

## AGENCY STRATEGIC PLAN

### A) HISTORY, MISSION, VISION, AND CORE VALUES

#### *HISTORY*

*Central Washington University is one of six state-supported institutions offering baccalaureate and graduate degrees. The university has its own governing board, the Board of Trustees, with eight members appointed by the governor and approved by the state legislature. Established in 1890 as Washington State Normal School by the first legislature to fulfill the intent of the Federal Statehood Enabling Act for the establishment and maintenance of its various institutions of higher education, it became Central Washington College of Education in 1937, Central Washington State College in 1961, and Central Washington University in 1977.*

#### *MISSION*

***Central Washington University's mission is to prepare students for responsible citizenship, responsible stewardship of the earth, and enlightened and productive lives. Faculty, staff, students, and alumni serve as an intellectual resource to assist central Washington, the state, and the region in solving human and environmental problems.***

*Qualified faculty and staff create a community that encourages and supports the emotional, personal, and professional growth of students from a variety of backgrounds. The university works with community colleges to establish centers throughout the state and employs technology to extend the reach of its educational programs.*

*The university community values teaching as the vehicle to inspire intellectual depth and breadth, to encourage lifelong learning, and to enhance the opportunities of its students. The faculty develop and strengthen bachelor's and master's degree programs in the arts, sciences, and humanities; in teacher education; in business; in the social services; and in technological specializations. A strong liberal arts foundation; applied emphases; opportunities for undergraduate research, creative expression, and international study; and close working relationships between students and faculty are hallmarks of the undergraduate experience. Graduate programs develop partnerships between faculty and students to extend scholarship to important areas of research and practice.*

#### *VISION*

*Central Washington University will be respected nationally for outstanding academic programs, global sensitivity and engagement, and a stimulating intellectual community that prepares students for lifelong learning and a diverse and changing world.*

#### *CORE VALUES*

*As a community of scholars, we are committed to:*

- *Each student's greatest good.*
- *Excellence achieved through a diversity of ideas and people.*
- *A rigorous curriculum and outstanding teaching.*
- *Intellectual inquiry, exploration, and application.*
- *A supportive university community.*

### B) STATUTORY REFERENCES

*Central Washington University operates under the authority granted within the provisions of R.C.W.28B.35.100.*

*The University is governed by a Board of Trustees of eight members appointed by the Governor and confirmed by the State Senate. Annually, the Board elects a chairman and a vice-chairman from its members, and a secretary who may or may not be a member of the Board. The Board meets at times determined by its members.*

*The Board of Trustees is authorized under state law to maintain full control of the University and its property, including establishing and reviewing University property and overseeing the general management of the institution, including funds, properties and operations.*

*Central Washington University's chief executive officer, the President, is chosen by and is directly responsible to the Board of Trustees for administrative direction and supervision of all operations of the university.*

### **C-D) GOALS and OBJECTIVES**

**GOAL 1:** *Maintain and strengthen an outstanding academic and student life on the Ellensburg campus.*

- A. *Integrate existing undergraduate initiatives to bring greater coherence to the undergraduate experience.*
- B. *Integrate international experiences and global education in curricular and co-curricular initiatives.*
- C. *Enhance communication and collaboration among divisions and community members.*
- D. *Recruit, support, retain, and graduate well-qualified, diverse and motivated students that will benefit from the CWU educational and social experience.*
- E. *Increase opportunities for and encourage greater student participation in extra-curricular and co-curricular activities.*
- F. *Clarify the role, function, and desirable size of graduate education at CWU.*

**Goal 2:** *Provide for an outstanding academic and student life at the university centers.*

- A. *Enhance communication between the university centers and the Ellensburg campus to provide seamless processes for faculty, staff and students.*
- B. *Develop collaborative relationships with partner community colleges to maximize resources, share costs, and be a contributing partner of each center's growing community.*
- C. *Develop new academic programs that respond to the needs of the local communities and ensure timely and consistent delivery.*
- D. *Deliver student services that respond to the interests and desires of the student body at each center.*

**GOAL 3:** *Strengthen and further diversify our funding base and strengthen infrastructure to support academic and student programs.*

- A. *Implement a comprehensive fund raising campaign by cultivating, soliciting, and stewarding constituents.*
- B. *Increase the number of external grants and contracts awarded to CWU.*
- C. *Explore alternative revenue sources through public/private partnerships.*
- D. *Continue efforts toward maintenance and preservation of campus buildings, upgrading of campus infrastructure, and stewardship of natural resources.*

**GOAL 4:** *Build mutually beneficial partnerships with the public sector, industry, professional groups, institutions, and the communities surrounding our campus communities.*

- A. *Increase involvement of students and employees in and with our multiple communities.*
- B. *Involve business and industry in university activities.*
- C. *Strengthen relationships with all sectors of higher education and with local, state, and federal officials.*
- D. *Increase opportunities for the public to participate in the life of the university.*

**GOAL 5:** *Achieve regional and national prominence for the university.*

- A. *Identify, promote and financially support academic and support programs of regional and national prominence, including spheres of distinction.*
- B. *Recruit and financially support academically promising students at all campuses and centers.*
- C. *Develop an aggressive marketing program that highlights prominent academic and support programs of the university and the achievements of undergraduate and graduate students and the accomplishments of alumni.*
- D. *Develop appropriate support and rewards for faculty and staff who attain regional and national recognition for their academic achievements.*

**Goal 6:** *Build inclusive and diverse campus communities that promote intellectual inquiry and encourage civility, mutual respect, and cooperation.*

- A. *Embrace diversity, equity, social justice, and cultural responsiveness across the university.*
- B. *Foster and promote a stimulating and intellectually rigorous community.*
- C. *Promote effective communication and an atmosphere of civility and respect.*
- D. *Ensure that all members of the university community are provided equitable opportunities for intellectual development, growth, success, and reward.*

## **E) PERFORMANCE MEASURES –**

*The university tracks internal performance indicators, state-imposed accountability measures, and accreditation requirements. Internally, we track and make comparisons to peer institutions in eight areas:*

### **Budget and Student Support**

What resources exist to support university operations and how are they expended?

- Revenue for university operations by source per year adjusted by HEPI
  - Per FTE student
- Operating expenses by NACUBO category per year adjusted by HEPI
  - Per FTE student
  - as a percentage of the state and tuition budget

How well does financial aid meet the needs of students?

- Total financial aid distribution
- Percentage of student financial aid needs that are met.

What is the adequacy of faculty and staff salaries and faculty-to-student and staff-to-student ratios?

- Faculty and staff salaries compared to peer institutions
- FTES/FTEF
- FTES/FTECS
- FTES/FTEES

What do audits reveal about the university's financial management?

- Financial audit reports

### **Condition and Use of Facilities**

How well maintained are the university's facilities?

- Facility condition index

How effectively does the university utilize its academic space?

- Space utilization report

## **Student Measures**

### What students choose Central?

- Percentage of students enrolled at CWU who listed CWU first or second on submission of SAT scores.
- Applicants to admits to enrolls (selectivity and matriculation ratio) by ethnicity, gender, and quality (for example, Index –SAT and GPA, National Merit finalist and semi-finalists)

### How many students enroll at CWU each year and at which sites?

- Student enrollment by year and site

### How are our students distributed among undergraduate and graduate students?

- Ratio of undergraduate to graduate students in relation to established benchmarks

### What are the university's freshman to sophomore retention rates, graduation rates, and time to degree?

- Retention (freshman to sophomore) by ethnicity, gender, index, and new vs. transfer freshmen
- Graduation rates by ethnicity and gender for those entering as freshmen.
- Graduation rates by ethnicity and gender for those entering with a transferrable associates degree
- Time to degree for undergraduates

## **Academic and Student Life Measures**

### What courses of study do students choose?

- Majors and graduates by degree

### What are the sizes and types of classes and who teaches them?

- Class size by level and type of class
- Percentage of classes taught by tenure track faculty by level, discipline, and location – residential compared to all centers
- Percentage of FTES taught by tenure track faculty by level, discipline, and location – residential compared to all centers
- Percentages of web-based and hybrid classes offered

### How well do our students do on certification examinations?

- Student pass rates on certification examinations

### What is the academic stature of our student athletes?

- Academic stature of student athletes

### How satisfied are current and former students and employers with the student experience and expertise?

- Graduating senior satisfaction
- Westside student satisfaction
- Alumni satisfaction
- Employer satisfaction
- NSSE results

## **Partnerships**

### How many and what type of partnerships does the university establish?

- External partnerships, connections, and outreach, including
  - Formal institutional partnerships
  - Formal advisory boards and boards of visitors to the university
  - Faculty and staff involvement in internal and external service activities
  - Relationships specific to P-12 schools

## **External Funding and Support**

### How loyal are alumni to the institution?

- Percentage of eligible alumni participating in the alumni association

### How successful is the university in raising external funds?

- External funding or success in generating resources internally and externally
  - Revenue from private and governmental bodies for research and development projects
  - Individual, private entities, corporate, and foundation giving to the university

## **Diversity**

### How diverse are our students and employees?

- Percentage of students by gender, race, ethnicity, age, and disability
- Percentage of employees by job group by gender, race, ethnicity, age, Vietnam-era and disabled veteran status, and disability.

## **Staff Evaluation, Development, and Retention**

### How well is the university doing in evaluating and providing development opportunities for its faculty and staff?

- Percentage of classified staff members with a performance development plan on file
- Percentage of exempt staff members with a performance evaluation and a performance development plan on file
- Percentage of faculty members who have on file an evaluation from one of the past three/five years
- Percentage of full-time installed faculty, classified, and exempt staff who have left the university each year and reasons for leaving.

## **University Assessment Measures -- Qualitative**

### How does the university ensure civility and conflict resolution?

- Efforts to enhance civility (**Individual units summarized by division**)
  - Evidence of presentations, sponsorship, and participation in activities that help the university appreciate diversity in the following ways
    - Build community
    - Reduce conflict
    - Increase respect for one another.
  - Ombuds Office
  - Resource Central

### How does the university divert resources to promising programs that meet institutional goals?

- Spheres of distinction

### What evidence is there of the excellence and recognition of the university's faculty, staff, and programs?

- Excellence and recognition of the university and its faculty and staff (**Individual units summarized by division except as noted**)
  - Faculty and staff accomplishments including faculty involvement and excellence in teaching, scholarship, and service
  - Citations of and publications by faculty and staff
  - References in state, regional, and national media that enhance the stature of the institution
  - Regional or national awards or recognition in field or discipline; for example, CASE awards, NACUBO awards, competition.

- External Review
  - Academic external review, for example, specialized accreditations
  - Non-academic external review, for example, comparison to external benchmarks
- Additional forms of evidence of excellence or recognition

What evidence is there of the excellence and recognition of students?

- Excellence and recognition of students (**Individual units summarized by division except as noted**)
  - Success Measures and Awards
  - Job placement, graduate school entry, and performance on certification or end-of-major examinations
- National student awards by discipline and activity (by ethnicity and gender breakdown)
  - Individual or team academic awards
  - Individual and team success in athletic

How involved are our students in co-curricular and extracurricular activities?

- Student participation in co-curricular activities, for example, service learning, student honoraries, study abroad, and undergraduate research
- Student participation in extracurricular activities, for example, student government, student clubs, and intercollegiate and intramural sports.

What evidence is there that the university exercises care for the environment?

- Efforts to conserve energy and "green" the university – Reduce, Reuse, and Recycle
  - 1) EDUCATION AND CULTURAL DEVELOPMENT
    - i) Enrollment -- Dramatic increases since 2001
    - ii) Retention – Above national peer average
    - iii) Time to graduation – Consistent with national peer average
    - iv) Participation in co-curricular activities
    - v) Pass rate on national examinations in professional fields
  - 2) SPONSORED AND ACADEMIC RESEARCH
    - i) Grants submitted – Marked increase since 2001
    - ii) Grants awarded – Marked increase since 2001
    - iii) Dollars garnered – Marked increase since 2001
  - 3) COMMUNITY OUTREACH
    - i) Partnerships established
      1. CC – Strong relationships, most especially with our six partner schools where we have collocated facilities.
      2. Businesses, agencies, and organizations – Meet and exceed goals in most areas.
    - ii) Research in the public interest – CWU's research agenda tends toward research of regional and national interest. See more details at <http://www.cwu.edu/~masters/research/reports/>
    - iii) Civic engagement and academic service learning
  - 4) ADMINISTRATIVE OVERHEAD
    - i) Non-duplication of memberships and publications
    - ii) Interactive television hookups for many meetings

## STRATEGIES/ACTIVITIES

The university engages in a number of strategic initiatives and activities to realize its goals.

- *Education And Cultural Development: The expansion of first year programs and living/learning communities (LLC) and promotion of undergraduate research, civic engagement, and academic service learning have combined to strengthen our undergraduate programs. Two new LLCs include*

- Casa Latina, which includes students with interest in issues and people related to Latino and Latin America; Scholars for the Dream, which includes students with interest in issues related to African, African American, and Black diaspora. New academic minors including in International Studies, American Indian Studies, Latino and Latin American Studies, and African American, African, and Black Diaspora studies are responsive to regional demographics and the state's global focus. Our university has an extraordinary program in the performing arts, which results in more than 300 music, theatre, and dance performances each year, a large majority of which are free to the public. The Performing Arts and Presidential Speakers' Series and other performances and speakers, both internal and external to the university, provide rich cultural opportunities for students.*
- *Sponsored and Academic Research: Improvements in this area reflect changing contingencies for promotion and tenure, greater emphasis on mentoring of faculty and staff colleagues, collaborative research among faculty, graduate students, and undergraduate students, and additional support services through the Office of Grants and Contracts.*
  - *Community Outreach: We continue to have strong working relationships with our partners at the six community colleges where our centers are located, and we continue benefit greatly from discipline or initiative-specific advisory councils made up of community members. Research in the public interest is strengthened as a result of these partnerships which reveal topics of importance to the larger regional and state community. The recent completion of an MOU between CWU and the Central Washington University Research Foundation, a 501c3, promises increased opportunities for innovation and entrepreneurship that advantages the community. Our six-pronged civic engagement initiative continues to connect students with the community and provide opportunities for service with non-profit organization. Training and mentoring of faculty fellows has enhanced the academic service learning initiative which enables students to contextualize their academic preparation in the world of work and service and assists them in developing life-long patterns of service. A recent economic impact study reveals the tremendous economic and cultural asset the university provides to the citizens of the central region of the state.*
  - *Administrative Overhead: The university continues to look for ways to restrict overhead costs, although increasing state and federal reporting and compliance requirements stretch the already scarce administrative portion of the budget.*

## **G) PERFORMANCE ANALYSIS**

*CWU is meeting benchmarks established for its performance measures, although funding constraints compromise some activities of the university and strain already strained resources. This has been felt particularly in increased dependence on adjunct faculty and fewer course offerings than would ideally suit the needs of students and reduce their time to graduation.*

*Of particular note is the university's soon to be completed first comprehensive gifts campaign, which has already surpassed the \$21 million goal that was set. In addition, the university has established a new Science Honors Program that seeks out and encourages talented students to pursue careers in the sciences. Faculty and staff have developed impressive records of scholarship and creative activity. Most important are the accomplishments of our graduates. We are particularly pleased to note that the teacher of the year and principal of the year for Washington State in 2008 are CWU alumni.*

## **H) APPRAISAL OF EXTERNAL CHALLENGES AND OPPORTUNITIES**

*CWU is monitoring the current downturn in applications to community colleges and baccalaureate institutions. Because more than half of CWU's students transfer in from other institutions, reduced participation at the community colleges over the last few years is of concern. Recent information from the SBCTC suggests that the downward trend in direct transfer agreement (DTA) degrees is now bottoming out, and improved completion rates are anticipated for the future, but in the short run, we anticipate continued enrollment pressure. Further,*

*our improvement in time to graduation means we are more dependent than we have been in the past on recruiting new native and transfer students*

*The university nurtures relationships with a number of partners in business, industry, social and health services. Of these, there are no more important partnerships than those we've forged with educational institutions, including P-12 schools and community colleges. Most notable are the six partnerships that exist between CWU and six community colleges where our university centers are located. These partnerships have been instrumental in easing articulation between the community college sector and the baccalaureate institutions.*

## **I) ASSESSMENT OF INTERNAL CAPACITY AND FINANCIAL HEALTH**

*Reducing costs and improving efficiencies:* *The university has combined services to reduce costs and improve efficiencies. This is particularly true in the area of energy conservation for which the university has received recognition and in the area of infrastructure modifications. We also benefit enormously from our partners throughout the state who provide valuable advice and counsel and the value they add for our students who complete internships with them.*

*Recruitment, retention, and other workforce challenges:* *Central Washington University has benefitted over the years with bright and talented faculty, exempt, and staff employees. Many choose to work at CWU because of the reputation of the institution or the quality of life in the surrounding area. However, a large number of our employees are reaching retirement age and a number of external factors threaten the university's ability to replace them with employees that are equally capable of preparing the next generation of citizens and workers.*

*Specifically, there is increasingly stiff competition for qualified applicant. Competing successfully requires competitive salaries and benefits. Current estimates by the Higher Education Coordinating Board suggest that CWU would need to improve its salaries by at least \$4,784 per person per year to compete with the median salaries at peer institutions and by nearly \$7,659 per person to compete with salaries at the 75th percentile. Additional incentives such as start-up costs for faculty and moving expenses for all employees also sweeten the offer at many institutions. Similar disparities exist in other employee categories.*

*To recruit and retain faculty, staff, and exempt employees that can prepare students to take positions in the new economy, Central - like other public institutions of higher education in the state - would benefit greatly from a more level employee compensation field relative to its peers.*

*We are also challenged by the state classification and compensation system for classified staff that has not kept pace with the outside market for many of the classifications. Last, changing technology requires us to recruit for a different set of skills that are scarce and widely recruited for by the private sector and local governments at higher salaries than we can offer.*

*Changes in technology or service delivery methods:* *Like many universities, CWU is exploring alternative service delivery both in its educational programs and in its service delivery. Most important, the university is aggressively pursuing synchronous and asynchronous delivery of instruction including traditional, interactive television, online, and hybrid courses to improve access for our students. The successful implementation of PeopleSoft over the past decade resulted in speedier access to information. Further, online registration and other online services have made CWU more user-friendly. However, none of this comes without cost, and the university's resources are finite. This challenges the university to identify resources for upgrading technological infrastructure.*

*Capital facilities and facility maintenance and operations needs:* *The university uses a deliberative process for capital budget requests, prioritizing requests for facilities that meet pressing needs for space, often specialized space, to ensure that students can complete their courses of study in a timely manner. Further, as buildings age, they become less efficient and costs of maintenance increase correspondingly. CWU has an outstanding*

*record for protection and preservation of its buildings, still inadequate maintenance and operation budgets set the stage for deferred maintenance and, in the long run, increase capital construction costs.*

*Ongoing shifts from general operational support funding to specialized funding affect the institution's ability to be flexible. Similar constraints result when grants and/or funding are restricted to specific activities or services.*

*Although CWU has been very successful in recent years in recruiting and enrolling students, increased competition from local, regional, national and international providers, including online providers, require careful monitoring. The university's financial sustainability is directly related to its ability to recruit and graduate students. Similarly, increased competition from private enterprises to provide auxiliary services that are currently provided in-house and that provide a profit margin for the university is a threat to future financial sustainability.*

*Accountability requirements and the requisite identification, tracking, recording, and reporting that accompanies them are an unfunded mandate to universities. The increased requirements demand additional resources including staff time and computer support. The university's financial sustainability also is threatened by increased regulations or requirements from government or third parties with no financial funding attached (IRS, credit card security, accreditation, etc.). As we move forward to develop performance agreements with the state, we all need to be cognizant of the cost of increased—albeit appropriate—progress monitoring.*

*In a technology-rich world, students are demanding more high tech services. Many of these services hold promise to improve efficiency or effectiveness, but they are not supported. In a competitive world, not keeping up with the latest technology can reduce market share and thus impact financial sustainability.*

*The costs of accommodating disabled students and employees and of providing adequate services to foreign students and foreign national faculty and staff are born entirely by the institution. These costs, which are increasing every year, are not optional, but they are not funded. One can argue a strong benefit for the state of these accommodations.*

*Increased benefit costs, particularly medical and dental costs, are a threat to the institution's financial sustainability. A particular problem arises when the institution uses internal funds to award much needed salary increases to faculty and staff but finds that this benefit which compounds into the future, is not state-supported.*

*Much of CWU's progress in redressing poor salaries in relation to peer institutions and salary compression has come from internal allocation. This means that other potentially important program characteristics, e.g., number and diversity of faculty, class size, individual mentoring, are compromised. Similarly, annual increases in student wages, while well deserved, often are not funded and require additional internal allocation.*