



STRATEGIC PLANNING
2011-2012 Summary Report

As Prepared by the
Strategic Operations Team

November, 2012

Central Washington University

TABLE OF CONTENTS

Strategic Operations Team Acknowledgment and Membership	i
Executive Summary	ii
Introduction	1
Core Theme: Teaching and Learning	2
Core Theme: Inclusiveness and Diversity	6
Core Theme: Scholarship and Creative Expression	9
Core Theme: Public Service and Community Engagement	12
Core Theme: Resource Development and Stewardship	15
Core Theme Summary	19

Strategic Operations Team Acknowledgment and Membership

The Strategic Operations Team was created in fall, 2011 to monitor strategic implementation, provide analysis and documentation as to mission fulfillment, and make recommendations in terms of plan refinement, associated strategic initiatives, and budget. The following list is provided to acknowledge the work of the individuals of that team. A special gratitude and thanks is extended to each member listed below for their efforts and contribution to the strategic planning process at CWU.

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Executive Summary

Central Washington University’s strategic plan was formally assessed in 2011-2012 by the Strategic Operations Team. The Strategic Operations Team utilized an evaluation system that assessed institutional core theme achievement as related to three assessment variables (performance indicator quality; assessment performance level; institutional strategies & initiatives) and as compared to three levels of achievement (low, sufficient, strong). The following table provides a summary in terms of all core theme ratings.

Results

Core Theme	Performance Indicator Quality			Assessment Performance Level			Institutional Strategies & Initiatives		
	<i>Low</i>	<i>Sufficient</i>	<i>Strong</i>	<i>Low</i>	<i>Sufficient</i>	<i>Strong</i>	<i>Low</i>	<i>Sufficient</i>	<i>Strong</i>
Teaching & Learning		✓			✓			✓	
Inclusiveness & Diversity		✓		✓			✓		
Scholarship & Creative Expression		✓			✓		✓		
Public Service & Community Engagement		✓			✓		✓		
Resource Development & Stewardship		✓			✓		✓		

- Teaching and Learning was the only core theme rated “sufficient” for all three assessment variables: performance indicator quality; assessment performance level; and institutional strategies & initiatives.
- All core themes were rated “sufficient” in relation to performance indicator quality.
- Assessment performance level was rated “sufficient” for four out of five core themes.
- The assessment variable institutional strategies & initiatives was rated “low” for four out of five core themes.

- The Inclusiveness and Diversity core theme was rated “low” in relation to two assessment variables (institutional strategies & initiatives & assessment performance level).

Recommendations

- There is a need for all core theme committees to review, refine, and potentially limit the total number of indicators to highlight those most relevant in measuring individual core theme achievement.
- There is a need for all core theme committees to more closely determine whether listed strategies and initiatives are the most key, critical, and/or impactful in relation to specific strategic outcome achievement.
- There is a need for all core theme committees to better define and delineate initiative and strategy associated funding and potential impact.
- There is a need for institutional commitment in funding and related effort to realize proper strategy implementation and success for most core theme areas.
- The Inclusiveness and Diversity core theme committee will need significant funding, organization, and effort to implement and assess strategic objective and outcome success.

The examination of strategic objectives and outcomes achievement is an important endeavor in measuring institutional mission fulfillment. In addition, the concentrated analysis, transparency, and university-wide involvement and feedback through associated core theme committees assure CWU’s continuous improvement efforts are actualized. Despite some identified gaps within various core themes, CWU continues to make tremendous progress in aligning its strategic planning, evaluating, and budgeting functions to improve instructional programs, institutional services, and college activities

Introduction

The Central Washington University (CWU) Board of Trustees endorsed the [University Strategic Plan](#) on July 22, 2011. The CWU Strategic Plan is girded by five broad themes that manifest essential elements of the institutional mission. These five themes include:

- Teaching and Learning
- Inclusivity and Diversity
- Scholarship and Creative Expression
- Public Service and Community Engagement
- Resource Development and Stewardship

An ongoing institutional level committee (Strategic Operations Team) was created in fall, 2011 to monitor strategic implementation, provide analysis and documentation as to mission fulfillment, and make recommendations in terms of plan refinement, associated strategic initiatives, and budget. This committee has met regularly to collect, analyze, review, and evaluate all institutional theme, objective, and outcome progress. The committee has also provided suggested improvements in terms of outcomes, indicators and associated criterion levels, strategies and activities, and budget for each of the five themes.

Overall institutional mission fulfillment for 2011-2012 was assessed formally by the Strategic Operations Team through an evaluation system (i.e., report card) that evaluated all core themes as related to three variables: performance indicator quality; assessment performance level; and institutional strategies & initiatives (see [Appendix A](#) for Strategic Outcomes Evaluation Guidelines). The institutional level evaluation of each theme each year has been established to allow for concentrated analysis, transparency, and encourage greater university-wide involvement and feedback in its continuous improvement efforts. The following information contained in this report reflects the Strategic Operations Team's analysis of results, conclusions, and recommendations in relation to each core theme.

Core Theme - 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. Central Washington University 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. Specific results and recommendations as related to the core theme itself (i.e., Teaching and Learning).

Strategic Outcomes Evaluation Ratings and Comments

Performance Indicator Quality:

Low	Sufficient	Strong
<p>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.</p>	<p>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.</p>	<p>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.</p>

Rating: Sufficient

Thirteen indicators provide comprehensive and integrated information to ascertain strategic plan objective (n = 3) and outcome (n = 5) success for Core Theme – Teaching and Learning. In

some instances, multiple and related indicators and associated data points are provided that are both direct (standardized test scores) and indirect (surveys) in nature. This is positive and provides a comprehensive view of strategic objective obtainment. For example, specific student learning outcomes achievement related data is provided that would be considered direct while National Survey of Student Engagement – NSSE survey data is also provided – which would be considered indirect. Assessment indicators are also integrated with one another in some instances. Specifically, Indicator 1.1.2.1 (first year student retention rate) is integrated with Indicator 1.1.2.2 (graduation rate). It should be noted that there is still a need to identify indicators in more specific ways in some cases. For instance, while the NSSE is a valid and reliable indicator, it is important for the Teaching and Learning Core Theme Committee to determine the exact questions for examination as related to specific initiatives or strategies. This will allow a closer examination of initiative or strategy success and allow more targeted improvement to be made.

Efforts are made to ensure indicator fairness and consistency. One way this is accomplished is through multiple data sets from the same office (leading to consistency) and multiple offices (leading to fairness owing to inherent built-in checks and balances). While standardized data has been assessed in terms of reliability and validity, the need exists to follow similar protocol with all institutional level assessment information. Also, it is important that all data related to an indicator be provided. For example, while the writing and math center provided support service data, other support service areas did not. It is important to analyze and evaluate all data sources that exist for a particular indicator to be sure conclusions and subsequent recommendations are based on complete information. In addition, some of the expected performance levels are unrealistically high given current organizational structure. For example, in relation to outcome

1.1.3, as it is currently organized, SOURCE could not meet the capacity of 6% of the student body presenting. Thus, some expected performance levels will need to be refined during the coming year. Finally, some of the expected performance levels may be attainable (and the institution may have even attained them) but have been seemingly set arbitrarily. For example, it is unclear as to what the ideal percentage of classes under 30 students should be in relation to outcome 1.1.2. The Teaching and Learning Core Theme Committee will need to deliberate the coming academic year to come to a sound and reasonable decision regarding this and other indicators.

Assessment Performance Level:

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.

Rating: Sufficient

Assessment data as related to the core theme - Teaching and Learning suggests that CWU is meeting expected performance levels or positively trending for most indicators. In addition, CWU has performed as well and even better than peers (Western states, Carnegie classification, National) on several measures (i.e., NSSE, Major Field Tests). However, CWU cannot be considered “strong” because of being below the expected performance criterion in some areas such as graduation rate and for some specific and related questions on the National Survey of Student Engagement.

Institutional Strategies & Initiative Success:

Low	Sufficient	Strong
<p>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.</p>	<p>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.</p>	<p>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.</p>

Rating: Sufficient

The core theme – Teaching and Learning outcomes (i.e., 1.1.2-1.1.4) have specific strategies and initiatives that have either been started (e.g., FYE) or will soon be under way (e.g., Learning Commons). All outcomes have specific funding areas, although actual data needs to be provided in future reports as to specific dollar amounts in terms of personnel, goods and services, equipment, and/or technical requirements. While most outcome strategies are significant, there is a need for the Teaching and Learning Core Theme Committee to examine and refine the list of strategies that may have the most impact on outcome performance. Specifically, the strategies and initiatives for outcome 1.1.1 (students meeting programmatic outcomes) are somewhat limited as written in assisting progress toward performance level achievement. There is a need to better define the types of professional development activities that will lead to success. Also, so few students participate in cooperative education that it is not an efficient way to increase job and graduate school placement rates. In addition, the nearby industrial and service base is not

nearly large enough to handle an increase in Cooperative Education. Thus, a need exists for the Theme 1 Committee to better articulate and define broad and significant enough activities to influence indicator performance levels for all outcomes. This type of refining is understandable and a natural part of the strategic planning continuous improvement process.

Core Theme - Inclusiveness and Diversity

Central Washington University 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. Specific results and recommendations as related to the core theme itself (i.e., Inclusiveness & Diversity).

Strategic Outcomes Evaluation Ratings and Comments

Performance Indicator Quality:

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.

Rating: Sufficient

Eighteen indicators provide varied information to ascertain strategic plan objective (n = 3) and outcome (n = 11) success for the theme – Inclusiveness and Diversity. Indicators include quantitative and qualitative measures and provide opportunities for trend and normative peer comparisons. This is positive and reflects the comprehensive nature of information available to measure theme success and foster improvement. However, there are several indicators that require measures to still be developed. Effort and associated funding will be necessary to complete the process of measurement for these areas. It should be noted that since most indicators refer to simple counts (e.g., attendance), the propensity for indicator bias is fairly low.

Assessment Performance Level:

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.

Rating: Low

Since most expected performance levels are related to improvements from one year to the next, it is difficult to assess whether the institutional theme and related objectives are being met or the direction of change is positive. Also, there are several indicator areas where data is missing or where significant work, organization, and/or funding will need to be provided to assess indicator performance success. Immediate high priority action should be taken to develop all indicators, gather accurate and consistent data, and multi-year data to assess performance level achievement.

Institutional Strategies & Initiative Success:

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.

Rating: Low

While there are significant activities designed to impact theme success, there is still a need to better delineate and clarify some strategies. There will also need to be a commitment in funding and effort to realize proper strategy implementation and success. The Inclusiveness and Diversity Core Theme Committee will be working this coming year to better define and delineate initiative and strategies and their associated funding and potential impact as supported by data collection conclusions.

Core Theme - Scholarship and Creative Expression

Central Washington University 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. Specific results and recommendations as related to the core theme itself (i.e., Scholarship and Creative Expression).

Strategic Outcomes Evaluation Ratings and Comments

Performance Indicator Quality:

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.

Rating: Sufficient

Five indicators provide varied information to ascertain strategic plan objective (n = 2) and outcome (n = 3) success for the core theme – Scholarship and Creative Expression. Specifically, productivity in terms of number and quality (i.e., peer reviewed) and relative impact (i.e., local, regional, national, and international) in relation to publications, presentations, and performances are measured. In addition, direct measurement of research fellowships and the number of courses that include research, scholarship and creative expression skills as key outcomes provide evidence of research skill development and support across the university. Finally, the number of applications and total awards obtained by all academic colleges and divisions for external funding demonstrate effort in continuing and expanding research and creative expression regarding local and regional impact. While current indicators provide important information, there is still a need to refine and add indicators to better highlight relative impact. For example, peer review can be considered one measure of quality in relation to scholarship and creative expression. However, citation analysis may provide another and more sophisticated

measurement to assess the popularity, connectedness of research to other research, and journal selectivity. Current measures are rather objective in nature and do not lend themselves easily to bias. Accuracy and/or validation of information is needed for some variables more than others. For example, the number of and dollar amounts of grant proposals submitted and grants awarded for research, scholarship, and creative expression is fairly straightforward and is compiled, tracked, and information provided by one office. On the other hand, the number of courses that include research, scholarship and creative expression skills as key outcomes currently includes only those courses with a research related number (295; 395; 495; 595). It will be important to further analyze courses without the research number but still has scholarship and creative expression skills as key outcomes.

Assessment Performance Level:

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.

Rating: Sufficient

The assessment data that was presented for the theme – Scholarship and Creative Expression reflects institutional goal attainment. While the Scholarly and Creative Expression Activity did not meet the criterion in terms of quality (more than 50% peer review), it did meet the criterion for dissemination impact (i.e., national and international). In addition, 100% of departments offered courses or components of courses that included research, scholarship and creative

expression skills as key outcomes. Finally, grant productivity has improved over the last three years surpassing the set criterion.

Institutional Strategies & Initiative Success:

Low	Sufficient	Strong
<p>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.</p>	<p>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.</p>	<p>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.</p>

Rating: Low

While key strategies and initiatives have been listed for all outcome areas, there is debate as to whether the strategies and initiatives listed are key or impactful in relation to outcome achievement. For example, it became clear to the Scholarship and Creative Expression Core Theme Committee that SEED, SOAR, and Gap grants were not the main or even key strategies to impact outcome attainment in relation to improving participation by faculty, students, and staff in terms of research, scholarship, and creative expression (i.e., Outcome 3.1.1). The core theme committee will be working this academic year to better define strategies for inclusion that will be supported by data collection conclusions.

Core Theme - 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. Specific results and recommendations as related to the core theme itself (i.e., Public Service & Community Engagement).

Strategic Outcomes Evaluation Ratings and Comments

Performance Indicator Quality:

Low	Sufficient	Strong
<p>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.</p>	<p>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.</p>	<p>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.</p>

Rating: Sufficient

Five indicators provide varied information to ascertain strategic plan objectives (n = 3) and outcomes (n = 4) success for the core theme – Public Service and Community Engagement.

While determining the number of partnerships, activities, jobs, grants, etc. is important, it will be equally important for the Public Service and Community Engagement Core Theme Committee to discuss ways in which impact and/or satisfaction might be measured or articulated within outcome areas. This would also require revision of the outcome itself, indicator, and/or expected performance level. Based on the objective nature of current indicators, there are few sources of bias in terms of information collected.

Assessment Performance Level:

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.

Rating: Sufficient

While current assessment data seems to provide evidence of a robust set of offerings in terms of cultural, educational, service, and recreational events and significant number of collaborations and partnerships with external community entities and organizations, the majority of assessment data provided was reflective of baseline information that will be more useful for the following year’s analysis and comparison. It should be noted that while data was provided from a variety of data sources, some results were missing from key areas. These areas will need to be included next year to assure complete information and accurate interpretation of results.

Institutional Strategies & Initiative Success:

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.

Rating: Low

Key strategies and initiatives have been listed for outcome areas. However, most of the strategies listed relate more to reporting aspects than actual activities to impact outcome performance. It is also unclear what the funding is to support listed strategies and whether each strategy is adequately funded. Also, greater analysis is needed to determine whether the strategies and initiatives listed are key or impactful in relation to specific outcome achievement. The Public Service and Community Engagement Core Theme Committee will be working this coming year to better define key initiatives and strategies, related funding, and potential impact as supported by data collection conclusions.

Core Theme - 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. Specific results and recommendations as related to the core theme itself (i.e., Resource Development & Stewardship).

Strategic Outcomes Evaluation Ratings and Comments

Performance Indicator Quality:

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.

Rating: Sufficient

Sixty-two indicators provide varied information to ascertain strategic plan objective (n = 4) and outcome (n = 17) success for the theme – Resource Development and Stewardship. The sheer number and variety of indicators would seem to indicate a comprehensive analysis of the theme. However, several indicators merely note the completion of reports without regard to the qualitative nature of what is contained within the report. Also, some indicators were not able to be measured this past academic year. This is problematic. While the outcomes that are listed are commendable, there is a need to refine and potentially limit the total number of indicators to better highlight those that have greatest relative impact on theme achievement. Current indicators are rather objective in nature and do not lend themselves easily to bias. This is positive. Continued assessment cycles will help develop trend data and assist in assuring indicator fairness, accuracy, and consistency.

Assessment Performance Level:

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.

Rating: Sufficient

Overall, the assessment data that was presented for the theme – Resource Development and Stewardship reflected initial evidence of institutional goal attainment. However, while the financial, enrollment, and facility/technology infrastructure related data seemed to support the idea of goal attainment; human resource data was not readily available. Major changes in personnel in this area (Human Resources) affected reporting efficacy. It is expected that reporting will improve immensely this next academic year with new administrative leadership in this area and with less and more focused indicators. Some outcomes did not meet the associated criterion in terms of expected performance level. Thus, it will be important for the coming year to have complete data sets for all indicators selected. This will provide the information necessary to judge overall Resource Development and Stewardship theme success.

Institutional Strategies & Initiative Success:

Low	Sufficient	Strong
<p>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.</p>	<p>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.</p>	<p>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.</p>

Rating: Low

Key strategies and initiatives have been listed for most outcome areas. However, it is unclear for most initiatives what the funding is to support it and whether each strategy is adequately funded. Also, greater analysis is needed to determine whether the strategies and initiatives listed are key or impactful in relation to specific outcome achievement. The Resource Development and Stewardship Core Theme Committee will be working this coming year to better define initiative and strategy funding and potential impact as supported by data collection conclusions.

Core Theme Summary

Overall, CWU has made tremendous progress in collecting and analyzing data and suggesting improvements as related to university-wide strategic planning objectives and outcomes. The concentrated analysis, transparency, and wide-spread involvement and feedback through associated core theme committees assure CWU’s continuous improvement efforts are actualized. The following table provides a summary in terms of all core themes and their rating in relation to the three assessment variables examined (performance indicator quality; assessment performance level; institutional strategies & initiatives).

Core Theme	Performance Indicator Quality			Assessment Performance Level			Institutional Strategies & Initiatives		
	<i>Low</i>	<i>Sufficient</i>	<i>Strong</i>	<i>Low</i>	<i>Sufficient</i>	<i>Strong</i>	<i>Low</i>	<i>Sufficient</i>	<i>Strong</i>
Teaching & Learning		✓			✓			✓	
Inclusiveness & Diversity		✓		✓			✓		
Scholarship & Creative Expression		✓			✓		✓		
Public Service & Community Engagement		✓			✓		✓		
Resource Development & Stewardship		✓			✓		✓		

As can be gathered from the table, the Teaching and Learning core theme was the only theme that was rated “sufficient” for all three assessment variables. In addition, all core themes were rated “sufficient” in relation to “performance indicator quality.” In addition, four out of five core themes were rated “sufficient” in relation to “assessment performance level.” These results are positive in that teaching and learning is one of the highest priorities of the university. Also, performance indicator quality relates to the meaningfulness of the information and data generated. Thus, it can be assumed that current assessment measures (i.e., performance

indicators) are appropriate for and aligned to stated institutional outcomes. Assessment performance level data reflects fairly positive results for most core themes and their associated strategies. It should be noted that while assessment measures are appropriate, there is a need for all core theme committees to review, refine, and potentially limit the total number of indicators to highlight those most relevant in measuring individual core theme achievement.

One area of concern seems to be related to “institutional strategies & initiatives.” This assessment variable was rated “low” for four out of five core themes. This is not positive since strategies and initiatives are the foundation of enacting change and impacting outcome performance improvements. Thus, there is a need for all core theme committees to closely examine whether listed strategies and initiatives are the most key, critical, and/or impactful in relation to specific strategic outcome achievement. Also, the core theme committees need to define and delineate initiative and strategy associated funding. An institutional commitment in funding and related effort to realize proper strategy implementation and success for most core theme areas is warranted.

Based on Inclusiveness and Diversity being rated “low” in relation to two assessment variables (institutional strategies & initiatives & assessment performance level), the Inclusiveness and Diversity core theme committee will need significant funding, organization, and effort to assure strategic objective and outcome success.

