Year One Self-Evaluation

Summary Report

Prepared for the

Northwest Commission on Colleges and Universities

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Central Washington University

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Institutional Overview

Central Washington University (CWU) is one of six publicly supported baccalaureate institutions in the state of Washington and one of the state's three regional comprehensive universities. Central was established in 1890 as Washington State Normal School by the first legislature to fulfill the intent of the 1889 Enabling Act for Statehood. In 1891, doors opened for classes. Ellensburg Normal School became Central Washington College of Education in 1937, Central Washington State College in 1961, and Central Washington University in 1977. CWU's purpose is specified in Section 28B.35.050 of the Revised Code of Washington which states, "*The primary purposes of the regional universities shall be to offer undergraduate and graduate education programs through the master's degree, including programs of a practical and applied nature, directed to the educational and professional needs of the residents of the regions they serve; to act as receiving institutions for transferring community college students; and to provide extended occupational and complementary studies programs that continue or are otherwise integrated with the educational services of the region's community colleges.*"

Central Washington University has entered its fourth decade as a regional comprehensive university and currently offers 96 undergraduate and 36 graduate degrees within four colleges: Arts and Humanities, Education and Professional Studies, Sciences, and Business. Undergraduate and graduate degrees, minors, and certificate programs are offered on both the Ellensburg campus and eight teaching sites for a total university enrollment of 11,614 during the 2010-2011 academic year. Undergraduate enrollment makes up approximately 95 percent (n=11,052) of the total enrollment while graduate enrollment is five percent (n= 562). The student body is approximately 51 percent female, and 71 percent white non-Hispanic. The minority student population has grown from approximately 13 percent in Fall Quarter 1998 to 20 percent in Fall Quarter 2010. In addition, a large percentage of students (34%) are first generation. International students make up approximately two and one half percent (n=291) of total student enrollment.

Central Washington University's eight teaching sites offer upper-division and graduate coursework leading to certificate, minor and degree programs appropriate to the needs and demands of the locale and its students. Five centers are in the population dense Puget Sound area, and three are in rural central Washington. Degree programs offered at the centers generally fall into four areas: business and accounting, teacher preparation, electrical and industrial technology, and social and behavioral sciences. The percent of total university enrollment at the teaching sites range from 11.5 percent (n= 888) in 2001-2002 to 15 percent (n= 1,539) in 2010-2011.

CWU's workforce is made up of three primary groups of employees: classified staff, exempt, and faculty. During 2010-2011, CWU employed 122.34 FTE exempt, 574.62 FTE faculty, and 693.24 FTE classified staff employees. The faculty includes tenured and tenure-track faculty, non-tenure track full-time faculty, and part-time faculty. The classified staff includes clerical, custodial, and trades personnel. In Fall Quarter 2010, 9.9 percent of all employees were minorities. A workforce profile (see http://www.cwu.edu/~oeo/affirmative_action_plan.html) provides detail about the gender, age, and racial/ethnic breakdown for these job groups and about CWU's affirmative action plan.

Central Washington University uses shared governance and open and collaborative processes to establish a learning-centered atmosphere for organizational and student success. Dr. James L. Gaudino became the President and chief executive officer of the university in January 2009 and has organized the university around three major divisional areas: Academic and Student Life, Business and Financial Affairs, and President's division. A Board of Trustees (BOT), which is appointed by the governor, hires and evaluates the president who reports to them and is the formal point of contact between the board and the university. Through its committees, the board also maintains close contact with each division of the university. Two vice presidents and a chief of staff report directly to the president.

All faculty, staff, exempt employees, and students participate in institutional governance through participation on committees and through their representative groups: the Faculty Senate (FS), the Employee Council (EC), the Exempt Employees Association (EEA), the United Faculty of Central (UFC), and the Associated Students of Central Washington University (ASCWU). Specifically, faculty take major responsibility in the development and the quality of the curriculum, formulate academic policies, and provide substantive input to the retention, advancement, and tenure of their colleagues. Staff advise both faculty and administrators on various policies and procedures while administrators implement policies, conduct initiatives, evaluate and improve operations, and comply with the directives of the Board of Trustees, legislature, and Governor. Student government and student groups advocate for student interests and provide opportunities for leadership on campus and significant engagement with the community. A student with voting rights is appointed by the Governor each year to sit on the Board of Trustees. Other constituents participate through service on advisory councils, foundation boards, and associations.

Preface

Institutional Changes Since Institution's Last Report

Change is a natural element of all organizations. The following changes in budget, leadership and organizational structure, and strategic planning have transformed current and will affect future CWU operations and processes.

Budget

The crash of financial markets in the fall of 2008 reverberated through the state economy and changed fundamental funding assumptions for public services in the state of Washington. During the 2009-11 biennium, Washington faced an unprecedented budget shortfall, which resulted from the national economic recession. Since Washington does not have a state income tax and relies primarily on sales tax revenue to fund its operating budget, the sudden drop-off in consumer confidence and spending created a multi-billion dollar budget gap virtually overnight.

The economy continued to slow and state revenue has declined accordingly, producing significant annual budget deficits through spring of 2011. Between Spring Quarter 2009 and Spring Quarter 2011, CWU had lost 43 percent of its state funding.

CWU responded to the drastic reductions by increasing revenue. The legislature assumed 14% annual increases in tuition for the 2009-2011 and 2011-2013 biennia and is assuming increased enrollment by about 700 students during that timeframe. In addition, the university reduced workforce expenditures. Total employment was reduced by 87 FTE from 2008 through 2011 through attrition, incentive leave and retirement programs, temporary reductions in employee hours, and 12 layoffs, including two vice president positions.

A greater reliance on student tuition has necessitated an institutional culture of efficiency and effectiveness that manifests itself through new leadership and improved organizational structures, processes, student services, and a more purposeful connection of planning, budget, and assessment areas and functions.

Leadership and Organization

In addition to changing basic revenue and expenditure assumptions, Central Washington University has significantly altered its senior leadership and campus-wide organizational structure. The Interim Vice President of Finance and the Interim Provost/Vice President of Academic and Student Life positions were filled with new personnel through national search processes. The President's Chief of Staff position was also created and then filled by an experienced administrator with extensive human resources experience. These three positions, along with the President, now form the key and senior leadership of the campus. Besides the senior leadership changes, other organizational changes have occurred:

- Realignment of university personnel according to function.

  o Custodial services: To maintain service in spite of reduced resources, the conference custodial staff were consolidated with custodial staff within the Facilities Management Division (FMD).

  o Academic facilities: To ensure that all facility planning services are better integrated and coordinated, academic facilities staff were assigned to the FMD.

  o Finance: To improve consistency, coordination, and integration in financial reporting and accountability, the academic financial staff and all financial functions within Business and Financial Affairs (BFA) office were consolidated under a new financial unit.

  o Auditing: The university created a student-centered auditing function to expand the capacity of auditing functions, increase efficiency, and to provide accounting students with hands-on experience in auditing.

  o Organizational Effectiveness: A new organizational effectiveness unit has been created to lead the university in the integration of planning, evaluation and budgeting; provide greater transparency in planning and research; ensure the development of benchmarks for all divisions; and assist in the development of business plans.

o Testing: To consolidate the testing provided or available for individuals, staff within testing and assessment will be consolidated with those in Career Services.

Central Washington University has made it a priority to minimize the impact of state budget cuts on the university workforce. The university has avoided lay-offs through a concerted effort that began two years ago that left vacant positions unfilled and reduced spending on goods and services. Some staff also participated in voluntary leave programs offered in 2010; and even more people participated in voluntary separation, retirement and leave incentive programs. The notification process for any workforce reductions has been accomplished. The university concluded that continuous across-the-board cuts ultimately would weaken our ability to grow and prosper in the new "normal" of a continued decline in state support. In the end, it was believed that the approach would make CWU weaker and far less resilient. Instead, CWU has focused on reorganizing around priorities that set us apart from other state institutions. These include:

- Investing in student success. In June 2010, the university launched a new learning model based on integrating academic and student affair functions. University housing and new student programs and other student affair departments began reporting to the Provost. The purpose of this consolidation was to better integrate student affairs, enrollment management, admissions, and the registrar's office directly with the various colleges and academics.

  The initiative, which has occurred over the last 18 months, focuses on building current student support systems while developing ways to integrate the classroom with out-of-class experiences. One of the most critical goals of the initiative is to provide more intensive advising to CWU students who are undeclared — a full third of CWU's student population.

  This initiative included the development of a Department of Student Success with its mission focused on developing and enhancing the university's commitment to diversity and inclusivity; connecting the curricular with the extra- and co-curricular; facilitating scholarly, creative, and professional development activities; engaging students throughout the university community; providing resources and services for students to better navigate the university; and promote student rights and responsibilities. The appointment of an Interim Dean of Student Success occurred in June2011. The Dean was charged with developing the integration and synergies of curricular, co-curricular and extracurricular activities that support the CWU's unique approach to teaching and learning.

  In the Fall Quarter 2011, a task force will develop strategies for implementing this approach regardless of students' learning status— residential, transfer, non-traditional, online, exploratory, and students studying at CWU's eight satellite campuses.

Strategic Planning

In the spring of 2009, President Gaudino charged students, faculty, staff, alumni, the Board of Trustees, and other supporters to review and give input into the updating of the university's

mission, vision, and strategic plan with the intent of shaping the future of the institution. Data was gathered from students, faculty, and staff during the 2009-2010 academic year. In July 2010, the CWU Board of Trustees participated in a visioning and strategic planning exercise. In September 2010, faculty and staff provided additional input through group discussions and online input. Feedback from more than 1,000 responses and data points was gathered through these various modalities.

A university and community wide strategic planning task force was created and from November 2010 to February 2011, assimilated and synthesized various constituent data, reviewed the current university mission, vision, and goals, and devised a strategic plan draft that was presented for campus and community review in February 2011. From February through April 2011, the draft report was made available for comment to students, faculty, staff, alumni, community members, and others through a variety of modalities, including focus groups, small group presentations, feedback forums, and online surveys. Approximately 30 in-person forums were held across the campus, community, and teaching sites. More than 350 responses were collected from those various sources and incorporated into a revised Vision, Mission, and Strategic Plan. The revision was again reviewed by the strategic planning committee and presented to the President's cabinet for edits in May 2011. The draft was then presented to the Board of Trustees for final input and edits in July 2011. The Board of Trustees approved the updated vision, mission, themes, outcomes and indicators. In their motion of approval, it was stated that the plan was endorsed "...with the understanding that implementation of the plan will involve everyone on the campus and include an analysis of programs and systems to further the positive public perception of the university." An ongoing institutional level committee will be created Fall Quarter 2011 to monitor strategic implementation, mission and outcome fulfillment, and make recommendations in terms of plan refinement and focus.

Response to Previous Recommendations from Commission

NWCCU Recommendations (January 2010)
Resulting from the Comprehensive Evaluation Report (December 2009)

Recommendation 1. The Committee recommends that CWU more thoroughly and consistently implement its assessment plan to ensure the cycle of review is completed and that modifications based upon feedback mechanisms lead to improvement in teaching and learning. These efforts will be especially applicable to the general education program (Standard 2.B).

Central Washington University Response. Assessment of student learning is an essential function of Central Washington University's efforts to evaluate student knowledge, skills, and dispositions as well as overall academic and institutional effectiveness. Academic assessment at CWU occurs in two integrated ways: the annual Assessment of Student Learning and the five-year Program Review processes. The assessment of student learning is reported each year for each degree program through the assessment of student learning report (see Appendix A for report format and analysis rubric). The report is based on an analysis of programmatic goals and general education related goals. The inclusion and programmatic examination of selected general education related goals is a new CWU assessment process and will be reflected in the 2010-2011 assessment of student learning reports due in December 2011 (see Appendix B for CWU general education assessment process explanation). All assessment reports are reviewed administratively and a feedback report or response provided.

Central Washington University offered 87 undergraduate and 30 graduate degree programs during the 2009-2010 academic year in four colleges (Education and Professional Studies, Business, Sciences, and Arts & Humanities). All degree programs will be expected for the fourth time in December 2011 to provide annual documentation of programmatic student learning outcomes achievement. Ninety-one percent (106/117) of academic programs submitted a report or revised plan for 2009-2010. This is the third straight year of increased report submission. Similar to 2008-2009, proportionally more undergraduate programs submitted annual reports than graduate programs (93 percent of undergraduate programs vs. 83 percent of graduate programs), suggesting a more developed culture of assessment at the undergraduate level. However, the percentage of submitted graduate reports increased for the third straight year (from 40 percent in 2007-2008 to 73 percent in 2008-2009 to 83 percent in 2009-2010), suggesting greater development and improvement of graduate program assessment. Programmatic assessment of student learning at Central Washington University is framed around five component questions:

1. Are learning outcomes appropriate?
2. Are assessment methods effective?
3. Is there evidence that students achieve stated learning outcomes?
4. In what ways are student learning results used for programmatic improvement?
5. In what ways are student learning results disseminated?

In terms of student learning, assessment reports submitted during the 2009-2010 academic year indicated that 106 of 117 (91 percent) of CWU programs collected data and reported on student learning outcome achievement. Of the 81 undergraduate assessment reports that were submitted, nearly all (n=74, 91 percent) presented student learning results in specific quantitative or qualitative (measurable) terms. Of the 25 graduate level assessment reports that were submitted, most (n=22, 88 percent) presented student learning results in specific quantitative or qualitative (measurable) terms. In addition, 56 of 106 programs (53 percent) submitted program reports comparing all outcome results to established standards of mastery. These comparisons, when qualitatively analyzed, reflected strong and positive academic programmatic outcome attainment. Specifically, 370 programmatic outcomes (78 graduate and 292 undergraduate) were assessed and compared to established standards of mastery. Three hundred and eleven of the 370 (84 percent) programmatic outcomes were reported as students meeting and/or exceeding stated outcome mastery/criterion levels. This trend was slightly stronger at the graduate level (67 of 78, 86 percent) than it was for the undergraduate (244 of 292, 84 percent). However, in either case, the results provide an important element of assurance for institutional student learning and outcomes achievement.

As per the NWCCU recommendation, the assessment system in place at CWU shows that learning evidence is analyzed and used to improve pedagogy and/or program curricula. Of the 106 assessment reports submitted for 2009-2010, 100 (94 percent) provided documentation of pedagogical and/or curricular change as a result of their assessment findings. In addition, almost all programs submitting assessment reports (n=102, 96 percent) provided evidence that assessment results and findings from previous years were being used for long-term pedagogical and curricular decision-making. This finding is significantly improved from the previous year (i.e., 57 percent) and provides strong evidence that CWU academic programs are actively engaged in continuous improvement over time.

In addition to yearly reporting, each department and interdisciplinary program that offers at least one degree completes a comprehensive five-year self-study guided by an analysis of the programmatic curricula delivered within the department, faculty, students, facilities and equipment, library, and technological resources. The self-study is prepared through the leadership of the department chair by the faculty of the department and is both descriptive and evaluative; it provides basic information on the nature of the department's programs and gives the faculty's assessment of the program's strengths and weaknesses, and improvements from previous analysis period. The self-study is the faculty's opportunity to scrutinize itself, to publicize its accomplishments, and examine its shortcomings. A timeline for the five-year program review and all five year self-study reports can be found at http://www.cwu.edu/~avpugrad/programreview/fiveyearreview.html.

All CWU assessment plans and processes provide a basis for continuous improvement of academic programs and student learning. The most prominent component of the academic assessment regimen is how student-learning goals are accomplished. Outcomes assessment occurring through both the annual Assessment of Student Learning and the five-year Program Review processes provides faculty, departments, colleges, and the university a means by which student learning and teaching is improved and documented. Central Washington University has shown great progress and improvement in implementing a comprehensive assessment plan that brings about improvement in both teaching and student learning.

Recommendation 2. The Evaluation Committee recommends that Central Washington University coordinate its budgeting, planning, and evaluation processes in a systematic and clearly defined manner that is effectively communicated to all stakeholders. These efforts are necessary to help identify institutional priorities for resource allocation in a period of financial uncertainty (Standard 1.B.4 and 1.B.5).

Central Washington University Response. The University is actively working towards fully integrating systematic evaluation activities for its decisions regarding resource allocation and planning.

CWU has purposefully expanded opportunities for participation in planning, particularly in the annual budget development process. Since the beginning of the current economic crisis, the Board of Trustees, senior leadership, faculty, and staff of the university have all participated in an increasingly open, collaborative, yet difficult, budget reduction and adjustment processes to keep the university in a position to continue to serve the needs of students.

Central Washington University continues to be dedicated in its commitment to systematic planning and budgeting. The senior leadership has intensified its effort to engage the campus community in a systematic, data-driven planning and allocation process. Despite the challenging economic times, the university continues to make tremendous progress in aligning, in methodical ways, its strategic planning, evaluating activities, and budgeting functions to improve instructional programs, institutional services, and college activities.

While the uncertain nature of the state's current financial crisis has been troubling, it has also facilitated a more analytical, strategy-based integrated approach to resource allocation. The

university's senior leadership adopted this approach, not only in its resource planning for the 2011-2012 academic year, but also in making necessary budget reductions and adjustments in 2010-2011. The uncertainty about how much the university would ultimately have to cut from its budget created an extraordinary planning challenge. The key challenge was to ensure that mission-critical activities would continue in a number of different budget scenarios, encompassing reductions anywhere from within the range of 5% to 15%. The fact that CWU had made substantial progress aligning its planning and allocation functions proved instrumental in overcoming the financial challenges, and in developing an operational plan that embraced the core themes of its strategic plan. Some of the ways planning, budgeting, and assessment processes have been aligned and improved is through new and re-constituted committees, teams, offices, and task forces. The work and improvements made as a result of the work of these groups is effectively communicated to stakeholders through various modalities (i.e., forums, meetings, newsletters). Following are descriptions of some of those new and re-constituted committees, teams, offices, and task forces:

- The Budget Advisory Committee, which focused primarily on the state operating and capital budgets, was replaced by the Budget and Finance Committee in January 2010. The committee's primary charge is to align all (state operating, state capital, tuition, auxiliary/enterprise, internal service, student fee, and other self-support) budget and spending priorities with the university's strategic plan. Membership includes executive officers, academic officers, faculty, staff, and student leaders, as well as financial/budget managers. The committee meets on a bimonthly basis, reviews the resources available to the university, reviews revenue streams, projections, and expenditure data and prioritizes operating budget requests. The committee also gathers campus and community input on budget and spending priorities, aligns budget and spending priorities with the university's strategic plan, development priorities and facilities master plan. The committee is also responsible for recommending the institution's operations and capital budgets to the president's cabinet.

- The President's Administrative Team was formed in April 2011. These monthly meetings with upper and middle management (Assistant and Associate Vice Presidents, Deans, Senior Directors) are for the purpose of:
    o Promoting transparency and communication vertically and horizontally.
    o Discussing issues and trends affecting the university, higher education, and the state.
    o Providing a forum for full discussion with and among upper management.
    o Reviewing BOT agenda items and presentations.
    o Facilitating development, fundraising, and entrepreneurial concepts.

- The Management Information Systems Team (MIST) was assembled in July 2009 and is comprised of high-level technical/functional and management staff from financial

services, budgeting, institutional research, academics, financial aid, human resources, and enrollment management. The team's charge was to develop solutions and recommendations that would lead to better integration of the University's current "systems" (defined as both computer applications and business practices) and provide information and tools necessary to:

- o Track and allocate cost and revenues to specific programs and operations.
- o Forecast and monitor financial resources.
- o Develop budgets.
- o Facilitate rational allocation of resources (human, financial, and physical) to support the University's academic mission.

To date, MIST has accomplished the following:

- o Established a Data Stewardship team that coordinates with other functional and technical leads and data custodians.
- o Established procedures to allocate and report direct institutional costs based on faculty workload units (i.e. teaching, research, service) and by course and section.
- o Revised accounting structure to track financial data based on physical location (i.e. university centers), delivery method, and program. Under this structure began reporting faculty workload units, indirect costs, and revenue
- o Implemented phase 1 of the new Budget Planning System (BPS).
- o Facilitated the development of annual spending plans and timely reporting of spending (burn rates), and revised procedures to monitor spending based on established spending plans.
- o Coordinated MIST efforts and reports with the Academic Planning Task Force.
- o Initiated a process to establish data reporting protocols including common data definitions.
- o In collaboration with key constituents, established a process to provide a common set of reports and data queries.

- The Office of Institutional Effectiveness was constituted in February 2011 to begin the process of developing a plan for institutional effectiveness and assessment activities. The mission of this new office is to, in collaboration with administrative and academic personnel, promote overall institutional effectiveness by supporting strategic planning and evaluation and evidence-based decision making. Specifically, the office will:
  - o Lead initiatives in meeting university reporting and accountability obligations, manage data resources, and conduct institutional research.
  - o Integrate data analysis and management by developing institutional data definitions and norms, developing university-wide data protocols and definitions and providing university offices and departments with statistical information and data.
  - o Analyze the organizational and fiscal effects of policies proposed by external entities (e.g. state and federal government) and by the university.
  - o Develop analytical models to inform policy, planning and resource allocation.

- o Direct, coordinate and conduct special analytical studies in support of campus decision-making related to student, academic, finances, facilities and financial aid.
- o Direct, coordinate and conduct assessment studies related to program reviews, student learning outcomes, survey research, performance metrics and accountability reports.

- In February 2011, the president requested that the vice-presidents and chief of staff convene sixteen task forces to enhance institutional effectiveness, assessment, and planning initiatives. The membership of each task force was intentionally broad to include all possible constituents. Included in the charge of each task force was the requirement for all plans to align with the university's strategic plan and goals. The following task forces were constituted:
  - o Enrollment Management /Financial Aid Planning
  - o Summer School Planning
  - o Continuing Education Planning
  - o University Center Analysis
  - o Multi-Modal Analysis
  - o Remediation Program Analysis
  - o Greek Life Analysis
  - o Wine Program Planning
  - o Student Success Implementation
  - o Conference Program
  - o Community Relations Coordinating
  - o Trend Reporting
  - o Resource Directory Planning
  - o Academic Planning
  - o Academic and Student Life Integration
  - o International Studies Planning

The following communication strategies are being employed to effectively and systematically communicate budgeting, planning, and evaluation processes and information in a clear manner to all stakeholders:

- A series of periodic forums started in January 2009 to keep faculty, staff, and students informed about the Washington State budget crisis (due to the national recession) and its effect on state funding for higher education and CWU in particular. The forums were moderated by President Gaudino and were available to all faculty/staff/students via live, in-person audience and Internet stream.

- Board of Trustees meetings are available to all faculty/staff/students via live, in-person audience and Internet stream. Additionally, effective with the 2010-2011 academic year,

all board meeting documents are now available, without restriction, electronically prior to each board meeting.

- The President's annual State of the University Address is available to all faculty, staff, and students via live, in-person audience and Internet stream. The President's most recent address (January 2011) communicated to the campus community that the university's current strategic planning process will link budgeting to goal setting. The President added that another critical, though invisible change is an overhaul of the way the university defines, collects, interprets and uses data, and that the university has begun integrating databases across campus in order to inform planning and budget decisions. "This is a fundamental change. Budget decisions must be data driven; we have to take responsibility for where our funding comes from and how we spend it."

- A News and Briefing Room Blog has been established and is accessible from the university homepage to keep the campus and external constituents informed and regularly updated as to important budget, planning, assessment, and other related information.

Overall, CWU has grown – and continues to grow – more thoughtful in its use of planning and evaluation processes to influence resource allocation and improve instructional programs, institutional services and activities. The university has also gone to greater lengths in communicating its processes and findings through various modalities and means. With a strong overall strategic plan now in place, the University can work to reliably close the budgeting, planning and evaluation loop, ensuring a strong, steady focus on helping each student success.

Recommendation 3. The Evaluation Committee recommends that Central Washington University enhance its overall capacity for institutional research to define and analyze data in a consistent and systematic manner for sharing with all its constituencies in order to support effective and timely decision-making (Standard 6.C.7).

Central Washington University Response. Increasing institutional research capacity at CWU has required addressing three sets of issues: data extraction and transformation, data maintenance, and data reporting imposed by the State of Washington. As stated within the CWU response to the NWCCU Recommendation 2, creation of both the Office of Institutional Effectiveness and the Management Information Systems Team (MIST) has gone far in helping CWU develop a strategic and consistent approach to data management and reporting. The Office of Institutional Effectiveness and MIST has worked with the President's Cabinet to develop a large set of key indicators that will eventually be incorporated into dashboards and quarterly reports. In the meantime, both entities are evaluating reporting conventions and developing university-wide protocols for data maintenance and reporting. The Office of Institutional Research is working on the construction of integrated reporting tables that will contain several hundred elements pertaining to student characteristics, enrollments, class sections, degrees, majors and minors, and admissions history. Although initially these data will be available only to the staff of the Office of Institutional Effectiveness, they will allow reports to be disseminated more quickly and

accurately. Institutional research analysts will have immediate access to data in reportable form, sparing them the burden of writing complex system queries, and the data will all have been extracted and transformed in accordance with common, well-documented protocols. Financial analysts through MIST are also planning reporting tables for financial data.

The Office of Institutional Effectiveness has purchased servers on which the reporting tables will eventually reside (i.e., Fall Quarter 2011). At that point, the reporting tables will be made available to the wider university community and will serve as the foundation for a set of automated dashboards and web reports. The long-term goal of the office is to develop a fully functioning university data warehouse. How long it takes to achieve that goal will depend on many factors, not least of which is the availability of funds in an era of fiscal duress. However, the development of reporting tables will provide a solid foundation for the construction of "data marts," which are the access layers of a data warehouse.

The State of Washington has also taken steps to improve the data environment for policymakers in Olympia. The state's higher education data system – the Public Centralized Higher Education Enrollment System (PCHEES) – has been revised to incorporate many more data elements. While this has imposed a substantial short-term burden on CWU reporting staff, the long term prognosis is that the new PCHEES system will relieve CWU staff of a great deal of work in responding to legislative and agency data requests, allowing them to concentrate greater attention on the internal data needs of the university.

Chapter One: Mission, Core Themes, and Expectations

Section 1: Mission

The institution articulates its purpose in the form of a mission statement and identifies Core Themes that manifest essential elements of that mission. It defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it identifies an acceptable threshold or extent of mission fulfillment.

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

Executive Summary of Eligibility Requirements 2 and 3

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

Central Washington University is authorized by the state of Washington to offer undergraduate and graduate education programs through the master's degree (Chapter 28B.35.050 of the Revised Code of Washington). At the undergraduate level, Central Washington University offers the Bachelor of Arts, Bachelor of Science, Bachelor of Applied Science, Bachelor of Arts in Education, Bachelor of Fine Arts, and Bachelor of Music degrees. At the graduate level, the university offers the Master of Arts, Master of Arts in Teaching, Master of Education, Master of Fine Arts, Master of Music, Master of Professional Accountancy, and the Master of Science degrees. The university was founded in 1891, and its principal educational programs have been in existence for several decades.

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

Central Washington University has been guided by a statement of mission and associated goals since its inception. Although its mission and goals have changed as institutional scope has expanded and through periodic review and refinement, the university has remained true to its focus on student learning and achievement, discovery and creative expression, and serving as a resource for advancing the social, economic, and educational health of the region and state. The current mission and core themes were created by the university community and adopted formally by the Board of Trustees (see Appendix C) in July 2011. The mission statement clarifies that the purposes of Central Washington University are appropriate to higher education and that the university exists to serve the interests of its students. The themes are focused on strengthening an outstanding academic and student life, creating a diverse and inclusive learning and working environment, enhancing the creation and dissemination of scholarship and creative expression, and serving external communities. The university has in place systematic planning, evaluation, and assessment procedures that analyze mission

fulfillment and goal achievement. The data from these analyses are widely published and used to improve university and program effectiveness. The university's revenue is directed to its educational mission through support of instruction, research, academic services, public service, student services, student aid, maintenance of physical facilities and auxiliary services.

Standard 1.A *Mission*

Statement: The mission of Central Washington University is to prepare students for enlightened, responsible, and productive lives; to produce research, scholarship, and creative expressions in the public interest; and to serve as a resource to the region and the state through effective stewardship of university resources.

Interpretation of Mission Fulfillment

The mission is clearly interpreted through the recently Board of Trustee approved (July 2011) Central Washington University strategic plan. The mission statement is reflected by five major components (i.e., effective teaching and student learning, inclusiveness and diversity, scholarship and creative expression, public service and community engagement, and resource development and stewardship) and serves as the foundation of all institutional level outcomes. Teaching and learning reflects an approach to educating students to be "enlightened, responsible, and productive" through accessible, diverse learning environments characterized by distinctive and learning centered curricular, co-curricular, and extra-curricular programs. Inclusiveness and diversity also relates to the promotion of respect and enlightenment and the promotion of an atmosphere of support as a means to achieving individual and collaborative excellence. Scholarship and creative expression reflects an institutional approach to engaging students, staff and faculty in the creation, dissemination, and preservation of knowledge through research and creative expression activities. Public service and community engagement reflects an institutional commitment in collaborating with larger communities (local/ regional/ state, national, global) for the mutually beneficial exchange of service, knowledge, and resources. Resource development and stewardship reflects the development and sustaining of human, financial, physical and environmental, and technological resources to support the mission of the university. The five major components of the Central Washington University mission statement reflect the institution's aspirations and ideas of accomplishment.

Acceptable Threshold, Extent, Or Degree of Mission Fulfillment

The examination of whether institutional mission and outcomes are being met should be at the core of an institution's continuous improvement effort (Banta, 1999). The mission, themes, and outcomes of CWU help establish priorities through planning, budgeting, and assessment processes that anticipate needs and focus efforts and resources in mission fulfillment. Central Washington University is an institution driven by planning and prioritization, and this planning and prioritization requires evidence provided by assessment. The examination of institutional assessment evidence (i.e., performance indicators), performance levels, and initiatives and strategies for goal attainment are necessary in guiding institutional decision-making and gauging mission fulfillment and progress. Specifically, CWU's institutional mission fulfillment is

assessed formally through an evaluation system (i.e., report card) that evaluates all core themes as related to three variables: performance indicator quality; assessment performance level; and institutional strategies & initiatives. An institutional committee is tasked with overseeing institutional strategic planning implementation, assessment, and refinement and provides analysis and documentation as to mission fulfillment. This committee meets regularly during the academic year to review and evaluate all institutional theme and outcome progress. However, an in-depth evaluation of one theme per year over a five year cycle has been established to allow for concentrated analysis, transparency, and encourage greater university-wide involvement and feedback in its continuous improvement efforts. The first theme (teaching and learning) is scheduled for review during the 2012-2013 academic year. Ratings, corresponding explanations, and recommendations for all areas are contained in a final written report that is completed by the end of a given academic year. A detailed explanation of the CWU mission evaluation system can be reviewed in Appendix D.

Core Themes

Theme 1 - Teaching and Learning: Student success is the highest priority of the university, and achievement of programmatic student learning outcomes is the prime measure of that priority. CWU therefore works to provide its students with accessible, diverse, personalized, distinctive, and rigorous curricular, co-curricular, and extra-curricular programs.   These programs are offered in small group settings typified by close working relationships between students, faculty, and staff. This commitment extends to all students, irrespective of location and modality of instruction. Institutional allocation of resources and organization of curricular, co-curricular, and extra-curricular opportunities reflect this commitment to student success.

> Objective 1.1: Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

>> Outcome 1.1.1: Students will achieve programmatic learning outcomes.

>>> Indicator 1.1.1.1:   Student performance data and outcomes achievement as described in annual program assessment reports.

>>> Indicator 1.1.1.2:   Post-graduation job and graduate school placement rates as reported by the Dean of Student Success

>> Outcome 1.1.2: Students will persist to graduation with increased efficiency and rate.

>>> Indicator 1.1.2.1:   Freshman-to-sophomore persistence rates as reported by the Director of Organizational Effectiveness.

>>> Indicator 1.1.2.2:   Graduation rates as reported by the Director of Organizational Effectiveness.

Indicator 1.1.2.3: Time-to-graduation as reported by the Director of Organizational Effectiveness.

Indicator 1.2.2.4: Number of degrees awarded per full-time equivalent instructional faculty member as reported by the Director of Organizational Effectiveness.

Outcome 1.1.3: Students and faculty will be increasingly engaged in the learning process in and outside the classroom.

Indicator 1.1.3.1: Number of full-time equivalent students taught per full-time equivalent instructional faculty as reported by the Director of Organizational Effectiveness.

Indicator 1.1.3.2: Faculty Survey of Student Engagement (FSSE) results as reported by the Director of Organizational Effectiveness.

Indicator 1.1.3.3: National Survey of Student Engagement (NSSE) results as reported by the Director of Organizational Effectiveness.

Outcome 1.1.4: Students will be increasingly engaged in high quality co-curricular and extracurricular offerings.

Indicator 1.1.4.1: National Survey of Student Engagement (NSSE) results as reported by the Director of Organizational Effectiveness.

Indicator 1.1.4.2: Co-curricular and extracurricular offering participant usage and satisfaction survey results as reported by Dean of Student Success.

Objective 1.2: Enhance the effectiveness of student support services

Outcome 1.2.1: Increase student use and impact of relevant and effective support services.

Indicator 1.2.1.1: Participant usage, impact, and satisfaction survey results as reported by the Dean of Student Success.

Rationale for Indicators:

Achievement of programmatic student learning outcomes is at the heart of defining high quality and effective programs at CWU. The on-going and yearly programmatic reporting of outcome attainment through both direct and indirect measures irrespective of location (campus) or modality (online, face-to-face) is a necessary and important indicator of achievement for this theme. Post-graduation job and graduate school placement rates are other measures that indicate preparation and learning quality as based from outside evaluators. Summative self-report data obtained through senior and alumni surveys also provides indirect evidence as to programmatic, general education and institutional goal importance and achievement. Student persistence, degree production, and time-to-degree efficiency help illustrate institutional success at meeting student needs (e.g., advising, learning style) and in fostering success both in and out of the

classroom. Student and faculty engagement represents a critical feature of the CWU educational experience. Therefore, the type and amount of interaction between students and faculty as well as the time and effort students put into their studies and other educationally purposeful activities reflects an institutional ability to support students' academic, physical, emotional, and social needs. Student usage, impact, and satisfaction of support services are also critical in measuring and determining the efficacy of various support service approaches.

Theme 2 - Inclusiveness and Diversity: CWU is committed to providing all faculty, staff, and students a diverse working and learning environment built on principles of respect, support and encouragement as a way to achieve individual and collaborative excellence. Changing demographic trends in the United States and the increasing globalization of economic, political, and social systems demand that students be prepared for working in a world in which diversity is the norm. Research clearly indicates that learning is enhanced when students experience a diverse learning and living environment. It also suggests that faculty and staff are more innovative, entrepreneurial, and successful in an inclusive and diverse environment. Inclusiveness is achieved by providing a welcoming, supportive, and empowering environment that encourages individuals to express ideas and identities. A diversely rich community affords depth and dimension in personal and collective outcomes. Diversity is multi-faceted. CWU's physical structure is diverse in location, providing rural, suburban, and urban settings. CWU's educational diversity is represented by the colleges; curricular, co-curricular, and extra-curricular programs available. Diversity in personal identity, culture, experience, and talent is of critical importance as evident in recruitment and retention efforts of students, faculty, and staff, as well as the contribution from special programs, speakers, and scholars that offer voice and representation to interests of race, ethnicity, sexual orientation, gender, ability, age, and political ideas.

Objective 2.1: Enhance the environment of inclusiveness for faculty, staff, and students.

    Outcome 2.1.1: Increase the ability and willingness of faculty staff, and students to participate in shared governance of the university.

        Indicator 2.1.1.1: Organizational climate studies conducted by the Assistant Vice President of Human Resources and Dean of Student Success.

Outcome 2.1.2: Increase the participation and reliance on communication and information systems.

        Indicator 2.1.2.1: Use of communication systems as reported by the Director of Public Affairs.

        Indicator 2.1.2.2: Access to and use of university information systems as reported by the Director of Public Affairs and Assistant Vice President of Information Technology Services.

    Objective 2.2: Increase faculty, staff, and student diversity by active programs of recruitment and retention for members of underrepresented groups.

Outcome 2.2.1: Increase the number of and seniority of faculty and staff from underrepresented groups.

Indicator 2.2.1.1: Recruitment and retention results as reported by the Assistant Vice President of Human Resources.

Indicator 2.2.1.2: Faculty and staff workplace satisfaction study conducted by the Assistant Vice President of Human Resources.

Outcome 2.2.2: Increase diversity of students by active program recruitment and retention of underrepresented groups.

Indicator 2.2.2.1: Recruitment, retention, and graduation results as reported by the Director of Organizational Effectiveness.

Indicator 2.2.2.2: Student satisfaction studies conducted by the Dean of Students.

Outcome 2.2.3: Increase the number of students who have served in the military of the United States by active recruitment and retention programs.

Indicator 2.2.3.1: Recruitment, retention, and graduation results as reported by the Director of Organizational Effectiveness.

Indicator 2.2.3.2: Student satisfaction studies conducted by the Dean of Students.

Outcome 2.2.4: Increase the number of international students by active recruitment and retention programs.

Indicator 2.2.4.1: Recruitment, retention, and graduation results as reported by the Director of Organizational Effectiveness.

Indicator 2.2.4.2: Student satisfaction studies conducted by the Dean of Students. August 8, 2011

Objective 2.3: Increase the participation in international educational experiences for faculty and students.

Outcome 2.3.1: Increase the number of students and faculty who engage in international exchanges or experiences.

Indicator 2.3.1.1: Number of students and faculty engaged in study abroad and student and faculty exchange programs to and from CWU as reported by the Director of International Programs.

Outcome 2.3.2: Increase the inclusion of international cultural perspectives in the curriculum.

Indicator 2.3.2.1: Number and type of courses reflecting international/global integration as reported by departments during their five-year program review.

Rationale for Indicators:

Faculty, staff, and student perception as related to working and learning environments can be measured through campus-wide attitudinal surveys. These surveys can provide insight into those elements that make for a welcoming, supportive, and inclusive climate and environment. In addition, recruitment, participation, and retention rates are also reflective of satisfaction and provide evidence as to institutional success in creating and maintaining a more diverse work and educational setting. Participation patterns in study abroad experiences reflect an important institutional measure of student and faculty interest, engagement, and learning of international peoples and culture. Measuring the number and type of international courses offered across programs provides an indication of curricular global and diversity integration and its relative value within the curriculum.

Theme 3 - Scholarship and Creative Expression: CWU is committed to the creation, dissemination, and preservation of knowledge through research, scholarship, and creative expression. Engagement in scholarly and creative expression activities adds benefit for students, the university, and local, regional, and global communities. These activities engage students, faculty, and staff in activities that expand knowledge of the natural and physical world, explore human behavior and culture in the past and present, develop organizational practices and technological innovations that support human and economic development, and improve the quality of life through cultural enrichment. CWU places a high value on the full spectrum of scholarship and creative expression, including but not limited to basic and applied research, creative expression in all its forms, and the scholarship of teaching and learning.

Objective 3.1: Increase the emphasis on and the opportunities for students, faculty and staff to participate in research, scholarship, and creative expression activities.

Outcome 3.1.1: Increased participation by faculty, students, and staff in research, scholarship, and creative expression.
Indicator 3.1.1.1: Number of publications, presentations, and performances as reported by the Associate Vice President for Research and Economic Development/Dean of Graduate Studies.

Outcome 3.1.2: Increase the number of courses that include research, scholarship and creative expression skills as key outcomes.

Indicator 3.1.2.1: Number and type of courses reflecting research, scholarship, and creative expression as reported by departments during their five-year program review.

Objective 3.2: Increase the external funding received for research, scholarship, and creative expression by faculty, staff, and students.

Outcome 3.2.1: Increase the number of applications and total awards for external funding for research, scholarship, and creative expression by faculty, staff, and students.

Indicator 3.2.1.1: Number of and dollar amounts of grants and awards for research, scholarship, and creative expression received by faculty, staff, and students as reported by the Associate Vice President for Research and Economic Development/Dean of Graduate Studies.

Rationale for Indicators:

The outcomes and measures associated with scholarship and creative expression are rather straightforward, easily quantifiable, and reflect the effort expended by the university to meaningfully impact local, regional, and global communities. The number of publications, presentations, and creative/expressive performances documents institutional proficiency at creating, disseminating, and preserving knowledge that is shared with others in either formal and/or informal ways. External funding and awards demonstrate validation, relevancy, and acceptance of research and creative expression activities by outside evaluators. Measuring the number and type of courses offered across programs that include research, scholarship and creative expression provides an indication of scholarship integration and its relative value within the curriculum.

Theme 4 - Public Service and Community Engagement: As a publicly funded institution, CWU is committed to serve external communities for the mutually beneficial exchange of service, knowledge, and resources. Such engagement includes the appropriate use of university resources to support existing partnerships and engage new partners to contribute to the educational, social, and economic progress of external communities, especially those in Washington. Such activities, in addition to providing benefit to external communities, provide a rich array of opportunities for engaged learning and research.

Objective 4.1: Enhance the commitment and the level of cooperation between the university and external communities.

Outcome 4.1.1: Increase the number of cultural, educational, and recreational events, such as performances, exhibitions, and sporting events, that are available to the campus and external communities.

Indicator 4.1.1.1: Number of cultural, educational, and recreational events, such as performances, exhibitions, and sporting events, that are

available to the campus and external communities as reported by the Manager of the Events Outreach unit.

Objective 4.2: Increase participation in university sponsored life-long learning opportunities.

Outcome 4.2.1: Increased number of class and certificate program offerings that meet the needs and satisfaction of the campus and external communities

Indicator 4.2.1.1: Number of classes and certificate program offerings and course evaluations as reported by the Director of Continuing Education.

Objective 4.3: Enhance the efforts of members of the university community to strengthen the economic base of the region and state.

Outcome 4.3.1: Increased support for area economic development.

Indicator 4.3.1.1: Number of grants and contracts with local agencies and businesses as reported by Associate Vice President for Research and Economic Development/Dean of Graduate Studies

Indicator 4.3.1.2: Number of businesses or jobs created as a result of efforts of members of the university community as reported Associate Vice President for Research and Economic Development/Dean of Graduate Studies

Rationale for Indicators:

Service and collaboration with external communities are valuable to CWU enhancing its own and external educational, social, and economic progress. The number of cultural, educational, and recreational events, such as performances, exhibitions, and sporting events reflects the resources expended and activities by which internal and external communities participate in the life of the university. Measuring the number of classes and certificate program offerings and course evaluations offered to campus and external communities reflect how well offerings meet internal and community needs (e.g., workforce, professional development). The number of grants and contracts obtained and jobs created with agencies and businesses reflects institutional effort and success in impacting the local and regional community.

Theme 5 - Resource Development and Stewardship: CWU will sustain an environment that supports the mission of the university. Like the other four-year public universities in Washington, CWU must rely less on state financial support and more on revenues generated through its core operations and its auxiliary functions. In order to provide for the human resources, technological tools, and facilities needed to accomplish its mission, CWU must embrace entrepreneurial attitudes and systems. Given the mission, vision, and values embraced by CWU, it is clear that enrollment will play a major role in the financial health of the institution.

Additionally, CWU must continue to develop comprehensive unit budgets that forecast revenues and expenses on a four to six year cycle.

Objective 5.1: Develop a budget planning system capable of identifying the revenues needed to meet current and projected objectives and workloads at the division and unit levels.

Outcome 5.1.1: Develop six year rolling balanced budgets at the division and unit levels.

Indicator 5.1.1.1: Financial data reported to the Board of Trustees by the Vice President for Business and Financial Affairs

Outcome 5.1.2: Implementation of an integrated enterprise information system.

Indicator 5.1.2.1: Correlate revenues to workload at the unit level as reported by the Vice President for Business and Financial Affairs.

Indicator 5.1.2.2: Core expense report disaggregated by function (e.g., Instruction, Student Services) as reported by the Vice President for Business and Financial Affairs

Objective 5.2: Develop and implement an enrollment management and marketing plan that maximizes revenues while achieving the diversity and instructional goals of the university.

Outcome 5.2.1: Maximize revenues by providing for the optimal number and type of student (e.g., in-state, out-of-state; domestic-international; freshman-transfer; undergraduate–graduate; residential-centers, etc.).

Indicator 5.2.1.1: Meeting enrollment targets as reported by the Associate Vice President for Enrollment Management.

Indicator 5.2.1.2: Meeting fiscal targets (cost of attendance, average financial need and average financial aid awarded accepted and dispersed) as reported by the Vice President of Business and Financial Affairs.

Outcome 5.2.2: Create an accurate image of CWU in key stakeholders through marketing that supports the institution's enrollment and fiscal plans.

Indicator 5.2.2.1: Opinion surveys of key stakeholders conducted by the Director of Public Affairs.

Indicator 5.2.2.2: Number of applicants who list CWU as first choice Associate Vice President for Enrollment Management.

Objective 5.3: Increase the amount of scholarship, operational and endowment gifts from alumni and friends.

Outcome 5.3.1: Maximize operational revenues by emphasizing annual and associate level giving, with financial aid to students given the highest priority.

Indicator 5.3.1.1: Meeting gift targets as reported by the Director of University Advancement.

Objective 5.4: Develop a staff planning system capable of identifying the human resources needed currently and project objectives and workloads at the division and unit levels.

Outcome 5.4.1: Develop six-year rolling staffing plans at the division and unit levels.

Indicator 5.4.1.1: Existence of staffing plans as reported by the Assistant Vice President for Human Resources.

Outcome 5.4.2: Provide for relevant professional development for all faculty.

Indicator 5.4.2.1: Professional development activity and satisfaction surveys as conducted and reported by the Provost.

Outcome 5.4.3: Provide for relevant professional development for all staff.

Indicator 5.4.3.1: Percentage of staff Performance and Development Plans (PDP) completed as reported by the Assistant Vice President for Human Resources.

Indicator 5.4.3.2: Professional development activity and satisfaction surveys as conducted and reported by the Assistant Vice President for Human Resources.

Objective 5.5: Facilities master plan and capital priorities are relevant and sufficient for the curricular, co-curricular and extra-curricular needs of the university.

Outcome 5.5.1: Improve access to facilities management operations.

Indicator 5.5.1.1: Bi-annual survey of satisfaction with facilities as reported by the Assistant Vice President for Facilities Management.

Outcome 5.5.2: Improve campus-wide utility consumption

Indicator 5.5.2.1: CWU Electrical and Gas Cost Charts as reported by the Assistant Vice President for Facilities Management

Objective 5.6: Technology master plan and project priorities are relevant and sufficient for the curricular, co-curricular, and extra-curricular needs of the university.

Outcome 5.6.1: Improve access to information technology systems.

Indicator 5.6.1.1:   Bi-annual survey of satisfaction with technology as reported by the Assistant Vice President for Information Technology Services.

Rationale for Indicators:

The development of human, technological, fiscal, and physical resources and facilities are important and necessary in creating and sustaining an environment that supports mission fulfillment.   Measuring and analyzing fiscal data (revenue, giving, expense, and workload reports) provides important information as to resource development, utilization, and efficiency. These analyses allow planning decisions and adjustments to be made that are institutionally meaningful.   Analysis of fiscal and financial aid targets (cost of attendance, average financial need and average financial aid awarded accepted and dispersed) provides a determination as to the effectiveness of institutional support for student need and attendance.   Opinion surveys and enrollment data provides evidence of student perception and behavior in terms of student satisfaction and institutional image.   Professional development planning, activity, and satisfaction reflect institutional effort and progress in developing its workforce and in creating a learning centered and improvement oriented culture.   Satisfaction surveys convey ease and effectiveness of use of various CWU resources and usage analyses provide evidence of efficiency and practicality.

Conclusion

Central Washington University has been guided by a strong and distinct statement of mission and associated goals since its inception. Although its mission and goals have changed as institutional scope has expanded and through periodic review and refinement, the university has remained true to its focus on student learning and achievement, discovery and creative expression, and serving as a resource for advancing the social, economic, and educational health of the region and state.

The Year One Report comes at a time of university reaffirmation of mission and goals through an extensive strategic planning process this past year. This reaffirmation has also entailed the creation of themes, objectives, outcomes, and critical indicators of success and achievement. The themes are focused on strengthening an outstanding academic and student life, creating a diverse and inclusive learning and working environment, enhancing the creation and dissemination of scholarship and creative expression, serving external communities, and sustaining resources and an environment that supports the mission of the university. Objectives and outcomes reflect the complexity and breadth of institutional expectations while associated performance indicators provide the university with measures that allow for critical examination and comparison to best practice.   The university has in place systematic planning, evaluation, and assessment procedures that analyze mission fulfillment and goal achievement. Indeed, the Office of Institutional Effectiveness was created to track and make logical and confident determinations about performance and to guide decision-making. All of these efforts will further the continuous improvement efforts and promote excellence at all levels of the institution.

Appendix A

**Central Washington University
Assessment of Student Learning
Department and Program Report**

Please enter the appropriate information concerning your student learning assessment activities for this year.

Academic Year of Report: _____ College: _____

Department _____ Program: _____

1. **What student learning outcomes were assessed this year, and why?**

In answering this question, please identify the specific student learning outcomes you assessed this year, reasons for assessing these outcomes, with the outcomes written in clear, measurable terms, and note how the outcomes are linked to department, college and university mission and goals.

2. **How were they assessed?**

In answering these questions, please concisely describe the specific methods used in assessing student learning. Please also specify the population assessed, when the assessment took place, and the standard of mastery (criterion) against which you will compare your assessment results. If appropriate, please list survey or questionnaire response rate from total population.

      A) What methods were used?
      B) Who was assessed?
      C) When was it assessed?

3. **What was learned?**

In answering this question, please report results in specific qualitative or quantitative terms, with the results linked to the outcomes you assessed, and compared to the standard of mastery (criterion) you noted above. Please also include a concise interpretation or analysis of the results.

4. **What will the department or program do as a result of that information?**

In answering this question, please note specific changes to your program as they affect student learning, and as they are related to results from the assessment process. If no changes are planned, please describe why no changes are needed. In addition, how will the department report the results and changes to internal and external constituents (e.g., advisory groups, newsletters, forums, etc.).

5. **What did the department or program do in response to last year's assessment information?**

In answering this question, please describe any changes that have been made to improve student learning based on previous assessment results. Please also discuss any changes you have made to your assessment plan or assessment methods.

6. **Questions or suggestions concerning Assessment of Student Learning at Central Washington University:**

<table>
<tr><td colspan="2">**Central Washington University
Assessment of Student Learning Report: Target Levels
Department Feedback**</td></tr>
</table>

1. **What outcomes were assessed this year and why?**

Value	Guidelines for Assessing a Program's Reporting of Student Learning Outcomes (Target = 2)
4	Outcomes are written in clear, measurable terms and include knowledge, skills, and attitudes. All outcomes are linked to department, college and university mission and goals.
3	Outcomes are written in clear, measurable terms and include knowledge, skills, *and* attitudes. Some outcomes are linked to department, college and university mission and goals.
2	**Outcomes are written in clear, measurable terms and include knowledge, skills, *or* attitudes. Outcomes may be linked to department, college and university mission and goals.**
1	Some outcomes may be written as general, broad, or abstract statements. Outcomes include knowledge, skills, *or* attitudes. Outcomes may be linked to department, college and university mission and goals.
0	Outcomes are not identified.

Comments: Reports that obtain higher scores are characterized by increasingly specific student learning outcomes that relate to multiple domains of student development (knowledge, skill, and attitudes). In addition, higher scored reports will clearly articulate the relationship between program outcomes and department, college and university mission and goals.

2. **How were they assessed?**

    a. **What methods were used?**
    b. **Who was assessed?**
    c. **When was it assessed?**

Value	Guidelines for Assessing a Program's Reporting of Assessment Methods (Target = 3)
4	A variety of methods, both direct and indirect are used for assessing each outcome. Reporting of assessment method includes population assessed, number assessed, and when applicable, survey response rate. Each method has a clear standard of mastery (criterion) against which results will be assessed
3	**Some outcomes may be assessed using a single method, which may be either direct or indirect. All assessment methods are described in terms of population assessed, number assessed, and when applicable, survey response rate. Each method has a clear standard of mastery (criterion) against which results will be assessed.**

2	Some outcomes may be assessed using a single method, which may be either direct or indirect. All assessment methods are described in terms of population assessed, number assessed, and when applicable, survey response rate. Some methods may have a clear standard of mastery (criterion) against which results will be assessed.
1	Each outcome is assessed using a single method, which may be either direct or indirect. Some assessment methods may be described in terms of population assessed, number assessed, and when applicable, survey response rate. Some methods may have a clear standard of mastery (criterion) against which results will be assessed.
0	Assessment methods are non existent, not reported, or include grades, student/faculty ratios, program evaluations, or other "non-measures" of actual student performance or satisfaction.

Comments: Reports that obtain higher scores are characterized by increasingly clearer information in determining how the assessment took place and the use of a standard of mastery. In addition, higher scored reports will include a greater number of methods in assessing each outcome.

3. What was learned (assessment results)?

Value	Guidelines for Assessing a Program's Reporting of Assessment Results (Target = 3)
4	Results are presented in specific quantitative and/or qualitative terms. Results are explicitly linked to outcomes and compared to the established standard of mastery. Reporting of results includes interpretation and conclusions about the results.
3	**Results are presented in specific quantitative and/or qualitative terms and are explicitly linked to outcomes and compared to the established standard of mastery.**
2	Results are presented in specific quantitative and/or qualitative terms, although they may not all be explicitly linked to outcomes and compared to the established standard of mastery.
1	Results are presented in general statements.
0	Results are not reported.

Comments: Reports that obtain higher scores are characterized by increasingly clearer information about what was learned from the assessment, particularly in relation to a standard of mastery.

4. What will the department do as a result of that information (feedback/program improvement)?

| Value	Guidelines for Assessing a Program's Reporting of Planned Program Improvements (Target = 2)
2	**Program improvement is related to pedagogical or curricular decisions described in specific terms congruent with assessment results. The department reports the results and changes to internal and external constituents.**
1	Program improvement is related to pedagogical or curricular decisions described only in global or ambiguous terms, or plans for improvement do not match assessment results. The department may report the results and changes to internal or external constituents.
NA	Program improvement is not indicated by assessment results.
0	Program improvement is not addressed.

Comments: Reports that obtain higher scores are characterized by specific curricular and pedagogical improvement information. In addition, the department reports the results and changes to internal and external constituents.

5. How did the department or program make use of the feedback from last year's assessment?

Value	Guidelines for Assessing a Program's Reporting of Previous Feedback (Target = 2)
2	**Discussion of feedback indicates that assessment results and feedback from previous assessment reports are being used for long-term curricular and pedagogical decisions.**
1	Discussion of feedback indicates that assessment results and feedback from previous assessment reports are acknowledged.
NA	This is a first year report.
0	There is no discussion of assessment results or feedback from previous assessment reports.

Comments: Reports that obtain higher scores are characterized by specific curricular and pedagogical improvement information from previous years.

*Target Levels are bolded for each area.
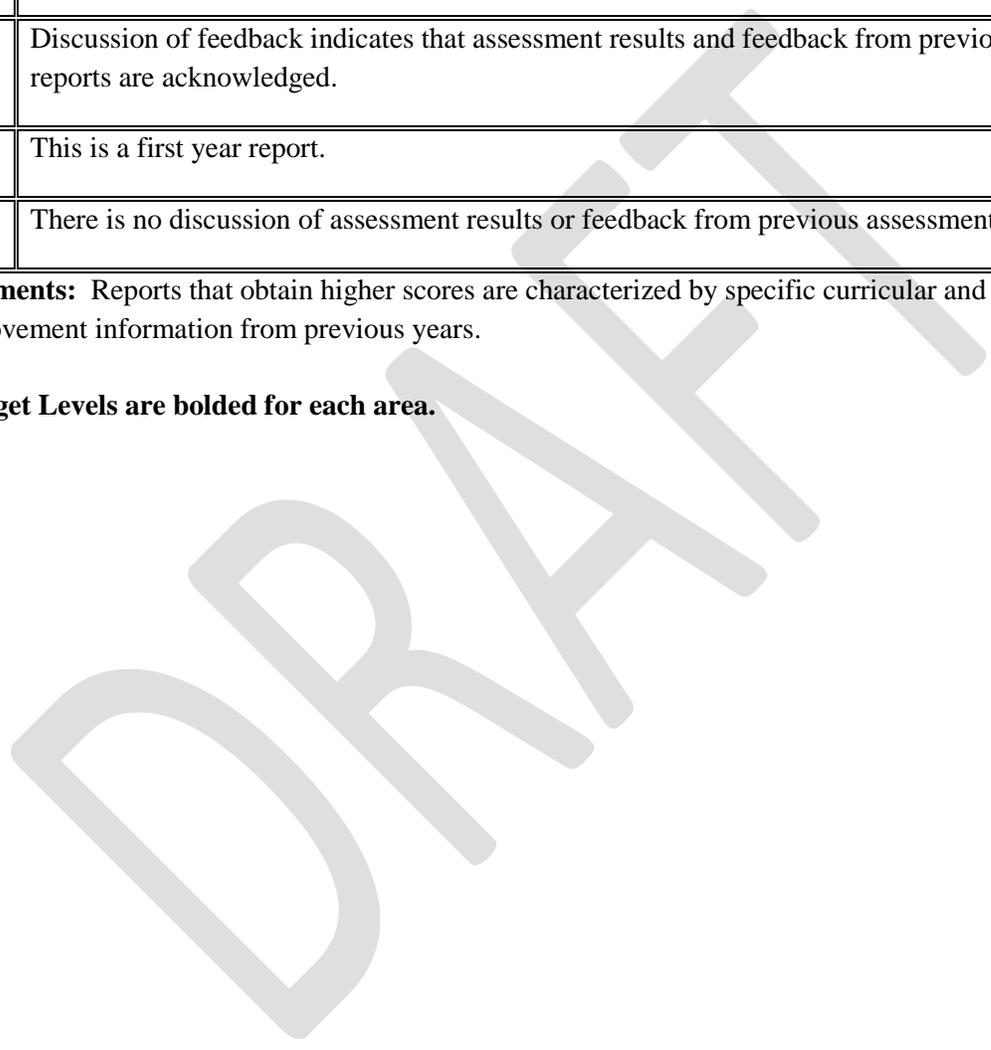
Appendix B

Central Washington University
General Education Goals Assessment Framework

Background: CWU general education requirements were deemed by the NWCCU in its 2009 comprehensive evaluation committee report to "conform to accreditation standards and was noted as being thoughtfully designed." The breadth requirements in the CWU general education program were believed to be "robust, logically structured, and cohesive and allowing student options for a meaningful level of personalization of general education choices."

Although the scope of the CWU general education program was thought "attractive in the framework of liberal arts training," general education assessment processes were believed to be "unsatisfactory" in the comprehensive evaluation committee report. Specifically, CWU general education assessment procedures were believed to have not "produced comprehensive results that could lead to meaningful improvements in the program." Intentions to rectify the general education assessment problem have existed for more than ten years and "date to the previous accreditation cycle." Given the history and repeated findings in this area, a systematic, efficient, and effective assessment process is necessary to guide CWU general education skills development. This need is time sensitive as the university is required to demonstrate significant progress in this area by fall, 2011 (as part of a focused report to the NWCCU). Areas related to implementing such a process include:

- Goal/Measurement Areas (What to Assess)
- Assessment Measures (How to Assess)
- Timing of Assessment (When to Assess)
- Individuals (Who Responsible)
- Timeline of Assessment Process Implementation

In defining the areas above, the following guiding principles are important to consider in the context of CWU:

1. There are many approaches that address assessment, particularly regarding general education. An important and necessary consideration for CWU is to use methods that encourage departmental and disciplinary ownership of general education goal areas, their assessment, and continuous improvement based on measureable results.
2. CWU must know whether general education goals are being met by its graduates. This is complicated as more than fifty percent of CWU graduates transfer in with all or part of their general education requirements completed at other institutions. Also, it is unclear whether or where some CWU general education goal areas (i.e., oral communication;

stewardship of the earth) are specifically developed. These issues make it incumbent on CWU to provide assurance that students are meeting general education goals and whether that obtainment occurs within the general education program itself and equally between native and transfer students before graduation.

3. CWU must be efficient in assessing general education goals. Focusing on embedded course assessments will allow assessment to be layered, fostering greater ownership and encouraging responsibility for improving general education goal areas in individual course and departments. A centralized approach of aggregating departmental and college level data will aid in institutional level goal obtainment decisions and campus-wide continuous improvement initiatives.

4. CWU should minimize administrative and organizational overhead where possible. Using currently existing reporting structures and processes (i.e., yearly assessment report) to assess general education goals will encourage process efficiency.

5. CWU does not have to assess every goal every year. Assessing a limited number of general education goal areas each year will help encourage focus and attention to those specific areas and not overwhelm departments with substantially significant additional work.

Goal/Measurement Areas (What to Assess)

The CWU general education program is intended to provide students with a liberal arts education that promotes effective reasoning, broad and deep learning, and the inclination to inquire. Effective reasoning includes fluency in reading, writing, critical thinking, information technology, and oral communication, as well as mastery of the basic principles of logical, mathematical, and scientific reasoning. Broad and deep learning includes integrative and applied learning. The inclination to inquire includes a commitment to seek out and acquire important information. Other goal areas include responsible societal membership, stewardship of the earth, respect of diversity and valuing different perspectives. All of these goal areas contribute elements to CWU general education that form a foundational basis for more advanced study in undergraduate degree programs. The following reflects CWU's general education goals:

- Students will become thoughtful and responsible members of society and stewards of the Earth.
- Students will respect diversity of background, experience and belief, and will value the different perspectives that this diversity brings.
- Students will achieve fluency in:
  - o Reading
  - o Writing
  - o Oral communication
  - o Information technology
- Students will master the basic principles of:

- o Logical reasoning
- o Mathematical reasoning
- o Scientific reasoning
- Students will develop an appreciation of the breadth and depth of:
  - o Scientific knowledge
  - o Humanistic knowledge
- Students will develop a sense of the interconnectedness of knowledge.
- Students will integrate knowledge from diverse fields of study in order to solve real-world problems.
- Students will become aware of the manifold ways that knowledge evolves.
- Students will develop a disposition to ask incisive and insightful questions.

Assessment Measures (How to Assess)

Effective assessment should measure learning outcomes and the activities that support those outcomes. Assessment measures should include *direct* (i.e., course embedded tests, essays, projects, assignments, etc.) and *indirect* (i.e., surveys, focus groups, interviews) approaches to provide as complete a picture as possible as to whether students develop targeted knowledge, skills, and dispositions. It should be noted that some outcomes lend themselves to more direct measurement than others. Dispositions are particularly difficult to assess directly and are typically measured indirectly through surveys, focus groups, and self-reflection. This is relevant to CWU as several general education goals are dispositional in nature (goal 1; goal 2; goal 5; goal 6; goal 8; goal 9).

Historically, CWU has assessed general education goals with indirect measures (surveys) of first year students, at graduation, and with alumni. First year students, graduating seniors, and alumni will continue to be assessed by the various indirect measures (surveys) that have characterized past assessment practice. However, more direct forms of assessments embedded within courses are necessary to assess actual student performance. This is especially relevant for those general education goals that lend themselves to such measurement (goal 3; goal 4; goal 7). Embedding assessments within general education coursework and major coursework will help illuminate program strengths and weaknesses and allow for targeted pedagogical and curriculum improvements to be made where they will do the most good for students – at the course and department level. Aggregating this information at the college and university levels will also allow for more broad based support and institutional level initiatives for improvement.

Programs may currently be using internally developed embedded measures for some general education goals. In addition, some departments may also be using standardized tests and those measures developed through national associations to shed light on student performance. The agreement on rubrics, particularly in relation to goal elements and mastery levels, is important in standardizing the process, interpreting assessment results, and making course, departmental, and

institutional level improvements. Aggregating results across campus is necessary to provide an analysis of the general education program and specific goal areas.

Timing of Assessment (When to Assess)

When general education related skills, knowledge, and values attainment is assessed is critical to CWU's academic student learning improvement efforts. The timing of general education assessment is complicated at CWU for the following reasons:

- students do not always complete general education requirements prior to their entry to the major
- over fifty percent of CWU graduates transfer in with all or part of their general education requirements completed at other institutions
- it is unclear where and whether some goal areas (i.e., oral communication; stewardship of the earth) are specifically developed (within general education courses , during the major, during extracurricular activities)

These issues make it incumbent on CWU to provide assurance of general education related goal attainment during general education related coursework, within discipline/major specific coursework, and/or during extracurricular activities prior to graduation. Native and transfer students should be assessed and compared to determine equivalency in experience and relative achievement. Assessment should occur at multiple points over time. Ideally, this includes entry to CWU, within the general education program, prior to graduation (within the major), graduation, and after-graduation. It is recommended that first year students, graduating seniors, and alumni continue to be assessed by the various indirect measures (surveys) that have characterized past assessment practice. However, specific course embedded assessments within majors and within specific general education courses will be initiated in the 2010-1011 academic year (see Diagram 1) in order to provide data and examples of change by the next NWCCU focused report (Fall, 2011). All general education goal areas would be assessed within a five-year schedule. Table 1 provides a draft timeline for that initiative.

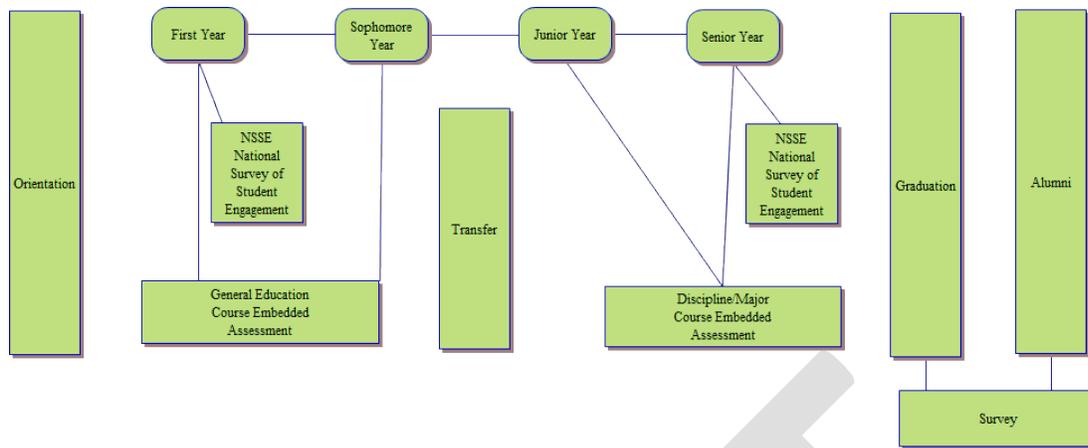Diagram 1. General Education Related Skills Assessment Framework

Table 1. General Education Goal Area Assessment Calendar

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Goal Areas Assessed Through Course Embedded Measures	Written Communication (Goal 3)	Information Technology (Goal 3) Reading (Goal 3)	Logical, Mathematical & Scientific Reasoning (Goal 4) Oral Communication (Goal 3)	Integrative & Applied Learning (Goal 6 & 7)	Inquiry & Analysis (Goal 9)
Goal Areas Assessed Through Surveys	Goals 1 – 9				

Individuals (Who is Responsible)

Systematic evaluation of general education related knowledge, skills, and values is challenging when the ownership and delivery of general education spans a variety of courses and departments across campus. In addition, many skills can be developed and assessed in general education courses, discipline/major specific courses, and/or even co-curricular activities. Thus, the responsibility for assessing general education at CWU spans several institutional levels: individual faculty, departments, centers, colleges, the Office of Undergraduate Studies, and institutional committees (Academic Assessment; General Education).

Faculty teaching specific general education courses would be responsible for administering course-embedded assessments and collecting student learning data while departments would analyze, synthesize, and report results and implement improvements within those courses. Colleges would assist in providing logistical support for aggregating results and implementing changes and program improvements based on assessment findings. The Office of Undergraduate Studies would be responsible for creating and maintaining an organizational hub and

clearinghouse for cross-college data collection, analysis, and information dissemination. The Office of Undergraduate Studies would also be responsible for organizing and providing assessment assistance and professional development through the Center for the Teacher Scholar. The CWU General Education and Academic Assessment committees would review assessment results and recommend policy, curricular and/or pedagogical improvements and changes as needed.

Explanation and Timeline of Assessment Process Implementation

Creating a general education assessment process that is systematic, efficient, and that effectively improves student learning will take considerable effort and time. However, the development of this process is time sensitive as the university is required to demonstrate significant progress by fall, 2011 (as part of a focused report to the NWCCU). The following steps are necessary to implement the general education assessment process:

1. Determine which general education goals are intended to be developed and <u>met</u> from each specific class within the general education program – Spring, 2010

2. Determine/Define common assessment rubrics (elements and mastery levels) for selected general education skills/knowledge/attitudes: 1st year = Writing – Spring, 2010; 2nd year = Reading; Information Technology – Spring, 2011; 3rd year = Oral Communication; Logical, Mathematical & Scientific Reasoning – Spring, 2012; 4th year = Integrative & Applied Learning – Spring, 2012; 5th year = Inquiry & Analysis – Spring, 2013

3. Identify specific general education courses for assessment implementation - Spring, 2010

4. Provide professional development/training to departments for rubric use and implementation - Spring & Fall, 2010

5. Use common rubrics to assess discipline/major specific coursework as well as general education related coursework 1st year = Writing – Winter, Spring, 2011; 2nd year = Reading; Information Technology – Winter, Spring, 2012; 3rd year = Oral Communication; Logical, Mathematical & Scientific Reasoning – Winter, Spring, 2013; 4th year = Integrative & Applied Learning – Winter, Spring, 2014; 5th year = Inquiry & Analysis – Winter, Spring, 2015

6. Identify department results and proposed changes in yearly "student learning assessment report." The first report containing genera education skill related results will be due December, 2011.

7. Re-evaluate goal areas and change effects.

Appendix C

CENTRAL WASHINGTON UNIVERSITY

Strategic Plan

Mission

The mission of Central Washington University is to prepare students for enlightened, responsible, and productive lives; to produce research, scholarship, and creative expression in the public interest; and to serve as a resource to the region and the state through effective stewardship of university resources.

Vision of Central Washington University

Central Washington University (CWU) is a dynamic, creative, and inclusive environment that promotes engaged learning and scholarship. It is distinguished regionally for the rigor of its curriculum and scholarship, for the excellence of its pedagogy, for the vibrancy of its co-curricular and residential experiences, for its commitment to providing access to higher education, and for its efforts to advance the social and economic health of the region. It is typified by an entrepreneurial spirit that establishes it as a national leader in higher education. It has a strong commitment to engaged learning and scholarship, internationalism, sustainability, inclusiveness, and life-long learning.

Core Values

Central Washington University exists to advance society through the essential activities of teaching, discovery, and service. While no one of these core elements is meaningful in isolation from the others, CWU finds it necessary to prioritize its efforts in relation to its mission, vision,

values, goals, and resources. In order to maximize the value of each of the elements of its mission, CWU emphasizes the integration of scholarship, teaching, and public service.

As a public comprehensive university, CWU strives to create an engaging learning environment and therefore places its highest priority on teaching, learning, and student success. The faculty is comprised of scholar-teachers working in the interests of their students, their disciplines, and the region. CWU encourages individualized programs of student success and promotes undergraduate and graduate student-faculty partnerships that are actively engaged in discovery, creative expression, and engaged learning.

As a community dedicated to the principles of academic freedom, CWU must be an environment that promotes reasoned, civil, and enlightened discourse and creative expression without fear of reprisal, ridicule, or exclusion. CWU's educational environment must empower each person with the freedom to explore, evaluate, and learn.

CWU must also strive to serve its region by addressing pressing economic and social issues. As a comprehensive university, CWU must use its intellectual capacity not only to contribute to disciplinary literatures, but also to assist area business, social, and government leaders in strengthening and diversifying the area's economic base; to help create a sustainable natural environment; and to address critical social issues.

CWU is also a place where people gather to live and to work. It must therefore be a place that enables people to grow and to prosper. In keeping with the academic values of shared governance and reasoned dialogue, the university must be open, transparent, and empowering.

It follows, then, that CWU is committed to the following shared values:

Student success: CWU believes that student success is best achieved by providing supportive learning and living environments that encourage intellectual inquiry, exploration, and application. CWU believes that learning is best achieved in small classroom or group settings with ample opportunities for individualized instruction, mentoring, advising, and programming.

Access: CWU believes in providing educational opportunities to as many qualified students as possible. CWU believes that restrictions of place, time, and finances can be overcome through the effective use of partnership with community colleges and by effective and efficient use of learning, communication, and social technologies.

Engagement: CWU believes that learning, research, and creative expression are enhanced by engagement with external partners. CWU believes that as a publicly-funded institution, it has a responsibility to help address the social and economic challenges faced by our communities.

Inclusiveness: CWU believes that diversity of people, cultures, and ideas is essential to learning, discovery, and creative expression. CWU believes that all faculty, staff, and students must be and must feel physically, professionally, and emotionally safe in order to fully engage in and benefit from the university experience.

Shared governance: CWU believes that shared governance is most effective when information systems and decision-making processes are both robust and transparent. CWU believes that communication channels should be open and two-way and that faculty, staff, and students should be empowered to participate in the governance systems.

Facilities: CWU believes that state-of-the-art, safe, and attractive facilities enhance the working and learning environments of faculty, staff, and students. CWU also believes that state-of-the-art technologies provide leverage for the efforts of faculty, staff, and students.

Safety: CWU believes it has a responsibility to providing a working and learning environment that is both physically and emotionally safe. CWU believes this responsibility extends to the off-campus environment of its full-time, residential students.

Core Themes

1 - Teaching and Learning: Student success is the highest priority of the university, and achievement of programmatic student learning outcomes is the prime measure of that priority. CWU therefore works to provide its students with accessible, diverse, personalized, distinctive, and rigorous curricular, co-curricular, and extra-curricular programs. These programs are offered in small group settings typified by close working relationships between students, faculty, and staff. This commitment extends to all students, irrespective of location and modality of instruction. Institutional allocation of resources and organization of curricular, co-curricular, and extra-curricular opportunities must reflect this commitment to student success.

Objective 1.1: Enhance student success by continually improving the curricular, co-curricular, and extracurricular programs.

> **Outcome 1.1.1:** Students will achieve programmatic learning outcomes.
>
> > **Indicator 1.1.1.1:** Student performance data and outcomes achievement as described in annual program assessment reports as reported by the AVP for Undergraduate Services.
> >
> > **Indicator 1.1.1.2:** Post-graduation job and graduate school placement rates as reported by the Dean of Students
>
> **Outcome 1.1.2:** Students will persist to graduation with increased efficiency and rate.
> > **Indicator 1.1.2.1:** Freshman-to-sophomore persistence rates as reported by the Director of Organizational Effectiveness.
> >
> > **Indicator 1.1.2.2:** Graduation rates as reported by the Director of Organizational Effectiveness.

Indicator 1.1.2.3: Time-to-graduation as reported by the Director of Organizational Effectiveness.

Indicator 1.1.2.4: Number of degrees awarded per full-time equivalent instructional faculty member as reported by the Director of Organizational Effectiveness.

Outcome 1.1.3: Students and faculty will be actively engaged in the learning process in and outside the classroom.

Indicator 1.1.3.1: Number of full-time equivalent students taught per full-time equivalent instructional faculty as reported by the Director of Organizational Effectiveness.

Indicator 1.1.3.2: Faculty Survey of Student Engagement (FSSE) results as reported by the Director of Organizational Effectiveness.

Indicator 1.1.3.3: National Survey of Student Engagement (NSSE) results as reported by the Director of Organizational Effectiveness.

Outcome 1.1.4: Students will be actively engaged in co-curricular and extracurricular offerings.

Indicator 1.1.4.1: National Survey of Student Engagement (NSSE) results as reported by the Director of Organizational Effectiveness.

Indicator 1.1.4.2: Co-curricular and extracurricular offering participant usage and satisfaction survey results as reported by Dean of Students.

Objective 1.2: Enhance the effectiveness of student support services

Outcome 1.2.1: Increase student use and impact of relevant and effective support services.

Indicator 1.2.1.1: Participant usage, impact, and satisfaction survey results as reported by the Dean of Students.

2 - Inclusiveness and Diversity: CWU is committed to providing all faculty, staff, and students a diverse working and learning environment built on principles of respect, support and encouragement as a way to achieve individual and collaborative excellence. Changing demographic trends in the United States and the increasing globalization of economic, political, and social systems demand that students be prepared for working in a world in which diversity is the norm. Research clearly indicates that learning is enhanced when students experience a diverse learning and living environment. It also suggests that faculty and staff are more

innovative, entrepreneurial, and successful in an inclusive and diverse environment. Inclusiveness is achieved by providing a welcoming, supportive, and empowering environment that encourages individuals to express ideas and identities. A diversely rich community affords depth and dimension in personal and collective outcomes. Diversity is multi-faceted. CWU's physical structure is diverse in location, providing rural, suburban, and urban settings. CWU's educational diversity is represented by the colleges curricular, co-curricular, and extra-curricular programs. Diversity in personal identity, culture, experience, and talent is of critical importance as evident in recruitment and retention efforts of students, faculty, and staff, as well as the contribution from special programs, speakers, and scholars that offer voice and representation to interests of race, ethnicity, sexual orientation, gender, ability, age, and political ideas.

Objective 2.1: Enhance the environment of inclusiveness for faculty, staff, and students.

Outcome 2.1.1: Increase the ability and willingness of faculty staff, and students to participate in shared governance of the university.

Indicator 2.1.1.1: Organizational climate studies conducted by the AVP of Human Resources and Dean of Students.

Outcome 2.1.2: Increase the participation and reliance on communication and information systems.

Indicator 2.1.2.1: Use of communication systems as reported by the Director of Public Affairs.

Indicator 2.1.2.2: Access to and use of university information systems as reported by the Director of Public Affairs and AVP of ITS.

Objective 2.2: Increase faculty, staff, and student diversity by active programs of recruitment and retention for members of underrepresented groups.

Outcome 2.2.1: Increase the number of and seniority of faculty and staff from underrepresented groups.

Indicator 2.2.1.1: Recruitment and retention results as reported by the AVP of Human Resources.

Indicator 2.2.1.2: Faculty and staff workplace satisfaction study conducted by the AVP of Human Resources.

Outcome 2.2.2: Increase diversity of students by active program recruitment and retention of underrepresented groups.

Indicator 2.2.2.1: Recruitment, retention, and graduation results as reported by the Director of Organizational Effectiveness.

Indicator 2.2.2.2: Student satisfaction studies conducted by the Dean of Students.

Outcome 2.2.3: Increase the number of students who have served in the military of the United States by active recruitment and retention programs.

Indicator 2.2.3.1: Recruitment, retention, and graduation results as reported by the Director of Organizational Effectiveness.

Indicator 2.2.3.2: Student satisfaction studies conducted by the Dean of Students.

Outcome 2.2.4: Increase the number of international students by active recruitment and retention programs.

Indicator 2.2.4.1: Recruitment, retention, and graduation results as reported by the Director of Organizational Effectiveness.

Indicator 2.2.4.2: Student satisfaction studies conducted by the Dean of Students.

Objective 2.3: Increase the participation in international educational experiences for faculty and students.

Outcome 2.3.1: Increase the number of students and faculty who engage in international exchanges or experiences.

Indicator 2.3.1.1: Number of students and faculty engaged in study abroad and student and faculty exchange programs to and from CWU as reported by the Director of International Programs.

Outcome 2.3.2: Increase the inclusion of international cultural perspectives in the curriculum.

Indicator 2.3.2.1: Number and type of courses reflecting international/global integration as reported by departments during their five-year program review.

3 - Scholarship and Creative Expression: CWU is committed to the creation, dissemination, and preservation of knowledge through research, scholarship, and creative expression. Engagement in scholarly and creative expression activities adds benefit for students, the university, and local, regional, and global communities. These activities engage students, faculty, and staff in activities that expand knowledge of the natural and physical world, explore human behavior

and culture in the past and present, develop organizational practices and technological innovations that support human and economic development, and improve the quality of life through cultural enrichment. CWU places a high value on the full spectrum of scholarship and creative expression, including but not limited to basic and applied research, creative expression in all its forms, and the scholarship of teaching and learning.

Objective 3.1: Increase the emphasis on and the opportunities for students, faculty and staff to participate in research, scholarship, and creative expression activities.

> **Outcome 3.1.1:** Increase participation by faculty, students, and staff in research, scholarship, and creative expression.
>
> > **Indicator 3.1.1.1:** Number of publications, presentations, and performances as reported by the AVP for Research and Economic Development/Dean of Graduate Studies.
>
> **Outcome 3.1.2:** Increase the number of courses that include research, scholarship and creative expression skills as key outcomes.
>
> > **Indicator 3.1.2.1:** Number and type of courses reflecting research, scholarship, and creative expression as reported by departments during their five-year program review.

Objective 3.2: Increase the external funding received for research, scholarship, and creative expression by faculty, staff, and students.

> **Outcome 3.2.1:** Increase the number of applications and total awards for external funding for research, scholarship, and creative expression by faculty, staff, and students.
>
> > **Indicator 3.2.1.1:** Number of and dollar amounts of grants and awards for research, scholarship, and creative expression received by faculty, staff, and students as reported by the AVP for Research and Economic Development/Dean of Graduate Studies.

4 - Public Service and Community Engagement: As a publicly funded institution, CWU is committed to serve external communities for the mutually beneficial exchange of service, knowledge, and resources. Such engagement includes the appropriate use of university resources to support existing partnerships and engage new partners to contribute to the educational, social, and economic progress of external communities, especially those in Washington. Such activities, in addition to providing benefit to external communities, provide a rich array of opportunities for engaged learning and research.

Objective 4.1: Enhance the commitment and the level of cooperation between the university and external communities.

Outcome 4.1.1: Increase the number of cultural, educational, and recreational events, such as performances, exhibitions, and sporting events, that are available to the campus and external communities.

> **Indicator 4.1.1.1:** Number of cultural, educational, and recreational events, such as performances, exhibitions, and sporting events, that are available to the campus and external communities as reported by the Manager of the Events Outreach Unit.

Objective 4.2: Increase participation in university sponsored life-long learning opportunities.
Outcome 4.2.1: Increased number of class and certificate program offerings that meet the needs and satisfaction of the campus and external communities

> **Indicator 4.2.1.1:** Number of classes and certificate program offerings and course evaluations as reported by the Director of Continuing Education.

Objective 4.3: Enhance the efforts of members of the university community to strengthen the economic base of the region and state.

Outcome 4.3.1: Increased support for area economic development.

> **Indicator 4.3.1.1:** Number of grants and contracts with local agencies and businesses as reported by AVP for Research and Economic Development/Dean of Graduate Studies

> **Indicator 4.3.1.2:** Number of businesses or jobs created as a result of efforts of members of the university community as reported AVP for Research and Economic Development/Dean of Graduate Studies

5 - Resource Development and Stewardship: CWU will sustain an environment that supports the mission of the university. Like the other four-year public universities in Washington, CWU must rely less on state financial support and more on revenues generated through its core operations and its auxiliary functions. In order to provide for the human resources, technological tools, and facilities needed to accomplish its mission, CWU must embrace entrepreneurial attitudes and systems. Given the mission, vision, and values embraced by CWU, it is clear that enrollment will play a major role in the financial health of the institution. Additionally, CWU must continue to develop comprehensive unit budgets that forecast revenues and expenses on a four to six year cycles.

Objective 5.1: Develop a budget planning system capable of identifying the revenues needed to meet current and projected objectives and workloads at the division and unit levels.

Outcome 5.1.1: Develop six year rolling balanced budgets at the division and unit levels.

Indicator 5.1.1.1: Financial data reported to the Board of Trustees by the VP for Business and Financial Affairs

Outcome 5.1.2: Implementation of an integrated enterprise information system.

Indicator 5.1.2.1: Correlate revenues to workload at the unit level as reported by the VP for Business and Financial Affairs.

Indicator 5.1.2.2: Core expense report disaggregated by function (Instruction, Student Services) as reported by the VP for Business and Financial Affairs

Objective 5.2: Develop and implement an enrollment management and marketing plan that maximizes revenues while achieving the diversity and instructional goals of the university.

Outcome 5.2.1: Maximize revenues by providing for the optimal number and type of student (e.g., in-state, out-of-state; domestic-international; freshman-transfer; undergraduate–graduate; residential-centers, etc.).

Indicator 5.2.1.1: Meeting enrollment targets as reported by the AVP for Enrollment Management.

Indicator 5.2.1.2: Meeting fiscal targets (cost of attendance, average financial need and average financial aid awarded accepted and dispersed) as reported by the VP of Business and Financial Affairs.

Outcome 5.2.2: Create an accurate image of CWU in key stakeholders through marketing that supports the institutions enrollment and fiscal plans.

Indicator 5.2.2.1: Opinion surveys of key stakeholders conducted by the Director of Public Affairs.

Indicator 5.2.2.2: Number of student applicants who list CWU as first choice as reported by the AVP for Enrollment Management.

Objective 5.3: Increase the amount of scholarship, operational and endowment gifts from alumni and friends.

Outcome 5.3.1: Maximize operational revenues by emphasizing annual and associate level giving, with financial aid to students given the highest priority.

Indicator 5.3.1.1: Meeting gift targets as reported by the Director of University Advancement.

Objective 5.4: Develop a staff planning system capable of identifying the human resources needed currently and project objectives and workloads at the division and unit levels.

Outcome 5.4.1: Develop six-year rolling staffing plans at the division and unit levels.

Indicator 5.4.1.1: Existence of staffing plans as reported by the AVP for Human Resources.

Outcome 5.4.2: Provide for relevant professional development for all faculty.

Indicator 5.4.2.2: Professional development activity and satisfaction surveys as conducted and reported by the Provost.

Outcome 5.4.3: Provide for relevant professional development for all staff.

Indicator 5.4.3.1: Percentage of staff Performance and Development Plans (PDP) with professional development plans as reported by the AVP for Human Resources.

Indicator 5.4.3.2: Professional development activity and satisfaction surveys as conducted and reported by the AVP for Human Resources.

Objective 5.5: Facilities master plan and capital priorities are relevant and sufficient for the curricular, co-curricular and extra-curricular needs of the university.

Outcome 5.5.1: Improve access to facilities management operations.

Indicator 5.5.1.1: Bi-annual survey of satisfaction with facilities as reported by the AVP for Facilities Management.

Outcome 5.5.2: Improve campus-wide utility consumption

Indicator 5.5.2.1: CWU Electrical and Gas Cost Charts as reported by the AVP for Facilities Management

Objective 5.6: Technology master plan and project priorities are relevant and sufficient for the curricular, co-curricular and extra-curricular needs of the university.

Outcome 5.6.1: Improve access to information technology systems.

Indicator 5.6.1.1: Bi-annual survey of satisfaction with technology as reported by the AVP for Information Technology Services.

CWU Strategic Plan Endorsed by the CWU Board of Trustees July 22, 2011

Appendix D

CWU Institutional Mission Evaluation System

Assessment should be at the core of an institution's continuous improvement efforts and should allow the examination of whether institutional mission and outcomes are being met (Banta, 1999). The mission, themes, and outcomes of Central Washington University (CWU) help establish priorities through planning, budgeting, and assessment processes that anticipate needs and focus efforts and resources in mission fulfillment. Central Washington University is an institution driven by planning and prioritization, and this planning and prioritization requires evidence provided by assessment. The examination of institutional assessment evidence (i.e., performance indicators), performance levels, and initiatives and strategies for goal attainment are necessary in guiding institutional decision-making and gauging progress. The following rating system (i.e., report card) is designed to evaluate CWU institutional mission fulfillment across its five themes and as related to three variables: performance indicator quality; assessment performance level; and institutional strategies & initiative success.

An institutional committee (Strategic Planning and Analysis) is tasked with overseeing institutional strategic planning implementation, assessment, and refinement and provides analysis and documentation as to mission fulfillment. This committee meets regularly during the academic year to review and evaluate all institutional theme and outcome progress. However, an in-depth evaluation of one theme per year over a five year cycle has been established to allow for concentrated analysis, transparency, and encourage greater university-wide involvement and feedback in its continuous improvement efforts. The first theme (teaching and learning) is scheduled for review during the 2012-2013 academic year (see Calendar below). Ratings, corresponding explanations, and recommendations for all areas are contained in a final written report that is completed by the end of a given academic year. It would be determined that "mission fulfillment" was met by scoring "sufficient" as related to each of the three variables

examined (performance indicator quality; assessment performance level; and institutional strategies & initiative success).

Areas of Institutional Outcome Assessment

Performance Indicator Quality: The examination of the quality, quantity, and variety of the performance indicators used to determine institutional outcome attainment within any theme is important in examining the meaningfulness of the information and data generated. Assessment measures (i.e., performance indicators) need to be appropriate for and aligned to stated institutional outcomes and outcomes. Appropriateness implies that consistent categories of information appear in both the assessment and its corresponding outcome(s). In addition, assessment quality should be measured by examining its congruency with the complexity and requirements of the corresponding institutional outcome(s). Also, there is a need to apply multiple performance indicators at various times to examine institutional outcomes that are generally complex and broad in nature.

Low	Sufficient	Strong
Assessment indicators are not comprehensive and/or integrated to provide information in monitoring goal attainment. Assessment indicators may have sources of bias with little to no effort having been made to establish fairness, accuracy, and/or consistency in procedures.	Assessment indicators are comprehensive and integrated to provide information in monitoring goal attainment.. Multiple assessments are used with little if any sources of bias. Efforts are made to ensure and establish assessment fairness, accuracy, and consistency.	Assessment indicators are comprehensive and integrated to provide information in monitoring goal attainment. Multiple assessments are used at various times and steps are taken to eliminate sources of bias. Thorough investigation and/or supportive data exists that establishes fairness, accuracy, and consistency of the assessment procedures.

Assessment Performance Level: How did CWU do in attempting to meet institutional outcomes within themes? The answer to this question can be determined by criterion and/or normative comparison. These indicators help guide how well CWU is doing in meeting institutional outcomes.

Low	Sufficient	Strong

Assessment data suggests that the institutional goal is not being met and that current status or direction of change is undesirable or not improving as quickly as desired. Immediate, high priority actions should be taken to address this area.	Assessment data suggests that the institutional goal is being met and that current status or direction of change is either at an acceptable level or clearly heading in the right direction.	Assessment data suggests that institutional goal is clearly met and that current status or direction of change is at a qualitatively high and advanced/ mature level.

Institutional Strategies & Initiative Success: It is important to know whether institutional activities, processes and initiatives are actually helping to meet institutional outcomes. Is what CWU is doing really an institutional priority? Is what CWU is doing the most efficient, innovative and cost-effective approach? This information will guide whether specific actions are working and whether specific initiatives or approaches should be continued, adjusted, or deleted.

Low	Sufficient	Strong
Goal strategies and initiatives may be inadequately or inappropriately funded, not based on previous data, limited in number and/or scope, inefficient, or ineffective to reach an acceptable level or desired rate of improvement. Immediate, high priority actions should be taken to address this area. Strategies may not be supported by data collection conclusions.	Goal strategies and initiatives may be appropriate, efficient, effective, and based on some previous data, but may need some change in course of action, funding, and/or number needed to provide sustainable momentum in this goal area. Most strategies are based on and supported by data collection conclusions.	No immediate change in strategies and initiatives is required. However, continuing support should be provided to sustain achievement in this goal area. Strategies are clearly supported and driven by data sources and collection conclusions.

Calendar of Theme Examination: The following five year cycle would be established to examine outcomes within individual themes and overall mission attainment. This timeframe allows in-depth analysis, transparency, and encourages greater university-wide involvement and feedback in its continuous improvement efforts.

Academic Year	Theme Examination
2012-2013	Teaching & Learning
2013-2014	Inclusiveness & Diversity
2014-2015	Scholarship & Creative Expression
2015-2016	Public Service & Community Engagement
2016-2017	Resource Development & Stewardship