



Strategic Plan 2014-2019

PROGRESS REPORT THROUGH 2016

WASHINGTON STATE  UNIVERSITY

Table of Contents

4	Welcome Message
7	Strategic Plan 2014-2019
21	Glossary of Key Terms
23	The Drive to 25
25	The Institutional Effectiveness Council
26	Mission Statement and Overview
27	IEC Steering Committee Roster
28	IEC Subcommittee Rosters
35	Executive Summary: Areas of Progress
36	THEME 1 Exceptional Research, Innovation, and Creativity
42	THEME 2 Transformative Student Experience
48	THEME 3 Outreach and Engagement
54	THEME 4 Institutional Effectiveness: Diversity, Integrity, and Openness
59	Institutional Peers
61	Report Card
62	Baseline, Actual, and Target Metrics
75	Methodology for Measurement



Message from WSU Leadership



It's been an exciting journey this past year to get to know our University better—its campuses, communities, colleges, faculty, staff, and students.

There are so many reasons to take pride in Washington State. There are even more reasons to be optimistic about our future. I truly believe we are capable of becoming one of the top 25 public research universities in the country before 2030.

Provost Bernardo and I introduced the Drive to 25 last fall, visiting each academic college and campus, gathering feedback, and answering questions about the initiative. Those sessions proved invaluable in helping to refine the plan that we have in place now.

The Drive to 25 builds on WSU's 2014–19 Strategic Plan. Advancing toward the goals identified in the plan will make the Drive to 25 a success. It's a reciprocal relationship, and both efforts will be key to our planning and decision-making in the coming years.

As you will read in this report, our University is progressing. The numbers within the Metrics Report Card tell part of the story, but many of our successes go beyond the statistics. This report tells some of those stories.

Serving our students remains at the forefront of our land-grant mission. Our University transforms lives through education. *Money Magazine* helped confirm this last August by ranking WSU the top public college on its list of "Colleges that add the most value."

At the same time, we are making strides in developing the preeminent research portfolio articulated by the Strategic Plan. Our Grand Challenges research priorities created a template to feature our strengths and allow all faculty to showcase their talent and skills to a wider audience.

More and more faculty are teaming with colleagues from other colleges across all our campuses to tackle research challenges. This multidisciplinary approach to problem-solving will enhance our ability to improve economic and social outcomes both regionally and globally.

We are encouraged by WSU's continued growth statewide, and we are dedicated to growing in an efficient, sustainable manner. We will continue to make smart investments that leverage strengths and allow us to address areas in which we can improve.

Thank you for your warm welcome to the WSU community, and for contributing to the advancement of our Strategic Plan goals.

Kirk H. Schulz, Ph.D.
President

Daniel J. Bernardo, Ph.D.
Provost and Executive Vice President



Washington State University

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

Exceptional Research, Innovation, & Creativity

- GOAL 1:** Increase productivity in research, innovation, and creativity to address the grand challenges and opportunities of the future.
- GOAL 2:** Further develop WSU's unique strengths and opportunities for research, innovation, and creativity based on its locations and land-grant mandate to be responsive to the needs of Washington state.
- GOAL 3:** Advance WSU's reach both nationally and internationally in existing and emerging areas of achievement.

Outreach & Engagement

- GOAL 1:** Increase access to and breadth of WSU's research, scholarship, creative, academic, and extension programs throughout Washington and the world.
- GOAL 2:** Expand and enhance WSU's engagement with institutions, communities, governments, and the private sector.
- GOAL 3:** Increase WSU faculty, staff, and students' contributions to economic vitality, educational outcomes, and quality of life at the local, state, and international levels.

Transformative Student Experience

- GOAL 1:** Provide an excellent teaching and learning opportunity to a larger and more diverse student population.
- GOAL 2:** Provide a university experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse United States and global society.
- GOAL 3:** Improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.

Institutional Effectiveness

Diversity, Integrity, and Openness

- GOAL 1:** Create and sustain a university community that is diverse, inclusive, and equitable.
- GOAL 2:** Cultivate a system-wide culture of organizational integrity, effectiveness, and openness that facilitates pursuit of the institution's academic aspirations.
- GOAL 3:** Steward and diversify resources invested by students, the public, and private stakeholders in a responsible way to ensure economic viability of the institution.

The values of Washington State University



Quality and Excellence:

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

Integrity, Trust, and Respect:

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

Research, Innovation, and Creativity:

We are committed to the pursuit of inquiry and discovery, and to the creation and dissemination of knowledge.

Land-Grant Ideals:

We are committed to the land-grant ideals of access, engagement, leadership, and service to bring the practical benefits of education to the state, nation, and global community.

Diversity and Global Citizenship:

We embrace a worldview that recognizes and values the importance of domestic and global diversity, global interdependence, and sustainability.

Freedom of Expression:

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

Stewardship and Accountability:

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



STRATEGIC PLAN

Introduction

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

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

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

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



Our Mission

Washington State University is a public research university committed to its land-grant heritage and tradition of service to society. Our mission is threefold:

- To advance knowledge through creative research, innovation, and creativity across a wide range of academic disciplines.
- To extend knowledge through innovative educational programs in which students and emerging scholars are mentored to realize their highest potential and assume roles of leadership, responsibility, and service to society.
- To apply knowledge through local and global engagement that will improve quality of life and enhance the economy of the state, nation, and world.

THEME 1 Exceptional Research, Innovation, and Creativity

- GOAL 1:** Increase productivity in research, innovation, and creativity to address the grand challenges and opportunities of the future.
- GOAL 2:** Further develop WSU's unique strengths and opportunities for research, innovation, and creativity based on its locations and land-grant mandate to be responsive to the needs of Washington state.
- GOAL 3:** Advance WSU's reach both nationally and internationally in existing and emerging areas of achievement.

➤ Theme 1 Sub-goals

- 1.a.** Grow and diversify extramural research funding.
- 1.b.** Attract, retain, and develop high-quality research faculty members system-wide.
- 1.c.** Develop and sustain the physical and technological infrastructure, resources, and expertise to support increased research and scholarly productivity system-wide, with particular emphasis on core laboratories and academic computing.
- 1.d.** Build upon WSU's current and emerging areas of research excellence and international reputation.
- 1.e.** Increase engagement and productivity of graduate students, postdoctoral associates, and undergraduates in mentored research, innovative projects, and creative endeavors.

THEME 2 Transformative Student Experience

- GOAL 1:** Provide an excellent teaching and learning opportunity to a larger and more diverse student population.
- GOAL 2:** Provide a university experience centered on student engagement, development, and success, which prepares graduates to lead and excel in a diverse United States and global society.
- GOAL 3:** Improve curricular and student support infrastructure to enhance access, educational quality, and student success in a growing institution.

➤ Theme 2 Sub-goals

- 2.a.** Enhance student engagement and achievement in academics and cocurricular activities.
- 2.b.** Increase the size, diversity, and academic preparedness of the undergraduate and graduate student populations at all WSU campuses.
- 2.c.** Produce graduates who are highly sought by post-baccalaureate and post-graduate employers and graduate/professional programs.
- 2.d.** Align student recruitment, admissions, and retention system-wide to enhance access, inclusiveness, and student success.

THEME 3 Outreach and Engagement

- GOAL 1:** Increase access to and breadth of WSU's research, scholarship, creative, academic, and extension programs throughout Washington and the world.
- GOAL 2:** Expand and enhance WSU's engagement with institutions, communities, governments, and the private sector.
- GOAL 3:** Increase WSU faculty, staff, and students' contributions to economic vitality, educational outcomes, and quality of life at the local, state, and international levels.

➤ Theme 3 Sub-goals

- 3.a.** Increase the impact of WSU research, scholarship, creative, and outreach activities on quality of life and economic development within the state and region.
- 3.b.** Increase access to the WSU system for place-bound, non-traditional, first-generation, and other underserved and underrepresented students.
- 3.c.** Contribute to economic security, stability, social justice, and public policy through research, education, the arts, extension, and citizen-based and public policy engagement.
- 3.d.** Increase WSU's global presence and impact worldwide.
- 3.e.** Improve WSU's reputation with external constituencies.

THEME 4 Institutional Effectiveness: Diversity, Integrity, and Openness

- GOAL 1:** Create and sustain a university community that is diverse, inclusive, and equitable.
- GOAL 2:** Cultivate a system-wide culture of organizational integrity, effectiveness, and openness that facilitates pursuit of the institution's academic aspirations.
- GOAL 3:** Steward and diversify resources invested by students, the public, and private stakeholders in a responsible way to ensure economic viability of the institution.

➤ Theme 4 Sub-goals

- 4.a.** Recruit, retain, and advance a diverse intellectual mix of faculty, staff, and students, including women and those from underrepresented groups.
- 4.b.** Maintain respectful, inclusive, and equitable behavior in all university environments.
- 4.c.** Increase employee productivity and satisfaction.
- 4.d.** Strengthen administrative accountability, innovation, creativity, openness, transparency, and collaboration to advance the University's mission.
- 4.e.** Utilize institutional strategic plans, valid and reliable data, and evaluation indicators to align investments of resources with institutional priorities.
- 4.f.** Expand, diversify, and effectively steward funding to advance the University's mission.

Implementation Plan

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

THEME 1 Exceptional Research, Innovation, and Creativity

- GOAL 1:** Increase productivity in research, innovation, and creativity to address the grand challenges and opportunities of the future.
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THEME 1 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 1.a. Grow and diversify extramural research funding.	<ul style="list-style-type: none"> Invest in strengthening the most successful centers and institutes. Enhance administrative infrastructure to support grants and contracts procurement and management. Cultivate mutually beneficial strategic alliances with partners in the United States and abroad, to extend WSU faculty expertise and to address gaps in equipment, infrastructure, and/or expertise. Foster greater collaboration across colleges, campuses, and disciplines through use of incentives and eliminating barriers to the pursuit of large opportunities. 	<ol style="list-style-type: none"> Total research and development expenditures (reported to NSF) and rank among public institutions Federal research and development expenditures (reported to NSF) and rank among public institutions Number of cross-disciplinary and multi-institution grant interdisciplinary awards (tracked by eREX and org/budget numbers, ORSO) 	

THEME 1 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 1.b. Attract, retain, and develop high-quality research faculty members system-wide.	<ul style="list-style-type: none"> Recruit high-quality faculty through opportunistic searches, targeted hiring of senior faculty, and expanding the number of endowed chairs. Define and enforce high scholarship expectations across all academic units. Expand research and creative outputs typically associated with the arts, humanities, and design disciplines. Facilitate hiring that creates critical mass for high-priority initiatives. Invest in professional development activities aimed at increasing research productivity. 	<ol style="list-style-type: none"> Number of refereed publications per faculty FTE Number of publications, juried or adjudicated shows, and performances by arts and humanities faculty (college reports) Number of prestigious faculty awards Citations per faculty member (H Index) Number of National Academy members 	<ul style="list-style-type: none"> National/international invitations for research/teaching papers and presentations, shows, and performances (college reports) ADVANCE data on external mentors
Sub-goal 1.c. Develop and sustain the physical and technological infrastructure, resources, and expertise to support increased research and scholarly productivity system-wide, with particular emphasis on core laboratories and academic computing.	<ul style="list-style-type: none"> Develop funding mechanisms to maintain equipment and provide necessary staff support in core labs. Continue to invest in modern research buildings structured to facilitate collaboration. Enhance academic computing capability on all campuses. Invest in communication tools enabling virtual collaboration on a global scale. 	<ol style="list-style-type: none"> Total capital expenditures on academic infrastructure Square footage allocated to research and development per tenure-track faculty FTE Number of labs, classrooms, and conference rooms equipped for virtual collaboration 	<ul style="list-style-type: none"> State funded building projects Sponsored project infrastructure awards Annual report from Information Technology on investments and upgrades
Sub-goal 1.d. Build upon WSU's current and emerging areas of research excellence and international reputation.	<ul style="list-style-type: none"> Invest in identified areas of research excellence, such as health sciences at the human-animal interface, clean technology, food security, and biomedical research. Assess and respond to emerging opportunities through strategic investment in new areas of research excellence (e.g., promoting and sustaining health, water resources, computing, and data analysis). Continue the expansion of health science research programs, with emphasis on the build-out of programs and facilities on the Spokane campus. Establish a stimulus fund for investment in priority research initiatives. 	<ol style="list-style-type: none"> Sponsored research expenditures in identified areas of research excellence Sponsored research awards expenditures in emerging areas of research excellence Sponsored research awards to projects that engage multiple units 	<ul style="list-style-type: none"> Faculty hires in priority areas (college reports) Faculty hires in emerging areas of research excellence (college reports) Media tracking by University Communications of coverage for areas of emphasis
Sub-goal 1.e. Increase engagement and productivity of graduate students, postdoctoral associates, and undergraduates in mentored research, innovative projects, and creative endeavors.	<ul style="list-style-type: none"> Expand graduate student enrollment and engagement at all WSU campuses. Enhance opportunities for graduate student research awards and scholarships. Reward graduate students for high scholarship and creative activities. 	<ol style="list-style-type: none"> Number of publications coauthored by graduate students, postdoctoral associates, and undergraduate students 	<ul style="list-style-type: none"> Number of presentations at SURCA and GPSA annual research presentation events and professional meetings Number of Honors theses completed (Honors College report)

THEME 2 Transformative Student Experience

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

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

THEME 2 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 2.a. Enhance student engagement and achievement in academics and cocurricular activities.	<ul style="list-style-type: none"> Enhance the physical and technological infrastructure to support and facilitate innovation in teaching and learning. Augment the resources and technical expertise available to faculty and staff to improve teaching and learning. Increase, recognize, and reward innovation in teaching, learning, and student life. Improve retention through an enriched set of student experiences. Provide support services that facilitate the achievement of high academic performance expectations in a focused area of study. Provide inclusive, responsive, and student-led cocurricular activities, including registered student organizations, student government, and Residence Life activities. 	<p>16. Percent of undergraduate degrees with all six program assessment elements in place, including use of student learning assessment results in decision-making or planning</p> <p>17. Percent of graduate degree programs using student learning assessment results in decision-making or planning</p> <p>18. Bachelor's degrees awarded (total, high-demand fields, low-income students)</p> <p>19. Graduate degrees awarded (master's, doctoral, professional, high-demand and STEM fields)</p> <p>20. Number of internship or practicum experiences (National Survey of Student Engagement and college reports)</p> <p>21. Percentage of classrooms meeting benchmark quality standards</p>	<ul style="list-style-type: none"> Honors enrollment Students on President's Honor Roll (3.5 and above) each semester Student satisfaction: percent of seniors and graduate students satisfied with academic experience (Educational Benchmarking Incorporated Survey) National Survey of Student Engagement, alumni surveys, senior survey Research, scholarly, and creative activities conducted with a faculty member outside of course or program requirements (National Survey of Student Engagement) Course-based civic engagement activities (National Survey of Student Engagement) UCORE assessments of quality (Office of Assessment of Teaching and Learning) International Programs' report on clubs, international internships, Global Case Competition, community service activities eLearning and other relevant grants Percent of students satisfied with facilities and equipment in classrooms and labs Housing services survey (Educational Benchmarking Incorporated) Number of graduate students on external fellowships (Graduate School) LibQual and other library service assessments

THEME 2 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 2.b. Increase the size, diversity, and academic preparedness of the undergraduate and graduate student populations at all campuses.	<ul style="list-style-type: none"> • Build a stronger support structure to recruit and retain transfer students. • Develop stronger outreach and recruitment for high-achieving underrepresented students. • Invest in effective recruiting programs for high-achieving out-of-state students. • Invest in graduate student recruitment and mentoring initiatives and programs for underrepresented groups. 	22. Total university enrollment (bachelor's, master's, doctoral, professional) 23. Percent of student body from underrepresented groups (undergraduate, graduate, professional)	
Sub-goal 2.c. Produce graduates who are highly sought by post-baccalaureate and post-graduate employers and graduate/professional programs.	<ul style="list-style-type: none"> • Assess and respond to emerging opportunities through strategic investment in new programs. • Broaden student engagement with cultures, ideas, and artistic expression of people of our diverse nation and world. • Facilitate student engagement in high-impact learning experiences. • Expand international dual degree programs in graduate education. • Devise four-year pathways for students that integrate career and personal development activities with academic degree plans. • Ensure that faculty have ready access to information regarding student achievement of fundamental competencies valued by employers (writing, critical thinking, problem-solving, etc.). 	24. Alumni survey: percent of graduates employed within 1 year in a job relevant to their degree	<ul style="list-style-type: none"> • Career Center reports: —employer activity at career expos, hiring, interviews —internship data —Student activity as logged in the career database • Evidence of relevant programming (college reports) • National Survey of Student Engagement survey items on global perspectives • Info Literacy module results from the Educational Benchmarking Incorporated (Housing) reports • Common Reading and Freshman Focus assessments • Office of International Programs' report on global competencies of students
Sub-goal 2.d. Align student recruitment, admissions, and retention system-wide to enhance access, inclusiveness, and student success.	<ul style="list-style-type: none"> • Support and encourage engagement in wellness, safety, artistic, and civic programs and activities. • Support and encourage programming that cultivates and supports healthy decision making and academic skills. • Augment the resources and technical expertise to support and assess data-informed enrollment management and student support programming. • Support innovations in advising technology and processes that increase time spent advising relative to time spent on enrollment logistics. 	25. Freshmen retention rate (all students, low income, underrepresented groups, first generation) 26. Four-year graduation rate (all students, low income, underrepresented groups, first generation) 27. Six-year graduation rate (all students, low income, underrepresented groups, first generation) 28. Percent of students who complete: —master's degree within four years as compared to peers in similar disciplines —doctoral degree within eight years as compared to peers in similar disciplines 29. Average SAT of incoming freshmen (proxied by 25th/75th percentile)	<ul style="list-style-type: none"> • Student progress indicators on state dashboard (Public Centralized Higher Education Enrollment System) • Percent of direct-from-high-school students completing college-level math and English within two years • Percent of first-year students who complete a full or part-time load in first year • Course completion (percentage of credit hours completed out of those attempted)

THEME 3 Outreach and Engagement

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

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

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

THEME 3 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 3.a. Increase the impact of WSU research, scholarship, creative, and outreach activities on quality of life and economic development within the state and region.	<ul style="list-style-type: none"> • Increase integration of extension and continuing education activities throughout the institution to bolster the reach and impact of WSU. • Increase the amount and impact of intellectual property resulting from WSU research. • Develop new strategies for outreach in urban areas of Washington and the western United States. • Increase capacity to support effective program impact assessment. • Repurpose and repackage extension programs into continuing education and for-credit offerings through the Global Campus. 	30. Estimated annual economic impact of WSU activities 31. Number of start-up businesses from WSU research and outreach 32. Total research and development expenditures from industry (reported to NSF) 33. Patents applied for/awarded and inventions disclosed 34. Number of participants in non-credit educational programs offered by Global Campus and WSU Extension 35. Total annual expenditures in land-grant mission engagement. 36. Royalties and other revenue from commercialization activities	<ul style="list-style-type: none"> • Impact statements from WSU Extension • Digital collection numbers from WSU Libraries • WSU Research and Exchange Repository • Engagement in state and regional Extension and continuing education activities • Extension contacts with industry to increase awareness of WSU programs • Internships from alumni and constituency representatives
Sub-goal 3.b. Increase access to the WSU system for place-bound, non-traditional, and other underserved and underrepresented students.	<ul style="list-style-type: none"> • Respond to the unique educational needs of non-Pullman campus communities and regions through academic and research programs. • Prepare faculty to effectively utilize alternative, technology, and distributed delivery methods in instruction. • Cultivate faculty and staff ability and motivation to cognitively and affectively connect with a diverse student audience. • Significantly expand the number and diversity of online degree programs offered through the Global Campus. • Support full access for students with disabilities through appropriate and timely accommodations for housing and dining, academic coursework, and cocurricular experiences. 	37. Enrollment in and numbers of Global Campus programs and courses 38. Total undergraduate and graduate enrollment (minority, first-generation, low-income) 39. Campus enrollment for: Spokane, Tri-Cities, Vancouver 40. Enrollment at other sites (e.g., Bremerton, Everett)	

THEME 3 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 3.c. Contribute to economic security, stability, social justice, and public policy through research, education, the arts, extension, and citizen-based and public policy engagement.	<ul style="list-style-type: none"> • Increase and recognize engagement of WSU faculty, students, and professional staff with institutions, communities, governments, other educational partners, and the for-profit and nonprofit sectors. • Encourage and incentivize short-term faculty-industry exchange programs. • Enhance extension program delivery to underrepresented audiences. 	41. Number of academic units or programs with advisory boards that include alumni and constituency representatives 42. Service hours, service courses, and service learning projects linked to the Center for Civic Engagement and similar programs 43. Total annual university operating and capital expenditures	<ul style="list-style-type: none"> • International Programs-led projects that allow faculty, students, and staff to become involved globally (Global Campus) • Research and engagement activities with institutions, communities, governments, and the private sector (center reports, OGRD) • Office of Economic Development reports • Number of programs including community internships • Number of faculty conducting research that involves community partners (college reports) • Service hours spent on engagement activities (e.g., CCE, Cougsync, NEW Pathways to Success) • International Programs service learning metrics
Sub-goal 3.d. Increase WSU's global presence and impact worldwide.	<ul style="list-style-type: none"> • Increase opportunities to engage in intercultural exchange and outreach for faculty, students, and international partners. • Expand WSU's footprint across the globe in strategic areas of excellence and impact (e.g., health, agriculture, and sustainability). 	44. International student enrollment 45. Number of faculty participating in international activities 46. Number of students participating in study abroad and other significant international experiences	<ul style="list-style-type: none"> • Immersion opportunities for students whether abroad or local (IP report) • International Programs-led projects that allow faculty, students, and staff across the institution to become involved globally (IP report) • Internships that offer intercultural opportunities (IP report) • Number of grants with international/intercultural foci (IP Report)
Sub-goal 3.e. Improve WSU's reputation with external constituencies.	<ul style="list-style-type: none"> • Increase strategic communication with key external stakeholders and between internal stakeholders about the impact of WSU research, education, and outreach. • Increase and recognize engagement of WSU faculty, students, and professional staff with institutions, communities, governments, and the for-profit and nonprofit sector. • Continue to develop and actively participate in strategic coalitions at the local, state, and national levels. • Work collaboratively with federal, state, and local policy leaders to engage WSU in research, education, and outreach that addresses important policy issues. 	47. Educational and research performance <i>Education: Average percentile score for US News & World Report Undergraduate, Forbes and Washington Monthly</i> <i>Research: Average ranking of World Universities, Times Higher Ed, Taiwan, Leiden, Quacquarelli Symonds & US News and World Report Global</i>	<ul style="list-style-type: none"> • WSU's ranking and reputation scores in reputable national and global university rankings • Periodic surveys conducted by WSU to assess its image and reputation within Washington state

THEME 4 Institutional Effectiveness: Diversity, Integrity, and Openness

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

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

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

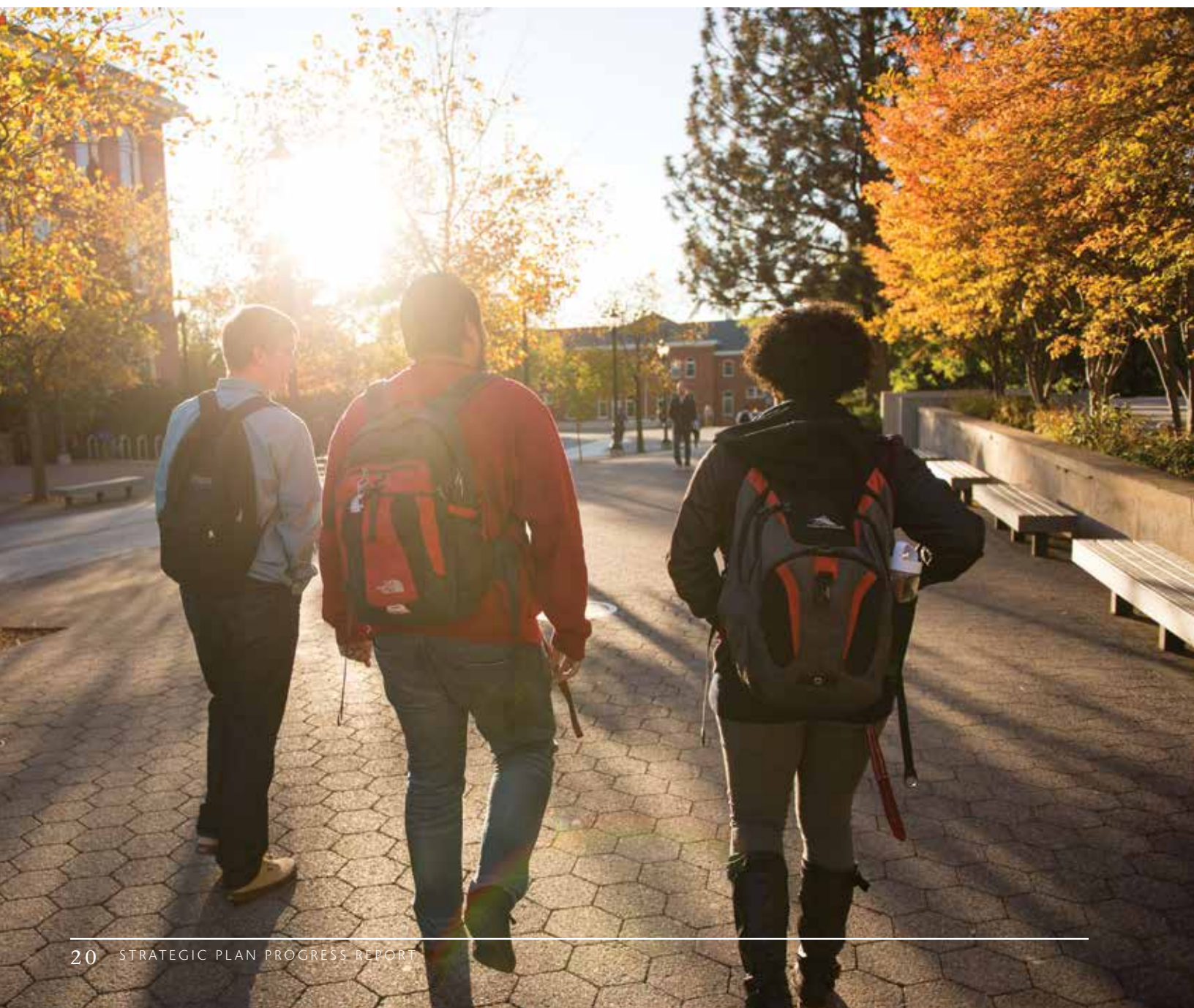
THEME 4 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 4.a. Recruit, retain, and advance a diverse intellectual mix of faculty, staff, and students, including women and those from underrepresented groups.	<ul style="list-style-type: none"> Assure diversity and inclusion efforts are visibly and consistently supported at the highest levels of leadership (president, provost, chancellors, deans). Continue mentoring of assistant and associate professors and successful programs from ADVANCE aimed at the hiring and advancement of women and underrepresented faculty. Develop and implement social media tools to improve outreach to underrepresented groups. Assess and reward data-informed efforts by colleges and areas to improve recruitment outreach to underrepresented groups. 	48. Number of faculty from underrepresented groups <ul style="list-style-type: none"> Percentage of departments with trained search committees 49. Number of staff from underrepresented groups <ul style="list-style-type: none"> Identification and reduction of problem areas 50. Faculty and staff retention rates <ul style="list-style-type: none"> Participation rate of all employees completing new employee demographics 51. Number of women and faculty from underrepresented groups tenured or promoted to associate/full professor (rolling 10-year average)	<ul style="list-style-type: none"> Pell grant-eligibility data McNair scholar participation rates Percent of student body that is first-generation Percent of students and faculty in physical and life sciences, math, and engineering who are women or from underrepresented groups Annual progress on AA/EEO goals
Sub-goal 4.b. Maintain respectful, inclusive, and equitable behavior in all university environments.	<ul style="list-style-type: none"> Maintain and strengthen units, programs, and spaces that promote community building, intercultural exchange, and a diversity of voices. Develop and implement system-wide training. Recognize contributions to an inclusive and respectful work environment in employee performance evaluations. 	52. Key indicators from biennial institution-wide Employee Engagement Survey	

THEME 4 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 4.c. Increase employee productivity and satisfaction.	<ul style="list-style-type: none"> • Improve functionality of information technology systems for administrative processes, student services, and research. • Recognize productivity in employee performance evaluations. • Communicate openly and with appropriate timeliness on issues of relevance to students, faculty, staff, and external constituencies. • Reduce the administrative burden on high-performing faculty and staff. • Regularly review current work environments and processes for improvement. • Use data/information gathered from the employee engagement survey to improve work environment. • Provide resources for university-wide professional leadership development. 	53. Average employee satisfaction rating from Employee Engagement Survey (ESS) (faculty, staff)	<ul style="list-style-type: none"> • Financial support directed toward professional development of faculty and staff (Office of the Provost and Human Resources tracking) • Key indicators from regular institution-wide climate survey and other routine surveys (e.g., Collaborative on Academic Careers in Higher Education survey for faculty; Human Resource Services (HRS) surveys)
Sub-goal 4.d. Strengthen administrative accountability, innovation, creativity, openness, and collaboration to advance the University's mission.	<ul style="list-style-type: none"> • Undertake regular evaluation of academic units, programs, centers, and institutes to ensure resource alignment is consistent with university goals and productivity. • Conduct evaluation and implement improvement of administrative processes to ensure maximum efficiency and effectiveness. • Remove administrative barriers that prevent entrepreneurial innovation. • Improve day-to-day communication from university and college level administration. • Improve administrative and academic analytics capabilities to improve decision making. 	54. Additional questions on Employee Engagement Survey for unit innovation, openness, creativity, collaboration	<ul style="list-style-type: none"> • Institutional Effectiveness Council subgroup reports—evidence of streamlined procedures • WSU Annual Financial Report
Sub-goal 4.e. Utilize institutional strategic plans, valid and reliable data, and evaluation indicators to align investments of resources with institutional priorities.	<ul style="list-style-type: none"> • Engage key constituencies in decision making, governance, and strategic planning. • Report annually on progress toward goals of strategic plan. • Focus on harnessing individuals and units to partner on large, programmatic initiatives that advance WSU's intended institutional profile. • Establish a clear process for eliminating programs that no longer demonstrate viability. • Map institutional priorities to state and federal plans such as the Student Achievement Council. 	55. Institutional Effectiveness Council (IEC) to report number of colleges reporting utilization of strategic plans and data as specified	<ul style="list-style-type: none"> • Institutional Effectiveness Council annual report • Strategic plan implementation committee annual report

Strategic Plan

2014-2019

THEME 4 SUB-GOALS	POTENTIAL INITIATIVES AND TACTICS	QUANTITATIVE METRICS	OTHER TYPES OF EVIDENCE (qualitative, progress indicators, diagnostics)
Sub-goal 4.f. Expand, diversify, and effectively steward funding to advance the University's mission.	<ul style="list-style-type: none"> Expand revenue from summer session, online education, and not-for-credit offerings. Maintain development resources at levels of campaign to assure annual fund raising in excess of \$100 million per year. Develop private-public partnerships to access outside capital and increase the impact of WSU. 	56. Annual private support (\$ million) 57. Endowment assets (\$ million)	



Glossary of Key Terms

First-Generation

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

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

Enrollment

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

Freshman cohort

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

IPEDS

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

Low income

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

Minority/Underrepresented (student)

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

Minority/Underrepresented (employee)

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

STEM/High Employer Demand

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

WORQS

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

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

Note: The University is transitioning to Activity Insight beginning in 2017. Activity Insight is a software tool used to collect and store faculty data regarding numerous activities, including research and publications, professional development, internal and external service, course load, and student course evaluations for the purposes of annual reviews, promotion and tenure, and more. This system allows faculty to store artifacts of their work, and allows administrators and other units to manage requirements of accreditation and other external reporting.





DRIVE TO TWENTY FIVE

Washington State University will be recognized as one of the nation's top 25 public research universities, preeminent in research and discovery, teaching, and engagement by 2030. The Drive to 25 builds on the cornerstones of our institutional Strategic Plan and its two pivotal goals:

- WSU will offer a transformative educational experience to undergraduate and graduate students
- WSU will accelerate the development of a preeminent research portfolio

AAU and Peer-Comparison Metrics

Federal research and development expenditures

Faculty awards

National Academy membership

Citations of faculty scholarship

Total research and development expenditures

Doctorates awarded

Annual giving

6-year graduation rate

Strategic Plan Metrics

Federal research and development expenditures reported to NSF (Sub-goal 1.a)

Number of prestigious/highly prestigious faculty awards (Sub-goal 1.b)

Number of national academies members (Sub-goal 1.b)

Citations per faculty member and H Index (Sub-goal 1.b)

Total research and development expenditures reported to NSF (Sub-goal 1.a)

Graduate degrees awarded (Sub-goal 2.a)

Annual private support (Sub-goal 4.f)

6-year graduation rate (Sub-goal 2.d)

WSU-specific metrics

Percent of undergraduates involved in research, scholarship, and creative discovery

- Number of internship or practicum experiences (Sub-goal 2.a)
- Number of students participating in study abroad or other significant international experience (Sub-goal 3.d)
- “Other types of evidence” for subgoal 2a: Research, scholarly and creative activities conducted with a faculty member outside of course or program requirements, and other relevant measures from the NSSE)

Placement rate of graduates

Percentage of graduates employed within one year in a job relevant to degree (Sub-goal 2.c)

Percent of underrepresented minority faculty, staff, and students

- Percent of student body from underrepresented groups (Sub-goal 2.b)
- Number of faculty from underrepresented groups (Sub-goal 4.a)
- Number of staff from underrepresented groups (Sub-goal 4.a)



THE INSTITUTIONAL EFFECTIVENESS COUNCIL



The Institutional Effectiveness Council

Mission Statement and Overview

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

The Strategic Plan includes 57 performance metrics to measure, monitor, and report annually to assess progress toward the goals enumerated in the plan. In addition, accreditation requirements with the Northwest Commission on Colleges and Universities (NWCCU) dictate a close correspondence between accreditation activities and the University's strategic plan. Similarly, other state and federal agency reporting requirements necessitate comprehensive and integrated performance data management. A need has existed to consolidate all University-level performance measurement and assessment activities into a single platform to reduce

redundancy, maximize efficiency, and maximize University effectiveness. In so doing, WSU has taken the next step in realizing its goal of becoming a more data-driven University.

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

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

IEC Steering Committee

Dan Bernardo

Provost and Executive Vice President
Chair

Chris Keane

Vice President for Research
Theme 1 Subcommittee Chair

Erica Austin

Vice Provost for Academic Affairs
Accreditation Liaison Officer
Theme 2 Subcommittee Chair

Craig Parks

Assistant Vice Provost
Oversight of System and Policy Issues

Colleen Kerr

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

Michael Trevisan

Academic Dean
Theme 4 Subcommittee Co-Chair

Victoria Murray

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

Fran Hermanson

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

Lisa Brown

WSU Spokane Chancellor
Campuses Representative

A.G. Rud

Faculty Senate Chair
Faculty Representative



The Institutional Effectiveness Council

THEME 1 Subcommittee

NAME	TITLE	COLLEGE / DEPARTMENT
GLYNDA BECKER	Director	External Affairs and Government Relations
PAUL BENNY	Chair	Radiation Safety Committee
RALPH CAVALIERI	Associate Vice President	Office of Alternative Energy
CINDY CORBETT	Associate Dean for Research	College of Nursing
DAN COSTELLO	Assistant Vice President	Facilities Services
GEETA DUTTA	Director	Office of Research Advancement and Partnerships
PHYLLIS ERDMAN	Chair	Institutional Animal Care and Use Committee
DAVE FIELD	Associate Dean for Research and Graduate Education	Voiland College of Engineering and Architecture
DUANE FLADLAND	State Director	Small Business Development Center
JOHN GARDNER	Vice President	University Advancement, CEO, WSU Foundation
LISA GLOSS	Associate Dean	Graduate School
ANN GOOS	Strategic Communication Specialist	External Affairs and Government Relations
AKRAM HOSSAIN	Interim Vice Chancellor for Research, Graduate Studies, and External Programs	WSU Tri-Cities
COLLEEN KERR	Vice President	External Affairs and Government Relations
GERIK KIMBLE	Associate Controller	Business Services/Controller's Office
JOAN KING	Associate Vice President, Chief Budget Officer	Budget Office
MIKE KLUZIK	Director	Office of Research Assurances
RICH KOENIG	Interim Chair, Crop and Soil Sciences; Interim Chair, Horticulture; Associate Dean	WSU Extension
ANDREA LAZARUS	Assistant Vice President for Research	Clinical Health Services
ROBERT MEALEY	Associate Dean	College of Veterinary Medicine
JOY MORTON	Interim Controller	Interim Chair, Horticulture; Associate Dean
JIM MOYER	Associate Dean	College of Agricultural, Human, and Natural Resource Sciences
DAN NORDQUIST	Associate Vice President	Office of Research Support and Operations
JEANNIE PADOWSKI	Chair	Institutional Review Board
SITA PAPPU	Director	Office of Commercialization

The Institutional Effectiveness Council

THEME 1 Subcommittee

NAME	TITLE	COLLEGE / DEPARTMENT
CRAIG PARKS	Assistant Vice Provost	Office of the Provost
ALEX PIETSCH	Associate Vice President	Corporate Relations
SASI PILLAY	Vice President and Chief Information Officer	Information Technology
PAUL PITRE	Chancellor	WSU North Puget Sound at Everett
CHRISTINE PORTFORS	Associate Vice Chancellor for Research and Graduate Education	WSU Vancouver
JOHN ROLL	Vice Dean for Research	Elson S. Floyd College of Medicine
AMY ROTH MCDUFFIE	Professor	College of Education
ERIC SHELDEN	Chair	Institutional Biosafety Committee
MATT SKINNER	Associate Vice President and Chief Enterprise Systems Officer	Financial Services
KIM SMALL	Senior Accounting Manager	Office of Sponsored Program Services
DAVID SPROTT	Senior Associate Dean	Carson College of Business
ALEX TAN	Professor	Murrow College of Communication
PAUL WHITNEY	Associate Dean for Research	College of Arts and Sciences
MIKE WOLCOTT	Regents Professor	Office of Clean Technology
NINA WOODFORD	Director	Office of the Campus Veterinarian



The Institutional Effectiveness Council

THEME 2 Subcommittee

NAME	TITLE	COLLEGE / DEPARTMENT
MANUEL ACEVEDO	Director	Multicultural Student Services
DONALD ALLISON	Director	Health Professions Student Center
KIMBERLY ANDERSON	Executive Director for Compliance	Office for Equal Opportunity
TALEA ANDERSON	Scholarly Communication Librarian	WSU Libraries
ERICA AUSTIN	Vice Provost for Academic Affairs	Office of the Provost
TERRY BOSTON	Associate Vice President	Administrative Services and Student Affairs
ALI BRETTHAUER	ATLAS Program Director	Office of the Provost
MELANIE BROWN	Director	Center for Civic Engagement
JUNE CANTY	Associate Vice Chancellor for Academic Affairs	WSU Vancouver
DEBORAH CARLSON	Capital Budget Director	Budget Office
YUNG-HWA ANNA CHOW	Advisor	College of Arts and Sciences
RENEE COLEMAN-MITCHELL	Executive Director	Health and Wellness Services
MICHAEL CORWIN	Assistant Vice President	Information Technology
WILLIAM B. DAVIS	Associate Dean for Undergraduate Education	College of Veterinary Medicine
BRIAN DIXON	Assistant Vice President	Student Financial Services
BETHANY FRUCI	Principal Assistant to the Vice Dean	Elson S. Floyd College of Medicine
ERIC GODFREY	Executive Director	Enrollment
MEREDYTH GOODWIN	Director	Access Center
KIMBERLY GREEN	Director	Assessment of Teaching and Learning
JEFF GUILLORY	Director	Diversity Education
EDWIN HAMADA	Director	Residence Life
ANGELA HAMMOND	Director	Office of Undergraduate Education
CHERYL HANSEN	Director of Global Services	International Programs
THADDEUS HATHAWAY	Director	Student-Athlete Development
KATE HELLMANN	Director, Intensive American Language Center	International Programs
MICHELLE HENLEY	Director of Recruitment	Enrollment
FRAN HERMANSON	Executive Director	Institutional Research

The Institutional Effectiveness Council

THEME 2 Subcommittee

NAME	TITLE	COLLEGE / DEPARTMENT
MICHAEL HIGHFILL	Director of Research and Proposal Development for Student Success	Office of the Provost
JOSEPH IANELLI	Executive Director	School of Engineering and Applied Sciences, WSU Tri-Cities
COREY JOHNSON	Faculty	Academic Success and Career Center
DANIELLE KLEIST	Director of Student Life and Services	WSU Tri-Cities
LAURA LAVINE	Faculty	College of Agricultural, Human, and Natural Resource Sciences
DESMOND LAYNE	Faculty	College of Agricultural, Human, and Natural Resource Sciences
STEPHEN LOCKER	Director, Web Communication	University Communication
LUCILA LOERA	Assistant Vice President	Office for Access, Equity, and Achievement
MICHELLE MCILVOY	Director of Student Development	WSU Vancouver
COLLEEN MCMAHON	Student	ASWSU
MYSTI MEIERS	Senior Academic Advisor	Academic Affairs, WSU Tri-Cities
KIMBERLY MICKEY	Campus Registrar	WSU Spokane
JAMES MOHR	Vice Chancellor for Student Affairs	WSU Spokane
TODD MORDHORST	Communications Coordinator	Office of the Provost
AMANDA MORGAN	Director	New Student Programs
CHUCK MUNSON	Faculty	Carson College of Business
CHRISTINE OAKLEY	Director of Global Learning	International Programs
DEBBIE O'DONNELL	Director of Marketing and Communications	WSU Global Campus
TONY OPHEIM	Associate Vice President	Information Technology
HANU PAPPU	Faculty	College of Agricultural, Human, and Natural Resource Sciences
CRAIG PARKS	Assistant Vice Provost	Office of the Provost
BEN PERKINS	Director, Summer Session	Academic Outreach and Innovation
JEFF PETERSON	Faculty	Edward R. Murrow College of Communication
WENDY PETERSON	Director	Office of Admissions
CHUCK PEZESHKI	Director of Industrial Engagement	Voiland College of Engineering and Architecture

The Institutional Effectiveness Council

THEME 2 Subcommittee

NAME	TITLE	COLLEGE / DEPARTMENT
SUSAN POCH	Director	Student Success and Transition Programs
JULIA POMERENK	Registrar	Office of the Registrar
ANA MARIA RODRIGUEZ-VIVALDI	Associate Dean, Student Affairs and Global Education	College of Arts and Sciences
A.G. RUD	Faculty	Chair, Faculty Senate
KARI SAMPSON	Assistant Director of Recruitment and Retention	College of Agricultural, Human, and Natural Resource Sciences
MARY SANCHEZ LANIER	Assistant Vice Provost	Office of the Provost
JOHN SCHNEIDER	Associate Dean	Voiland College of Engineering and Architecture
JANE SUMMERS	Assistant Director of Student Affairs	WSU Vancouver
SALLY TEXTER	Assistant Vice President	Enrollment Information Technology
JOY THOMPSON	Student Services Supervisor	WSU Global Campus
TOM TRIPP	Faculty	Carson College of Business, WSU Vancouver
REBECCA VAN DE VORD	Assistant Vice President	Academic Outreach and Innovation
LYNN VARNER	Associate Vice Chancellor	WSU North Puget Sound at Everett
MARY WACK	Vice Provost for Undergraduate Education	Office of the Provost
KELLEY WESTHOFF	Operating Budget Director	Budget Office
RICH ZACK	Interim Associate Dean of Academic Programs	College of Agricultural, Human, and Natural Resource Sciences





The Institutional Effectiveness Council

THEME 3 Subcommittee

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

The Institutional Effectiveness Council

THEME 4 Subcommittee

NAME	TITLE	COLLEGE / DEPARTMENT
TREVOR BOND	Head; Manuscripts, Archives, and Special Collections	Libraries
RENNY CHRISTOPHER	Vice Chancellor, Academic Affairs	WSU Vancouver
THERESA ELLIOT-CHESLEK	Associate Vice President and Chief HR Officer	Human Resource Services
PAULA GROVES-PRICE	Associate Professor	College of Education, Teaching and Learning
JEFF GUILLORY	Director	Diversity Education
FRAN HERMANSON	Executive Director	Institutional Research
MARK HERMANSON	Senior Associate Vice President	WSU Foundation
STACEY HUST	Associate Professor	Edward R. Murrow College of Communication
DOUG JASMER	Associate Dean and Professor	College of Veterinary Medicine
JOAN KING	Associate Vice President and Chief Budget Officer	Budget Office
MICHAEL KLUZIK	Director	Office of Research Assurances
KATHRYN MEIER	Associate Dean and Professor	College of Pharmacy
VICTORIA MURRAY	Executive Director	Finance and Administration
CHERYL OLIVER	Assistant Dean, Online and Graduate Programs	Carson College of Business
DANIEL RECORDS	EEO/AA Coordinator	Office of Equal Opportunity
JOHN SCHNEIDER	Associate Dean, Undergraduate Programs	Voiland College of Engineering and Architecture
MELANIE THORNTON	Research Assistant	Graduate & Professional Student Association
RYAN TOWNSEND	Director, Undergraduate Nursing Programs	College of Nursing
MIKE TREVISAN	Dean	College of Education
ADAM WILLIAMS	Administrative Manager	College of Agriculture, Human and Natural Resource Sciences/Entomology (APAC rep.)



EXECUTIVE SUMMARY: AREAS OF PROGRESS

Executive Summary: Areas of Progress

THEME 1 Exceptional Research, Innovation, and Creativity

Washington State University is building on the implementation of major initiatives and breaking new ground in several areas as it continues to enhance its research portfolio.

The University continues to key in on its Grand Challenges research areas. Several WSU researchers landed major grants and external funding to tackle topics related to the challenges. Many of the projects involve collaboration between two or more colleges.

The Office of the Provost and the Office of Research awarded more than \$29 million over five years (2016–2020) to support interdisciplinary Grand Challenges research projects and student success initiatives. See “Theme 1 in Action” for more details on the Strategic Reallocation projects.

The University is embarking on new territory with a firm foundation on its Spokane Health Sciences Campus. The Elson S. Floyd College of Medicine received preliminary accreditation from the Liaison Committee on Medical Education (LCME) in October. The Northwest Commission on Colleges and Universities approved WSU’s doctor of medicine program in February of 2017. The College of Medicine will be welcoming its first 60 students in the fall of 2017, and is already contributing to each theme of the Strategic Plan in significant ways. More details are available in the Theme 3 Executive Summary.

The majority of the Theme 1 metrics moved in positive directions in 2016, including steady growth within Sub-theme 1a (grow and diversify extramural research funding). Highlights include the federal R&D expenditures’ increase to \$136.6 million, ahead of the target of \$130.8 million. The number and amount of multi-institution competitive grants both increased significantly. WSU faculty were involved in 516 grants, ahead of the target of 508, with an award value of \$56.5 million, ahead of the \$47.5 million target.

Although both total and federal R&D expenditures are up, WSU still lags behind its Institutional Effectiveness Council (IEC) peers. The continued implementation of the 120-Day Study recommendations should improve WSU’s standing in these areas.

WSU has identified the need to work on increasing the number of prestigious and highly prestigious faculty awards (Metric 6), which requires long-term, sustained efforts to facilitate faculty members’ progress and recognition toward prestigious awards. The 2016 metrics demonstrate a decline, but new strategies in place already are demonstrating results. As a follow-on to the 120-Day Study report, Craig Parks (assistant vice provost) and Guy Palmer (School for Global Animal Health) are leading efforts of an advisory group to increase the number of nominations and streamline the application process for AAU-recognized prestigious awards, including: emphasizing the importance of these awards, establishing a mentoring program, creating a University-wide database of potential candidates for nomination, and support for and formal recognition of nominators. This new process already resulted in Mike Wolcott winning appointment to the Department of Energy (DOE) Biomass R&D Advisory Committee.

The metrics within Sub-theme 1b (attract, retain, and develop high-quality research faculty system-wide), as well as Sub-theme 1e (number of publications coauthored by graduate students, post-doctoral students, and undergraduates) should see improved tracking with the implementation of Activity Insight, a product that will allow faculty to easily report on research and creative activities throughout the year. Full implementation of Activity Insight is expected by the end of 2017.

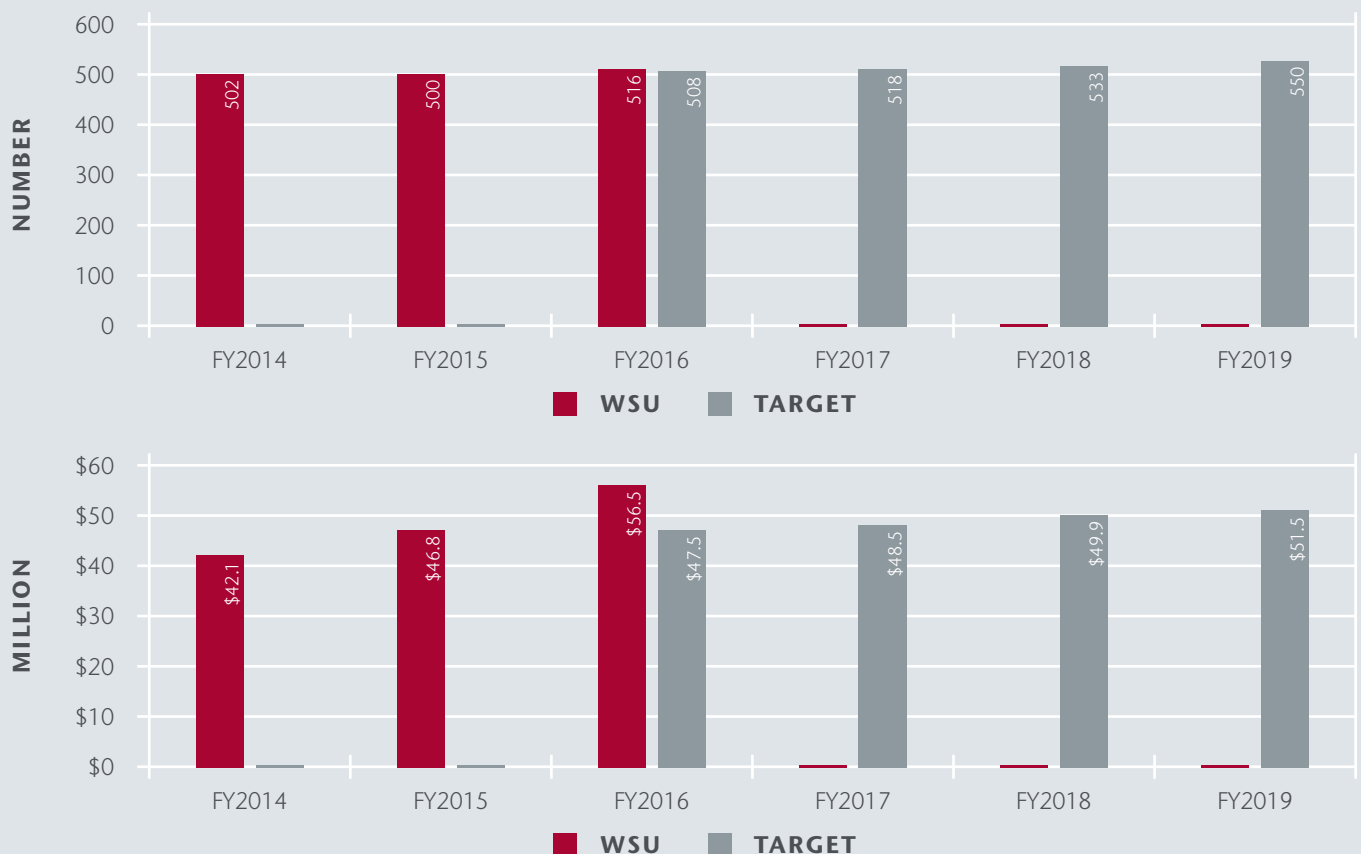
Executive Summary: Areas of Progress

The Sub-theme 1c (develop and sustain the physical infrastructure, resources, and expertise to support increased research and scholarly productivity system-wide, with particular emphasis on core laboratories and academic computing) metrics all moved in positive directions. Of particular note, the number of labs, classrooms, and conference rooms with virtual collaboration jumped to 354, far surpassing the target of 296.

Within Sub-theme 1d (build upon WSU's current and emerging areas of research excellence and international reputation), the grant activity for multiunit projects made impressive gains. The award count jumped from 223 in 2015 to 238 in 2016, which was ahead of the target of 226. The award amount increased to \$63.8 million, more than \$13 million above the target amount, while expenditures increased slightly to \$21.5 million, short of the target of \$27.9 million.

The number of major multidisciplinary grants submitted after internal peer review dropped 22.7 percent from FY2015 to FY2016. The Office of Research proposal development staff decreased 33 percent in 2015. The Office of Research Advancement and Partnerships (ORAP) was created in 2015 and three new proposal managers were hired in FY2016. Increased ORAP staffing should allow for future increase in this metric.

1A | 3 Multi-Institution Competitive Grants



Executive Summary: Areas of Progress

Theme 1 in Action

Grand Challenges research projects

In early 2016, the Office of the Provost dedicated funds to six Grand Challenges projects. These strategic reallocation projects feature transformational, interdisciplinary, cross-college partnerships and tackle issues related to one or more of the University's Grand Challenges, which were developed through the 120-Day Study in 2015. The projects, which will advance WSU research nationally and internationally, include: the "Functional Genomics Initiative," the "Community Health Analytics Initiative," the "Research Collaborative for Addressing Health Disparities: A Multi-level Approach to Health Risks and Resilience," "Maximizing the Potential for Green Stormwater Infrastructure to Save Energy and Provide Clean Water for People and the Fish they Eat," "Nutritional Genomics and Smart Foods for Optimal Nutrition and Health in Diverse Populations," and "A Holistic Approach to Developing Smarter Cities."



Solar array at the WSU Research Park

Energy Systems Innovation Center

The WSU Energy Systems Innovation Center (ESIC) brings over 30 WSU research faculty together with business leaders and governmental organizations to address the demand for clean, reliable energy. The ESIC is part of the first regional initiative to collect renewable energy and share it among buildings across the state using "transactive technology" to optimize the use of renewable energy sources. WSU researchers are building the most comprehensive "smart city" lab in the United States to test smart grid technologies, including the installation of a \$720,000 solar array at WSU Research Park.

WSU, PNNL partner to recruit graduate students

WSU and Pacific Northwest National Laboratories (PNNL) are working together to recruit and develop exceptional graduate students. Combining coursework at WSU with hands-on research experience with PNNL scientists, the newly established PNNL-WSU Distinguished Graduate Research Program is a unique opportunity to tap into the knowledge and world-class research infrastructure available at both institutions. WSU's new traineeship program in radiochemistry, funded through a five-year cooperative agreement with the DOE, will combine WSU's well-established Radiochemistry Institute for graduate students and premier radiochemistry research group with partnerships with PNNL, the Colorado School of Mines, and two other national laboratories. The partnership helps attract faculty and support outstanding graduate students, while expanding the universe of research funding sources for partners.

Graduate students, faculty, and staff from the PNNL-WSU Distinguished Graduate Research Program



Executive Summary: Areas of Progress



WSU faculty named fellows of National Academy of Inventors

Three WSU faculty were named fellows of the National Academy of inventors: H. Keith Moo-Young, chancellor of WSU Tri-Cities, who led an industry consortium research project on manufactured gas plant remediation strategies and holds a patent for a process to quantify coal tar in the environment; Dr. Katrina Mealey, whose MDR1 patent is licensed to nine different companies on four continents, brought over \$1 million in royalties to WSU, and has led to a new partnership with Mars Inc.; and Dr. Diane Cook, who holds several patents in environmental sensor-driven activity model development and cofounded Adaptelligence, a startup company that focuses on activity recognition using sensors in wearable and mobile devices.

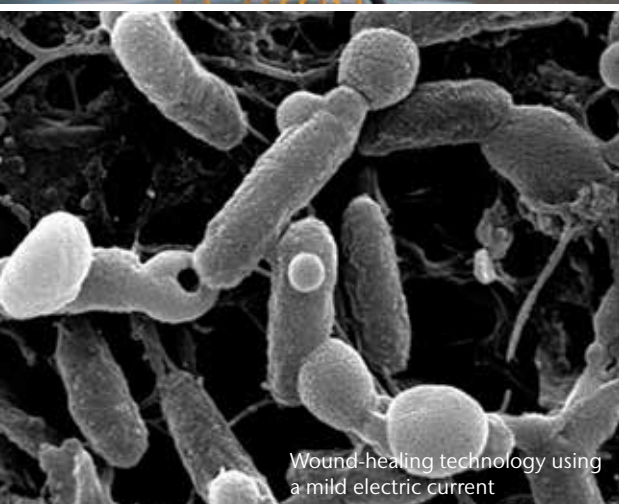
Theme 1 Stories of Success



Forest residual-based jet fuel powers cross-country flight

Washington State University research led to a breakthrough last year as Alaska Airlines flew the first commercial flight using the world's first renewable, alternative jet fuel made from forest residuals. The alternative fuel was produced through the Northwest Advanced Renewables Alliance (NARA), a WSU-led organization of public universities, government laboratories, and private industry that provides technologies, resources, and analyses for stakeholders interested in using forest residuals to create bio-based alternatives to petroleum-based products, such as jet fuel. The Alaska Airlines demonstration flight departed Seattle-Tacoma International Airport and landed at Reagan National Airport in Washington, D.C. The airplane was fueled with a 20 percent blend of sustainable aviation biofuel, which is chemically indistinguishable from regular jet A fuel.

nararenewables.org/2016/11/15/forest-powered-flight-heads-to-washington-d-c



VCEA researchers develop wound healing technology

Bacterial resistance leads to at least 2 million infections and 23,000 deaths each year in the United States, but a WSU research team is combatting the antibiotic-resistant bacteria using a mild electric current. Researchers in the Voiland College of Engineering and Architecture used an antibiotic combination with the electric current to kill all of the highly persistent *Pseudomonas aeruginosa* PAO1 bacteria in their samples. They ran the electric current through conductive carbon fabric to target the bacteria cells. A patent on the research discovery has been filed, and commercialization is in process as several companies have expressed interest in the technology.

news.wsu.edu/2016/11/29/novel-wound-healing-technology

Executive Summary: Areas of Progress

Researcher's award may help improve road safety

Postdoctoral researcher Kimberly Honn is using a grant from the Federal Motor Carrier Safety Administration to study the sleep patterns of long-haul truckers. Based at the WSU Spokane Sleep and Performance Research Center, the Flexible Sleeper Berth Pilot Program landed a three-year grant. Honn and colleagues in Spokane and at the Virginia Tech Transportation Institute will use wristwatch-like devices to measure movement and smartphones equipped with performance tests to collect sleep/wake data from 200 or more truck drivers. The study will evaluate their sleep performance and may ultimately determine whether drivers should be allotted more flexibility in determining their own driving schedules to help improve road safety.

news.wsu.edu/2015/11/10/researchers-rare-award-may-help-improve-road-safety



M. Kariuki Njenga

Major grants from CDC to fund research in Kenya

The WSU Allen School for Global Animal Health was awarded two major grants from the CDC totaling \$20 million over 5 years and \$3.83 million in 2016 (conducting communicable disease research in Kenya; PI: M. Kariuki Njenga). These grants fund investigations that aim to combat major health challenges in Kenya—exploring vaccines for diseases affecting vulnerable populations in Western Kenya (including zoonotic diseases that travel from animals to humans) and investigating the Zika virus in East Africa.

cvm.wsu.edu/allenschool/2016/12/05/faculty-news-winter-2016-17

WSU program awarded grant to work with underserved communities

The Initiative for Research and Education to Advance Community Health (IREACH), a WSU program dedicated to multidisciplinary research, education, and training to improve the health and well-being of underserved populations, has received a \$10 million NIH grant to work with American Indian, Alaska Native, Native Hawaiian, and Pacific Islander communities to reduce health risks related to high blood pressure. Dedra Buchwald, professor in the WSU Elson S. Floyd College of Medicine, is the IREACH founder and director.

news.wsu.edu/2016/08/26/10-million-grant-study-disease-native-populations



Amy Roth McDuffie

WSU Tri-Cities professor lands NSF grant to teach real-world math

Amy Roth McDuffie, professor of mathematics education in the College of Education, is part of a project awarded \$1.5 million from the National Science Foundation to teach mathematical modeling in elementary schools as it applies to real-world cultural and community contexts. The goal of the project is to determine strategies that teachers across the nation may use in their own classrooms. The program focuses on mathematical modeling—using graphs, diagrams, equations, and more to predict patterns and provide solutions to real-world issues. The technique has historically been taught in high school and college, but the recent Common Core State Standards Initiative requires elementary students to meet benchmarks too.

tricity.wsu.edu/1-5m-nsf-grant-funds-project-to-teach-real-world-math

Executive Summary: Areas of Progress



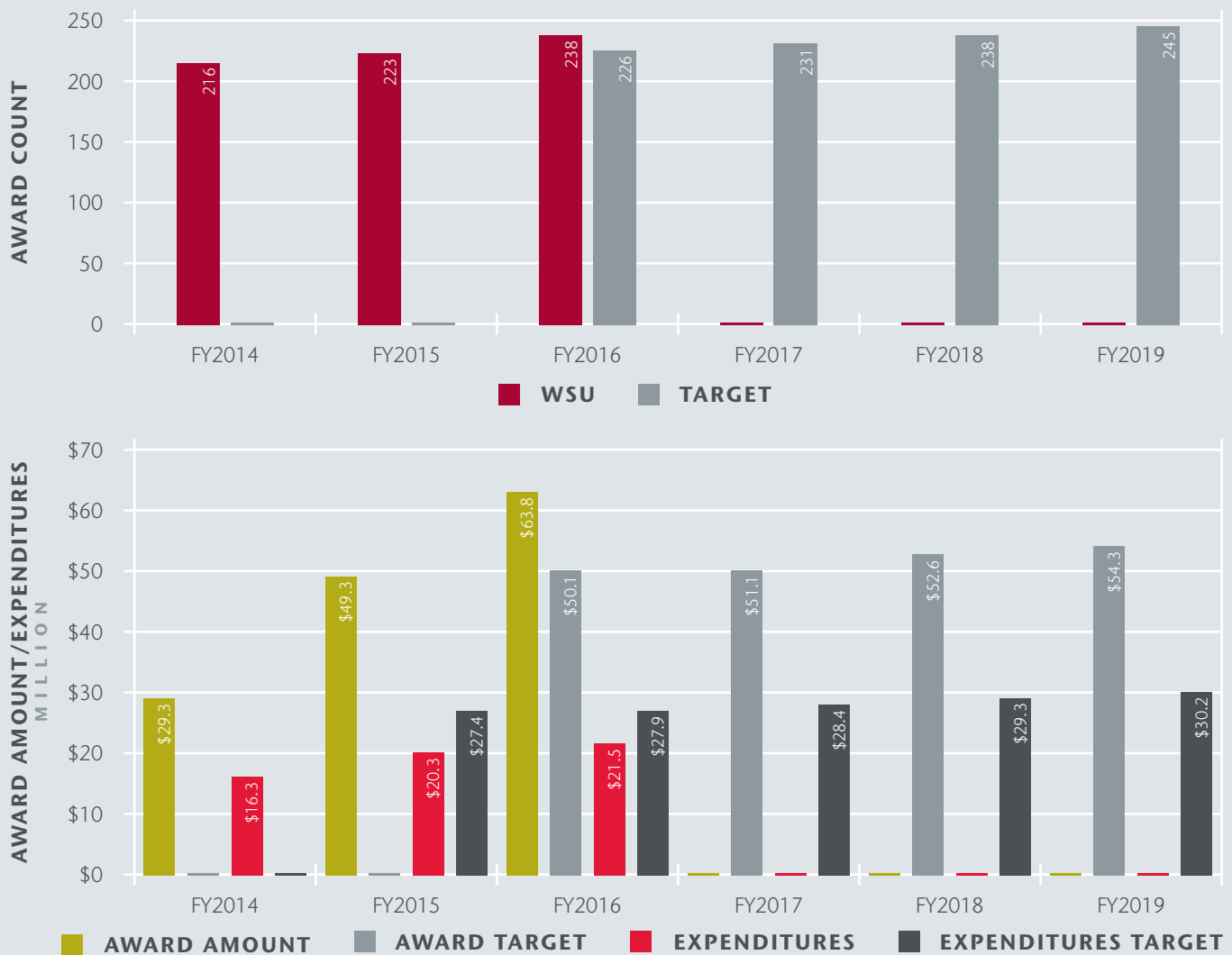
Matthew Sutton

Sutton named Guggenheim Fellow

WSU historian Matthew Sutton was recognized with a Guggenheim Fellowship in 2016, “on the basis of prior achievement and exceptional expertise.” Sutton was awarded \$50,000 to go toward his book project, tentatively titled, “FDR’s Army of Faith: Religion and Espionage in World War II,” and to be published in 2019. Sutton is the Edward R. Meyer Distinguished Professor in the Department of History, and teaches courses in U.S. history, cultural history, and religious history. Sutton is the eighth WSU faculty member to receive a Guggenheim fellowship since 1959, and the first since 2008.

news.wsu.edu/2016/04/07/wsu-historian-awarded-guggenheim-prize

1D | 14 Grant activity for multi-unit projects



Executive Summary: Areas of Progress

THEME 2 Transformative Student Experience

The Transformative Student Experience is paramount to WSU's land-grant mission. The University continues to focus on the breadth and depth of that experience, reaching more students and making a greater positive impact for individuals.

The Theme 2 metrics indicate improvement in almost all areas. For example, in pursuit of Sub-theme 2a (enhance student engagement and achievement in academics and cocurricular activities), the percentage of undergraduate degree programs with six of six assessments in place increased to 95 percent from 88 in 2015. Graduate degree programs using student learning assessment results in decision-making or planning increased to 97 percent from 85 in 2015. The number of bachelor's degrees awarded, however, decreased to 5,474 from 5,513 in 2015, consistent with the dips in student retention that took place previously among several cohort groups of first-time, full-time, degree-seeking freshmen. Nevertheless, the number of degrees in high-demand fields increased to 1,971 from 1,868 who graduated in 2015, and the number of low-income students earning degrees increased to 1,914 from 1,771 in 2015. The number of graduate degrees awarded increased across the board. In addition, WSU awarded 1,452 graduate degrees in 2016, far exceeding its target of 1,265. Measures in master's degrees, doctoral degrees, professional degrees, high-demand field degrees, and STEM degrees all increased and exceeded the target marks. The number of internship or practicum experiences fell slightly to 6,337, from 6,497 in 2015. The percentage of classrooms meeting benchmark quality remains at 64 percent, though upgrades will boost this percentage significantly in 2017.

For Sub-theme 2b (increase the size, diversity, and academic preparedness of the undergraduate and graduate student populations at all campuses state-wide), metrics indicate continued steady growth in all but two areas. In fall of 2016, WSU enrolled a record 30,142 students system-wide, exceeding the target of 28,480. The percentage of students from underrepresented groups has continued to climb (up to 28.9 percent from 27.8 percent in 2015) in both undergraduate and graduate enrollment. The biennial alumni survey indicates a one percent increase (up to 80 percent) in the percentage of graduates reporting employment within one year in a job relevant to their degree.

WSU experienced improvement in student retention, potentially reversing a downward trend on this key metric that had followed a large increase in enrollment at WSU starting in 2011, when the incoming class grew by 24 percent, serving a significantly larger group of first-generation and low income students. At the same time, cost of tuition increased significantly. Nationally and regionally, and despite similar or higher aspirations to pursue a college degree, students with these characteristics face three primary barriers to college enrollment and success: 1) gaps in academic preparation, 2) lack of social capital, and 3) higher sensitivity to the rising costs of college tuition. The improvement in this metric follows a sustained commitment by the University to make improved student success a top priority.

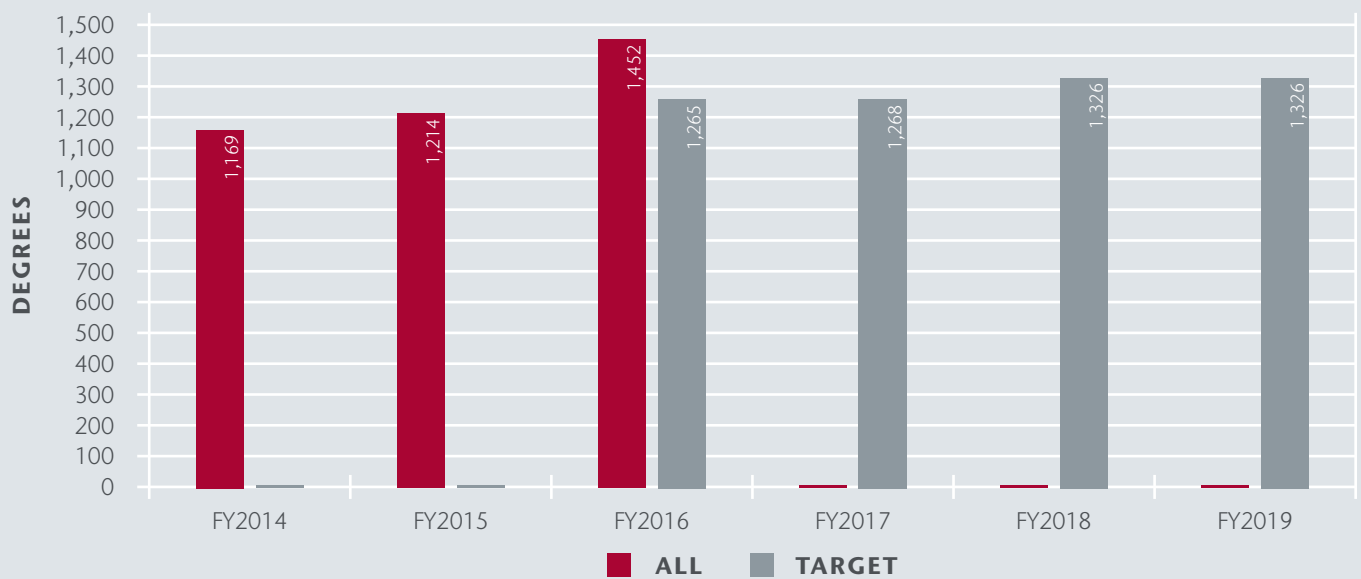
This emphasis has led to improvements overall in the metrics tracking progress on Sub-theme 2d (align student recruitment, admissions, and retention system-wide to enhance access, inclusiveness and student success). Freshman retention among all students increased to 78.9 percent from 77.9 percent in 2015. The four-year graduation rate remains an area of focus after the percentage for all populations fell to 35.2 percent from 38 percent in 2015. Nevertheless, an increase in the six-year graduation rate, to 66.6 percent from 64.2 percent in 2015, is a positive indicator, though it remains short of the target rate of 68 percent. The percentage of students completing a master's degree within four years is 70.4 percent, which establishes the baseline for future measurement. The baseline percentage for doctoral degrees will be established in 2020.

Executive Summary: Areas of Progress

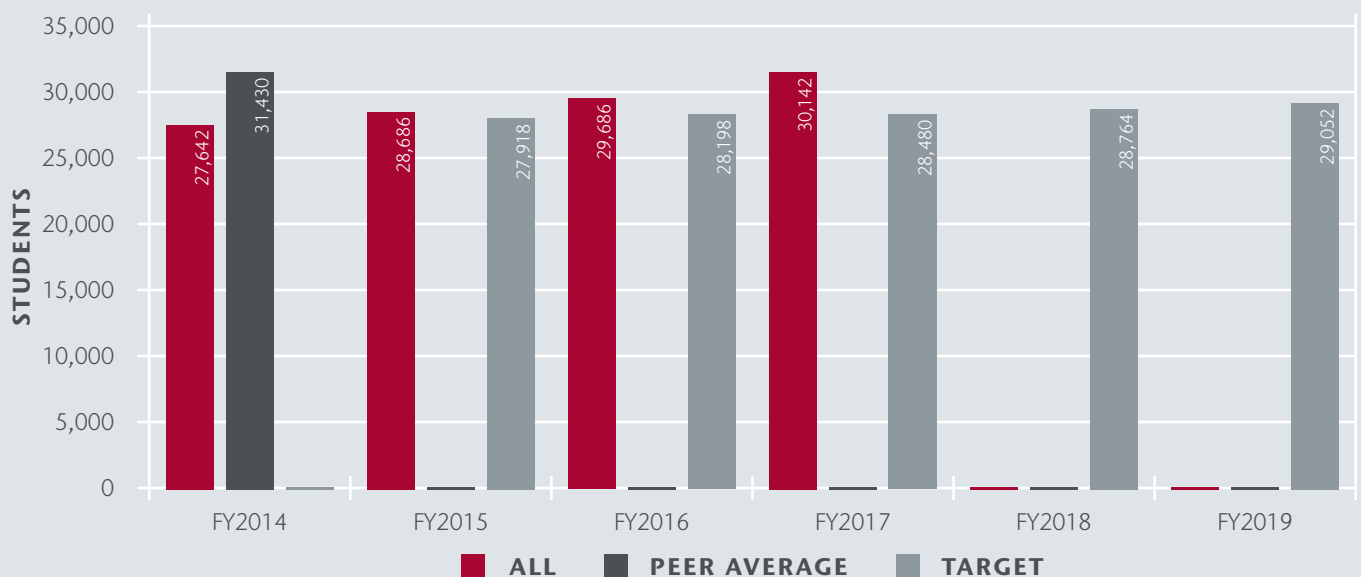
The average SAT scores of incoming freshmen have increased (910 for the 25th percentile and 1,150 for the 75th percentile), and remain just short of the target metrics.

As WSU gathers data about the effectiveness of student success initiatives and programs in different areas, the University community is sharing and developing a database of best practices. We also are improving administrative processes and removing potential barriers to student success in colleges and departments across the University.

2A | 19 Graduate degrees awarded



2B | 22 Total university enrollment



Executive Summary: Areas of Progress

Theme 2 in Action

Predictive analytics tool for advisors

Our advising community began to connect with students in new ways through the use of a tool called SSC Campus. The online advising tool allows advisors to schedule appointments online, pursue outreach to students in need, and easily refer students to campus resources through the online portal. An outreach campaign through SSC Campus in fall of 2016 helped reduce the academic deficiency rate of first-time freshmen to 15.4 percent, a decrease of almost 4 percent.

Classroom Materials Cost Reduction Task Force

The University has responded to students' concerns about the rising costs of textbooks and other classroom materials with the Classroom Materials Cost Reduction Task Force, which is providing recommendations and pursuing changes in policy and processes to help save students money while preserving educational quality. This has included small grants to enable faculty to move to open education resources (OERs)—educational materials that are free, or much more affordable than traditional materials. Affordable Learning Grants help instructors develop open education resources for their courses, and WSU has joined two programs — OpenStax and the Open Textbook Network — that provide OERs.



Frank Innovation Zone

The Frank Innovation Zone (FIZ) offers all students a chance to practice hands-on engineering and creativity in an environment that fosters innovation. A program within the Voiland College of Engineering and Architecture, the FIZ aims to foster the development of entrepreneurial skills in more students and provide them access to a wide range of hands-on learning experiences. Support from the Raintree Foundation helped establish the FIZ, which was founded by the late Harold R. Frank. Located on the ground floor of Dana Hall on the WSU Pullman campus, the more than 3,000-square-foot studio includes a wood fabrication studio, a metal fabrication studio, a desktop fabrication studio, an electrical testing and fabrication studio, a community studio, and a service center.

vcea.wsu.edu/the-fiz-stirs-up-innovation

Research Scholars program

The Research Scholars program welcomed its first cohort of undergraduate students in the fall of 2016. The program offers high-achieving incoming students a first-year scholarship, research opportunities, faculty mentorship, training in research skills, and a living-learning community that enhances the classroom experience. The Research Scholars' inaugural class includes students from a diverse group of majors and ethnic backgrounds.

Executive Summary: Areas of Progress

Theme 2 Stories of Success



Money Magazine ranks WSU top public school for “adding value”

Money Magazine captured some of WSU’s transformative value in its list of “Best Colleges” for 2016. WSU ranked number four on Money’s list of “The 50 Colleges that Add the Most Value,” and was the highest ranked public institution on the list. Overall, WSU ranked number 37 on Money’s “Best Colleges” list, among roughly 2,000 four-year U.S. colleges and universities. To compile its rankings, the magazine used 24 factors in the categories of educational quality, affordability, and alumni success. For the “Colleges that Add the Most Value” list, consideration included graduation rates and feedback from alumni surveys. “What’s impressive is when a college helps students do far better than would be expected from their academic and economic backgrounds (something we measure with what we call a comparative-value grade),” the introduction to the list reads. “For this list, we ranked colleges based on comparative-value grades for graduation rates, earnings, and student loan repayment, eliminating schools with any negative grades or a graduation rate below 50 percent.”

provost.wsu.edu/2016/08/04/money-magazine

Future teachers learn from friends with disabilities

Students in the College of Education at WSU Tri-Cities are developing professional skills and enriching relationships through a partnership with The Arc, an organization that serves adults with developmental disabilities. The Peer Lunch Club meets once a month. The future teachers meet with clients from The Arc in an informal group setting and share lunch, play games, and participate in activities. Students gain experience working with individuals much like they will in a classroom.

news.wsu.edu/2016/12/22/future-teacher-friend-disabilities



WSU Tri-Cities’ partnership program with The Arc

Executive Summary: Areas of Progress



The WSU Everett Mars rover

WSU Everett team excels at international University Rover Challenge

A team of nearly 20 students from the Voiland College of Engineering and Architecture designed and built a Mars rover that placed second in an international competition in June. The project took more than a year, and proved to be a truly transformative experience for all involved. The University Rover Challenge is considered the world's premier robotics competition for college students, and included 63 teams from 12 countries. The WSU team, which was guided by clinical associate professor Xiaopeng Bi, was runner-up to the 2015 defending champion team from Rzeszow University of Technology in Poland. Phil Engel, a mechanical engineering student, earned the only individual science award in the University Rover Challenge. He was recognized with the URC John Barainca Award for his outstanding performance as the science sub-team lead for WSU's team.

everett.wsu.edu/marsrover

WSU Library exhibit promotes mental health awareness

Washington State University Libraries partnered with Health and Wellness Services to sponsor a display entitled Minds Matter: Advocating for Mental Health in the Terrell Library atrium. The exhibit was one of several ways the University is raising awareness of mental health, and providing support for those dealing with mental health issues. WSU student James Whitbread founded a campus chapter of the National Alliance on Mental Illness. The chapter held workshops, lectures, and activities throughout the spring of 2016. Health and Wellness Services regularly holds Mental Health First Aid Training for faculty and staff, and others that work with students. The training sessions cover risk factors and warning signs of mental health problems as well as impacts and common treatments.

news.wsu.edu/2016/02/08/through-february-wsu-display-explores-mental-health

Students, staff and faculty working together to raise mental health awareness on campus



Executive Summary: Areas of Progress



The nationally recognized
WSU Writing Program

WSU Writing Program ranks among top in the nation

Writing Program at Washington State University was again named among the 21 best in the nation by *U.S. News & World Report*. WSU is the only institution in the Northwest to “typically make the writing process a priority at all levels of instruction and across the curriculum,” according to the rankings criteria. “WSU’s Writing Program has appeared on this national ranking for more than a decade,” said Mary F. Wack, vice provost for undergraduate education. “Recognition for excellence has become a tradition that we value deeply and work hard to attain.” Of the seven institutions on the list west of the Mississippi River, those closest to WSU are Stanford and the University of California, Davis. Other top schools across the nation include Brown, Cornell, Duke, Harvard, and Princeton. In its 30th year, the Writing Program is WSU’s “literacy teaching and learning center, providing writing support for all WSU students,” said Victor Villanueva, Writing Program director and WSU Regents Professor of English.

news.wsu.edu/2016/09/14/wsu-writing-program-ranks-among-top-nation/#more-150791

WSU students take first place at Health Innovation Challenge

Two Washington State University student entrepreneurs won first place and \$10,000 in the inaugural, regional Health Innovation Challenge (HIC) at the University of Washington. They were the only non-UW affiliated entrepreneurs among the 18 finalist teams that pitched ideas to more than 100 judges from business and health science professions. Emily Willard and Katherine Brandenstein are cofounders of Engage and won with the prototype for their product SafeShot. It is a lid that attaches to a multiuse medicine injection vial to sterilize the needle each time it enters the vial. In the developing world, needle reuse is not uncommon. SafeShot’s sterilizing liquid stops the spread of common contaminants such as Hepatitis B, Hepatitis C, and HIV. “This award will help us do further research on how SafeShot can become a standard in the vaccine market,” said Willard. At the UW Business Plan Competition held in May, Engage won fourth place and \$5,000. Additionally, Engage earned the \$5,000 WinWin Tri Sector Prize awarded to a for-profit venture with a product that creates a win-win with the public, private, and social sectors.

business.wsu.edu/dividend/2016/06/06/engage-feature

Executive Summary: Areas of Progress

THEME 3 Outreach and Engagement

The avenues for WSU’s outreach and engagement expanded greatly in 2016, with many projects on the horizon to enhance WSU’s impact on the state, the nation, and the world.

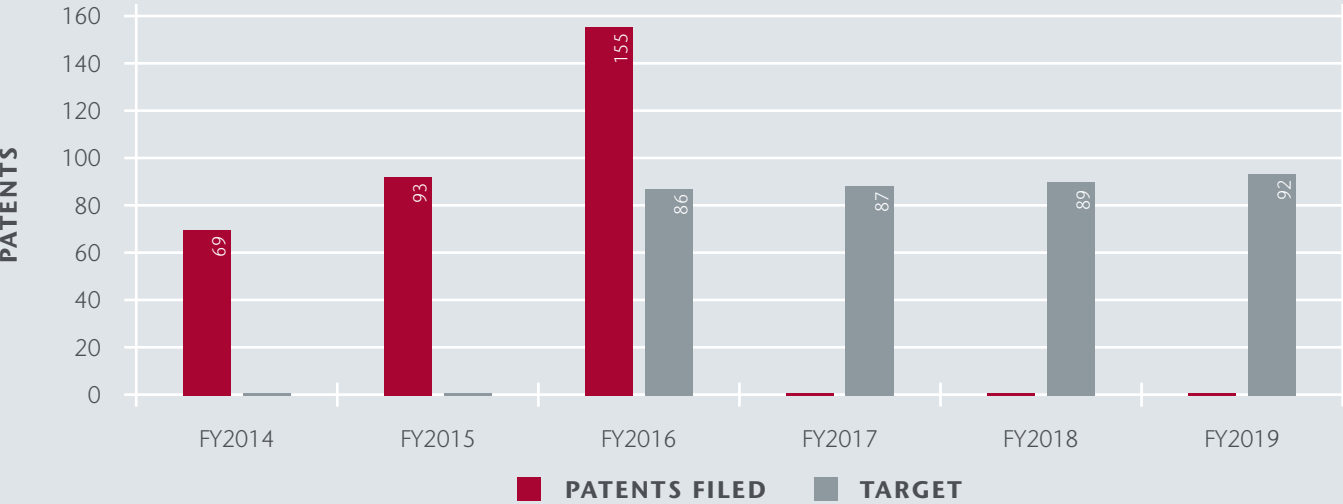
Most notably, the Elson S. Floyd College of Medicine received preliminary accreditation from the Liaison Committee on Medical Education (LCME) in October. The Northwest Commission on Colleges and Universities approved WSU’s doctor of medicine program in February of 2017.

The state’s second medical school will welcome its first 60 students in the fall of 2017, and it already has built foundations within each theme of the Strategic Plan. The students will serve residencies in underserved communities throughout the state, and they will help to fulfill a great overall need for more medical doctors in Washington. The addition of the College of Medicine to WSU’s offerings will have a significant impact on each theme of the Strategic Plan, and particularly on Theme 3.

Many positive signs of progress also exist among the Theme 3 metrics, with the majority of the statistics trending upward.

Improved outreach efforts to faculty and other researchers led to an increase in invention disclosures, and in turn, patents filed, contributing to gains in Sub-theme 3a (increase impact of WSU research, scholarship, creative and outreach activities on quality of life and economic development within the state and region). Several strong products in the market led to an increase in royalty income, as well as an increased number of license agreements with up-front fees and income from varietal programs. University affiliates filed 155 patents in 2016, up from 93 in 2015 and nearly doubling the target metric of 86. There were 44 patents issued to WSU faculty, up from 34 in 2015, and 124 disclosures, up from 113 in 2015. Royalties/other revenue and commercialization activities took another large leap, increasing from 1.2 million in 2015 to 1.9 million in 2016. The number of start-ups from WSU research and outreach fell slightly (to 7 from 9 in 2015), as did the research and development expenditures from industry (\$20.6 million from \$22.1 million in 2015). The metric for estimating WSU’s economic impact is under review.

3A | 33 Patents filed



Executive Summary: Areas of Progress

Positive progress also is evident throughout the Sub-theme 3b (increase access to the WSU system for place-bound, nontraditional, and other underserved or underrepresented students) numbers. Enrollment in Global Campus programs and courses is up to 4,949 from 4,284 in 2015. Increases in course enrollments, degree programs, and courses all support and contribute to the enrollment metric. An increase in undergraduate enrollment to 24,470 establishes the baseline for metric number 38. Undergraduate enrollment is up from 23,867 in 2015. Minority enrollment rose to 7,436 while first-generation and low-income enrollment also saw steady gains among undergraduates. Enrollment in graduate and professional programs is up to 5,216 and coincides with steady increases in minority and first-generation student enrollment. Enrollment at each campus is climbing, with 2016 totals of: 1,482 at Spokane, 1,593 at Tri-Cities, 3,305 at Vancouver, and 150 at Everett. Enrollment at the Olympic-Bremerton instructional site rose to 57 from 53.

There are excellent signs within Sub-theme 3c-e (contribute to economic security, stability, social justice, and public policy through research, education, the arts, extension, and citizen-based and public policy engagement). The number of WSU Alumni Association members continues to climb, increasing to 30,965 from 30,806 in 2015. The alumni donor rate fell to 14 percent, which is not unusual following a major campaign such as WSU's Campaign for Washington State in 2015. While the number of tracked service hours decreased, the number of service courses increased, and the number of service learning programs increased dramatically to 1,132, far surpassing the target of 923. Gains in international student enrollment and number of students participating in study abroad or other significant international experience highlight Sub-theme 3d. WSU's international enrollment for 2016 is 2,154 and is expected to increase significantly with the implementation of the INTO WSU partnership in 2017.

Theme 3 in Action

INTO WSU partnership

WSU finalized a partnership with INTO, which will increase the number of international students at the University beginning in fall of 2017. A long-term agreement with INTO, a private global education company with U.S. headquarters in San Diego, will help diversify the student body to create transformational opportunities for international students. INTO works with more than 20 leading universities across the world to expand international student enrollment. "Enhancing international diversity on campus is critically important," says WSU President Kirk Schulz. "This new venture will increase the exposure of students throughout the WSU statewide system to international perspectives, thereby better preparing them to work in environments around the globe and collaborate with colleagues from different cultures."

news.wsu.edu/2016/12/19/bold-new-initiative-enhance-wsus-diversity-global-reach

WSU faculty mentors to support entrepreneurial activity

Supporting the transformational, interdisciplinary themes of WSU's new Grand Challenges, the Drive to 25 and the Strategic Plan, the University launched the Entrepreneurial Faculty Ambassadors (EFA) program, a peer-mentoring initiative to help faculty commercialize their research. EFA aims to build a stronger entrepreneurial infrastructure at WSU by creating a resource of faculty mentors who are both outstanding academic scholars and successful in commercializing University research. The program also will engage innovative student entrepreneurs with faculty mentors, alumni, and business leaders to support regional economic development. The goal is to create a multicampus culture of innovation and impact that helps move research from the campus to the community to change and improve people's lives. In addition to mentoring and networking, EFA members will identify gaps in the support structure for faculty entrepreneurship and will recommend improvements.

cas.wsu.edu/connect/february-2016/entrepreneurial-faculty-ambassadors

Executive Summary: Areas of Progress

WSU Tri-Cities School of Engineering and Applied Sciences

WSU Tri-Cities introduced the School of Engineering and Applied Sciences (SEAS) to provide students with transformative international experiences and help meet the high demand for engineers and computer scientists in the region and state. SEAS incorporates several majors without departmental separations in order to foster increased real-world interdisciplinary collaboration. For instance, students from electrical and mechanical engineering and computer science worked together this year to design, build, and test a hydrogen fuel cell-powered vehicle.

news.wsu.edu/2016/11/09/new-engineering-school-tri-cities



The Professional Development Initiative offers graduate students professional and personal development opportunities

Professional Development Initiative

The Graduate School and the Graduate and Professional Student Association (GPSA) launched a partnership to deliver workshops, lectures, and other valuable personal and professional development opportunities for WSU graduate students. The program receives support through many partnerships and colleges across campus. This initiative aims to provide a range of programs, training opportunities, and resources to graduate and professional students that will help prepare them for academic and career success. The goal of the Professional Development Initiative is to ensure that all graduate and professional students have the skills, knowledge, and mindsets necessary to succeed both professionally and academically. In its first months, dozens of events drew hundreds of graduate students, and the initiative continues to grow.

gradschool.wsu.edu/pdi



The Team Mentoring Program aims to prepare minority students for careers in STEM fields

Team Mentoring Program

High-tech industries in Washington and beyond need diverse employees to help them compete successfully in the global marketplace. Some have turned to Washington State University's team mentoring program (TMP) to find job candidates. Boeing, AT&T, and the Washington Research Foundation recently contributed \$135,000 to the program, which supports minority students majoring in science, technology, engineering, mathematics (STEM), and pre-health. TMP enriches students' college experience through engagement in research, workshops, and field trips. It connects them with peer and faculty mentors and with other students in STEM majors. Since the program was established in 2007, it has helped 1,109 undergraduates with the aid of 143 student mentors and 33 faculty mentors.

news.wsu.edu/2016/12/01/industry-invests-student-diversity

Executive Summary: Areas of Progress

Theme 3 Stories of Success



WSU students are helping to market the WSU-developed Cosmic Crisp™ Apple

Carson College MBA students selected to market Cosmic Crisp™ Apple

A collaboration between the College of Agricultural, Human, and Natural Resource Sciences and the Carson College of Business is creating an opportunity for MBA students to gain experience while marketing a signature WSU product. Students in Andrew Perkins' marketing strategy class competed to develop marketing plan proposals for Cosmic Crisp™, the WSU-bred apple that is 16 years in the making. The top proposal, developed by Kyla Moen, Zach Disalvo, Jiaqu Ni, Renee Valle, Jordan Beck, and Josh DeBoer, branded the Cosmic Crisp™ as the highest quality apple in the United States. The team analyzed recent, successful introductions of private label fruit and projected the Cosmic Crisp™ could potentially contribute \$750 million to the \$2.2 billion produced by Washington state apple sales. They identified key insights that resonated with consumers' emotions, such as fresh fruit's positive health impacts and valuing locally sourced products. They also developed a target consumer: young active males for whom the large Cosmic Crisp™ apple is a practical and filling snack option. Integrated marketing strategies included using student ambassadors at each WSU campus to spread the word, in-store taste testing booths, packaging with maps showing where the Cosmic Crisp™ is harvested, and a social media advertising campaign.

business.wsu.edu/dividend/2017/03/01/carson-college-mba-students-picked-help-market-cosmic-crisp-apple

Grant to support recruitment of Native teachers and administrators

A \$400,000, four-year grant from the U.S. Department of Education Office of Indian Education (OIE) will support recruitment of Native teachers and education administrators, as well as training for those in professions that serve American Indians. WSU's Clearinghouse on Native Teaching and Learning will focus on the recruitment, retention, and successful graduation and induction of Native teacher educators and administrators. They will receive mentoring, financial support, and the opportunity to attend seminars and summer institutes on culturally responsive curriculum and teaching practices.

news.wsu.edu/2016/10/24/recruit-native-american-teachers

Executive Summary: Areas of Progress



WSU's Eggert Family Organic Farm provided food for Whitman County food pantries.

WSU organic farm offers food bank patrons fresh choices

More than 4,000 pounds of certified organic student-grown produce from WSU's Eggert Family Organic Farm was provided to 13 food pantries in Whitman County this year to feed hundreds of families in need. Using grants from Walmart and Rotary First Harvest, the council contracts with seven Palouse-area farms, including WSU's. The farms supply fresh produce to more than 1,900 Whitman County residents—more than one-third are senior citizens—or about 800 families. The agreement with WSU began a year ago when Brad Jaeckel, Eggert farm manager, arranged a delivery of winter squash. Bimonthly shipments continued in the spring, ramping up when students went home for the summer and distribution to WSU dining halls tapered off. The WSU farm sent carrots, tomatoes, winter squash, pumpkins, greens, onions, and potatoes. The last donation for 2016 was a load of winter squash before Thanksgiving.

news.wsu.edu/2016/12/07/organic-farm-food-bank-fresh



WSU Vancouver students helped create a virtual reality experience at the Museum of the Oregon Territory.

WSU Vancouver teams up with Oregon museum for AR/VR project

WSU Vancouver's Creative Media & Digital Culture program is building an immersive experience for the pharmacy display at the Museum of the Oregon Territory. MOOT is part of the Clackamas County Historical Society in Oregon City. Seniors in the CMDC program will use augmented reality (AR) and virtual reality (VR) technologies to enhance the museum's "Kaegi Pharmacy" exhibit, which features an original pharmacy from the early 1900s. The exhibit includes early medicine and remedies in their original packaging and bottles, as well as medical equipment used during the period. AR and VR use computer-generated technologies, such as video, sound, and graphics, to give viewers a sense of immersion in a real-world environment. The goal is to deepen the understanding of the objects on display. The project is funded by a grant from the Institute of Museum and Library Services, a federal program that supports library innovations.

admin.vancouver.wsu.edu/marketing-and-communications/press-releases/wsu-vancouver-teams-oregon-museum-arvr-project

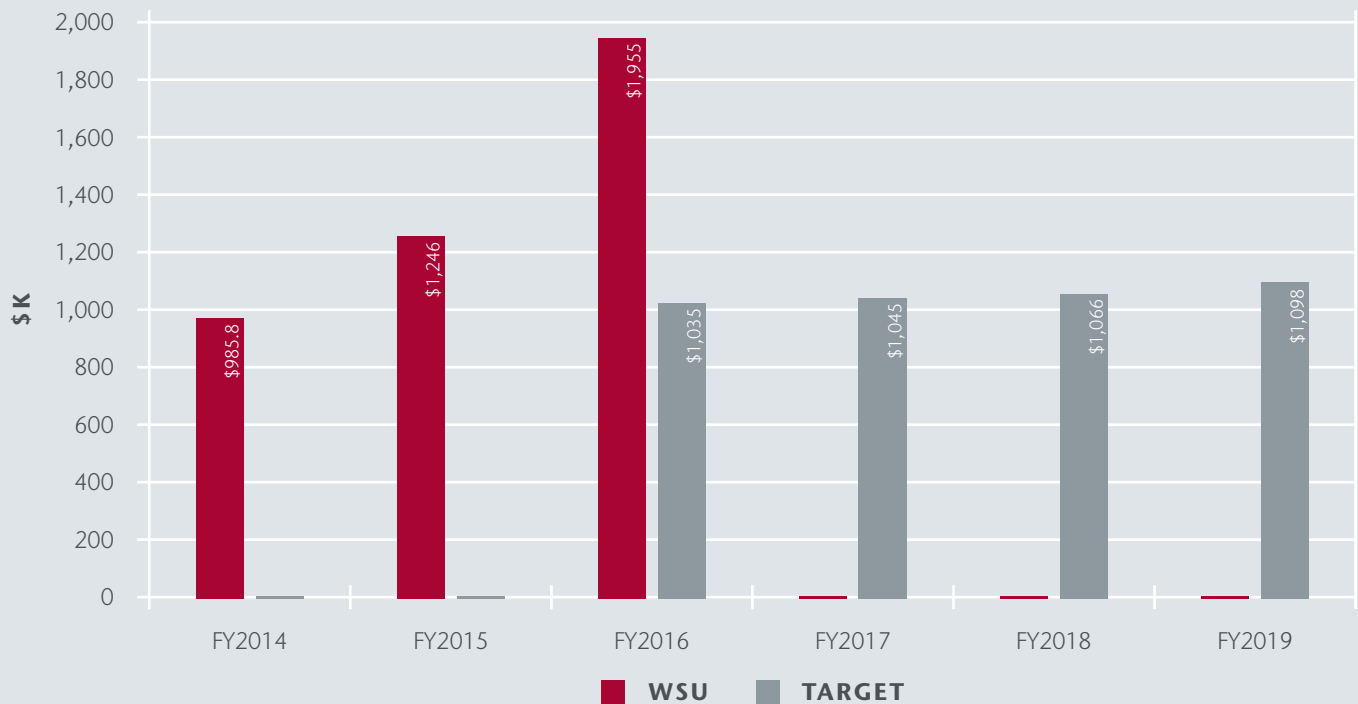
Criminal justice professor studies effects of marijuana legalization

Policymakers nationwide are looking at Washington's marijuana industry to inform their future regulations. Aaron Roussell, assistant professor in the WSU Department of Criminal Justice and Criminology, detailed the grower-to-consumer process in a field study published in the International Journal of Drug Policy. Roussell and collaborator Eric L. Jensen, a University of Idaho sociologist, examined how Washington's regulations and taxes on marijuana growers, retailers, and consumers were affecting the supply chain nearly four years after legalization. "The work is expected to help other states design effective marijuana regulatory regimes" and will assist with addressing related income and employment issues, he said.

cas.wsu.edu/connect/may-2016/marijuana-policy

Executive Summary: Areas of Progress

3A | 36 Royalties/other revenue, commercialization activities



SELECTED METRICS
AT A GLANCE



Executive Summary: Areas of Progress

THEME 4 Institutional Effectiveness – Diversity, Integrity and Openness

Many of the metrics in Theme 4 were newly developed and first implemented in 2016, establishing baseline numbers to measure progress. Mechanisms in place already are showing tangible improvement in many areas.

The metrics within Sub-theme 4a (recruit, retain, and advance a diverse intellectual mix of faculty, staff, and students, including women and those from underrepresented groups) show slight improvements overall. The number of AP staff from underrepresented groups increased to 138 (6.7 percent) in 2016, from 125 (6.4 percent) in 2015. The number of classified staff increased to 135 (6.4 percent) from 128 (6.3 percent) in 2015.

The biennial institution-wide Employee Engagement Survey showed positive gains in Sub-theme 4b (maintain respectful, inclusive, and equitable behavior in all University environments). In 2016, 54.34 percent of respondents indicated, “I am recognized for doing a good job,” up from 48.67 percent in 2014. Also in 2016, 50.84 percent of respondents indicated, “My supervisor gives me ongoing feedback to help me improve my performance,” up from 44.07 percent in 2014.

Likewise, the metric for Sub-theme 4c (increase employee productivity and satisfaction) indicates improvement. Among all employees, the satisfaction rating on a scale of 1 to 5 was 3.81, up from 3.72 in 2014. The mark was just short of the target of 3.83. Among faculty, the average was 3.75, up from 3.60 in 2014. The implementation of Activity Insight, a faculty activity reporting tool, will provide an excellent measure for faculty productivity, beginning in 2018.

The metrics for Sub-theme 4d (strengthen administrative accountability, innovation, creativity, openness, and collaboration to advance the University’s mission) are developed from new questions on the 2016 Employee Engagement Survey. They indicate solid baseline marks for each category, including: “I am given opportunities to be innovative or creative” (3.69), “I am given opportunities to be collaborative” (3.78), Accountability (3.97), Innovation (3.82), Creativity (3.80), Openness (3.68), and Collaboration (3.89).

The Institutional Effectiveness Council continues to advise colleges and departments on their strategic plans, and estimates that almost 100 percent of units have developed plans and are using data to help guide in the decision-making process, consistent with the strategic plan Sub-theme 4e (utilize institutional strategic plans, valid and reliable data, and evaluation indicators to align investment of resources with institutional priorities).

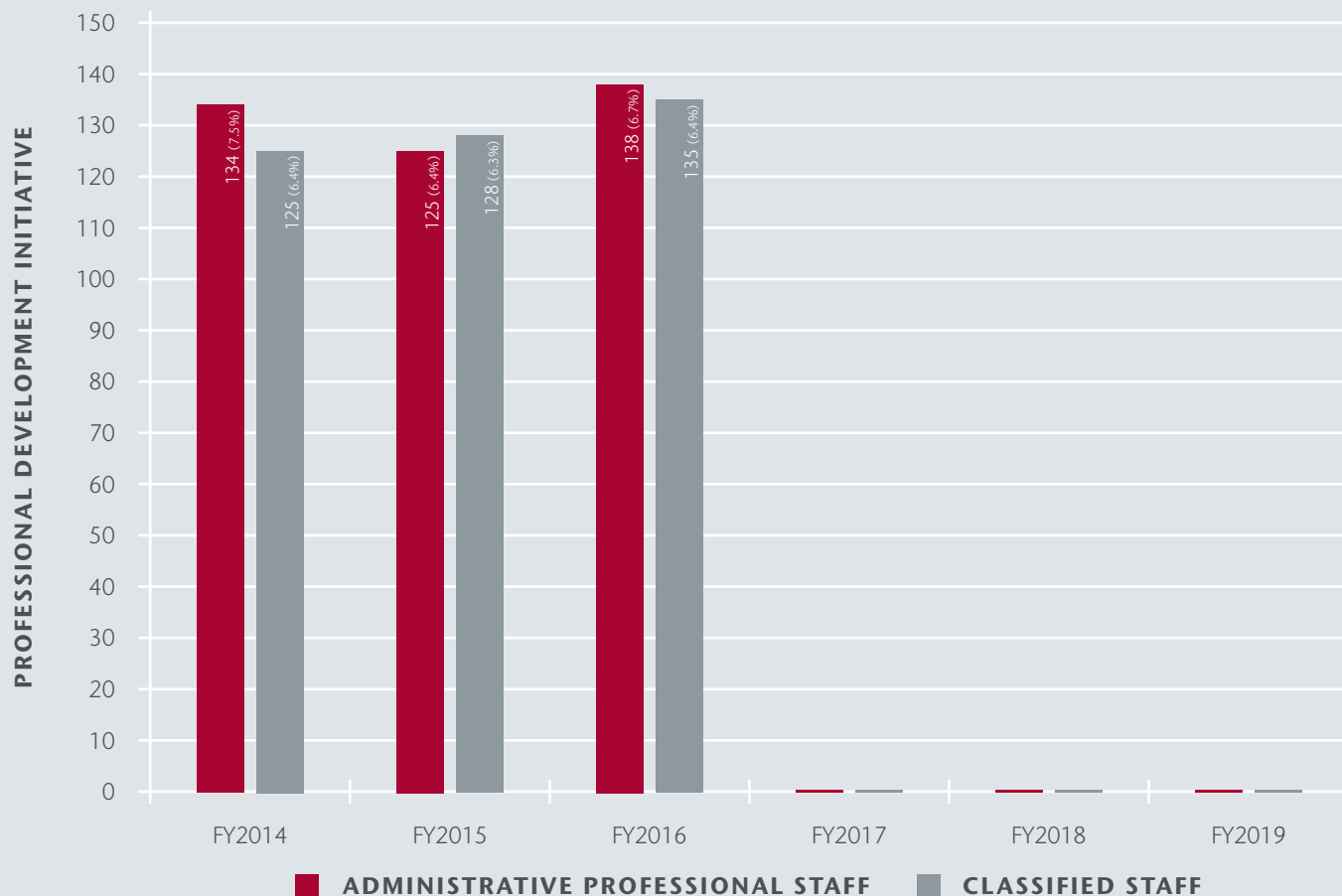
Sub-theme 4f (expand, diversify, and effectively steward funding to advance the University’s mission) shows a decrease in annual private support, but it was to be expected following the tremendous gain in 2015 due to the close of the Campaign for Washington State University. The \$117.6 million in annual private support remains well above the target of \$100 million. The Foundation’s endowment assets increased to \$420.5 million from \$412.8 million in 2015, while the Foundation and land-grant endowment assets increased to \$907.8 million from \$885.9 million in 2015.

WSU is investing in tools to not only measure performance, but also share results and find ways to improve. University faculty are transitioning from WORQS to Activity Insight to log research and creative activity within their respective fields. The Office of Institutional Research is preparing for the launch of Academic Performance Solutions, which will arm leadership with valuable information to guide decision-making.

Executive Summary: Areas of Progress

4A | 49 Number of staff from underrepresented groups (URGs)

URGs report as Black or African American; American Indian or Alaska Native; Hispanics any race; Native Hawaiian or Other Pacific



SELECTED METRICS
AT A GLANCE

Theme 4 in Action



Crimson Spirit customer service training

The Crimson Spirit initiative was established to promote positive interactions among students, parents, visitors, faculty, and staff. The training program curriculum emphasizes the values of the initiative: quality customer service, creativity in problem solving, extra effort, and trust and respect in difficult situations. The training began in March 2016, and 758 WSU employees participated throughout the year, either in person or online.

hrs.wsu.edu/wp-content/uploads/2016/02/Office-of-the-Provost_-_Washington-State-University.pdf

Executive Summary: Areas of Progress



Scholarship support helps to launch medical school

WSU is committed to providing scholarship support for students in the new Elson S. Floyd College of Medicine. In 2016, the 60 for 60 scholarship initiative was launched with the goal to ensure each member of the Elson S. Floyd College of Medicine's charter class of medical students receives a scholarship. Owen and Julia ('65 Honors) Clarke are among the many individuals stepping up to support this important scholarship initiative when they created the Owen F. and Julia Clarke, Jr. Family Endowed Scholarship in Medicine in 2016.

medicine.wsu.edu/2016/10/26/clarke-story

AOI programs develop and recognize WSU faculty

The Office of Academic Outreach and Innovation (AOI) sponsors an increasing array of faculty development programs, including faculty-led workshops and other events designed to enhance teaching and scholarship. Throughout the fall 2016 term, AOI engaged with 256 faculty members through various events, including two all-day forums—one on teaching with technology and one offering hands-on workshops on teaching innovations.

Theme 4 Stories of Success

Carson Cougs prepare for the workplace

The Carson Center for Student Success launched a series of programs focused on teaching students how to be their own advocates while progressing on their paths to be outstanding Carson Cougar professionals. The newly created career connections team went right to work creating a series of workshops and events which included topics such as networking, effective LinkedIn profiles, professionalism, goal setting, as well as an opportunity for free professional headshots. Carson Cougs are held to a high professional standard both on campus and in the community, as well as in the workplace. Career advisors also offer individual career advising appointments. From assisting students with goal setting, to teaching how to create an effective résumé and cover letter, to searching for experiential opportunities, career advisors are dedicated to helping students develop professional skills.

business.wsu.edu/dividend/2016/12/01/carson-coug-meansbeing-pride-palouse

Executive Summary: Areas of Progress



Mentoring program supports women in STEM

The School of Biological Sciences (SBS) launched an effort to connect young women interested in STEM careers with mentors, networking opportunities, and a supportive community of like-minded individuals. The WiSTEM—Women in Science, Technology, Engineering, and Mathematics—pairs experienced students with other women interested in STEM fields, boosting their chances of success. Research has shown that new college students are more likely to achieve academic success if they find supportive communities. WiSTEM hosts informal meetings where undergraduates can talk with faculty and peers about their concerns, challenges, and successes. WiSTEM also is supporting the new WSU student chapter of Scientista, a national organization that empowers pre-professional women in STEM through content, communities, and conferences.

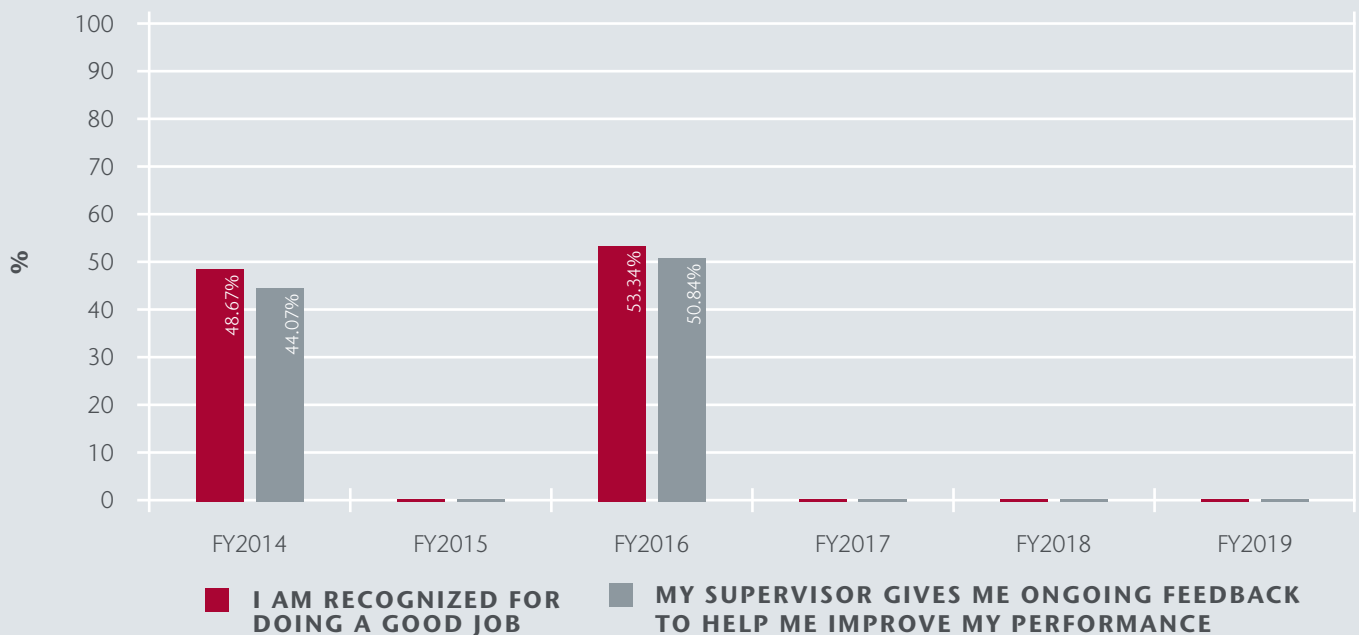
news.wsu.edu/2016/10/20/wistem-encourages-mentors

WSU ACADA recognizes outstanding advisors

The WSU advising community honored four of its best and brightest with Outstanding Achievement in Academic Advising awards from the local WSU Academic Advising Association (ACADA). Robin Bond won the faculty advisor category, Matthew Jeffries in new advisor for those with three or fewer years of advising experience, Doug Juneau in primary advising, and Kasey Schertenleib in administrator. Together these award winners advise more than 900 undergraduates each year. WSU ACADA supports its local winners as they move their applications forward for consideration at the regional and global levels.

news.wsu.edu/2016/10/12/four-win-annual-wsu-awards-student-advising

4B | 52 Key indicators, biennial institution-wide Employee Engagement Survey







INSTITUTIONAL PEERS

Institutional Peers

IEC Peer List

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

Washington State University has selected peer institutions against which we can compare our performance over the course of the Strategic Plan. These peer institutions have been selected because they represent public land-grant institutions that have been categorized as “very high research” institutions by The Carnegie Classification of Institutions of Higher Education, because they have a veterinary school, because they are within 50 percent above or below WSU’s enrollment size, and because they are within 100 percent above or below WSU’s research and development expenditures at the start of the Strategic Plan cycle.

Upon embarking on the Drive to 25, WSU also is comparing its progress against the top public American research universities based on their performance on metrics employed by the Center for Measuring University Performance and additional metrics identified as central to WSU’s mission. In the list of Strategic Plan peers, institutions that also qualify as “top 25” institutions are identified by an asterisk:

- Colorado State University*
- Iowa State University
- Louisiana State University and A&M College
- Mississippi State University
- North Carolina State University*
- Oregon State University
- Purdue University*
- University of Georgia*
- University of Maryland, College Park*
- University of Missouri
- University of Nebraska—Lincoln
- University of Tennessee, Knoxville
- Virginia Tech*



REPORT CARD

Strategic Plan 2014-19

Baseline, Actual, & Target Metrics

How to read the Metrics Chart

1 METRIC	2 DESCRIPTION	3 FY2014 FY2015 FY2016 FY2017 FY2018 FY2019 (or academic or previous calendar year as noted at right) bold indicates performance, italic indicates target	4 AY CY FY
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Grow and diversify extramural research funding

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

- Sub-goal and metric number (e.g. 1A, 1, 2, 3...) For detailed definitions, methods, caveats, and links see appendix "Methodology for Measurement"
- Description of the metric. Note, there are some approved changes to the original strategic plan metrics.
- Reporting years for plan. Baseline year is 2014. Actuals appear in bold, targets in italics.
- Metrics are reported as academic year (fall, spring) of the prior year, calendar year ending December 31, or fiscal year. For academic year, fall semester often is reported: This is indicated where applicable.

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

*See page 60 for listing of IEC peers.

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

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

Strategic Plan 2014-19, Report Card

THEME 1 Exceptional Research, Innovation, and Creativity

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

Grow and diversify extramural research funding

1A	1	Total R&D Expenditures reported to NSF (HERD)	WSU	\$326.4	\$333.1	\$334.1				\$M
			Peer Average	\$339.3	\$345.5					FY
			Target		\$329.7	\$334.6	\$341.3	\$351.6	\$362.6	rank
		Rank among all/public/peer institutions	Ranks	69/44/6	68/43/6					
	2	Federal R&D Expenditures reported to NSF (HERD)	WSU	\$127.0	\$134.9	\$136.6				\$M
			Peer Average	\$156.4	\$156.5					FY
			Target		\$128.9	\$130.8	\$133.4	\$137.4	\$143.6	rank
		Rank among all/public/peer institutions	Ranks	87/55/7	85/54/7					
	3	Multi-Institution Competitive Grants	Number	502	500	516				#
			Target			508	518	533	550	FY
			Awards	\$42.1	\$46.8	\$56.5				\$M
		<i>New, Renewal, Resubmission, and Supplement; no Continuation types</i>	Target			\$47.5	\$48.5	\$49.9	\$51.5	

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

1B	4	# of Refereed Publications per TT FTE Faculty	WSU	1.86	2.60	1.93				p/fte
			Peer Average	1.95	2.00					CY
		<i>Baseline is CY2013 1,645 pubs and 890.67 TT Fac FTE Fall '13</i>	Target			2.00	2.04	2.10	2.16	
		<i>CY2014 2,384 publications for 915.67 TT Faculty FTE Fall '14</i>								
	5	# publications/juried/ adjudicated shows/ performances/ books/other evidence of research/ scholarship/creativity by arts/humanities/social sciences faculty [CCB data due 5/16]	WSU	6.13						p/fte
			Target	Theme 1 suggests Activity Insight alternative CY2014 1,740 pubs, etc. and 447.0 TT FFTE Fall '13						CY
	6	# of prestigious/highly prestigious faculty awards	a. WSU	8	6					awards
			Peer Average	8.6	8.3					AY
		# faculty awards per 1,000 faculty [TT FTE Faculty]	Target	Theme 1 suggests Activity Insight alternative						
		<i>Any targets for 6b are driven by 6a and faculty size</i>	b. Normalized	9.0	6.6					/kfte
			Peer Average	7.0	6.3					

Strategic Plan 2014-19, Report Card

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

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

1B	7	Citations per faculty member & H Index	a. 2 yr rolling avg	22.47	27.15					c/fte CY
			Peer Average	28.36	31.04					
			Target		22.69	23.03	23.50	24.20	24.96	
			b. Hirsch Index	42	48					
		Peer Average	56	59						
		Target		42.42	43.06	49.92	45.23	46.66		
		CY1213 3,288 pubs had 20,013 citations for 890.67 TT FTE Fall '13								
		8	# of National Academies Members	a. WSU	9	9				
	Target				9	9	10	11	11	
	Peer Average			10.0	10.5					
	b. Normalized			10.1	9.8					
	Target									
	Peer Average		7.6	7.8						
	NAS/NAE/IOM per 1,000 faculty [TT FTE Faculty]									
	Any targets for 8b are driven by 8a and faculty size									

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

1C	9	Capital expenditures, academic infrastructure	WSU	\$52.9	\$89.2	\$93.9				\$M FY
			Target			\$79.5	\$141.0	\$141.0	\$141.0	
	10	R&D facilities feet² per tenure-track faculty (biennial)	WSU	2,273.2	2,360.4					ft²/fte FY bi
			Peer Average		1229.6					
		Baseline is FY 2013 survey result: 2.055Mft²/904 TT FTE Fall '12	Target							
		R&D facilities 2,161,370ft² for 915.67 TT Faculty FTE Fall '14								
11	# labs, classrooms, conference rooms with virtual collaboration	WSU	285	296	354				rooms FY	
		Target			296	310	329	329		

Strategic Plan 2014-19, Report Card

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

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

1D	12	Grant awards/expenditures, identified Grand Challenges FY2016 incomplete: Baseline is FY2017, targets to be developed	a. Awards	Office of Research began tracking 1/1/16;		\$33.2				\$M FY
			b. Expenditures			\$11.5				
	13	# major (\$500k+) multidisciplinary grants submitted after internal peer review	WSU	20	22	17				# FY
			Target			30	30	32	35	
	14	Grant activity for multi-unit projects	a. Award Count	216	223	238				# FY
			Target			226	231	238	245	
		b. Award Amount	\$29.3	\$49.3	\$63.8				\$M FY	
		Target			\$50.1	\$51.1	\$52.6	\$54.3		
		c. Expenditures	\$16.3	\$20.3	\$21.5					
		Target		\$27.4	\$27.9	\$28.4	\$29.3	\$30.2		

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

1E	15	# of publications co-authored by grad students, postdocs, or undergrads	WSU Target	Pending Activity Insight implementation						pubs CY
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THEME 2 Transformative Student Experience

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

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

2A	16	% of UG degree programs with 6 of 6 assessment elements in place, inc. student learning assessment results in decision-making	WSU Target	85% 95%	88% 95%	95% >90%	>90%	>90%	>90%	FY
	17	% of graduate degree programs using student learning assessment results in decision-making or planning	WSU Target	80% 95%	85% 95%	97% >90%	>90%	>90%	>90%	FY

Strategic Plan 2014-19, Report Card

METRIC DESCRIPTION

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

AY
CY
FY

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

2A	18	Bachelor's degrees awarded (total, high demand fields, low income students)	a. All	5,054	5,513	5,475				FY
			Peer Average	5,318	5,392					
			Target			<i>5,562</i>	<i>5,674</i>	<i>5,713</i>	<i>5,713</i>	
			b. Hi Demand	1,726	1,868	1,971				
			c. Low Income	1,631	1,771	1,914				
	19	Graduate degrees awarded (master's, doctoral, professional, high demand and STEM)	a. All	1,169	1,214	1,452				FY
			Target			<i>1,265</i>	<i>1,268</i>	<i>1,326</i>	<i>1,326</i>	
			b. Master's	731	741	892				
			Peer Average	1,512	1,473					
			Target			<i>773</i>	<i>780</i>	<i>789</i>	<i>789</i>	
			c. Doctoral	260	290	322				
			Peer Average	402	401					
			Target			<i>288</i>	<i>289</i>	<i>291</i>	<i>291</i>	
			d. Professional	178	183	238				
			Target			<i>204</i>	<i>199</i>	<i>246</i>	<i>246</i>	
			e. Hi Demand	725	672	810				
			f. STEM	339	288	365				
	20	# of internship or practicum experiences (identified course enrollments only)	WSU	5,924	6,497	6,337				AY
			Target		5,983	6,043	6,104	6,165	6,226	
	21	% of classrooms meeting benchmark quality	WSU	59%	64%	64%	98%			FY
			Target		65%	66%	67%	68%	70%	

Strategic Plan 2014-19, Report Card

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

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

2B	22	Total university enrollment (bachelor, master, doctoral, professional) <i>Total includes non-degree students</i> <i>Master's includes MBA</i> <i>Master's and Doctoral targets are not unique and should not be summed, and do not include graduate certificate students</i>	a. All	27,642	28,686	29,686	30,142			FY
			Peer Average	31,430						
			Target		27,918	28,198	28,480	28,764	29,052	
			b. Undergrad	23,070	23,867	24,470	24,904			
			Target			24,470	24,931	25,331	25,702	
			c. Master's	1,682	1,821	2,061	2,003			
			Target			2,187	2,057	2,082	2,100	
			d. Doctoral	1,832	1,885	1,937	1,939			
			Target			1,938	1,978	1,989	1,996	
			e. Professional	829	887	947	1,000			
			Target			947	968	1,079	1,186	
	23	% of student body from underrepresented groups	a. All	24.9%	26.5%	27.8%	28.9%			% AY Fall
			b. Undergrad	27.0%	28.8%	30.4%	31.4%			
			c. Graduate	13.8%	15.0%	16.1%	17.1%			
			d. Professional	17.1%	14.5%	12.7%	14.5%			

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

2C	24	Alumni survey (biennial): % of grads employed within 1 yr in job relevant to degree	WSU	79%		80%				% AY bi
			Target			80%		81%		

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

2D	25	Freshman retention rate (all-WSU)	a. All	79.4%	77.9%	78.9%				Fall cohort
			Peer Average	88.1%						
			Target		80.0%	81.0%	82.0%	83.0%	84.0%	
			b. Low Income	73.0%	73.8%	73.8%				
			c. Minority	76.3%	75.2%	76.8%				
			d. First Generation	74.1%	75.0%	75.3%				

Strategic Plan 2014-19, Report Card

METRIC	DESCRIPTION	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY
								CY
								FY

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

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

2D	26	4-yr graduation rate (all-WSU) <i>E.g., Fall '10 cohort graduated through FY2014</i> <i>Targets are to meet or exceed prior year by increasing outreach/engagement</i>	a. All	40.9%	38.0%	35.2%				Fall cohort
			Peer Average	43.9%						
			Target		41.0%	41.0%	41.0%	42.0%	42.0%	
			b. Low Income	32.3%	29.6%	27.5%				
			c. Minority	33.9%	31.3%	27.0%				% Fall cohort
			d. First Generation	36.3%	32.0%	30.0%				
	27	6-yr graduation rate (all-WSU) <i>E.g., Fall '08 cohort graduated through FY2014</i> <i>Targets are to meet or exceed prior year by increasing outreach/engagement</i>	a. All	66.6%	64.2%	66.6%				
			Peer Average	71.4%						
			Target		67.0%	68.0%	68.0%	69.0%	69.0%	
			b. Low Income	61.7%	56.2%	61.4%				% FY
			c. Minority	62.5%	60.4%	64.0%				
			d. First Generation	62.8%	58.9%	61.8%				
	28	% of students who complete Master's degree within 4 yrs; Doctoral degree within 8 years	a. Master's	Baseline is FY2016		70.4%			50.0%	% FY
			b. Doctoral	Baseline will be FY2020					40.0%	
	29	Average SAT (best score) of Incoming freshmen (all-WSU) Proxied by 25th & 75th percentile scores <i>New test regime for Fall '16, so targets are current equivalents</i>	a. 25th %ile	910	910	910				SAT (old) Fall cohort
			Target		915	920	925	930	935	
			b. 75th %ile	1,150	1,130	1,150				
			Target		1,155	1,160	1,165	1,170	1,175	

THEME 3 Outreach and Engagement

METRIC	DESCRIPTION	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	AY
								CY
								FY

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

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

3A	30	WSU estimated annual economic impact	WSU	\$3.4	\$3.4	Ongoing measurement under review				\$B FY
			Target			\$3.4	\$3.4	\$3.5	\$3.6	

Strategic Plan 2014-19, Report Card

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

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

3A	31	# of start-ups from WSU research and outreach	WSU	5	9	7				# FY
			Peer Average	5.98	7.54					
			Target			7	7	7	8	
	32	R&D expenditures from industry	WSU	\$23.4	\$22.1	\$20.6				\$M FY
			Peer Average	\$26.5	\$27.7					
		<i>Industry is sum of Business + NonProfit</i>	Target		\$23.6	\$24.0	\$24.5	\$25.2	\$26.0	
	33	Patents applied for/awarded & Inventions disclosed	a. Patents Filed	69	93	155				# FY
			Target			86	87	89	92	
			b. Patents Issued	12	34	44				
			Target			34	34	35	36	
			c. Disclosures	103	113	124				
			Target			100	101	103	106	
	34	# of participants in non-credit educational programs offered by Global Campus and WSU Extension	a. WSU Extension	1,037,874	1,056,483	930,000				AY
			Target			1,000,000	1,010,000	1,020,000	1,030,000	
			b. Global Campus	34,333	32,667	33,601				FY
			Target			33,314	33,739	34,149	34,591	
	35	Total annual expenditures for WSU Extension and in Land Grant mission engagement	a. WSU Extension	\$58.8	\$60.1	\$58.3				\$M FY
			Target			\$60.8	\$61.5	\$62.3	\$63.0	
			b. Engagement	Pending results of WSU Economic Impact Study, Part 2.						
			Target							
	36	Royalties/other revenue, commercialization activities	WSU	985.8	1,246	1,955				\$K FY
			Target			1,035	1,045	1,066	1,098	

Strategic Plan 2014-19, Report Card

METRIC DESCRIPTION

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

AY
CY
FY

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

3B

37	Enrollment in and numbers of Global Campus programs and courses (Undergraduate & Graduate combined) <i>Course enrollments sum semester counts (Fall, Spring, Summer)</i> <i>Degree programs all levels, as reported to IPEDS</i> <i>Count distinct subject_catalog_nbr, full year Global</i>	a. Headcount	3,556	4,284	4,949				AY CY
		Peer Average	5,380	6,322	6,947				
		Target			4,498	4,722	4,958	5,205	
		b. Course Enrollments	21,588	25,870	28,949				
		Target			23,807	24,998	26,248	27,560	
		c. Degree Programs	22	20	21				
		Target			23	25	27	30	
		d. Courses	407	413	450				
		Target			444	474	504	534	
		e. Certificates	20	23	22				
		Target			24	25	26	27	
38	Total undergraduate and graduate enrollment (minority, first generation, low income) <i>Low income is defined as Pell eligible (i.e., undergraduate only)</i>	a. All	23,070	23,867	24,470	24,904			headcount AY Fall
		Target			24,470	24,931	25,331	25,702	
		b. Minority	6,237	6,883	7,436	7,828			
		Target							
		c. First Generation	8,875	9,545	9,751	9,669			
		d. Low Income	7,989	8,488	8,634	7,913			
		e. All	4,572	4,819	5,216	5,238			
		Target			5,216	5,068	5,213	5,343	
		f. Minority	657	719	808	870			
39	Campus enrollment for: <i>Spokane estimates include Elson S. Floyd College of Medicine from FY2017</i>	a. Spokane	1,376	1,458	1,482	1,493			headcount AY Fall
		Target			1,482	1,560	1,697	1,833	
		b. Tri-Cities	1,347	1,426	1,593	1,868			
		Target			1,593	1,836	1,901	1,987	
40	Enrollment at other sites (e.g. Bremerton, Everett) <i>Note: Everett became a campus in 2016</i>	c. Vancouver	3,097	3,264	3,305	3,426			AY Fall
		Target			3,305	3,430	3,455	3,480	
40	Enrollment at other sites (e.g. Bremerton, Everett) <i>Note: Everett became a campus in 2016</i>	a. Everett	44	73	150	189			AY Fall
		Target			150	200	222	245	
		b. Olympic	43	53	57	74			
		Target			68	85	103	103	

Strategic Plan 2014-19, Report Card

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

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

3C	41	# of academic units or programs with advisory boards that include alumni or constituency representatives <i>(item a is partial data due to limited response to initial survey)</i>	a. # Units with advisory boards inc alum/constituent rep Target	88	under review						AY	
			b. # Members WSUAA Target	29,842	30,806	30,965		31,906	33,006	34,106	35,206	
			c. Alum donor rate Target	15.4%	14.9%	14.0%						
				at or above peer 75th percentile								
	42	Service hours/service courses/service learning projects linked to Center for Civic Engagement or similar <i>Pullman & Global only</i>	a. Hours Target	78,666	84,686	81,346		85,533	86,388	87,252	88,125	AY
			b. Courses Target	83	75	77		76	77	78	79	
			c. Service Learning programs Target	840	914	1,132		923	932	942	951	
	43	Annual operating and capital expenditures	a. Operating b. Capital	995.1 148.0	1,048 154.5	1,091 139.3		1,085 142.2	1,124 181.9	1,155 194.3	1,188 147.4	FY
	3D	44	International student enrollment	WSU Peer Average Target	1,874	1,946	2,154	2,128				Fall of AY
45		# of faculty participating in international activities	WSU Target	260	Pending Activity Insight implementation						AY	
46		# of students participating in study abroad or other significant international experience	WSU Target	860	883	897		900	920	940	965	AY
3E	47	Educational & research performance average rankings <i>Education: Average percentile score for USNWR UG, Forbes, and Washington Monthly</i> <i>Research: Average rank among ARWU, THE, Taiwan, Leiden, QS, and UNSWR Global</i>	a. Education b. Research	50% 337	50% 348	43% 364					avg rank %ile rank AY	

Strategic Plan 2014-19, Report Card

THEME 4 Institutional Effectiveness: Diversity, Integrity, and Openness

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

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

4A	48	# of faculty from underrepresented groups [URGs]	a. Faculty (TT)	51	47	45				headcount Fall
				4.7%	4.2%	4.0%				
			b. Faculty (NTT)	69	62	66				
				5.1%	4.5%	4.5%				
	c. % of departments with trained search committees		New metric		174	518				% Fall
			Target		80%	85%	90%	95%	100%	
	49	# of staff from underrepresented groups [URGs] URGs report as Black or African American; American Indian or Alaska Native Native; Hispanics any race; Native Hawaiian or Other Pacific #48-49 limited to US Residents and Citizens; #51 not limited	a. Staff (AP)	134	125	138				headcount Fall
				7.5%	6.4%	6.7%				
			b. Staff (CS)	125	128	135				
				6.4%	6.3%	6.4%				
			c. Identification and reduction of problem areas	New metric	22.57%	18.91%				
			Target	"5% annual reductions in # of colleges/areas/depts identified as problem areas"						
	50	Faculty and staff retention Baseline is Fall '13 employees retained Fall '14	a. Faculty (TT)	93.4%	93.7%	93.6%				% Fall
			b. Staff (AP)	85.3%	85.8%	85.2%				
			c. Staff (CS)	85.6%	85.2%	83.9%				
			d. Participation rate of all employees completing new employee demographics	New metric		17.7%				
			Target		45%	50%	55%	60%	65%	
	51	# of women & faculty in underrepresented groups [URGs] tenured/promoted to associate/full professor (rolling 10 year average)	Women promoted to assoc prof	13.4	13.3	12.2	increase or maintain			% Fall
			Faculty from URGs promoted to assoc prof	1.6	1.6	1.6	increase or maintain			
			Women promoted to full prof	7.5	7.2	7.4	increase or maintain			
			Faculty from URGs promoted to full prof	0.6	0.5	0.5	increase or maintain			

Strategic Plan 2014-19, Report Card

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

Maintain respectful, inclusive and equitable behavior in all university environments

4B	52	Key indicators, biennial institution-wide Employee Engagement Survey	I am recognized for doing a good job:	48.67%		53.34%	<i>meet or exceed baseline</i>		Headcount Fall %
			My supervisor gives me ongoing feedback to help me improve my performance:	44.07%		50.84%	<i>meet or exceed baseline</i>		

Increase employee productivity and satisfaction

4C	53	Average employee satisfaction rating from biennial institution-wide Employee Engagement Survey (faculty, staff). Satisfaction scale: 1-5	a. All	3.72		3.81			Biennial	
			Target			3.83		3.95		
			b. Faculty	3.60		3.75				
			c. Staff (AP)	3.82		3.85				
			d. Staff (CS)	3.70		3.80				
			e. Activity Insight productivity metric TBD	Pending Activity Insight implementation						
			Target							

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

4D	54	Additional questions on Employee Engagement Survey for unit innovation, openness, creativity, collaboration (c-g) Please rate extent to which your unit approaches the following to advance the University's mission: 5 point scale, never to always	a. I am given opportunities to be innovative or creative			3.69			Biennial
			Target						
			b. I am given opportunities to be collaborative			3.78			
			Target						
			c. Accountability			3.97			
			Target						
			d. Innovation			3.82			
			Target						
			e. Creativity			3.80			
			Target						
			f. Openness			3.68			
			Target						
			g. Collaboration			3.89			
			Target						
			h. Academic Performance Solutions metric TBD	<i>Pending Academic Performance Solutions final report</i>					
			Target						

Strategic Plan 2014-19, Report Card

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

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

4E	55	IEC to report # of colleges reporting utilization of Strategic Plans and data as specified	WSU Target	Pending evaluation of updated strategic plans				100%	# AY

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

4F	56	Annual private support <i>*Please see rationale for targets, page 82.</i>	WSU Total Target	124.2	166.5	117.6				\$M FY
						<i>100.0</i>	<i>105.0</i>	<i>115.0</i>	<i>125.0</i>	
	57	Endowment assets	Foundation Target	405.0	412.8	420.5				\$M FY
					<i>415.0</i>	<i>427.0</i>	<i>441.0</i>	<i>457.0</i>	<i>475.0</i>	
			Foundation & LandGrant	868.1	885.9	907.8				
			Peer Average	759.6	820.7					

Strategic Plan 2014-19, Report Card

Methodology for Measurement

Total R&D expenditures reported to NSF

Rank among all/public/peer institutions

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

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

Federal R&D expenditures reported to NSF

Rank among all/public/peer institutions

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

Multi-institution competitive grants

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

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

Number of refereed publications per tenure-track FTE faculty

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

Strategic Plan 2014-19, Report Card

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

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

Number of prestigious/highly prestigious faculty awards

Awards per 1,000 tenure-track FTE

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

Citations per faculty member

H index

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

Number of national academies members

Members per 1,000 tenure-track faculty

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

Capital expenditures on academic infrastructure

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

Strategic Plan 2014-19, Report Card

R&D facilities square feet per tenure-track faculty

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

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

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

Grant awards and expenditures in identified areas of research excellence

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

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

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

Grant activity for multi-unit projects

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

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

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

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

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

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

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

Bachelor degrees awarded

Total, high demand fields, low income students

Numbers, fiscal year. Institutional Research develops these data from the WSU student data. See definitions above.

Strategic Plan 2014-19, Report Card

Graduate degrees awarded

Master's doctoral, professional, high demand, STEM

Numbers, fiscal year. IR develops these data from the WSU student data. See definitions on pages 10-11.

Number of internship or practicum experiences

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

Number of classrooms meeting benchmark quality

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

Total university enrollment

Bachelor, masters, doctoral, professional

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

Percentage of student-body from underrepresented groups

Undergraduate, graduate, professional, total

Based on headcounts, fall (see minority/underrepresented definition).

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

Bachelor degrees only

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

Freshman retention rate (all-WSU)

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

Four-year graduation rate (all-WSU)

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

Strategic Plan 2014-19, Report Card

Six-year graduation rate (all-WSU)

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

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

Percent of student who complete a doctoral degree within 8 years

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

Average SAT of incoming freshmen

Measured by 25th and 75th percentile scores

Scores, fall. Best SAT or converted ACT scores are the combined best performances on the math and reading sections of the tests. These scores do not both have to be at a single sitting for the test.

WSU estimated annual economic impact

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

Number of start-ups from WSU research and outreach

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

R&D expenditures from industry

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

Patents applied for, awarded, and inventions disclosed

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

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

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

Total annual expenditures for WSU Extension

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

Strategic Plan 2014-19, Report Card

Royalties and other revenue from commercialization activities

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

Enrollment in and numbers of Global Campus programs and courses

Undergraduate and graduate combined

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

Total undergraduate and graduate enrollments

Minority, low income, first generation

Headcounts, fall. See definitions pages 21-22.

Campus Enrollment for:

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

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

Headcounts, fall. Students counted by primary academic program.

Expected Updates

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

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

Report as percent of total academic or program units, collected by survey of colleges;

(a) Percent of alumni registered in the alumni association, reported by Alumni Relations;

(b) Private giving participation by alumni, reported by WSU Foundation.

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

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

Total annual university operating and capital expenditures

Millions, fiscal year. Reported by controller.

Strategic Plan 2014-19, Report Card

International student enrollment

Headcounts, fall. Institutional Research compiles these data.

Number of faculty participating in international activities

Counts, calendar year

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

Number, academic year. Reported by International Programs.

Educational and research performance average rankings

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

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

Number of faculty from underrepresented groups

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

Number of staff from underrepresented groups

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

Faculty and staff retention

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

Strategic Plan 2014-19, Report Card

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

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

Key indicators from biennial institution-wide Employee Engagement Survey

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

Average employee satisfaction rating from Employee Engagement Survey

Faculty, staff

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

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

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

IEC progress report

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

Annual Private Support

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

Endowment Assets

Foundation, Foundation & Land Grant

Millions, fiscal year. Reported by WSU Foundation



