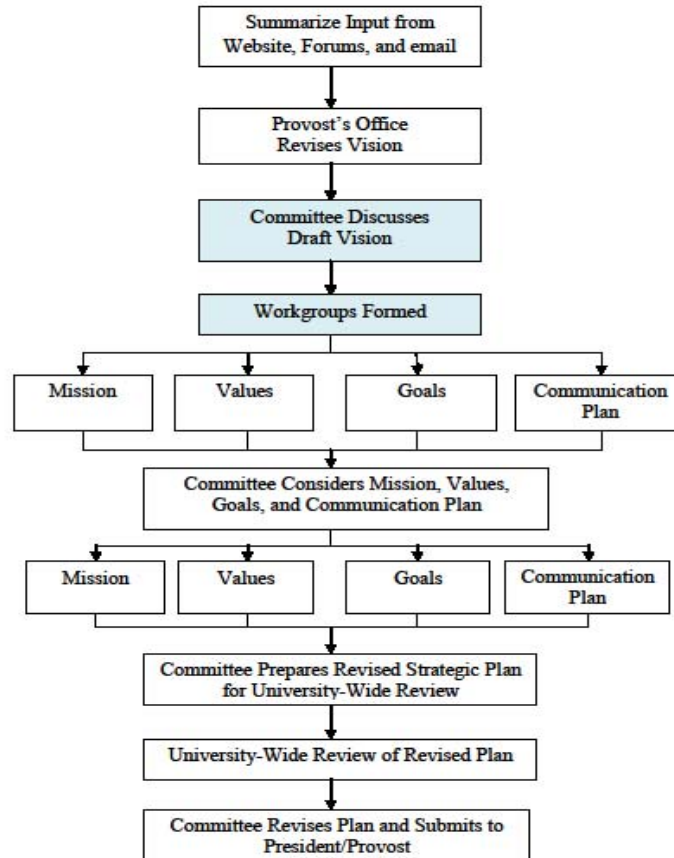
1. Periodically review and update WSU's Strategic Plan

2. Solicit input on the plan from the university community
3. Oversee implementation of the plan through review of progress toward goals
4. Produce an annual Strategic Planning Report.

The charge to the committee specified that it was to include among its members:

1. University employees representing vice presidential areas, various academic disciplines, and university locations
2. Representatives of ASWSU and GPSA
3. Employee members appointed for three year staggered, renewable terms
4. Student members appointed for one year renewable terms
5. Provost and executive. vice president., executive. director of Planning and Budgeting, ex-officio
6. Chaired by associate executive vice president (ex-officio)

Flow Chart of Strategic Plan Update
October 31, 2007



The current membership of the Committee can be found in Appendix C. Led by the Strategic Planning Committee, the mission statement was reviewed and updated in consultation with the WSU community and approved by the Board of Regents on August 29, 2008. The Core Themes from the 2008 update were reaffirmed by the WSU Strategic Planning Committee in April 2010, with the slight modifications in wording recommended by the subcommittees assigned to the four themes. Work by the subcommittees on the measurable indicators has been on-going, with the most recent modifications in Fall 2010, to insure measurability and alignment with objectives.

CHAPTER ONE

Eligibility Requirements

2. Authority. *The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.*

Washington State University is authorized by state statute (RCW 28B.30) to operate and award degrees as a higher education institution in the State of Washington.

3. Mission and Core Themes. *The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interest of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.*

From its inception, Washington State University has embraced its core mission as a land grant, research institution, with its principal offerings leading to baccalaureate, masters, and doctoral degrees. More specifically, its mission is operationalized through its four core themes. As a land grant institution, it also offers less formal education programs that serve both urban and rural areas of the state. All of WSU's income supports its broad mission and core themes for the benefit of the students, the state, and the common good. The university's Mission and Core Themes (2008-13) were approved by its Board of Regents on August 29, 2008.

Mission, Core Themes, and Expectations

The institution articulates its purpose in a mission statement, and identifies Core Themes that comprise essential elements of that mission. In an examination of its purpose, characteristics, and expectations, the institution defines the parameters for mission fulfillment. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

1.A – Mission

1.A.1 *The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

1.A.2 *The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

Section I: Standard 1.A

MISSION STATEMENT (<http://strategicplan.wsu.edu/>)

Vision

Washington State University will be recognized as one of the nation's leading land-grant research universities.

Mission

Washington State University is a public research university committed to its land-grant heritage and tradition of service to society. Our mission is threefold:

- To **advance** knowledge through creative research and scholarship across a wide range of academic disciplines.
- To **extend** knowledge through innovative educational programs in which emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society.
- To **apply** knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.

Values

- **Quality and Excellence:** We are committed to maintaining quality and excellence in all our endeavors.
- **Integrity, Trust, and Respect:** We are committed to being an institution that demonstrates trust and respect for all persons and cultivates individual and institutional integrity in all that we do.
- **Discovery, Innovation, and Creativity:** We are committed to the pursuit of inquiry and discovery and to the creation and dissemination of knowledge.
- **Land-grant Ideals:** We are committed to the land-grant ideals of access, engagement, leadership, and service to bring the practical benefits of education to the state, nation, and global community.
- **Diversity and Global Citizenship:** We embrace a worldview that values diversity and cultural differences and recognizes the importance of global interdependence and sustainability.
- **Freedom of Expression:** We are committed to being a community that protects the free exchange of ideas while encouraging dialog that is constructive and civil.
- **Stewardship and Accountability:** We are committed to being ethical and responsible stewards of University resources and to being accountable for upholding the full scope of these values.

INTERPRETATION OF FULFILLMENT

Two words frame any conversation about Washington State University's mission and strategic planning: "land grant" and "research." From the concepts behind those two words flow the inspiration, direction, and decision-making that continue to form WSU's expectations of itself. Embedded in these terms is a wealth of history and tradition that draw the university's attention and efforts to its service role in the wider community outside of its campuses. This identity also keeps the WSU community's focus on the importance of both basic and applied research in fulfilling its mission.

As part of its on-going Strategic Planning process, WSU reviews the measurable indicators by which it evaluates its adherence to its mission and its progress toward fulfillment of its goals or Core Themes. The Strategic Planning Committee, upon the recommendation of its subcommittees, and with input from the rest of the institution, has continued to refine the indicators to insure that every Core Theme is supported by actionable objectives, and every objective is evaluated by one or more measurable primary indicators.

Achievement targets for each indicator may be proposed by the unit responsible for carrying out the related objective, by Institutional Research based on peer institutions, or by the Strategic Planning Committee. Proposed targets are reviewed and approved by the Committee, the senior leadership of the university, and the Board of Regents.

The entire set of indicators is continuously tracked by Institutional Research, and updated as new data becomes available. An annual progress report is provided to the Board of Regents and made available to the entire WSU community. Key Indicators (<https://ir.wsu.edu/Institutional%20Effectiveness>) are posted on the WSU institutional website, and are included in the materials provided to the Board of Regents prior to every Board meeting.

ARTICULATION OF AN ACCEPTABLE THRESHOLD OR EXTENT OF MISSION FULFILLMENT

In fulfilling its expectations, the university recognizes two levels of achievement. The first is basic mission fulfillment, which it defines as maintaining standards of quality and levels of productivity that support its unique statewide role among Washington's higher education institutions and help to address the varied needs of the state. "Basic mission" targets are identified and reported for appropriate indicators where data is available and a case can be made for having such a target.

The second level of achievement focuses on aspirational targets. The Board of Regents has helped to define, and has strongly endorsed, targets at the level of an "AAU-like"

institution, since institutions with that status are synonymous with the global, world-class, land-grant benchmarks to which WSU aspires in its pursuit of excellence. For that reason, the indicators by which progress is measured are, to the extent available, targeted to the average of the public universities currently holding AAU status. Gaps between current achievement and targets identified in these reports are in relation to the aspirational goal of becoming an AAU institution.

However, an accompanying dashboard-style display provides, for a number of the primary indicators, a range within which the university believes it needs to achieve to assure its stakeholders that it is continuing to provide high quality and efficient service to its students and the state – in other words, a level below which it cannot fall without endangering its basic mission.

WSU recognizes that as resources shrink, it lengthens the timeline to reach many of its goals. Additionally, assuring quality becomes more difficult with larger class sizes, fewer class offerings, reduced student services, and delayed or unsuccessful critical hiring. Nonetheless, the institution remains faithful to its basic mission and strategic plan during this period of resource stress as it prioritizes and focuses on the critical functions of the university throughout the state. (<http://budgetplans.wsu.edu/planning-process.html>)

Section II: Standard 1.B

1.B – Core Themes

1.B.1 The institution identifies Core Themes that individually manifest essential elements of its mission and collectively encompass its mission.

1.B.2 The institution establishes objectives for each of its Core Themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its Core Themes.

- *Title of Core Theme;*
- *Brief description of Core Theme;*
- *Objectives of Core Theme;*
- *Indicators of achievement of the Core Theme objectives;*
- *Rationale as to indicators are assessable and meaningful measures of objectives*

CORE THEME I

Achieve national and international preeminence in innovation, discovery, and creativity.

Core Theme I is the bedrock that underlies, though it does not fully comprise, the mission of every Research Land Grant University. Theme I of WSU's mission is reflected in the

current capital campaign tagline: **WASHINGTON STATE UNIVERSITY – BECAUSE THE WORLD NEEDS BIG IDEAS.** There have been times in its history when the institution as a whole – including faculty, administration, and Regents – has appeared to have divergent ideas about the relative weight of the components of WSU’s mission. That time is past. The two most recent Strategic Planning cycles (2002-07; 2008-13), along with the Board of Regents in its on-going charge to President Floyd, have helped the whole university to recognize the degree to which success in its entire mission relies on its strength in innovation, discovery, and creativity.

Core Theme I Objectives

- Attract and retain a diverse faculty and staff of the highest academic stature.
- Promote programs of discovery and creativity that are broad and robust.
- Invest in and promote identified and emerging areas of preeminence.
- Support interdisciplinary programs that foster integrative and collaborative scholarship.

There are four objectives for this theme, each chosen to direct attention and resources toward actions likely to enable WSU to fulfill the first Core Theme of its Mission. Taken together, the essence of these objectives is that resources must go to hiring the best possible faculty and staff, and then to supporting their commitment to broad, robust, interdisciplinary programs in identified and emerging areas of emphasis.

Acquiring the external funding, including two record-setting gifts, to build and resource the multidisciplinary School for Global Animal Health within the College of Veterinary Medicine, and then moving the School for Molecular Biosciences into that college, are good examples of actions to promote the objectives of this Core Theme.

Proposed Indicators

a. ATTRACT AND RETAIN A DIVERSE FACULTY AND STAFF OF THE HIGHEST ACADEMIC STATURE.

- Primary Indicators
 - Competitively funded federal research support minus USDA
 - Sponsored research dollars awarded
 - Total research and development plus public service expenditures.
 - Number of faculty awards
 - Number of publications/juried or adjudicated shows per tenured/tenure eligible faculty

- Citations - H index
- Number of sponsored research awards where project includes PI's from more than one department
- *Secondary Indicators*
 - *Percent of tenured/tenure eligible faculty with at least one of the following major recognitions:*
 - *National academy membership*
 - *Arts and humanities award, fellowship, and/or membership*
 - *Leadership position or fellowship status in professional society*
 - *Invited presentation at national/international meeting*

b. PROMOTE PROGRAMS OF DISCOVERY AND CREATIVITY THAT ARE BROAD AND ROBUST.

- *Primary Indicators*
 - Total research and development expenditures*
 - Federal research expenditures*
 - Sponsored research dollars awarded*
 - Sponsored research expenditures*
 - Number of publications/juried or adjudicated shows per tenured/tenure eligible faculty
 - Number of “interdisciplinary” proposals submitted
- *Secondary Indicators*
 - *Number of proposals to outside funding sources*
 - *Number of awards*
 - *Citations – H index*

c. INVEST IN AND PROMOTE IDENTIFIED AND EMERGING AREAS OF PREMINENCE.

- *Primary Indicator*
 - Sponsored research expenditures in identified/emerging areas of preeminence (Global Animal Health, Clean Energy Technologies, Agriculture and Plant Sciences, Brain Behavior/Sleep, Advanced Materials, Environmental Sciences)
- *Secondary Indicators*
 - *Number of proposals to outside funding sources (in identified/emerging areas of preeminence)*
 - *Number of awards from outside funding sources (in identified/emerging areas of preeminence)*

- *Program expenditures for postdoctoral associates and graduate/undergraduate students in cross disciplinary scholarship in identified/emerging areas of preeminence*
- *Number of proposals involving a mixture of disciplines/departments/colleges in identified/emerging areas of preeminence*

d. SUPPORT INTERDISCIPLINARY PROGRAMS THAT FOSTER INTEGRATIVE AND COLLABORATIVE SCHOLARSHIP.

- Primary Indicator
 - Sponsored expenditures for “interdisciplinary” research/scholarship (including Centers/Institutes/Laboratories)
- Secondary Indicators
 - *Number of publications from “interdisciplinary” research/scholarship*
 - *Number of “interdisciplinary” proposals submitted*
 - *MS/PhD degrees granted with “interdisciplinary” faculty on thesis committee*
 - *Number of “interdisciplinary” proposals to outside funding sources*
 - *Number of awards for “interdisciplinary” research/scholarship (including Centers/Institutes/Laboratories)*
 - *Number of “interdisciplinary” publications/juried or adjudicated shows*
 - *Citations produced by “interdisciplinary” research including Centers/Institutes/Laboratories*

CORE THEME II

Provide a premier education and transformative experience that prepares students to excel in a global society.

National and international preeminence in Core Theme I, innovation, discovery, and creativity *must* generate the conditions for the transformative experience that a premier education provides or the mission will be fragmented and unsustainable. World class faculty in the classroom, readily available research opportunities for undergraduates and well-supported graduate students are examples of such conditions. With almost 22,000 undergraduates and over 4,000 graduate and professional students, this theme touches nearly every element of the university and guides a vast array of initiatives.

Core Theme II Objectives

- Develop and support outstanding graduate programs.

- Ensure an infrastructure that supports excellence and adapts to advances in knowledge and technology.
- Provide high-impact learning experiences that engage students.
- Foster core competencies in our learners.
- Significantly improve retention and graduation rates of our students.

The five objectives supporting and defining this theme are intended to succinctly and comprehensively guide institutional action and decision-making toward fulfillment of Core Theme II. Current progress on the initiative to transform General Education, which is based on the six widely agreed-upon WSU Learning Goals, and which will include a strong assessment component, is an example of an institution-wide enterprise driven by the fourth objective of this theme.

Proposed Indicators

Overall Indicators

- US News *America's Best Colleges*, rank among public institutions*
- US News *America's Best Colleges*, reputation score, 1 to 5 points*
- Number of National Merit Scholars*
- Average SAT score of new freshmen*
- Percent of Pullman incoming freshmen in top 10% in high school class*
- Student Headcount *all campuses combined**

a. DEVELOP AND SUPPORT OUTSTANDING GRADUATE PROGRAMS

- Primary Indicator
 - Number of PhD's awarded annually*
- Secondary Indicators
 - Percent of Ph.D.'s awarded to underrepresented students
 - Percent of T/TT faculty chairing at least one graduate committee
 - Graduate enrollment as percent of total enrollment
 - Number of Ph.D.'s granted per T/TT faculty
 - Number of professional degrees awarded
 - Percent awarded to underrepresented students
 - Number of masters degrees awarded
 - Percent awarded to underrepresented students

b. ENSURE AN INFRASTRUCTURE THAT SUPPORTS EXCELLENCE AND ADAPTS TO ADVANCES IN KNOWLEDGE AND TECHNOLOGY

- Primary Indicators
 - Library expenditures per student FTE compared to peer average
 - AAU research infrastructure indicators

- *Secondary Indicators*
 - *Percent Campus Expenditures spent on IT; centralized IT funding in relation to total campus expenditures (peer comparison)*
 - *Centralized IT funding per FTE student (peer comparison)*
 - *Centralized IT personnel expenditures as a percent of campus IT personnel expenditures (peer comparison)*
 - *Total bandwidth to Internet 1 and Internet 2 by type of institution (peer comparison)*
 - *Bandwidth to Internet 2 by type of institution (peer comparison)*

c. PROVIDE HIGH-IMPACT LEARNING EXPERIENCES THAT ENGAGE STUDENTS.

- *Primary Indicators*
 - *Percent of seniors who have done work on a research project with a faculty member outside of course or program requirements*
 - *Percent of seniors who have studied abroad*
- *Secondary Indicators*
 - *Percent of seniors who have completed an internship, practicum, clinical, co-op or field experience*
 - *Percent of seniors who have participated in a learning community*

d. FOSTER CORE COMPETENCIES IN OUR LEARNERS

- *Primary Indicators*
 - *Percent of programs using assessment of student learning evidence to make changes*
- *Secondary Indicators*
 - *Percent of programs that engage outside stakeholders in assessment of student learning*

e. SIGNIFICANTLY IMPROVE RETENTION AND GRADUATION.

- *Primary Indicators*
 - *Freshman retention rate*
 - *Three-year graduation rate for WA community college AA transfer students*
 - *Six-year graduation rate*
- *Secondary Indicators*
 - *Freshman retention rate*

- *Underrepresented groups*
- *Pell grant recipients*
- *Students in living-learning communities*
- *First-generation students*
- *By ethnicity and gender*
- *Three-year graduation rate for WA community college AA transfer students*
 - *Underrepresented groups*
 - *Pell grant recipients*
 - *First-generation students*
 - *By ethnicity and gender*
- *Six-year graduation rate for freshman-entry students*
 - *Pell grant recipients*
 - *First generation students*
 - *By ethnicity and gender*
- *SAT scores of entering first-time freshmen compared to peers*
- *High demand bachelor's degrees*
 - *Number, by ethnicity and gender*

CORE THEME III

Lead in relevant local, national, and global outreach and engagement.

Core Theme III speaks to the university's commitment to engage in the broader world, and relates to the land grant ideals expressed in its mission. To be credible, to be vital, to be relevant in an increasingly complex and interconnected world, WSU must reach beyond campus borders. The institution embraces a world view that recognizes the importance of global interdependence, and this theme and its objectives speak to that. Not only must WSU students be given the tools to engage meaningfully with their local communities and beyond, the university also recognizes its obligation to assist in policy formation and to bring its creativity to the marketplace.

Core Theme III Objectives

- a. Prepare students to use their education to impact their communities, from local to global.
- b. Consult with, assist, and learn from Washington and international business, organizations, and policy makers.
- c. Fuel the new economy with innovative ideas.

This theme encompasses responsibilities to the students, the state, and the world. The objectives broadly frame the university's activities within this theme, and the primary indicators are designed to sample critical elements of each objective.

An emphasis in the new General Education plan on ensuring that students participate in the local/global connection is an example of responding to the first objective.

Proposed Indicators

Overall Indicators

- Endowment (*not including land-grant assets*)
- Annual Giving

a. PREPARE STUDENTS TO USE THEIR EDUCATION TO IMPACT THEIR COMMUNITIES, FROM LOCAL TO GLOBAL.

- Primary Indicator
 - Percent of students who have participated in an educational, research, internship or community-based "local/global" project.
- *Secondary Indicators*
 - *Percent of academic courses with community-based learning objectives*
 - *Percent of bachelor's graduates who have done community service or volunteer work.*

b. CONSULT WITH, ASSIST, AND LEARN FROM WASHINGTON AND INTERNATIONAL BUSINESS, ORGANIZATIONS, AND POLICY MAKERS.

- Primary Indicator
 - Total NSF research and development expenditures from industry.
- *Secondary Indicators*
 - *NSF research and development expenditures from industry broken out by public service, industry, etc.*
 - *Number of faculty serving on boards and/or organizations that impact economic development and global affair*
 - *Number of partnerships defined by shared student involvement*
 - *Engaged scholarship that responds to community needs*
 - *Number of institutional programs that respond to community needs*

c. FUEL THE NEW ECONOMY WITH INNOVATIVE IDEAS

- Primary indicator
 - Number of start-up businesses resulting from WSU research and outreach

- *Secondary indicators*
 - *Number of licenses/options executed*
 - *Number of patent applications and patent awards*
 - *Number of University programs and activities that promote innovative ideas*
 - *Faculty scholarship and creative activity in the context of outreach*

CORE THEME IV

Advance an environment of diversity, integrity, and transparency.

The university believes that excellence flourishes in an environment of diversity, integrity, and transparency; when all members of Washington State University live, work, and learn in a climate of trust, respect, and inclusion, they are free to devote their energy to the other vital goals of the Mission and Strategic Plan. The ethical character of our university - - whether expressed in the classroom, the laboratory, the office, or the extended community -- is central to sustaining and advancing our research and educational goals, to attracting and retaining the most creative and innovative faculty and students, and to connecting our work with the larger world. Without these foundations, we will not reach our highest aspirations.

Core Theme IV Objectives

- a. Be a responsible big enterprise known for best practices and high ethical standards
- b. Provide an exemplary environment for work and learning.
- c. Foster an institutional culture in which diversity is the norm.

The challenge of identifying measurable objectives for Core Theme IV engaged the university in serious examination of a goal that is sometimes framed as a “value” or otherwise relegated to unmeasured – or unmeasurable – status. From past experience, the institution believes that diversity, integrity, and transparency must be stated as a Goal, or Core Theme, in order to keep them in the forefront of awareness and activities. Positioned thus, it became evident that this Theme lends itself well to meaningful objectives, each of which are supported by measurable indicators.

Proposed Indicators

a. ***BE A RESPONSIBLE BIG ENTERPRISE KNOWN FOR BEST PRACTICES AND HIGH ETHICAL STANDARDS.***

- Primary indicator:
 - Results of a regular, institution-wide climate survey

- *Secondary indicators:*
 - *Items from Chronicle of Higher Education's "Great Colleges to Work For" survey which assess Ethics, Transparency, Communication, and Institutional Integrity*
 - *Auditor's report*
 - *Number of employees taking training provided in FERPA, State Ethics, and Prevention of Discrimination/Sexual Harassment (3 year rolling totals)*

b. PROVIDE AN EXEMPLARY WORK AND LEARNING ENVIRONMENT.

- *Primary Indicator:*
 - *WSU's ranking in the Chronicle of Higher Education's "Great Colleges to Work For" survey*
- *Secondary Indicators:*
 - *Annual Security Report/Clery Act Reporting*
 - *NSSE score for "supportive campus environment"*

c. FOSTER AN INSTITUTIONAL CLIMATE OF INCLUSION AND DIVERSITY.

- *Primary indicator:*
 - *Annual progress on federal AA/EEO goals*
- *Secondary indicator:*
 - *Results of the federally-mandated employee demographic survey first completed in 2010.*

CONCLUSION

Washington State University is poised to weather the current economic stresses as well as possible. It is planning pro-actively and utilizing the creative assets of the university to address the current challenges. Continuing to be guided by its Mission and Strategic Plan will keep it on course, whether resources are scarce or abundant.

Led by a presidentially-appointed committee, strategic planning is embedded in university administration as an ongoing and integral process that engages all segments of the WSU community. The Strategic Planning Committee meets at least once each semester to review progress on indicators; re-align indicators with objectives, as needed; report outcomes to the Regents and the entire community; and, on a five-year cycle, recommend to the community revisions or updates to the Strategic Plan.

Together, the four Core Themes encompass WSU's Mission. Fulfillment of that Mission can be ascertained by evaluating the status of the indicators that define each objective within a theme. Continuously analyzing the indicators and routinely using the

information they convey to make decisions about priorities, programs, and budgets keeps the university's actions aligned with its Mission.

Right now, the continuing and intensifying state budget challenge that appears likely to stretch on into another four to six years is focusing the entire university on this question:

How can we more effectively deploy our resources to better fulfill our mission and – *at the same time* -- absorb reduction after reduction in state funding levels?

Every unit is challenged to become more innovative in addressing that question, and the results may not be clear for some time. Inevitably there is uneasiness at all levels of the institution. Some members of the community find this environment of change and challenge exhilarating, while others feel more closely the threat to their comfort or even to their careers. Questions before the university include whether to grow or to shrink; whether to eliminate, consolidate, and/or add programs; whether to maintain the tradition of mostly moderate-sized, face-to-face courses or to move to very large, technology-based versions of introductory courses; how to redesign General Education to both insure high-level learning outcomes and recognize reduced faculty resources; even whether a baccalaureate degree has to be a standard minimum number of credit hours.

Two years from now, as we prepare the next report in the accreditation cycle, we will want to be able to recount how we stayed true to our Mission and Values, followed our Strategic Plan, and were progressing toward our goals, even in an environment of ever more constrained resources. (<https://ir.wsu.edu/utis/File.aspx?fileid=6388>)

APPENDIX A: Primary Performance Indicator Targets for Assessing Institutional Progress in Achieving the Four Goals of WSU’s 2008-13 Strategic Plan.

Recommended Performance Indicator	Target
Goal 1: Achieve national and international preeminence in innovation, discovery, and creativity.	
1. Total research and development expenditures ^{1*} 2. Competitively funded federal research support minus USDA ^{1*} 3. Sponsored research dollars awarded ^{1*} 4. Total research and development plus public service expenditures ^{7*} 5. Number of National Academy Members ^{1*} 6. Number of faculty awards ^{1*} 7. Number of publications/juried or adjudicated shows per tenured/tenure eligible faculty ⁵ 8. Citations ⁷ – H index 9. Sponsored research expenditures in identified/emerging areas Of preeminence (Global Animal Health, Clean Energy Technologies, Agriculture and Plant Sciences, Brain Behavior/Sleep, Advanced Materials, Environmental Sciences) ² 10. Number of sponsored research awards where project includes PI’s from more than one department ⁵	6% increase per year 2.5% increase per year 10% increase per year 5% increase per year Percent of T/TT faculty - at or above average of AAU Peers ⁸ with veterinary schools and without medical schools 2% increase per year 2% increase per year At or above average of AAU Peers with veterinary schools and without medical schools 5% increase per year 10% increase per year
Goal 2: Provide a premier education and transformative experience that prepares students to excel in a global society	
11. US News <i>America’s Best Colleges</i> , rank among public institutions ^{7*} 12. US News <i>America’s Best College’s</i> , reputation score ^{7*}	Increase current rank by 5% At or above average of AAU Publics

13. Number of National Merit Scholars ^{1*}	At or above average of AAU Publics
14. Average SAT score of Pullman new freshmen ^{1*}	At or above average of AAU Publics
15. Percent of Pullman incoming freshmen in top 10% in high School class ^{1*}	Increase to 40% of incoming class
16. Student headcount all campuses combined ^{1*}	3% increase per year
17. Number of PhDs awarded annually ^{7*}	At or above average of AAU Publics
18. Library expenditures per student FTE compared to peer average	At or above average of AAU Publics
19. AAU research infrastructure indicators	At or above average of AAU Publics
20. Percent of seniors who have done work on a research project with a faculty member outside of course or program requirements ³	At or above average of AAU Publics
21. Percent of seniors who have studied abroad ³	At or above average of AAU Publics
22. Percent of programs using assessment of student learning evidence to make changes ¹	100% of undergraduate and graduate programs at WSU
23. Freshman retention rate ^{7*}	At or above average of AAU Publics
24. Three-year graduation rate for WA community college AA transfer students ¹	At or above State target
25. Six-year graduation rate ^{7*}	At or above average of AAU Publics
Goal 3: Lead in relevant local, national, and global outreach and engagement.	
26. Percent of students who have participated in an educational, research, internship or community-based local/global project ²	80%
27. Total NSF research and development expenditures from industry ⁷	At or above average of AAU Publics
28. Number of start-up businesses resulting from WSU research and outreach ⁷	At or above average of Global Challenge State Peers

29. Endowment ^{1*} <i>not including land-grant assets</i>	10% increase per year
30. Annual Giving ^{1*}	10% increase per year
Goal 4: Advance an environment of diversity, integrity, and transparency.	
31. Results of a regular institution-wide climate survey ⁶	Continuous increase above baseline
32. WSU's rankings in the Chronicle of Higher Education's "Great Colleges to Work For" Survey ⁴	At or above average of AAU Publics Participating in Survey
<ul style="list-style-type: none"> · Internal Communications · Fairness · Faculty, Administration, and Staff Relations · Policies, Resources, and Efficiency 	
33. Annual progress on federal AA/EEO goals ¹	Achieving 100% of goals
<p>* "Key indicator" monitored by WSU Board of Regents</p> <p>¹ From existing WSU Database</p> <p>² From existing WSU Database (modification required)</p> <p>³ From NSSE (National Survey of Student Engagement)</p> <p>⁴ From Chronicle of Higher Education's "Great Colleges to Work For" Survey</p> <p>⁵ From new internal survey of faculty or modified WORQS (WSU Online Review and Query System)</p> <p>⁶ From new internal university-wide survey</p> <p>⁷ From external source</p> <p>⁸ HECB Peers with AAU status</p>	

APPENDIX B: Dashboard Display of Basic Mission Indicators and Targets

Selected Performance Indicators, WSU 2008-2013 Strategic Plan

◆ is current performance; shadowbox shows **Basic Mission Fulfillment** (+/- 5% of baseline performance)

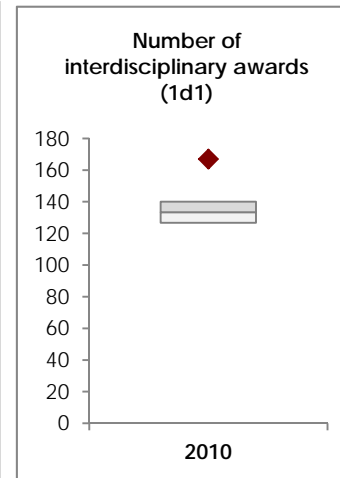
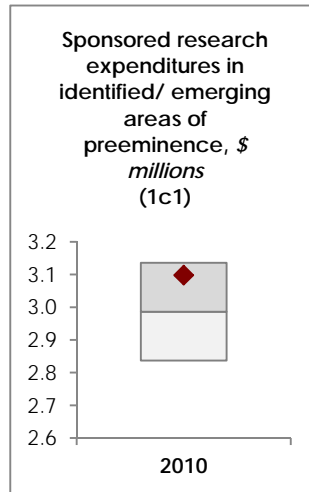
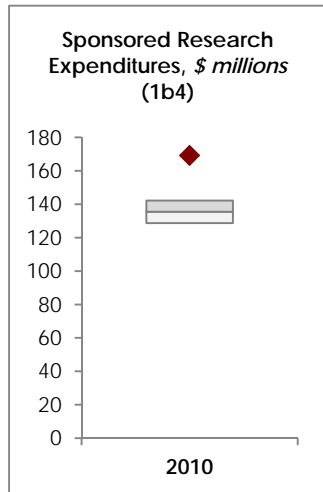
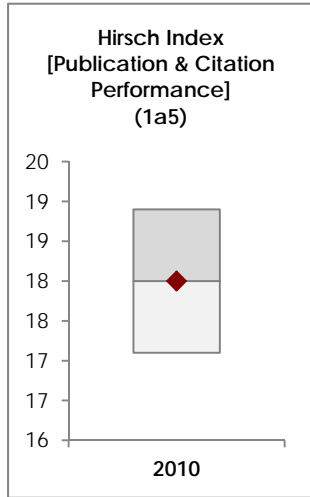
Goal 1: Innovation, Discovery and Creativity

a. Attract and retain a diverse faculty and staff of the highest academic stature.

b. Promote programs of discovery and creativity that are broad and robust.

c. Invest in and promote identified emerging areas of preeminence.

d. Support interdisciplinary programs that foster integrative and collaborative scholarship.



Goal 2: A Transformative Student Experience

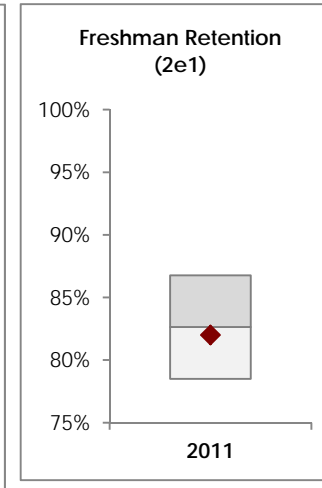
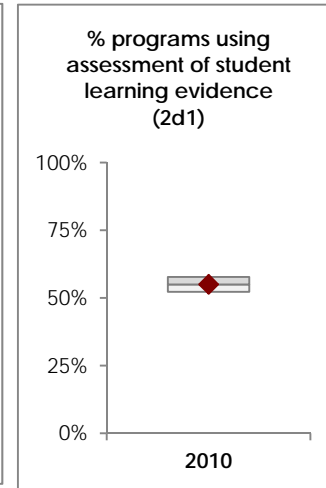
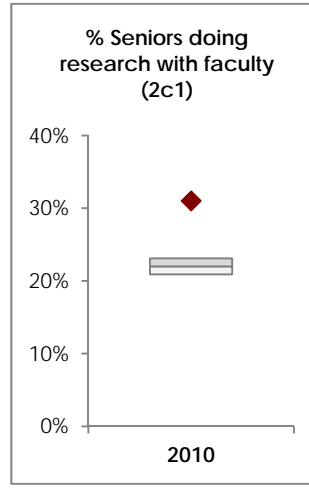
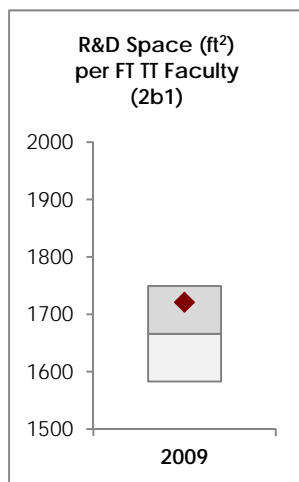
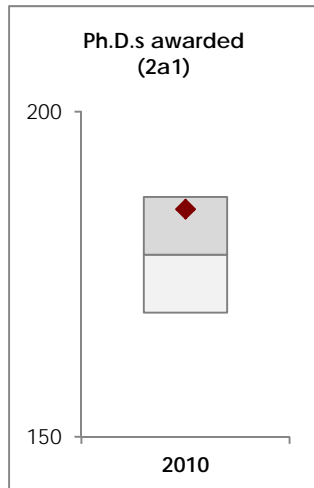
a. Develop and support outstanding graduate programs.

b. Ensure infrastructure supports excellence, adapts to advances in knowledge and technology.

c. Provide high-impact learning experiences that engage students.

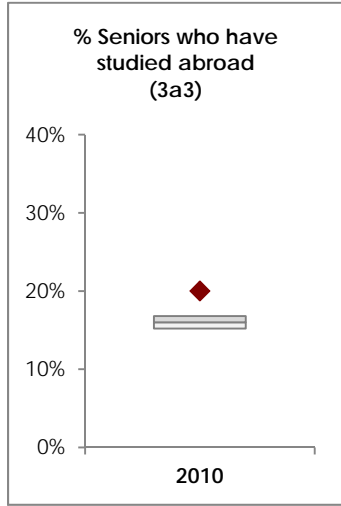
d. Foster core competencies in our learners.

e. Significantly improve retention and graduation.

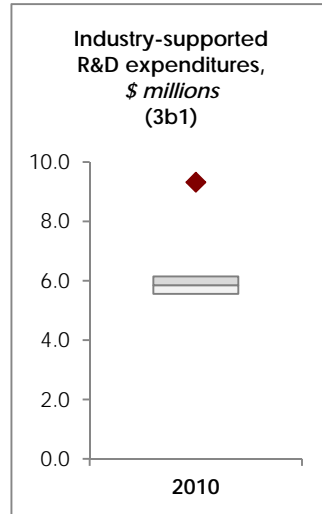


Goal 3: Relevant Local & Global Engagement

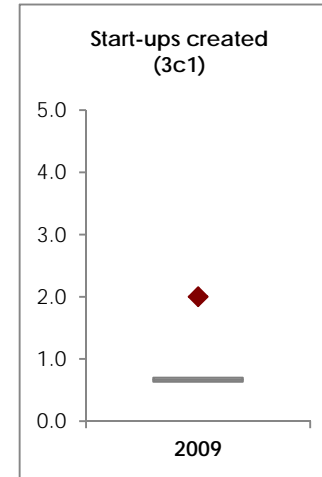
a. Prepare students to use their educations to impact their communities, local to global.



b. Consult with, assist and learn from state and international businesses, organizations and policy makers.

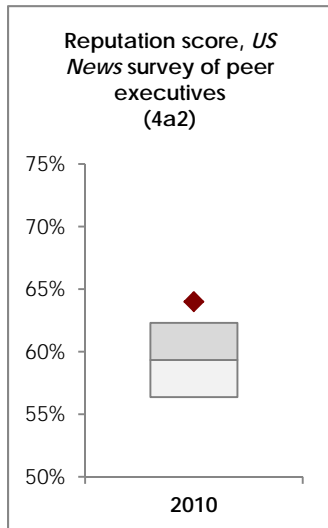


c. Fuel the new economy with innovative ideas.

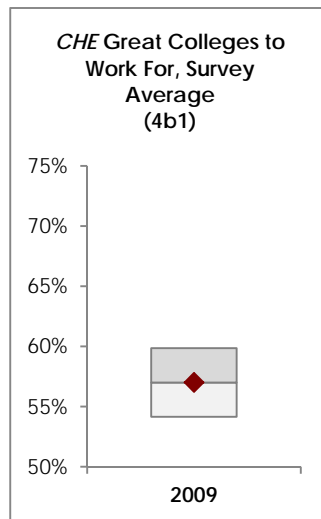


Goal 4: Diversity, Integrity, Transparency

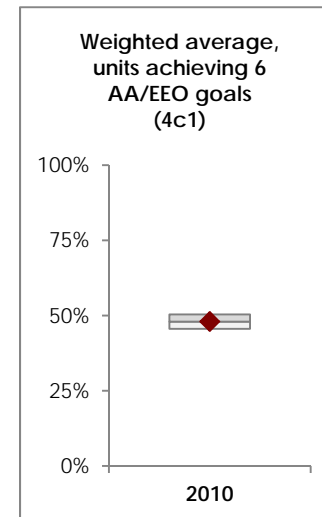
a. Be a responsible big enterprise known for best practices and high ethical standards.



b. Provide an exemplary work and learning environment.



c. Foster an institutional climate of inclusion and diversity.



APPENDIX C: STRATEGIC PLANNING COMMITTEE MEMBERSHIP

James, Larry	Committee Chair, Associate Executive Vice President
Bernardo, Daniel	Dean, College of Agricultural, Human, and Natural Resource Sciences
Blakesley, Beth	Assistant Dean of Libraries
Carwein, Vicky	Chancellor, WSU Tri-Cities
Kirk, Max	Chair, Faculty Senate
Schmaling, Karen	Vice Chancellor, WSU Vancouver
Dyck, Dennis	Vice Chancellor, WSU Spokane
Fraire, John	Vice President, Student Affairs and Enrollment
Gardner, John C.	Vice President, University Advancement and External Affairs
Grimes, Howard	Vice President, Research and Dean of the Graduate School
Huskey, Melynda	Assistant Vice President, Equity and Diversity
King, Joan	Executive Director Planning and Budget
Erdman, Phyllis	Associate Dean, College of Education
Mount, George	Professor of Civil and Environmental Engineering
Murali, Viji	Vice President, Information Services and Chief Information Officer
Murray, Victoria	Executive Director, Budget and Resource Planning, Business and Finance
Cillay, David	Executive Director, Center for Distance and Professional Education
Sarker, Saonee	Associate Professor, Management Information Systems
Slinker, Bryan	Dean, College of Veterinary Medicine and Vice Provost for Health Sciences
Benjamin, Francis	Information Systems Coordinator, Department of Psychology
Wack, Mary	Vice Provost and Dean of the University College
Whitney, Paul	Associate Dean, College of Liberal Arts