2011 – 2016 Strategic Plan

Goal 1 (Student Success): Provide high-quality undergraduate and graduate degree programs that prepare students for success in a global society

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<th>Objectives</th>
<th>Benchmarks</th>
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| 1. WSU Vancouver graduates will be successful in their career opportunities and post-baccalaureate studies, and actively engaged in their local communities. Lead group = academic advisors, faculty, student affairs. | 1. Percentage of graduates employed (in a preferred industry) or entering graduate studies within 6 months of graduation.  
2. Percentage of students who successfully complete graduate programs.  
3. Percentage of students who rate career information and advice as at least satisfactory.  
4. Percentage of students who secure professional credentials or memberships in professional organizations.  
5. Percentage of students that participate in internships, practica, and other forms of experiential learning in the community. | 1. Alumni survey  
2. SA for WSU graduates; alumni survey for non-WSU graduates  
3. Alumni or graduating student survey  
4. Alumni survey  
5. AA collects annually | TBD |
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| 2. Provide and support high-impact undergraduate learning experiences that engage students, including undergraduate research. | 1. Percentage of students involved in undergraduate research or scholarly work.  
2. *NSSE Enriching educational experiences.*  
3. *NSSE Student-faculty interactions.*  
4. FSSE Student Engagement. | 1. AA collects annually  
2. SA collects biannually  
3. SA collects biannually  
4. AA collects biannually | TBD |
| Lead group = faculty, student affairs, administration                       |                                                                                               |                       |                      |
| 3. Demonstrate learning outcomes and develop core competencies and transportable skills in our students. | 1. Percentage of courses that include learning outcomes and their method of assessment.  
2. *NSSE Academic Challenge.*  
3. Percentage of graduates that believe WSUV helped them develop skills for their preferred career paths. | 1. AA collects annually from syllabi  
2. SA collects biannually  
3. Alumni survey | 1. 100%  
2. TBD  
3. TBD |
| Lead group = faculty, administration, student affairs                       |                                                                                               |                       |                      |
| 4. Develop and support outstanding graduate educational opportunities, with an increasing emphasis on doctoral programs. | 1. *Number of doctorates awarded.*  
2. *Number of masters degrees awarded.*  
3. *Number of doctoral programs offered.*  
4. *Number of masters programs offered.*  
5. *Graduate enrollment as a percentage of total enrollment.* | 1. IR collects annually  
2. IR collects annually  
3. AA collects annually  
4. AA collects annually  
5. IR collects annually | 1. TBD  
2. TBD  
3. TBD  
4. TBD  
5. Fall 2009 baseline: 19.3% |
| Lead group = faculty and academic affairs                                  |                                                                                               |                       |                      |
### Objectives

Significantly improve retention and graduation rates of our students, while maintaining high academic standards.

Lead group = academic advisors, faculty, academic affairs, student affairs

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<td>1. 4- and 6-year undergraduate graduation rates.</td>
<td>1. IR collects annually</td>
<td>1. WSU 2010 baseline: 40% and 69%</td>
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<td>2. Average time-to-degree rates for each graduate program.</td>
<td>2. IR collects annually</td>
<td>2. TBD</td>
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<td>3. Freshman retention rate.</td>
<td>3. SA collects annually</td>
<td>3. WSU 2010 baseline: 82%</td>
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<tr>
<td>4. Transfer student retention rate.</td>
<td>4. SA collects annually</td>
<td>4. TBD</td>
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### Goal 2 (Research): Advance research, scholarship, and creative activity with emphasis on our areas of distinctiveness: technology, environmental sustainability, and leadership

Within the overall goal of emphasizing areas of distinction, the objectives are:

1. Increase the impact and production of published research, scholarship, and creative activity.

Lead group = faculty

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<td>1. Number of publications or juried shows per tenured/tenure-eligible faculty specifically in areas of distinctiveness.</td>
<td>1. WORQS</td>
<td>TBD</td>
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<tr>
<td>2. Citations of faculty publications specifically in areas of distinctiveness.</td>
<td>2. WORQS</td>
<td></td>
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<td>3. Assess the quality of faculty publications (who published it, where it was published, number of editions, impact factors, disciplinary rankings of outlets, etc.).</td>
<td>3. WORQS</td>
<td></td>
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<td>4. Document other types of impact published research had including impact on stakeholders.</td>
<td>4. TBD</td>
<td></td>
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| Within the overall goal of emphasizing areas of distinction, the objectives are: | 1. *Competitively funded federal research support.*  
2. Competitively funded State research support.  
3. *Sponsored research dollars awarded.*  
4. Documented other types of support (in-kind, access, opportunities, etc.). | OGRD   | TBD    |
| 2. Increase external support and funding for research, scholarship, and creative activity. | Lead group = faculty                                                                                                                                                                                    |        |        |
| 3. Support, reward, and enhance research, scholarship, and creative activities that intentionally | 1. Considering partnerships with (1) organizations, public agencies, and community, and (2) professional and disciplinary groups, report:  
   i. Number of grant applications that included partners  
   ii. Amount of funding that included partners  
   iii. The bidirectional impact of the partnership  
2. Number of (1) grants and contracts and (2) publications that address one or more of these forms of diversity: ethnicity/race; disability; gender; sexuality/sexual orientation; socio-economic.  
3. *Number of sponsored research awards where project includes principal investigators from more than one department.*  
4. Number of publications with authors from more than one department/discipline.  
5. Number of undergraduate and graduate students participating in research initiatives. | 1.i. OGRD  
1.ii. OGRD  
1.iii. Qualitative measure TBD  
2.WORQS  
3.WORQS  
4.WORQS  
5.WORQS/unit heads/faculty | TBD    |
Objectives
Within the overall goal of emphasizing areas of distinction, the objectives are:

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<td>4. Continue to build a climate of support and infrastructure that advances research, scholarship, and creative activity.</td>
<td>Results of an annual survey of tenured and tenure-eligible faculty that assesses research support.</td>
<td>TBD</td>
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Lead group = administration

Goal 3 (Diversity): Advance Diversity**

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| 1. Recruit and continually improve retention of a diverse student body, faculty, administration, and staff. | 1. Diversity of student applicants, admissions, and enrollments.  
2. Diversity of offers and hires.  
3. Retention rates for underrepresented freshmen compared with overall freshman retention rate.  
4. Bachelor’s, Master’s and Doctoral degrees awarded to underrepresented students.  
5. Tenure and promotion statistics, including those from underrepresented groups. | 1. Student Affairs  
2. Hiring Unit  
3. Student Affairs  
4. Student Affairs  
5. Academic Affairs | 1. Match or exceed measurable diversity of the population of Southwest Washington  
2. Match or exceed measurable diversity of other universities in Washington  
3. TBD  
4. TBD  
5. TBD |

Lead Group = Unit Administration
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| 2. Increase inclusion capacity for the campus community and support initiatives that reflect a broad understanding of diversity. Lead group = Faculty and academic administration, Student Affairs, Diversity Council | 1. Number of and enrollments in diversity-oriented courses.  
2. Number of and attendance at diversity-related events.  
3. Number of prestigious international engagements (e.g. Fulbright).  
4. Student and employee engagement in diversity-oriented groups. | 1. RoNET/Faculty Annual Reviews  
2. Diversity Council/Student Diversity  
3. WORQS  
4. Student Affairs/WORQS/Unit Heads | 1. 100% of undergraduate students take a diversity-oriented course while attaining degree  
2. TBD  
3. TBD  
4. TBD |
| 3. Continue to build a climate of support and infrastructure that accommodates the needs of a diverse community. Lead group = Faculty and academic administration, Student Affairs, Human Resources, Finance and Operations | 1. Results of an annual institution-wide climate survey.  
2. Number of requests for modification of physical campus.  
3. Number or reports of bias, discrimination, or harassment.  
4. Summary data of accommodations made for student learning (i.e., Book to text conversion or testing service use).  
5. Use of counseling services by students and employees (i.e., AWARE or Employee Assistance Program). | 1. Diversity Council  
2. Finance and Operations  
3. Diversity Council/Student Diversity/OEO/Ombudsman  
4. Student Affairs  
5. Student Affairs/Human Resources | 1. Continuous increase above baseline  
2. TBD  
3. TBD  
4. TBD  
5. TBD |

**Diversity is defined as the differences we all have, including in particular those differences, which currently are or have historically been systematically associated with social, political and/or economic disadvantage.**