Strategic Plan 2014-2019

PROGRESS REPORT THROUGH 2015

WASHINGTON STATE UNIVERSITY

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Message from the President

A plan in motion

There is no doubt that 2015 will be looked upon as one of the most transformational years in WSU's long and storied history. The monumental loss of our beloved president Elson S. Floyd shook our community, the state, and the nation. But Dr. Floyd's leadership and tenacity throughout his time at Washington State University led to tremendous advances, such as the culmination of our $1.065 billion Campaign for Washington State University, the legislative authorization for the first new public medical school in over 70 years in this state, and the largest and most diverse student body to obtain access to Washington State University's world-class faculty and support staff. The legacy of Elson S. Floyd's vision, dedication, and inspiration will continue through the University's Strategic Plan.

It now is time to reflect on the progress we have achieved during this past year toward fulfillment of the 2014-19 Strategic Plan for Washington State University, along with the strategies in place for further advances, and the areas on which our community needs to focus additional effort.

The Strategic Plan was developed with the input of faculty, staff, students, and administrators. It commits our institution to a modern reaffirmation of our land-grant mission of an accessible, approachable research institution that provides opportunities to an especially broad array of students while serving Washington state's broad portfolio of social and economic needs. The 2014-19 plan emphasizes providing a truly transformative education experience to our undergraduate and graduate students, along with accelerating the development of a preeminent research portfolio.

A central theme guiding the formulation and fulfillment of the Strategic Plan is the importance of using data to drive decisions. Accordingly, the Strategic Plan includes 57 metrics that are tightly mapped to subgoals to which we have committed our efforts.

This has required the development of new methods for data collection and assessment. In many areas, we are pioneering these efforts—few, if any, of our peer institutions track data on some of the goals we have set forth. We are setting new standards in data collection and assessment that will lead to new levels of achievement and accountability.

This effort has been led by the Institutional Effectiveness Council, which is responsible for facilitating and tracking implementation of the Strategic Plan. The IEC includes faculty, staff, administrators, and students who have helped guide strategic plan development at thecampus, college and department levels. Those plans have included assessment measures and have been mapped to the University's plan, assuring cohesiveness and a shared mission throughout WSU.

I am humbled by, and proud of, the achievements that have resulted from the efforts of everyone in the WSU community who have worked both independently and together toward our Strategic Plan objectives. I offer my thanks to all for their contributions. Together we will make WSU even better for the next generation of Cougs, for our state, and beyond.

Best regards,

Daniel J. Bernardo, Ph.D.
Interim President, Washington State University

Washington State University

will be one of the nation's leading land-grant universities, preeminent in research and discovery, teaching, and engagement.

Exceptional Research, Innovation & Creativity

GOAL 1: Increase productivity in research, innovation, and creativity to address the grand challenges and opportunities of the future.

GOAL 2: Further develop WSU's unique strengths and opportunities for research, innovation, and creativity based on its locations and land-grant mandate to be responsive to the needs of Washington state.

GOAL 3: Advance WSU's reach both nationally and internationally in existing and emerging areas of achievement.

Transformative Student Experience

GOAL 1: Provide an excellent teaching and learning opportunity to a larger and more diverse student population.

GOAL 2: Provide a university experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse United States and global society.

GOAL 3: Improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.

Outreach & Engagement

GOAL 1: Increase access to and breadth of WSU's research, scholarship, creative, academic, and extension programs throughout Washington and the world.

GOAL 2: Expand and enhance WSU's engagement with institutions, communities, governments, and the private sector.

GOAL 3: Increase WSU faculty, staff, and students' contributions to economic vitality, educational outcomes, and quality of life at the local, state, and international levels.

Institutional Effectiveness

Diversity, Integrity, and Openness

GOAL 1: Create and sustain a university community that is diverse, inclusive, and equitable.

GOAL 2: Cultivate a system-wide culture of organizational integrity, effectiveness, and openness that facilitates pursuit of the institution's academic aspirations.

GOAL 3: Steward and diversify resources invested by students, the public, and private stakeholders in a responsible way to ensure economic viability of the institution.

The values of Washington State University

Quality and Excellence:

We are committed to providing quality and excellence in all our endeavors.

Integrity, Trust, and Respect:

We are committed to ensuring trust and respect for all persons in an environment that cultivates individual and institutional integrity in all that we do.

Research, 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 recognizes and values the importance of domestic and global diversity, global interdependence, and sustainability.

Freedom of Expression:

We are committed to the free exchange of ideas in a constructive and civil environment, including the canons of academic freedom in research, teaching, and outreach.

Stewardship and Accountability:

We are committed to serving as ethical and responsible stewards of University resources.

STRATEGIC PLAN

Introduction

The 2014-19 strategic plan builds on the previous five-year plan, recognizing the core values and broad mission of Washington State University. Goals and strategies were developed to achieve significant progress toward WSU's aspiration of becoming one of the nation's leading land-grant universities, preeminent in research and discovery, teaching, and engagement. The plan emphasizes the institution's unique role as an accessible, approachable research institution that provides opportunities to an especially broad array of students while serving Washington state's broad portfolio of social and economic needs. While providing exceptional leadership in traditional land-grant disciplines, Washington State University adds value as an integrative partner for problem solving due to its innovative focus on applications and its breadth of program excellence. The plan explicitly recognizes the dramatic changes in public funding that have occurred over the duration of the previous strategic plan, along with the need for greater institutional nimbleness, openness, and entrepreneurial activity that diversifies the University's funding portfolio. In addition, the plan reaffirms WSU's land-grant mission by focusing greater attention system-wide on increasing access to educational opportunity, responding to the needs of Washington state through research, instruction, and outreach, and contributing to economic development and public policy.

While the new plan retains the four key themes of the previous plan, its two central foci include offering a truly transformative educational experience to undergraduate and graduate students and accelerating the development of a preeminent research portfolio. Campuses, colleges, and other units will develop their own strategic plans that align with this plan and will make decisions and investments according to structures, principles, and processes set forth herein.

Washington State University's long-standing commitment to provide students with a transformational experience will continue with a focus on enhancing the quality and relevance of the learning experience, providing more personalized student services, expanding learning opportunities outside the classroom, and developing a more cohesive student community. The undergraduate experience will build upon WSU's nationally recognized writing, general education, and undergraduate research programs. Support for a transformational graduate experience will emphasize opportunities to engage in mentored research and outreach. Changes in the student experience will include increases in the size and diversity of the undergraduate student body. Enrollment growth will occur as a result of increased freshman and transfer admissions, as well as significant improvements in student retention.

Continued pursuit of a preeminent research portfolio will occur as a result of strategic investment in research infrastructure, increased faculty research effort, and continued emphasis on WSU's research strengths. In addition, the University will build out emerging areas of research excellence and interdisciplinary collaboration while emphasizing its unique responsibility to address the particular needs of Washington state. WSU's research portfolio will be characterized by continued growth of research expenditures, expansion in scholarly outputs, enhancement in the development of intellectual property, and growth in graduate student enrollment, particularly doctoral students. Our progress will be measured by and against the research productivity of outstanding American universities, and most notably against members of the Association of American Universities (AAU) member institutions. This profile requires a broad portfolio of excellence that spans science, technology, engineering, math, humanities, and social sciences.

Our 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, innovation, and creativity across a wide range of academic disciplines.

- To extend knowledge through innovative educational programs in which students and 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.

Strategic Plan
2014-2019

THEME 1 | Exceptional Research, Innovation, and Creativity

GOAL 1: Increase productivity in research, innovation, and creativity to address the grand challenges and opportunities of the future.

GOAL 2: Further develop WSU's unique strengths and opportunities for research, innovation, and creativity based on its locations and land-grant mandate to be responsive to the needs of Washington state.

GOAL 3: Advance WSU's reach both nationally and internationally in existing and emerging areas of achievement.

➲ Theme 1 Sub-goals

1.a. Grow and diversify extramural research funding.

1.b. Attract, retain, and develop high-quality research faculty members system-wide.

1.c. Develop and sustain the physical and technological infrastructure, resources, and expertise to support increased research and scholarly productivity system-wide, with particular emphasis on core laboratories and academic computing.

1.d. Build upon WSU's current and emerging areas of research excellence and international reputation.

1.e. Increase engagement and productivity of graduate students, postdoctoral associates, and undergraduates in mentored research, innovative projects, and creative endeavors.

THEME 2 | Transformative Student Experience

GOAL 1: Provide an excellent teaching and learning opportunity to a larger and more diverse student population.

GOAL 2: Provide a university experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse United States and global society.

GOAL 3: Improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.

➲ Theme 2 Sub-goals

2.a. Enhance student engagement and achievement in academics and cocurricular activities.

2.b. Increase the size, diversity, and academic preparedness of the undergraduate and graduate student populations in Pullman and at the other WSU campuses.

2.c. Produce graduates who are highly sought by post-baccalaureate and post-graduate employers and graduate/professional programs.

2.d. Align student recruitment, admissions, and retention system-wide to enhance access, inclusiveness, and student success.

THEME 3 — Outreach and Engagement

GOAL 1: Increase access to and breadth of WSU's research, scholarship, creative, academic, and extension programs throughout Washington and the world.

GOAL 2: Expand and enhance WSU's engagement with institutions, communities, governments, and the private sector.

GOAL 3: Increase WSU faculty, staff, and students' contributions to economic vitality, educational outcomes, and quality of life at the local, state, and international levels.

❍ Theme 3 Sub-goals

3.a. Increase the impact of WSU research, scholarship, creative, and outreach activities on quality of life and economic development within the state and region.

3.b. Increase access to the WSU system for place-bound, non-traditional, first-generation, and other underserved and underrepresented students.

3.c. Contribute to economic security, stability, social justice, and public policy through research, education, the arts, extension, and citizen-based and public policy engagement.

3.d. Increase WSU's global presence and impact worldwide.

3.e. Improve WSU's reputation with external constituencies.

THEME 4 — Institutional Effectiveness: Diversity, Integrity, and Openness

GOAL 1: Create and sustain a university community that is diverse, inclusive, and equitable.

GOAL 2: Cultivate a system-wide culture of organizational integrity, effectiveness, and openness that facilitates pursuit of the institution's academic aspirations.

GOAL 3: Steward and diversify resources invested by students, the public, and private stakeholders in a responsible way to ensure economic viability of the institution.

❍ Theme 4 Sub-goals

4.a. Recruit, retain, and advance a diverse intellectual mix of faculty, staff, and students, including women and those from underrepresented groups.

4.b. Maintain respectful, inclusive, and equitable behavior in all university environments.

4.c. Increase employee productivity and satisfaction.

4.d. Strengthen administrative accountability, innovation, creativity, openness, transparency, and collaboration to advance the University's mission.

4.e. Utilize institutional strategic plans, valid and reliable data, and evaluation indicators to align investments of resources with institutional priorities.

4.f. Expand, diversify, and effectively steward funding to advance the University's mission.

Strategic Plan
2014-2019

Implementation Plan

The strategic plan includes an implementation plan and the establishment of an implementation committee to ensure that initiatives are developed and executed to realize the plan's goals. Quantitative metrics (benchmarks) identified for each sub-goal, located in column 3 of the tables, will be calculated on an annual basis. The implementation committee will work with the Office of the Provost to define quantitative targets and annual rates of progress (milestones) for these benchmarks. Other evidence for assessing progress is included in column 4 but will not always be collected and reported annually. The implementation committee will also collaborate with various academic and support units to identify targeted initiatives to advance the institution in achieving the specific goals and sub-goals included in the plan. An important activity during the initial stages of the plan's implementation, and led by the Vice President for Research, will involve identifying WSU's strategic areas of research excellence and emerging areas requiring additional investment to achieve national and international prominence. With the assistance of the implementation committee, an annual report of progress will be issued by the Office of the Provost at the conclusion of each calendar year. Campuses, colleges, and other units will be expected to identify and report annually on their progress toward metrics consistent with, and whose attainment will contribute to, the institution-level plan.

THEME 1   Exceptional Research, Innovation, and Creativity

GOAL 1: Increase productivity in research, innovation, and creativity to address the grand challenges and opportunities of the future.

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THEME 1 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 1.a. Grow and diversify extramural research funding.	• Invest in strengthening the most successful centers and institutes. • Enhance administrative infrastructure to support grants and contracts procurement and management. • Cultivate mutually beneficial strategic alliances with partners in the United States and abroad, to extend WSU faculty expertise and to address gaps in equipment, infrastructure, and/or expertise. • Foster greater collaboration across colleges, campuses, and disciplines through use of incentives and eliminating barriers to the pursuit of large opportunities.	1. Total research and development expenditures (reported to NSF) and rank among public institutions 2. Federal research and development expenditures (reported to NSF) and rank among public institutions 3. Number of cross-disciplinary and multi-institution grant interdisciplinary awards (tracked by eREX and org/budget numbers, OGRD)	

THEME 1 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 1.b. Attract, retain, and develop high-quality research faculty members system-wide.	• Recruit high-quality faculty through opportunistic searches, targeted hiring of senior faculty, and expanding the number of endowed chairs. • Define and enforce high scholarship expectations across all academic units. • Expand research and creative outputs typically associated with the arts, humanities, and design disciplines. • Facilitate hiring that creates critical mass for high-priority initiatives. • Invest in professional development activities aimed at increasing research productivity.	4. Number of refereed publications per faculty FTE 5. Number of publications, juried or adjudicated shows, and performances by arts and humanities faculty (college reports) 6. Number of prestigious faculty awards 7. Citations per faculty member (H Index) 8. Number of National Academy members	• National/international invitations for research/teaching papers and presentations, shows, and performances (college reports) • ADVANCE data on external mentors
Sub-goal 1.c. Develop and sustain the physical and technological infrastructure, resources, and expertise to support increased research and scholarly productivity system-wide, with particular emphasis on core laboratories and academic computing.	• Develop funding mechanisms to maintain equipment and provide necessary staff support in core labs. • Continue to invest in modern research buildings structured to facilitate collaboration. • Enhance academic computing capability on all campuses. • Invest in communication tools enabling virtual collaboration on a global scale.	9. Total capital expenditures on academic infrastructure 10. Square footage allocated to research and development per tenure-track faculty FTE 11. Number of labs, classrooms, and conference rooms equipped for virtual collaboration	• State funded building projects • Sponsored project infrastructure awards • Annual report from Information Technology on investments and upgrades
Sub-goal 1.d. Build upon WSU's current and emerging areas of research excellence and international reputation.	• Invest in identified areas of research excellence, such as health sciences at the human-animal interface, clean technology, food security, and biomedical research. • Assess and respond to emerging opportunities through strategic investment in new areas of research excellence (e.g., promoting and sustaining health, water resources, computing, and data analysis). • Continue the expansion of health science research programs, with emphasis on the build-out of programs and facilities on the Spokane campus. • Establish a stimulus fund for investment in priority research initiatives.	12. Sponsored research expenditures in identified areas of research excellence 13. Sponsored research awards expenditures in emerging areas of research excellence 14. Sponsored research awards to projects that engage multiple units	• Faculty hires in priority areas (college reports) • Faculty hires in emerging areas of research excellence (college reports) • Media tracking by University Communications of coverage for areas of emphasis
Sub-goal 1.e. Increase engagement and productivity of graduate students, postdoctoral associates, and undergraduates in mentored research, innovative projects, and creative endeavors.	• Expand graduate student enrollment and engagement at the other WSU campuses. • Enhance opportunities for graduate student research awards and scholarships. • Reward graduate students for high scholarship and creative activities.	15. Number of publications coauthored by graduate students, postdoctoral associates, and undergraduate students	• Number of presentations at SURCA and GPSA annual research presentation events and professional meetings • Number of Honors theses completed (Honors College report)

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THEME 2 Transformative Student Experience

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THEME 2 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 2.a. Enhance student engagement and achievement in academics and cocurricular activities.	• Enhance the physical and technological infrastructure to support and facilitate innovation in teaching and learning. • Augment the resources and technical expertise available to faculty and staff to improve teaching and learning. • Increase, recognize, and reward innovation in teaching, learning, and student life. • Improve retention through an enriched set of student experiences. • Provide support services that facilitate the achievement of high academic performance expectations in a focused area of study. • Provide inclusive, responsive, and student-led cocurricular activities, including registered student organizations, student government, and Residence Life activities.	**16.** Percent of undergraduate degrees with all six program assessment elements in place, including use of student learning assessment results in decision-making or planning **17.** Percent of graduate degree programs using student learning assessment results in decision-making or planning **18.** Bachelor's degrees awarded (total, high-demand fields, low-income students) **19.** Graduate degrees awarded (master's, doctoral, professional, high-demand and STEM fields) **20.** Number of internship or practicum experiences (National Survey of Student Engagement and college reports) **21.** Percentage of classrooms meeting benchmark quality standards	• Honors enrollment • Students on President's Honor Roll (3.5 and above) each semester • Student satisfaction: percent of seniors and graduate students satisfied with academic experience (Educational Benchmarking Incorporated Survey) • National Survey of Student Engagement, alumni surveys, senior survey • Research, scholarly, and creative activities conducted with a faculty member outside of course or program requirements (National Survey of Student Engagement) • Course-based civic engagement activities (National Survey of Student Engagement) • UCORE assessments of quality (Office of Assessment of Teaching and Learning) • International Programs' report on clubs, international internships, Global Case Competition, community service activities • eLearning and other relevant grants • Percent of students satisfied with facilities and equipment in classrooms and labs • Housing services survey (Educational Benchmarking Incorporated) • Number of graduate students on external fellowships (Graduate School) • LibQual and other library service assessments

THEME 2 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 2.b. Increase the size, diversity, and academic preparedness of the undergraduate and graduate student populations in Pullman and at the other campuses.	• Build a stronger support structure to recruit and retain transfer students. • Develop stronger outreach and recruitment for high-achieving underrepresented students. • Invest in effective recruiting programs for high-achieving out-of-state students. • Invest in graduate student recruitment and mentoring initiatives and programs for underrepresented groups.	22. Total university enrollment (bachelor's, master's, doctoral, professional) 23. Percent of student body from underrepresented groups (undergraduate, graduate, professional)	
Sub-goal 2.c. Produce graduates who are highly sought by post-baccalaureate and post-graduate employers and graduate/professional programs.	• Assess and respond to emerging opportunities through strategic investment in new programs. • Broaden student engagement with cultures, ideas, and artistic expression of people of our diverse nation and world. • Facilitate student engagement in high-impact learning experiences. • Expand international dual degree programs in graduate education. • Devise four-year pathways for students that integrate career and personal development activities with academic degree plans. • Ensure that faculty have ready access to information regarding student achievement of fundamental competencies valued by employers (writing, critical thinking, problem-solving, etc.).	24. Alumni survey: percent of graduates employed within 1 year in a job relevant to their degree	• Career Center reports: —employer activity at career expos, hiring, interviews —internship data —Student activity as logged in the career database • Evidence of relevant programming (college reports) • National Survey of Student Engagement survey items on global perspectives • Info Literacy module results from the Educational Benchmarking Incorporated (Housing) reports • Common Reading and Freshman Focus assessments • Office of International Programs' report on global competencies of students
Sub-goal 2.d. Align student recruitment, admissions, and retention system-wide to enhance access, inclusiveness, and student success.	• Support and encourage engagement in wellness, safety, artistic, and civic programs and activities. • Support and encourage programming that cultivates and supports healthy decision making and academic skills. • Augment the resources and technical expertise to support and assess data-informed enrollment management and student support programming. • Support innovations in advising technology and processes that increase time spent advising relative to time spent on enrollment logistics.	25. Freshmen retention rate (all students, low income, underrepresented groups, first generation) 26. Four-year graduation rate (all students, low income, underrepresented groups, first generation) 27. Six-year graduation rate (all students, low income, underrepresented groups, first generation) 28. Percent of students who complete: —master's degree within four years as compared to peers in similar disciplines —doctoral degree within eight years as compared to peers in similar disciplines 29. Average SAT of incoming freshmen (proxied by 25th/75th percentile)	• Student progress indicators on state dashboard (Public Centralized Higher Education Enrollment System) • Percent of direct-from-high-school students completing college-level math and English within two years • Percent of first-year students who complete a full or part-time load in first year • Course completion (percentage of credit hours completed out of those attempted)

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THEME 3 | Outreach and Engagement

GOAL 1: Increase access to and breadth of WSU's research, scholarship, creative, academic, and extension programs throughout Washington and the world.

GOAL 2: Expand and enhance WSU's engagement with institutions, communities, governments, and the private sector.

GOAL 3: Increase WSU faculty, staff, and students' contributions to economic vitality, educational outcomes, and quality of life at the local, state, and international levels.

THEME 3 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 3.a. Increase the impact of WSU research, scholarship, creative, and outreach activities on quality of life and economic development within the state and region.	• Increase integration of extension and continuing education activities throughout the institution to bolster the reach and impact of WSU. • Increase the amount and impact of intellectual property resulting from WSU research. • Develop new strategies for outreach in urban areas of Washington and the western United States. • Increase capacity to support effective program impact assessment. • Repurpose and repackage extension programs into continuing education and for-credit offerings through the Global Campus.	**30.** Estimated annual economic impact of WSU activities **31.** Number of start-up businesses from WSU research and outreach **31.** Total research and development expenditures from industry (reported to NSF) **33.** Patents applied for/awarded and inventions disclosed **34.** Number of participants in non-credit educational programs offered by Global Campus and WSU Extension **35.** Total annual expenditures in land-grant mission engagement. **36.** Royalties and other revenue from commercialization activities	• Impact statements from WSU Extension • Digital collection numbers from WSU Libraries • WSU Research and Exchange Repository • Engagement in state and regional Extension and continuing education activities (WORQs) • Extension contacts with industry to increase awareness of WSU programs • Internships from alumni and constituency representatives
Sub-goal 3.b. Increase access to the WSU system for place-bound, non-traditional, and other underserved and underrepresented students.	• Respond to the unique educational needs of non-Pullman campus communities and regions through academic and research programs. • Prepare faculty to effectively uilize alternative, technology, and distributed delivery methods in instruction. • Cultivate faculty and staff ability and motivation to cognitively and affectively connect with a diverse student audience. • Significantly expand the number and diversity of online degree programs offered through the Global Campus. • Support full access for students with disabilities through appropriate and timely accommodations for housing and dining, academic coursework, and cocurricular experiences.	**30.** Enrollment in and numbers of Global Campus programs and courses **31.** Total undergraduate and graduate enrollment (minority, first-generation, low-income) **31.** Non-Pullman campus enrollment (Spokane, Tri-Cities, Vancouver) **33.** Enrollment at other sites (e.g., Bremerton, Everett)	

THEME 3 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 3.c. Contribute to economic security, stability, social justice, and public policy through research, education, the arts, extension, and citizen-based and public policy engagement.	• Increase and recognize engagement of WSU faculty, students, and professional staff with institutions, communities, governments, other educational partners, and the for-profit and nonprofit sectors. • Encourage and incentivize short-term faculty-industry exchange programs. • Enhance extension program delivery to underrepresented audiences.	**41.** Number of academic units or programs with advisory boards that include alumni and constituency representatives **42.** Service hours, service courses, and service learning projects linked to the Center for Civic Engagement and similar programs **43.** Total annual university operating and capital expenditures	• International Programs-led projects that allow faculty, students, and staff to become involved globally (Global Campus) • Research and engagement activities with institutions, communities, governments, and the private sector (center reports, OGRD) • Office of Economic Development reports • Number of programs including community internships • Number of faculty conducting research that involves community partners (college reports) • Service hours spent on engagement activities (e.g., CCE, Cougsync, NEW Pathways to Success) • IP service learning metrics
Sub-goal 3.d. Increase WSU's global presence and impact worldwide.	• Increase opportunities to engage in intercultural exchange and outreach for faculty, students, and international partners. • Expand WSU's footprint across the globe in strategic areas of excellence and impact (e.g., health, agriculture, and sustainability).	**44.** International student enrollment **45.** Number of faculty participating in international activities **46.** Number of students participating in study abroad and other significant international experiences	• Immersion opportunities for students whether abroad or local (IP report) • International Programs-led projects that allow faculty, students, and staff across the institution to become involved globally (IP report) • Internships that offer intercultural opportunities (IP report) • Number of grants with international/intercultural foci (IP Report)
Sub-goal 3.e. Improve WSU's reputation with external constituencies.	• Increase strategic communication with key external stakeholders and between internal stakeholders about the impact of WSU research, education, and outreach. • Increase and recognize engagement of WSU faculty, students, and professional staff with institutions, communities, governments, and the for-profit and nonprofit sector. • Continue to develop and actively participate in strategic coalitions at the local, state, and national levels. • Work collaboratively with federal, state, and local policy leaders to engage WSU in research, education, and outreach that addresses important policy issues.	**47.** Educational & research performance. *Education: Average percentile score for US News & World Report Undergraduate, Forbes and Washington Monthly* *Research: Average ranking of World Universities, Times Higher Ed, Taiwan, Leiden, Quacquarelli Symonds & US News and World Report Global*	• WSU's ranking and reputation scores in reputable national and global university rankings • Periodic surveys conducted by WSU to assess its image and reputation within Washington state

THEME 4 Institutional Effectiveness: Diversity, Integrity, and Openness

GOAL 1: Create and sustain a university community that is diverse, inclusive, and equitable.

GOAL 2: Cultivate a system-wide culture of organizational integrity, effectiveness, and openness that facilitates pursuit of the institution's academic aspirations.

GOAL 3: Steward and diversify resources invested by students, the public, and private stakeholders in a responsible way to ensure economic viability of the institution.

THEME 4 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 4.a. Recruit, retain, and advance a diverse intellectual mix of faculty, staff, and students, including women and those from underrepresented groups.	• Assure diversity and inclusion efforts are visibly and consistently supported at the highest levels of leadership (president, provost, chancellors, deans). • Continue mentoring of assistant and associate professors and successful programs from Advance aimed at the hiring and advancement of women and underrepresented faculty. • Develop and implement social media tools to improve outreach to underrepresented groups. • Assess and reward data-informed efforts by colleges and areas to improve recruitment outreach to underrepresented groups.	**48.** Number of faculty from underrepresented groups • Percentage of departments with trained search committees **49.** Number of staff from underrepresented groups • Identification and reduction of problem areas **50.** Faculty and staff retention rates • Particpation rate of all employees completing new employee demographics. **51.** Number of women and faculty from underrepresented groups tenured or promoted to associate/full professor (rolling ten-year average)	• Pell grant-eligibility data • McNair scholar participation rates • Percent of student body that is first-generation • Percent of students and faculty in physical and life sciences, math, and engineering who are women or from underrepresented groups • Annual progress on AA/EEO goals
Sub-goal 4.b. Maintain respectful, inclusive, and equitable behavior in all university environments.	• Maintain and strengthen units, programs, and spaces that promote community building, intercultural exchange, and a diversity of voices. • Develop and implement system-wide training. • Recognize contributions to an inclusive and respectful work environment in employee performance evaluations.	**52.** Key indicators from biennial institution-wide Employee Engagement Survey	

THEME 4 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 4.c. Increase employee productivity and satisfaction.	• Improve functionality of information technology systems for administrative processes, student services, and research. • Recognize productivity in employee performance evaluations. • Communicate openly and with appropriate timeliness on issues of relevance to students, faculty, staff, and external constituencies. • Reduce the administrative burden on high-performing faculty and staff. • Regularly review current work environments and processes for improvement. • Use data/information gathered from the employee engagement survey to improve work environment. • Provide resources for university-wide professional leadership development.	**53.** Average employee satisfaction rating from Employee Engagement Survey (faculty, staff)	• Financial support directed toward professional development of faculty and staff (Office of the Provost and Human Resources tracking) • Key indicators from regular institution-wide climate survey and other routine surveys (e.g., Collaborative on Academic Careers in Higher Education survey for faculty; HRS surveys)
Sub-goal 4.d. Strengthen administrative accountability, innovation, creativity, openness, and collaboration to advance the University's mission.	• Undertake regular evaluation of academic units, programs, centers, and institutes to ensure resource alignment is consistent with university goals and productivity. • Conduct evaluation and implement improvement of administrative processes to ensure maximum efficiency and effectiveness. • Remove administrative barriers that prevent entrepreneurial innovation. • Improve day-to-day communication from university and college level administration. • Improve administrative and academic analytics capabilities to improve decision making.	**54.** Additional questions on Employee Engagement Survey for unit innovation, openness, creativity, collaboration. Next EES cycle planned in the field 3/28 to 4/8/2016	• Institutional Effectiveness Council subgroup reports—evidence of streamlined procedures • WSU Annual Financial Report
Sub-goal 4.e. Utilize institutional strategic plans, valid and reliable data, and evaluation indicators to align investments of resources with institutional priorities.	• Engage key constituencies in decision making, governance, and strategic planning. • Report annually on progress toward goals of strategic plan. • Focus on harnessing individuals and units to partner on large, programmatic initiatives that advance WSU's intended institutional profile. • Establish a clear process for eliminating programs that no longer demonstrate viability. • Map institutional priorities to state and federal plans such as the Student Achievement Council.	**55.** IEC to report # of colleges reporting utilization of strategic plans and data as specified.	• Institutional Effectiveness Council annual report • Strategic plan implementation committee annual report

THEME 4 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 4.f. Expand, diversify, and effectively steward funding to advance the University's mission.	• Expand revenue from summer session, online education, and not-for-credit offerings. • Maintain development resources at levels of campaign to assure annual fund raising in excess of $100 million per year. • Develop private-public partnerships to access outside capital and increase the impact of WSU.	**56.** Annual private support ($ million) **57.** Endowment assets ($ million)	

Glossary of Key Terms

First Generation

This is the overall derived first generation flag based on admission and financial aid questions on parent 1 and 2, and father/mother education level. First generation education level based on Federal TRiO legislation (Higher Education Act) programs (see definition below).

(1) FIRST GENERATION COLLEGE STUDENT.—The term "first-generation college student" means— (A) An individual both of whose parents did not complete a baccalaureate degree; or (B) In the case of any individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree.

Enrollment

Unique headcount as of fall term census (10th day of classes) unless otherwise noted.

Freshman cohort

First-time, full-time (12+ credits) degree-seeking student who has no prior postsecondary experience (except as noted below) attending for the first time at the undergraduate level. Cohort includes students enrolled in the fall term who attended college for the first time in the prior summer term, and students who entered with advanced standing (college credits earned before graduation from high school—e.g. Running Start).

IPEDS

The U.S. Department of Education Integrated Post-Secondary Data System, a mandatory reporting system for higher education. Data from this system are publicly available through the National Center for Education Statistics (NCES). Definitions used in the metrics for faculty, tenure-track, and full-time-equivalent are consistent with IPEDS.

Low income

Pell eligible is used as a proxy for low income. Pell eligible status is obtained from student financial aid data in myWSU. The Department of Education has a standard formula that it uses to evaluate the information that each person supplies when applying for the Pell Grant. The formula used was created by Congress from criteria submitted through the Free Application for Federal Student Aid form. The formula produces a number that is called the Expected Family Contribution (EFC), which determines the student's eligibility.

Minority/Underrepresented (student)

Includes American Indian/Alaska Native, Asian, African American/Black, Hispanic, Native Hawaiian/Other Pacific Islander and two or more races (U.S. citizens and U.S. residents only).

Minority/Underrepresented (employee)

Includes American Indian/Alaska Native, African American/Black, Hispanic, and Native Hawaiian/Other Pacific Islander (U.S. citizens and U.S. residents only).

STEM/High Employer Demand

Defined by the Classification of Program (CIP) code. Science, Technology, Engineering and Mathematics programs are identified by national groups, such as the National Science Foundation. High Employer Demand programs are identified by the institutions, in consultation with the Workforce Training and Education Coordinating Board and the Washington Student Achievement Council, based on the needs of the state. See list of State of Washington's Education Data Research Center's High Demand & STEM disciplines at: http://www.ofm.wa.gov/hied/dashboard/stem_and_high_demand_CIP_codes.xlsx.

WORQS

WSU Online Review and Query System (WORQS) data are cleaned so that only faculty data are used and inputs by non-faculty are removed. The Carson College of Business does not use WORQS and so its data are reported to the Office of Institutional Research separately and then combined with WORQS data for metrics reporting. Only published/completed entries are considered as those works which are accepted or submitted will be counted when they are published/completed.

Peer data are compiled by WSU Institutional Research (IR) for WSU Metrics Peers. Data are taken from the same source as the WSU data.

THE INSTITUTIONAL EFFECTIVENESS COUNCIL

The Institutional Effectiveness Council

Mission Statement and Overview

The 2014-19 Washington State University Strategic Plan includes a detailed implementation plan and the establishment of an implementation committee to ensure that initiatives are developed and executed to realize the plan's goals.

The Strategic Plan includes 57 performance metrics to measure, monitor, and report annually to assess progress toward the goals enumerated in the plan. In addition, accreditation requirements with the Northwest Commission on Colleges and Universities (NWCCU) dictate a close correspondence between accreditation activities and the University's strategic plan. Similarly, other state and federal agency reporting requirements necessitate comprehensive and integrated performance data management. A need exists to consolidate all University-level performance measurement and assessment activities into a single platform to reduce redundancy, maximize efficiency, and maximize University effectiveness. In so doing, WSU will take the next step in realizing its goal of becoming a more data-driven University.

The Institutional Effectiveness Council (IEC) will serve as a coordinated, sustainable system to pursue University institutional effectiveness. Specific goals of the council are:

- to coordinate strategic planning implementation, required accountability reporting, and decision support;
- to reduce redundancy and increase efficiency, transparency, and accountability among strategic planning, institutional management, University accreditation, and other state and federal reporting requirements; and
- to optimize usefulness of data and reports system-wide at all levels.

IEC Steering Committee

Erica Weintraub Austin &
Ron Mittelhammer

Interim Co-Provosts
Chair

Chris Keane

Vice President for Research
Theme 1 Subcommittee Chair

Craig Parks

Special Assistant to the Provost
Theme 2 Subcommittee Chair

Colleen Kerr

Vice President for External Affairs and Government Relations
Theme 3 Subcommittee Chair

Michael Trevisan

Academic Dean
Theme 4 Subcommittee Co-Chair

Victoria Murray

Executive Director, Finance and Administration
Theme 4 Subcommittee Co-Chair

Fran Hermanson

Executive Director of Institutional Research
Supervisor of Institution-Level Metrics Collection

Lisa Brown

Spokane Campus Chancellor

A.G. Rud

Faculty Senate Chair-Elect

The Institutional Effectiveness Council

THEME 1 Subcommittee

NAME	TITLE	COLLEGE / DEPARTMENT
STEVE BORRELLI	Strategic Assessment Librarian	Libraries
TIMOTHY CHURCH	Professor	College of Education
CINDY CORBETT	Associate Dean for Research	College of Nursing
DAVE FIELD	Strategic Assessment Librarian	Voiland College of Engineering and Architecture
AKRAM HOSSAIN	Professor	WSU Tri-Cities
PAT HUNT	Professor	College of Veterinary Medicine
STACEY HUST	Associate Professor	Edward R. Murrow College of Communication
CHRIS KEANE (Chair)	Vice President	Office of Research
LAURA LAVINE	Associate Professor	College of Agriculture, Human, and Natural Resource Sciences
PHILIP LAZARUS	Professor and Chair	College of Pharmacy
MANO MANORANJAN	Associate Dean and Professor	College of Arts and Sciences
DAN NORDQUIST	Associate Vice President	Office of Research
PAUL PITRE	Dean	North Puget Sound at Everett
CHRISTINE PORTFORS	Associate Professor	WSU Vancouver
KEN ROBERTS	Vice Dean for Academic and Community Partnerships	Elson S. Floyd College of Medicine
DAVID SPROTT	Associate Dean, Graduate Programs	Carson College of Business

The Institutional Effectiveness Council

Subcommittee and Subgroups

Subgroup 1: Academic Programs

NAME	TITLE	COLLEGE / DEPARTMENT
DIANA BURTON	Admin Planning Specialist	Institutional Research
LORI CARRIS	Associate Dean	Graduate School
SUSAN FINLEY	Professor	WSU Vancouver, Education
KIMBERLY GREEN	Director	Assessment Teaching and Learning
DAVI KALLMAN	Research Assistant	Edward R. Murrow College of Communication (GPSA rep.)
CRAIG PARKS (Chair)	Special Assistant to the Provost	Office of the Provost
JULIA POMERENK	Registrar	Registrar's Office
JESSE SPOHNHOLZ	Associate Professor	History (faculty rep.)
MARY WACK (Lead)	Vice Provost	Office of Undergraduate Education

Subgroup 2: Academic Support Services

NAME	TITLE	COLLEGE / DEPARTMENT
STEPHANIE BAUMAN	Associate Professor	WSU Tri-Cities
MIKE CAMPAGNA	Project Assistant	Criminal Justice & Criminology (GPSA rep.)
MELYNDA HUSKEY (Lead)	Interim Vice President	Student Affairs
STEPHANIE KANE	Assistant Director	Institutional Research
TERESE KING	Director	Academic Success and Career Center
CRAIG PARKS (Chair)	Special Assistant to the Provost	Office of the Provost
SUSAN POCH	Assistant Vice Provost	Office of Undergraduate Education
JULIA POMERENK	Registrar	Registrar's Office
MATT SKINNER	Associate Vice President/ Chief Enterprise Systems Officer	Office of the President/ Enterprise Systems Group
PATRICIA STURKO	Senior Associate Dean	Graduate School
NANCY SWANGER	Director/Associate Professor	Carson College of Business/ Hospitality Business Management
SALLY TEXTER	Assistant Vice President	Enrollment Information Technology
REBECCA VAN DE VORD	Special Assistant to the Provost	Office of the Provost
BRUCE WRIGHT	Executive Director	Health and Wellness Services

The Institutional Effectiveness Council

Subcommittee and Subgroups

Subgroup 3: Business and Financial Services

NAME	TITLE	COLLEGE / DEPARTMENT
TERRY BOSTON	Assistant Vice President	Administrative Services/Auxiliary Support
JAMES DALTON	Vice Chancellor	WSU Spokane, Finance and Administration
BRIAN DIXON (Lead)	Assistant Vice President	Student Financial Services
EDWIN HAMADA	Director	Residence Life
KATHY KING	Fiscal Analyst	Business Services/Controller
JOY MORTON	Associate Controller	Business Services/Controller
CRAIG PARKS (Chair)	Special Assistant to the Provost	Office of the Provost
TIM ROSS-ELLIOTT	Research Assistant	Molecular Plant Sciences (GPSA rep.)
WILLIAM WARFEL	Administrative Planning Specialist	Institutional Research

Subgroup 4: Student Populations

NAME	TITLE	COLLEGE / DEPARTMENT
CHRIS COOK	Associate Director, Academics	Intercollegiate Athletics
MARCELO DIVERSI	Associate Professor	WSU Vancouver
CATHERINE ELSTAD	Associate Dean	Honors College
ERIN GOMEZ	Research Assistant	School of the Environment (GPSA rep.)
ELLA INGLEBRET	Associate Professor	Speech and Hearing Sciences
LUCI LOERA	Assistant Vice President	Access, Equity, and Achievement
CHRISTINE OAKLEY (Chair)	Director, Global Learning	International Programs
DEBBIE O'DONNELL	Director	Academic Outreach and Innovation
CRAIG PARKS (Chair)	Special Assistant to the Provost	Office of the Provost
WENDY PETERSON	Director	Admissions
COLEEN WALKER	Admin Planning Specialist	Institutional Research

The Institutional Effectiveness Council

THEME 3 **Subcommittee**

NAME	TITLE	COLLEGE / DEPARTMENT
BARBARA ASTON	Director	Native American Programs
ALLISON BENJAMIN	Communications Director	College of Nursing
LISA BROWN	Chancellor	WSU Spokane
ASIF CHAUDHRY	Vice President	International Programs
DAVE CILLAY	Vice President	Academic Outreach and Innovation
CHRISTOPHER COONEY	Clinical Assistant Professor	Edward R. Murrow College of Communication
DYLAN HEYNE	ASWSU Assistant Director of University Affairs	Associated Students of WSU
GEETA DUTTA	Proposal Manager	Office of Research
ANSON FATLAND	Associate Vice President	Advancement and External Affairs
JOHN GARDNER	Vice President for Development/ CEO of WSU Foundation	University Advancement
KATIE HARRIS	Elected Director of Legislative Affairs	Graduate & Professional Student Association
COLLEEN KERR (Chair)	Vice President	External Affairs and Government Relations
RICH KOENIG	Associate Dean and Director	External Affairs and Government Relations/ Extension
SHARON KRUSE	Professor	WSU Vancouver
LAURA LOCKARD	Director of Communications and Public Affairs	College of Veterinary Medicine
TODD MORDHORST	Communications Coordinator	Office of the Provost
SITA PAPPU	Director	Office of Commercialization
TIM PAVISH	Executive Director	Alumni Relations
BRYAN SLINKER	Dean	College of Veterinary Medicine
PAUL STRAND	Associate Professor, Psychology	WSU Tri-Cities
LYNNE VARNER	Associate Vice President	Office of the President/Public Affairs

The Institutional Effectiveness Council

NAME	TITLE	COLLEGE / DEPARTMENT
KIM ANDERSON	Executive Director for Compliance	Office for Equal Opportunity
TREVOR BOND	Head; Manuscripts, Archives, and Special Collections	Libraries
THERESA ELLIOT-CHESLEK	Associate Vice President and Chief Human Resources Officer	Human Resource Services
RENNY CHRISTOPHER	Vice Chancellor for Academic Affairs	WSU Vancouver
TUREA ERWIN	Director	Women's Resource Center
PAULA GROVES-PRICE	Associate Professor	College of Education, Teaching and Learning
JEFF GUILLORY	Director	Diversity Education
FRAN HERMANSON	Executive Director	Institutional Research
MARK HERMANSON	Senior Associate Vice President	WSU Foundation
DOUG JASMER	Associate Dean and Professor	College of Veterinary Medicine
KIMBERLEE KIDWELL	Executive Associate Dean/ Acting Dean	College of Agriculture, Human, and Natural Resource Sciences
JOAN KING	Associate Vice President and Chief Budget Officer	Budget Office
MICHAEL KLUZIK	Director	Office of Research Assurances
KATHRYN MEIER	Associate Dean and Professor	College of Pharmacy
VICTORIA MURRAY (Co-Chair)	Executive Director	Finance and Administration
MEL NETZHAMMER	Chancellor	WSU Vancouver
CHERYL OLIVER	Assistant Dean, Online and Graduate Programs	College of Business
BRUCE PINKLETON	Acting Dean	Edward R. Murrow College of Communication
JOHN SCHNEIDER	Associate Dean, Undergraduate Programs	College of Engineering and Architecture
MELANIE THORNTON	Research Assistant	Graduate & Professional Student Association
RYAN TOWNSEND	Director, Undergraduate Nursing Programs	College of Nursing
MIKE TREVISAN (Co-Chair)	Dean	College of Education
PAUL WHITNEY	Associate Dean	College of Arts and Sciences
ADAM WILLIAMS	Administrative Manager	College of Agriculture, Human and Natural Resource Sciences/Entomology (APAC rep.)

EXECUTIVE SUMMARY: AREAS OF PROGRESS

Executive Summary: Areas of Progress

Exceptional Research, Innovation, and Creativity

Washington State University implemented major initiatives throughout 2015 to facilitate pursuit of a pre-eminent research and innovation portfolio. The University's progress report card shows corresponding increases in nearly every research indicator. Continued implementation of initiatives such as the Grand Challenges should continue this upward trajectory.

Highlights from 2015 included securing the legislative authorization to launch the Elson S. Floyd School of Medicine, completion of several major research facilities, and the development and implementation of the 120-Day Study of the WSU Research Enterprise. The Study involved hundreds of faculty and staff across all colleges and campuses led by four subcommittees which produced 19 recommendations and 70-plus sub-recommendations. The Study crucially identified 5 Grand Challenges—research priorities that align with WSU's current and emerging strengths and focus on urgent problems of the state, nation, and world. In addition, the University's strategic plan oversight committee for Theme 1 refined definitions and measurement strategies for each of the Theme's subgoals and identified 15 benchmark targets by which the University can assess its ongoing progress. According to the metrics, WSU is ranked 69 in the NSF Higher Education Research & Development Survey (HERD) R&D expenditures (FY2014, latest data available); our goal is to increase those R&D expenditures by 10% over the next five years (FY2015 to FY2019), which should improve our rank. While research expenditures are still below our peers, they are increasing ahead of our benchmark target, with total R&D Expenditures up $6.7M and federal R&D Expenditures up $7.9M. Faculty productivity as measured by refereed publications also is up .75 per tenure-track faculty member, based on self-reports made through the University's current online annual review reporting system. In addition, capital expenditures were up 68.5% ($36.3M) in 2015, enabling the completion of the PACCAR Environmental Technology Building, the Washington Grains Plant Growth Facility, and the Wine Science Center.

Theme 1 in Action

Elson S. Floyd College of Medicine

The Washington State Legislature in 2015 authorized WSU to pursue medicine as an academic discipline, resulting in the establishment of the Elson S. Floyd College of Medicine. The college in December submitted foundational documents for the creation of a medical school to the Liaison Committee on Medical Education (LCME), the national accrediting agency for allopathic medical schools in the U.S. and Canada. Through the medical school's community-based model, WSU proposes clinical education programming throughout the state at the locations of Everett, Spokane, Tri-Cities and Vancouver, where WSU already successfully delivers student services. This will improve the pipeline and pathways to medical education for Washington State students from rural and underserved communities, and it will improve access to medical care for such communities.

Executive Summary: Areas of Progress

The Grand Challenges

Washington State University developed its Five Grand Challenges (GCs) in response to the WSU Strategic Plan's objective for the vice president for research to "identify areas of research excellence and emerging areas requiring additional investment to achieve national and international prominence." The GCs were announced in September 2015, following completion of the initial 120-Day Study report in January 2015 and further workshops executed in spring and summer 2015. Implementation of the Grand Challenges includes the formation of faculty leadership teams, development of a 120-Day Study Implementation Plan to track its 19 recommendations, restructuring of the Office of Research to support implementation, development of a corresponding federal, state, and private sector agenda, a communication plan, and incorporation by the Colleges and Campuses of the GCs into their strategic plans to foster proposal development and encourage interdisciplinary collaborations.

PACCAR Environmental Technology Building

PACCAR Environmental Technology Building

The opening of the PACCAR Environmental Technology Building on the WSU-Pullman campus will support research and development through facilities, labs, classrooms, and conference rooms with virtual collaboration capabilities. Built to be a hub of interdisciplinary research and education in renewable materials, sustainable design, water quality, and atmospheric research, it was constructed using material and technologies developed at WSU, including wood composites, recycled concrete, and pervious pavement. It provides 96,000 gross square feet of research and education space for science, engineering, and allied fields. The PACCAR company's partnership on this project was vital to its fruition.

WSU Wine Science Center at WSU Tri-Cities

WSU Wine Science Center at WSU Tri-Cities

The Ste. Michelle Wine Estates WSU Wine Science Center is a partnership with private industry and WSU researchers, who are leading innovation in viticulture. The Wine Science Center, on the WSU Tri-Cities campus, is a culmination of industry support from across the Washington wine community and was initiated by a $7.4 million gift through the Washington State Wine Commission, along with support from Ste. Michelle Wine Estates.

Washington Grain Growth Facility

Washington Grain Growth Facility

Washington State University unveiled the Washington Grain Growth Facility in 2015, offering state-of-the-art space for research on new varieties of wheat and barley. The facility is a partnership between WSU, the Washington Grain Commission, and the U.S. Department of Agriculture, which provided equipment and furnishings for the new building. The facility's research will help improve efficiency in growing wheat and barley, an industry that contributes over $1.1 billion annually and 3,700 jobs to Washington's economy. The Washington Grain Growth Facility includes 7,200 square feet of greenhouse space in 12 bays, along with a seed storage area, a specialized room for herbicide studies, and new lab space for breeders and other faculty, students, and staff.

Kamiak – High-performance-computing condominium
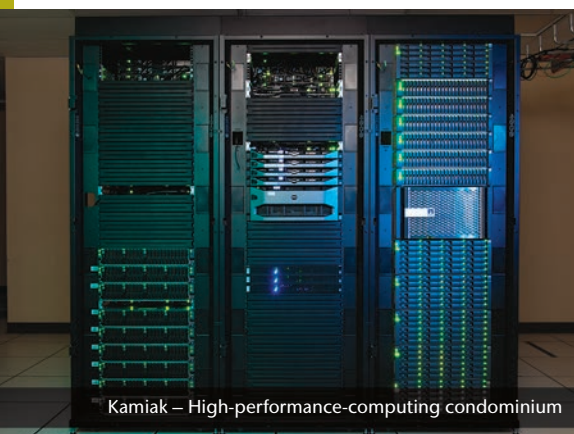
Kamiak — High-performance-computing condominium

Creation of the Kamiak high-performance computing condominium cluster was completed in 2015 to enable its launch in January of 2016. Single researchers, research groups, and academic units can purchase individual computing units or "nodes" to be installed and administered within the Kamiak system. This enables users to access more aggregated computing resources than would be available by purchasing a stand-alone system, because they can also utilize idle computer cycles across the cluster in addition to their own. Users are also freed from management responsibilities and have access to consulting expertise.

Theme 1 in Action

External partnerships

Washington State University established and facilitated important new collaborations with national labs, research universities, and other research-oriented entities. In 2015 the established PNNL/WSU joint appointment program was strengthened to increase the number of jointly appointed faculty. Other initiatives included the signed teaming agreement with Battelle, which gives WSU a voice in laboratory governance, including a seat on the Board of Governors, a mechanism to contribute to the strategic direction of the laboratory's research, and increased collaboration with the Argonne National Lab. Relationships such as these help attract faculty and support outstanding graduate students, while expanding the universe of research funding sources for partners. They also enable WSU faculty to have access to specialized laboratory facilities and teams, and enable PNNL employees to mentor WSU students.

Developing pathways to the production of alternative jet fuels

Washington State University researchers continued to make advances that could lead to economically viable production of aviation biofuels within the next five years. The Federal Aviation Administration designated WSU and the Massachusetts Institute of Technology to co-lead the Center of Excellence for Alternative Jet Fuels and the Environment. The Center aims to foster a new industry focused on developing alternative jet fuels, while addressing the emerging environmental needs of the nation's aerospace industry. Under the auspices of the Center, WSU was selected in 2015 to lead a $1.4 million project to analyze multiple supply chain pathways across the country that could lead to the production of alternative jet fuels.

Colleges partner to study natural, prescription drug interactions

The Grand Challenge for multidisciplinary research for Sustaining Health got into action with Washington State University's College of Pharmacy and Murrow College partnering to play key roles in a newly funded U54 Center, which will bring researchers from multiple institutions to study natural and prescription drug interactions. The team then will develop an effective, targeted and user-friendly public portal to communicate the findings of the interaction projects to scientific researchers, health care practitioners, and the public.

Rachel Ellenwood,
WSU's first Udall Scholarship winner,
and her son Terrell.

Executive Summary: Areas of Progress

THEME 2   Transformative Student Experience

Washington State University's commitment to providing access to quality education for students was manifested in 2015 by growth at all campuses and the most diverse student population in its history. More degrees were granted in 2015 than ever before, but the progress report also shows that we must focus even more on helping students finish the degrees they seek.

Increasingly reliable measurement and assessment of student learning experiences has contributed to strategic investments and evidence-based strategies to support students inside and outside the classroom. Assessment plans now are in place for nearly all of WSU's undergraduate degree programs and student success initiatives, and new tools are in place to track student success and help faculty and advisors anticipate and support students' needs and opportunities. Innovative teaching and experiential learning strategies are reaching more students than ever.

The progress report shows that bachelor's degrees earned increased to 5,513 from 5,054 in 2014; graduate/professional degrees awarded grew to 1,214 from 1,169 in 2014; undergraduate degree programs with six of the six required assessment elements in place improved to 88% from 85%; the percentage of the student body from under-represented groups increased in all areas except in professional degree enrollments; and internship/practicum experiences increased by 570 based on official tracking mechanisms only. Retention to the second year among low-income and first-generation students continues to increase. Low-income freshman retention rate increased from 73% in 2014 to 73.8% in 2015, while first-generation freshman retention rate increased from 74.1% to 75 %. The increase in degrees awarded is a combined function of larger incoming classes, and expanded supports for struggling students.

An area of concern among the Theme 2 metrics is a decline in the 4-year graduation rate from 40.9% to 32.4%, as well as a decline in the 6-year rate, from 66.6% to 63.7%. The trend in graduation rates corresponds with the large increase in enrollment at WSU starting in 2011, when the incoming class grew from 3,372 to 4,176, along with significant increases in the cost of tuition, which requires many students to attend part-time or take semesters off to work and replenish their bank accounts. Recent tuition reductions authorized by the legislature and generous donations toward student scholarships and graduate student fellowships in STEM and health sciences are helping to address this need, but more remains to be done.

Executive Summary: Areas of Progress

Theme 2 in Action

Student Success Initiatives

The Internal investments and successful grant-related and philanthropic partnerships led to the launch of several new programs in 2015 to support the student experience and progress toward graduation. The **Aspiring Teacher Leadership and Scholarship** (ATLAS) program provides future teachers with academic support and preparation to lead classrooms in areas of Washington where teachers are needed. The **Invest in Success** program offers low-income students the chance to save money and earn up to $4,000 in matching funds, while receiving financial literacy education and personal advising. Each of these programs have been funded by federal grants secured through partnerships facilitated by the Office of the Provost. WSU also launched a data analytics tool called the **Student Success Collaborative**, which employs 10 years of student enrollment data to provide advisors with early-warning alerts about students who need extra help and the type of assistance needed. Analytics also help administrators and faculty refine curriculum delivery. Refinements to the Student Information System and its interface for students have made registration processes easier to navigate.

Transfer Clearinghouse

As WSU's transfer student population has increased, the new Transfer Clearinghouse is removing barriers to admission and promoting academic success for transfer students. A newly developed transfer-credit search tool allows students from all over the country to match their courses with equivalent courses and credit equivalencies at WSU. A Transfer Answer Line is available for transfer-related inquiries, and programs such as Summer Advantage for Transfers, smooth students' transition to WSU.

Promoting technology and innovation in teaching

Global Campus designed or redesigned 74 courses, and the new Technology Test Kitchen hosted 574 faculty members at trainings on teaching technology and innovation. Global Campus also made major advances in closed captioning and ADA accessibility, improving the user experience for students. The teach.wsu.edu site was built out and enhanced to include content for faculty designed to help them reach students in new and innovative ways.

Center for Civic Engagement

The Center for Civic Engagement enabled 9,725 students to serve 78,000 hours in 2014-15. Students served in a wide variety of roles and venues, from internships, to community partner projects, to volunteering for nonprofit agencies. WSU has been recognized with the Carnegie Foundation Community Engagement Classification as well as the National President's Higher Education Community Service Honor Roll.

Engineering students get hands-on in the Frank Innovation Zone.

WSU trumpeter Brian Ploeger won a prestigious honor from *DownBeat* magazine.

Students and faculty collaborate on projects in the Voiland College of Engineering and Architecture's Frank Innovation Zone.

Executive Summary: Areas of Progress

Stories of Success

WSU jazz students earn multiple honors and awards

Washington State University trumpeter Brian Ploeger, a graduate teaching assistant and master's candidate in the School of Music, won an international Graduate College Soloist Award from the jazz journal *DownBeat* magazine. Meanwhile, the WSU Jazz Big Band was selected in a peer-reviewed process to present a prestigious invited performance in January at the international conference of the Jazz Education Network, where the band received a standing ovation, performing with Grammy Award-winning saxophonist Jeff Coffin. In February, the Jazz Big Band presented an invited performance at the All Northwest Conference of the National Association for Music Education and earned an Outstanding Performance award at the Lionel Hampton Jazz Festival, where saxophonist Michado Mijiga received an Outstanding Soloist award.

Student research sets participation records and produces start-up companies

The 2015 Showcase for Undergraduate Research and Creative Activities at Washington State University broke records for participation, attendance, number of winners, number of awards, and number of sponsoring donors. The event included 189 students from four campuses, plus WSU Extension. Judges presented 44 awards to 51 winners at the event, which also produced a number of co-authors of research papers published in scholarly journals. Sponsors providing a generous pool of award money included the Boeing Co., Decagon Devices, Inc., the Washington State Opportunity Scholarship program, and the WSU Office of the Provost and Executive Vice President. Undergraduate research also led several honors students graduating in 2015 to found start-up companies, which continue post-graduation. Amanda Scott founded GoKefi, Samuel Byrd founded CO Optical, and Philip Pitts is the founder and director of software for Psylink Technologies, Inc.

Ellenwood earns Udall Scholarship

When Sophomore Rachel Ellenwood was awarded a distinguished scholarship from the Udall Foundation, she became the first Washington State University student to earn the prestigious honor. The Udall scholarship recognizes sophomore and junior-level students committed to careers related to the environment, tribal public policy, or Native American health care. Ellenwood is a pre-nursing student from Lapwai, Idaho and aims to earn a Ph.D., so she can become a nurse practitioner and return to her hometown to focus on educating tribal members on prenatal health issues, cancer, and diabetes prevention and management. The WSU Office of Undergraduate Education's Distinguished Scholarships Program helps students prepare to apply for prestigious merit-based scholarships.

Global Scholars Hall opened in fall of 2015.

Global Scholars Hall opens

This new, 275-resident hall is designed to foster intellectual and cultural growth. It offers a community rich in academic and cultural diversity and features both dorm and apartment-style living. The first floor of the building houses The Market at Global Scholars, offering fresh fruit and vegetables and groceries to meet virtually any dietary need.

Executive Summary: Areas of Progress

WSU in the top 10 nationally for reducing the graduation rate gap for under-represented minority students

Washington State University's progress in enrolling and promoting the academic success of underrepresented minority students was cited in a national report issued by the Education Trust, a Washington, D.C.-based nonprofit organization focused on reducing achievement gaps. The number of students of color at WSU has increased three-fold over the past 10 years and, in contrast to a number of other public and private universities nationally, WSU has also achieved consistent improvement in minority graduation rates during the same period. These gains are facilitated by programs such as WSU's TRIO/Student Support Services, which serve primarily first-generation and low-income students. Students in TRIO/SSS had a 94% first-year retention rate, along with an 85% graduation rate for the 2010 cohort. Among first-generation and multicultural students active in the Multicultural Student Mentor program, the retention rate was 79%, compared to 68% for the control group.

ARCS fellowships fund outstanding graduate students

Washington State University continues to fund outstanding graduate students through the Achievement Rewards for College Scientists. The program originated through the College of Veterinary Medicine and has expanded to include WSU students from several colleges. The awards, funded through the Seattle Chapter of ARCS, support graduate education in the natural sciences, medicine, animal sciences, and engineering. Among the 15 new recipients in 2015 are Christal R. Clements, a Clinical Microbiology resident/PhD student in the Department of Veterinary Microbiology and Pathology. She is interested in infectious and zoonotic diseases and immunology and would like to understand the biological mechanisms of poorly understood infectious organisms with efforts to create vaccines or treatments. Joseph M. Taylor is a PhD student in the Department of Entomology investigating the role of natural arthropod predators in controlling insect agricultural pests. Upon graduation, he hopes to work for the USDA on pest management.

WSU Vancouver receives NSF grant to fund student research

Washington State University Vancouver received a three-year, $260,000 grant from the National Science Foundation to support undergraduate students conducting research in the Columbia River Basin. The nine-week summer research program, "Landscape Ecology and Ecosystem Dynamics: Integrating Terrestrial and Aquatic Perspectives," is part of NSF's Research Experience for Undergraduates program. The three-year program will provide 24 undergraduate students with financial support, and the opportunity to conduct research alongside faculty members on the Vancouver campus. Participants in the WSU Vancouver REU project will work with a faculty member in any of 10 research areas focused on the Columbia River Basin, such as aquatic invasive species, endangered butterflies and disturbance ecology at Mount St. Helens. Students will conduct research in the mentor's lab as part of a team, along with other undergraduates, graduate students, postdoctoral scholars and research technicians.

Executive Summary: Areas of Progress

Outreach and Engagement

The Strategic Plan for 2014-19 provides for strong assessments of the University's continuing commitment to increasing access to educational opportunity, responding to the needs of Washington state, and contributing to economic development and public policy. The progress report shows that WSU's impact continues to increase through initiatives that have been building infrastructure and relationships required to support future growth.

Nearly all metrics tracking the University's progress on Theme 3 have demonstrated positive trends, with continued growth projected. Overall, WSU generated $3.4 billion in economic impact in 2014. WSU reported nearly $2 billion in research grant expenditures between the fiscal years of 2008 and 2013, with more than $341 million in research grant expenditures in fiscal 2014 alone. New start-ups from WSU research and outreach increased from 5 in 2014 to 9 in 2015, with patents filed increasing from 69 to 93, and royalties and commercialization revenues increasing by $260,000, ahead of the target set by the IEC.

Access to a Washington State University education continues to increase, with more growth in total enrollment. Fall 2015 enrollments across the system represented a 3.5 percent increase over the previous year's fall enrollment records. Consistent with the past several years, WSU has grown increasingly diverse with current minority students comprising 27.6 percent of the total student population and 30.3 percent of the undergraduate student population system-wide. WSU also continues to attract a large number of first-generation students, who currently represent 35.1 percent of the total student population and nearly 40 percent of all undergraduate students. The number of individuals enrolled in Global Campus rose by more than 700. Access to other populations also increased, represented by 18,609 more enrollments in non-credit educational opportunities offered through WSU Extension.

Nursing students check on a patient during a simulation at WSU Spokane.

The WSU Mt. Vernon Plant Breeding Program studies a variety of locally grown grains.

Theme 3 in Action

Partnerships bolster Health Sciences programs

Increasing the opportunities for Washington State residents to study pharmacy, the College of Pharmacy began offering a WSU doctor of pharmacy degree program in Yakima on the Pacific Northwest University of Health Sciences (PNWU) campus in August of 2015. The Yakima cohort was launched with 30 first-year students, which in academic pharmacy is considered a robust inaugural class for an extended site. The collaboration allows WSU pharmacy students and PNWU students of osteopathic medicine to learn to care for patients as a team. The College of Nursing also maintains established programs at non-WSU campus sites in Yakima, with a nursing education building on the Yakima Valley Community College campus, and in Walla Walla, on the Walla Walla Community College campus. Both sites offer opportunities for students to learn and train locally, fostering pathways for rural and place-bound students.

WSU has formed an innovative partnership with the Empire Health Foundation and Providence Health and Services, creating the Spokane Teaching Health Center. The STHC has been granted $2 million dollars from the Health Resources and Services Administration to expand medical residency positions in Eastern Washington. WSU is building a primary care community clinic on the Health Sciences campus in Spokane, which will house medical residency training programs and serve as an inter-professional teaching site for students in nursing, pharmacy and other allied health education programs .

The University-Community Partnership to Reduce Children's Health Disparities, funded by a $100,000 grant from the Smith-Barbieri Progressive Fund, will focus on identifying and reducing health risks in the home for families—and particularly children—in poverty. "Every child has to sleep somewhere," nursing professor Patricia Butterfield said. "The safety of their home, the quality of the housing, the ability to be in a home that is free from lead, from carbon monoxide, from radon, but also from violence, and also have a sense of stability, is an area that focuses on moving the dial for children's health."

Economic impact shows WSU delivers $19 for every $1 of state investment

The WSU Economic Reach and Impact report released in March 2015 was an important effort to quantify the impact of the university, most specifically in the State of Washington. Using conservative measurements, the report calculated that in 2014, for every $1 the state invested, WSU delivered nearly $19 of economic impact. The Office of Economic Development projects the growth of WSU's annual economic impact to reach $3.6 billion by 2019.

Stories of Success

Aerospace industry partnerships

Washington State University is making a difference in the aerospace industry through partnerships that allow faculty and students to develop concepts for companies like Aerojet Rocketdyne. Professor Amit Bandyopadhyay and his graduate students were tasked with helping to simplify the manufacturing process of satellite parts for the company. "Students are the number one product of a university," Bandyopadhyay says. "If we supplement their education with real-world opportunities that have three companies chasing after them at once, we know we have really done our job."

The Mt. Vernon Bread Lab

Executive Summary: Areas of Progress

Mt. Vernon Bread Lab garners national attention

The WSU Bread Lab at Washington State University's Mount Vernon Northwest Research and Extension Center has gained a reputation across the country for its innovation and delicious products. Stephen Jones, Director of the Bread Lab, uses innovative techniques mixed with heirloom wheat varieties to produce bread that makes a buzz. A 2015 *New York Times Magazine* piece on the Mt. Vernon Bread Lab drew more than 77 million page views, and the Lab has become a magnet for millers, bakers, brewers, maltsters, and chefs trying to capture authentic flavors and nutrition that grocery store bread has lost.

Everett programs continue to grow

About 50 Washington State University students are expected to graduate this spring from the North Puget Sound at Everett instructional site, and their commencement ceremony will take place at the Future of Flight in Mukilteo. Enrollment at the North Puget Sound at Everett location is on the rise. Enrollment rose from 44 students in 2014 to 73 in 2015, and is on target to double in 2016. This spring, students from Everett will graduate from programs in mechanical engineering, electrical engineering, hospitality business management, and integrated strategic communication. A new facility to serve Everett students' needs broke ground in the summer and should be finished by summer 2017.

WSU wins grant for Native American collection platform

Washington State University researchers received a $69,500 grant from the Andrew W. Mellon Foundation—the first from the foundation to WSU—to support planning of a shared online platform for the curation, management and preservation of Native American library and archive collections. The Mellon grant covers planning activities through December 2016 for Mukurtu CMS, a free, open-source, standards-based platform for managing digital content specifically for the cultural needs of indigenous communities. The award is also the first grant for WSU's new Center for Digital Scholarship and Curation (CDSC), formed last year by the College of Arts and Sciences and WSU Libraries.

Executive Summary: Areas of Progress

Institutional Effectiveness – Diversity, Integrity and Openness

WSU strives to cultivate a diverse, inclusive and equitable community, reflecting its land-grant ideals and fostering an optimal learning environment. Nearly all metrics tracking progress on Theme 4 have been newly developed by the Institutional Effectiveness Council because few commonly used methods exist nationwide for tracking diversity, integrity, and openness across institutions. The IEC's Theme 4 subcommittee therefore devoted a great deal of effort to adopting, adapting, or developing measures that have been put in place for the ongoing measurement of progress for each of the Theme 4 sub-goals. Data collection in 2016 will form the baseline for measurement of progress in subsequent years.

Findings for 2015 based on pre-existing measures indicated that employee satisfaction has been high and consistent across employee groups, averaging 3.72 on a 5-point scale. In addition, retention of personnel has remained steady, at 93.7% for faculty, 85.8% for administrative professional staff, and 85.2% for classified staff. More engagement from faculty and staff is needed to assess and achieve goals for diversity, climate, and openness.

Recent unit-level progress reports submitted to the IEC have shown that almost all units now have unit-specific Theme 4 goals. This is an improvement over last spring, when most units had no goals or metrics related to this theme, demonstrating more visible commitment. In addition, the progress reports show that units are in various stages of implementation of strategies to meet Theme 4 goals.

Indeed, many areas have long-standing or newly developed programs designed to advance women and minorities, such as: The **Tidal Leadership Program** within CAHNRS, the **Alhadeff Future Teachers of Color program** within the College of Education, the **ADVANCE** program, which has been extended to increase representation of women in target science, technology, engineering, and mathematics (STEM) disciplines, and under-represented minority faculty in all disciplines, the **mentoring program in the College of Pharmacy**, and the expansion of **internship programs in the Police Department and Facilities Services**.

ADVANCE at WSU has expanded to include faculty from all colleges.

Executive Summary: Areas of Progress

Theme 4 in Action

The Campaign for Washington State University

The $1.065 billion Campaign for Washington State University wrapped up in 2015 with a celebration on the Pullman campus. The Campaign raised $338 million for WSU students specifically. There were 444 student scholarships and fellowships created through the campaign, and an additional $383 million was set aside for faculty and research, enhancing the capabilities of WSU's teachers, investigators, innovators and problem solvers. For more on The Campaign for WSU, visit campaign.wsu.edu.

Grad School programs

The Research Assistantships for Diverse Scholars (RADS) program has been successful in recruiting underrepresented minority students to doctoral programs at WSU. Since 2012, 55 students have been supported by RADS for an average of 14 per year. The program creates a sense of community among these incoming students, who are tracked throughout their graduate career. The Graduate School was awarded a 42-month grant through the NSF Alliances for Graduate Education and the Professoriate-Transformation (AGEP-T) to increase the participation of Native American and Alaska Natives in STEM graduate education. The grant includes the development of culturally congruent recruitment and mentoring plans.

Stories of Success

Tri-Cities mentoring program honored

The Tri-Cities campus mentoring program was recently recognized by the the Million Women's Mentor (MWM) organization with the first Higher Education Award. MWM supports the engagement of one million Science, Technology, Engineering, and Math (STEM) mentors, both male and female, to increase the interest and confidence of girls and women to persist and succeed in STEM programs and careers.

College of Education receives gift to fund future teachers

Washington State University created its largest endowed scholarship fund in 2015, and this year, the R.H. and Jane Logan Scholarships will be awarded to WSU undergraduate and graduate students who plan to pursue careers in teaching. The awards are available to students who have a 3.0 or higher grade point average and demonstrate financial need.

Tri-Cities College of Nursing receives landmark gift

Kadlec Regional Medical Center made a major investment in Washington State University's Tri-Cities College of Nursing through an $18 million gift. It was the largest single gift in the history of WSU Tri-Cities. The donation created five new endowed faculty positions. The Kadlec Distinguished Chairs will allow WSU Tri-Cities to recruit doctoral-prepared faculty with the expertise necessary to meet the region's need for preparing nurse practitioners. The goal is to increase the number of those earning the Doctor of Nursing Practice degree throughout the region.

BECAUSE THE WORLD NEEDS
BIG IDEAS

GLOBAL
LEADERSHIP

The Campaign for Washington State University raised $1.065 billion over 10 years, and was celebrated in Pullman in September.

INSTITUTIONAL PEERS

Institutional Peers

IEC Peer List

Washington State University strives for excellence as a land-grant, research university with the highest research activity, as recognized in the Carnegie Classification of Institutions of Higher Education for 2015 (released Feb. 1, 2016). Our institutional peers provide points of reference, for goal-setting, and assessment purposes.

The Institutional Effectiveness Council steering committee examined a broad list of public, land-grant institutions with categorizations related to AAU, Medical or Veterinary Medicine, Carnegie classifications, and a host of metrics that could be sorted for review.

The steering committee developed a final set for peer benchmark comparison on the Strategic Plan 2014-19 to represent Public Land Grant institutions that were Carnegie Very High Research Institutions (under the 2005 Basic Classification), have a veterinary school, may or may not have a medical school, may or may not be AAU members, are within 50% above or below WSU's enrollment size, and are within 100% above or below WSU's research and development expenditures.

This list includes the following schools (all are "Doctoral Universities: Highest Research Activity," except Mississippi State, which is now classified as "Higher Research Activity"):

- Colorado State University-Fort Collins
- Iowa State University
- Louisiana State University and A&M
- Mississippi State University
- North Carolina State University Raleigh
- Oregon State University
- Purdue University-Main
- University of Georgia
- University of Maryland-College Park
- University of Missouri-Columbia
- University of Nebraska-Lincoln
- University of Tennessee-Knoxville
- Virginia Tech

REPORT CARD

Strategic Plan 2014-19
Baseline, Actual, & Target Metrics

How to read the Metrics Chart

1
METRIC

2
DESCRIPTION

3
FY2014 FY2015 FY2016 FY2017 FY2018 FY2019
(or academic or previous calendar year as noted at right)
bold indicates performance, *italic indicates target*

4
AY
CY
FY

Grow and diversify extramural research funding

						FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	
1A	1	Total R&D Expenditures reported to NSF (HERD)	**5**	WSU		**$326.4**	**$333.1**					**6** $M
				Peer Average		$339.3						FY
				Target			*$329.7*	*$334.6*	*$341.3*	*$351.6*	*$362.6*	
		Rank among all/public/ peer institutions		Ranks		**69/44/6**						rank
	2	Federal R&D Expenditures reported to NSF (HERD)		WSU		**$127.0**	**$134.9**					$M
				Peer Average		$156.4						FY
				Target			*$128.9*	*$130.8*	*$133.4*	*$137.4*	*$143.6*	
		Rank among all/public/ peer institutions		Ranks		**87/55/7**						rank
	3	Multi-Institution Competitive Grants		Number		**502**	**500**					#
				Target				508	518	533	550	FY
				Awards		**$42.1**	**$46.8**					
		New, Renewal, Resubmission, and Supplement; no Continuation types		Target				*$47.5*	*$48.5*	*$49.9*	*$51.5*	$M

1 Sub-goal and metric number (e.g. 1A, 1, 2, 3...) For detailed definitions, methods, caveats, and links see appendix "Methodology for Measurement"

2 Description of the metric. Note, there are some approved changes to the original strategic plan metrics.

3 Reporting years for plan. Baseline year is 2014. Actuals appear in bold, targets in italics.

4 Metrics are reported as academic year (fall, spring) of the prior year, calendar year ending December 31, or fiscal year. For academic year, fall semester often is reported: This is indicated where applicable.

5 WSU, peer*, rank*, target designation dependent upon metric.

*See page 46 for listing of IEC peers.

*Rank is associated with specific metrics. See appendix "Methodology for Measurement" for details on ranks for a metric.

6 Metric value ($m = reported in million dollars).

THEME 1 Exceptional Research, Innovation, and Creativity

METRIC	DESCRIPTION		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY / CY / FY
					(or academic or previous calendar year as noted at right)				
					bold indicates performance, *italic indicates target*				

Grow and diversify extramural research funding

1A			FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	
1	Total R&D Expenditures reported to NSF (HERD)	WSU	**$326.4**	**$333.1**					$M
		Peer Average		$339.3					FY
		Target		*$329.7*	*$334.6*	*$341.3*	*$351.6*	*$362.6*	
	Rank among all/public/ peer institutions	Ranks	**69/44/6**						rank
2	Federal R&D Expenditures reported to NSF (HERD)	WSU	**$127.0**	**$134.9**					$M
		Peer Average		$156.4					FY
		Target		*$128.9*	*$130.8*	*$133.4*	*$137.4*	*$143.6*	
	Rank among all/public/ peer institutions	Ranks	**87/55/7**						rank
3	Multi-Institution Competitive Grants	Number	**502**	**500**					#
		Target			508	518	533	550	FY
		Awards	**$42.1**	**$46.8**					$M
	New, Renewal, Resubmission, and Supplement; no Continuation types	Target			*$47.5*	*$48.5*	*$49.9*	*$51.5*	

Attract, retain, and develop high-quality research faculty system-wide

1B			FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	
4	# of Refereed Publications per TT FTE Faculty	WSU	**1.85**	**2.60**					p/ffte
		Peer Average		1.94					CY
	Baseline is CY2013 1,645 pubs and 890.67 TT Fac FTE Fall '13	Target			*2.64*	*2.69*	*2.78*	*2.86*	
	CY2014 2,384 publications for 915.67 TT Faculty FTE Fall '14								
5	# publications/juried/ adjudicated shows/ performances/ books/other evidence of research/ scholarship/creativity by arts/humanities/social sciences faculty [CCB data due 5/16]	WSU	**6.13**						p/ffte
		Target		*Theme 1 suggests Digital Measures alternative*					CY
				CY2014 1,740 pubs, etc. and 447.0 TT FFTE Fall '13					
6	# of prestigious/highly prestigious faculty awards	a. WSU	**8.0**						awards
		Peer Average		8.6					AY
	# faculty awards per 1,000 faculty [TT FTE Faculty]	Target		*Theme 1 suggests Digital Measures alternative*					
		b. Normalized	**9.0**						
	Any targets for 6b are driven by 6a and faculty size	Peer Average		7.0					/kffte

Strategic Plan 2014-19, Report Card

METRIC	DESCRIPTION		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY CY FY
					(or academic or previous calendar year as noted at right)				
					bold indicates performance, *italic indicates target*				

Attract, retain, and develop high-quality research faculty system-wide

1B	7	Citations per faculty member & H Index	a. 2 yr rolling avg	**22.47**						c/ffte
			Peer Average	28.36						
			Target		*22.69*	*23.03*	*23.50*	*24.20*	*24.96*	CY
			b. Hirsch Index	**42**						
			Peer Average	56						h
		CY1213 3,288 pubs had 20,013 citations for 890.67 TT FFTE Fall '13	Target		*42.42*	*43.06*	*49.92*	*45.23*	*46.66*	
	8	# of National Academies Members	a. WSU	**9**						
		Includes NAS, NAE, and IOM	Target		*9*	*9*	*10*	*11*	*11*	$M
			Peer Average	10.0						
		NAS/NAE/IOM per 1,000 faculty [TT FTE Faculty]	b. Normalized	**10.1**						FY
		Any targets for 8b are driven by 8a and faculty size	Target		*9*	*9*	*10*	*11*	*11*	rank
			Peer Average	7.6						

Develop and sustain the physical and technological infrastructure, resources, and expertise to support increased research and scholarly productivity system-wide, with particular emphasis on core laboratories and academic computing

1C	9	Capital expenditures, academic infrastructure	WSU	**$52.9**	**$89.2**					$M FY
			Target			*$79.5*	*$141.0*	*$141.0*	*$141.0*	
	10	R&D facilities feet[2] per tenure-track faculty (biennial)	WSU	**2,273.2**	**2,360.4**					ft²/ffte FY bi
			Peer Average							
		Baseline is FY 2013 survey result: 2.055Mft²/904 TT FFTE Fall '12	Target							
		R&D facilities 2,161,370ft² for 915.67 TT Faculty FTE Fall '14								
	11	# labs, classrooms, conference rooms with virtual collaboration	WSU	**285**	**296**					rooms FY
			Target			*296*	*310*	*329*	*329*	

Build upon WSU's current and emerging areas of research excellence and international reputation

1D	12	Grant awards/expenditures, identified areas of research excellence (R120 Grand Challenges)	a. Awards							$M FY
			Target			Office of Research began tracking 1/1/16; baseline tentatively FY2017				
			b. Expenditures							
			Target							

METRIC	DESCRIPTION		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY
								(or academic or previous calendar year as noted at right)	CY
								bold indicates performance, *italic indicates target*	FY

Build upon WSU's current and emerging areas of research excellence and international reputation

1D										
	13	# major ($500k+) multidisciplinary grants submitted after internal peer review	WSU	**20**	**22**					# FY
			Target			*30*	*30*	*32*	*35*	
	14	Grant activity for multi-unit projects	a. Award Count	**216**	**223**					#
			Target			*30*	*30*	*32*	*35*	
			b. Award Amount	**$29.3**	**$49.3**					FY
			Target			*$50.1*	*$51.1*	*$52.6*	*$54.3*	$M
			c. Expenditures	**$16.3**						
			Target		*$27.4*	*$27.9*	*$28.4*	*$29.3*	*$30.2*	

Increase engagement & productivity of graduate students, postdoctoral associates & undergraduates in mentored research, innovative projects & creative endeavors

1E						
	15	# of publications co-authored by grad students, postdocs, or undergrads	WSU	Pending survey		pubs CY
			Target			

1A │ 1 Total R&D Expenditures reported to NSF (HERD)
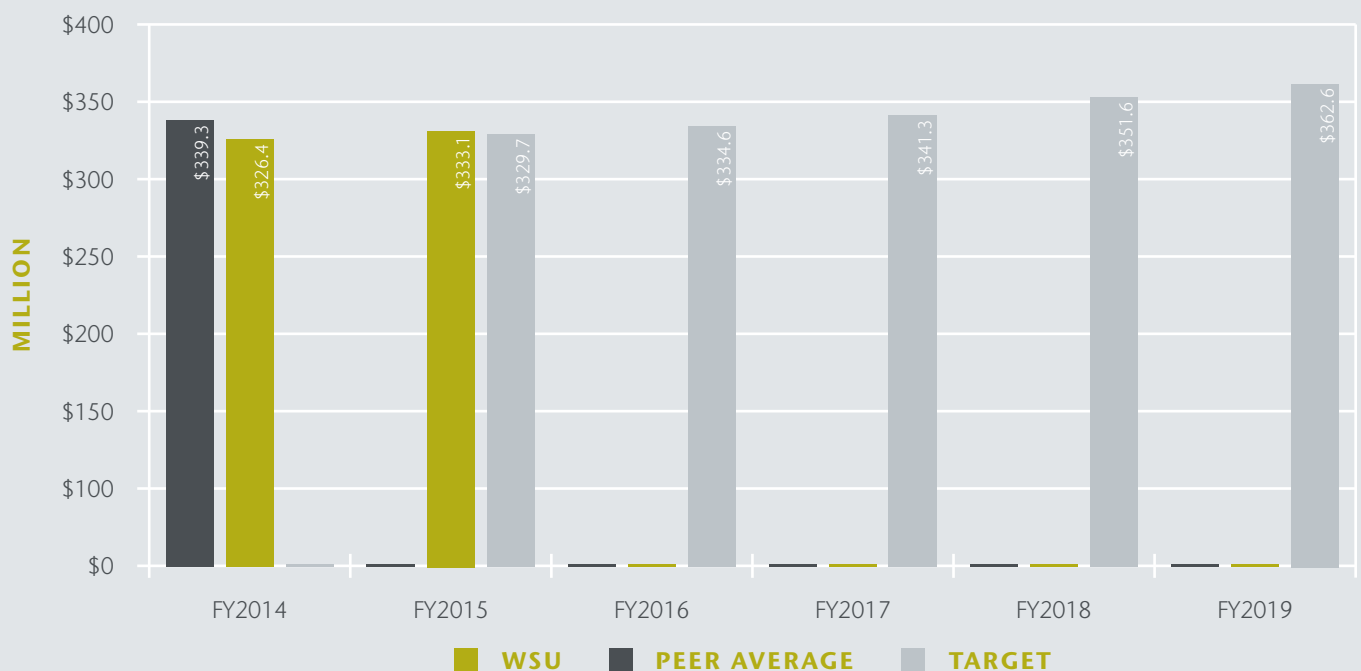
	WSU	PEER AVERAGE	TARGET
FY2014	$326.4	$339.3	
FY2015	$333.1		$329.7
FY2016			$334.6
FY2017			$341.3
FY2018			$351.6
FY2019			$362.6

SELECTED METRICS AT A GLANCE

Strategic Plan 2014-19, Report Card

1C │ 9 Capital expenditures, academic infrastructure

MILLION

	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
WSU	$52.9	$89.2				
TARGET			$79.5	$141.0	$141.0	$141.0

■ WSU   ■ TARGET
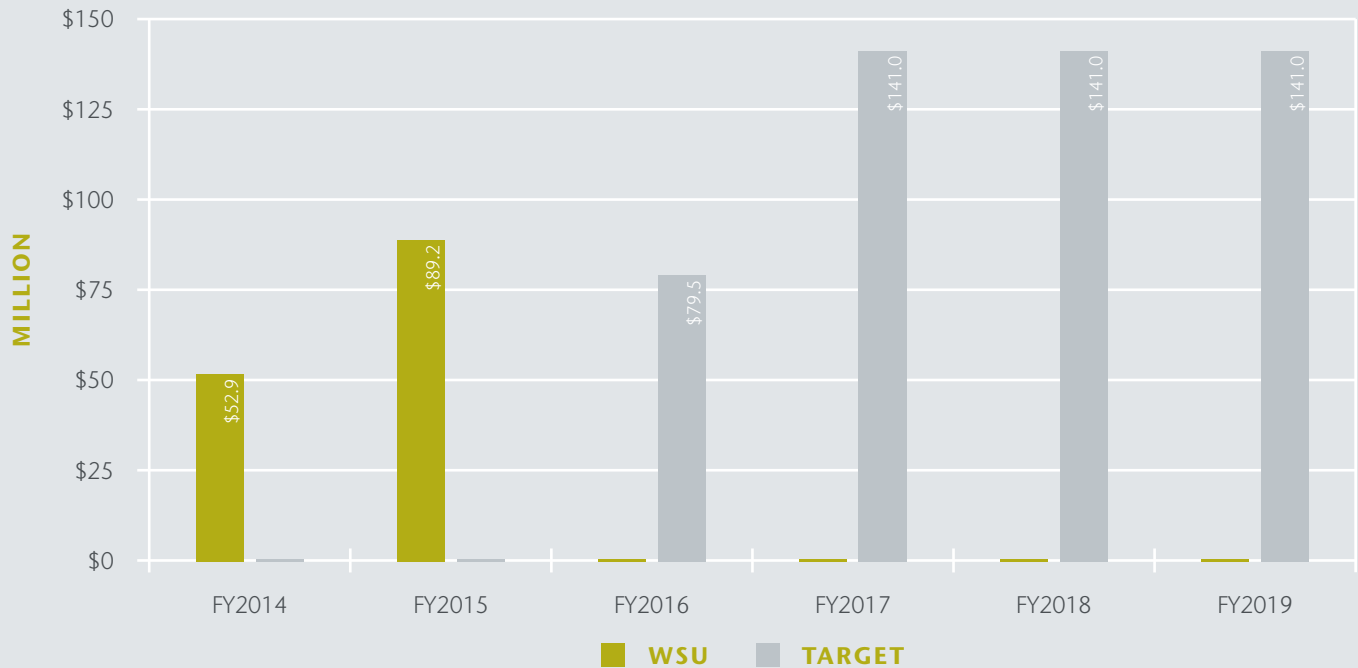
THEME 2   Transformative Student Experience

METRIC	DESCRIPTION		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY

(or academic or previous calendar year as noted at right)   CY
bold indicates performance, *italic indicates target*   FY

Enhance student engagement and achievement in academics and co-curricular activities

	METRIC	DESCRIPTION		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	
2A	16	% of UG degree programs with 6 of 6 assessment elements in place, inc. student learning assessment results in decision-making	WSU	**88%**	**88%**					FY
			Target		*95%*	*100%*	*100%*	*100%*	*100%*	
	17	% of graduate degree programs using student learning assessment results in decision-making or planning	WSU	**80%**	**85%**					FY
			Target		*95%*	*100%*	*100%*	*100%*	*100%*	

Strategic Plan 2014-19, Report Card

METRIC	DESCRIPTION	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY
	(or academic or previous calendar year as noted at right)							CY
	bold indicates performance, *italic indicates target*							FY

Enhance student engagement and achievement in academics and co-curricular activities

2A

METRIC	DESCRIPTION		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY/CY/FY
18	Bachelor's degrees awarded (total, high demand fields, low income students)	a. All	**5,054**	**5,513**					FY
		Peer Average							
		Target			*5,562*	*5,674*	*5,713*	*5,713*	
		b. Hi Demand	**1,726**	**1,868**					
		Target			*exceed prior year*				
		c. Low Income	**1,631**	**1,771**					
		Target			*meet or exceed prior year*				
19	Graduate degrees awarded (master's, doctoral, professional, high demand and STEM)	a. All	**1,169**	**1,214**					FY
		Target			*1,265*	*1,268*	*1,326*	*1,326*	
		b. Master's	**731**	**741**					
		Peer Average							
		Target			*773*	*780*	*789*	*789*	
		c. Doctoral	**260**	**290**					
		Peer Average							
		Target			*288*	*289*	*291*	*291*	
		d. Professional	**178**	**183**					
		Target			*204*	*199*	*246*	*246*	
		e. Hi Demand	**725**	**672**	*exceed prior year*				
		f. STEM	**339**	**288**	*exceed prior year*				
20	# of internship or practicum experiences *(identified course enrollments only)*	WSU	**5,924**	**6,497**					AY
		Target		*5,983*	*6,043*	*6,104*	*6,165*	*6,226*	
21	% of classrooms meeting benchmark quality	WSU	**59%**	**64%**					FY
		Target		*65%*	*66%*	*67%*	*68%*	*70%*	

Strategic Plan 2014-19, Report Card

(or academic or previous calendar year as noted at right) — CY

bold indicates performance, *italic indicates target* — FY

Increase the size, diversity and academic preparedness of the undergraduate and graduate student populations at all campuses state-wide

2B

METRIC	DESCRIPTION		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	
22	Total university enrollment (bachelor, master, doctoral, professional)	a. All	**27,642**	**28,686**					FY
		Peer Average	31,430						
	Total includes non-degree students	Target		*27,918*	*28,198*	*28,480*	*28,764*	*29,052*	
	Master's includes MBA	b. Undergrad	**23,070**	**23,867**					
	Master's and Doctoral targets are not unique and should not be summed, and do not include graduate certificate students	Target			*24,470*	*24,931*	*25,331*	*25,702*	
		c. Master's	**1,682**	**1,821**					
		Target			*2,187*	*2,057*	*2,082*	*2,100*	
		d. Doctoral	**1,832**	**1,885**					
		Target			*1,938*	*1,978*	*1,989*	*1,996*	
		e. Professional	**829**	**887**					
		Target			*947*	*968*	*1,079*	*1,186*	
23	% of student body from under-represented groups	a. All	**24.9%**	**26.5%**					% AY Fall
		b. Undergrad	**27.0%**	**28.8%**	*meet or exceed prior year by increasing outreach and engagement*				
		c. Graduate	**13.8%**	**15.0%**					
		d. Professional	**17.1%**	**14.5%**					

Produce graduates who are highly sought by post-baccalaureate and post-graduate employers and graduate/professional programs

2C

METRIC	DESCRIPTION		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	
24	Alumni survey (biennial): % of grads employed within 1 yr in job relevant to degree	WSU	**79%**						% AY bi
		Target		*80%*		*81%*			

Align student recruitment, admissions and retention system-wide to enhance access, inclusiveness and student success

2D

METRIC	DESCRIPTION		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	
25	Freshman retention rate (all-WSU)	a. All	**79.4%**	**77.9%**					Fall cohort
		Peer Average							
		Target		*80.0%*	*81.0%*	*82.0%*	*83.0%*	*84.0%*	
		b. Low Income	**73.0%**	**73.8%**					
		c. Minority	**76.3%**	**75.2%**	*meet or exceed prior year by increasing outreach and engagement*				
		d. First Generation	**74.1%**	**75.0%**					

METRIC	DESCRIPTION	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY
		(or academic or previous calendar year as noted at right)						CY
		bold indicates performance, *italic indicates target*						FY

Align student recruitment, admissions and retention system-wide to enhance access, inclusiveness and student success

2D

#	Description		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	
26	4-yr graduation rate (all-WSU)	a. All	**40.9%**	**32.4%**					Fall cohort
		Target		*41.0%*	*41.0%*	*41.0%*	*42.0%*	*42.0%*	
	E.g., Fall '10 cohort graduated through FY2014	b. Low Income	**32.3%**	**25.5%**					
		c. Minority	**33.9%**	**25.5%**	*meet or exceed prior year by increasing outreach and engagement*				
		d. First Generation	**36.3%**	**27.1%**					
27	6-yr graduation rate (all-WSU)	a. All	**66.6%**	**63.7%**					% Fall cohort
		Peer Average							
	E.g., Fall '08 cohort graduated through FY2014	Target		*67.0%*	*68.0%*	*68.0%*	*69.0%*	*69.0%*	
		b. Low Income	**61.7%**	**56.0%**					
		c. Minority	**62.5%**	**60.0%**	*meet or exceed prior year by increasing outreach and engagement*				
		d. First Generation	**62.8%**	**58.7%**					
28	% of students who complete Master's degree within 4 yrs; Doctoral degree within 8 years	a. All	Pending reporting in 2016						% FY
		Degree		70.8%					
		Left		12.5%					
	Proxy measures for interim are Fall '12 entering student outcomes by Fall '15	Still Enrolled		18.1%					
		Target						*50.0%*	
		b. Doctoral	Pending 2020 reporting						
		Target						*40.0%*	
29	Average SAT (best score) of Incoming freshmen (all-WSU)	a. 25th %ile	**910**	**910**					SAT (old) Fall cohort
		Target		*915*	*920*	*925*	*930*	*935*	
	Proxied by 25th & 75th percentile scores	b. 75th %ile	**1,150**	**1,130**					
	New test regime for Fall '16, so targets are current equivalents	Target		*1,155*	*1,160*	*1,165*	*1,170*	*1,175*	

2A | 18 Bachelor's degrees awarded (total, high demand fields, low income students)

	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
A. ALL	5,054	5,513				
TARGET			5,562	5,674	5,713	5,713
B. HIGH DEMAND	1,726	1,868				
C. LOW INCOME	1,631	1,771				

DEGREES

■ A. ALL   ■ TARGET   ■ B. HIGH DEMAND   ■ C. LOW INCOME
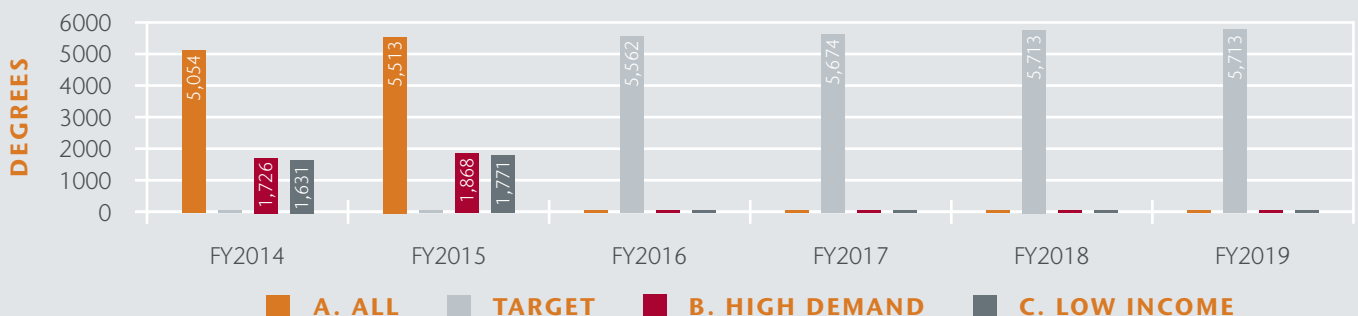
Strategic Plan 2014-19, Report Card

2A │19 Graduate degrees awarded (master's, doctoral, professional, high demand and STEM)
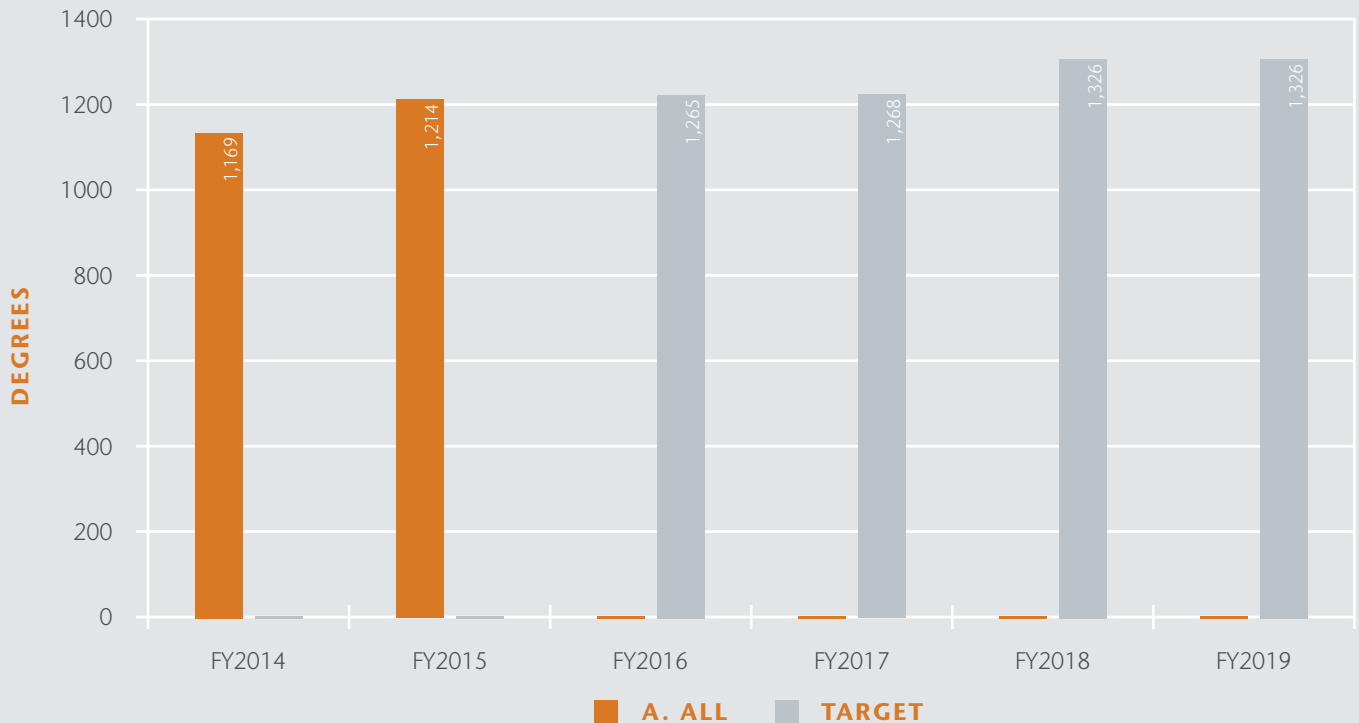
DEGREES

	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
A. ALL	1,169	1,214				
TARGET			1,265	1,268	1,326	1,326

■ A. ALL   ■ TARGET

2D │25 Freshman retention rate (all-WSU)

%

	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
ALL	79.4%	77.9%				
TARGET	73.0%	80.0%	81.0%	82.0%	83.0%	84.0%
B. LOW INCOME	76.3%	73.8%				
C. MINORITY		75.2%				
D. FIRST GENERATION	74.1%	75.0%				

■ ALL   ■ TARGET   ■ B. LOW INCOME   ■ C. MINORITY   ■ D. FIRST GENERATION
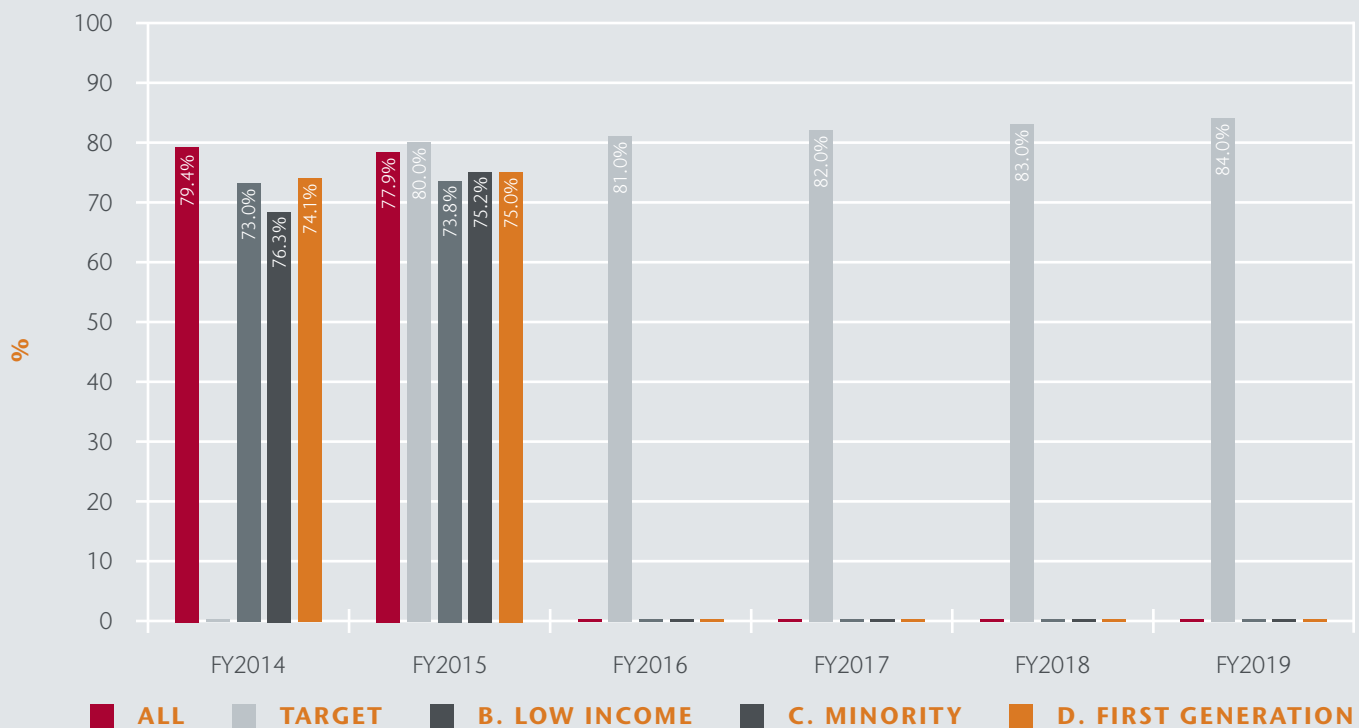
THEME 3 Outreach and Engagement

METRIC	DESCRIPTION		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY / CY / FY
						(or academic or previous calendar year as noted at right)			
						bold indicates performance, *italic indicates target*			

Increase impact of WSU research, scholarship, creative and outreach activities on quality of life and economic development within the state and region

METRIC	DESCRIPTION		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	
30	WSU estimated annual economic impact	WSU	**$3.4**	**$3.4**					$B FY
		Target			*$3.4*	*$3.4*	*$3.5*	*$3.6*	
31	# of start-ups from WSU research and outreach	WSU	**5**	**9**					# FY
		Peer Average							
		Target			*7*	*7*	*7*	*8*	
32	R&D expenditures from industry *Industry is sum of Business + NonProfit*	WSU	**$23.4**	**$22.1**					$M FY
		Peer Average							
		Target		*$23.6*	*$24.0*	*$24.5*	*$25.2*	*$26.0*	
33	Patents applied for/awarded & Inventions disclosed	a. Patents Filed	**69**	**93**					# FY
		Target			*86*	*87*	*89*	*92*	
		b. Patents Issued	**12**	**34**					
		Target			*34*	*34*	*35*	*36*	
		c. Disclosures	**103**	**113**					
		Target			*100*	*101*	*103*	*106*	
34	# of participants in non-credit educational programs offered by Global Campus and WSU Extension	a. WSU Extension	**1,037,874**	**1,056,483**					AY
		Target			*1,000,000*	*1,010,000*	*1,020,000*	*1,030,000*	
		b. Global Campus	**34,333**	**32,667**					FY
		Target			*33,314*	*33,739*	*34,149*	*34,591*	
35	Total annual expenditures for WSU Extension and in Land Grant mission engagement	a. WSU Extension	**$58.8**	**$60.1**					$M FY
		Target			*$60.8*	*$61.5*	*$62.3*	*$63.0*	
		b. Engagement	Pending results of WSU Economic Impact Study, Part 2.						
		Target							
36	Royalties/other revenue, commercialization activities	WSU	**985.8**	**1,246.3**					$M FY
		Target			*1,035*	*1,045*	*1,066*	*1,098*	

3A

Strategic Plan 2014-19, Report Card

Increase access to the WSU system for place-bound, non-traditional and other underserved or underrepresented students

3B

#	Description	Sub-metric	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	
37	Enrollment in and numbers of Global Campus programs and courses (Undergraduate & Graduate combined)	a. Headcount	**3,556**	**4,284**					AY
		Peer Average							
		Target			*4,498*	*4,722*	*4,958*	*5,205*	
	Course enrollments sum semester counts (Fall, Spring, Summer)	b. Course Enrollments	**21,594**	**25,885**					
	Degree programs all levels, as reported to IPEDS	Target			*23,807*	*24,998*	*26,248*	*27,560*	
	Count distinct subject_catalog_nbr, full year Global	c. Degree Programs	**22**	**20**					CY
		Target			*23*	*25*	*27*	*30*	
		d. Courses	**376**	**414**					
		Target			*444*	*474*	*504*	*534*	
		e. Certificates	**20**	**23**					
		Target			*24*	*25*	*26*	*27*	
38	Total undergraduate and graduate enrollment (minority, first generation, low income)	a. All	**23,070**	**23,867**					headcount AY Fall
		Target			*24,470*	*24,931*	*25,331*	*25,702*	
	Low income is defined as Pell eligible (i.e., undergraduate only)	b. Minority (Undergrad)	**6,237**	**6,883**	*meet or exceed prior yr by increasing outreach and engagement*				
		Target							
	Low income is defined as Pell eligible (i.e., undergraduate only)	c. First Generation	**8,875**	**9,545**	*meet or exceed prior year*				
		d. Low Income	**7,989**	**8,488**	*meet or exceed prior year*				
		e. All (Grad/Prof)	**4,572**	**4,819**					
		Target			*5,216*	*5,068*	*5,213*	*5,343*	
		f. Minority	**657**	**719**	*meet or exceed prior yr by increasing outreach and engagement*				
		Target							
		g. First Generation	**615**	**706**	*meet or exceed prior year*				
39	Enrollment at non-Pullman campuses	a. Spokane	**1,376**	**1,458**					headcount AY Fall
		Target			*1,482*	*1,560*	*1,697*	*1,833*	
	Low income is defined as Pell eligible (i.e., undergraduate only)	b. Tri-Cities	**1,347**	**1,426**					
		Target			*1,593*	*1,836*	*1,901*	*1,987*	
		c. Vancouver	**3,097**	**3,264**					
		Target			*3,305*	*3,430*	*3,455*	*3,480*	
40	Enrollment at other sites (e.g. Bremerton, Everett)	a. Everett	**44**	**73**					AY Fall
		Target			*150*	*200*	*222*	*245*	
		b. Olympic	**43**	**53**					
		Target			*68*	*85*	*103*	*103*	

METRIC	DESCRIPTION		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY CY FY
					(or academic or previous calendar year as noted at right)				
					bold indicates performance, italic indicates target				

Contribute to economic security, stability, social justice and public policy through research, education, the arts, extension and citizen-based and public policy engagement

3C

Metric	Description	Sub-item	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY/CY/FY
41	# of academic units or programs with advisory boards that include alumni or constituency representatives *(item a is partial data due to limited response to initial survey)*	a. # Units with advisory boards inc alum/constituent rep	**88**	*Pending survey*					AY
		Target							
		b. # Members WSUAA	**29,842**	**30,806**	*31,906*	*33,006*	*34,106*	*35,206*	
		Target							
		c. Alum donor rate	**15.4%**	**14.9%**	*at or above peer 75th percentile*				
		Target							
42	Service hours/service courses/service learning projects linked to Center for Civic Engagement or similar *Pullman & Global only*	a. Hours	**78,666**	**84,686**	*85,533*	*86,388*	*87,252*	*88,125*	AY
		Target							
		b. Courses	**83**	**75**	*76*	*77*	*78*	*79*	
		Target							
		c. Service Learning programs	**840**	**914**	*923*	*932*	*942*	*951*	
		Target							
43	Annual operating and capital expenditures	a. Operating	**995.1**	**1,048.1**	*1,085*	*1,124*	*1,155*	*1,188*	FY
		b. Capital	**148.0**	**154.5**	*142.2*	*181.9*	*194.3*	*147.4*	

3D

Metric	Description	Sub-item	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY/CY/FY
44	International student enrollment	WSU	**1,874**	**1,946**					Fall of AY
		Peer Average			*meet or exceed prior year by increasing outreach and engagement*				
		Target							
45	# of faculty participating in international activities	WSU	**260**	*Pending Survey*					AY
		Target							
46	# of students participating in study abroad or other significant international experience	WSU	**860**	**883**	*900*	*920*	*940*	*965*	AY
		Target							

3E

Metric	Description	Sub-item	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	
47	Educational & research performance average rankings *Education: Average percentile score for USNWR UG, Forbes, and Washington Monthly* *Research: Average rank among ARWU, THE, Taiwan, Leiden, QS, and UNSWR Global*	a. Education	**50%**	**50%**					%ile rank / AY
		b. Research	**337**	**348**					avg rank

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3A │ 33 Patents applied for/awarded & Inventions disclosed

Chart — PATENTS (y-axis 0–120)

	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
A. Applied for	69	93				
B. Awarded to	12	34				
C. Disclosed	103	113				
A. Target			86	87	89	92
B. Target			34	34	35	36
C. Target			100	101	103	106

Legend:
- ■ A. APPLIED FOR
- ■ B. AWARDED TO
- ■ C. DISCLOSED
- ■ A. TARGET
- ■ B. TARGET
- ■ C. TARGET
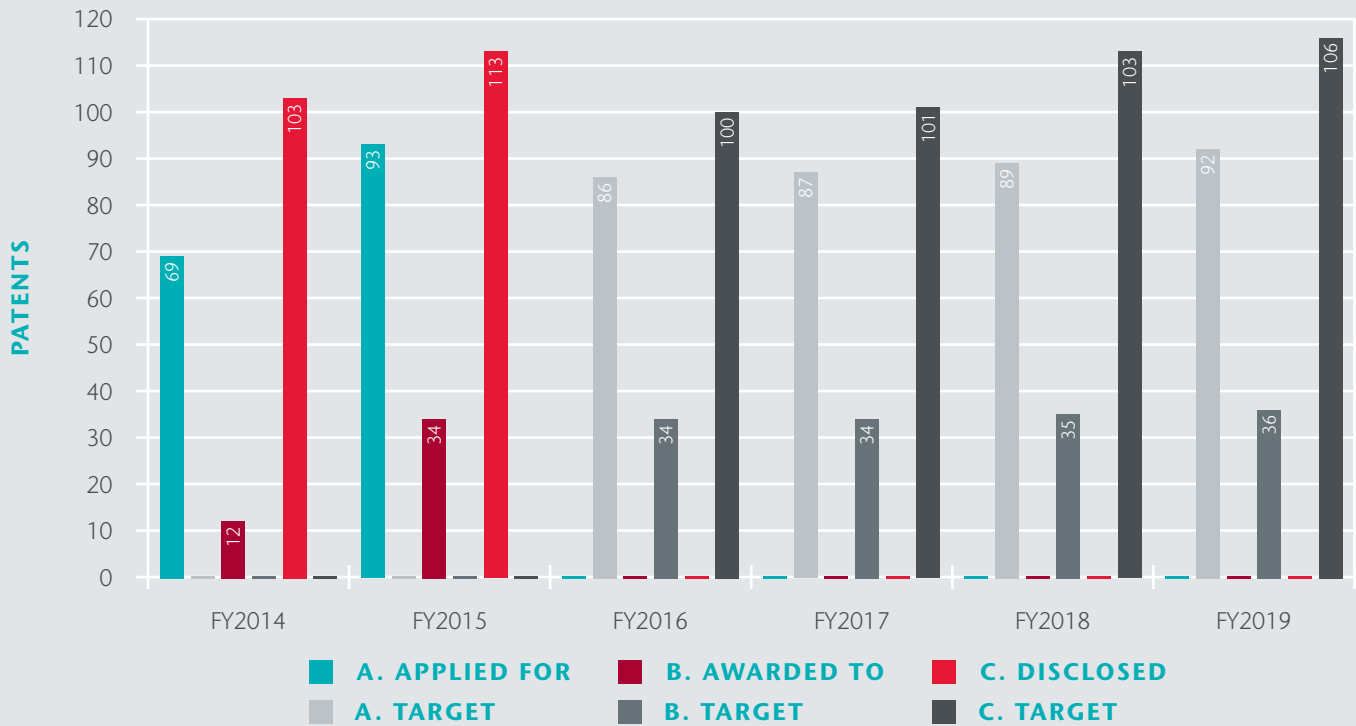
3B │ 39 Enrollment at non-Pullman campuses

Spokane estimates include Floyd College of Medicine from FY2017
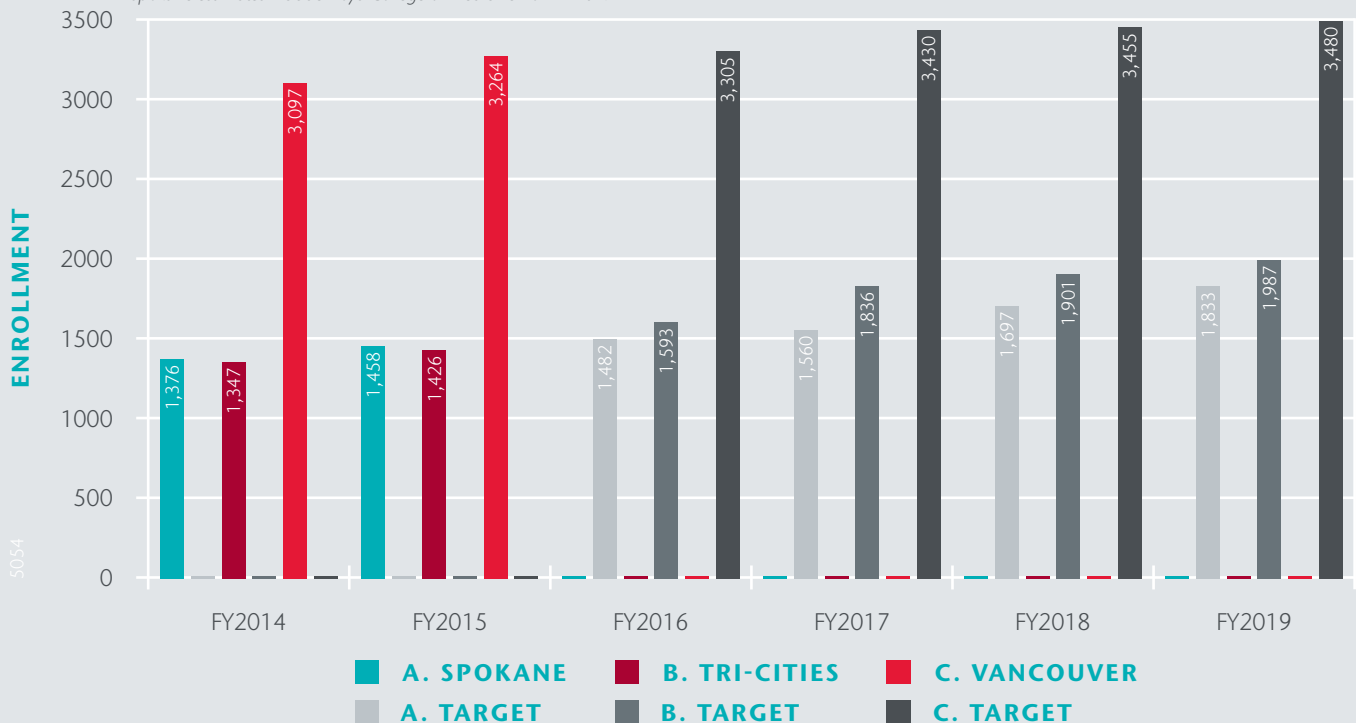
Chart — ENROLLMENT (y-axis 0–3500)

	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
A. Spokane	1,376	1,458				
B. Tri-Cities	1,347	1,426				
C. Vancouver	3,097	3,264				
A. Target			1,482	1,560	1,697	1,833
B. Target			1,593	1,836	1,901	1,987
C. Target			3,305	3,430	3,455	3,480

Legend:
- ■ A. SPOKANE
- ■ B. TRI-CITIES
- ■ C. VANCOUVER
- ■ A. TARGET
- ■ B. TARGET
- ■ C. TARGET

SELECTED METRICS AT A GLANCE

THEME 4 Institutional Effectiveness: Diversity, Integrity, and Openness

METRIC	DESCRIPTION		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY
									CY
				(or academic or previous calendar year as noted at right)					CY
				bold indicates performance, *italic indicates target*					FY

Recruit, retain and advance a diverse intellectual mix of faculty, staff and students, including women and those from underrepresented groups [URGs]

			FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	
48	# of faculty from under-represented groups [URGs]	a. Faculty (TT)	**51**	**47**					headcount Fall
			4.7%	4.2%					
		b. Faculty (NTT)	**69**	**62**					
			5.1%	4.5%					
		c. % of departments with trained search committees	*New metric*						%
		Target		*80%*	*85%*	*90%*	*95%*	*100%*	
49	# of staff from under-represented groups [URGs]	a. Staff (AP)	**134**	**125**					headcount Fall
	URGs report as Black or African American; American Indian or Alaska Native		7.5%	6.4%					
		b. Staff (CS)	**125**	**128**					
	Native; Hispanics any race; Native Hawaiian or Other Pacific		6.4%	6.3%					
		c. Identification and reduction of problem areas	*New metric*						
	#48-49 limited to US Residents and Citizens; #51 not limited	Target		*"5% annual reductions in # of colleges/areas/depts identified as problem areas"*					
50	Faculty and staff retention	a. Faculty (TT)	**93.4%**	**93.7%**					% Fall
	Baseline is Fall '13 employees retained Fall '14	b. Staff (AP)	**85.3%**	**85.8%**					
		c. Staff (CS)	**85.6%**	**85.2%**					
		d. Participation rate of all employees completing new employee demographics	*New metric*						
		Target		*45%*	*50%*	*55%*	*60%*	*65%*	
51	# of women & faculty in underrepresented groups [URGs] tenured/promoted to associate/full professor (rolling 10 year average)	Women promoted to assoc prof	**13.4**	**12.9**	*increase or maintain*				% Fall
		Faculty from URGs promoted to assoc prof	**1.6**	**1.6**	*increase or maintain*				
		Women promoted to full prof	**7.5**	**7.2**	*increase or maintain*				
		Faculty from URGs promoted to full prof	**0.6**	**0.5**	*increase or maintain*				

4A

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METRIC		DESCRIPTION	EXPECTED UPDATE	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY CY FY
							(or academic or previous calendar year as noted at right)			
							bold indicates performance, *italic indicates target*			

Maintain respectful, inclusive and equitable behavior in all university environments

4B	52	Key indicators, biennial institution-wide Employee Engagement Survey	I am recognized for doing a good job:	**48.71%**	*meet or exceed baseline*					headcount Fall
			My supervisor gives me ongoing feedback to help me improve my performance:	**44.01%**	*meet or exceed baseline*					%

Increase employee productivity and satisfaction

				FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	
4C	53	Average employee satisfaction rating from biennial institution-wide Employee Engagement Survey (faculty, staff). Satisfaction scale: 1-5	a. All	**3.72**						Biennial
			Target				*3.83*		*3.95*	
			b. Faculty	**3.61**						
			c. Staff (AP)	**3.82**						
			d. Staff (CS)	**3.70**						
			e. Digital Measures productivity metric TBD	*New metric TBD*						
			Target							

Strengthen administrative accountability, innovation, creativity, openness and collaboration to advance the University's mission

4D	54	Additional questions on Employee Engagement Survey for unit innovation, openness, creativity, collaboration	a. I am given opportunities to be innovative or creative							Biennial
		(c-g) Please rate extent to which your unit approaches the following to advance the University's mission: 5 point scale, never to always	Target							
			b. I am given opportunities to be collaborative							
		Next EES cycle planned in the field 3/28 to 4/8 2016	Target							
			c. Accountability							
			Target							
			d. Innovation							
			Target							
			e. Creativity							
			Target							
			f. Openness							
			Target							
			g. Collaboration							
			Target							
			h. Academic Performance Solutions metric TBD	*New metric TBD*						
			Target							

METRIC	DESCRIPTION		FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY CY FY

(or academic or previous calendar year as noted at right)
bold indicates performance, *italic indicates target*

Utilize institutional strategic plans, valid and reliable data, and evaluation indicators to align investment of resources with institutional priorities

| 4E | 55 | IEC to report # of colleges reporting utilization of Strategic Plans and data as specified | WSU | *New metric* | | | | | | # AY |
| | | | Target | | | | | | *100%* | |

Expand, diversify and effectively steward funding to advance the University's mission

4F	56	Annual private support	WSU Total	**124.2**	**166.5**					$M FY
		Please see rationale for targets, page 72.	Target			*100.0*	*105.0*	*115.0*	*125.0*	
	57	Endowment assets	Foundation	**405.0**	**412.8**					$M FY
			Target		*415.0*	*427.0*	*441.0*	*457.0*	*475.0*	
			Foundation & LandGrant	**868.6**	**885.8**					
			Peer Average							

4A │ 50 Faculty and staff retention

Baseline is Fall '13 employees retained Fall '14

- A. FACULTY (TT)
- B. STAFF (AP)
- C. STAFF (CS)

FY2014: 93.4% / 85.3% / 85.6%
FY2015: 93.7% / 85.8% / 85.2%
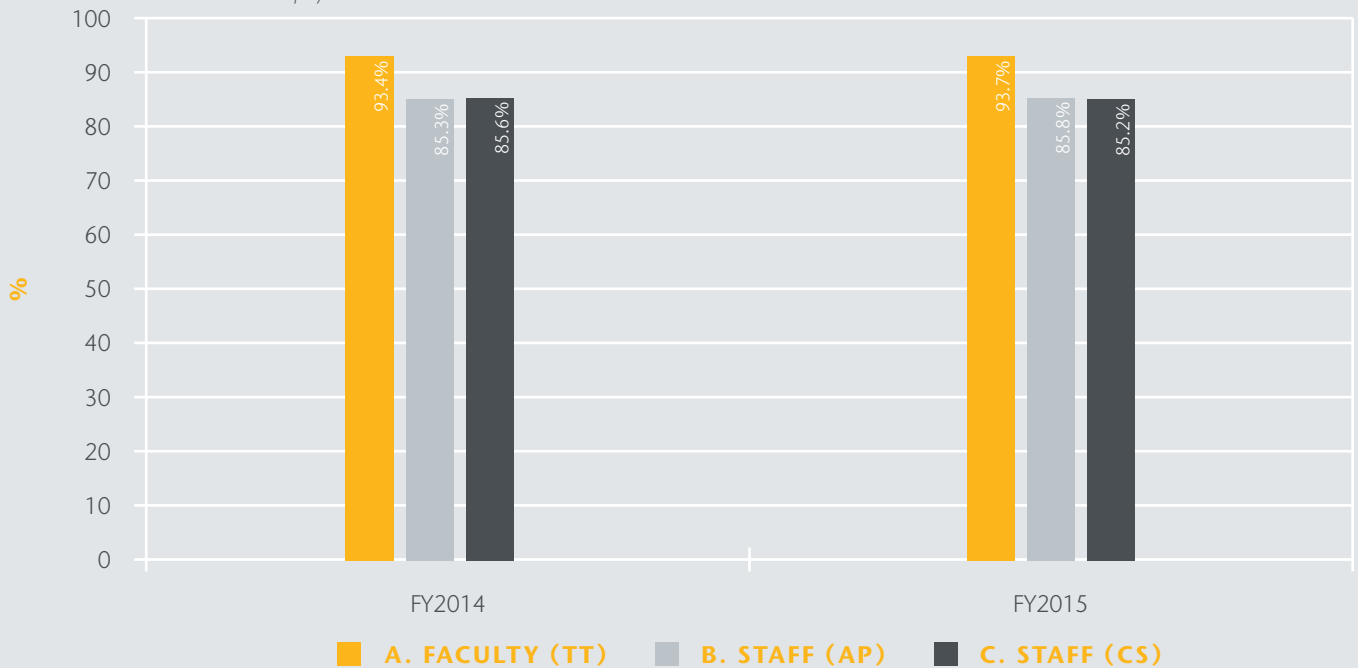
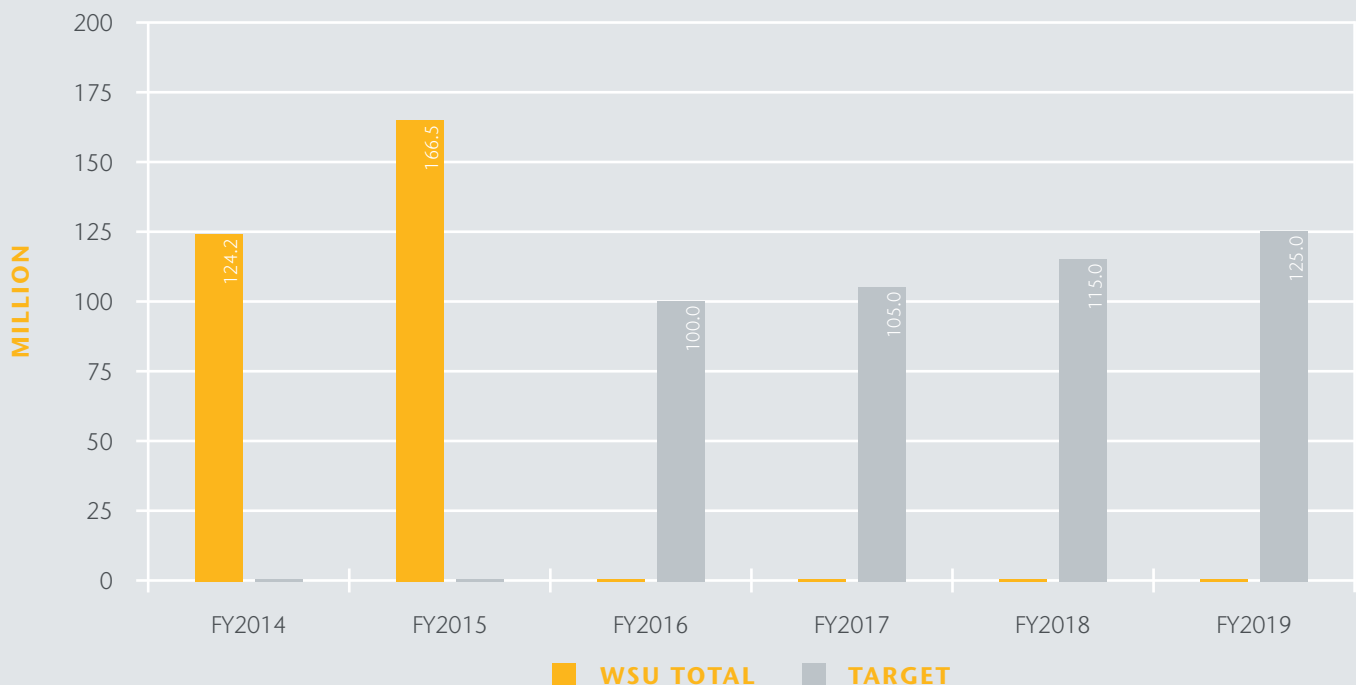**SELECTED METRICS** AT A GLANCE

Strategic Plan 2014-19, Report Card

4C │53 Average employee satisfaction rating from biennial institution-wide Employee Engagement Survey (faculty, staff). Satisfaction scale: 1-5

RATING

	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
A. ALL	3.72					
TARGET			3.83		3.95	
B. FACULTY	3.61					
C. STAFF (AP)	3.82					
D. STAFF (CS)	3.70					

■ **A. ALL** ■ **TARGET** ■ **B. FACULTY** ■ **C. STAFF (AP)** ■ **D. STAFF (CS)**

4F │56 Annual private support

MILLION

	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
WSU TOTAL	124.2	166.5				
TARGET			100.0	105.0	115.0	125.0

■ **WSU TOTAL** ■ **TARGET**
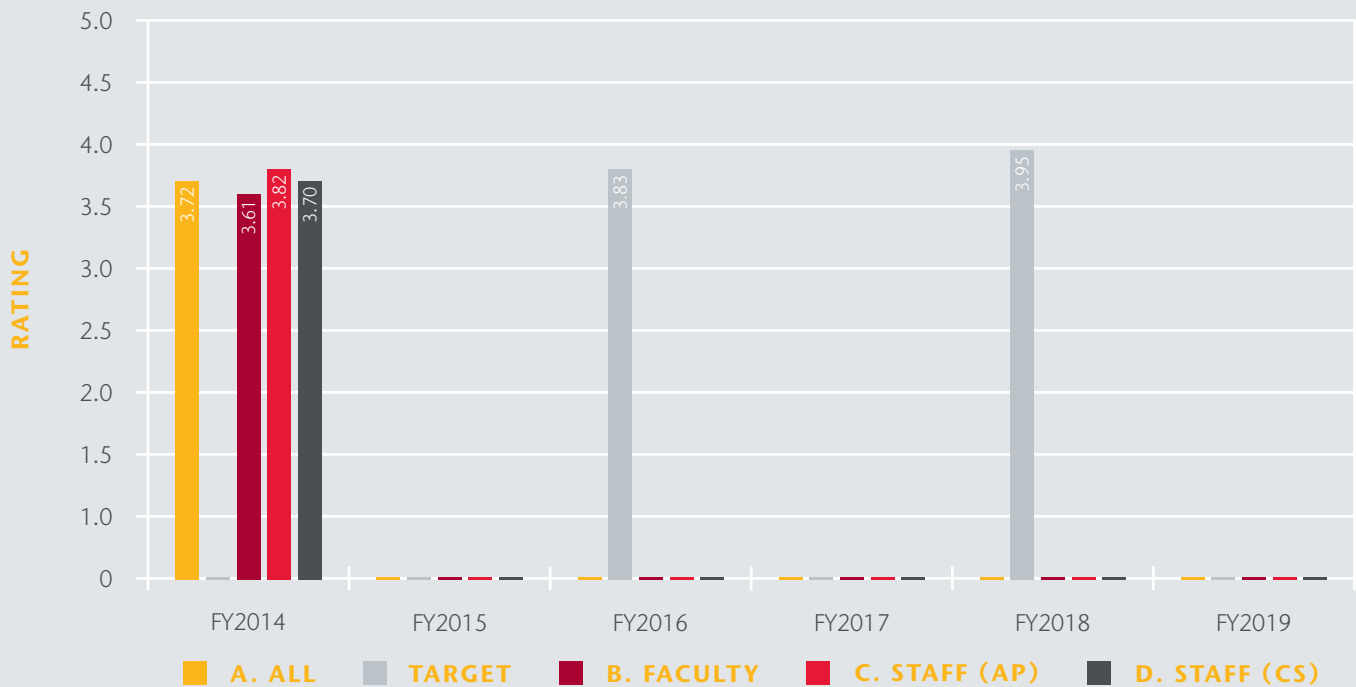
Methodology for Measurement

Total R&D expenditures reported to NSF

Rank among all/public/peer institutions

Million dollars, fiscal year. Research and development expenditures are calculated according to National Science Foundation instructions for Higher Education Research and Development (HERD) Survey. These data are publicly available from NSF with some lag. Fiscal Year 2014 expenditures and rankings were published in November 2015. Rankings are available from HERD for all institutions and for public institutions. Peer expenditures are taken from HERD and peer rankings are developed by Institutional Research based on these peer data.

Rankings can be found at https://ncsesdata.nsf.gov/profiles/site?method=rankingBySource&ds=herd

Federal R&D expenditures reported to NSF

Rank among all/public/peer institutions

Million dollars, fiscal year. Research and development expenditures from federal sources are calculated according to National Science Foundation instructions for Higher Education Research and Development (HERD) Survey. These data are publicly available from NSF with some lag. Fiscal Year 2014 expenditures and rankings were published in November 2015. Rankings are available from HERD for all institutions and for public institutions. Peer expenditures are taken from HERD and peer rankings are developed by Institutional Research based on these peer data. For rankings URL see above.

Multi-institution competitive grants

New, renewal, re-submission, and supplement (no continuation)

Number and million dollars, fiscal year. WSU Office of Research compiles number of grant awards and total dollars awards for multi-institution competitive grants. These include grants where WSU processes sub-awards to other institutions and those grants where WSU receives a sub-award from another institution.

Number of refereed publications per tenure-track FTE faculty

Number of publications, number of faculty, calendar year. Number of publications for a calendar year are taken from Web of Science. This is limited to "articles" published by authors associated with Washington State University using the Enhanced Organization search option (selecting Washington State University). The number of tenured and tenure-track full-time equivalent (FTE) are taken from IPEDS for tenured and tenure-track faculty classified as primarily instructional, primarily research, or instruction/research/public service combined for Fall. FTE are calculated from headcounts as: 1.0*full-time + (1/3)*part-time. Publications are divided by FTE faculty to give the ratio reported.

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Number of publications, juried/adjudicated shows, performances, books, other evidence of research and scholarship and creativity by arts and humanities and social science faculty

Numbers of scholarly works, calendar year. WORQS files are first sorted to remove all non-faculty entries. Then, scholarly activities data are screened for those activities "published/completed" during the calendar year. Departments designated by their deans to be arts and humanities or social science faculty. For those departments, their scholarly achievements as reported in WORQS are tabulated and reported.

Number of prestigious/highly prestigious faculty awards

Awards per 1,000 tenure-track FTE
Number of awards, academic year. These data are taken from the Center for Measuring University Performance (CMUP) at Arizona State University in Tempe, AZ. CMUP tracks a number of measures and publishes with a lag. 2014 uses Fall 2013 data. Faculty numbers are taken from IPEDS as in metric 4, divided by 1,000 and used to produce the ratio reported.

Citations per faculty member

H index
Number of citations, number of faculty members, H-index, calendar year. In Web of Science, two years of "articles" associated with Washington State University under the Enhanced Search option are selected. Web of Science then generates a Citation Report which displays number of citations for each article and in total and also produces an H-index (Hirsch). For 2014, articles published in 2012 and 2013 were chosen. The Citation Report shows citations found from 2012 through the date of the query (there is no way to select the citation dates). The articles are then ranked in descending order of number of citations, with the article having the largest number of citations listed first. The H-index is then the ranking such that the number of citations and the ranking are equal. For 2014, the 42nd ranked article had 42 citations. It is not an average of individual h-indices, but a ranking value based on an evaluation of all papers with authors associated with WSU. The number of genomics (methods) papers with their high immediate citations numbers (due in part to the fast publishing cycles for those journals) are affecting the h-index ranking number for WSU. Peer information is developed the same way from Web of Science and faculty numbers are taken from IPEDS.

Number of national academies members

Members per 1,000 tenure-track faculty
Number of members, academic year. Faculty members who are members of the National Academy of Science, National Academy of Engineers, and the Institute of Medicine. These data are taken from the Center for Measuring University Performance (CMUP) at Arizona State University in Tempe, AZ. 2014 uses Fall 2013 data. Tenure-track FTE faculty numbers are taken from IPEDS as in metric 4, divided by 1,000 and used to produce the ratio reported.

Capital expenditures on academic infrastructure

Million dollars, fiscal year. Capital expenditures targeted for academic infrastructure, all campuses. This number is a complex compilation of capital expenditures provided by the WSU Budget Office.

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R&D facilities square feet per tenure-track faculty

Square feet per tenure-track FTE, fiscal year, biennial. The National Science Foundation Survey of Science and Engineering Research Facilities is done every two years. Square footage for WSU and for peers are taken from this survey. Number of tenure-track faculty FTE for WSU and peers are taken from IPEDS. A ratio of square-footage to faculty numbers is reported.

Number of labs, classroom, and conference rooms with virtual collaboration

Number, fiscal year. These data are compiled by the WSU Budget Office.

Grant awards and expenditures in identified areas of research excellence

Million dollars, fiscal year. The Grand Challenges were finalized in Fall 2015. Beginning in 2016, the Office of Research will track grant awards associated with these Challenges. Institutional Research will track expenditures against those designated grants.

Number of major ($500K) multidisciplinary grants submitted after internal peer review

Number of grant proposals, fiscal year. Data compiled by Office of Research.

Grant activity for multi-unit projects

Number and million dollars of awards, expenditures, fiscal year. Office of Research provides data on grants involving more than one WSU unit (department). Institutional Research provides expenditure data.

Number of publications co-authored by graduate students, post-doctoral, or undergraduate students

Counts, calendar year. These data will be collected through a survey of all faculty.

Percent of undergraduate degree programs with 6 of 6 assessment elements in place, including using student learning assessment results in decision making

Percentage of programs in compliance, fiscal year. The Office of Assessment of Teaching and Learning compiles these data.

Percentage of graduate degree programs using student learning assessment results in decision making or planning

Percentage, fiscal year. The Graduate School tracks these data.

Bachelor degrees awarded

Total, high demand fields, low income students
Numbers, fiscal year. Institutional Research develops these data from the WSU student data. See definitions above.

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Graduate degrees awarded

Master's doctoral, professional, high demand, STEM
Numbers, fiscal year. IR develops these data from the WSU student data. See definitions on pages 10-11.

Number of internship or practicum experiences

Experiences, academic year. Course enrollments in internship or practicum courses, all levels.

Number of classrooms meeting benchmark quality

Number, fiscal year. Budget Office compiles these data and defines the benchmark levels.

Total university enrollment

Bachelor, masters, doctoral, professional
Headcounts, fall. Total includes non-degree and certificate students. Master's and doctoral student counts include those co-enrolled in both programs, MBA's are master's students.

Percentage of student-body from under-represented groups

Undergraduate, graduate, professional, total
Based on headcounts, fall (see minority/underrepresented definition).

Percent of graduates employed within one year in a job relevant to their degrees

Bachelor degrees only
Percent. These data are developed from the all university undergraduate alumni survey, a biennial survey of bachelor's graduates conducted by Institutional Research within two years of graduation. The percent is the number of survey respondents who are employed in a job related to their degrees in the judgment of the respondent.

Freshman retention rate (all-WSU)

Percent, fall. This is calculated by examining a first-time, full-time degree-seeking (see freshman cohort definition above) cohort from the previous fall who are again enrolled in the current fall. Compiled by Institutional Research.

Four-year graduation rate (all-WSU)

Percent graduated within four years. This metric examines the percentage of an entering cohort (see freshman cohort definition above) who graduate within four years. For 2014, this would be the 2010 entering freshman cohort who graduated by summer 2014. Compiled by Institutional Research.

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Six-year graduation rate (all-WSU)

Percent graduated within six years. This metric examines the percentage of an entering freshman cohort who graduate within six years (within 150% of normal time). For 2014, this would be the 2008 entering freshman cohort who graduated by summer 2014. Compiled by Institutional Research.

Percent of students who complete a master's degree within 4 years

Percent of student who complete a doctoral degree within 8 years
Proxy by examining the Fall 2012 entering cohort and reporting the percent who have graduated, percent who have left, and percent still enrolled. Compiled by Institutional Research. Data for cohorts prior to 2012 are not available due to the way the students were tracked in the old student information systems.

Average SAT of incoming freshmen

Measured by 25th and 75th percentile scores
Scores, fall. Best SAT or converted ACT scores are the combined best performances on the math and reading sections of the tests. These scores do not both have to be at a single sitting for the test. This will need to be adjusted to compare with the new SAT coming in 2016.

WSU estimated annual economic impact

Billion dollars, fiscal year. This number is generated by WSU Office of Economic Development.

Number of start-ups from WSU research and outreach

Number, fiscal year. Office of Commercialization compiles these data.

R&D expenditures from industry

Million dollars, fiscal year. NSF provides research expenditures by source as part of HERD reporting. These numbers combine research expenditures from sources that are classified as business or non-profit.

Patents applied for, awarded, and inventions disclosed

Numbers, fiscal year. The WSU Office of Commercialization compiles these data.

Number of participants in non-credit educational programs offered by Global Campus and WSU Extension

Numbers. Extension contacts are reported for the prior calendar year. Global Campus non-credit enrollments are for the fiscal year.

Total annual expenditures for WSU Extension

Million dollars, fiscal year. Reported by WSU Extension; Excellence in Extension database (excellenceinextension.org).

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Graduate degrees awarded

Master's doctoral, professional, high demand, STEM
Numbers, fiscal year. Institutional Research develops these data from the WSU student data. See definitions pages 21-22.

Royalties and other revenue from commercialization activities

Million dollars, fiscal year. The WSU Office of Commercialization tracks these revenues.

Enrollment in and numbers of Global Campus programs and courses

Undergraduate and graduate combined
Course enrollments (not unique headcounts), degree programs offered, certificates offered, and unique courses offered, academic year. Reported by Global Campus and Institutional Research.

Total undergraduate and graduate enrollments

Minority, low income, first generation
Headcounts, fall. See definitions pages 21-22.

Enrollment at non-Pullman campuses

Headcounts, fall. Students are counted at the campus of their primary academic program.

Enrollment at other sites (e.g., Bremerton, Everett)

Headcounts, fall. Students counted by primary academic program.

Expected Updates

Updates to the metrics are reported based on collection each fiscal year, or calendar year, depending on the metric.

Number of academic units or programs with advisory boards that include alumni and constituency representatives

Report as percent of total academic or program units, collected by survey of colleges;
(a) Percent of alumni registered in the alumni association, reported by Alumni Relations;
(b) Private giving participation by alumni, reported by WSU Foundation.

Service hours, service courses, and service learning projects linked to the Center for Civic Engagement and similar programs.

Hours, courses (Pullman and Global campuses only). Other campuses are bringing on software to track these activities. Reported by the Center for Civic Engagement, Pullman campus.

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Total annual university operating and capital expenditures

Millions, fiscal year. Reported by controller.

International student enrollment

Headcounts, fall. Institutional Research compiles these data.

Number of faculty participating in international activities

Counts, calendar year

Number of students participating in study abroad and other significant international experiences

Number, academic year. Reported by International Programs.

USNWR institutional reputation

a. Education reputation rank percentile score.
b. World rankings rank score

A rankings task force was formed and recommended including rankings that are important to research and to the educational enterprise separately and measuring as an average rank among the surveys. After reviewing the data for WSU and peers, 3 surveys were selected for educational (*US News & World Report Undergraduate, Forbes,* and *Washington Monthly*); 6 surveys were selected for Research (*Academic Ranking of World Universities, Times Higher Ed, Taiwan, Leiden, Quacquarelli Symonds,* and *US News & World Report Global*).

Number of faculty from underrepresented groups

Headcount, percent (tenure/tenure track, non-tenure track) includes Black or African American; American Indian or Alaska Native; Hispanics any race; Native Hawaiian or Other Pacific Islander and limited to U.S. Residents and Citizens fall. Institutional Research reports based on employee fall headcount snapshot taken on September 30th.

Number of staff from underrepresented groups

Headcount, percent, fall. Includes Black or African American; American Indian or Alaska Native; Hispanics any race; Native Hawaiian or Other Pacific Islander and limited to US Residents and Citizens. Institutional Research reports based on employee fall headcount snapshot taken on September 30th.

Faculty and staff retention

Percent, fall to fall within same employee type classification (Faculty tenure/tenure track, AP, Civil Service). Institutional Research reports based on employee fall headcount snapshot taken on September 30th.

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Number of women and faculty from underrepresented groups tenured or promoted to associate/full professor (rolling ten-year average).

Headcount, rolling ten-year average, fall. Employee fall headcount snapshot taken on September 30th. The information is based on promotion year for those tenure-track faculty promoted to associate professor and are retained the year promotion takes place. Includes Black or African American; American Indian or Alaska Native; Hispanics any race; Native Hawaiian or Other Pacific Islander, not limited to US Residents and Citizens. Institutional Research reports based on employee fall headcount snapshot taken on September 30th.

Key indicators from biennial institution-wide Employee Engagement Survey

Percent, biennial. Total counts of responses for "Always" and "Frequently" expressed as a percent of all responses for the survey statements "I am recognized for doing a good job" and "My supervisor gives me ongoing feedback to help me improve my performance." Human Resources tracks and reports.

Average employee satisfaction rating from Employee Engagement Survey

Faculty, staff
Average rating based on 5-point (1-5) satisfaction scale, biennial. Human Resources tracks and reports.

Additional questions on Employee Engagement Survey on unit innovation, creativity, openness, collaboration

Average rating, biennial. New questions: I am given opportunities to innovative or creative; I am given opportunities to be collaborative on 5-point scale plus no response (never, rarely, sometimes, often, always); Please rate the extent to which your unit approaches the following to advance the University's mission (accountability, innovation, creativity, openness, collaboration) with 5-point scale plus no response (see scale above). Human Resources tracks and reports.

IEC progress report

IEC to report number of colleges reporting utilization of Strategic Plans and data as specified.

Annual Private Support

Millions, fiscal year. Reported by WSU Foundation. *2016 marks the first year off of the second comprehensive campaign for WSU, which moved our multi-year average level of private support from $50 million to $100 million per year. Our intent between 2016 and 2018 is to prepare and plan for the third campaign for WSU, with a planned increase in annual private support from $100 million to $200 million over the next decade.

Endowment Assets

Foundation, Foundation & Land Grant
Millions, fiscal year. Reported by WSU Foundation