

2022



Central
Washington
University

Annual Accountability Report

Message from President

The CWU Annual Strategic Plan Accountability report provides data and information connected to the Strategic Plan that the Central Washington University Board of Trustees approved in July 2023. The report demonstrates the university’s commitment to our vision and mission and to accountability and strategic planning by fostering communication within the CWU community and with constituents across the State of Washington.



This inaugural report provides the historical trends for key performance indicators associated with the quantitative goals that the Board approved in the Strategic Plan. The other, more qualitative goals from the Strategic Plan have their own distinct reporting efforts. This inaugural report is an important first step in transparency and communication. Moving forward, this report will incorporate specific numeric goals for select performance indicators that will serve to focus the CWU community on the shared path ahead.

Vision & Mission

Vision: Central Washington University will be a model learning community of equity and belonging.

Mission: In order to build a community of equity and belonging, Central Washington University nurtures culturally sustaining practices that expand access and success to all students. We are committed to fostering high impact practices, sustainability, and authentic community partnerships that are grounded in meaningful relationships.

For information about the University’s Strategic Plan, please visit this [link](#).

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Enrollment

Initiative 1.1: Increase enrollment through the development and implementation of a relational recruitment model integrated with clearly branded marketing.

Fall Headcount Enrollment by Student Type [at End of Term]

UNDERGRADUATE	2019	2020	2021	2022	2023
First-Time-in-College (FTIC)	6,197	5,778	5,187	4,809	4,622
Transfers	4,122	3,924	3,513	3,136	2,871
Readmits	429	483	526	465	465
Other	9	0	31	8	25
Subtotal	10,757	10,185	9,257	8,418	7,983
POST-BACCALAUREATE					
Subtotal	370	258	252	246	261
GRADUATE					
Subtotal	549	658	603	510	485
DEGREE-SEEKING TOTAL	11,676	11,101	10,112	9,174	8,729
NON-DEGREE SEEKING					
HS Dual Enrolled	3,995	3,093	3,823	4,816	7,271
Other	66	26	27	49	35
GRAND TOTAL	15,737	14,220	13,962	14,039	16,035

Newly Enrolled Fall Headcounts by Student Type [at End of Term]

UNDERGRADUATE	2019	2020	2021	2022	2023
First-Time-in-College (FTIC)	2,105	1,656	1,494	1,540	1,544
Transfers	1,216	1,098	935	887	783
Readmits	126	146	149	142	143
Other	9	0	25	8	23
Subtotal	3,456	2,900	2,603	2,577	2,493
POST- BACCALAUREATE					
Subtotal	136	86	128	134	106
GRADUATE					
Fall only subtotal	214	238	193	168	154
Summer and Fall subtotal*	341	403	338	276	301
DEGREE-SEEKING TOTAL	3,806	3,224	2,924	2,879	2,753
NON-DEGREE SEEKING					
HS Dual Enrolled	3,136	2,968	3,003	3,732	5,589
Other	29	13	23	44	30
GRAND TOTAL	6,971	6,205	5,950	6,655	8,372

Notes: This is end of term data, which allows for more accurate reporting of high school dual enrolled students who are not in our database at day 10 census. The Degree-seeking Totals only count the Fall term headcounts. See glossary appendix for detailed definitions.

Note*: The Graduate level has an extra row that combines 'summer and fall' because some Graduate level programs are only available during the summer term. This methodology does not double count students who were newly enrolled during the summer term and continued to enroll in the fall term.

Enrollment *(continued)*

Initiative 1.4: Working with high schools and community colleges, develop clear pathways into the university to provide equitable and inclusive enrollment practices and graduation attainment.

Percent of All Full-time Undergraduates in the Fall

STUDENT TYPE	2019	2020	2021	2022	2023
Washington In-State Residents	91%	90%	91%	90%	91%
Pell Grant Recipients	36%	36%	36%	36%	38%
Washington College Grant Recipients	33%	45%	46%	47%	48%
First Generation Students	42%	47%	47%	46%	46%
Students of Color	41%	42%	42%	42%	42%
Hispanic/Latinx	18%	18%	19%	21%	22%
White Students	53%	54%	54%	55%	56%
Adult Learners (Age 25+) ¹	13%	14%	14%	14%	14%

Percent of Newly Enrolled Full-time Undergraduates in the Fall

STUDENT TYPE	2019	2020	2021	2022	2023
Washington In-State Residents	90%	91%	90%	90%	90%
Pell Grant Recipients	38%	40%	38%	39%	39%
Washington College Grant Recipients	36%	49%	51%	51%	49%
First Generation Students	36%	48%	47%	48%	45%
Students of Color	43%	43%	44%	43%	43%
Hispanic/Latinx Students	20%	19%	22%	24%	24%
White Students	55%	55%	54%	55%	56%
Adult Learners (Age 25+) ¹	10%	12%	11%	12%	11%

Notes: The Hispanic/Latinx data aligns with the federal methodology for determining Hispanic Service Institutions (HSI) that is based on the percent of full-time undergraduate headcounts in the Fall term. See glossary appendix for detailed definitions.

Note¹: There are a considerable number of Adult Learners who typically enroll as part-time students, so the percent of All undergraduates who are adult learners is around 19%.

Percent of Newly Enrolled Resident First-time in College (FTIC) in the Fall with Accelerated Credits

STUDENT TYPE	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
Full-time, FTIC	38%	40%	44%	41%	44%
Pell Grant Students	32%	36%	35%	34%	38%
Washington College Grant Recipients	33%	39%	39%	37%	42%
First Generation Students	36%	38%	40%	36%	41%
Students of Color	31%	34%	40%	38%	40%
Hispanic/Latinx Students	36%	36%	41%	43%	47%
White Students	43%	44%	46%	43%	46%

Note: See glossary appendix for detailed definitions.

Retention

Initiative 1.2: Increase retention rates of new freshman students, closing equity gaps.

Fall-Winter Retention Rates for Full-time First-time in College (FTIC) students

STUDENT TYPE	2018-19	2019-20	2020-21	2021-22	2022-23
All Full-time, FTIC	92%	93%	88%	90%	91%
Pell Grant Recipients	92%	92%	87%	90%	90%
Washington College Grant Recipients	92%	92%	87%	90%	90%
First Generation Students	91%	92%	83%	88%	88%
Students of Color	91%	91%	84%	90%	88%
White Students	94%	94%	91%	91%	93%

Fall-Spring Retention Rates for Full-time First-time in College (FTIC) students

STUDENT TYPE	2018-19	2019-20	2020-21	2021-22	2022-23
All Full-time, FTIC	88%	86%	84%	84%	84%
Pell Grant Recipients	86%	85%	83%	83%	82%
Washington College Grant Recipients	86%	86%	82%	84%	84%
First Generation Students	85%	84%	78%	82%	80%
Students of Color	85%	84%	78%	83%	81%
White Students	89%	86%	87%	85%	88%

Fall-Fall Retention Rates for Full-time First-time in College (FTIC) students

STUDENT TYPE	2018-19	2019-20	2020-21	2021-22	2022-23
All Full-time, FTIC	73%	72%	69%	68%	69%
Pell Grant Recipients	68%	68%	65%	62%	64%
Washington College Grant Recipients	70%	69%	64%	65%	66%
First Generation Students	67%	70%	62%	61%	65%
Students of Color	68%	68%	66%	64%	66%
White Students	76%	74%	71%	70%	72%

Note: See glossary appendix for detailed definitions.

Graduation Rates & Completions

Initiative 1.3: Analyze completion rates by course and overall graduation rates, using disaggregated data for different demographic groups, and close equity gaps in student success.

Four-Year Graduation Rates for Full-time First-time in College (FTIC) students

STUDENT TYPE	2015-19	2016-20	2017-21	2018-22	2019-23
All Full-time, FTIC	34%	32%	33%	36%	34%
Pell Grant Recipients	26%	27%	29%	29%	26%
Washington College Grant Recipients	28%	28%	29%	32%	27%
First Generation Students	32%	30%	29%	33%	31%
Students of Color	29%	28%	26%	30%	27%
White Students	36%	35%	36%	39%	38%

Six-Year Graduation Rates for Full-time First-time in College (FTIC) students

STUDENT TYPE	2013-19	2014-20	2015-21	2016-22	2017-23
All Full-time, FTIC	58%	60%	55%	54%	50%
Pell Grant Recipients	53%	55%	45%	48%	44%
Washington College Grant Recipients	56%	57%	48%	51%	44%
First Generation Students	56%	55%	52%	51%	45%
Students of Color	55%	50%	46%	51%	41%
White Students	59%	66%	59%	56%	55%

Three-Year Graduation Rates for Transfer Students

STUDENT TYPE	2016-19	2017-20	2018-21	2019-22	2020-23
Direct Transfer Agreement (DTA) Associate Degree	70%	71%	74%	75%	72%
Other Junior-level Transfers	47%	45%	47%	52%	47%

Notes: These graduation rates are based on cohorts who first enter CWU during the Fall term only and graduate by the third summer term. See glossary appendix for detailed definitions on all three tables.

Graduation Rates & Completions *(continued)*

Percent of Lower Division Courses Resulting in DFWI Grades

STUDENT TYPE	FALL 2019	FALL 2020	FALL 2021	FALL 2022	FALL 2023
All Students	11%	14%	14%	13%	14%
Pell Grant Recipients	11%	14%	15%	13%	15%
Washington College Grant Recipients	10%	13%	15%	13%	14%
First Generation Students	13%	16%	18%	15%	16%
Students of Color	14%	17%	19%	16%	17%
White Students	9%	12%	11%	10%	12%

Notes: Lower division is defined as 100-299 level courses (based on the catalog number). The numerator includes D’s, F’s, Withdrawals, Unsatisfactory grades, and Incomplete grades – and the emergency fail grades used in 2020. This analysis excludes the following grades (eg, no report, no show, in-progress, audit, no credit, and hardship withdrawal, etc) and excludes all high school dual enrolled students.

Number of Bachelor’s Degrees Awarded and by Student Type

STUDENT TYPE	2018-19	2019-20	2020-21	2021-22	2022-23
Number of Degrees Awarded	2,849	2,762	2,997	2,817	2,590
Headcount of Recipients	2,602	2,536	2,773	2,579	2,378
Percentage of Headcount:					
Pell Grant Recipients	47%	47%	46%	46%	44%
Washington College Grant Recipients	41%	43%	47%	52%	54%
First Generation Students	50%	49%	48%	50%	46%
Students of Color	34%	38%	40%	42%	42%
White Students	66%	62%	60%	58%	58%

Notes: A degree year for this data is based on the IPEDS and CDS definition of July 1 – June 30 (Sum-Spring) and not the WA state degree year (Fall-Summer).

High Impact Practices

Initiative 1.5: Map inclusive, evidence-based, and pedagogically sound High-Impact Practices (HIPs) to our academic and student engagement programs in a developmental way throughout a student’s journey.

Percent of Seniors Participating in High-Impact Practices [NSSE Survey]

HIGH-IMPACT PRACTICE	2019	2020	2021	2022	2023
Response Rate	5%
Participated in one HIP	88%
Participated in 2+ HIPs	63%
Service Learning	55%
Learning Community	24%
Research with Faculty	27%
Internship, Co-Op, Field Experience, Student Teaching, or Clinical Placement.	49%
Study Abroad	4%
Culminating Senior Experience	58%

Notes: This data represents the responses from CWU seniors from the National Survey of Student Engagement (NSSE). These High-Impact Practices (HIPs) questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

Employee Diversity

Initiative 1.1: Make diversity and equity a priority in the hiring, onboarding, and retention of faculty and staff.

Full-time Instructional Staff at Fall Term Snapshot (as of Nov.1)

ETHNICITY/RACE	2019	2020	2021	2022	2023
U.S. Nonresident	3	3	3	3	2
Hispanic/Latinx	30	26	29	30	31
Non-Hispanic/Latinx					
American Indian or Alaskan Native	2	2	2	3	2
Asian	33	36	37	34	40
Black or African American	13	11	12	10	9
Native Hawaiian or Pacific Islander	4	4	4	4	4
Race and ethnicity unknown	1	1	1	.	.
Two or more races	6	7	6	4	3
White	439	406	387	352	335
Total	531	496	481	440	426
People of Color (% of Total)	17%	18%	20%	20%	21%

Newly Hired Full-time Instructional Staff at Fall Term Snapshot (as of Nov.1)

ETHNICITY/RACE	2019	2020	2021	2022	2023
U.S. Nonresident	.	.	.	.	.
Hispanic/Latinx	2	.	3	2	5
Non-Hispanic/Latinx					
American Indian or Alaskan Native	.	.	.	.	.
Asian	4	5	5	2	7
Black or African American	2	1	1	.	.
Native Hawaiian or Pacific Islander	.	.	.	.	.
Race and ethnicity unknown	.	.	.	.	.
Two or more races	2	1	.	.	1
White	23	13	10	7	10
Total	33	20	19	11	23
People of Color (% of Total)	30%	35%	47%	36%	57%

Notes: This employee data is as of the Nov.1st snapshot which aligns with reporting standards for IPEDS and for CUPA-HR. Newly Hired means the hire date was between November 1 (of the prior year) and October 31 (of the reported year) and they were on the payroll as of November 1 (of the reported year) – see glossary appendix for additional details. It is important to note that CWU’s on-boarding policy historically defaulted all new employees to the ‘White’ race; this policy is being revised so the default value will be blank moving forward.

Employee Diversity *(continued)*

Full-time Non-Instructional Staff at Fall Term Snapshot (as of Nov.1)

ETHNICITY/RACE	2019	2020	2021	2022	2023
U.S. Nonresident	2	2	2	2	3
Hispanic/Latinx	108	111	101	110	116
Non-Hispanic/Latinx					
American Indian or Alaskan Native	9	8	8	6	5
Asian	13	11	14	17	19
Black or African American	19	14	13	14	15
Native Hawaiian or Pacific Islander	2	1	1	1	1
Race and ethnicity unknown	4	4	3	3	3
Two or more races	32	28	29	39	43
White	868	835	768	770	756
Total	1,057	1014	939	962	961
People of Color (% of Total)	17%	17%	18%	20%	21%

Newly Hired Full-time Non-Instructional Staff at Fall Term Snapshot (as of Nov.1)

ETHNICITY/RACE	2019	2020	2021	2022	2023
U.S. Nonresident	.	.	.	1	.
Hispanic/Latinx	21	7	10	14	17
Non-Hispanic/Latinx					
American Indian or Alaskan Native	2	.	1	.	1
Asian	5	.	1	4	2
Black or African American	2	.	2	2	4
Native Hawaiian or Pacific Islander	.	.	.	.	.
Race and ethnicity unknown	.	.	.	.	1
Two or more races	7	.	4	11	6
White	87	40	67	96	89
Total	124	47	85	128	120
People of Color (% of Total)	30%	15%	21%	24%	25%

Notes: This employee data is as of the Nov.1st snapshot which aligns with reporting standards for IPEDS and for CUPA-HR. Newly Hired means the hire date was between November 1 (of the prior year) and October 31 (of the reported year) and they were on the payroll as of November 1 (of the reported year) – see glossary appendix for additional details. It is important to note that CWU’s on-boarding policy historically defaulted all new employees to the ‘White’ race; this policy is being revised so the default value will be blank moving forward.

Employee Diversity *(continued)*

Full-time Administrators at Fall Term Snapshot (as of Nov.1)

GENDER & ETHNICITY/RACE	2019	2020	2021	2022	2023
Executives	25	29	30	28	25
Senior Administrators	33	31	26	30	32
High-level Managerial	43	45	44	35	48
Total	101	105	100	93	105
Men					
U.S. Nonresident	0	0	0	0	0
Hispanic/Latinx	10	9	9	10	11
Non-Hispanic/Latinx					
American Indian or Alaskan Native	0	0	0	0	1
Asian	1	1	1	2	2
Black or African American	1	1	0	1	1
Native Hawaiian or Pacific Islander	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
Two or more races	1	1	0	0	0
White	44	44	44	40	38
Subtotal	57	56	54	53	53
Women					
U.S. Nonresident	0	0	0	0	0
Hispanic/Latinx	2	2	2	4	8
Non-Hispanic/Latinx					
American Indian or Alaskan Native	1	1	1	1	0
Asian	0	0	1	2	4
Black or African American	4	4	3	1	1
Native Hawaiian or Pacific Islander	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	0
Two or more races	2	2	1	2	3
White	35	40	38	30	36
Subtotal	44	49	46	40	52
People of Color (% of Total)	22%	20%	18%	25%	30%

Notes: This employee data is as of the Nov.1st snapshot which aligns with reporting standards for IPEDS and for CUPA-HR – see glossary appendix for additional details. It is important to realize that: (1) CWU’s on-boarding policy historically defaulted all new employees to the ‘White’ race; this policy is being revised so the default value will be blank moving forward; (2) some of the annual volatility is a result of positions being vacant during the Nov.1 snapshot, or the positions were filled by interim appointments of non-CWU employees (eg, from the registry) who are excluded from these counts based on national reporting standards.

Glossary

Fall Headcount Enrollment by Student Type

This table classifies students into categories depending on what credential they are seeking and the type of student they are during their most recent admission process. The table is split into two: one that reports counts of all students enrolled during the fall term, and another table that only reports the number of newly enrolled students. This data is based on enrollment at the end of the term.

Undergraduate students who are seeking their first bachelor’s degree or a sub-baccalaureate credential. The undergraduates are further disaggregated by the type of student they are based on their admission process.

- **First-time-in-college (FTIC) students:** This category primarily consists of high school graduates who are attending a postsecondary institution for the first time after graduating from high school. An increasing number of these FTIC students enter the university with accelerated credits because of the college credits earned *before* graduation from high school. Some FTIC students did not graduate high school and earned a GED instead. It is important to realize that when a student is admitted as an FTIC, they remain an FTIC even as they progress from their first-year through their senior year.
- **Transfer students** are known to have previously attended a different post-secondary institution yet have not earned a bachelor’s degree. This category includes a wide range of students with and without an associate degree. Those with an associate degree are further categorized based on whether the transferring degree requires any lower-division general education courses after transferring – for example, Associate of Arts Direct Transfer Agreement (AA-DTA) degree students, and Non-DTA transfer students with an Associate of Science – Transfer (AS-T) degree are the most common types.
- **Readmitted students** previously attended CWU but stopped attending classes and were required to officially re-apply to the university.

Post-Baccalaureate students previously received a bachelor’s degree (at any institution) and are now seeking another bachelor’s degree or sub-baccalaureate credential.

Graduate students are seeking a master’s degree or a graduate level certificate.

Non-Degree Seeking students include those who are high school dual enrolled students (includes Running Start and College in the High School), or students who are taking for-credit classes but not seeking any credential.

Percent of Undergraduates Enrolled in the Fall Quarter (& Newly Enrolled)

This table provides the percent of the undergraduate student body by multiple categories that are important for tracking equitable and inclusive enrollment practices.

Pell Grant recipients are students who meet the federal standards for having financial need and who received the federal Pell Grant during the Fall quarter. It is important to note that some students are not eligible for Pell Grants (e.g., unclassified, non-resident aliens, post-baccalaureate students).

Washington College Grant recipients are students who meet the state standards for having financial need and who received the Washington College grant from the State of Washington during the Fall quarter.

First Generation students are identified according to the educational attainment of their parents or guardians. A student is classified as First Generation if no parent or guardian has earned a bachelor’s degree. This information is only reported for undergraduate students.

Students of Color includes students who self-identify as Hispanic/Latinx, Black/African American, American Indian/Alaskan Native, Pacific Islander, Asian, or multi-racial. The denominator excludes Non-Resident Aliens and those who did not self-identify an ethnicity/race.

Glossary *(continued)*

Percent of Newly Enrolled Resident FTICs in the Fall with Accelerated Credits

This table provides the percent of newly enrolled resident First-Time in College (FTIC) students who enter with accelerated credits – which are predominantly comprised of exam credits (eg, Advanced Placement) and credits earned while a high school dual enrolled student.

Retention Rates for Full-time FTIC students

This table provides Fall-to-Winter, Fall-to-Spring, and Fall-to-Fall retention rates for newly enrolled Full-time, First-time-in-College (FT-FTIC) students who first enroll as degree-seeking students in the Fall term (as of the day 10 census snapshot). The retention rate is a measure of the proportion of FT-FTIC students from one term who are also enrolled in a future term. This is an important leading indicator for an institution’s graduation rates.

FT-FTIC students are attending a postsecondary institution as a full-time degree-seeking student for the first time. These students are primarily comprised of high school graduates, but may also include students who earned a GED, and students who passed placement tests to satisfy entry requirements. An increasing number of these FT-FTIC students enter with accelerated credits because of the college credits earned before graduation from high school.

Graduation Rates for Full-time First-time in College (FTIC) students [4 year and 6 year cohorts]

This table provides graduation rates for newly enrolled Full-time, First-time-in-College (FT-FTIC) students who first enroll as degree-seeking students in the Fall term (as of the day 10 census snapshot). The graduation rate is based on the percentage of FT-FTIC students who started in the fall (or summer continuing to fall) term and had graduated by the summer term of their fourth or sixth year.

FT-FTIC students are attending a postsecondary institution as a full-time degree-seeking student for the first time. These students are primarily comprised of high school graduates, but may also include students who earned a GED, and students who passed placement tests to satisfy entry requirements. An increasing number of these FT-FTIC students enter with accelerated credits because of the college credits earned before graduation from high school.

Three-Year Graduation Rates for Transfer Students

This table provides graduation rates for newly enrolled transfer students who are degree-seeking students in the Fall term (as of the day 10 census snapshot). The graduation rate for transfer students includes both full-time and part-time transfer students who started in the fall term and had graduated by the third summer term.

This table reports the rates of two different types of transfer students:

- **Direct Transfer Agreement (DTA)** students have earned an Associate degree from one of Washington’s public community and technical colleges and have transferred to CWU to pursue a baccalaureate degree. The DTA is a statewide policy to facilitate the transfer of credit by standardizing a transfer curriculum designed to fulfill most general education requirements.
- **Other Junior-level Transfers** are transfer students who enter in the fall term with a Junior level academic standing but are not DTA transfer students and therefore do not have same framework around their transfer credits.

Glossary *(continued)*

Percent of Lower Division Courses Resulting in DFWI Grades

This table reports the percent of lower division courses (based on the catalog number between 100-299). The numerator includes D's, F's, Withdrawals, Unsatisfactory grades, and Incomplete grades – and the emergency fail grades used in 2020. This analysis excludes the following grades (eg, no report, no show, in-progress, audit, no credit, and hardship withdrawal, etc). This analysis also excludes all high school dual enrolled students.

Number of Bachelor's Degrees Awarded and by Student Type

This table reports the number of degrees awarded and the number of recipients – which are two commonly requested counts. A degree year for this data is based on the IPEDS and CDS definition of July 1 – June 30 (Sum-Spring) and not the WA state degree year (Fall-Summer).

Full-time Employees at Fall Term Snapshot (Total and Newly Hired)

These tables report the number CWU employees who are on the payroll as of the Nov.1st snapshot which aligns with national reporting standards for IPEDS and for CUPA-HR. These data do not count positions that are vacant during the Nov.1 snapshot, or the positions that were filled by interim appointments of contracted employees (eg, from the registry) who are not on CWU's payroll. The data is provided for the following employee categories:

- **Instructional staff** include all full-time instructional staff regardless of faculty status, academic rank, tenure, or contract length. This includes temporary or visiting staff who are paid by the university. For faculty, full-time is equivalent to 0.75 FTE or more.
- **Non-Instructional staff** include all full-time non-instructional staff. For non-instructional staff, full-time is equivalent to 1.00 FTE.
- **Administrators** are a subgroup of the non-Instructional staff who are comprised of three groups:
 - **Executives:** These positions are responsible for the overall operations of the university with job duties that include developing policies and procedures; and high-level strategies, goals, and objectives for divisions, programs, offices, colleges. This category only includes the President, Provost, Vice Presidents (including Associate and Assistant), Deans, and Associate Deans.
 - **Senior Administrators:** These positions are responsible for the overall operations of department(s) and larger team(s) with job duties that include directing policies and procedures and usually requires direct supervision over managerial, professional, or salaried administrative staff and indirect supervision of those who report to his/her direct reports. Typically directs high level problem solving and decision making for multiple areas of responsibility and develops strategies, direction, goals, and objectives for division, program, office, or department. This category only includes Executive Directors and Directors who report directly to Upper-level Executive staff.
 - **Higher-level Managerial:** These positions are responsible for the operations of smaller team(s), unit(s), project(s), or program(s) with a university-wide scope that are part of a larger organizational division with job duties that include executing division goals and objectives, and ensuring their team(s), unit(s), project(s) or program(s) meet deadlines and remain within budget. These positions typically supervise a range of professional, technical, operational and support staff. This category includes select Directors, Associate and Assistant Directors, and Managers.

Newly Hired means the hire date was between November 1 (of the prior year) and October 31 (of the reported year) and they were on the payroll as of November 1 (of the reported year). The newly hired counts exclude anyone who has ever held any job at CWU before – which means that former student employees and grad assistants who were hired into a full-time position during the reporting window are not counted. This methodology may need to be reconsidered for future reporting. It is important to note that CWU's onboarding policy historically defaulted all new employees to the 'White' race; this policy is being revised so the default value will be blank moving forward.