

# Year One Self-evaluation Report



Prepared for the Northwest Commission  
on Colleges and Universities

September 2015

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Weber State University  
September 2015

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## INSTITUTIONAL OVERVIEW

Weber State University (WSU) is a comprehensive public university providing associate, bachelor's and master's degrees focused on the educational needs of the more than 500,000 people within a service area centered in Ogden, in northern Utah. WSU began as Weber Academy, founded by community religious leaders in 1889, and served primarily as a high school/normal school until 1923 when it became a junior college. Ownership and management of the school was transferred from the Church of Jesus Christ of Latter-day Saints to the state of Utah in 1933. For the next three decades, Weber College served as the public junior college in Northern Utah. In 1964, Weber State College awarded its first baccalaureate degrees and, in 1979, its first master's degree. In 1991, the institution's name was changed from Weber State College to Weber State University. Currently, WSU serves both community college and regional university roles through seven academic colleges with more than fifty academic departments offering more than 230 programs. WSU's 800 full and part-time faculty provide education in online and traditional classes.

WSU's policies and programs reflect its community college and regional university missions. General admission to lower-division course work is open, and WSU annually awards the second largest number of associate degrees in the state of Utah. At the same time, an increasing number of programs have selective admissions criteria, and graduate enrollments are increasing more rapidly than any other enrollment category.

WSU's student demographics also reflect its dual focus — WSU students are more likely to be first-generation college students than their peers at regional universities. A higher percentage are married, have children, are working full-time, receive financial aid, and need remediation in math or English as compared to students attending similar institutions.

WSU faculty see part of their role as helping less well-prepared students to achieve their goals, and the university's retention and graduation data substantiate their success. In 2014-15, WSU conferred over 2,000 associate degrees, over 2,400 bachelor's degrees, and close to 300 master's degrees.

WSU's engaged learning model includes learning opportunities in undergraduate research, community-based and service learning, internships, capstone courses and other forms of experiential learning. As a Carnegie Community Engaged institution, WSU students, faculty and staff contribute well over 140,000 hours of service to the community.

WSU currently serves more than 25,000 students on two major campuses. The Ogden campus serves 14,000 students with 60 buildings on over 400 acres, and the WSU-Davis campus, located next to Hill Air Force Base, provides instruction to 3,300 students. The Ogden campus has on-campus housing for approximately 1,000 students. In addition to its Ogden and Davis campuses, WSU offers courses at two small centers within the region and throughout the country through distance-mediated instruction. Over 16% of WSU's total enrollment is in online courses. Like other publicly-funded institutions in the region, WSU has recently experienced a decline in public support while student enrollments have increased.

# **YEAR ONE SELF EVALUATION REPORT: PREFACE, MISSION, CORE THEMES, EXPECTATIONS: STANDARDS 1.A MISSION AND 1.B CORE THEMES**

## **PREFACE**

This report includes updated indicators and an updated metric for the threshold for mission attainment adopted by WSU's University Planning Committee. Wherever appropriate, the electronic version of the report includes links to the webpages that contain the original data supporting the response.

## **I. A Significant Changes**

Since the Year Seven Report in fall of 2014, Weber State University has appointed a new Provost and Vice President for Academic Affairs. Dr. Michael Vaughan, who had served for ten years as Provost, decided to return to his role as a Professor of Economics. After a national search that involved students, staff, faculty and administrators reviewing over forty applications, Dr. Madonne Miner, who served for the past eight years as the Dean of the Telitha E. Lindquist College of Arts and Humanities, was selected as the new Provost. Dr. Miner, who is also a Professor of English, has many years of experience as an effective administrator and has proven to be an excellent fit for the position.

In addition, the university has been authorized by the State Board of Regents to offer two new master's programs: Nurse Practitioner and Computer Engineering. The university is also offering a new executive Master of Health Administration degree and classes in web design and digital marketing at a new leased location at Farmington Station Park, in Farmington, about twenty miles south of the main campus.

## **I.B Response to Recommendation on Year Seven Report**

There were no recommendations by the peer evaluators or Commission resulting from the Weber State University Year Seven Report and visit.

## **UPDATED STANDARD ONE: MISSION CORE THEMES AND EXPECTATIONS**

### ***EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 AND 3***

*ELIGIBILITY REQUIREMENT 2 - AUTHORITY* The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

Weber State University operates under authority conferred by the [Utah State Constitution Article X section 4](#), [Utah State Code section 53B-2-101 et seq.](#), and [policies of the Utah State Board of Regents](#).

*ELIGIBILITY REQUIREMENT 3 - MISSION AND CORE THEMES:* The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational mission and core themes.

The WSU Board of Trustees, [pursuant to authority delegated to them by the Utah State Board of Regents](#), adopted the Weber State University Mission Statement in January of 2011 and the Weber State University Core Themes in June of 2011. The Utah State Board of Regents—consistent with their [policy R121](#), which describes institutional missions, roles and degrees—approved the final mission statement in May, 2011.

Consistent with Regents [Policy R500 et seq.](#), WSU dedicates substantially all of its resources to support its educational mission and core themes.

## II. STANDARD 1 – MISSION AND CORE THEMES

### STANDARD 1.A.1 – MISSION

*1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.*

#### Weber State University Mission Statement

Weber State University provides associate, baccalaureate and master’s degree programs in liberal arts, sciences, technical and professional fields. Encouraging freedom of expression and valuing diversity, the university provides excellent educational experiences for students through extensive personal contact among faculty, staff and students in and out of the classroom. Through academic programs, research, artistic expression, public service and community-based learning, the university serves as an educational, cultural and economic leader for the region.

#### Publications of the Weber State University Mission Statement

The Weber State University Mission Statement is published on the university’s website: [Weber State University Mission Statement](#) and is explained, together with the university’s core themes, on a webpage devoted to the mission, vision and core themes of the institution: [Mission, Vision and Core Themes](#).

### STANDARD 1.A.2 - INTERPRETATION OF MISSION FULFILLMENT

*1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.*

The core themes and their objectives reflect the three fundamental goals stated in the mission, respond to the unique characteristics of the university and embrace lofty, but attainable, expectations for the future. They describe what WSU does and how it measures what it does with respect to those goals. Analysis of the data allows the university to identify the extent to which it is successful in fulfilling those goals and facilitates WSU’s continuous improvement.

Specific objectives have been articulated for each of the three core themes, and one to three indicators of achievement have been identified for each objective. In turn, each indicator has been linked to metrics, and acceptable thresholds of performance have been identified for each set of metrics. The analysis of the attainment of each objective identifies the area as “needs improvement,” “approaches expectations,” “substantially meets expectations” and “exceeds expectations.”

If all of the metrics identified for the set of indicators associated with a specific objective meet or exceed the expected levels of performance, it is determined that the university “**exceeds** expectations” for this objective. If the preponderance of the metrics identified for the set of indicators associated with a specific objective meets or exceeds the expected levels of performance, it is determined that the university “substantially **meets** expectations” for this objective. If there is a strong trend toward reaching the threshold, but the threshold has not yet been achieved, the university is deemed to be “**approaching** expectations.” Finally, if most of the metrics fall below the expected levels of performance, the university is deemed to “**need** improvement.”

### ***ACCEPTABLE THRESHOLD AND EXTENT OF MISSION FULFILLMENT***

Specific thresholds have been set for each institutional indicator. The extent of mission fulfillment will be reflected as a percentage of objectives in which the university “substantially meets expectations” or “exceeds expectations.” In the past, the university established a threshold for mission attainment of 90% of the metrics for institutional objectives at “substantially meets” or “exceeds expectations.” After some discussion, there were concerns that the relatively high threshold had the potential to limit the objectives and metrics that would be chosen. Since the university is sincerely interested in broad-based continual improvement, the general threshold for mission fulfillment for the university has been changed to “substantially meets expectations” or “exceeds expectations” for the institutional objectives at a level of 80% or above.

### ***INSTITUTIONAL REVIEW OF THE PROCESSES OF CONTINUING EVALUATION AND CONTINUAL IMPROVEMENT***

After the Year Seven Review, the University Planning Committee met several times to assess the effectiveness of our Core Theme planning, and the consistency and adequacy of our Core Themes and their associated objectives, indicators and metrics. As a result of those meetings, the university reaffirmed the Core Themes and their associated objectives, but modified some of the indicators and metrics to better reflect our mission fulfillment and wherever possible, to put the metrics in a context that gave them greater meaning. For example, some of our metrics in the past have been “snapshots” of current performance without any indication of direction or comparative strength. We have modified each of these indicators and have adopted new metrics and acceptable thresholds of achievement for them that reflect a directional series and/or a comparison with state or national peers.

### **STANDARD 1.B - CORE THEMES**

#### ***1.B.1- CORE THEMES AND STANDARD 1.B.2- APPROPRIATE OBJECTIVES AND INDICATORS***

*1.B.1 The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

*1.B.2 The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*



**CORE THEME I: ACCESS**

**ACCESS DESCRIPTION AND MISSION ALIGNMENT**

WSU serves communities with significant socio-economic and cultural differences. As the “educational, cultural and economic leader for the region,” WSU strives to provide meaningful access for prospective students to educational programs that respond to student and local employment needs.

ACCESS Objective A. RESPONSIVE DEGREES Weber State University will offer responsive associate, bachelor’s and master’s degrees in liberal arts, sciences, technical and professional fields.

RESPONSIVE DEGREES Indicator 1 Programs and degrees will be curricularly and economically responsive to student needs.

*Rationale for RESPONSIVE DEGREES Indicator 1*

Currently, 98% of institutional growth can be explained by population growth in the three primary counties served by WSU: Weber, Davis, and Morgan. As the county populations increase, there is an expectation that enrollment will increase concomitantly at WSU. If enrollment increases do not match population increases, that is a signal that there may be a misalignment of WSU’s curricular offerings and the needs and interests of the communities that it serves.

RESPONSIVE DEGREES Indicator 2 Weber State University will continue to be an affordable choice for higher education.

*Rationale for RESPONSIVE DEGREES Indicator 2*

Even if the degrees and programs offered by WSU were curricularly responsive to local needs, students would be unlikely to pursue those degrees if the university does not continue to be an affordable choice.

| <b>Theme</b>  | <b>Objective</b>   | <b>Indicator</b>   | <b>Threshold</b>   |
|---------------|--|--|--|
| <b>ACCESS</b> | A. Weber State will offer programs that address the needs of the community | 1. Enrollment will track the census in the three county catchment area as measured by fall semester, 3rd week headcount data | Enrollment increases parallel increases in 3 county census estimates |
|               |  | 2. Full-year tuition and fees for full-time, undergraduate students will continue to be reasonable                           | WSU tuition will be below the mean of peer institutions              |

ACCESS Objective B. RESPONSIVENESS TO “COHORTS OF INTEREST” Weber State University will effectively serve the needs of “cohorts of interest” in the community, which include ethnicity-based populations in the immediate community, veterans, returning students, transfer students etc.

RESPONSIVENESS TO “COHORTS OF INTEREST” Indicator 1 Participation rates for “cohorts of interest” will mirror the demographics of those groups in the University’s catchment area.

*Rationale for RESPONSIVE DEGREES Indicator 1*



“Cohorts of interest” are educationally underserved groups of people within our community. Sometimes the outcomes for these cohorts get lost in the crowd of the larger population. We will better monitor the outcomes for those groups to ensure they are being as successful as the larger population. Examples of ‘cohorts of interest’ include ethnicity-based populations in the immediate community, veterans, returning students, transfer students etc.

| Theme  | Objective  | Indicator   | Threshold   |
|--------|--|---|---|
| ACCESS | B. Weber State will serve cohorts of interest in the community | 1. Participation rates for “cohorts of interest” will be measured with fall semester, 3rd week headcount data, broken down by demographic | Rates of WSU enrollment for “cohorts of interest” will be at least 80% of the average rate of enrollment of the highest participating group |

**CORE THEME II: LEARNING**

LEARNING DESCRIPTION AND MISSION ALIGNMENT

LEARNING Objective A. STUDENTS RETAINED Student learning requires student retention. Weber State will be at the fiftieth percentile, or above, of its peer institutions in freshman to sophomore student retention rates.

STUDENTS RETAINED Indicator 1 WSU’s rates of first year retention for all first time, full-time students will be at or above the mean of peer institutions.

*Rationale for STUDENTS RETAINED Indicator 1*

Weber State University serves a number of populations, given its mission to serve both community college and university roles. Unlike many of WSU’s peers, it is open enrollment and serves a population that tends to leave the university for one to two years for religious missions, and to marry and have children early. This results in higher rates of students working more than 20 hours a week (60%) and more long-term part-time degree seeking students (the 12 year graduation rate for WSU is in the range of 80%). Given this unique population, the freshman to sophomore retention rate is not as predictive of long-term completion as it is at WSU’s peers, but, an increasing percentage of students are pursuing their education in more traditional patterns. It is important for the university to closely track freshman to sophomore retention to insure that this important portion of the institution’s population is being well served.

STUDENTS IN COHORTS OF INTEREST RETAINED Indicator 2 WSU’s rates of first year retention for first time, full-time students in “cohorts of interest” will mirror the rates for all students.

*Rationale for STUDENT RETAINED Indicator 2*

WSU wants to ensure that the same “cohorts of interest” identified under “Access” are successful once they’ve begun their WSU experience. Tracking retention rates of those cohorts prevents the experiences of those students from getting lost in the larger numbers.

| Theme    | Objective                               | Indicator  | Threshold  |
|----------|---|--|--|
| LEARNING | A. Students who enroll will be retained | 1. Official, first-time, full-time retention rates     | WSU's first year retention rate will place it in the upper half of peer institutions   |
|          |   | 2. First-year retention rates of "cohorts of interest" | First-year retention rates of "cohorts of interest" will be at least 80% of the average rate of retention of the highest participating group |

LEARNING Objective B. ENGAGED-LEARNING Students will participate in engaged-learning experiences.

ENGAGED-LEARNING Indicator 1 More than 66% of WSU seniors will participate in one or more of five identified engaged-learning experiences: Community Service, Internship, Capstone Experience, Undergraduate Research or Study Abroad.

*Rationale for ENGAGED-LEARNING Indicator 1*

National research and WSU research suggests a strong correlation between students' involvement in engaged-learning experiences (sometimes called "high impact practices") and their persistence and academic performance.

ENGAGED-LEARNING Indicator 2 Students will identify meaningful engaged-learning experiences in graduate surveys and exit interviews with focus groups.

*Rationale for ENGAGED-LEARNING Indicator 2*

Focus groups of graduating seniors allow WSU to assess qualitatively the value of engaged-learning experiences.

| Theme    | Objective  | Indicator   | Threshold   |
|----------|--|---|---|
| LEARNING | B. Students will participate in engaged-learning experiences | 1. Percentage of students participating in engaged-learning experiences                       | More than two-thirds of WSU seniors will have one of five identified engaged-learning experiences: Community Service, Internship, Capstone Experience, Undergraduate Research or Study Abroad |
|          |  | 2. Qualitative themes from graduate survey about learning and meaningful learning experiences | At least 70% of students will identify engagement as a "meaningful" learning experience at WSU, which will be noted through qualitative theme identification from open response questions     |

LEARNING Objective C. GENERAL EDUCATION Students will achieve identified outcomes of general education.

GENERAL EDUCATION Indicator 1 Data aggregated at the core and breadth levels will indicate that 80% of students taking Gen Ed courses are achieving outcomes at a level of 70% or higher.

*Rationale for GENERAL EDUCATION Indicator 1*

WSU is committed to educating students who will have a set of foundational skills and knowledge that will allow them to succeed in their programs of study and professional lives. Direct assessment of student learning as part of their general education instruction allows the university to assess how effectively that education is occurring.

GENERAL EDUCATION Indicator 2 Students will identify meaningful learning outcomes in the core or breadth areas of general education in exit interviews.

*Rationale for GENERAL EDUCATION Indicator 2*

Focus groups of graduating seniors allow WSU to qualitatively assess the value of general education learning experiences.

| <b>Theme</b>    | <b>Objective</b>   | <b>Indicator</b>   | <b>Threshold</b>  |
|-----------------|--|--|---|
| <b>LEARNING</b> | C. Students will achieve general education learning outcomes | 1. Results of general education learning outcome assessment  | Data aggregated at the core and breadth levels indicate that 80% of students taking Gen Ed courses are achieving outcomes at a level of 70% or higher   |
|                 |  | 2. Qualitative data gathered at graduation from focus groups | At least 70% students will identify meaningful learning outcomes in the core or breadth areas, which will be noted through qualitative theme identification gathered from focus groups of graduating students |

LEARNING Objective D. PROGRAM EDUCATION Students will achieve learning outcomes in their programs that prepare them for careers and /or further study.

PROGRAM EDUCATION Indicator 1 Data aggregated at the program level indicates 90% graduating seniors are achieving program level outcomes at 80% or higher.

*Rationale for PROGRAM EDUCATION Indicator 1*

Direct assessment of student learning as part of their program instruction allows the university to assess how effectively the university is preparing students for careers or further education.

PROGRAM EDUCATION Indicator 2 At least 70% of students will identify meaningful learning outcomes achieved in their program of study in focus groups of graduating students.

*Rationale for PROGRAM EDUCATION Indicator 2*

Focus groups of graduating seniors will allow WSU to qualitatively assess program learning experiences.

| <b>Theme</b>    | <b>Objective</b>                                   | <b>Indicator</b>   | <b>Threshold</b>  |
|-----------------|--|--|---|
| <b>LEARNING</b> | D. Students will achieve program learning outcomes | 1. Results of program level learning outcome assessments     | Data aggregated at the program level indicates 90% graduating seniors are achieving program level outcomes at 80% or higher   |
|                 |  | 2. Qualitative data gathered at graduation from focus groups | At least 70% of students will discuss meaningful learning outcomes achieved in their program of study, which will be gathered through exit interviews, graduating student surveys, or other qualitative instruments |

LEARNING Objective E. STUDENTS WILL ACHIEVE LOWER-DIVISION SUCCESS Lower-division students will achieve success

STUDENTS WILL ACHIEVE LOWER-DIVISION SUCCESS Indicator 1 First-time students will achieve a first semester average GPA of 2.2 or above.

*Rationale for STUDENTS WILL ACHIEVE LOWER-DIVISION SUCCESS Indicator 1*

An average grade point average of 2.2 or above in the first semester correlates with persistence.

STUDENTS WILL ACHIEVE LOWER-DIVISION SUCCESS Indicator 2 At least 70% of students will repeat core courses an average of two or fewer times.

*Rationale for STUDENTS WILL ACHIEVE LOWER-DIVISION SUCCESS Indicator 2*

Repeating core courses has an inverse relationship with the likelihood of graduation.

| <b>Theme</b>    | <b>Objective</b>                                | <b>Indicator</b>                 | <b>Threshold</b>   |
|-----------------|---|----------------------------------|--|
| <b>LEARNING</b> | E. Lower-division students will achieve success | 1. Average first-semester GPA    | 80% of first-time students will achieve a first-semester GPA of 2.2 or above       |
|                 |   | 2. Number of core course repeats | At least 70% of students will repeat core courses an average of two or fewer times |

**LEARNING Objective F. STUDENTS WILL GRADUATE**

Students will complete degrees.

**STUDENTS WILL GRADUATE Indicator 1** WSU's six-year graduation rate will place it in the upper half of peer institutions.

*Rationale for STUDENTS WILL GRADUATE Indicator 1*

Traditionally, WSU's rate of six-year graduation has struggled when compared to national peers, although its twelve year rate, at over eighty percent, is exceptional. Weber has been reviewing the factors over which the university has control in the graduation process to encourage earlier graduation. WSU's student population differs from most of its peer institution since it is open enrollment, has a very high percentage of married and/or working students. Consequently, being above the mid-point of peer institutions at six years represents a significant challenge. However, we believe that it is not unrealistic and we are making serious strides towards reaching this goal.

**STUDENTS WILL GRADUATE Indicator 2** Six-year graduation rates of cohorts of interest will approach that of the overall population.

*Rationale for STUDENTS WILL GRADUATE Indicator 2*

Learning and progress towards degrees of the "cohorts of interest" should be equal to or better than the rest of the student body.

| Theme    | Objective                         | Indicator  | Threshold  |
|----------|-----------------------------------|--|--|
| LEARNING | F. Students will complete degrees | 1. Measured with six-year graduation rates   | WSU's six-year graduation rates will place it in the upper half of peer institutions                       |
|          |                                   | 2. Measured with six-year graduation rates of all students and student cohorts of interest                                     | Six-year grad rates of cohorts of interest will be at least 80% of the average rate for all students       |
|          |                                   | 3. Measures gleaned from NSSE, Noel-Levitz, and aggregated university surveys about student satisfaction with support services | Student ratings on satisfaction with support services will average above "satisfied" on university surveys |

**CORE THEME III: COMMUNITY**

**COMMUNITY DESCRIPTION AND MISSION ALIGNMENT**

"Public service and community-based learning" represent both pedagogical emphases and community commitments. For "the university [to] serve[s] as an educational, cultural and economic leader for the region,"

WSU must be an active participant in regional learning endeavors and the social and economic life of the community.

COMMUNITY Objective A. EDUCATION WSU will contribute to pre-K through 12 education in the region.

EDUCATION Indicator 1 Local educators enroll in advanced degree and continuing education programs.

*Rationale for EDUCATION Indicator 1*

Among the ways that WSU contributes to pre-K through 12 education is by partnering with the public education community and by providing quality continuing education to teachers and administrators.

EDUCATION Indicator 2 WSU will promote preparation for higher education.

*Rationale for EDUCATION Indicator 2*

WSU also contributes to pre-K through 12 education by assisting in the preparation of pre-college students. Current programs and measures focus on the preparation of targeted populations, which have been traditionally underrepresented in higher education. The measures include the number of students who participate in preparation programs and the number of participants who later enroll in a college or university.

| Theme     | Objective  | Indicator   | Threshold   |
|-----------|--|---|---|
| COMMUNITY | A. Weber State University will contribute to the K-12 education in the community | 1. Local educators will enroll in advanced degree and continuing education programs       | The five-year rolling average of educator enrollments will show a positive trend                  |
|           |  | 2. WSU will provide precollege support through targeted support for “cohorts of interest” | The five-year rolling average of participation in pre-college programs will show a positive trend |

COMMUNITY Objective B. CULTURE Weber State will contribute to the richness of the regional culture.

CULTURE Indicator 1 The community will participate in a diverse offering of WSU events.

*Rationale for CULTURE Indicator 1*

Weber State contributes to the richness of the regional culture by providing a wide variety of events to which the public is invited. Continuing strong attendance at educational, cultural, entertainment and sporting events reflects WSU’s contribution to the regional culture.

CULTURE Indicator 2 Education opportunities will be brought to the community.

*Rationale for CULTURE Indicator 2*

Not all members of the community, children in particular, are able to come to the campus. Weber State reaches out to these groups with educational opportunities by meeting the community members where they are.

| Theme     | Objective  | Indicator  | Threshold  |
|-----------|--|--|--|
| COMMUNITY | B. The community will participate in a wide array of WSU sponsored cultural programs | 1. The community rates of participation in diverse cultural offerings sponsored by WSU | The average annual rate of community participation in theatrical, musical, scientific, athletic and civic events will mirror population growth in our catchment area |
|           |  | 2. Education opportunities continue to be brought to the community                     | Participation in Arts-in-the-Park, Science in the Park and other community-based programs will mirror population growth in our catchment area                        |

COMMUNITY Objective C. STUDENTS WILL ENGAGE IN THE COMMUNITY

STUDENTS WILL ENGAGE IN THE COMMUNITY Indicator 1 Students will engage with the community and become productive members of society.

*Rationale for STUDENTS WILL ENGAGE IN THE COMMUNITY Indicator 1*

One of the most important impacts that WSU has on the community is providing a well-trained workforce.

STUDENTS WILL ENGAGE IN THE COMMUNITY Indicator 2 Students pursue advanced degrees and contribute to the larger community.

*Rationale for STUDENTS WILL ENGAGE IN THE COMMUNITY Indicator 2*

Students who pursue advanced degrees often return to serve the community as physicians, attorneys or business professionals. In addition, many make significant discoveries that serve the larger community.

| Theme     | Objective   | Indicator   | Threshold   |
|-----------|---|---|---|
| COMMUNITY | C. Students will engage with the community and become productive members of society | 1. Measured with graduation data and verified by workforce services and Student Clearing House data | 90% of students who want to pursue work after graduation will be successful in doing so                 |
|           |   | 2. Measured with graduation data and verified by workforce services and Student Clearing House data | 80% of students who want to pursue additional education after graduation will be successful in doing so |

COMMUNITY Objective D. FACULTY WILL SERVE PROFESSIONS

FACULTY WILL SERVE PROFESSIONS Indicator 1 Faculty will write professional publications, create artistic works, perform and engage with their larger profession.



*Rationale for FACULTY SERVE PROFESSIONS Indicator 1*

WSU faculty are productive scholars and active performers who engage in scholarly or artist work that benefits the larger community.

| <b>Theme</b>     | <b>Objective</b>                                | <b>Indicator</b>   | <b>Threshold</b>  |
|------------------|---|--|---|
| <b>COMMUNITY</b> | D. Faculty will contribute to their professions | 1. Number of faculty publications/citations, presentations | The number of faculty publications and citations will trend upward over a five year rolling average |

COMMUNITY Objective E. FACULTY, STAFF AND STUDENTS WILL SERVE IN THE COMMUNITY

FACULTY, STAFF AND STUDENTS WILL SERVE IN THE COMMUNITY Indicator 1 Faculty, staff and students will support the community through service and outreach efforts often in conjunction with community partners.

*Rationale for FACULTY, STAFF AND STUDENTS WILL SERVE IN THE COMMUNITY Indicator 1*

Community service is incorporated in the teaching and service of the university to the community. The number of community partnerships gives a sense of the scope of the service provided.

FACULTY, STAFF AND STUDENTS WILL SERVE IN THE COMMUNITY Indicator 2 Students, will continue to contribute an average of eight hours per student each year. Faculty and staff service hours are not as formally tracked, but survey data collected from faculty and staff confirm their commitment to service.

*Rationale for FACULTY, STAFF AND STUDENTS WILL SERVE IN THE COMMUNITY Indicator 2*

The ethic of service to the community is deeply entrenched in the university and the number of hours contributed each year gives an indication of the magnitude of the effort.

| <b>Theme</b>     | <b>Objective</b>   | <b>Indicator</b>   | <b>Threshold</b>  |
|------------------|--|--|---|
| <b>COMMUNITY</b> | E. Faculty, staff and students will support the community through service and outreach efforts | 1. The number of formal community partnerships                               | The number of formal community partnerships will continue to grow at a rate at least equal to local population growth |
|                  |  | 2. The number of hours contributed annually in community service by students | The number of hours of service contributed by students will continue to average eight or more hours per year          |