

Mission Fulfillment

An Update for the WWU Board of Trustees
12/7/23

Brad Johnson – Provost and Executive Vice
President

Jack Herring – Associate Vice President for
Academic Affairs

Mission Fulfillment: Foundations

WWU Mission:

Western Washington University is a public comprehensive institution dedicated to serving the people of the state of Washington. Together our students, staff, and faculty are committed to making a positive impact in the state and the world with a shared focus on academic excellence and inclusive achievement.

As a community, we uphold certain basic values. These include:

- Commitment to student success, critical thought, creativity, and sustainability
- Commitment to equity and justice, and respect for the rights and dignity of others
- Pursuit of excellence, in an environment characterized by principles of shared governance, academic freedom and effective engagement
- Integrity, responsibility and accountability in all our work



Mission Fulfillment: Foundations

WWU Vision

Western Washington University prepares and inspires individuals to explore widely, think critically, communicate clearly, and connect ideas creatively to address our most challenging needs, problems, and questions.

Mission Fulfillment: Foundations

Strategic Plan

- **Goal #1:** Western will provide a transformational education grounded in the liberal arts and sciences and based on innovative scholarship, research, and creative activity.
- **Goal #2:** Western will advance a deeper understanding of and engagement with place.
- **Goal #3:** Western will foster a caring and supportive environment where all members are respected and treated fairly.
- **Goal #4:** Western will pursue justice and equity in its policies, practices, and impacts.

Mission Fulfillment: Foundations

Core Themes

- Advancing Inclusive Success
- Increasing Washington Impact
- Enhancing Academic Excellence

NWCCU Oversight

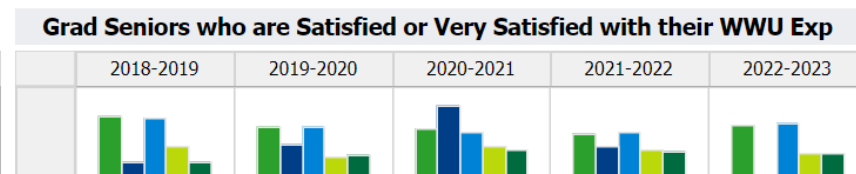
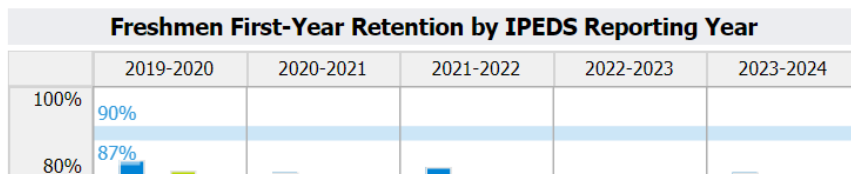
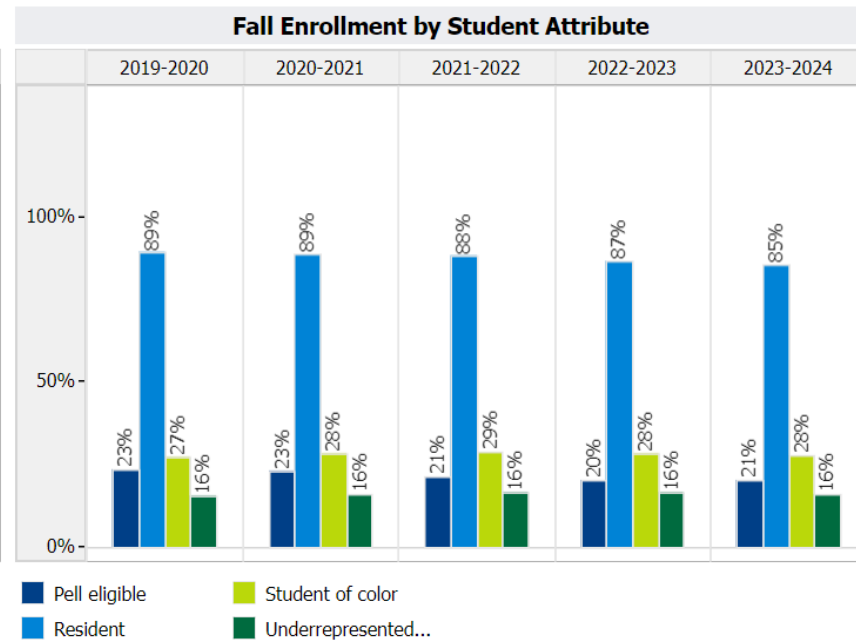
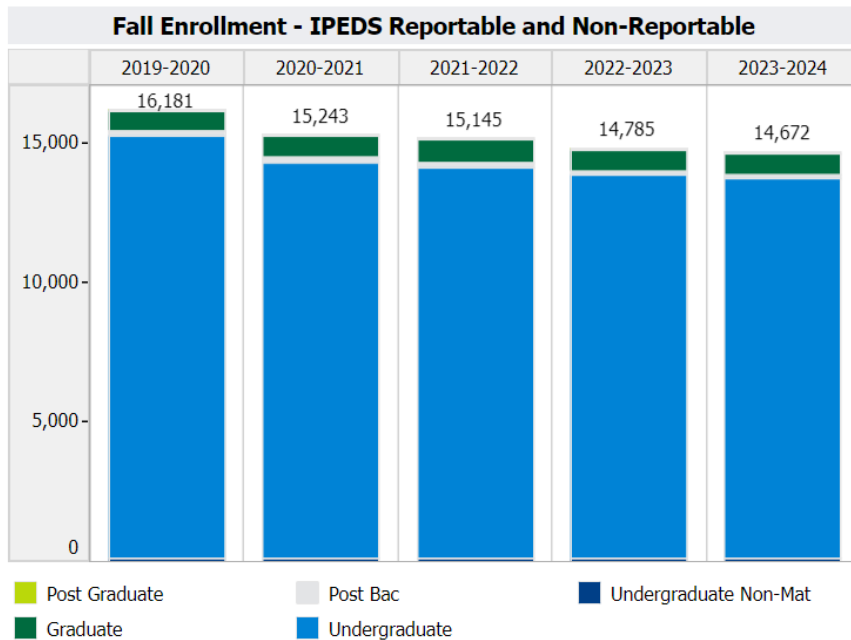
- Reaccreditation process now divided in the seven-year cycle
 - Year 6 review of compliance with NWCCU standards on "Policies, Regulations and Financial Review" (PRFR)
 - Happened in spring 2023
 - Year 7 review of compliance with NWCCU standards on "Evaluation of Institutional Effectiveness" (EIE)
 - Site visit on April 10, 11 and 12 of 2024

- Examples of standards addressed in EIE report
 - **1.A.1** The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.
 - **1.B.1** The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources, and improve student learning and achievement.
 - **1.B.2** The institution sets and articulates meaningful goals, objectives, and indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions.
 - **1.B.3** The institution provides evidence that its planning process is inclusive and offers opportunities for comment by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
 - **1.B.4** The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it considers such findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services, and indicators of achievement of its goals.

Mission Fulfillment Indicator Dashboard

- <https://provost.wwu.edu/overall-metrics>
 - Specific indicators for
 - Inclusive success
 - Washington Impact
 - Academic excellence
 - Equity
 - Peer comparisons
 - Finances

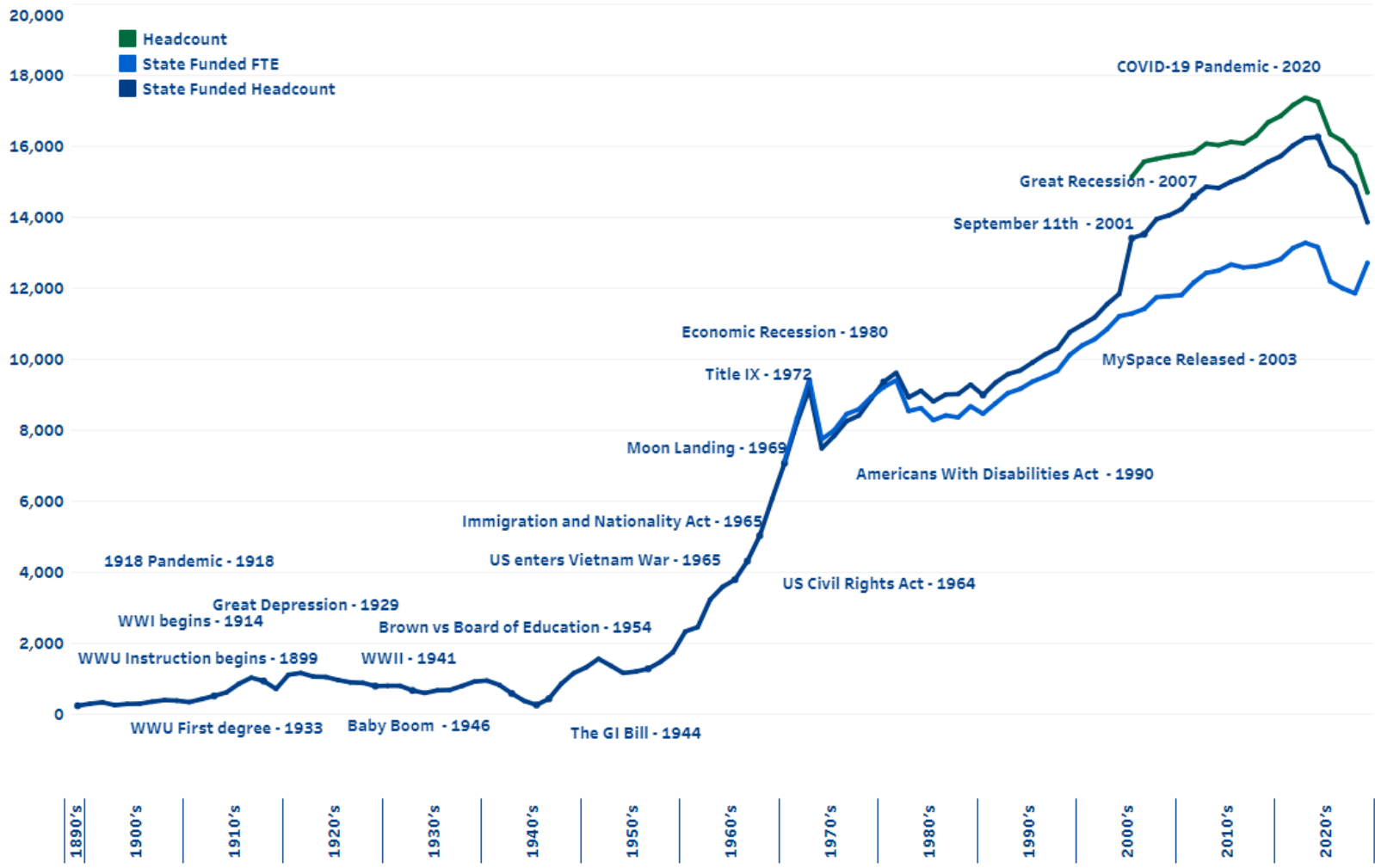
Advancing Inclusive Success



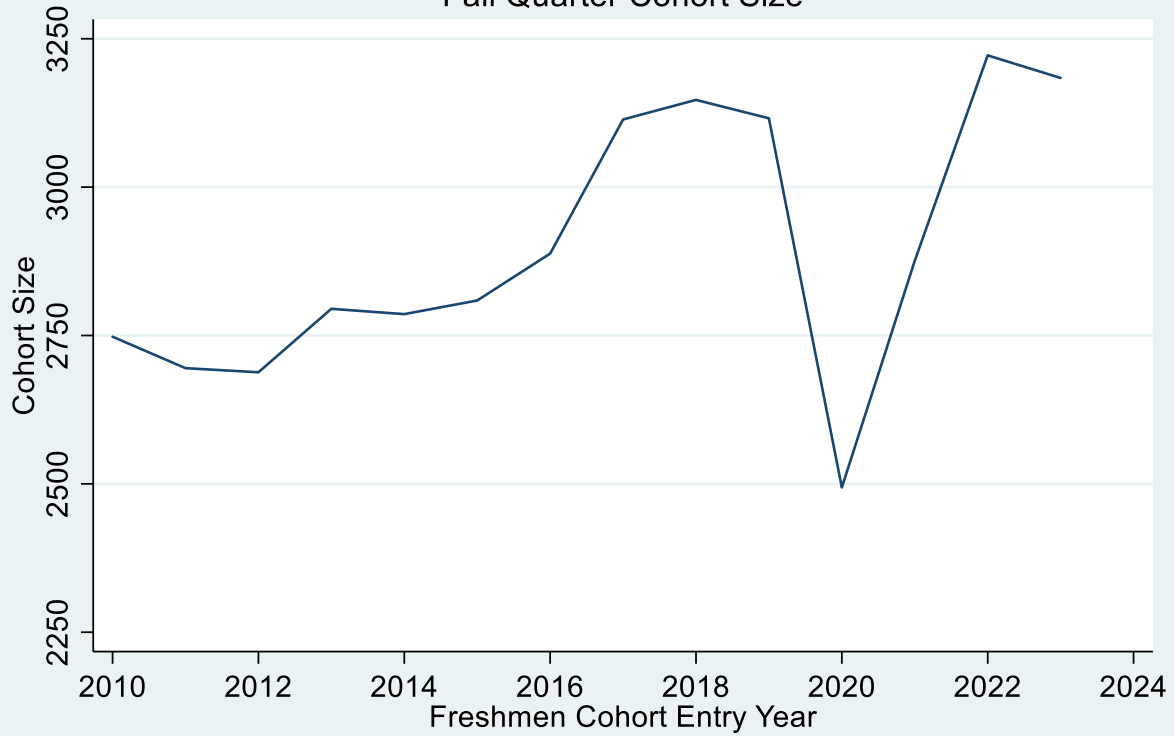
Mission Fulfillment: Enrollment and Student Achievement

- Strategic Plan Objectives

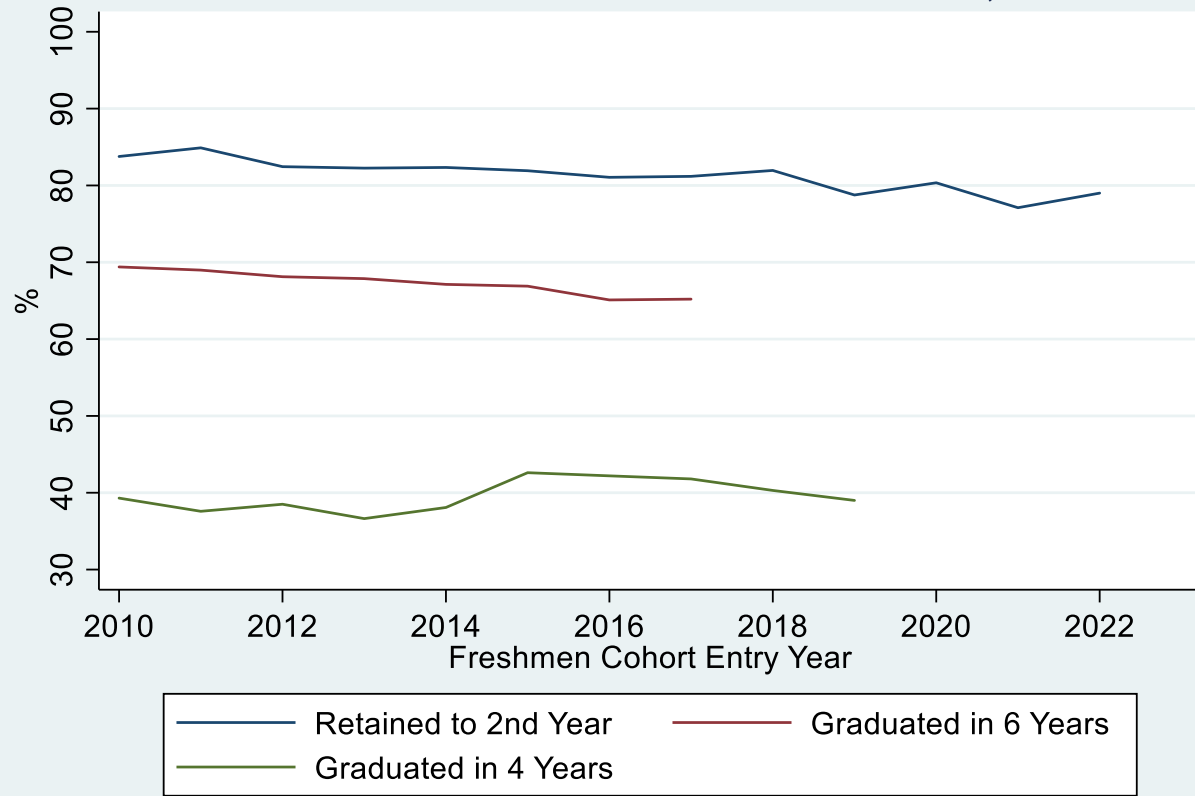
| Metric | 2015-16 | 2016-17 | Target 2024-25 |
|-------------------------------------|---------|---------|----------------|
| <u>INCLUSIVE SUCCESS</u> | | | |
| First-year Retention Rate | | | |
| Overall | 82.4% | 82.1% | 87-90% |
| Students of Color, Underrepresented | 80.0% | 79.8% | 87-90% |
| Pell Grant Eligible | 78.4% | 79.5% | 87-90% |
| Six-year Graduation Rate | | | |
| Overall | 71.2% | 69.5% | 75-80% |
| Students of Color, Underrepresented | 61.8% | 64.8% | 75-80% |
| Pell Grant Eligible | 65.4% | 65.4% | 75-80% |
| Transfer Four-year Graduation Rate | | | |
| Overall | 77.6% | 71.9% | 75-80% |
| Students of Color, Underrepresented | 72.6% | 69.5% | 75-80% |
| Pell Grant Eligible | 73.6% | 72.4% | 75-80% |



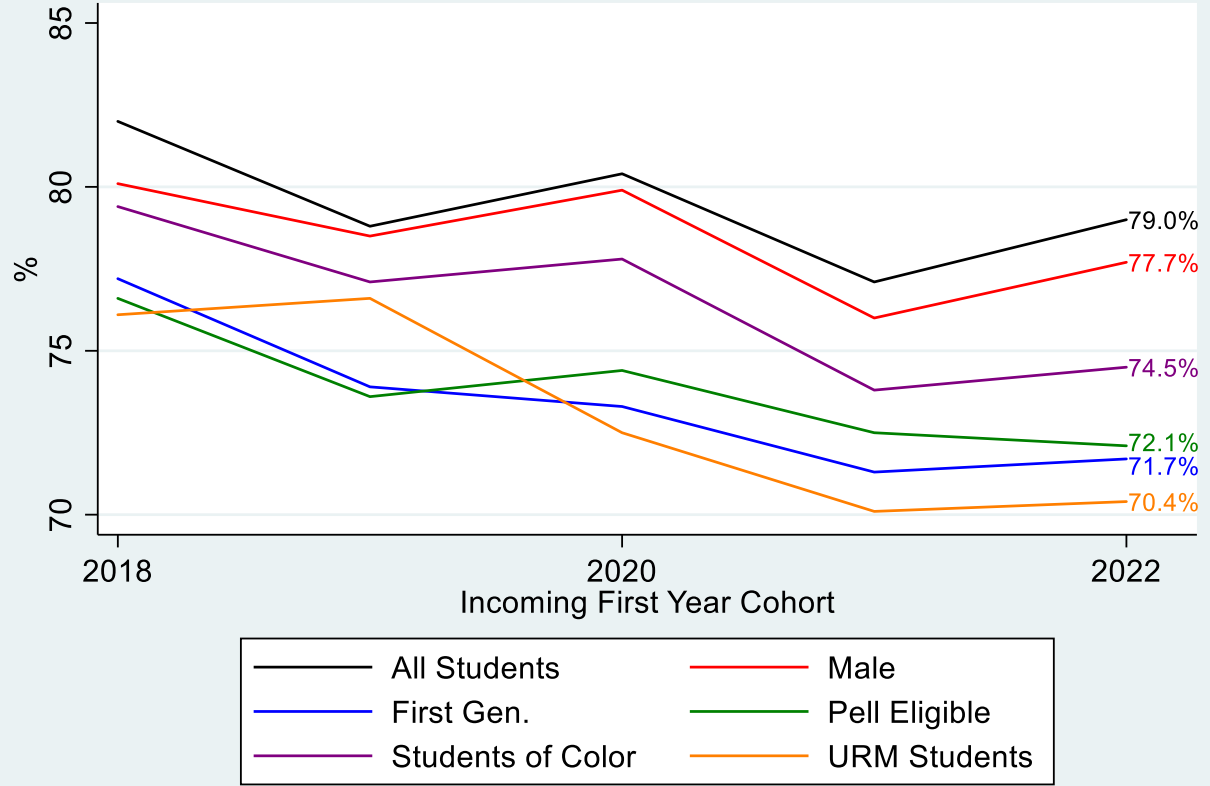
WWU First Year Students Fall Quarter Cohort Size



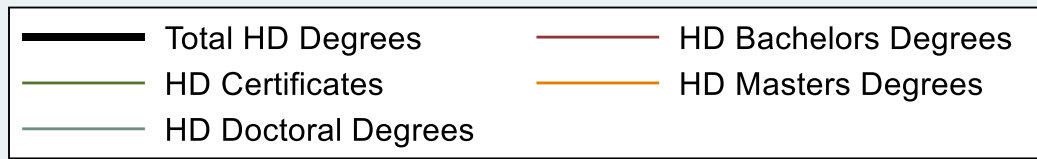
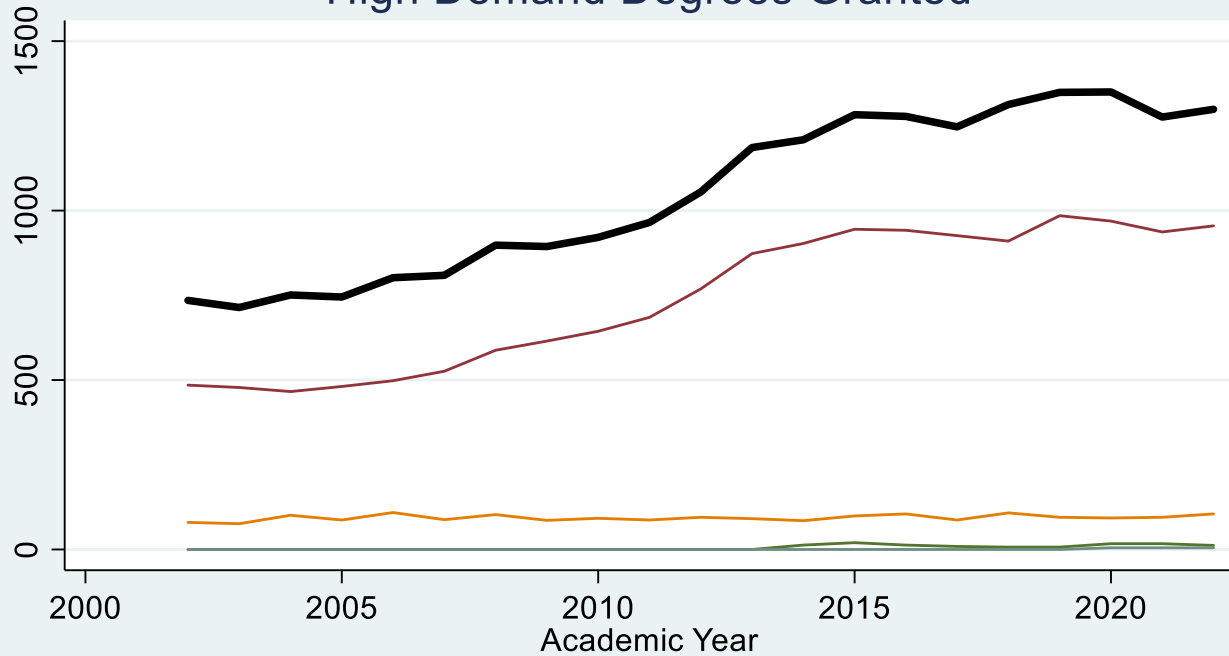
1st Year Retention and Graduation Rates, WWU



1st Year Retention, by Subgroups



High Demand Degrees Granted



How likely is it you will leave WWU before you graduate?

Asked on Incoming Freshmen Survey, 2015-2023

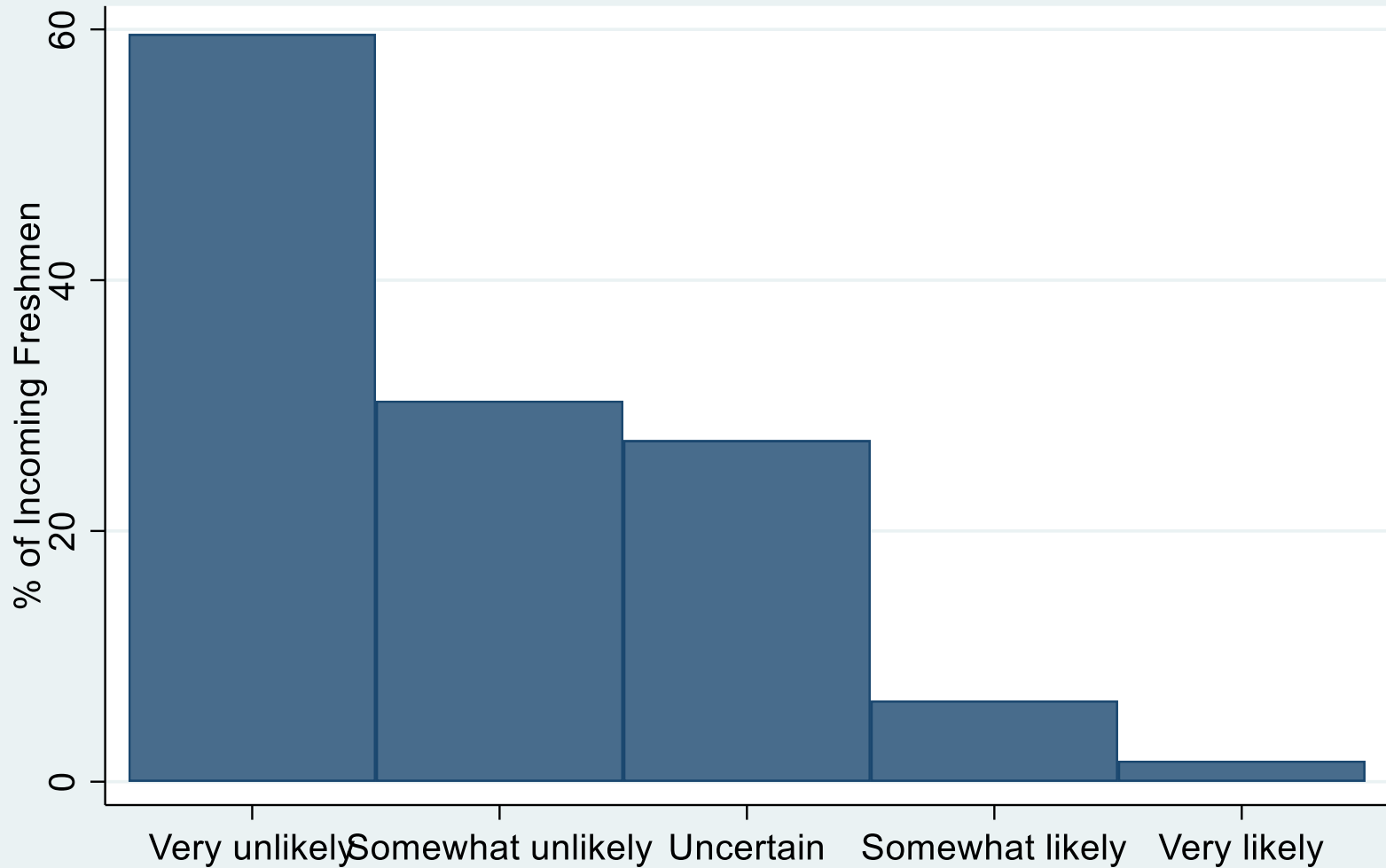


Table 1: Effect Size and Decomposition of Freshmen Retention

| | Effect Size | Explanatory Decomposition |
|--|---------------------|---------------------------|
| High School GPA (and SAT when available) | <i>0.27</i> | 55.3% |
| Hours Transferred to WWU | <i>0.07</i> | 10.9% |
| How likely to Leave before Graduating? (compare very unlikely to very likely) | <i>-14.2</i> | 9.1% |
| Washington Resident | <i>4.2</i> | 3.1% |
| Pell Grant Recipient | <i>-3.4</i> | 7.2% |
| Under-represented Minority (excludes White, Asian, foreign students) | 0.4 | 0.4% |
| Part-Time Student | <i>-12.9</i> | 4.3% |
| Running Start Student | <i>-3.0</i> | 0.1% |
| First Generation Student | <i>-3.5</i> | 8.5% |
| Age | -0.06 | 0.9% |
| Undecided Field of Interest | -0.4 | 0.9% |
| Male (relative to Female) | 0.4 | 0.6% |
| Lived on Campus | <i>3.1</i> | 3.5% |

Notes: Effect size is measured in retention percentages (WWU's retention rate is 80%). For example, a part-time student is 12.9 percentage points less likely to be retained than a full-time student (holding the other variables constant). Bolded numbers are statistically significantly different than zero. The explanatory decomposition compares the impact of changing the average non-retained variable into an average of the retained group. For instance, if non-retained students had the same Admissions Index as the retained group, the retention difference between the two groups would be 55.3% smaller than it actually is.

Other Indicators of Mission Fulfillment

- Academic excellence
 - 50% increase in external funding for research since 2019
 - 34% increase in Honors enrollment since 2019
- Understanding of and engagement with place
 - Increased student, faculty and community engagement with WWU Programs, Centers and Institutes
 - Salish Sea Institute
 - Marine and Coastal Sciences
 - Sustainability Engagement Institute
 - Center for Community Learning

Equity



- Construction of the Multicultural Student Center, a state-of-the-art facility to house multicultural programs which was completed in 2021; and
- Expanded staff to support students of various identities, including a new Director of Multicultural Student Services (hired in 2021), a new Assistant Director of Multicultural Student Services (hired in 2023), a Coordinator of the Black Student Coalition (hired in 2022), and an Ethnic Student Center Program Manager (hired in 2023).
- Staff of our Counseling and Wellness Center has been expanded in recent years to include a Black Student Support Specialist, an LGBTQ+ Student Support Specialist, and a Native American and Indigenous Student Support Specialist.
- Western hired its inaugural Executive Director of American Indian/Alaska Native and First Nations Relations and Tribal Liaison to the President in 2019 and
- Coast Salish Longhouse building is in the early phases of construction and will provide a dedicated space to support culture and identity for American Indian/Alaska Native students on campus.