2026

CWU 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 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 report is an important step in transparency and communication regarding the quantitative elements of the Strategic Plan.

Vision & Mission

Vision: Central Washington University will be a model learning community of access and opportunity.

Mission: To build a community of access and opportunity, Central Washington University fosters 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 Census]

UNDERGRADUATE	2022	2023	2024	2025	2026
First-Time-in-College (FTIC)	4,879	4,682	4,636	4,653	4,625
Transfers	3,195	2,914	2,633	2,494	2,456
Readmits	484	478	442	367	322
Other	8	9	9	13	43
Subtotal	**8,566**	**8,083**	**7,720**	**7,527**	**7,446**
POST-BACCALAUREATE					
Subtotal	247	257	295	264	274
GRADUATE*					
Subtotal	515	487	494	518	577
TOTAL	**9,328**	**8,827**	**8,509**	**8,309**	**8,297**

Newly Enrolled Fall Headcounts by Student Type [at Census]

UNDERGRADUATE	2022	2023	2024	2025	2026
First-Time-in-College (FTIC)	1,574	1,580	1,619	1,593	1,521
Transfers	963	865	850	795	831
Readmits	191	180	149	127	130
Other	8	7	7	8	28
Subtotal	**2,736**	**2,632**	**2,625**	**2,523**	**2,510**
POST- BACCALAUREATE					
Subtotal	159	150	173	129	148
GRADUATE*					
Subtotal	235	238	260	269	344
TOTAL	**3,130**	**3,020**	**3,058**	**2,921**	**3,002**

Notes: This data reports the number of students as of the day 10 census. These Data exclude high school dual enrolled (HSDE) students. See glossary appendix for detailed definitions. Note*: Some Graduate programs are only available during the summer term. Those summer-only graduate students are not included in these Fall only counts.

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	2022	2023	2024	2025	2026
Washington In-State Residents	90%	90%	91%	92%	92%
Pell Grant Recipients*	35%	36%	43%	43%	39%
Washington College Grant Recipients*	46%	47%	49%	50%	48%
First Generation Students	46%	46%	45%	46%	46%
Students of Color	40%	40%	42%	43%	43%
Hispanic/Latinx	21%	22%	24%	25%	25%
White Students	55%	56%	56%	55%	54%
Adult Learners (Age 25+)	15%	14%	13%	13%	13%

Percent of Newly Enrolled Full-time Undergraduates in the Fall

STUDENT TYPE	2022	2023	2024	2025	2026
Washington In-State Residents	90%	90%	91%	92%	92%
Pell Grant Recipients*	38%	38%	42%	43%	40%
Washington College Grant Recipients*	51%	49%	49%	52%	50%
First Generation Students	49%	46%	45%	46%	45%
Students of Color	42%	41%	43%	44%	45%
Hispanic/Latinx Students	24%	24%	24%	24%	25%
White Students	55%	56%	55%	53%	51%
Adult Learners (Age 25+)	13%	12%	12%	10%	12%

Notes: Data is based on the census snapshot that happens on day 10 of the term. 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. It is worthwhile to note that 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%. *Note*: Fall 2026 Pell and WCG grant rates are preliminary. SFA award data is not finalized until the SFA office completes its disbursement cycle, which extends past the census snapshot.*

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

STUDENT TYPE	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
All FTIC	40%	43%	53%	54%	63%
Pell Grant Students*	33%	38%	47%	50%	61%
Washington College Grant Recipients*	36%	41%	50%	53%	63%
First Generation Students	36%	40%	50%	53%	61%
Students of Color	37%	40%	47%	51%	62%
Hispanic/Latinx Students	42%	46%	52%	55%	66%
White Students	43%	45%	57%	57%	63%

Note: Data is based on census snapshot that happens on day 10 of the term. This rate is based on the ratio of Admit Type=FYT to FYR for newly enrolled, resident, first year students. See glossary appendix for detailed definitions. *Note*: Fall 2026 Pell and WCG grant rates are preliminary. SFA award data is not finalized until the SFA office completes its disbursement cycle, which extends past the census snapshot.*

Percent of Newly Enrolled First-time in College (FTIC) Students Who were Previously High School Dual Enrolled Students at CWU

STUDENT TYPE	FALL 2022	FALL 2023	FALL 2024	FALL 2025	FALL 2026
All FTIC	16%	17%	22%	25%	29%
Pell Grant Students*	15%	15%	24%	28%	30%
Washington College Grant Recipients*	17%	18%	26%	29%	32%
First Generation Students	16%	17%	22%	30%	31%
Students of Color	15%	17%	22%	26%	31%
Hispanic/Latinx Students	20%	21%	31%	31%	38%
White Students	17%	18%	22%	25%	28%

Note: Data is based on the census snapshot that happens on day 10 of the term. See glossary appendix for detailed definitions. *Note*: Fall 2026 Pell and WCG grant rates are preliminary. SFA award data is not finalized until the SFA office completes its disbursement cycle, which extends past the census snapshot.*

Annual Headcounts of High School Dual Enrolled Students at CWU

STUDENT TYPE	2021-22	2022-23	2023-24	2024-25	2025-26
High School Dual Enrolled	6,589	8,099	12,510	16,494	19,807
Percent Who Are Students of Color	40%	43%	45%	46%	47%

Note: Data is based on End of Term snapshots in order to capture HSDE enrollment. 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	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Full-time, FTIC	88%	91%	91%	91%	93%	92%
Pell Grant Recipients	88%	90%	90%	91%	94%	90%
Washington College Grant Recipients	87%	91%	91%	92%	95%	90%
First Generation Students	84%	88%	89%	91%	92%	90%
Students of Color	84%	90%	89%	90%	94%	90%
White Students	91%	92%	94%	93%	93%	93%

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

STUDENT TYPE	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Full-time, FTIC	83%	84%	85%	85%	89%	86%
Pell Grant Recipients	83%	83%	82%	83%	89%	84%
Washington College Grant Recipients	82%	85%	84%	84%	90%	85%
First Generation Students	79%	82%	81%	83%	88%	85%
Students of Color	78%	84%	81%	85%	90%	84%
White Students	87%	86%	88%	86%	88%	87%

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

STUDENT TYPE	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
All Full-time, FTIC	69%	68%	70%	70%	73%	74%
Pell Grant Recipients	66%	62%	65%	66%	72%	70%
Washington College Grant Recipients	65%	66%	68%	67%	74%	73%
First Generation Students	63%	61%	66%	67%	71%	73%
Students of Color	66%	64%	67%	69%	70%	73%
White Students	71%	71%	73%	71%	75%	74%

Note: See glossary appendix for detailed definitions.

Graduation Rates & Completions

Initiative 1.3: Analyze completion rates by course and overall graduation rates, using dis-aggregated 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	2017-21	2018-22	2019-23	2020-24	2021-25	2022-26
All Full-time, FTIC	35%	36%	34%	34%	36%	37%
Pell Grant Recipients	31%	30%	26%	26%	28%	27%
Washington College Grant Recipients	31%	33%	27%	28%	31%	31%
First Generation Students	32%	33%	31%	26%	30%	30%
Students of Color	28%	30%	28%	28%	29%	31%
White Students	39%	39%	39%	37%	41%	42%

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

STUDENT TYPE	2015-21	2016-22	2017-23	2018-24	2019-25	2020-26
All Full-time, FTIC	57%	56%	53%	54%	51%	49%
Pell Grant Recipients	48%	50%	48%	45%	42%	41%
Washington College Grant Recipients	50%	53%	47%	47%	42%	44%
First Generation Students	55%	54%	49%	47%	48%	41%
Students of Color	48%	55%	43%	46%	43%	43%
White Students	62%	56%	58%	57%	56%	52%

Notes: The four- and six-year graduation rates are based on cohorts who first enter CWU during the Fall term only and graduate by the fourth and six summer terms, respectively – see glossary appendix for additional details.

Three-Year Graduation Rates for Transfer Students (Full-time only)

STUDENT TYPE	2018-21	2019-22	2020-23	2021-24	2022-25	2023-26
Direct Transfer Agreement (DTA) Associate Degree	79%	79%	75%	73%	82%	76%
Other Junior-level Transfers	55%	62%	56%	69%	66%	54%

Notes: These graduation rates are based on cohorts who first enter CWU during the Fall term only and graduate by the third summer term. The methodology for this has been revised since the 2024 report – see glossary appendix for additional details.

Graduation Rates & Completions *(continued)*

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

Percent of Lower Division Courses Resulting in DFWI Grades

STUDENT TYPE	FALL 2021	FALL 2022	FALL 2023	FALL 2024	FALL 2025
All Students	19%	16%	18%	15%	16%
Pell Grant Recipients	21%	20%	20%	17%	18%
Washington College Grant Recipients	18%	17%	18%	16%	17%
First Generation Students	22%	19%	19%	18%	19%
Students of Color	23%	20%	21%	18%	20%
White Students	16%	13%	15%	13%	14%

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	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Degrees Awarded	2,997	2,817	2,591	2,353	2,134	1,945
Headcount of Recipients	2,773	2,577	2,379	2,183	1,968	1,768
Percentage of Headcount:						
Pell Grant Recipients	45%	45%	44%	45%	47%	50%
Washington College Grant Recipients	46%	51%	54%	54%	56%	57%
First Generation Students	48%	50%	46%	49%	47%	47%
Students of Color	33%	36%	37%	36%	38%	41%
White Students	49%	51%	52%	56%	57%	55%
Transfer Students	50%	51%	48%	47%	48%	45%

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).

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	2021	2022	2023	2024	2025
U.S. Nonresident	2	5	11	14	16
Hispanic/Latinx	30	30	30	25	22
Non-Hispanic/Latinx					
American Indian or Alaskan Native	2	3	2	2	3
Asian	38	35	35	34	30
Black or African American	13	11	10	8	8
Native Hawaiian/Pacific Island	4	4	4	4	4
White	381	344	327	300	287
Two or more races	9	6	5	5	4
Race and ethnicity unknown	2	2	2	2	2
Total	**481**	**440**	**426**	**394**	**376**
People of Color (% of Total)	20%	21%	21%	21%	20%

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

ETHNICITY/RACE	2021	2022	2023	2024	2025
U.S. Nonresident	0	3	6	3	2
Hispanic/Latinx	3	1	4	1	5
Non-Hispanic/Latinx					
American Indian or Alaskan Native	0	0	0	0	1
Asian	5	2	2	3	2
Black or African American	1	0	0	0	0
Native Hawaiian/Pacific Island	0	0	0	0	0
White	10	6	12	13	5
Two or more races	0	0	1	0	0
Race and ethnicity unknown	0	0	0	0	0
Total	**19**	**12**	**25**	**20**	**15**
People of Color (% of Total)	47%	33%	37%	24%	62%

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 about changes to the methodology for Newly Hired counts. It is important to note that CWU's on-boarding policy historically defaulted all new employees to the 'White' race; this policy has been revised so the default value is now blank moving forward.

Employee Diversity *(continued)*

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

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

ETHNICITY/RACE	2021	2022	2023	2024	2025
U.S. Nonresident	0	1	2	1	1
Hispanic/Latinx	102	110	117	136	131
Non-Hispanic/Latinx					
American Indian or Alaskan Native	8	7	6	4	3
Asian	14	17	19	23	23
Black or African American	13	14	15	12	10
Native Hawaiian/Pacific Island	1	1	1	2	2
White	765	764	752	743	728
Two or more races	29	38	42	40	37
Race and ethnicity unknown	7	7	7	7	8
Total	**939**	**959**	**961**	**968**	**943**
People of Color (% of Total)	18%	20%	21%	23%	22%

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

ETHNICITY/RACE	2021	2022	2023	2024	2025
U.S. Nonresident	0	1	1	0	1
Hispanic/Latinx	12	20	22	28	17
Non-Hispanic/Latinx					
American Indian or Alaskan Native	1	1	1	0	0
Asian	3	4	3	6	2
Black or African American	3	4	5	2	1
Native Hawaiian/Pacific Island	0	0	0	1	0
White	79	118	117	90	77
Two or more races	8	17	9	7	3
Race and ethnicity unknown	0	0	1	0	1
Total	**106**	**165**	**159**	**134**	**102**
People of Color (% of Total)	25%	28%	25%	33%	23%

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 about changes to the methodology for Newly Hired counts. It is important to note that CWU's on-boarding policy historically defaulted all new employees to the 'White' race; this policy has been revised so the default value is now blank moving forward.

Employee Diversity *(continued)*

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

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

GENDER & ETHNICITY/RACE	2021	2022	2023	2024	2025
Executives	30	28	25	27	29
Senior Administrators	26	30	32	29	32
High-level Managerial	44	35	48	48	46
Total	**100**	**93**	**105**	**104**	**107**
Men					
U.S. Nonresident	0	0	0	0	0
Hispanic/Latinx	9	10	11	11	11
Non-Hispanic/Latinx					
American Indian/Alaskan Native	0	0	1	1	1
Asian	1	2	2	4	3
Black or African American	0	1	1	1	1
Native Hawaiian/Pacific Island	0	0	0	0	0
White	44	40	38	34	33
Two or more races	0	0	0	0	0
Race and ethnicity unknown	0	0	0	0	1
Subtotal	**54**	**53**	**53**	**51**	**50**
Women					
U.S. Nonresident	0	0	0	0	0
Hispanic/Latinx	2	4	8	9	10
Non-Hispanic/Latinx					
American Indian/Alaskan Native	1	2	1	1	0
Asian	1	2	4	3	3
Black or African American	3	1	1	0	0
Native Hawaiian/Pacific Island	0	0	0	0	0
White	38	30	36	37	40
Two or more races	1	1	2	3	4
Race and ethnicity unknown	0	0	0	0	0
Subtotal	**46**	**40**	**52**	**53**	**57**
People of Color (% of Total)	18%	25%	30%	32%	31%

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 note that CWU's on-boarding policy historically defaulted all new employees to the 'White' race; this policy has been revised so the default value is now blank moving forward. Also, 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.

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.

Percent of Newly Enrolled First-time in College (FTIC) Students Who were Previously High School Dual Enrolled Students at CWU

This table provides the number of students who were previously enrolled as a high school dual enrolled student (eg, College in the High School, Running Start, Cornerstone, Highschool Enrichment) at CWU. This does not count students who had previous HS dual enrollment credits at other institutions.

Annual Headcounts of High School Dual Enrolled Students Enrolled at CWU

This table provides the total unduplicated headcounts of high school students who are dual enrolled at CWU during the academic year. This data includes College in the High School (CiHS), Running Start, Cornerstone, and HS Enrichment (HSE). These data count each student once per year regardless of how many terms they were enrolled. These data are end of term counts based on a Fall-Sum academic year.

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.

Glossary *(continued)*

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 and had graduated by the third summer term. The 2025 report has implemented a new methodology that is based on data at the end-of-term because the academic level for a significant number of transfer students is adjusted after the day 10 census date as final transcript data is available. Also, new this year the graduation rate for transfer students is only for students who had a full-time load in their first term and excludes international transfer students.

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 at the beginning of their first term but are not DTA transfer students and therefore do not have same policy framework around their transfer credits.

Percent of Lower Division Courses Resulting in DFWI Grades

DFWI rate is a measure of the proportion of students who earn a grade of D, F (failing), W (withdrawal), or I (incomplete) in a course. These data include passing grades as well as D's, F's, withdrawals (W, +W), unsatisfactory grades, incomplete grades, no credit, and emergency fail grades used in 2020. The rate is calculated by dividing the number of students receiving DFWI grades by the total number of students enrolled in the course (i.e., those receiving DFWI grades as well as passing grades). It excludes the following grades: no report, no show, in-progress, audit, hardship withdrawal, and all grades for high school dual-enrolled students and post-baccalaureate students. DFWI rates are used to assess course outcomes and identify areas for academic support and intervention.

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). The Pell and WA College Grant data reports if the students ever received those grants while enrolled as an undergraduate.

Glossary *(continued)*

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. Previously, former student employees and grad assistants who were hired into a full-time position during the reporting window were not counted as newly hired, but this methodology has been revised for this report which is why the historical data in this report are different than was reported previously.

Race/Ethnicity: It is important to note that CWU's on-boarding policy historically defaulted all new employees to the 'White' race; this policy has been revised so the default value is now blank moving forward. In addition, this report uses an improved methodology for accounting for US nonresidents. This change has resulted in larger numbers of US nonresidents being reported for the instructional staff.